

Analysis on the Satisfaction of University Teachers' in-Service Development and Their Development Demand

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Keywords: University teachers, On-the-job development satisfaction, Development needs

Abstract: Teachers in colleges and universities will have a vision of personal development during their in-service period. If the vision is not met, it will cause teachers to feel dissatisfied, indicating that on-the-job satisfaction is reduced, and on the contrary, on-the-job satisfaction is increased. In this case, in consideration of the stability of human resources and the quality of the teaching staff, colleges and universities must understand the satisfaction of teachers in the in-service development of teachers in colleges and universities, and analyze the development needs of teachers from the satisfaction results, so as to meet the teachers' personal development vision in a targeted manner. This article will carry out related research, mainly constructing the in-service satisfaction evaluation system of college teachers, and then launching the satisfaction evaluation of college teachers, and finally analyzing the in-service development needs of teachers with reference to the satisfaction evaluation results, and at the same time putting forward suggestions for improvement.

1. Introduction

The relationship between colleges and teachers is equivalent to that of enterprises and employees. The two need each other. If one party is dissatisfied with the other, it may cause the dissatisfied party to leave, and the other party will suffer as a result. Under this circumstance, the reason why many modern teachers leave their schools is basically because colleges and universities cannot help them realize their personal development visions. Many colleges and universities find that their human resources are insufficient after teachers leave, and the quality of the teaching team has declined, indicating that colleges and universities it is necessary to meet the teachers' personal vision, so that the satisfaction of teachers' on-the-job development is always at a high level. To do this, colleges and universities must clarify the development needs of teachers and satisfy them as much as possible. Therefore, it is necessary to carry out relevant research.

Construction of Satisfaction Evaluation System for University Teachers' In-service Development

1.1 Index System Construction

College teachers' in-service development satisfaction can be evaluated through four indicators, as shown in table 1 ^[1].

Table 1 Satisfaction Evaluation Index of College Teachers' in-Service Development

Index	Introduction
Does the university have the channels to meet the current personal development vision	The current personal development visions of different teachers are different, so when colleges and universities have a single channel to meet their personal visions, it will cause some teachers to fail to achieve development, and then feel dissatisfied, and vice versa.
Will colleges and universities meet their own personal development visions at different stages	Different teachers will have different personal development visions at different stages. If colleges and universities cannot meet the teachers' personal development visions at different stages, the teachers will feel dissatisfied, and vice versa.
Is it reasonable for universities to meet their personal development vision	It is impossible for universities to help teachers realize their personal development vision for no reason. Therefore, teachers must deal with some challenges if they are to get help from universities. However, if the challenges raised by universities are too difficult, teachers will feel dissatisfied, and vice versa.
Will colleges and universities help them realize their personal development vision in time	If colleges and universities fail to fulfill their commitment to help teachers realize their personal development vision after teachers successfully break through the challenges, teachers will distrust colleges and have negative emotions, so they are dissatisfied, and vice versa.

1.2 Standard

On the basis of the indicator system, referring to the views and attitudes of the teachers during the personal satisfaction evaluation during their employment, three evaluation criteria can be set up, namely, satisfaction, dissatisfaction, and wait-and-see. See table 2 for details.

Table 2 Evaluation Criteria For Satisfaction of University Teachers' in-Service Development

Index	Standard
Does the university have the channels to meet the current personal development vision	If yes, you are satisfied, otherwise you are not satisfied, if you don't know, you have to wait and see
Will colleges and universities meet their own personal development visions at different stages	If yes, you are satisfied, otherwise you are not satisfied, if you don't know, you have to wait and see
Is it reasonable for universities to meet their personal development vision	If yes, you are satisfied, otherwise you are not satisfied, if you don't know, you have to wait and see
Will colleges and universities help them realize their personal development vision in time	If yes, you are satisfied, otherwise you are not satisfied, if you don't know, you have to wait and see

2. Satisfaction Evaluation of College Teachers' in-Service Development

2.1 Evaluation Plan

A teacher from a certain university is selected as the evaluation object. The teacher has been in the school for no more than one month, and is in the peak period of personal on-the-job satisfaction evaluation, which meets the evaluation object selection requirements of this article. For the teacher, refer to tables 1 and 2 to conduct a survey, and make an evaluation based on the survey results.

2.2 Evaluation Results

According to the survey results, the on-the-job satisfaction evaluation results of the evaluation objects are shown in table 3.

