



Research Article

A study on the current state of head teachers' competency in tourism school

Tengyan Jiang ^{a,1,*}, Wannaporn Siripala ^{a,2}

^a. Institute of Science, Innovation and Culture (ISIC) Rajamangala University of Technology Krungthep, Thailand

¹ 658240200126@mail.rmutk.ac.th *; ² wannaporn.s@mail.rmutk.ac.th

* corresponding author

KEYWORDS

Tourism school
Head teacher
Competency

ABSTRACT

The research investigates the assessment and evaluation of head teachers in tourism schools, focusing on factors influencing their competence. A sample of 123 head teachers from Guizhou Tourism School participated, responding to a questionnaire. Statistical analysis included frequency, percentage, average, and standard deviation. Results reveal several findings: 1.) Marital status affects the competency of tourism class teachers, with married teachers exhibiting heightened awareness of students' physical and mental development. 2.) Age and teaching experience significantly impact the competency of head teachers, indicating higher competency levels with increasing age and teaching tenure. 3.) Professional title correlates positively with competency, with higher titles associated with enhanced competence.

How to cite: Jiang, T. & Siripala, W. (2024). A study on the current state of head teachers' competency in tourism school. *International Conference on Education, Teacher Training, and Professional Development*, 107-127. Malang: Universitas Muhammadiyah Malang.

1. INTRODUCTION

As an important part of the education system, vocational education has attracted more and more attention. Since the 18th CPC National Congress, the CPC Central Committee and the State Council have attached great importance to the development of vocational education, constantly increasing the reform and development of vocational education, and the adaptability of vocational education to social development has been continuously enhanced. Under the background of social transformation and industrial upgrading in the new period, how to achieve high-quality development in secondary vocational education is the focus of vocational education research at present. By 2021, the enrollment scale of secondary vocational schools (excluding technical schools) has reached 4.89 million, and secondary vocational education has reached a certain scale of development. The key to the high-quality development of secondary vocational education is to have a team of high-quality professional teachers. As early as 2018, the CPC Central Committee and the State Council issued the opinions on comprehensively deepening the Reform of Teachers in the New era, and in 2019, the State Council issued the implementation Plan of National Vocational Education Reform. In the same year, the Ministry of Education and other four departments issued the double-qualified "Reform implementation Plan for the Construction of Teachers in the New era", which made comprehensive arrangements for the work of vocational teachers. As the backbone of secondary vocational school teachers, to enhance the competence of secondary vocational school head teachers plays an important role in the benign development of secondary vocational education, the

promotion of the connotation of secondary vocational schools and the adult development of secondary vocational school students.

1) The improvement of the competence of head teachers is the inevitable requirement of the high-quality development of secondary vocational school education.

The students of secondary vocational schools are different from those of ordinary middle schools. They have unique physical and mental characteristics. The new Vocational Education Law clearly stipulates that secondary vocational schools can not only train skilled talents who can meet the needs of social and economic development, but also provide qualified students for higher-level schools. This regulation makes China's secondary vocational education change the previous employment-oriented training goal to pay equal attention to employment and further education. The particularity of students' physical and mental characteristics and the change of new training goals have put forward higher requirements for the work ability of homeroom teachers in secondary vocational schools in the new period. Therefore, improving the competence of homeroom teachers has become an inevitable pursuit for the high-quality development of secondary vocational schools in the new period.

2) The improvement of the competence of head teachers is a powerful guarantee for the specialization of management in secondary vocational schools.

The management of secondary vocational schools has a long way to go. At present, the management of secondary vocational schools basically follows the management mode of ordinary primary and secondary schools. In the existing research, there is little research on the promotion of the management path of secondary vocational schools. Under the background of the great development of vocational education and the promulgation and implementation of the new Vocational Education Law, it is both necessary and urgent to improve the professional level of secondary vocational school management. After so many years of development, great changes have taken place in the training objectives and the composition of students in secondary vocational education. The head teachers of secondary vocational schools, as the grass-roots managers of secondary vocational schools, play a connecting role. Improving the competence of secondary vocational school head teachers is an important measure related to the level and specialization of school management, and to enhance the competence of secondary vocational school head teachers. It can improve the moral education level and school management level of secondary vocational schools, which is of great practical significance to promote the scientific development of secondary vocational schools, and is a strong guarantee to realize the specialization of secondary vocational school management.

3) The improvement of the competence of head teachers is the concentrated embodiment of the comprehensive quality of secondary vocational school teachers.

Most of the students in secondary vocational schools are those who failed in the high school entrance examination, and many students' study and living habits are not very good. In a short period of three years of study and life, it is not easy to train a group of students with various problems into useful talents whose parents are satisfied with the needs of the society. This is a great challenge to all secondary vocational school teachers, including the head teacher of secondary vocational schools. Teachers in secondary vocational schools should not only teach corresponding professional skills, but also spend more time and energy on students' moral education. As the backbone of students' moral education, head teachers should guide students' outlook on life, values and world outlook. However, we cannot adopt simple and rude ways and methods, we must have certain professional literacy in order to do a good job of moral education (Chen Yu, 2018). Therefore, to enhance the competence of head teachers in secondary vocational schools, so that they can be better qualified for the work of head teachers, to achieve the general goal of educating people for the party and for the country is an important embodiment of the research of secondary vocational school head teachers in the new period. It is also the concentrated embodiment of the comprehensive quality of secondary vocational school teachers.

Therefore, the author hopes that based on the research on the competence of the head teacher of the tourism school, sort out and analyze the current situation of the competence of the head teacher of the tourism school, and put forward the path to improve the competence of the head

teacher of the tourism school, so as to further promote the construction of the class teacher team of the tourism school

Research Objectives

To study the current state of the assessment and evaluation of head teachers in tourism schools to analyze the factors that affect the competence of head teacher of tourism schools

2. LITERATURE REVIEW

The research mainly focuses on the following aspects:

1. A study on the connotation of the competence of the head teacher

The study of competency is a relatively complex work, and the top priority of competency research is to build what kind of competency model, which requires researchers not only to have sufficient advanced theoretical reserves, but also to have a number of professional research teams and effective research methods. Throughout the academic circle, the field of enterprise human resources has always been the focus of competency research. Compared with the West, the study of competency in China is relatively late, relying on the rich theoretical and practical achievements of foreign competency research. In recent years, it has also made good achievements, especially in promoting the localization of research objects and models and cross-development with other disciplines, and made a lot of achievements. In the 1960s, Professor David McClelland, a professor at Harvard University, first put forward the concept of "competency", which refers to the deep-seated personal characteristics that distinguish efficient achievers from ordinary achievers in a particular job. Specifically, any individual characteristics that can be reliably measured or counted, such as motivation, trait, self-image, attitude or values, domain-specific knowledge, cognitive or behavioral skills, that can significantly distinguish excellence from general performance (1973). In recent years, domestic experts and scholars have done more and more research on "competency". The domestic attention to "competency" began around the 1980s, which is relatively late compared with foreign countries. However, from the key word "competency" search on the Internet, it is found that domestic research on competency is becoming more and more hot and more and more, basically focusing on the field of enterprise human resource management. A large number of research achievements on competency emerge every year. The earliest domestic research on competency localization is time prospecting. He studied competency localization in the field of human resources and expounded the basic characteristics of competency. It is considered that competency is a kind of individual job characteristic which is difficult to be discovered and lasting within the individual, which can be used to distinguish between ordinary employees and excellent employees. (2009) Wang Zhongming and Chen Mingke (2002) analyzed the characteristics of enterprise management competence, and pointed out that management competence is used as an individual potential expression of knowledge, skills, ability, values, personality and motivation. In the data analysis of the quality of management and skills, it is concluded that although the competence characteristics of management are composed of two characteristics of management, managers at different levels have different competence elements, and managers in different positions will also differ in the characteristics of management competence elements. Yang Chun from the enterprise staff training methods and strategies, she thinks competence is any can be reliable measurement and count and can distinguish general and excellent performance of individual characteristics, including motivation, characteristics, self-image, attitude and values, specific field knowledge and skills, etc., she will be the characteristics of the structure is divided into individual, behavior and working conditions dimensions, think the surface of knowledge and skills, self-concept is relatively easy to change, change and development through training (2022). Although scholars express their own views on the concept of "competence", most scholars believe that: 1. Competence is an objective and measurable personal trait; 2. Competency is composed of multi-dimensional trait groups, which are knowledge, ability, trait, attitude, motivation, etc. Competency is a kind of trait group which is closely related to the high performance of the post, which can be measured according to the assessment criteria. The

