

A COMPARATIVE STUDY OF THE PHYSICAL EDUCATION STUDENTS' COMPETENCE
BETWEEN INSTITUTE OF PHYSICAL EDUCATION OF THAILAND
AND QUJING NORMAL UNIVERSITY OF CHINA

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CHAPTER 1

INTRODUCTION

Statement and significance of problem

Today the time changes rapidly and it's the time of high competition which is the characteristic of globalization and information. During this modern time, the ultimate goal of social development is human development, the enhancement of human competence.

Competence comes from the Latin *Competere*, means appropriate, this concept is first proposed by an American, David McClelland in 1973 (McClelland, 1973). Since 1973, Professor David McClelland has proposed the concept of competence in theoretical term and was applied immediately in the United States, Britain, Canada and other western countries and became a leading-edge concept of management in the 1980s. From the 1990s until now, this set of concepts and methods were applied and used in Western countries, other countries also began to study and to explore the application of competence, various model of competence were used in business to create and structure various competence model data and in the general competence dictionary. On the "competence" problem research, it has become one of contemporary disciplines of psychology, human resource of management, education and other hot spots. With the rapid development of science and technology and accelerate the process of internationalization of education, social and professional, quality of teachers and their increasing demands, teachers' competence issue are more on attention. The teacher competence (Shu, 2006) refers to individual teachers possess, and implementation of a successful teaching professional knowledge, professional skills and related professional values. It belongs to the individual characteristics of teachers, the main training objectives of teachers engaged in a necessary condition for successful teaching and teacher education institutions.

Physical education specialty has the longest teaching history in the higher physical education in our country. For a long time, although the structure and function of sports school have great changes in our country, courses, setting that is centered on subjects and traditional pattern which is classed to teach according to competitive project that's not on basic changes. If all specialties in higher institutions do not give immediate response to those changes and do not adjust elite cultivate pattern and standard according to the standard of society, the existence and the

development will be restricted. As far as higher education is concerned, the most importance is to provide more possible space for future students. So from the tendency point of higher education reform and social necessary is urgent for physical education specialty curriculum design implemented further reform.

However, we will discuss on the physical education students' competence, and we must discuss to the physical education teacher. Because the students will become the teachers in the future.

In 1997, our State Education Commission issued the program "National Colleges and Universities Undergraduate Physical Education Major Curriculum Program", put forward a new training goal, in order to adapt to this requirement, must be further deepen education and teaching reform, strengthening the cultivation of students' competence.

Physical education teachers should have the competence of the system as a whole, the competence of any defect will affect the quality of work. Therefore, we need to strengthen the overall competence of students, bring the graduates to possess all kinds of required capabilities of physical education teachers in the 21st century so they can play the best educational function in future work.

Our country university edition is shouldering the comprehensive education for all around development. As the sports school, the school edition important constituent for all around development, its organizer and the implementation, the physical education teacher is the key of school work. They are full display function of sports school in the education for all-around development, the key lies in quality. In 2003, along with "sports and healthy standard implementation", whether the instructor has quality to adapt the development request, this directly relates reform our country sports school. Strengthen the study of physical education teachers training and competence, rich physical education teacher competence related theory, and in practice management training for physical education teachers, focus on improving the competence of physical education teachers, training outstanding physical education teachers, then becoming a physical education teacher with professional development facing new issues.

The internationalization of Higher Education is the developing trend of higher education. Sports colleges are important parts of higher education. The international exchange of sports colleges is not only the international development of higher education in China, but also an important channel to absorb and learn foreign advanced sports culture.

In 2005, China and ASEAN signed the “2005 Memorandum Of Understanding Between The Governments Of The Members Countries Of The Association Of Southeast Asian Nations And The Government Of The People’s Republic Of China On Cultural Cooperation” both sides pledged to strengthen exchanges and cooperation in the field of culture, common research and development and information sharing. In 2006, “Commemorative Summit Marking the 15th Anniversary of ASEAN-China Dialogue Relations”, both sides expressed to “Encourage the Expansion of Cooperation between the both sides Secondary and Higher Education Institutions, the Establishment of China-ASEAN Members Honorary Scholarship, Strengthen Academic Exchanges and other Cooperation in Education.” In 2012, “The Implementation Plan of Action of China-ASEAN Members of the Joint Declaration on Strategic Partnership for Peace and Prosperity 2011-2015” and its main contents “Strengthen higher educational institutions exchanges, continue to promote both sides, the both sides student exchanges, continue to deepen pragmatic cooperation of higher education institutions, to strengthen exchanges and cooperation in personnel training at the right time.” Over the last decade, Yunnan actively played their own advantages to carry out educational diplomacy, guided and organized the various institutions of higher learning and international organizations, foreign government education departments and foreign school, the establishment of a deep and extensive exchanges and cooperation. In 2006, Yunnan provincial government of Yunnan Higher Education proposed “going out” strategy guidance, and promote the opening of higher education, active cooperation for universities between Yunnan and ASEAN, to enhance the level of internationalization of higher education of Yunnan.

The author reviewed previous research literature, thought that the current domestic research on teacher competence are still problems: on the one hand was that the scholars were usually established on generic competence model, but we couldn’t evaluate all teachers with a unified standard, and must also build the appropriate competence model for teachers of different subjects, on the other hand, the competence for literature study of the group of physical education teachers was not much. In order to meet the social demand for physical education teachers, the author conducted a questionnaire to survey physical education students of Institute of physical education of Thailand and Qujing Normal University, for their learning and thought of carry on understanding. Through the questionnaire feedback information in order to see the modern society for Physical Education majors possess the competence to carry out a comparative analysis, provide a useful reference for physical education personnel training of Qujing Normal University in the future.

Research objective

1. To evaluate the competence of Physical Education students in the Institute of Physical Education of Thailand.
2. To evaluate the competence of Physical Education students in Qijing Normal University of China.
3. To compare the competence of Physical Education students in the Institute of Physical Education of Thailand and Qijing Normal University of China.
4. Through comparative analysis, so that the Institute of Physical Education of Thailand and Qijing Normal University of China are compensating each other, also provide worthy reference for physical education personnel training of Qijing Normal University of China in the future.

Research Hypothesis

The Physical Education Students' Competence of the Institute of Physical Education of Thailand and Physical Education Students' Competence of Qijing Normal University of China are existence similarities and differences.

Variables in the study

Variables in the study were academic, teaching, human relations, morality and ethics, and sports and athletic ability.

Definition of Terms

1. Comparative study is a research methodology in the social sciences that aims to make comparisons across different countries or cultures. A major problem in comparative research is the data sets in different countries that may not use the same categories, or defines categories differently (for example by using different definitions of poverty).
2. Physical education, also known in many Commonwealth countries as physical training, an educational course related to the physique of the human body. It is taken during primary and secondary education and encourages psychomotor learning in a play or movement exploration setting to promote health.
3. Competence is the ability of an individual to do a job properly. Some scholars see "competence" as a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role.

4. Physical education students' competence means completed society to give physical education tasks must have the overall performance of physiological qualities and psychological characteristics. The intellectual is core, formed and developed of the master education, sports knowledge, and skill. To engage physical education activities necessary specialized competence in the future. It includes moral education competency, sports teaching competence, movement training competence, social activities competence, innovation of scientific research competence and master the use tools competence.

Scope of Research

Study population

The population of this study is 2,671 Physical Education students at the Institute of Physical Education of Thailand and 176 Physical Education students at Qijing Normal University of China.

Study sample

The samples of this study are 335 Physical Education students at the Institute of Physical Education of Thailand and 123 Physical Education students at Qijing Normal University of China. (Krejcie & Morgan, 1970)

Expected Outcomes

To understand the physical education students' competence of the Institute of Physical Education of Thailand and Qijing Normal University of China, in order to adapt the needs of society, strengthening the competence of physical education students, proposed new training objective. And also to promote mutual understanding of the Institute of Physical Education of Thailand and Qijing Normal University of China, contributing to cooperation between the Institute of Physical Education of Thailand and Qijing Normal University of China.

CHAPTER 2

LITERATURE REVIEWS

1. Origin and development of the competence

- 1.1 Definition of the competence
- 1.2 Competency Model
- 1.3 Application of competency model
- 1.4 The purpose of teaching practice

2. Competence Study Situation of field of education

- 2.1 Teacher competence study of foreign
- 2.2 Teacher competence study of domestic
- 2.3 Competence study of physical education teacher

1. Origin and development of the competence

The study of competence began earlier in the field of management, is presented on the basis of reflective scientific management. Taylor (1911) is known as the father of scientific management, he took the machine seen as a yardstick to measure efficiency, to the scientific, standardized management. However, his scientific management theory in promoting the development of management science, there is a fatal error, he treat person as machines, disregard of human emotion, not recognize the people's initiative and enthusiasm. Therefore, this doctrine would be very difficult to meet the requirements of economic development at the time, from birth by widespread questioning and criticism, to promote people to reflect on this theory.

1970s, competence research has aroused widespread interest and attention. The research development of competence inseparable early pioneering work of some scholars, these scholars have made a significant foundational contribution to the study of competence. People are most familiar with David C. McClelland and his team utilize U.S. State Department Foreign Service conducted its first test of this new approach. (McClelland & Spencer, 1993) There are other scholars, including John c .Flanagan, psychologist Robert White and so on. These scholars most outstanding contribution in the following areas: First, create and apply of the critical incident technique. In 1954, John C. Flanagan, he pioneered a method called critical incident technique used to analyze the things that people made. (Flanagan, 1954) Secondly, the concept of competitiveness, and the competitiveness of the forecast. McClelland

opinion, individuals' characteristics is able to distinguish the performance of different people, such as personal motivation, self-image and these characteristics is reflected role in people's lives. Meanwhile his team competitive forecasting an empirical study again, and achieve better results. Finally, the research team headed by McClelland, triggered a revolution is called "Competency Movement", this revolution produced to McClelland in 1973 published "Testing for Competence Rather than Intelligence" (McClelland, 1973) as a symbol. In this article, he has strong recommended individual or team for significance of their occupation or achievements of life, and for people to pay attention to school performance, intelligence, aptitude test. Then be denied a clear-cut, he believed that only the competence test can predict people's career or life accomplishments. He believes that school performance, intelligence, aptitude test can't predict career or life achievement, they should be replaced by competence test. The article was published, blew the horn of people research competence, and prompted the competence evaluation activities undertaken in all walks of life. Because of this, people often put McClelland as the inventor of the competence.

Today, competence research not only in the field of management has become a hot research, but also in psychology, education and other areas are also subject to a high degree concern of people. To better understand competence, this study began by defining competence, followed by introducing the competence, then discussing competence in physical education.

1.1 Definition of the competence

Since McClelland proposed the term of competency, there is a difference in the expression of competency. In some English literature, some scholar use competence, some scholar use competency, some people think the both can be used to exchange. Berman, McClelland and other scholars think that these two words are different. Berman think in the field of human resource management, use competency can recognition excellent performance, behavior, skill and so on, but competence the main emphasis on functional integration. McClelland also think competence emphasize the competency to work and achieve performance, that competency is concerned with the performance and performance of the actual work.

However, Boyatzis and other scholars think it is does not make much sense to distinguish between these two words, both can be used to exchange. Some domestic scholars think "ability", "competence", "competency" is appropriate, but some scholars think "quality", "intelligence" and so on is better. These Chinese also

reflected the complex relationship between the both. This study used the “competency” and “competence” of these two words.

About the definition of competency, there are as many versions of the incident as there are people involved in it.

1.1.1 The definition of competence of foreign.

The representative definition of competency in foreign countries is as follows: Competency is a knowledge, skill, ability, trait, or motivation directly similar to or related to work or work performance or other important achievements in life. (McClelland, 1973); Competency is a potential feature of a person’s ability to achieve outstanding results in a position. (Boyatzis, 1982); Competence may be the motivation, characteristics, skills, self-image or social role or other knowledge entities that are used. Potential characteristics and effective or outstanding work performance-related individuals, including knowledge, skills, self-concept, character and five levels of motivation. (Spencer, 1993); Competency is “For that part of the key outputs vital Knowledge or skills.” She also pointed out that people may show up in “a wide range, even infinite positions Behavior” these capabilities. (McLagan, 1989); Custom work competency as “an individual has to make efficient work or excellent features” (Boyatzis, 1982,); (Rothwell, 2000) Competency describe the staff as a tool in different ways to complete the work unit or office tasks. Currently, Lyle. M. Spencer definition of competency has been recognized by most scholars.

1.1.2 The definition of competence of domestic.

Wang Chongming (2001) said competence refers to knowledge, skill, values individuality, motive, and other lead to high management performance.

Zhong Lifeng (2002) said competence is the behavior characteristic of distinguish outstanding person and general person in performance. These characteristics can be cognitive, recognizant, attitudinal, emotional or tendentious and so on.

Li Li (2008) said competence can be motive, specialty, self-image, attitude or cognitive, any reliable measure or count and individual competency characteristic model of distinguish good performance and general performance.

Although people can’t agree on the definition of competence, but in these areas to form a consensus: Competence with the individual high performance relate, also can predict the future of individual work performance. We can observe and measure individual behavior describe personal competence, and these behaviors are concrete application to knowledge, skill, attitude, motivation and so on; it is

closely related to the job requirements; change with the work and the environment, is dynamic development.

1.2 Competency Model

The early seventies of last century, McClelland and McBer personnel consulting firm used their development Behavioral Event Interview BEI established the first competency model. The model in the selection of personnel for the United States Government institutions abroad, and achieved good results, it reflected the important role of competency model in human resource management. Competency Model Construction research competence and key steps.

Competency model is a successful model, the sum of a role as the task must have competency, these features include the impact of the success of a series of individual or organization behavior, skills, knowledge, attitudes, values, motivation and self-awareness. Currently, the typical theoretical competency model Iceberg Model.

Competency iceberg model (Spencer, 1993) told us competency model consists of two parts, an upper part of the iceberg, to be able to see was a small part, including both knowledge and skills, the other part is the lower part of the iceberg. A majority which cannot be seen, including self-concept, character and motivation, about KSAO dimension pluralism iceberg model for the study provides a sound basis for further support this model. It has a very important relationship between the two inner drive sections to determine the individual level of performance. Organizations should take full advantage of the knowledge and skills of employees under the guidance of potential partial competence, in order to improve performance. Competency potential used part selection and training of employees also is able to play a multiplier effect.