author uses "head teacher competency" as the key word to search the literature and finds that the research on the class teacher competency is still on the low side. The total number of literatures is only 256, and the master's and doctoral thesis is only 126. Enter the keyword "class teacher's competency". There are only 10 articles and 4 master's and doctoral papers. Generally speaking, there are not many research achievements on the competency of head teachers, and they are on the rise. Specifically, there are some achievements as follows: Yan Wanru scholar studies the competency of high school head teachers. She believes that with the excellent model as the theoretical basis of competence, competence is the potential lasting and deep-seated characteristic of the individual. It is the display of individual way of thinking and behavior, which can predict the excellent performance of behavior in a variety of work situations in a certain environment or in work situations. A characteristic that cannot predict excellent performance is not a competency (2012). Zhou Mei (2022) expounded the connotation of the competence of the head teacher from the point of view of the deputy head teacher. She believes that the work situation of the head teacher is first of all compatible with the competence of the head teacher. In knowledge and skills, motivation, self-concept, traits and other competency structure characteristics that can be measured and observed, the head teacher can achieve better job performance than the general head teacher. Qi Yujing and Yue Longhua (2006) made a clear definition of competency in their article "Research on the connotation and composition of competency". They think that competency is mainly an abstract and general state that individuals must have out of their own position needs. Under this definition, the two scholars also carried out a more detailed study on the connotation and constituent elements of competency. The research on the competency of head teachers in secondary vocational schools is very few. There are only 10 research papers, including 4 master papers and 6 periodical papers, with the key words "competency of class teachers in secondary vocational schools". The research on the competency of head teachers in secondary vocational schools has only begun in recent years, which is also related to the vigorous development of vocational education in our country in recent years. The research focuses on the construction of the competency model of secondary vocational class teachers and the investigation of the current situation of secondary vocational class teachers' competency. The research on the path to improve the competence of secondary vocational class teachers needs to be further strengthened.

According to Zhang Qin and Tian Mingqi (2016) competence refers to a series of internal characteristics such as knowledge, skills, self-concept, characteristics and motivation to complete a certain job. Qualified characteristics are related to specific positions, dynamic and relative, and can significantly distinguish personnel performance. It is believed that the characteristic structure of the head teacher's competence includes educational ability, class management ability, teaching ability, knowledge structure, self-monitoring ability, educational concept, professional ethics, work attitude, interpersonal communication, psychological counseling ability, emotion and personality charm.

Lai Beibei pointed out that the core of the professional competence of class teachers in secondary vocational schools lies in the management and education of class students, emphasizing the construction of systems and norms as the basis, and fully mobilizing all kinds of management resources of the class to carry out the construction of class collective management. Make use of one's own professional ability to educate and guide students. The professional competence of the head teacher in secondary vocational school needs to be improved. At present, there are some common phenomena in the work of head teachers in secondary vocational schools, such as low work enthusiasm, job burnout, weak professional ability, lag in the renewal of management content, imperfect assessment and evaluation system, imperfect educational theory training system, low efficiency of class management and so on. Therefore, secondary vocational head teachers also attach importance to their own career development, there is an urgent need to receive professional training and continuing education to improve their professional competence, which is also the law of the development of secondary vocational head teachers' professional competence (2021). Wang Fangping scholars believe that at present, the most important education link for students in secondary

vocational schools is the head teacher, but at present, there are still many problems in the management of the class teacher in secondary vocational schools, so it is necessary to use the competency model to train the head teacher. She proposes that first of all, the competency model can be used to set the key tasks of the head teacher, and then the behavior manual of the core literacy of the head teacher can be developed, aiming at the construction methods and steps of these two competency models of the head teacher, she also puts forward the performance appraisal scheme of the secondary vocational head teacher based on the competency model and the development of the learning map of the head teacher. These measures she proposed are highly practical and operable (2020). Chen Yu (2018) believes that due to the differences in the quality of students and training objectives, the physical and mental characteristics of secondary vocational school students are very different from those of ordinary primary and secondary school students. this requires that the head teachers of secondary vocational schools need to have the competence to adapt to the physical and mental characteristics of secondary vocational school students in their daily moral education. She pointed out that compared with ordinary primary and secondary school head teachers, the work of head teachers in secondary vocational schools has a certain particularity, and its task is to train professionals with theoretical knowledge and practical ability. Secondary vocational head teachers should train talents with professional occupations and skills according to the characteristics and job needs of different industries. Therefore, not only the explicit knowledge and skills should be paid attention to, but also the implicit ones, such as loyalty to the cause of vocational education and dedication to their own work, the cultivation of qualified and useful professionals as their own pursuit of this series of characteristics should also be valued.

Zhang Qin (2016) has studied the construction of the competency model of head teachers in secondary vocational schools. he believes that the current domestic academic research on the competency of head teachers is still too general, the competency dimension is scattered and not focused enough. there is still a lack of research on the local application of competency model, especially the construction of the competency model of secondary vocational school head teacher, and the research in this aspect should be strengthened.

Yuan Weihong (2016) pointed out that there are not many research results on the competency of head teachers in secondary vocational schools, and most of the research results are based on putting high schools and secondary vocational schools together. The situation of secondary vocational students is complicated, and the reasonable explanation and elaboration of the concept nature of the main system and contents are mainly reflected in several points: first, the classification analysis based on specific schools; second, the secondary vocational system needs to be reasonably classified; third, the research value is low in practical operation, and the application value is low.

To sum up, the research on the competence of head teachers is a hot topic in the field of education at present. by combing through the existing research, we will find that more studies focus on the competence of class teachers in ordinary primary and secondary schools. including the ordinary primary and secondary school head teacher competency connotation and competency structure elements, dimension composition of the research, the emergence of a lot of worthy of reference and influential research results. However, at present, there is not much research on the competence of secondary vocational teachers and class teachers in secondary vocational education. the existing studies are mainly based on the reference and comparison of the competency of class teachers in ordinary primary and secondary schools. furthermore, it expounds the connotation of the competence and the particularity of the constituent elements of the secondary vocational class teacher, but in terms of the current research results. Compared with ordinary primary and secondary school head teacher competency, its particularity is in which dimensions, what kind of ideas to study and explain, and how to verify their own research results and other aspects need to be strengthened.

2. Research on the competency Model of head teacher

Hu xiaojun (2007) This paper adopts the competency iceberg model as the research model of class teacher competency in secondary vocational schools. These competency dimensions can be divided into explicit characteristics and recessive characteristics. Knowledge and skills are

dominant characteristics in this study, while role orientation, values, self-cognition, quality and motivation are implicit characteristics in this study. In the corresponding work situation, the dominant characteristics can be measured and can achieve a high degree of comprehensive and dynamic unity, as a reflection of the work performance of head teachers in secondary vocational schools, it is a necessary ability characteristic of class management and education and teaching in secondary vocational schools, and it is the first factor that schools should consider in training head teachers. These explicit competency characteristics are mainly reflected in the daily class management and education and teaching activities of head teachers. It is closely related to parents, schools and teachers, which is also very important for the development of schools. The improvement of the competence of class teachers in secondary vocational schools is becoming more and more important in the process of school development, but it is often easy to be ignored. the current research pays more attention to the competence of ordinary primary and secondary school teachers and head teachers, but the research on the competence of class teachers in secondary vocational schools needs to be further strengthened.