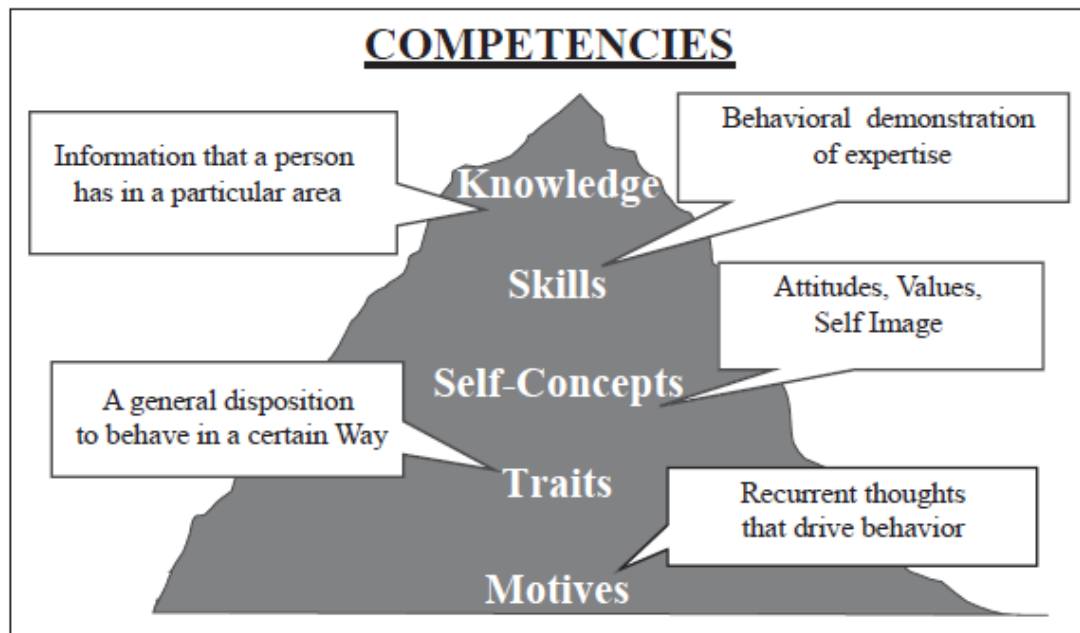


Figure 1 A chart of competency model
(Vazirani, Nitin. 2010: 122)

1.3 Application of competence model

In the practice of human resource management of many organizations, competence is becoming a common topic, for immediate results, many organizations have adopted the practical measures based on competence in many areas. For example, Dubois David. D. believes that competence is the core of the organization's success, and some examples of the application of competence model. Wang Xiuling also summed up the relevant role of competence. Dubois David. D. et al. The theory of human resource management is based on competence. By combining these data, the application of competence can be summarized as the following aspects:

1.3.1 Human Resource Planning

Human resource planning is the first step to keep the human resource and the strategic target of the organization. The so-called human resource planning, the traditional definition is "the organization of the inflow, outflow and its internal flow to predict and prepare the process." (Sherman, 1998) Yu Kaicheng and other human resource planning is based on the strategic objectives of the organization, scientific forecasting organization in the future environmental changes in the supply and demand of human resources, develop the necessary human resources to obtain, use, maintain and develop strategies to ensure that the organization of human resources in quantity and quality, so that organizations and individuals obtain long-term benefits. As can be seen, the traditional human resource planning is more

attention to the number of personnel, and the potential characteristics of personnel (competence) are concerned about the lack of. Human resource planning has been strengthened in the whole organization, and the importance of employee's competence, it's also more and more important. However, traditional human resource planning has been increasingly challenged by the growing gap between the number of people who have been subjected to technological change, the number of people employed by the organization and the success of the competition, and the role of human resource planning is increasingly popular.

Competence based human resource planning has a very significant advantage. This is because; competency is the most important performance of the basic requirements of personnel. The organization's decision makers can select and recruit the talents according to the competence characteristics. The competence based approach also promotes the standardization and specialization of human resource planning. This is obviously different from the traditional human resource planning, because the traditional human resource planning is based on the quantitative method, which pays attention to people's degree, certificate, credit, job title and responsibility, but not the attention of people in the pursuit of results.

1.3.2 Job analysis

Job analysis has been the basis of all kinds of human resources, through the analysis of the position of the formation of job description and the position specification. The former shows the performance of the job, the latter is the minimum qualifications for a job; the two is the key to the recruitment, selection, training, performance management and other human resources functions. But the traditional job analysis is the work factor, and the competence based job analysis is the research object, outstanding and outstanding performance of the characteristics and behavior, and to determine the job responsibilities, so it has stronger predictability, so as to become more effective in human resource management.

1.3.3 Staff recruitment and selection

Organizations to achieve their goals will have to network personnel, while the recruitment and selection qualified staff is a key way, usually the first to recruit, and then select. Traditional recruitment and selection of staff are often from the job description and job specification, the job description of the job activity or duty, and job specification provides the individual to complete the work should have the qualifications. Qualification is usually expressed as the minimum level of education, experience and other necessary conditions. As can be seen, the traditional staff recruitment and selection of the knowledge, skills, that is, a small

part of the tip of the iceberg. And based on the competence of staff recruitment and selection more emphasis on the core characteristics of the study, that is, the attitude, values, self-concept and motivation, etc., which is conducive to the selection of the required personnel, but also to reduce the training expenses. In particular, it is more important to select a candidate for a more complex position, and to recruit and select the staff based on competence.

1.3.4 Employee training and development

Roswell and Silideer (2000) the training is defined as a short-term learning intervention, aimed at establishing personal knowledge, skills and attitudes to meet the current and future work requirements. The purpose of the training is to have a direct impact on the performance of the staff, in order to meet the requirements of the post. Employee development is the pursuit of those who can lead to continuous learning, personal growth, and help to achieve the goal of personal and organizational goals. The purpose of the development of the staff is to prepare for the individual's work and life, and the staff training is different. The competency model based on the employee training in accordance with the tailored approach to individual training, can improve their competitiveness, but also to help team members work together to achieve performance excellence. Can be targeted for training, in order to reduce unnecessary expenses of training, improve the training effect. Based on the competence model of employee development can make the employees clearly the need to organize the competitiveness, can provide management support to employees, can cultivate the staff's interests and values and responsibilities, so that employees of their careers and work development is responsible for the full.

1.3.5 Performance management

Performance management (Cripe, 1997) is a systematic approach to maintain and improve the performance of people in the organization. The performance management based on competence model embodies the essence of performance management, which encourages the honest communication between employees and managers. It can make employees pay more attention to the work of strategic significance, and use the limited resources of the organization in a higher productivity. It can provide valuable information for the professional development and life of employees, so that they have the opportunity to meet their various needs of the plan. In short, performance management based on competency model can help employees improve job performance, in order to achieve the organization's expectations of employees.

1.3.6 Employee compensation

Employee remuneration is a kind of recognition that the organization gives employees; it is a kind of contribution to the success of the organization, which includes tangible or intangible rewards, honor and encouragement. The competence model staff clearly defined performance requirements and reward standard based on conducive to improve the existing staff performance to be as close as possible the level of performance excellence. It motivates the development of employees, more efforts to the creative work, and ultimately improves the overall competitiveness of enterprises.

Physical education teachers practice ability of training system that is the research object of the teaching activity. In teaching, emphasize learning the sports skill and attention through learning sports skill to improve their practical ability, to achieve the goal of personnel training, to achieve practice in teaching, teaching in practice. Therefore, students should improve their teaching ability in practice. The cultivation of teaching practice is related to meet the needs of social development after students' graduation.

1.4 The purpose of teaching practice

1.4.1 Enhance students' practical ability

In practice, to keep learning and observation, to see and to learn summary, careful thought and innovation, form their own independent learning method and life character, and then guide practice. Physical education from the process of education competencies, or the characteristics of the future work, is an extremely practical professional, it is fully reflected the characteristics of physical education in practice, also illustrates the strengthening of teaching practical, the importance of cultivating high quality talents with strong competency.

1.4.2 Enhance students' creative ability

Innovation is an essential feature of the era of knowledge economy, and education should pay attention to the development of students' innovation competency. In practice, the process of further reflection and solution to the problem can be stimulating students' creative ideas.

1.4.3 Enhance students' employment ability

From the current feedback information in the talent market to know, although the social unit of the diploma is required, they value the competency of candidates. Professional practice competency is the key to the student success, it is

related to the students' competency whether to meet the needs of society, whether successful employment after graduation.

2. Competence Study Situation of field of education

In the field of education, competency research and train activities were already well underway. Domestic and foreign are research on teacher competence. The concept of teachers' competence is the key competence research; the results of this study are all flowers bloom together, contention of a hundred schools of thought. For example, Olson Carl O. and Wyett Jerry L. think that the so-called teacher competence is the teacher's personal knowledge, professional skills and professional value. And Dinek. EH to the teacher competency to do the following definition competence teaching is the teacher's personality characteristics, knowledge and teaching skills and teaching attitude in different teaching background. The concepts of teachers' competence are different, but are included in the teachers' professional knowledge and skills of explicit features; there are differences in implicit characteristics in teachers' competence.

2.1 Teacher competence study of foreign:

Jarolimek and Foster (1989) think that a dedicated, well-organized, and hard-working teacher can make a difference in the success of children:

Effective teachers realize their level of responsibility to students.

Effective teachers provide children with the opportunity to learn.

Effective teachers manage their classrooms efficiently.

Effective teachers pace instruction to ensure that learners will be involved in meaning tasks.

Effective teachers are active teachers.

Effective teachers have learned mater desired outcomes.

Effective teachers recognize grade-level differences that require different teachers' behavior.

Effective teachers provide a supportive learning environment.

Hay McBer (2000) thinks that there are three interrelated aspects of effective teaching, which lead to pupil progress:

Professional characteristics: the underlying dispositions and patterns of behavior that drive what teachers do-these are related to fundamental values, commitments and attitudes;

Teaching skills: the ‘micro-behaviors’ or the specific skills of teaching-these can be identified and learned;

Classroom climate: an ‘output measure’ of the collective perceptions of pupils about working in a particular teacher’s classroom-this relates very strongly to pupils’ motivation to learn and work to the best of their ability. (Hay McBer measures of teacher effectiveness)

Sternberg Robert J. (2002) thinks that expert teachers have three common characteristics :

- Knowledge of expert level.
- Highly efficiency.
- Creative insight.

2.2 Teacher competence study of domestic:

Wang Bangzuo (2000) thinks that personality characteristics of outstanding teachers can be divided into seven categories: achievement motivation, teacher-student relationship, work attitude, enterprise, self-improvement, colleague relationships, and create intentions.

Wu Guangyong (2003) thinks that the student favorite teacher personality characteristics include four aspects: reflect the spirit of the times, with consciousness and originality, with perseverance and dedication.

Xu Jianping (2004) thinks that teachers competence have 11 characteristics, include organizational managed capacity, honesty, creativity, tolerance, teamwork, the ability to reflect, career preferences, communication skills, respect for others, analytical thinking, emotional stability.

2.3 Competence study of physical education teacher

Competence although research in the field of teacher education has lasted for long, however, the Physical Education Teachers’ competence or competence study is less, but found only occasionally in recent years. For example, Zhou Xiaomin in the general college physical education teachers’ competence and index evaluation study a text in the establishment of the general college physical education teachers’ competency, including self-perception, personal characteristics, as well as the achievements of the three dimensions of 13 projects, the use of AHP principle, establish the competency evaluation index weight. Pan Gaofeng used the general teacher’s competence testing questionnaire developed by Dr. Xu Jianping to test the competence of middle school PE teachers. Zhou Dawei established the

competence of middle school physical education teachers by the way of opened questionnaire. On the basis of establishing the competence of middle school sports in Fujian Province, Zhang Changcheng studied the competency of middle school Physical Education teachers in Fujian province through questionnaire investigation. The characteristics of middle school physical education teachers are composed of 3 dimensions, namely, comprehensive ability, curriculum development ability, training ability, organization management ability, attention to students, continuous learning ability, personality characteristics, good faith, self-confidence, responsibility, self-confidence, responsibility, and basic knowledge and developing knowledge.

Through literature search, I have yet to find about competence theory research of Physical Education Majors, but competence of middle and primary school physical education teachers in sports field is already well underway. Physical education students are physical education teachers in the future; these research findings have important significance for the study.

Nv Yunjia (2001) results show that physical education teacher quality including improving the strength of character and impart ideological quality, knowledge quality, competence quality (organize teaching competence, training management competence, access to information and continue learning competence, research competence, and coordination interpersonal competence).

Song Jie (2002) results show that middle school physical education teachers evaluation indicators include teaching competence, amateur training competence, teaching research competence, organization and management competence, and social activities competence.

Chen Jianfeng (2003) results show that middle school physical education teacher competence reflected three grades:

Strong competence, such as teaching skill, organizational skills, action demonstration skills, language skill and so on.

General competence, such as ideological education skills, analytical problem-solving skills, judges skill and so on.

Poor competence, such as leadership and management skill, innovation skills, scientific research skill, and continue learning skill.

In general, the theory of human resource management, such as competence, is a relatively small study of physical education teachers. However, we should see that it has been a conscious use of competence of teachers. It's worth it. Believe that the future of this research in terms of quality and quantity, there will be a new breakthrough.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this chapter was to present a study procedure which included four parts:

1. Literature review

According to the research needs, I have collected relevant literature of Physical Education students' competence. Retrieving ways include Chinese National Knowledge Infrastructure, Chinese Academic Journal Network Publishing, Chinese Master's theses Full-text Database and so on. I also collected relevant related information of Physical Education students' competence in the Institute of Physical Education of Thailand and Qujing Normal University of China, as the thesis foundation of this study to provide a theoretical basis for this study.

2. Questionnaire survey

2.1 Preparation phase

2.1.1 To determine the subject of research and research purposes. The theme of "A Comparative Study of the Physical Education Students' Competence between the Institute of Physical Education of Thailand and Qujing Normal University of China" is the theme of the study. The general background of the interpretation of the study is according to the purpose of the relevant theoretical research.

2.1.2 The collation and collection of relevant literature. In combination the research topic of this study, were collected and sorted out the academic research on the students' abilities at home and abroad, including the related research on the teaching practice ability of graduates. Study and sort out the related content and data.

2.1.3 To determine the research methods and processes. According to the purpose of the research and the collation of the literature, the research methods of "questionnaire survey" were drawn up, and the three basic processes of "preparation, implementation and completion" were studied.

2.2 Implementation phase

2.2.1 To develop and design a questionnaire. According to the relevant literature, and combined with the study of the characteristics of the physical

education teacher competency design questionnaire, the questionnaire contains two types of structural and non-structural problems.

Structure: in the questionnaire, there are 64 items, 5 dimensions, namely, academic, teaching, interpersonal characteristics, moral character, athletic ability. Using Likert a 5 point score, “completely inconsistent” record 1 points, “do not meet” 2 points, “general” 3 points, “very consistent” in mind 4 points, “very consistent” record 5 points. The questionnaire test includes 5 abilities and 63 questions. The 10 academic projects involved is degree, curriculum; teaching 13 projects involving the teaching time, modern information and communication technology; interpersonal relationship characteristics of 15 projects involving personal behavior and how people get along with; moral 15 projects involved and cultivate student’s sports spirit, willing to help others; exercise capacity 10 projects involving and awareness of sports and sports skills.

Non structure: students can put their suggestions and opinions in the provisions of the written questions.

2.2.2 The content validity and correction.

Amended and guidance of college instructors, establish the validity questionnaire outline.

Researchers randomly selected 30 students conducted a test to assess the reliability of the questionnaire (try out). The Cronbach’s Alpha is 96.2%.

After the small range test after the corresponding improvement and correction, the final completion of the official release of the questionnaire. Due to the particularity of this study obtained by recommendations of the approval and permission from the committee of the Institute of Physical Education, Thailand, researchers have two bilingual experts proficient in English and Thai translation of back translation method and review the survey questionnaire, the translation process of screening questionnaire. Repeat the process of translation, Chinese and English until fully comply with the Thai version.

2.2.3 To conduct a questionnaire survey. The selected research object, send out questionnaires of A Comparative Study of the Physical Education Students’ Competence between the Institute of Physical Education of Thailand and Qijing Normal University of China.

Institute of Physical Education of Thailand

The Institute of Physical Education of Thailand a total of 17 campuses, a total of 2,671 Physical education graduates, according to krejcie & Morgan, the Thailand research object for 335 graduates, because the number of each campus is

not the same, according to the proportion, Thailand research object I don't like the image below:

Institute of Physical Education	Number of Student
KRABI	10
BANGKOK	20
CHONBURI	22
CHAIYAPUM	11
CHUMPORN	12
CHAINGMAI	39
TRANG	13
PECHABUN	12
MAHASARAKARM	22
YALA	32
LAMPANG	13
SRISAKET	24
SAMUTRSAKORN	8
SUKHOTHAI	33
SUPHANBURI	25
AUNGTHONG	10
UDONTHANI	25
Total	335

Qijing Normal University of China

The population was 176 physical education graduates from Qijing Normal University of China, and my research object were 123 graduates from Qijing Normal University of China, according to Krejcie & Morgan.

Researcher took the opportunity to meet the Institute of Physical Education Chonburi students personally in order to send out and receive the questionnaires. And other questionnaires were sent out and back to 16 other campuses of the Institute of Physical Education of Thailand. After that, researcher went to the physical education graduates at Qijing Normal University of China to send out and receive the questionnaires.

Questionnaires were recovery starting and ending time of the March 12, 2016-April 25, 2016. 335 questionnaires were distributed to Institute of Physical Education of Thailand, excluding the wrong answer, leakage answer and regularly do

a questionnaire, 313 valid questionnaires, effectively recovered rate of 93.43%. 123 questionnaires were distributed to Physical Education of Qujing Normal University, excluding the wrong answer, out and regular answer questionnaires, 105 valid questionnaires, effectively recovered rate of 85.36%.

2.3 Completion phase

2.3.1 Questionnaires and data analysis, material. Questionnaires to encoding, statistical analysis of relevant data.

2.3.2 The study found that the collation and analysis of the questionnaire results, understand the basic situation of the Institute of Physical Education Thai students competence and Qujing Normal University Chinese physical education students competence.

2.3.1 Conclusions and recommendations. A description and summary competence of students the basic situation and the existing problems and other aspects through questionnaire data collection and analysis to the two schools on cultivating the students' competence to provide reference and suggestions.

2.4 Data statistics

After data collection, the questionnaire data were encoded into the computer program for statistical data, the object of study by statistical analysis of variables. On the 5 dimensions of the questionnaire subscales were descriptive statistics, statistics on the questionnaire of each dimension calculate each subjects in the average value of each dimension. Samples were analyzed in two different countries of the physical education students in total test and subscales respectively.

3. Mathematical statistics

T-test is often called Student's t-test in the name of its founder "Student". T-test is used to compare two different set of values. It is generally performed on a small set of data. T-test is generally applied to normal distribution which has a small set of values. This test compares the mean of two samples. T-test uses means and standard deviations of two samples to make a comparison.

Step one: Statistical the date.

Step two: Analyze-Compare Means - Independent Sample T test

Significance Level, 0.05

Step one:

We can use two methods.

The first method:

1 = Mean of first set of values

2 = Mean of second set of values

S1 = Standard deviation of first set of values

S2 = Standard deviation of second set of values

n1 = Total number of values in first set

n2 = Total number of values in second set.

The second method:

The computer program was used to process the questionnaire data.

Step two:

A table presented Grouped data with lengths proportional to the values that they represented. The table could be plotted vertically or horizontally.

In order to more intuitionists find out the similarities and differences of the Physical Education students' competence between the Institute of Physical Education of Thailand and Qijing Normal University of China. I used table.

4. Comparative analysis

To compare the Physical Education students' competence between the Institute of Physical Education of Thailand and Qijing Normal University of China, to find out the similarities and differences of Physical Education students competence between Institute of Physical Education of Thailand and Qijing Normal University of China, by analyzing these similarities and differences to find the problems in Physical Education students' competence of Qijing Normal University of China, combined with the experience of Thailand, proposed the Physical Education students competence suggestions for improvement of Qijing Normal University of China.

CHAPTER 4

ANALYSIS AND RESULTS

INTRODUCTION

To complete this study properly, it was necessary to analyse the data collected in order to test the hypothesis and answer the research questions. As already indicated in the preceding chapter, data were interpreted in a descriptive form.

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. The analysis and interpretation of data were based on the results of the questionnaire, dealt with a quantitative analysis of data.

A total of 458 questionnaires distributed, only 418 completed questionnaires that were the base for computing the results. Some students' questionnaires completed by those who never had the chance to attend workshops, some students non-responses and some students with a lot of missing data were subtracted from the total sample size. This means that 40 questionnaires, out of 458 questionnaires distributed, were completely discarded from the analysis. The rest, (418 questionnaires) were used to interpret the results.

Sequence analysis

Physical education graduates competency study was divided into three steps of data analysis.

Step 1 Personal information of the respondents.

Step 2 Descriptive statistics analysis of opinion of Physical Education students in questionnaire for research.

Step 3 Independent Samples t-test analysis of opinion of Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China in questionnaire for research.

Symbols used in this study

N - Sample size.

\bar{X} - Mean.

SD. - Standard Deviation.

F - Referring to the statistics used for the F distribution.

Sig. - Referring to the significance level of 0.05.

T - Equal variances and unequal variances.

df - The degrees of freedom.

Sig. (2 - tailed) - The p-value is the two-tailed. (Usually 0.05)

Mean Difference - The difference between the means.

Std Error Difference - Standard Error difference.

Step 1 Personal information of respondents.

Table 2. The percentage of respondents by Country.

Country	Frequency	Percent
Thailand	313	74.9
China	105	25.1

(n=418)

Table 2 showed that the majority of students were students of Physical Education of Institute of physical education of Thailand, 313 Physical Education students of the Institute of physical education of Thailand were 74.9%, 105 Physical Education students of Qijing Normal University of China were 25.1%.

Step 2 Descriptive statistics analysis of Physical Education students opinion of questionnaire for research.

The 63 projects were involved academic, teaching, human relations, morality and ethics, and sports and athletic ability.

Agree most	The score range of 4:01 to 5:00
Agree	The score range of 3:01 to 4:00
Agree moderate	The score range of 2:01 to 3:00
Agree less	The score range of 1:01 to 2:00
Agree minimal	The score range of 0:00 to 1:00

Table 3. The descriptive statistics of Physical Education students in academic.

Academic	The level		
	\bar{X}	SD	Meaning
1. The course leads to a degree in Physical Education.	4.64	0.51	Most
2. Understand the purpose of physical education curriculum and course description.	4.51	0.55	Most
3. Learn to plan accurately for learners.	4.49	0.58	Most
4. Precise understanding of subjects involved in physical education and other subjects.	4.38	0.64	Most
5. Acquiring personal development in the academic study of physical education.	4.38	0.66	Most
6. Research in the physical education classes.	4.35	0.71	Most
7. There is a better understanding of the principles and methods of measurement and evaluation in education.	4.35	0.63	Most
8. Skilled use of the latest innovation and technology resources.	4.39	0.63	Most
9. To provide modern information for students to learn.	4.41	0.61	Most
10. How to correctly apply learning and practice.	4.51	0.55	Most

This table shows the statistics summary of Physical Education students in academics. As shown in the figure, the Mean are 4.01-5 in this area. It shows that the Physical Education students have a good understanding and knowledge of the academics.

Table 4. The descriptive statistics of Physical Education students in teaching.

Teaching	The level		
	\bar{X}	SD	Meaning
1. Liability for teaching time and full-time teaching.	4.59	0.55	Most
2. A willingness to teach and prepare for impact on learning.	4.56	0.56	Most
3. To properly assess the students' knowledge of teaching methods.	4.48	0.57	Most
4. To motivate students to want to learn or test themselves.	4.43	0.61	Most
5. Create a rounded education for students to participate in.	4.45	0.61	Most
6. Knowledge and innovation to improve teaching physical education activities.	4.36	0.65	Most
7. Prepare media equipment and facilities appropriate to the material taught.	4.35	0.69	Most
8. Skilled in the use of modern technology and ICT in learning and teaching.	4.34	0.66	Most
9. Management skills and cooperative learning between teachers and students.	4.42	0.58	Most
10. Describe skills that students can use and that are easy to understand.	4.40	0.63	Most
11. Teaching is inserted ethics and discipline.	4.44	0.63	Most
12. This event can link the various learning resources of students.	4.42	0.62	Most
13. Learning experiences that students can apply to practical use.	4.49	0.58	Most

This table shows the statistics summary of Physical Education students in teaching. As shown in the figure, the Mean are 4.0-5 in this area. It shows that the Physical Education students have a good understanding and knowledge of the teaching.

Table 5. The descriptive statistics of Physical Education students in Personality and Human Relations.

Personality and Human Relations	The level		
	\bar{X}	SD	Meaning
1. Appropriately dress for students.	4.70	0.52	Most
2. Act modestly to earn respect of students. I might not understand this one, though.	4.60	0.55	Most
3. Healthy staph.	4.61	0.54	Most
4. Speak clearly.	4.55	0.58	Most
5. Show and express joy.	4.58	0.55	Most
6. Be agile and spry.	4.51	0.60	Most
7. Possess great leadership skills.	4.56	0.58	Most
8. Dare to express their opinions rationally and respect the decisions of others.	4.53	0.56	Most
9. Listen to the opinions of others.	4.54	0.58	Most
10. Have patience, perseverance, indomitable, and zeal to work.	4.54	0.58	Most
11. Behave as a role model to students and society.	4.55	0.55	Most
12. Cultivate good relationships with the students and guests.	4.52	0.57	Most
13. Adapt to both colleagues and students.	4.52	0.58	Most
14. Be compatible with others.	4.53	0.58	Most
15. Cooperate and assist colleagues and others willingly.	4.51	0.60	Most

This table shows the statistics summary of Physical Education students in Personality and Human Relations. As shown in the figure, the Mean are 4.01-5 in this area. It shows that the Physical Education students had a good understanding and knowledge of the Personality and Human Relations.

Table 6. The descriptive statistics of Physical Education students in morality and ethics.

Morality and ethics	The level		
	\bar{X}	SD	Meaning
1. Generosity to students and others. in students.	4.67	0.50	Most
2. Develop discipline, knowledge, skills, and good habits in students.	4.54	0.54	Most
3. Behave properly in the presence of the students.	4.58	0.55	Most
4. I am not opposed to the intellectual, mental, emotional and social development of students.	4.48	0.57	Most
5. Never accept a bribe from a student.	4.48	0.61	Most
6. Supporting teachers and community in a creative way.	4.50	0.56	Most
7. Behave as a leader in the preservation and development of the culture and learning of Thailand (China).	4.53	0.55	Most
8. Cultivate students' sportsmanship.	4.52	0.56	Most
9. Honesty, faithfulness of Justice, and Punctuality.	4.56	0.56	Most
10. Selflessly devote their time to work and not expect anything in return.	4.53	0.58	Most
11. Avoid all vices, including narcotics.	4.56	0.57	Most
12. Have faith in the teaching profession and preserve its honor.	4.56	0.54	Most
13. Provide them generous support.	4.57	0.53	Most
14. A teacher loves children, and children love their teachers.	4.56	0.57	Most
15. The principle is sufficient.	4.55	0.59	Most

This table shows the statistics summary of Physical Education students in morality and ethics. As shown in the figure, the Mean are 4.01-5 in this area. It shows

that the Physical Education students have a good understanding and knowledge of the morality and ethics.

Table 7. The descriptive statistics of Physical Education students in Sports and Athletic Ability.