The quality dimension structure that can be competent for the position combined with a specific post requirement is the competency model. It is mainly used to describe the sum of a series of direct and indirect knowledge, skills or other characteristics that an individual can be qualified for a job (2007). The competency model can be obtained by combining these competency qualities. Generally speaking, the competency model is mainly composed of three parts: name, definition and behavior index, in which the key feature of competency is the definition of competency, and each grade of behavior index can reflect the difference of individual competence. competency model can distinguish between excellent and mediocre positions. Iceberg model, onion model and competency dictionary model are the three forms of competency model (2020).

Competency iceberg model. The competency iceberg model is a famous competency model theory put forward by the famous American psychologist McClellan in 1973, which divides the individual's different personal qualities according to their different forms of expression. it is divided into the "part above the surface of the iceberg" which can be observed and the "part below the surface of the iceberg" which is difficult to be observed. Among them, the part above the water surface is external, can be observed, and can be acquired through acquired learning and training, mainly including the knowledge and skills needed for the job, while those below the surface are implicit and not easy to be observed. including social roles, self-image, traits and motivations, these qualities are not easily influenced by the outside world and easily changed. However, it has a vital impact on the individual performance and behavior of the job. In the iceberg model, competency can be divided into six levels, as shown in the table below:

Table 1. Competency iceberg model quality level table

| Quality Level | Definition | Content |
|------------------|---|---|
| Skills | Refers to the ability of an individual to be able to perform a specific task. | Organizational management, verbal expression, learning ability |
| Knowledge | Refers to an individual's knowledge of a particular area | Literary and artistic knowledge, management knowledge, educational theory knowledge |
| Role orientation | Refers to an individual's plans and expectations for his or her career | Administrators, experts, scholars, teachers |
| Values | Refers to an individual's value orientation toward the importance of something, the merits of something, etc. | Cooperation, dedication |
| Self-concept | Refers to an individual's deep knowledge of self | Confident, optimistic and studious |
| Quality | Refers to cognitive and behavioral traits that are persistent and stable in individuals | Kindness and integrity, honesty and responsibility |
| Motivation | Refers to the ideas and perceptions inherent in an individual that can drive and direct the individual's behavior | Need for socialization, need for achievement |

For the effective use of the iceberg model, we must also follow certain principles: first of all, for different types of work, the quality requirements of individuals are not the same. this requires

to determine which competency qualities the individual needs according to the specific work conditions of the individual, and to determine that these qualities should follow the principles of timeliness and objectivity, which means. The determined competency quality can clearly distinguish and measure excellent employees and ordinary employees, and these competency quality data must be real and objective. Secondly, after determining that the competency quality of excellent employees and ordinary employees can be accurately and objectively distinguished and measured, it is necessary to build an evaluation system that can measure the competency quality of individual positions. This system can not only measure and distinguish individual job performance, but also withstand the test of objective data. Finally, on the basis of objective and accurate measurement, the organization designs the specific application methods of the results of competency assessment in the actual job assessment.

The competency iceberg model is widely used in enterprise human resource management, and it is an important reference way for the screening of high-quality talents, the individual competency quality of the water part has little influence on the difference of individual job performance, most of the differences in individual job performance are caused by the deep-seated competency quality of individuals. The competency onion model was developed by the American scholar R. Boatz put forward after studying McClellan's quality theory, pointed out the core elements of competency, and explained these elements that can be observed and measured. Unlike the iceberg model in the water, which is divided into explicit water quality and implicit underwater quality, the onion model takes onion as the model image. Competency quality is divided into internal core quality and external performance quality. Boatz compares the appearance of onion layers to different levels of competency quality, and different levels of competency quality have different characteristics. The core of this model is motivation. The model vividly shows the different characteristics of competency quality, layers of wrapped onion model, from the surface to the inside, layers of depth, motivation is located in its core. Boatz believes that motivation is the source of individual performance, motivation is difficult to be observed, it is difficult to change and develop, while knowledge and skills in the outermost layer is the easiest to change and observe, and the attitude in the middle layer. Values, personality, self-image and so on belong to the competency qualities that are difficult to observe.

In the essential core content, the iceberg model is the same as the onion model, but the onion model can better highlight the hierarchy of competency quality, from the outer layer of knowledge and skills that are easy to acquire, and then from the surface to the inside, to the core layer of motivation that is not easy to observe and change, the onion model can better explain the hierarchical relationship between the various qualities of competence.

Competency quality dictionary model. Richard Boatz put forward the competency quality elements of excellent managers in 1981 on the basis of analyzing a series of excellent managers' original materials. Since the 1980s, he has studied the competency qualities involved in more than 200 jobs around the world. After continuous revision and improvement, he has extracted 21 universal competency quality elements. This is the basic content of the competency quality dictionary model. These competency quality elements include the characteristics of knowledge and skills, social roles, self-concept, motivation and characteristics in daily life and work, and finally form the competency quality model of enterprise personnel. Because the dictionary model has extensive applicability, there is a lack of accuracy, and some competency qualities are not relevant to the guidance of a particular job. Therefore, it is necessary to combine the actual characteristics of a particular job. Finally, the individual competency quality requirements of a particular job are formed, and many jobs have their own uniqueness. Enterprises are required to research, design, develop and apply on the basis of 21 competency quality dictionaries combined with their own reality.

After searching and consulting the relevant literature of "head teacher competency Model", it is found that the relevant research is generally carried out by means of literature, behavioral event interview, questionnaire survey and so on. Behavioral event interview and questionnaire survey are the two most frequently used methods, and the related research of head teacher competency model covers a wide range, from basic education to higher education. The results

of the competency model of head teachers in different schools are also different (2013). In his master thesis "committed to the Construction of the competency Model of Home-School Cooperation of Primary School head teacher", Guo Nan divided the competency of head teacher in home-school cooperation into three dimensions: communication and cooperation ability, professional accomplishment and emotional characteristics. The three dimensions are subdivided into communication ability, active understanding of parents, cooperation ability, guidance to parents, professional knowledge, empathy ability, high EQ, learning ability, guidance of related ideas, teaching students in accordance with their aptitude, full of love, respect for parents, love of work and reflection ability 14 indicators of primary school head teacher home-school cooperation competency index system, according to this model. The author puts forward a reasonable suggestion on home-school cooperation of the head teacher (2022). According to the citation rate and download rate of Zhi.com papers, the author mainly searched the following high-quality literature on the competency model of head teachers. Han Manru is using the methods of multivariate statistics, interview and questionnaire to evaluate the head teacher of a middle school, and analyzes the relevant data to get the four dimensions of the competency of the class teacher in a middle school: education and teaching ability, attitude, psychological characteristics and motivation. It is considered that the working years of the head teacher will affect the level of competence of the head teacher (2004). In his paper "the Construction of the competency Model of Senior High School head teacher", Dai Tangqin thinks that the competency of senior high school head teacher has some common characteristics. It includes: oral expression and written ability, education and teaching ability, respect, trust, home-school connection, resource integration, innovation, organizational centripetal force, students' positive evaluation, interaction with students, establishment and maintenance of colleague relationship, students' mental state mastery, information collection, organizational ability and other 14 characteristics (2009). In her paper "Research on the characteristics of Class Teachers in Middle Schools", Ye Jin conducted a related research on the head teachers of 5 middle schools in Yinchuan. The design uses 12 dimensions of head teacher competence, such as educational ability, management, teaching ability, knowledge structure, self-monitoring, educational concept, professional ethics, work attitude, interpersonal communication, psychological counseling, emotion, personality charm and so on. Thus it is concluded that the head teacher with high level of competence has high professional quality and high level of personality. But on the one hand, not all teachers are competent for the work of head teachers, and excellent teachers are only a favorable condition for doing a good job of head teachers (2007).

Lv Zhongke divides the competence of high school head teachers into four dimensions, namely, class management ability, interpersonal communication ability, emotional and moral ability and education and teaching ability, among which class management ability is the core. It is believed that the high school head teachers' self-efficacy and happiness of class teachers are affected by factors such as gender and school type, and the class head teachers with high competence also have strong class management ability and interpersonal communication skills (2010). Jie level, Ma Hongyu, Zhou Zongkui, Chen Jiwen scholars of 174 primary school teacher in charge using literature, interview, questionnaire method, listed as their 30 primary school teacher in charge important quality evaluation, finally assess the primary school outstanding teacher interpersonal tendency, personality charm, team management ability, cognitive ability and knowledge experience the five competency quality dimension (2009). Wang Ying scholars in Chongqing excellent junior high school teacher in charge and ordinary teacher in charge of related research, it is concluded that the junior high school teacher in charge competency structure including education, knowledge structure, teaching, psychological counseling, class management skills, professional ethics, emotion, self-monitoring, interpersonal, achievement motivation, she found that the length of the work will affect the teacher in charge competency level, so when the selection and training director should be different (2008). Zhang Qin, Tian Mingqi two scholars in the previous teacher competency comb study, for the construction and application of secondary vocational teacher in charge competency model, combined with the competency onion model, put forward composed of 12 key tasks and nine core literacy of inner

vocational teacher competency model, the secondary vocational teacher in charge competency layered, and combined with the competency iceberg model, 12 the teacher in charge competency key explicit features and the teacher in charge competency implicit characteristics of core literacy, these studies has strong operability and practical significance (2016). Yuan WeiHong scholars build secondary vocational teacher in charge competency model, the teacher in charge competency is divided into knowledge skills, responsibility consciousness, language expression, teaching strategies, healthy mentality, etc., on this basis and further summarizes the secondary vocational teacher competency of six characteristics, respectively is: professional quality, professional preference, positive attention, relationship skills, self-adjustment, professional promotion. Her research is of great reference significance for teachers in teacher recruitment and teacher training in secondary vocational schools (2016). Chen Yu of Hunan around 200 different gender, age, degree of secondary vocational teacher in charge of the study, using the teaching organization and management ability, communication and cooperation ability, sense of responsibility, initiative, learning ability, information collection and analysis, strain ability, team building, talent training, respect and care, establish trust 11 dimensions for secondary vocational teacher competency model build an application evaluation, and put forward the correct teacher in charge post attitude, strengthen communication and cooperation, improve the evaluation system, stimulate the teacher in charge initiative, improve the teacher in charge learning initiative in five aspects of optimization strategy (2018).

Combined with the literature retrieved and combed, the author divides the composition of the competency quality of the head teacher into three aspects: first, in terms of knowledge and skills, an excellent head teacher should have in-depth study of pedagogy theory knowledge, subject teaching knowledge and psychology knowledge, and be able to apply theory to practical work. Second, the working ability of class management mainly covers communication and cooperation with schools, parents and society, organizing education and teaching, and the ability to deal with emergencies; third, motivation, it mainly includes metacognition, work achievement motivation and work input, etc. Fourth, work attitude mainly includes educational love, teachers' professional ethics, respect and care for students, etc. Fifth, the personal aspect of the head teacher is mainly reflected in the learning and training experience and excellent personality

3. METHOD

This research design was quantitative method. Population was 178 head teachers of Guizhou Tourism School and Tourism School. Tourism School was a secondary vocational school with a school age of more than 20 years, which recruits junior high school graduates for corresponding professional study. The tourism school implements the head teacher responsibility system in the student management. the head teacher was not only responsible for grasping the students' daily study, but also managing the students' daily life at all times, which was under great pressure, but the age structure of the head teacher team in the tourism school was relatively young. The sample size was 123.

Data Collection

Questionnaire survey was a widely used research method, This study was based on the competency iceberg model, Prepare the Questionnaire on the competency of class Teachers in Tourism Schools, Investigate the current situation of the competency of the class teachers from the dimensions of knowledge, skills, role positioning, values, self-cognition, quality and motivation. Data analysis of the recovered questionnaire data, supplemented by the statistical software SPSS, Finally, the current situation and existing problems of class teachers in tourism schools are analyzed, For these problems, Put forward the competency of the head teacher in the tourism school.

A questionnaire survey was conducted in the form of the competency scale of tourism schools. The competency of tourism class teachers was divided into seven competency dimensions, including knowledge, skills, role positioning, values, self-cognition, quality, and motivation.

Corresponding sub-items are set for each dimension, and a total of 23 sub-items are set. Five-point evaluation method was used to prepare the questionnaire, the five options of "complete", "consistent", "basic", "basic inconsistent" and "completely inconsistent" corresponding to 5,4,3,2,1, the corresponding mean 4.5 M <5 was very good, 3.5 M <4.5 was better, 2.5 M <3.5 was general, 1.5 M <2.5 was relatively poor, and 1 M <1.5 was very poor. The specific process of questionnaire preparation was: (1) drafting the plan of the scale; (2) collecting relevant data; (3) drafting the structure of the scale; (4) the preparation of the scale; (5) testing the scale; (6) the analysis of related items of the scale; (7) the preparation of formal topics. After the preparation of the competency force table of tourism schools were completed, it was distributed to the head teachers of tourism schools, so that the head teachers can self-evaluate the competency level of tourism head teachers from their own perspective.

4. RESULTS AND DISCUSSION

Finding

Tourism schools implement the head teacher responsibility system in student management, The head teacher was not only responsible for the students 'daily study, but also manages the students' daily life, High pressure, As the tourism school was previously a rural secondary vocational school, The number of original teachers in the school was only over 40 and the teachers are generally older, In 2015, the school was directly assigned to the provincial government, Provincial Department of Education, direct management, For five consecutive years, an average of more than ten teachers are recruited every year, These young teachers are the backbone of the school head team, In general, the age structure of the head teachers in tourism schools was too small, Basically the new teachers as head teachers, Facing the pressure of student management, The novice head teacher to burn, However, the top-level design of the competency improvement of class teachers still needs to be improved.

Tourism school recruit students for junior high school graduates in Guizhou province, urban household registration of students majority, school boarding closed-end management, students at the beginning of the younger, often in interpersonal, learning habits have certain difficulties, combined with a large part of students' parents divorced or parents discord and objective reality, the teacher in charge for student management both in physical and mental development, habit formation and so on various aspects are faced with great challenges. Many parents are usually more busy with their work, Students study and live in school five days a week, Students have very little communication with their parents, But adolescent students tend to be prone to mood swings, In many cases, the more impulsive, Combined with the impact of COVID-19 in recent years, Basically students can go home every weekend, Some semesters can only go home once or twice a semester, The communication between students and parents was not enough, This situation directly leads to a substantial increase in the workload of the head teacher, What was originally a parent will be transferred to the head teacher, A class of at least 40 students, Every student has more or less the problems to be solved, In particular, freshmen enrollment, interpersonal communication, academic pressure and so on have put forward higher requirements for the daily work of the head teacher.

The tourism school, as a secondary vocational school, compared to regular high schools, student management has a certain particularity, one side, The reform of the vocational education, At present, students in secondary vocational schools can not only learn vocational skills, It can also be just like the regular high school students, Through the examination to a higher level of higher learning for further study, The school has changed from the previous focus on the daily management of students to the daily management and college admission orientation, As the backbone of the school's grass-roots management, Was the head of the grassroots moral education work in schools, It has a profound impact on students' physical and mental development and employment, At present, the head teacher of the tourism school was

basically recruited young teachers in the past five years, The main problems facing the head teachers are the lag of the construction of the team.

Table 2 Basic information of class teachers of tourism schools

| | classify | number of people | Scale (%) |
|-----------------------------------|--|------------------|-----------|
| sex | man | 30 | 24.39 |
| | woman | 93 | 75.61 |
| Un marriage | yes | 85 | 69.11 |
| | deny | 38 | 30.89 |
| specialty | Normal professional | 89 | 72.36 |
| | Non-normal major | 34 | 27.64 |
| political status | the masses | 68 | 55.28 |
| | Chinese communist party members | 48 | 39.02 |
| | democratic party | 0 | 0.00 |
| age | other | 7 | 5.69 |
| | Under: 25 years old (including 25 years old) | 7 | 5.69 |
| | 25~36 Years old | 77 | 62.60 |
| | 36~45 Years old | 27 | 21.95 |
| professional ranks and titles | 46~60 Years old | 12 | 9.76 |
| | No professional title or junior level | 60 | 48.78 |
| | middle rank | 52 | 42.28 |
| | senior | 11 | 8.94 |
| of school age | special grade | 0 | 0 |
| | Less than 5 years | 33 | 26.83 |
| | 5~10 Years | 46 | 37.40 |
| | 11~20 Years | 26 | 21.14 |
| record of formal schooling | 20 And above | 18 | 14.63 |
| | Technical secondary school and below | 1 | 0.81 |
| | junior college | 0 | 0 |
| | undergraduate course | 93 | 75.61 |
| Number of years as a head teacher | Master's degree or above | 29 | 23.58 |
| | 1~5 Years | 85 | 69.11 |
| | 6~10 Years | 22 | 17.89 |
| | From 11 to 20 years | 11 | 8.94 |
| | More than 20 years | 5 | 4.07 |

The information of the questionnaire includes gender, marriage status, whether they have graduated from normal major, political status, age, teaching age, length of years as a head teacher, etc.