Sports and Athletic Ability	The level		
	\bar{X}	SD	Meaning
1. Knowledge of the rules and regulations of international sports and sports of Thailand.	4.61	0.56	Most
2. Know the correct way to play the sport.	4.50	0.54	Most
3. Leadership in organizing and participating in physical education and sport.	4.53	0.58	Most
4. Regular exercise of sports skills.	4.52	0.57	Most
5. Talent in sports.	4.50	0.58	Most
6. Knowledge and skills to enhance physical fitness and sporting ability.	4.48	0.59	Most
7. There can be a special guest speaker or a demonstration of teaching physical education.	4.44	0.63	Most
8. Disseminate accurate information about physical education and sport to society.	4.50	0.57	Most
9. Skill and style in the sport.	4.54	0.60	Most
10. What is the role model in his spare time in exercise and sport?	4.55	0.60	Most

This table shows the statistics summary of Physical Education students in Sports and Athletic Ability. As shown in the figure, the Mean are 4.01-5 in this area. It shows that the Physical Education students have a good understanding and knowledge of the Sports and Athletic Ability.

Step 3 Independent Samples t-test analysis of opinion of Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China in questionnaire for research.

Table 8. Independent Samples t-test analysis of Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China opinions in academics.

Independent variables	F	Sig.	T	Df	Sig. (2-tailed)
1. The course leads to a degree in Physical Education.	60.981	.000	-3.572	416	.000
			-4.059	230.173	.000
2. Understand the purpose of physical education curriculum and course description.	7.715	.006	-2.367	416	.018
			-2.488	195.692	.014
3. Learn to plan accurately for learners.	2.308	.129	-.535	416	.593
			-.562	195.187	.575
4. Precise understanding of subjects involved in physical education and other subjects.	.090	.765	1.144	416	.253
			1.120	172.447	.264
5. Acquiring personal development in the academic study of physical education.	.163	.686	1.067	416	.287
			1.762	369.628	.079
6. Research in the physical education classes.	1.027	.311	3.097	416	.002
			3.093	178.403	.002
7. There is a better understanding of the principles and methods of measurement and evaluation in education.	6.377	.012	1.325	416	.186
			1.400	197.759	.163
8. Skilled use of the latest innovation and technology resources.	2.761	.097	.750	416	.453
			.785	194.105	.433
9. To provide modern information for students to learn.	1.265	.261	-.194	416	.846
			-.203	193.075	.839

Table 8. (con.)

Independent variables	F	Sig.	T	Df	Sig. (2-tailed)
10. How to correctly apply learning and practice.	.948	.331	1.128	416	.260
			1.099	171.129	.273

This table shows the Independent Samples t-test analysis of Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China opinions in academic. As shown in the figure, the course leads to a degree in Physical Education. $F=60.981$, $P=.000<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Understand the purpose of physical education curriculum and course description. $F=7.715$, $P=.006<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Learn to plan accurately for learners. $F=2.308$, $P=.129>0.05$, Equal variances assumed, so $t=-.562$, $P=.575>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Precise understanding of subjects involved in physical education and other subjects. $F=.090$, $P=.765>0.05$, Equal variances assumed, so $t=1.120$, $P=.264>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Acquiring personal development in the academic study of physical education. $F=.163$, $P=.686>0.05$, Equal variances assumed, so $t=1.762$, $P=.079>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Research in the physical education classes. $F=1.027$, $P=.311>0.05$, Equal variances assumed, so $t=3.093$, $P=.002<0.05$, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. There is a better understanding of the principles and methods of measurement and evaluation in education. $F=6.377$, $P=.012<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical

Education of Thailand and Qujing Normal University of China. Skilled use of the latest innovation and technology resources. $F=2.761$, $P=.097>0.05$, Equal variances assumed, so $t=.785$, $P=.433>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. To provide modern information for students to learn. $F=1.265$, $P=.261>0.05$, Equal variances assumed, so $t=-.203$, $P=.839>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. How to correctly apply learning and practice. $F=.948$, $P=.331>0.05$, Equal variances assumed, so $t=1.099$, $P=.273>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China.

For 5 year physical education study of Institute of Physical Education of Thailand, the credit study is 170 credits, and 4 years physical education study of Qujing Normal University of China, the credit study is 165 credits.

Understand the purpose of physical education curriculum and course description. Curriculum of Physical education of Institute of Physical Education of Thailand has three parts: General education, The Teaching Profession, Physical Education Major. The education practice time of physical education of Institute of physical education of Thailand is one year practice. Curriculum of Physical education of Qujing Normal University of China has four parts: General Education, Disciplines Education, Professional Education, Comprehensive practice teaching. The education practice time of Physical education of Qujing Normal University of China is three month practice.

Research in the physical education classes. I have seen Ma Jun teacher write a journal contrastive study on health physical education between Thailand and China, he wrote Chinese school physical education classes, paid more attention to the work of the organization, teaching stressed that take the teacher as the leading role and students' main body effect combination, pay attention to playing the role of teachers, teachers design and control the whole process of teaching, students can get more comprehensive, system of knowledge and skills, the inadequacy of students are in a passive position, in the cultivation of personality, ability the downside. Thailand physical education emphasizes all the students, including the weak and the level of the students. In the teaching of physical education, the idea of "happy sports, sports is entertainment." is fully reflected. The

majority of physical education teachers believe that the task of physical education at this stage is not to enhance students' physical strength, but the overall impact on students' body and mind, so that students master the fitness method, improve the interest in sports, training self-training ability.

Table 9. Independent Samples t-test analysis of opinion of Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China in teaching.

Independent variables	F	Sig.	T	Df	Sig. (2-tailed)
1. Liability for teaching time and full-time teaching.	17.149	.000	-2.318	416	.021
			-2.505	206.700	.013
2. A willingness to teach and prepare for impact on learning.	.245	.621	.256	416	.798
			.265	189.774	.792
3. To properly assess the students' knowledge of teaching methods.	6.248	.013	-1.946	416	.052
			-2.112	208.639	.036
4. To motivate students to want to learn or test themselves.	1.850	.175	-1.305	416	.192
			-1.381	198.333	.169
5. Create a rounded education for students to participate in.	6.740	.010	-1.391	416	.165
			-1.537	216.510	.126
6. Knowledge and innovation to improve teaching physical education activities.	.321	.571	1.992	416	.047
			1.933	170.135	.055
7. Prepare media equipment and facilities appropriate to the material taught.	15.134	.000	4.207	416	.000
			3.441	135.326	.001
8. Skilled in the use of modern technology and ICT in learning and teaching.	1.805	.180	1.319	416	.188
			1.248	163.584	.214
9. Management skills and cooperative learning between teachers and students.	.257	.612	.868	416	.386
			.870	179.326	.386

Table 9. (con.)

Independent variables	F	Sig.	T	Df	Sig. (2-tailed)
10. Describe skills that students can use and that are easy to understand.	.610	.435	1.759	416	.079
			1.730	173.852	.085
11. Teaching is inserted ethics and discipline.	.026	.871	.529	416	.597
			.514	170.417	.608
12. This event can link the various learning resources of students.	.993	.320	1.177	416	.240
			1.193	183.146	.234
13. Learning experiences that students can apply to practical use.	1.686	.195	.867	416	.386
			.833	167.452	.406

This table shows the Independent Samples t-test analysis of opinion of Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China in teaching. As shown in the figure, Liability for teaching time and full-time teaching. $F=17.149$, $P=.000<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. A willingness to teach and prepare for impact on learning. $F=.245$, $P=.621>0.05$, Equal variances assumed, so $t=-.256$, $P=.792>0.05$, no significant difference. So there were no significant differences between Physical Education students of Institute of Physical Education of Thailand and Qujing Normal University of China. To properly assess the students' knowledge of teaching methods. $F=6.248$, $P=.013<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. To motivate students to want to learn or test themselves. $F=1.850$, $P=.175>0.05$, Equal variances assumed, so $t=-1.381$, $P=.169>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Create a rounded education for students to participate in. $F=6.740$, $P=.010<0.05$, Equal variances not assumed, so $t=-1.537$, $P=.126>0.05$, no significant difference. So there were no significant differences

between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Knowledge and innovation to improve teaching physical education activities. $F=.321$, $P=.571>0.05$, Equal variances assumed, so $t=1.933$, $P=.055>0.05$, no significant difference. So there were no significant differences between Physical Education students of Institute of Physical Education of Thailand and Qujing Normal University of China. Prepare media equipment and facilities appropriate to the material taught. $F=15.134$, $P=.000<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Skilled in the use of modern technology and ICT in learning and teaching. $F=1.805$, $P=.180>0.05$, Equal variances assumed, so $t=1.248$, $P=.214>0.05$, no significant difference. So there were no significant differences between Physical Education students of Institute of Physical Education of Thailand and Qujing Normal University of China. Management skills and cooperative learning between teachers and students. $F=.257$, $P=.612>0.05$, Equal variances assumed, so $t=.870$, $P=.386>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Describe skills that students can use and that are easy to understand. $F=.610$, $P=.435>0.05$, Equal variances assumed, so $t=1.730$, $P=.085>0.05$, no significant difference. So there were no significant differences between Physical Education students of Institute of Physical Education of Thailand and Qujing Normal University of China. Teaching is inserted ethics and discipline. $F=.026$, $P=.871>0.05$, Equal variances assumed, so $t=514$, $P=.608>0.05$, no significant difference. So there were no significant differences between Physical Education students of Institute of Physical Education of Thailand and Qujing Normal University of China. This event can link the various learning resources of students. $F=.993$, $P=.320>0.05$, Equal variances assumed, so $t=1.193$, $P=.234>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Learning experiences that students can apply to practical use. $F=1.686$, $P=.195>0.05$, Equal variances assumed, so $t=.833$, $P=.406>0.05$, no significant difference. So there were no significant differences between Physical Education students of Institute of Physical Education of Thailand and Qujing Normal University of China.

Thailand is a relatively slow pace of life of the country, but also a relatively high index of well-being of the country, in such a comfortable living environment,

the concept of time is almost inevitable. In contrast, China is a relatively fast pace of life. As known to all, China is the most populous country in the world, to make a living, we have to accelerate the pace of the “time is money” reflect incisively and vividly, so Chinese people’s concept of time relatively. Due to the different social background and cultural atmosphere, the teaching methods of students are naturally different.

In teaching, teachers should pay attention to the various methods of comprehensive use of developing students’ creativity, strive to create to promote students to explore independently, diverging teaching situation, to encourage the formation of students the freedom to publish original insights, and heatedly discussed in the classroom atmosphere. To cultivate students’ innovative thinking, stimulate students’ learning initiative, pay attention to the flexibility of the method, and fully mobilize the students’ participation awareness, so that students become the master of the classroom, the master of learning.

Physical education students of Institute of physical education of Thailand are most in the teaching process, according to the characteristics of the teaching target and the teaching object, through the teaching design, reasonable selection and use of modern teaching media, and the organic combination of traditional teaching means and jointly participate in the whole teaching process, with a role in a variety of media information to students, forming a rational structure of the teaching process, to achieve the best teaching effect. However, most of the students in physical education of Qujing Normal University of China will only follow the traditional teaching methods, which makes the classroom boring and boring.

Table 10. Independent Samples t-test analysis of opinion of Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China in personality and human relations.

Independent variables	F	Sig.	t	Df	Sig. (2-tailed)
1. Appropriately dress for students.	20.661	.000	-2.180	416	.030
			-2.503	235.613	.013
2. Act modestly to earn respect of students. I might not understand this one, though.	.723	.396	.472	416	.637
			.504	202.448	.615
3. Healthy staph.	.126	.723	.767	416	.443
			1.297	342.042	.196
4. Speak clearly.	.043	.836	.053	416	.958
			.054	181.337	.957
5. Show and express joy.	.897	.344	1.088	416	.277
			1.078	176.125	.282
6. Be agile and spry.	.531	.467	.377	416	.707
			.368	172.002	.713
7. Possess great leadership skills.	4.045	.045	1.611	416	.108
			1.536	165.368	.126
8. Dare to express their opinions rationally and respect the decisions of others.	1.580	.209	.353	416	.724
			.372	196.084	.710
9. Listen to the opinions of others.	4.621	.032	-.093	416	.926
			-.102	212.487	.919
10. Have patience, perseverance, indomitable, and zeal to work.	.033	.856	-.241	416	.810
			-.238	174.455	.813
11. Behave as a role model to students and society.	5.410	.021	-1.914	416	.056
			-1.987	191.090	.048
12. Cultivate good relationships with the students and guests.	.949	.330	-.504	416	.614
			-.516	186.189	.606
13. Adapt to both colleagues and students.	1.996	.158	-2.278	416	.023
			-2.259	176.256	.025

Table 10. (con.)

Independent variables	F	Sig.	T	Df	Sig. (2-tailed)
14. Be compatible with others.	2.893	.090	1.316	416	.189
			1.256	165.647	.211
15. Cooperate and assist colleagues and others willingly.	6.437	.012	1.327	416	.185
			1.237	159.901	.218

This table shows the Independent Samples t-test analysis of opinion of Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China in Personality and Human Relations. As shown in the figure, appropriately dress for students. $F=20.661$, $P=.000<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Act modestly to earn respect of students. I might not understand this one, though. $F=.723$, $P=.396>0.05$, Equal variances assumed, so $t=504$, $P=.615>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Healthy staph. $F=126$, $P=.723>0.05$, Equal variances assumed, so $t=1.297$, $P=.196>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Speak clearly. $F=.043$, $P=.836>0.05$, Equal variances assumed, so $t=.054$, $P=.957>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Show and express joy. $F=.897$, $P=.344>0.05$, Equal variances assumed, so $t=1.078$, $P=.282>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Be agile and spry. $F=.531$, $P=.467>0.05$, Equal variances assumed, $t=.368$, $P=.713>0.05$, no significant difference. So there were no significant differences between two Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Possess great leadership skills. $F=4.045$, $P=.045<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical

Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Dare to express their opinions rationally and respect the decisions of others. $F=1.580$, $P=.209>0.05$, Equal variances assumed, so $t=.372$, $P=.710>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Listen to the opinions of others. $F=4.621$, $P=.032<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. There were patience, perseverance, indomitable, and zeal to work. $F=.033$, $P=.856>0.05$, Equal variances assumed, so $t=-.238$, $P=.813>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Behave as a role model to students and society. $F=5.410$, $P=.021<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Cultivate good relationships with the students and guests. $F=.949$, $P=.330>0.05$, Equal variances assumed, so $t=-.516$, $P=.606>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Adapt to both colleagues and students. $F=1.996$, $P=.158>0.05$, Equal variances assumed, so $t=-2.259$, $P=.025<0.05$, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Be compatible with others. $F=2.893$, $P=.090>0.05$, Equal variances assumed, so $t=1.256$, $P=.211>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. To Cooperate and assist colleagues and others willingly. $F=6.437$, $P=.012<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China.