Table 3 ."Knowledge" dimension of head teachers in tourism schools

| name | sample capacity | average value | standard deviation |
|---|-----------------|---------------|--------------------|
| 1. Rich subject knowledge reserve and high level of education and teaching | 123 | 3.902 | 0.824 |
| 2. Master the necessary theoretical knowledge and effectively carry out education and teaching work | 123 | 4.073 | 0.759 |
| 3. Have the necessary psychological knowledge and an understanding of the laws and characteristics of students' physical and mental development | 123 | 3.967 | 0.809 |
| average value | | 3.98 | |

The level of learning cognitive ability among the respondents was at a good level, Average values, with values of 3.98, After analyzing and comparing the scores of the three items in the questionnaire, we can find that "Rich knowledge reserve of the discipline, Have a higher level of education and teaching, " this item scored the highest, For the 4.073 points, The standard deviation was 0.759, It shows that most of the head teachers of this school have rich knowledge of educational theory, Be able to use the educational theory knowledge to guide their daily head teacher work, It shows that the head teacher of the school has a quite good subject knowledge reserve and has a high level of education and teaching in daily work.

Participate in the questionnaire of tourism school teacher in charge competency skills this dimension overall wins in a higher level, the average of the three items was 4.08, in the three items after the questionnaire analysis data comparison can be found that the tourism school teacher in charge has the ability to communicate with students and the ability level was higher, the average of 4.244, standard deviation was 0.705, the overall difference was small, and students in daily class management, promote their class management level. The survey data show that the school teacher in charge generally think he have disposal of emergency capacity, in the actual class daily management, emergency occur, the school should regularly organize the teacher in charge and staff for emergency disposal related training, to strengthen and improve the teacher in charge in daily work of emergency handling ability.

Table 4. The competency "skills" dimension of head teachers in tourism schools

| name | sample capacity | average value | standard deviation |
|---|-----------------|---------------|--------------------|
| 1. Ability to communicate with students | 123 | 4.244 | 0.705 |
| 2. Strong organization and coordination ability, and pay attention to the cultivation of class cohesion | 123 | 4.057 | 0.792 |
| 3. Have the ability to deal with and solve class emergencies | 123 | 3.951 | 0.767 |
| average value | | 4.08 | |

Table 5. "Role positioning" competence of head teachers in tourism schools

| name | sample capacity | average value | standard deviation |
|--|-----------------|---------------|--------------------|
| 1. The head teacher was the designer of the class construction | 123 | 4.179 | 0.736 |
| 2. The head teacher was the leader of the class organization | 123 | 4.228 | 0.663 |
| 3. The head teacher was the manager and coordinator of the class | 123 | 4.268 | 0.690 |
| average value | | 4.23 | |

The head teacher of the tourism school has a relatively clear understanding of his own role positioning, The average value of the three question items was 4.23, At a relatively high level, After the analysis and comparison of the three questions, The average of " the head teacher was the manager and coordinator of the class was higher. In the teacher in charge competency role positioning this dimension three items in the third was "the teacher in charge was the designer of the class construction" the item, the average was 4.179, standard deviation was 0.736, comparing the other two dimensions, can find that most of the teacher in charge think he was the designer of class construction, but there are also part of the teacher with their class construction was the designer was not clear or negative attitude.

Table 6. "Values" dimension of competence of head teachers in tourism schools

| name | sample capacity | average value | standard deviation |
|--|-----------------|---------------|--------------------|
| 1. The head teacher can play the role of education | 123 | 4.333 | 0.636 |
| 2. The head teacher can exercise my comprehensive ability more | 123 | 4.333 | 0.686 |
| 3. The head teacher can better promote teaching and learning | 123 | 4.252 | 0.720 |
| average value | | 4.30 | |

The post value orientation of class teachers in tourism schools was relatively positive, which can greatly promote and improve the work of head teachers. Among the three questions of the competency value dimension of the class teacher in the tourism school, The average value of "the head teacher can play the role of education" was 4.333, standard deviation was 0.636, It shows that the vast majority of class teachers are engaged in the class teacher work can play a good role in education to agree, The average of the head teacher can exercise my comprehensive ability was also 4.333, But the standard deviation was 0.686, It shows that the vast majority of class teachers in this school think that serving as a head teacher can play a role

in exercising their comprehensive ability, But the standard deviation suggests that a head teacher disagrees with this view. Although most head teachers think that their work can promote teaching and learning, However, a considerable proportion of head teachers think that being a head teacher can not promote teaching and learning.

Table 7. "Self-cognition" dimension of head teachers competence in tourism schools

| name | sample capacity | average value | standard deviation |
|---|-----------------|---------------|--------------------|
| 1. Be able to reflect on my work regularly and adjust my work in time | 123 | 4.106 | 0.733 |
| 2. Be able to know my responsibilities and deal with various problems rationally in my daily work | 123 | 4.146 | 0.686 |
| 3. Know your own advantages and disadvantages, and be able to objectively evaluate yourself | 123 | 4.114 | 0.704 |
| average value | | 4.12 | |

The head teacher's self-cognition of his class teacher's work reflects the summary and reflection of his class work, which can further promote the development of the class teacher's work at a higher level. From the table 7, we can see that the vast majority of class teachers in tourism schools can regularly summarize and reflect on their class management work. Among the three questionnaire items, the average value of "they can know their responsibilities and deal with various problems rationally" was the highest, 4.146, and the lowest standard deviation was 0.686, indicating that the head teacher of the school has a relatively clear understanding of their daily work and was able to deal with various problems.

Table 8. "Quality" dimension of competence of head teachers in tourism schools

| name | sample capacity | average value | standard deviation |
|--|-----------------|---------------|--------------------|
| 1. A strong sense of responsibility | 123 | 4.350 | 0.653 |
| 2. Love the students, care for the students, and serve the students wholeheartedly | 123 | 4.260 | 0.711 |
| 3. Consciously abide by various laws and social norms of conduct, and set an example | 123 | 4.488 | 0.657 |
| average value | | 4.37 | |

"Quality" was the primary competency dimension. A head teacher has a good quality and was the prerequisite for the work of the head teacher. Of the three question items in this dimension, The average value of "consciously abide by various laws, social norms of conduct, and set an example" was the highest, For the 4.888, standard deviation of 0.657, It shows that the head teacher of the tourism school can consciously abide by various laws and social norms, To lead an example in daily class management, so more need the teacher in charge teacher at ordinary times, from the perspective of professional ethics and moral education work, can consciously care for students was also a measure of a teacher mature or not.

Table 9. "Motivation" of tourism school competency

| name | sample capacity | average value | standard deviation |
|--|-----------------|---------------|--------------------|
| 1. Being a head teacher was for the post allowance | 123 | 2.634 | 1.140 |
| 2. I am forced to be a head teacher | 123 | 2.732 | 1.167 |
| 3. I served as a head teacher in order to gain leadership recognition | 123 | 2.496 | 1.224 |
| 4. The purpose of being a head teacher was to meet the conditions and requirements of excellent evaluation and professional titles | 123 | 3.073 | 1.189 |
| 5. Being a head teacher was to give full play to my personal value and get a sense of achievement from it | 123 | 3.715 | 0.979 |
| average value | | 2.93 | |

"Motivation" was the starting point and foothold of people engaged in a certain work. Good and positive motivation can stimulate the passion and enthusiasm of workers for work, and can enable workers to actively deal with them when encountering difficulties. In the dimension of the competency composition of the secondary vocational head teachers, From the data results of the five question-item questionnaires, This dimension was in all the dimensions of the

competency composition dimension of the secondary vocational head teachers, The lowest mean value, The overall mean value was only 2.93, Specifically speaking, Item " Serving as a head teacher was to give full play to my personal value, "The average was the highest of the five items, For the 3.715, The standard deviation was 0.979, It shows that only some of the head teachers can get a certain sense of achievement from the work of the head teacher. It also showed that, Most of the head teachers in this school are not designed to get leadership recognition.

Discussion

Suggestions on the path of improving the competency of tourism head teachers

Secondary occupation, as an important part of national education, In particular, in recent years, But get long-term development, But some problems behind the rapid development are also beginning to emerge, In particular, the construction of the tourism head teacher team, The rapid development of tourism education, the need of students to become adults, vocational education wants to improve the quality and efficiency of the more can highlight the importance of the tourism class teacher this special post, Building the team of homeroom teachers in tourism schools, To improve the competence of class teachers in tourism schools, Is a more urgent thing, It is also a long-term plan related to the healthy development of vocational education. From the aspects of the results of this study, the training of normal school students, the education department of the vocational school, the top-level design of the secondary vocational teachers, the management of the secondary vocational teachers themselves.

Colleges and universities should pay attention to the cultivation of normal university students' personal characteristics

In the composition of competency characteristics, such as motivation is not easy to be found and change, has a long-term recessive, in colleges and universities in normal training, should pay more attention to the cultivation of personal characteristics, inspire students after graduation in the teacher and the teacher motivation, education career is love, is a career need personal strong sense of responsibility, especially stressed that normal graduate not only need as a teaching teacher, most is the need as a teacher in charge. "The cultivation of normal university students should not only pay attention to the study of education and teaching skills, but also strengthen the learning of education and teaching skills in class management, especially pay attention to the cultivation of normal university students' personal characteristics (2021)". First of all, colleges and universities should do relevant research on the normal university students every academic year, classify the personal characteristics of normal university students, make corresponding course adjustments for some weak personal characteristics, and give certain guidance to some students with weak characteristics, so as to enhance their ideals and beliefs in education. Secondly, to help normal university students to make their own academic and career planning, which should be forward-looking and realistic. The clearer the goals, the more likely the motivation will be stimulated. Through the guidance of the goals, it should play an incentive and evaluation role in the process of cultivating normal university students. Finally, various forms of practical activities are organized to let normal university students experience the sense of achievement in their future career. Teaching is a very professional profession, In the process of training normal university students in colleges and universities, Special attention should be paid to the cultivation of normal university students' post practical ability, Teachers teach a wide variety of subjects, In addition to spending a certain amount of time in teaching practice, Schools should also strengthen the cultivation of normal university students' class management and practice ability, Guide the students to do the corresponding reflection and summary, Help students to build up their own ideals and beliefs in education, To construct a multi-dimensional and all-round normal university student training system featuring education and teaching, class management and personal characteristics cultivation and promotion, To adapt to the practical needs of normal university students' future careers, We will improve the training system for normal university students.

Colleges and universities should strengthen the cooperation with vocational schools

According to the relevant national policy requirements, vocational school teachers generally should have certain education teaching theory and professional skills level, in the process of normal training, is often "wishful thinking" training, namely themselves a singing "monologue", "for a long time, normal university theory light practice phenomenon is more prominent, so must broaden the teaching practice, increase the external practice time and space" (2022). Although the development of pedagogy-related disciplines has been relatively perfect, The continuous improvement of educational theory leads to many schools focusing on the teaching of normal education students and ignoring the study of normal education skills, At present, normal education still focuses on cultivating ordinary primary and secondary school teachers, However, with the rapid development of vocational education into a situation comparable with ordinary primary and secondary education, Training of teachers for vocational education has become increasingly urgent, currently, Although many schools in China have offered vocational teachers' majors, Focus on the cultivation of normal university students in vocational education, But compared with the current trend of vocational education development, Not far enough, and since it is just the beginning, The training of vocational education teachers is not targeted enough, therefore, Relevant colleges and universities can cooperate with relevant secondary vocational schools, Understand the secondary vocational schools to the teachers, The demand for secondary vocational class teachers, Thus tailored, The cultivation of vocational education normal university students is also more targeted. Specific measures include: 1. Research on relevant secondary vocational schools, Understand their needs for teachers; 2. According to the needs of vocational education teachers, Colleges and universities to formulate the corresponding training programs, And invite the relevant education departments, Schools and other seminars; 3. The path of implementing the theory and practice of double curriculum teaching, Students spend half their time in school, By the school teachers for the corresponding theoretical teaching, Half of his time studying in practice at a cooperative vocational school, With vocational school teachers serving as mentors, To coach the students in their practice, Expand and enrich the students' practice content, Not just the practice of classroom teaching, But also to strengthen the ability of students' class management, Pay attention to the changes of students' learning process; 4. Summarize and evaluate the students' course learning every semester, Focus on the orientation and motivation of the evaluation results, Teach students in accordance with their aptitude, To solve the various problems arising in the cultivation of normal university students, Timely induction, Adjust the upgrade.

Raise and improve the entry threshold of teachers in tourism schools

According to the results of the present study, The gender difference in tourism schools are not obvious, So in teacher recruitment, There should be no corresponding restrictions on gender, However, the obvious differences in motivation, quality, professional title and other aspects, therefore, The corresponding entry threshold can be raised in teacher recruitment, You can have a personal trait interview first, After the interview has ended, Personal characteristics meet certain requirements can be written test, Advance the interview, Select the graduates in line with the personal characteristics of the secondary vocational class teachers to enter the post, next, Can establish a green channel for talent introduction, Introduce some teachers with high professional titles, According to the results of the present study, The higher the professional title, The higher the competency level; last, You can also recruit some teachers with experience as a head teacher, According to the results of the study, A head teacher with certain experience in class teacher work, The competency level is also higher.

Improve the post-service training and evaluation system of tourism class teachers

Establish a complete system for the training and construction of tourism class teachers

Bureau of education and other relevant education departments, should be in the vocational education planning and design, the secondary vocational school teacher in charge team construction in the important position, the key to healthy sustainable benign development has been noble virtue, skills outstanding high level professional teachers, secondary vocational

school teacher in charge is the important role in the backbone of the secondary vocational teachers, relevant education departments in the top design of vocational education planning, the cultivation of the secondary vocational teacher in charge team construction tilt, Such as all levels of all types of secondary vocational teacher allowance standards, the formulation of the rights and responsibility standards, secondary vocational teacher title selection program, etc. School as the teacher in charge work, is the specific implementation of the teacher in charge work, a school management level is directly related to the school teacher in charge level of competence, the teacher in charge is the direct implementation of student moral education, is also the school communication bridge, is the lead of the road, and class leaders and managers, is indispensable to the school grassroots management power. The actual situation of each school is different, therefore, in organizing the implementation of relevant on-the-job training, should be more targeted, from the results of the study, focus on the young teacher in charge of personal life, improve the welfare of the teacher in charge, help the young teacher in charge promotion title, stimulate the young teacher as teacher motivation should be the school, these measures are the basis of the school teacher in charge school symbiosis, only to provide the teacher in charge of enough material basis and spiritual needs, to alleviate the pressure of the teacher in charge of life.¹¹ Specifically speaking, first, According to the actual needs of the head teacher, Design to provide the corresponding training courses, Many of the schools, The demand distribution of head teachers is unbalanced, The training needs of head teachers should be classified, Offer highly matched training courses, If some class teachers have a weak ability to respond to emergencies, Some teachers lack of home-school communication ability, some teachers' personal characteristics, Such as motivation is not enough, Provide targeted training accordingly, Avoid resource waste and inefficient work, To alleviate the job burnout of class teachers, next, Pay attention to the practical needs of the head teachers, Organize the corresponding salon activities for learning and exchange, Such as on-campus seminars, Sharing meeting, etc, Class teachers can also learn from each other, The exchange between the class teachers in the school is also more targeted, This is very obvious to the improvement of the head teacher's competence.