As we all know, the teacher is a special profession, always be a “teacher”, so their dress is required, teachers must always pay attention to students’ behavior, teacher’s professional image norms become compulsory for everyone on the teachers attention, to do self-restriction and self enhancement all the time.

The teacher is a special occupation groups, shouldering the task of cultivating high-quality talents for the country's future. Teacher is the most important in the school, is the most intuitive model with most instructive and most living examples for students. Especially in primary school, pupils lack a deep understanding of things, and no certain analysis ability. They are good at imitating and debate with full of emotion, and easily excited, they are a piece of white paper, strong plasticity. During this period, the teacher will become a student center of imitation, so it is very important for all teachers to be good examples.

The school is a small society. In this system, the interaction between teachers and students is a kind of interaction that the teachers and students basically be stuck together from morning to night, this even spend more time than with their parents. Teaching will not be successful without the harmonious relationship between teachers and students, or mutual understanding and mutual trust between teachers and students. Whether the students or colleagues, we must learn to respect them and understand them, trust them, so we can obtain the sense of achievement and experience value of life, and obtain the active practice of interpersonal relationship, the gradual completion of the establishment of the free personality and healthy personality.

Table 11. Independent Samples t-test analysis of opinion of Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China in morality and ethics.

Independent variables	F	Sig.	T	df	Sig. (2-tailed)
1. Generosity to students and others.	3.959	.047	-1.504 -1.457	416 169.554	.133 .147
2. Develop discipline, knowledge, skills, and good habits in students.	6.277	.013	-1.721 -1.791	416 192.049	.086 .075
3. Behave properly in the presence of the students.	.044	.834	-.302 -.301	416 177.517	.763 .764
4. I am not opposed to the intellectual, mental, emotional and social development of students.	.021	.884	.147 .146	416 176.985	.883 .884

Table 11. (con.)

Independent variables	F	Sig.	T	df	Sig. (2-tailed)
5. Never accept a bribe from a student.	.079	.779	-1.115	416	.265
			-1.118	179.626	.265
6. Supporting teachers and community in a creative way.	2.672	.103	1.475	416	.141
			1.545	194.415	.124
7. Behave as a leader in the preservation and development of the culture and learning of Thailand (China).	11.042	.001	-1.951	416	.052
			-2.102	205.443	.037
8. Cultivate students' sportsmanship.	.050	.823	.764	416	.445
			.763	178.147	.447
9. Honesty, faithfulness of Justice, and Punctuality.	1.405	.237	-.497	416	.620
			-.514	189.845	.608
10. Selflessly devote their time to work and not expect anything in return.	.008	.931.9	.101	416	.920
			.101.5	179.816	.920
11. Avoid all vices, including narcotics.	.299	.585	.561	182.260	.576
			.111	416	.912
12. Have faith in the teaching profession and preserve its honor.	1.328	.250	.109	173.375	.914
			.589	416	.556
13. Provide them generous support.	16.667	.000	.573	170.903	.567
			2.428	416	.016
14. A teacher loves children, and children love their teachers.	20.695	.000	2.183	151.929	.031
			2.668	416	.008
15. The principle is sufficient.			2.368	149.236	.019

This table shows the Independent Samples t-test analysis of opinion of Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China in morality and ethics. As shown in the figure, Generosity to students and others. $F=3.959$, $P=.047 < 0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical

Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Develop discipline, knowledge, skills, and good habits in students. $F=.723$, $P=.013>0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Behave properly in the presence of the students. $F=.044$, $P=.834>0.05$, Equal variances assumed, so $t=-.301$, $P=.764>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. I am not opposed to the intellectual, mental, emotional and social development of students. $F=.021$, $P=.884>0.05$, Equal variances assumed, so $t=.146$, $P=.884>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Never accept a bribe from a student. $F=.079$, $P=.779>0.05$, Equal variances assumed, so $t=-1.118$, $P=.265>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Supporting teachers and community in a creative way. $F=2.672$, $P=.103>0.05$, Equal variances assumed, $t=1.545$, $P=.124>0.05$, no significant difference. So there were no significant differences between two Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Behave as a leader in the preservation and development of the culture and learning of Thailand (China). $F=11.042$, $P=.001<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Cultivate students' sportsmanship. $F=.050$, $P=.823>0.05$, Equal variances assumed, so $t=.763$, $P=.447>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Honesty, faithfulness of Justice, and Punctuality. $F=1.405$, $P=.237>0.05$, so Equal variances not assumed, $t=-.514$, $P=.608>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Selflessly devote their time to work and not expect anything in return. $F=.008$, $P=.931>0.05$, Equal variances assumed, so $t=.101$, $P=.920>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand

and Qujing Normal University of China. Avoid all vices, including narcotics. $F=.001$, $P=.973<0.05$, Equal variances assumed, so $t=.561$, $P=.576>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Have faith in the teaching profession and preserve its honor. $F=.299$, $P=.585>0.05$, Equal variances assumed, so $t=109$, $P=.914>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. Provide them generous support. $F=1.328$, $P=.250>0.05$, Equal variances assumed, so $t=.573$, $P=.567>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. A teacher loves children, and children love their teachers. $F=16.667$, $P=.000<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China. The principle is sufficient. $F=20.695$, $P=.000<0.05$, Equal variances not assumed, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China.

There is a little “a state of ceremonies” between Thailand and China on their unique characteristics, regional and national. Nowadays with the world’s exchanges and contacts, the study, business, tourism and people are becoming gradually increased more and more extensive and in-depth in order to provide a lot platform for countries to spread their own culture. For example, we are all familiar with Thai boxing, martial arts and Tai Chi etc. from Thailand and China. As a sports worker, it is our obligation to promote the culture of our own country.

Love, can produce great educational power. A good teacher-student relationship, the relationship between teachers and students is also an important prerequisite for teachers’ education. Thailand is a hierarchy clear country, no matter where or how, a teacher is a teacher, a student is a student, the students get affection and love from their teachers, teachers are also affected and they respect each other. In China, the students are self-centered, not well behaved with love because it is difficult to their normal life.

Follow the basic principles to ensure the correct teaching direction. Each teacher has his own principles of life and teaching, only to clear the principles of their own in order to educate the outstanding students.

Table 12. Independent Samples t-test analysis of opinion of Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China in Sports and Athletic Ability.

Independent variables	F	Sig.	t	df	Sig. (2-tailed)
1. Knowledge of the rules and regulations of international sports and sports of Thailand.	.050	.823	.857	416	.392
			1.379	394.825	.169
2. Know the correct way to play the sport.	.003	.953	-1.197	416	.232
			-1.179	174.145	.240
3. Leadership in organizing and participating in physical education and sport.	1.412	.235	2.301	416	.022
			2.238	170.641	.027
4. Regular exercise of sports skills.	.439	.508	-.445	416	.657
			-.451	183.578	.652
5. Talent in sports.	.019	.892	.782	416	.435
			.786	180.323	.433
6. Knowledge and skills to enhance physical fitness and sporting ability.	.147	.701	-.097	416	.923
			-.095	174.367	.924
7. There can be a special guest speaker or a demonstration of teaching physical education.	1.560	.212	3.214	416	.001
			2.929	154.701	.004
8. Disseminate accurate information about physical education and sport to society.	.200	.655	1.629	416	.104
			1.603	174.004	.111
9. Skill and style in the sport.	.764	.383	1.568	416	.118
			1.550	175.314	.123
10. What is the role model in his spare time in exercise and sport.	1.327	.250	1.668	416	.096
			1.617	169.785	.108

This table shows the Independent Samples t-test analysis of opinion of Physical Education Students of Institute of Physical Education of Thailand and Qujing

Normal University of China on Sports and Athletic Ability. As shown in the figure, Knowledge of the rules and regulations of international sports and sports of Thailand. $F=.050$, $P=.823 < 0.05$, Equal variances assumed, so $t=1.379$, $P=.169 > 0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Know the correct way to play the sport. $F=.003$, $P=.953 < 0.05$, Equal variances assumed, so $t=-1.179$, $P=.240 > 0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Leadership in organizing and participating in physical education and sport. $F=1.412$, $P=.235 > 0.05$, Equal variances assumed, so $t=2.238$, $P=.027 < 0.05$, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Regular exercise of sports skills. $F=.439$, $P=.508 > 0.05$, Equal variances assumed, so $t=-451$, $P=.652 > 0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Talent in sports. $F=.019$, $P=.892 > 0.05$, Equal variances assumed, so $t=786$, $P=.433 > 0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Knowledge and skills to enhance physical fitness and sporting ability. $F=.147$, $P=.701 > 0.05$, Equal variances assumed, so $t=-.095$, $P=.924 > 0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. There can be a special guest speaker or a demonstration of teaching physical education. $F=1.560$, $P=.212 > 0.05$, Equal variances assumed, so $t=2.929$, $P=.004 < 0.05$, significant difference. So there were significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Disseminate accurate information about physical education and sport to society. $F=.200$, $P=.655 > 0.05$, Equal variances assumed, so $t=1.603$, $P=.111 > 0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. Skill and style in the sport. $F=.764$, $P=.383 > 0.05$, Equal variances assumed, so $t=1.617$, $P=.108 > 0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qijing Normal University of China. What is the role model in his spare time in exercise and sport?

$F=1.327$, $P=.250>0.05$, Equal variances assumed, so $t=1.617$, $P=.108>0.05$, no significant difference. So there were no significant differences between Physical Education Students of Institute of Physical Education of Thailand and Qujing Normal University of China.

Leadership in organizing and participating in physical education and sport. Physical Education Teachers' leadership and organization ability is very important. Physical Education classroom teaching is basically in the outdoors, affected by the environment; there are many uncertain factors, puts forward higher requirements for Physical Education Teachers organization ability. Not only that, in addition to sports teachers organize the daily teaching activities, and the school sports meeting once a year, if there is no strong leadership ability, it's unable to complete the ability.

There can be a special guest speaker or a demonstration of teaching physical education. In the sports teaching process, a demonstration is a visual teaching method, teachers as the technology action completely for the students to exercise again, let the students form perceptual knowledge to rational knowledge, so as to better mimic, the formation of the correct action. If you can be a special professor for students to do sports teaching demonstration, then it is not only the honor of the students, but also the welfare of teachers.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

Physical Education teachers' competence for the work carried out smoothly school sports play as a decisive role. Under the international and teacher professional background, physical education students' competence is more far-reaching theoretical and practical significance. In theory, this study attempts to further and expand areas of research competence, in practice help to improve the future of physical education students' competency levels, and promote the smooth development of school physical education.

Cause Analysis of common features of physical education students' competence of Institute of physical education of Thailand and Qujing Normal University of China

1. Curriculum organizations and arrangements

Institute of physical education of Thailand and Qujing Normal University of China, the academic year were accept to organize the teaching, the full course of academic year and semester assignment. The credit systems have been accepted and credit system is based on elective and free elective basis, the purpose is to provide students with a greater degree of freedom in learning.

2. Draws lessons from the Western teaching model

Thailand and China which in East Asia, in the cultural circle among both on the course and content patterns are significantly base on Western Sports. As can be seen from both the curriculum, the content of almost all sports is closely related to modern Western natural sciences such as physiology, anatomy and natural sciences as the main basis of the logical structure of the course also follow the westernize, course content demonstrated by the philosophy of education is under Western profound impact.

3. Social needs

Both Institute of physical education of Thailand and Qujing Normal University of China pushed sports and physical education program into sports talents with the ultimate goal of Physical Education teachers. Along with the development of society, school Physical Education teachers have become increasingly demanding, which will allow the students of physical education major to raise their own quality to meet the needs of society.

Cause Analysis of difference of physical education students' competence between Institute of physical education of Thailand and Qujing Normal University of China

1. Different political system

China is a socialist country, Thailand is a capitalist country. No matter what the nature of the country, the value system of their courses are affected by political consciousness, the course is the advantage of the Group's tool, the advantages of the Group through political action, to Curriculum collective display is controlled so that the course content take full account of the group's political demands, so the contents of different countries also different political and ideological subjects.

2. Different training objective

2.1 Physical education of Institute of physical education of Thailand

To produce graduates who possess knowledge attitudes and skills in physical education. To produce leaders and teachers who will develop the community and themselves.

To produce graduates who possess knowledge, and the ability to solve problems systematically, and who will widen social visions and promote cooperative interaction.

To produce graduates who possess ethics, morality, discipline and spirit of sportsmanship in their profession, including the ability to apply them at work and to be helpful for community and society.

To produce graduates who are able to apply their knowledge, attitude and skills for beneficial community development and related economic development of Thailand.

2.2 Physical education of Qujing Normal University of China

An all-round development in morality, intelligence , physique and art, with modern ideology of education, competent physical education, teaching, training and Competitions of school, can be engaged sports science research, the sports school management and so on the work in the school of high quality applied talents.

3. Different curriculum

There are three parts of study course of physical education curriculum at the Institute of physical education of Thailand as followed : General education, The Teaching Profession, and Physical Education Major. But physical education curriculum of Qujing Normal University of China, there are four parts: General Education, Disciplines Education, Professional Education, and Comprehensive practice teaching.

4. Different education practice time

Physical education of Institute of physical education of Thailand education, the duration of practicing is one year, while Physical education of Qujing Normal University of China education, the duration of practicing is three months.

5.1 Conclusions

5.1.1 Common features of physical education students' competence of Institute of physical education of Thailand and Qujing Normal University of China are in the academic, teaching, human relations, morality and ethics, and sports and athletic ability which aspects exist many common points.

There are common reasons: curriculum organization and arrangements, drawing lessons from the western teaching mode, social needs.