Pay attention to the working environment of tourism class teachers

Social level of professional attention, generally pay more attention is the students' learning life and employment survival state, the survival state of tourism school teachers attention less, the teacher in charge of the living status is less, the role of the secondary teacher in charge is self-evident, the vocational education development speed, the rapid expansion of the vocational school scale, vocational school teacher living environment is more and more complex, also more open more attention. Take the tourist schools, for example, Since the school was put under the city administration, Building of a new campus, The scale of the school has expanded several times, Recruited a lot of new teachers in, But the school teachers are generally young, The head teacher is basically young teachers, Due to the limited number of teachers in schools, The school does not have a special head teacher post, The head teacher is also a teaching teacher, The current situation of the shoulders will not change in a short time, Boarding schools in secondary vocational schools, The head teacher should not only pay attention to students' study but also be tired of students' life, Plus, the need of busy teaching, The young head teacher still has the pressure of life, Such as mortgage, children's education, supporting the elderly, in the course of time, The psychological pressure of the head teacher can be imagined, But the school has few specific measures to relieve the psychological pressure of the head teacher, The monthly head teacher allowance is also very small, With the work is difficult to pay proportional to. As a school, we should try to improve the working and living environment of the head teacher, such as: 1. allow the head teacher flexible working system, after busy school work, it is not necessary to work all day, implement flexible working time, humanized management; 2. Provide the corresponding psychological counseling for the head teacher, huge workload and work pressure, need channels and measures to guide, arrange leave for the head teacher, can relieve the work pressure of the head teacher.

Improve the performance appraisal system of tourism class teachers

The head teacher with a higher level of competence often has a higher performance, but the purpose of the school's performance assessment of the head teacher is not to select the head teacher with high competence, but to guide, motivate and evaluate the work of the head teacher through the assessment. However, through the analysis of the research results of this study, it is found that there are still many unsatisfactory places in the performance assessment of the head teachers in secondary vocational schools, for example, The content of the head teacher's work can be both explicit and implicit, And the performance appraisal of the head teacher often can only assess the explicit part, The hidden part is basically impossible to assess, But the hidden work content of the head teacher constitutes a large part of the work content of the head teacher, Such as the psychological counseling of many students, the cultural construction of the class, These have not been specifically reflected in the performance appraisal of the head teacher, "The influence of the head teacher on the students is a long-term subtle influence, The current head teacher assessment method is relatively single, Cannot be true, Comprehensively reflect the work performance of head teachers (2022)."Such as the teacher in charge performance appraisal process, insufficient specification, is often by a school department for corresponding quantitative scoring, specific scoring process is not open, it is easy to cause unfair phenomenon, further hit the enthusiasm of the teacher in charge work, so the teacher in charge performance appraisal of scientific design and make it more perfect, is very necessary, it is also urgent.

It can be divided into the following steps: First, Strengthen the assessment of the hidden performance, The physical and mental health level of the class students, The effect of moral education activities is included in the assessment process, Combined with the detailed rules of the secondary vocational class teacher competition, Put the moral education ability level of class teachers in the primary position of the performance appraisal of secondary vocational class teachers, Pay more attention to the level of the head teacher's ethics, Such as having a strong sense of responsibility, Can regularly pay attention to special students; Secondly, the assessment of the results into the whole process assessment, Not only pay attention to the effect and results of assessment management, Also focus on the process of class management, Whether the head teacher uses the use of management methods in the management of each school year? Whether there are innovation and promotion initiatives, Should be included in the secondary vocational class teacher performance appraisal of the detailed rules, Change the qualitative assessment of the results into the quantitative and qualitative assessment of the process and the results; last, The performance appraisal results of the head teacher will be linked to the professional title selection and reward and evaluation. For the head teacher serving as the head teacher for a long time, outstanding effect, should be tilted in the title selection, in the annual assessment to give additional points, fully mobilize the enthusiasm of the young teacher, can not do bad do the same, also can not open the gap, allow a certain performance gap, reward and punishment clear.

At present, about the teacher in charge of performance appraisal rules and standards is basically formulated by schools, this played the autonomy of the school, but also easy to cause injustice, unfair phenomenon, suggested by the superior department of education and the school according to the actual situation to formulate corresponding rules and standards, implementation process play to the supervision of all the teachers, overall implementation, to ensure fairness and justice.

Improve the characteristics of tourism class teachers

Correct the value orientation of the head teacher's work

In the results of the study will find, for the young teacher in charge for the largest proportion of the school, the work value orientation difference is bigger, a large part of the teacher in charge is for the title to serve as a teacher in charge, often feel as long as the students is not an accident, everything is ok, not a good work value orientation, to the teacher in charge work is unfavorable, as a young teacher in charge, should focus on improving their personal

characteristics, actively as a teacher in charge, accumulate the corresponding Tourism teacher in charge work experience, promote their own ability to mature and the development of body and mind.

Clarify the objectives of the head teacher's work

Many young teachers in charge just stepped into work, to their engaged in the teacher in charge work is confused, how to class management, how to achieve the goal, is fuzzy, therefore, learn to set the appropriate class management goals, can play a good target lead and evaluation, for the young teacher in charge as soon as possible and promote the class management level is crucial, the goal is clear, the work motivation is more clear.

Improve the compression resistance capacity

Tourism teacher in charge of workload is very huge, for no work experience of the novice teacher in charge, pressure is very big, excessive pressure influence on the teacher in charge of physical and mental health is not allow to ignore, also difficult to improve the level of class management, therefore, in the face of great pressure, to learn to psychological adjustment, improve their compressive ability, find suitable for their own decompression, such as sports, art activities, etc.

Improve the professional quality of tourism head teachers

Strengthen and enrich the theoretical knowledge reserve of class teachers' education

Many teacher in charge and no teacher in charge work experience, even in vocational schools, many of the teacher in charge is not normal professional graduate, according to the results of this study, a lot of the lack of corresponding class management theory knowledge, is touch the stone across the river, not to use the corresponding theoretical knowledge to guide their daily work, therefore, the teacher in charge itself to keep learning, enrich their class management theory knowledge reserves, especially rich vocational education teacher in charge of class management theory knowledge reserves, armed with scientific theory, make oneself at work can not confused, not panic.

Regular reflection and summary

The results of the questionnaire survey and interview records of tourism schools show that most young head teachers rarely summarize their work." At present, teachers have a series of problems, such as lack of time and energy, insufficient depth and single way of reflection (2022)."Regular work reflection and summary, can face the problems of the work of the secondary vocational head teacher, found that some of the rules, for the work of the head teacher has a very good role in promoting. Specifically, the main measures are the following: 1. Writing educational narrative. Education narrative is that the head teacher records his daily class management process and regularly writes the education narrative, which makes the head teacher more clearly understand his work and the overall situation of the class students, helping the head teacher to formulate corresponding goals for the class and improve the efficiency and level of class management; 2. Case analysis. It is an important measure to analyze the reasons and find out the common rules of the classic cases to improve the work ability of the head teacher in a short time. Attention should be paid to the analysis of the case process and the writing of the conclusions.3. Seek a reflective community. By each grade, each professional teacher in charge of reflection community, is a kind of extensive reflection group construction, in view of the class management problems in daily work, can discuss, reflection, condensed broad consensus, help the teacher in charge more objective, efficient to make the corresponding evaluation of their own work. Such a reflective community can not only accept all rivers, but also provide a broader professional vision for the head teacher, realizing the effect of drawing inferences and getting twice the result with half the effort. The specific implementation steps are listening to lectures, class evaluation, case analysis, lectures, observation and so on.