5.1.2 Difference of physical education students' competence of Institute of physical education of Thailand and Qujing Normal University of China are in the academic, teaching, human relations, morality and ethics, and sports and athletic ability which aspects exist differences.

Academic.

The course leads to a degree in Physical Education, understand the purpose of physical education curriculum and course description, research in the physical education classes, there is a better understanding of the principles and methods of measurement and evaluation in education that are significant difference. The others are no significant difference.

Teaching.

Liability for teaching time and full-time teaching, properly assess the students' knowledge of teaching methods, prepare media equipment and facilities appropriate to the material taught are significant difference. The others are no significant difference.

Personality and human relations.

Appropriately dress for students, possess great leadership skills, and listen to the opinions of others, behave as a role model to students and society, adapt to both colleagues and students, cooperate and assist colleagues and others willingly are significant difference. The others are no significant difference.

Morality and ethics.

Generosity to students and others, develop discipline, knowledge, skills, and good habits in students, behave as a leader in the preservation and development of the culture and learning of Thailand (China), a teacher loves

children, and children love their teachers, the principle is sufficient are significant difference. The others are no significant difference.

Sports and athletic ability.

Leadership in organizing and participating in physical education and sport, being a special guest speaker or a demonstration of teaching physical education are significant difference. The others are no significant difference.

The reasons of the differences are: different political system, different training objective, different curriculum, and different duration of teaching practice.

5.1.3 Institute of physical education of Thailand had something that we can learn and can be used for reference, such as the importance of education practice, in the curriculum, a wide range of subjects, arbitrary elective courses of high degree of freedom.

5.2 Suggestions

5.2.1 Strengthen academic, teaching, human relations, morality and ethics, and sports and athletic ability of the five aspects of education, especially morality and ethics, and sports and athletic ability.

5.2.2 To expand the range of arbitrary elective and expand the scope of any elective.

Curriculum determines the strength of the students' competence, the ancients said: interest is the best teacher, so only the students are interested in, the results will be more effective. Any elective course can broaden students' vision and offer different fields.

5.2.3 Extend educational practice time

Teaching Practice is an important way to improve students' quality of Physical Education and skills. Through educational practice can further cultured theory with practice and training students to analyze problems, problem-solving skills, gain experience, thus shortening the adaptation period in the work of teachers, and lay a good foundation for the future work.

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มหาวิทยาลัยเทคโนโลยีราชมงคลพระนคร

APPENDIX

APPENDIX 1
QUESTIONNAIRE (TRY-OUT)

มหาวิทยาลัยเทคโนโลยีราชมงคลพระนคร

แบบสอบถามงานวิจัย (Try-out)

เรื่อง

การศึกษาสมรรถนะของนักศึกษา คณะศึกษาศาสตร์ ระหว่าง สถาบันการพลศึกษาประเทศไทยและมหาวิทยาลัยอุยจิ่งประเทศจีน

คำชี้แจง ในการตอบแบบสอบถาม

1. แบบสอบถามนี้วัตถุประสงค์เพื่อทราบถึงคุณลักษณะของครูพลศึกษา 5 ด้านคือ ด้านวิชาการ ด้านการสอน ด้านบุคลิกภาพ ด้านมนุษยสัมพันธ์ ด้านคุณธรรมจริยธรรม ด้านกีฬาและความสามารถทางกีฬา ตามความคิดเห็นของนักศึกษา

2. ผู้ตอบแบบสอบถาม คือ นักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาพลศึกษา

3. คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งต่อการพัฒนาคุณลักษณะของนักศึกษาหลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชาพลศึกษา สถาบันการพลศึกษา เพื่อให้มีคุณลักษณะของนักศึกษาที่เหมาะสมในการประกอบวิชาชีพครูยิ่งขึ้น

4. แบบสอบถามนี้ แบ่งออกเป็น 2 ตอน

ตอนที่ 1 เป็นแบบสอบถามเกี่ยวข้องกับข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นการตอบแบบสอบถามชนิดปลายปิด (Close - ended Questionnaires)

เพื่อถามความคิดเห็นนักศึกษา เกี่ยวกับคุณลักษณะ 5 ด้าน

ผู้วิจัยขอขอบคุณทุกท่านที่ให้ความร่วมมือมา ณ โอกาสนี้

Wu Minglin

คณะศึกษาศาสตร์ สถาบันการพลศึกษา วิทยาเขตชลบุรี

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดกาเครื่องหมาย / ลงใน () หน้าข้อความหรือเติมคำลงในช่องว่างที่ตรงกับความเป็นจริงเกี่ยวกับตัวท่าน

สถานภาพของผู้ตอบแบบสอบถาม

- () นักศึกษาคณะศึกษาศาสตร์ สถาบันการพลศึกษา
() นักศึกษามหาวิทยาลัยอุยจิ่งประเทศจีน

ตอนที่ 2 แบบสอบถามคุณลักษณะครูพลศึกษา 5 ด้าน คือ ด้านวิชาการ ด้านการสอน ด้านบุคลิกภาพ ด้านมนุษยสัมพันธ์ ด้านคุณธรรมจริยธรรม ด้านกีฬาและความสามารถทางกีฬา

คำชี้แจง โปรดอ่านข้อความในแบบสอบถามและแสดงความคิดเห็นของท่านตามที่เป็นจริงเกี่ยวกับคุณลักษณะของครูพลศึกษาแล้วกาเครื่องหมาย / ในช่องทางด้านความคิดเห็นที่กำหนดให้

ความคิดเห็น	เห็นด้วยมากที่สุด	เห็นด้วยมาก	เห็นด้วยปานกลาง	เห็นด้วยน้อย	เห็นด้วยน้อยที่สุด
คุณลักษณะ					
ด้านวิชาการ					
1. มีวุฒิการศึกษาทางพลศึกษาเหมาะสมกับวิชาที่สอน					
2. มีความรู้ความเข้าใจจุดมุ่งหมายของหลักสูตรและคำอธิบายรายวิชาทางพลศึกษา					
3. สามารถจัดทำแผนการเรียนรู้ได้อย่างถูกต้องเหมาะสมกับผู้เรียน					
4. มีความรู้ชัดเจนแม่นยำในเนื้อหาวิชาที่สอนทั้งวิชาทางพลศึกษาและวิชาอื่นๆที่เกี่ยวข้อง					
5. หมั่นศึกษาพัฒนาตนเองทางด้านวิชาการทั่วไปและวิชาพลศึกษาสม่ำเสมอ					
6. สามารถทำการวิจัยในชั้นเรียนทางพลศึกษาได้					
7. มีความรู้ความเข้าใจในหลักการและวิธีการวัดและประเมินผลทางการศึกษา					

ความคิดเห็น	เห็นด้วยมากที่สุด	เห็นด้วยมาก	เห็นด้วยปานกลาง	เห็นด้วยน้อย	เห็นด้วยน้อยที่สุด
คุณลักษณะ					
ด้านวิชาการ					
8. มีทักษะในการใช้แหล่งเรียนรู้ นวัตกรรมและเทคโนโลยีที่ทันสมัย ทันเหตุการณ์					
9. สามารถให้ข้อมูลสารสนเทศ เพื่อให้ผู้เรียนเกิดการเรียนรู้ อย่างทันสมัย					
10. สามารถแนะนำวิธีการเรียนและการฝึกทักษะกีฬาได้อย่างถูกต้อง					

โปรดเสนอความคิดเห็นเพิ่มเติมเกี่ยวกับคุณลักษณะของครูพลศึกษาด้านวิชาการ

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มหาวิทยาลัยการกีฬาแห่งชาติ

ความคิดเห็น คุณลักษณะของครูพลศึกษา	เห็นด้วย มากที่สุด	เห็นด้วย มาก	เห็นด้วย ปานกลาง	เห็นด้วย น้อย	เห็นด้วย น้อยที่สุด
ด้านการสอน					
1. มีความรับผิดชอบตรงเวลาและสอนเต็มเวลา					
2. มีความตั้งใจในการสอนและเตรียมการเพื่อให้เกิดประโยชน์ต่อการเรียนรู้					
3. สามารถประเมินความรู้ของนักเรียนเพื่อการออกแบบการสอนได้เหมาะสม					
4. มีการกระตุ้นให้นักเรียนเกิดความอยากเรียนหรือทดสอบตัวเอง					
5. สร้างบรรยากาศการเรียนให้นักเรียนกระตือรือร้น ได้แสดงออกและมีส่วนร่วม					
6. นำความรู้ นวัตกรรมใหม่ๆมาปรับปรุงการเรียนการสอน กิจกรรมพลศึกษา					
7. จัดเตรียมสื่อ อุปกรณ์และสถานที่เหมาะสมกับเนื้อหาที่สอน					
8. มีทักษะในการใช้สื่อทางเทคโนโลยีสมัยใหม่ และ ICT ประกอบการเรียนการสอน					
9. มีทักษะการจัดการเรียนรู้แบบร่วมมือระหว่างนักเรียนกับครูและนักเรียนกับนักเรียน					
10. อธิบายประกอบการสาธิตทักษะต่างๆให้นักเรียนได้ชัดเจนเข้าใจง่ายเป็นลำดับขั้นตอนและปฏิบัติตามได้					
11. สอนสอดแทรกคุณธรรม จริยธรรม ระเบียบวินัยต่างๆ					
12. สามารถจัดกิจกรรมที่เชื่อมโยงผู้เรียนกับแหล่งเรียนรู้ต่างๆ					

ความคิดเห็น คุณลักษณะของครูพลศึกษา	เห็นด้วย มากที่สุด	เห็นด้วย มาก	เห็นด้วย ปานกลาง	เห็นด้วย น้อย	เห็นด้วย น้อยที่สุด
ด้านการสอน					
13. จัดประสบการณ์การเรียนรู้ให้ นักเรียนสามารถนำไปใช้ประโยชน์ ได้จริง					

โปรดเสนอความคิดเห็นเพิ่มเติมเกี่ยวกับคุณลักษณะของครูพลศึกษาด้านการสอน

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มหาวิทยาลัยการกีฬาแห่งชาติ

ความคิดเห็น	เห็นด้วย มากที่สุด	เห็นด้วย มาก	เห็นด้วย ปานกลาง	เห็นด้วย น้อย	เห็นด้วย น้อยที่สุด
คุณลักษณะของครูพลศึกษา					
ด้านบุคลิกภาพและมนุษยสัมพันธ์					
1. แต่งกายเรียบร้อย เหมาะสมกับ กาลเทศะ					
2. สุขภาพเรียบร้อย วางตัวได้เหมาะสม เป็นที่ศรัทธาต่อผู้พบเห็น					
3. มีสุขภาพแข็งแรง สมบูรณ์					
4. พูดจาไพเราะ และชัดเจน					
5. มีอารมณ์ ร่าเริง ยิ้มแย้มแจ่มใส					
6. มีความคล่องแคล่วว่องไว กระฉับกระเฉงสง่าผ่าเผย					
7. มีทักษะความเป็นผู้นำที่ดี					
8. กล้าแสดงความคิดเห็นอย่างมี เหตุผลและเคารพการตัดสินใจของ ผู้อื่น					
9. รับฟังความคิดเห็นของผู้อื่นเสมอ					
10. มีความอดทน ขยัน หมั่นเพียร กระตือรือร้น ไม่ย่อท้อต่อการ ทำงาน					
11. ปฏิบัติตนเป็นแบบอย่างที่ดีแก่ นักเรียนและสังคม					
12. มีสัมพันธภาพที่ดีกับนักเรียนและ บุคคลทั่วไป					
13. ปรับตัวกับเพื่อนร่วมงานและ นักเรียนได้ดี					
14. สามารถทำงานร่วมกับผู้อื่นได้อย่าง มีความสุข					
15. ให้ความร่วมมือและช่วยเหลือเพื่อน ร่วมงานและผู้อื่นด้วยความเต็มใจ เสมอ					

โปรดเสนอความคิดเห็นเพิ่มเติมเกี่ยวกับคุณลักษณะของครูพลศึกษาด้านด้านบุคลิกภาพและมนุษยสัมพันธ์

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ความคิดเห็น	เห็นด้วยมากที่สุด	เห็นด้วยมาก	เห็นด้วยปานกลาง	เห็นด้วยน้อย	เห็นด้วยน้อยที่สุด
คุณลักษณะครูพลศึกษา					
ด้านคุณธรรม จริยธรรม					
1. มีความเมตตา กรุณาต่อนักเรียนและผู้อื่น					
2. อบรมสั่งสอน ฝึกฝนสร้างเสริมความรู้ทักษะและนิสัยที่ถูกต้องดีงามให้นักเรียนอย่างบริสุทธิ์ใจ					
3. ประพฤติตนเหมาะสมเป็นอย่างที่ดีแก่นักเรียน ทั้งกาย วาจา ใจ					
4. ไม่ทำตัวเป็นอุปสรรคต่อการพัฒนาทั้งทางสติปัญญา จิตใจ อารมณ์ และสังคมของนักเรียน					
5. ไม่แสวงหาผลประโยชน์อันเป็นอามิสสินจ้างจากนักเรียน					
6. ช่วยเหลือเกื้อกูลครูและชุมชนในทางสร้างสรรค์					
7. ปฏิบัติตนเป็นผู้นำในการอนุรักษ์และพัฒนาภูมิปัญญาและวัฒนธรรมไทย					
8. มีน้ำใจนักกีฬาและปลุกฝังนักเรียนให้เป็นผู้มีน้ำใจนักกีฬา					
9. มีความซื่อสัตย์ สุจริต ยุติธรรมตรงต่อเวลา					
10. เสียสละอุทิศเวลาในการทำงานไม่หวังผลตอบแทน					
11. ละเว้นจากอบายมุขและสิ่งเสพติดให้โทษทั้งปวง					
12. มีความศรัทธาในวิชาชีพครูอย่างแท้จริงให้เกียรติ รักษาชื่อเสียงและมีความสามัคคีในหมู่คณะ					
13. สอนและเป็นแบบอย่างให้กับนักเรียน มีน้ำใจช่วยเหลือเกื้อกูลกันไม่เห็นแก่ตัว					
14. เป็นครูที่มีจิตใจรักเด็กและทำตนให้เด็กรักครู					

ความคิดเห็น	เห็นด้วย มากที่สุด	เห็นด้วย มาก	เห็นด้วย ปานกลาง	เห็นด้วย น้อย	เห็นด้วย น้อยที่สุด
คุณลักษณะครูพลศึกษา					
ด้านคุณธรรม จริยธรรม					
15. ยึดหลักความเป็นอยู่อย่างพอเพียง					

โปรดเสนอความคิดเห็นเพิ่มเติมเกี่ยวกับคุณลักษณะของครูพลศึกษาด้านคุณธรรมจริยธรรม

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มหาวิทยาลัยการจัดการศึกษาแห่งชาติ

ความคิดเห็น	เห็นด้วยมากที่สุด	เห็นด้วยมาก	เห็นด้วยปานกลาง	เห็นด้วยน้อย	เห็นด้วยน้อยที่สุด
คุณลักษณะครูพลศึกษา					
ด้านกีฬาและความสามารถทางการกีฬา					
1. มีความรู้เรื่อง ระเบียบ กฎ กติกา กีฬาไทยและกีฬาสากล					
2. มีความรู้ความมารถในการถ่ายทอดวิธีการเล่นกีฬาที่ถูกต้อง					
3. เป็นผู้นำในการจัดและเข้าร่วมกิจกรรมพลศึกษาและกีฬาได้หลายอย่าง					
4. เป็นผู้ฝึกฝนพัฒนาทักษะกีฬาอย่างสม่ำเสมอ					
5. มีความสามารถจัดการแข่งขันกีฬาได้อย่างดี					
6. มีความรู้และทักษะในการเสริมสร้างสมรรถภาพทางกายและกีฬาได้เป็นอย่างดี					
7. มีความสามารถเป็นวิทยากรพิเศษ สาธิตหรือสอนกิจกรรมพลศึกษาทั้งในโรงเรียนและบริการสังคม					
8. เผยแพร่ความรู้ที่ถูกต้องเกี่ยวกับพลศึกษาและกีฬาให้กับสังคม					
9. มีทักษะและลีลาในการเล่นกีฬา					
10. เป็นแบบอย่างในการใช้เวลาว่างในการออกกำลังกายและเล่นกีฬา					

โปรดเสนอความคิดเห็นเพิ่มเติมเกี่ยวกับคุณลักษณะของครูพลศึกษาด้านกีฬาและความสามารถทางการกีฬา

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APPENDIX 2
ENGLISH QUESTIONNAIRE

มหาวิทยาลัยเทคโนโลยีราชมงคลพระนคร

Questionnaire for research
A Comparative Study of the Physical Education Students’
Competence between Institute of Physical Education of
Thailand and Qujing Normal University of China

Statement respondents

1. The purpose of this questionnaire is to obtain the opinions of students regarding the quality of physical education in five areas: academic, teaching, personality and human relations, morality and ethics, and sports and athletic ability.
2. The respondents are student teachers of physical education.
3. Your answers are particularly useful for developing the proper methods of teaching physical education majors.
4. This questionnaire is divided into two parts.
The first is about the respondents.
The second asks the opinion of students about the five characteristics.

(Close-ended Questionnaires)

Researchers would like to thank you for your cooperation with Questionnaires.

Wu Minglin
Institute of Physical Education, Chonburi campus

The first is a profile of respondents.

Please check Statement / write down () page or fill in the gaps that match the reality about you.

The status of respondents:

() Physical education student of Institute of Physical Education of Thailand

() Physical education student of Qujing Normal University of China

The second query covers five areas: academic, teaching, personality and human relations, morals and ethics, and sports and athletic ability.

Statement: Please read the questionnaire and comment on your status as it is about the characteristics of the physical education teacher. Then, check and give comments.

The others in this group seem fine.

Comment	Agree Most	Agree	Agree moderate	Agree less	Agree minimal
Characteristics					
Academic					
1. The course leads to a degree in Physical Education.					
2. Understand the purpose of physical education curriculum and course description.					
3. Learn to plan accurately for learners.					
4. Precise understanding of subjects involved in physical education and other subjects.					
5. Acquiring personal development in the academic study of physical education.					
6. Research in the physical education classes.					
7. There is a better understanding of the principles and methods of measurement and evaluation in education.					

Characteristics \ Comment	Agree Most	Agree	Agree moderate	Agree less	Agree minimal
8. Skilled use of the latest innovation and technology resources.					
9. To provide modern information for students to learn.					
10. How to correctly apply learning and practice.					

Please offer additional comments about the attributes of academic physical education teachers.

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มหาวิทยาลัยการกีฬาแห่งชาติ

Characteristics \ Comment	Agree Most	Agree	Agree moderate	Agree less	Agree minimal
Teaching					
1. Liability for teaching time and full time teaching.					
2. A willingness to teach and prepare for impact on learning					
3. To properly assess the students' knowledge of teaching methods.					
4. To motivate students to want to learn or test themselves.					
5. Create a rounded education for Students to participate in.					
6. Knowledge and innovation to improve teaching physical education activities.					
7. Prepare media equipment and facilities appropriate to the material taught.					
8. Skilled in the use of modern technology and ICT in learning and teaching.					
9. Management skills and cooperative learning between teachers and students.					
10. Describe skills that students can use and that are easy to understand.					
11. Teaching is inserted ethics and discipline.					
12. This event can link the various learning resources of students.					
13. Learning experiences that students can apply to practical use.					

Please offer additional comments about the characteristics of physical education teaching.

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มหาวิทยาลัยการกีฬาแห่งชาติ

comment	Agree most	Agree	Agree moderate	Agree less	Agree minimal
Characteristics					
Personality and Human Relations					
1. Appropriately dress for students.					
2. Act modestly to earn respect of students. I might not understand this one, though.					
3. Healthy staph.					
4. Speak clearly.					
5. Show and express joy.					
6. Be agile and sry.					
7. Possess great leadership skills.					
8. Dare to express their opinions rationally and respect the decisions of others.					
9. Listen to the opinions of others.					
10. Have patience, perseverance, indomitable, and zeal to work.					
11. Behave as a role model to students and society.					
12. Cultivate good relationships with the students and guests.					
13. Adapt to both colleagues and students.					
14. Be compatible with others.					
15. Cooperate and assist colleagues and others willingly.					

Please offer additional comments regarding the characteristics of the physical education teacher personality and human relations.

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Characteristics \ Comment	Agree most	Agree	Agree moderate	Agree less	Agree minimal
Morality and ethics					
1. Generosity to students and others.					
2. Develop discipline, knowledge, skills, and good habits in students.					
3. Behave properly in the presence of the students.					
4. I am not opposed to the intellectual, mental, emotional and social development of students.					
5. Never accept a bribe from a student.					
6. Supporting teachers and community in a creative way.					
7. Behave as a leader in the preservation and development of the culture and learning of Thailand (China).					
8. Cultivate students' sportsmanship.					
9. Honesty, faithfulness of Justice, and punctuality.					
10. Selflessly devote their time to work and not expect anything in return.					
11. Avoid all vices, including narcotics.					
12. Have faith in the teaching profession and preserve its honor.					
13. Provide them generous support.					

Characteristics \ Comment	Agree Most	Agree	Agree moderate	Agree less	Agree minimal
Morality and ethics					
14. A teacher loves children, and children love their teachers.					
15. The principle is sufficient.					

Please offer additional comments regarding the characteristics of the physical education teacher, and consider morality and ethics.

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มหาวิทยาลัยการกีฬาแห่งชาติ

Characteristics \ Comment	Agree most	Agree	Agree moderate	Agree less	Agree minimal
Sports and Athletic Ability					
1. Knowledge of the rules and regulations of international sports and sports of Thailand.					
2. Know the correct way to play the sport.					
3. Leadership in organizing and participating in physical education and sport.					
4. Regular exercise of sports skills.					
5. Talent in sports.					
6. Knowledge and skills to enhance physical fitness and sporting ability.					
7. There can be a special guest speaker or a demonstration of teaching physical education.					
8. Disseminate accurate information about physical education and sport to society.					
9. Skill and style in the sport.					
10. What is the role model in his spare time in exercise and sport?					

Please offer additional comments about the attributes of physical education, sports and athletic ability.

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APPENDIX 3
THAI QUESTIONNAIRE

มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าพระนครเหนือ

แบบสอบถามงานวิจัย

เรื่อง

การศึกษาสมรรถนะของนักศึกษา คณะศึกษาศาสตร์ ระหว่าง สถาบันการ พลศึกษาประเทศไทยและมหาวิทยาลัยอุยจิ่งประเทศจีน

คำชี้แจง ในการตอบแบบสอบถาม

1. แบบสอบถามนี้วัตถุประสงค์เพื่อทราบถึงคุณลักษณะของครูพลศึกษา 5 ด้านคือ ด้านวิชาการ ด้านการสอน ด้านบุคลิกภาพ ด้านมนุษยสัมพันธ์ ด้านคุณธรรมจริยธรรม ด้านกีฬาและความสามารถทางกีฬา ตามความคิดเห็นของนักศึกษา

2. ผู้ตอบแบบสอบถาม คือ นักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาพลศึกษา

3. คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งต่อการพัฒนาคุณลักษณะของนักศึกษาหลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชาพลศึกษา สถาบันการพลศึกษา เพื่อให้มีคุณลักษณะของนักศึกษาที่เหมาะสมในการประกอบวิชาชีพครูยิ่งขึ้น

4. แบบสอบถามนี้ แบ่งออกเป็น 2 ตอน

ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นการตอบแบบสอบถามชนิดปลายปิด (Close - ended Questionnaires)

เพื่อถามความคิดเห็นนักศึกษา เกี่ยวกับคุณลักษณะ 5 ด้าน

ผู้วิจัยขอขอบคุณทุกท่านที่ให้ความร่วมมือมา ณ โอกาสนี้

Wu Minglin

คณะศึกษาศาสตร์ สถาบันการพลศึกษา วิทยาเขตชลบุรี

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดกาเครื่องหมาย / ลงใน () หน้าข้อความหรือเติมคำลงในช่องว่างที่ตรงกับความเป็นจริงเกี่ยวกับตัวท่าน

สถานภาพของผู้ตอบแบบสอบถาม

- () นักศึกษาคณะศึกษาศาสตร์ สถาบันการพลศึกษา
() นักศึกษามหาวิทยาลัยอุยจิ่งประเทศจีน

ตอนที่ 2 แบบสอบถามคุณลักษณะครูพลศึกษา 5 ด้าน คือ ด้านวิชาการ ด้านการสอน ด้านบุคลิกภาพ ด้านมนุษยสัมพันธ์ ด้านคุณธรรมจริยธรรม ด้านกีฬาและความสามารถทางกีฬา

คำชี้แจง โปรดอ่านข้อความในแบบสอบถามและแสดงความคิดเห็นของท่านตามที่เป็นจริงเกี่ยวกับคุณลักษณะของครูพลศึกษาแล้วกาเครื่องหมาย / ในช่องทางด้านความคิดเห็นที่กำหนดให้

ความคิดเห็น	เห็นด้วยมากที่สุด	เห็นด้วยมาก	เห็นด้วยปานกลาง	เห็นด้วยน้อย	เห็นด้วยน้อยที่สุด
คุณลักษณะ					
ด้านวิชาการ					
1. มีวุฒิการศึกษาทางพลศึกษาเหมาะสมกับวิชาที่สอน					
2. มีความรู้ความเข้าใจจุดมุ่งหมายของหลักสูตรและคำอธิบายรายวิชาทางพลศึกษา					
3. สามารถจัดทำแผนการเรียนรู้ได้อย่างถูกต้องเหมาะสมกับผู้เรียน					
4. มีความรู้ชัดเจนแม่นยำในเนื้อหาวิชาที่สอนทั้งวิชาทางพลศึกษาและวิชาอื่นๆที่เกี่ยวข้อง					
5. หมั่นศึกษาพัฒนาตนเองทางด้านวิชาการทั่วไปและวิชาพลศึกษาสม่ำเสมอ					
6. สามารถทำการวิจัยในชั้นเรียนทางพลศึกษาได้					
7. มีความรู้ความเข้าใจในหลักการและวิธีการวัดและประเมินผลทางการศึกษา					

ความคิดเห็น	เห็นด้วยมากที่สุด	เห็นด้วยมาก	เห็นด้วยปานกลาง	เห็นด้วยน้อย	เห็นด้วยน้อยที่สุด
คุณลักษณะ					
ด้านวิชาการ					
8. มีทักษะในการใช้แหล่งเรียนรู้ นวัตกรรมและเทคโนโลยีที่ทันสมัย ทันเหตุการณ์					
9. สามารถให้ข้อมูลสารสนเทศ เพื่อให้ผู้เรียนเกิดการเรียนรู้อย่าง ทันสมัย					
10. สามารถแนะนำวิธีการเรียนและ การฝึกทักษะกีฬาได้อย่างถูกต้อง					

โปรดเสนอความคิดเห็นเพิ่มเติมเกี่ยวกับคุณลักษณะของครูพลศึกษาด้านวิชาการ

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มหาวิทยาลัยการกีฬาแห่งชาติ

ความคิดเห็น คุณลักษณะของครูพลศึกษา	เห็นด้วย มากที่สุด	เห็นด้วย มาก	เห็นด้วย ปานกลาง	เห็นด้วย น้อย	เห็นด้วย น้อยที่สุด
ด้านการสอน					
1. มีความรับผิดชอบตรงเวลาและสอนเต็มเวลา					
2. มีความตั้งใจในการสอนและเตรียมการเพื่อให้เกิดประโยชน์ต่อการเรียนรู้					
3. สามารถประเมินความรู้ของนักเรียนเพื่อการออกแบบการสอนได้เหมาะสม					
4. มีการกระตุ้นให้นักเรียนเกิดความอยากเรียนหรือทดสอบตัวเอง					
5. สร้างบรรยากาศการเรียนให้นักเรียนกระตือรือร้น ได้แสดงออกและมีส่วนร่วม					
6. นำความรู้ นวัตกรรมใหม่ๆมาปรับปรุงการเรียนการสอน กิจกรรมพลศึกษา					
7. จัดเตรียมสื่อ อุปกรณ์และสถานที่เหมาะสมกับเนื้อหาที่สอน					
8. มีทักษะในการใช้สื่อทางเทคโนโลยีสมัยใหม่ และ ICT ประกอบการเรียนการสอน					
9. มีทักษะการจัดการเรียนรู้แบบร่วมมือระหว่างนักเรียนกับครูและนักเรียนกับนักเรียน					
10. อธิบายประกอบการสาธิตทักษะต่างๆให้นักเรียนได้ชัดเจนเข้าใจง่ายเป็นลำดับขั้นตอนและปฏิบัติตามได้					
11. สอนสอดแทรกคุณธรรม จริยธรรม ระเบียบวินัยต่างๆ					
12. สามารถจัดกิจกรรมที่เชื่อมโยงผู้เรียนกับแหล่งเรียนรู้ต่างๆ					