Improve the communication ability of tourism head teachers

Tourism schools are basically boarding schools, Students who spend a long time in school, At a smaller physiological age, Presents unique and complex body-body features, Young

rebellious students are more eager to be recognized and respected by others, High mood swings, The head teacher should pay close attention to the psychological situation of the students in time, But in many cases, the psychological status of the students is not directly visible, Regular communication with the students, It is very important to strengthen the students' psychological identity to the head teacher, From the results of the present study, Many head teachers lack the ability to communicate with their students, If the students' psychological problems and emotional demands are not solved and responded to, It's easy to go problems, therefore, The daily work content of the tourism head teacher is a very important one is to strengthen the communication with the students, For a young head teacher, Patience and love are often inadequate, How to improve my communication ability with my students, Let the students drop their guard, Willing to talk about it, and then, in Is very important to be. "My own so many years the teacher in charge work experience, there is one thing I think is the teacher in charge of the most important ability, is the teacher in charge of communication ability, our school, the teacher in charge is almost responsible for the students, but most of the time, a lot of things is to see by the eyes, must know after communicating with students, but if not master certain communication skills, students even to communicate with the teacher in charge will not say anything, but the cause and effect of many things can only through the communication with students want information, often a lot of contradictions between students in the communication with students can be solved." Teacher C especially emphasized the importance of communication between the head teacher and the students in the interview, which believed that it was a very important reflection of the head teacher's competence.

Adhere to long-term and uninterrupted learning

The particularity of the teaching profession lies in the fact that teachers face people with different physical and mental characteristics, people with development potential and strong plasticity. The students in tourism schools are very different in their physical and mental characteristics and family growth environment compared with ordinary primary and secondary schools. As the teacher in charge of tourism school, is not only a classroom teaching teacher, or children's learning life temporary parents, secondary vocational teacher in charge if don't enough education theory reserves and high competency level, it is difficult to do a good job of the teacher in charge, " after the teacher in charge, to constantly strengthen the teacher in charge autonomous learning, enrich the teacher in charge's practical experience, not only to learn the basic theory of education teaching and class management, and learn to improve ability to communicate with students (2022)."The results of this study show that the competency level of secondary vocational class teachers is less affected by their educational background and gender, but there are large differences in knowledge reserve, teaching age and professional title. Secondary vocational stage of students are in the stage of rapidly rising rapidly, secondary vocational teacher in charge is not only the temporary parents, should also lead on the road of life, by analogy, knowledgeable teachers more popular with students, at the same time, with rich knowledge of the teacher in charge, when dealing with the problem of class management, can also be more scientific and efficient.

Non-stop learning, not only refers to the education theory knowledge learning, and the teacher in charge work experience, the school senior teacher in charge tend to have high competence, experienced senior teacher in charge, can provide young novice teacher in charge with a lot of classic class management cases, through the analysis of the class management experience and sorting, combining their own work, will form a young teacher in charge of a class management theory system, let the secondary vocational teacher in charge from young to mature, from "teacher" to "education scholars".

5. CONCLUSION

That competence "knowledge" this dimension, tourism school teacher in charge questionnaire score overall higher, that the vast majority of the teacher in charge education management theory level was at a higher level, the standard deviation of the item was small, the overall

deviation was small, but it was important to note that the school should strengthen the teacher in charge for the study of education theory, guide the theory applied to the teacher in charge work practice, constantly improve the application of theoretical knowledge ability.

The tourism school teacher in charge in communication with students, class members organization and coordination, cohesion and emergency handling have a high level, but in the daily education teaching and class management, how to apply the competency to the specific class management, was particularly important, was also for the school teacher in charge competency skills this dimension.

The teacher in charge of their role positioning was the main part of the teacher in charge competency, can reflect the teacher in charge of their responsibility understanding and attitude, from the results of the questionnaire, the school teacher in charge most to work in the teacher in charge on the role positioning has a more clear cognition, most agree that the teacher in charge was the designer of the class construction, was the leader of the class organization, was the class managers and coordinator. But in the actual class management, the cognitive into practical work also need certain implementation requirements and certain conditions, in particular, the actual situation of each school, the actual situation of each class was different, therefore, need the school and the teacher in charge was class management can in fact adhering to the principle of seeking truth from facts, starting from the actual situation, the cognition of the teacher in charge work into the actual work practice.

The vast majority of the teacher in charge of the teacher work of values orientation was relatively clear and positive, such values orientation was very conducive to the school management and class management, also has a small part of the teacher in charge of the teacher in charge work have different views, values was the teacher in charge competency was very important part, a good value orientation, will greatly promote the teacher in charge work, also play the teacher in charge work education responsibilities one of the important individual competency characteristics.

Self-cognition for the teacher in charge of clear cognitive work, promote the teacher in charge daily work has a very important support and promoting role, the dimension of the three items data analysis comparison, tourism school teacher in charge of the work was very clear, it was important to note that how to this group of self-cognition into practical work, was the key to test the actual work effect.

The dimension of "quality" was the most important dimension of the competence dimension of the secondary vocational head teacher, and it was an important symbol to measure the professional ethics level and the work ability of the head teacher. From the data of the questionnaire, we can see that the vast majority of the head teachers of tourism schools think that they have a strong sense of responsibility, can consciously care for students, love students and can abide by various laws and social norms, and can lead by example in class management. In general, tourism school teacher in charge competence "quality" this ability dimension level was higher, to school daily class management, student management has a good guarantee and advance, but the high level of competence applied to the actual teacher in charge work practice, also need school, teachers, the teacher and the teacher in charge tripartite coordination, clear division of labor, improve work results.

"Motivation" on the competency dimension of class teachers in middle vocational schools, The number of head teachers in the school to take the initiative was not large, The vast majority of because of the title and make their own work experience to serve as the head teacher, Motivation plays a very important role in the development of the work and the growth of the head teacher himself, Stimulate the enthusiasm of teachers to work hard, Was a very important thing that the school has to consider, this aspect, Schools need to consider the overall consideration, Taking a series of initiatives, Let the teacher be a head teacher more motivated, Moving from passive to active, Stimulate the self-subjective initiative of the head teacher, Better to carry out the class teacher work.

6. REFERENCES

- Gu, M. (2020). *Research on human resource Management Improvement of X Company based on competency model*. Beijing University of Posts and Telecommunications, DOI: 10.26969/d.cnki.gbydu.2020.003065.
- Han, M. (2004). *Study on the competency of middle school head teachers*. Taiyuan: Shanxi University.
- Hu, X. (2007). *Evaluation method and application of job competency*. Science and Technology, 26 (3): 60-63,70.
- Ni, R. (2022). The three parties "gather strength" to cultivate reflective teachers. *Educational Research and Reviews*, No.523(10):78-81.
- Wang, Z. (2021). Research on the countermeasures of the team construction of secondary vocational class teachers under the framework of Lide Shuren. *Knowledge Library*, No.505(09):57-58.
- Wang, Z. and Chen, M. (2002). Analysis of management competency characteristics: structural equation model test [J]. *Psychological Science*, 25 (1); 513-516.
- Yu, C. (2018). *Investigation and study on the competency of class teachers in secondary vocational schools*. Hunan University.
- Yuan, W. (2016). *Study on the competency model of class teachers in secondary vocational schools*. Zhejiang University of Technology. DOI: 10.27463/d.cnki.gzgyu.2016.000181.
- Yue, L. and Qi, Y. (2006). *Research on the connotation and composition of competent quality*. Shopping Mall Modernization, (16).
- Zhang, Q. (2016). *Research on the construction of the competency model for head teachers in secondary vocational schools*. East China Normal University.
- Zhang, Q. and Tian, M. (2016). Research on the construction and application of the competency model of class teachers in secondary vocational schools. *Vocational and Technical Education in China*, (20): 5-8.
- Zhang, Y. (2009). Review on the development of competency model. *Consumer Guide*, (5): 18-20.
- Zhou, Z. (2022). An effective way to improve the professional ability of head teachers in vocational schools. *Academy*, 15 (24): 69-71.
- Zhu, Y. (2022). Research on the cultivation mode of teaching practice ability of normal university Students. *Liaoning Teachers' College (Social Science edition)*, No.143(05):112-115.