ความคิดเห็น คุณลักษณะของครูพลศึกษา	เห็นด้วย มากที่สุด	เห็นด้วย มาก	เห็นด้วย ปานกลาง	เห็นด้วย น้อย	เห็นด้วย น้อยที่สุด
ด้านการสอน					
13. จัดประสบการณ์การเรียนรู้ให้ นักเรียนสามารถนำไปใช้ประโยชน์ ได้จริง					

โปรดเสนอความคิดเห็นเพิ่มเติมเกี่ยวกับคุณลักษณะของครูพลศึกษาด้านการสอน

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มหาวิทยาลัยการกีฬาแห่งชาติ

ความคิดเห็น	เห็นด้วย มากที่สุด	เห็นด้วย มาก	เห็นด้วย ปานกลาง	เห็นด้วย น้อย	เห็นด้วย น้อยที่สุด
คุณลักษณะของครูพลศึกษา					
ด้านบุคลิกภาพและมนุษยสัมพันธ์					
1. แต่งกายเรียบร้อย เหมาะสมกับ กาลเทศะ					
2. สุภาพเรียบร้อย วางตัวได้เหมาะสม เป็นที่ศรัทธาต่อผู้พบเห็น					
3. มีสุขภาพแข็งแรง สมบูรณ์					
4. พูดจาไพเราะ และชัดเจน					
5. มีอารมณ์ ร่าเริง ยิ้มแย้มแจ่มใส					
6. มีความคล่องแคล่วว่องไว กระฉับกระเฉงสง่าผ่าเผย					
7. มีทักษะความเป็นผู้นำที่ดี					
8. กล้าแสดงความคิดเห็นอย่างมี เหตุผลและเคารพการตัดสินใจของ ผู้อื่น					
9. รับฟังความคิดเห็นของผู้อื่นเสมอ					
10. มีความอดทน ขยัน หมั่นเพียร กระตือรือร้น ไม่ย่อท้อต่อการ ทำงาน					
11. ปฏิบัติตนเป็นแบบอย่างที่ดีแก่ นักเรียนและสังคม					
12. มีสัมพันธภาพที่ดีกับนักเรียนและ บุคคลทั่วไป					
13. ปรับตัวกับเพื่อนร่วมงานและ นักเรียนได้ดี					
14. สามารถทำงานร่วมกับผู้อื่นได้อย่าง มีความสุข					
15. ให้ความร่วมมือและช่วยเหลือเพื่อน ร่วมงานและผู้อื่นด้วยความเต็มใจ เสมอ					

โปรดเสนอความคิดเห็นเพิ่มเติมเกี่ยวกับคุณลักษณะของครูพลศึกษาด้านด้านบุคลิกภาพและมนุษยสัมพันธ์

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ความคิดเห็น	เห็นด้วยมากที่สุด	เห็นด้วยมาก	เห็นด้วยปานกลาง	เห็นด้วยน้อย	เห็นด้วยน้อยที่สุด
คุณลักษณะครูพลศึกษา					
ด้านคุณธรรม จริยธรรม					
1. มีความเมตตา กรุณาต่อนักเรียนและผู้อื่น					
2. อบรมสั่งสอน ฝึกฝนสร้างเสริมความรู้ทักษะและนิสัยที่ถูกต้องดีงามให้นักเรียนอย่างบริสุทธิ์ใจ					
3. ประพฤติตนเหมาะสมเป็นอย่างดีดีแก่นักเรียน ทั้งกาย วาจา ใจ					
4. ไม่ทำตัวเป็นอุปสรรคต่อการพัฒนาทั้งทางสติปัญญา จิตใจ อารมณ์ และสังคมของนักเรียน					
5. ไม่แสวงหาผลประโยชน์อันเป็นอามิสสินจ้างจากนักเรียน					
6. ช่วยเหลือเกื้อกูลครูและชุมชนในทางสร้างสรรค์					
7. ปฏิบัติตนเป็นเป็นผู้นำในการอนุรักษ์และพัฒนาภูมิปัญญาและวัฒนธรรมไทย					
8. มีน้ำใจนักกีฬาและปลุกฝังนักเรียนให้เป็นผู้มีน้ำใจนักกีฬา					
9. มีความซื่อสัตย์ สุจริต ยุติธรรมตรงต่อเวลา					
10. เสียสละอุทิศเวลาในการทำงานไม่หวังผลตอบแทน					
11. ละเว้นจากอบายมุขและสิ่งเสพติดให้โทษทั้งปวง					
12. มีความศรัทธาในวิชาชีพครูอย่างแท้จริงให้เกียรติ รักษาชื่อเสียงและมีความสามัคคีในหมู่คณะ					
13. สอนและเป็นแบบอย่างให้กับนักเรียน มีน้ำใจช่วยเหลือเกื้อกูลกันไม่เห็นแก่ตัว					
14. เป็นครูที่มีจิตใจรักเด็กและทำตนให้เด็กรักครู					

ความคิดเห็น	เห็นด้วย มากที่สุด	เห็นด้วย มาก	เห็นด้วย ปานกลาง	เห็นด้วย น้อย	เห็นด้วย น้อยที่สุด
คุณลักษณะครูพลศึกษา					
ด้านคุณธรรม จริยธรรม					
15. ยึดหลักความเป็นอยู่อย่างพอเพียง					

โปรดเสนอความคิดเห็นเพิ่มเติมเกี่ยวกับคุณลักษณะของครูพลศึกษาด้านคุณธรรมจริยธรรม

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มหาวิทยาลัยการจัดการศึกษาแห่งชาติ

ความคิดเห็น	เห็นด้วย มากที่สุด	เห็นด้วย มาก	เห็นด้วย ปานกลาง	เห็นด้วย น้อย	เห็นด้วย น้อยที่สุด
คุณลักษณะครูพลศึกษา					
ด้านกีฬาและความสามารถทางการกีฬา					
1. มีความรู้เรื่อง ระเบียบ กฎ กติกา กีฬาไทยและกีฬาสากล					
2. มีความรู้ความมารถในการถ่ายทอดวิธีการเล่นกีฬาที่ถูกต้อง					
3. เป็นผู้นำในการจัดและเข้าร่วมกิจกรรมพลศึกษาและกีฬาได้หลายอย่าง					
4. เป็นผู้ฝึกฝนพัฒนาทักษะกีฬาอย่างสม่ำเสมอ					
5. มีความสามารถจัดการแข่งขันกีฬาได้อย่างดี					
6. มีความรู้และทักษะในการเสริมสร้างสมรรถภาพทางกายและกีฬาได้เป็นอย่างดี					
7. มีความสามารถเป็นวิทยากรพิเศษ สาธิตหรือสอนกิจกรรมพลศึกษาทั้งในโรงเรียนและบริการสังคม					
8. เผยแพร่ความรู้ที่ถูกต้องเกี่ยวกับพลศึกษาและกีฬาให้กับสังคม					
9. มีทักษะและลีลาในการเล่นกีฬา					
10. เป็นแบบอย่างในการใช้เวลาว่างในการออกกำลังกายและเล่นกีฬา					

โปรดเสนอความคิดเห็นเพิ่มเติมเกี่ยวกับคุณลักษณะของครูพลศึกษาด้านกีฬาและความสามารถทางการกีฬา

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มหาวิทยาลัยศรีนครินทรวิโรฒราชภัฏเชียงใหม่

APPENDIX 4
CHINESE QUESTIONNAIRE

调查问卷

泰国体育学院与中国曲靖师范学院体育学院体育教育专业 学生胜任力的比较研究

受访者声明

1. 本问卷的目的是为了解学生对体育教学能力五个方面的行为表现：学术、教学、人际关系特征、道德品德和运动能力。
2. 调查对象为体育教育专业学生。
3. 您的回答有助于未来体育教育专业学生的培养。
4. 本问卷分为两个部分。
第一部分是受访者的基本信息。
第二部分是体育教育学生对体育教学胜任力五个方面的行为表现。

(封闭式问卷)

感谢您对此问卷调查的支持与合作。

学生：吴明林

泰国春武里体育学院

第一部分：受访者的基本信息。

请根据您的真实信息在（）划/。

受访者信息

()泰国体育学院体育教育专业学生。

()中国曲靖师范学院体育学院体育教育专业学生。

第二部分：涵盖了体育教育的五个行为表现，即学术、教学、人际关系特征、道德品德和运动能力。

声明：请认真阅读问卷，根据体育教师的特点对您自身状况进行评价，并给出建议。

特性 \ 说明	完全符合	基本符合	不确定	基本不符合	完全不符合
学术					
1. 获得所学学科知识的相关学历。					
2. 有能力完成体育教育专业课程大纲和课程说明。					
3. 针对学生情况，制定正确以及合适的教学计划。					
4. 深入了解熟悉体育教育和其他学科的课程。					
5. 发展个人的体育教育学术研究。					
6. 能够进行体育课堂教学研究。					
7. 准确把握和了解教育测量和评价的原则和方法。					
8. 充分的利用学习资源，根据不同的情况，有技巧的创新与使用最新的技术。					
9. 能够为学生提供现代信息。					

特性 \ 说明	完全符合	基本符合	不确定	基本不符合	完全不符合
学术					
10. 能够正确的教授学习方法以及体育实践的方法。					

请对体育教师应具备的学术能力提出其它建议与看法。

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มหาวิทยาลัยการกีฬาแห่งชาติ

特性	说明	完全符合	基本符合	不确定	基本不符合	完全不符合
教学						
	1. 把握教学时间和担负专职教师的责任。					
	2. 认真备课及教学。					
	3. 正确评估学生对教学方法的认识。					
	4. 激励学生学习或自我检测。					
	5. 为学生创造一个自由发言以及积极参与的教育环境。					
	6. 创新知识以提高体育教学活动。					
	7. 准备适当的多媒体设施进行教学。					
	8. 在教学中可以熟练运用现代信息通信技术。					
	9. 努力提高教师的管理技能，注重于学生的交流。					
	10. 逐步解析体育动作的技巧，使得学生清晰、易懂。					
	11. 教学应该结合道德规范，遵循规章制度。					
	12. 本学科可以连接学生的各种学习资源。					
	13. 学生可以积累学习经验，进而在实践中使用。					

请对体育教师应具备的教学能力提出其它建议与看法。

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特性 \ 说明	完全符合	基本符合	不确定	基本不符合	完全不符合
人际关系特征					
1. 着装得体、符合身份。					
2. 身份得体，符合所面对的群体。					
3. 身体健康、举止端庄。					
4. 口齿清晰，声音洪亮。					
5. 性格开朗、乐观。					
6. 思维敏捷。					
7. 具有很好的领导能力。					
8. 大胆表达自己的观点，尊重别人的决定。					
9. 虚心听取别人的建议。					
10. 对工作要有耐心，有毅力，有热情。					
11. 做学生和社会的榜样。					
12. 培养与学生的良好关系。					
13. 适应与同事、学生的相处。					
14. 与其他人能和平共处。					
15. 愿意合作，乐于助人。					

请对体育教师应具备的人际关系能力提出其它建议与看法。

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特性 \ 说明	完全符合	基本符合	不确定	基本不符合	完全不符合
道德品德					
1. 宽容的对待学生和其他人。					
2. 培养学生的知识、技能和良好的生活习惯。					
3. 在学生面前，言行举止表现得体。					
4. 不约束学生的智力、心理、情感和社会发展。					
5. 绝不接受贿赂。					
6. 以创造性的方式支持教师社区。					
7. 做一个发扬中国文化的领导者。					
8. 培养学生的体育精神。					
9. 诚实、公正、纯洁和守时。					
10. 无私地奉献自己的时间去工作，不期待任何回报。					
11. 拒绝所有的恶习，包括毒品。					
12. 认真对待教育事业，维护名声和团体荣誉。					
13. 在教学中做学生的榜样，在生活中热心帮助学生。					
14. 教师爱学生，学生爱教师。					
15. 遵循基本的原则。					

请对体育教师应具备的人际关系能力提出其它建议与看法。

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特性 \ 说明	完全符合	基本符合	不确定	基本不符合	完全不符合
运动能力					
1. 对中国体育与国际体育规则有很好的认识。					
2. 能够正确的传承体育运动项目。					
3. 有领导组织与参加多种体育运动的能力。					
4. 经常加强运动技能的练习。					
5. 能够很好的组织体育比赛。					
6. 以知识和技能来提高自身素质和体育能力。					
7. 有专门的客座演讲人或教授做体育教学示范，为中小学或者社会服务。					
8. 对社会公开正确的体育精神和体育方法。					
9. 拥有自己的运动技能和风格。					
10. 做一个利用业余时间做运动的榜样。					

请对体育教师应具备的运动能力提出其它建议与看法。

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Title: A Comparative Study of the Physical Education Students' Competence between Institute of Physical Education of Thailand and Qijing Normal University of China

Researcher: WU MINGLIN

Field of study: Physical Education

Dr. Jirawat Khajornsilp Thesis Advisor

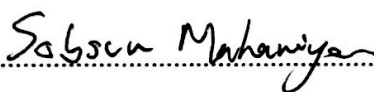
This thesis was approved to be a part of graduated study.




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(Mr. Thepparuk kunpayung)

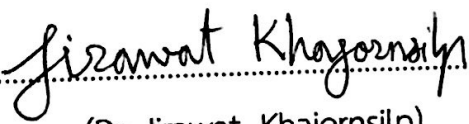
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