Table 3 Evaluation Results Of on-the-Job Satisfaction

Index	Result
Does the university have the channels to meet the current personal development vision	No, I am not satisfied
Will colleges and universities meet their own personal development visions at different stages	I don't know, it's inherently wait and see
Is it reasonable for universities to meet their personal development vision	No, I am not satisfied
Will colleges and universities help them realize their personal development vision in time	I don't know, it's inherently wait and see

2.3 Discussion

According to table 3, the following can be discussed: (1) The evaluation object found that the university does not have the channels to meet the personal development vision during the period of employment, that is, the evaluation object hopes to get more training opportunities through their own efforts, and hopes that the university can see their own contributions meet this vision with the goal of continuously achieving self-reinforcing. However, colleges and universities do not have such channels. There are only two channels for position promotion and bonus incentives. These two channels are not in line with their current needs and are not satisfied; (2) Because the evaluation target has a relatively short time in office, he does not know his future employment. What kind of personal visions will there be during the period will remain a wait-and-see attitude; (3) The evaluation object finds that when he proposes any personal vision to the university, the leadership of the university will discuss and give feedback to himself to meet the conditions of personal development vision, but the evaluation The subject thinks that the conditions put forward by colleges and universities are very difficult every time. For example, the subject of a certain evaluation made a request for training to the college. Although the college agreed, the teacher was asked to increase the average score of the class by ten during the semester, and the evaluation subject believed that This condition may be reasonable if it is placed on teachers with higher qualifications, but I am new and have little experience, so the conditions are very difficult. The university did not consider personal circumstances, and immediately felt dissatisfied; (4) Because the evaluation object has not met any requirements of the university Therefore, the evaluation object does not know whether the university will help them realize their personal vision in time, and it is inherently to wait and see.

Generally speaking, among the four major indicators, “does colleges and universities have channels to meet their current personal development visions” and “is it reasonable for colleges and universities to meet their personal development visions”, both indicators show that the evaluation targets’ in-service satisfaction is low, while “does colleges and universities have low job satisfaction? It is still unknown whether the university will meet its own personal development vision at different stages” and “Whether the university will help itself realize the personal development vision in time”, so it will not have a positive impact on the on-the-job satisfaction of the evaluated object. Therefore, on the whole, the teacher’s on-the-job satisfaction is at a low level, and many needs have not been met. If the university wants to keep the teacher, it must conduct a needs analysis and try to meet the teacher’s needs.

3. Analysis of Demand for in-Service Development of College Teachers and Suggestions for Improvement

3.1 On-the-Job Development Needs

First of all, the discussion around the evaluation results in table 3 and the discussion section

understands that the teacher's current on-the-job development needs are to get more training opportunities for self-reinforcing, which is the teacher's current needs. At the same time, we dig deeper and focus on the question of why teachers need to achieve self-reinforcing. Teachers want to improve their self-levels, improve their professional titles during their employment, and indirectly improve their personal positions and remuneration. This is the teacher's in-service period. The actual needs that may exist in the later stage, that is, according to the basic logic, it can be seen that if teachers do not make any actions after achieving the goal of self-reinforcing, then the significance of achieving self-reinforcing is not practical enough, and many cases also show that young teachers are in themselves. After reaching a certain level of ability, you will want to evaluate higher titles, or participate in some high-level work activities, the purpose is to promote personal job development ^[2].

Secondly, focusing on the evaluation results of the index "whether it is reasonable for colleges and universities to meet their personal development visions", the teacher hopes that colleges and universities will put forward reasonable conditions of difficulty based on their personal circumstances, which is also the teacher's needs. In response to this demand, colleges and universities should focus on three major issues: First, whether it is necessary to adjust the difficulty of realizing personal vision according to individual circumstances, that is, colleges and universities need to bear a certain cost to help teachers realize their personal visions, so the conditions put forward by colleges and universities are somewhat difficult. It is understandable that if the difficulty of the conditions is adjusted according to individual circumstances, it may lead to high costs borne by colleges and universities, which is unwilling to accept colleges and universities. In this case, colleges and universities must weigh their rights and disadvantages and make reasonable judgments; second current whether the difficulty of realizing the personal vision is reasonable, that is, whether it is necessary to adjust the difficulty of realizing the personal vision according to individual circumstances, colleges and universities must carefully review whether the difficulty of the conditions is reasonable, and if it is unreasonable, it must be adjusted in time; the third difficulty is considered reasonable, that is, when colleges and universities are setting the difficulty of realizing their personal vision conditions or adjusting the difficulty, they must first know what difficulty is acceptable to both parties, indicating that the difficulty acceptable to both parties is reasonable, and finding this difficulty is the college's concern the key of.

3.2 Improving Suggestions

According to the teachers' in-service development needs, it is recommended that colleges and universities carry out two tasks: First, carefully analyze the current in-service development needs of teachers, dig deep into the needs, estimate the new needs that may arise in the future, and then establish a system that can realize the current needs and subsequent new needs. Realizable channels. For example, if the teacher's current needs are to get more training opportunities, colleges and universities must start to establish such a channel to let teachers know that colleges and universities can help them meet their current in-service development needs, so that teachers can establish a trusting relationship with colleges and universities and are willing to continue to serve in colleges and universities. At the same time, focusing on the follow-up new needs of "getting more training opportunities", which may be to increase personal salary or job promotion, etc. Therefore, colleges and universities must also establish these channels to build a complete path to achieve the teacher's personal vision. In this way, teachers will feel that universities are beneficial to themselves and are willing to seek personal development in universities; second universities must strengthen communication with teachers. Through communication, universities can have a more accurate understanding of the current needs of teachers, so that universities can make targeted decisions.

Adjustment means that colleges and universities can first know which aspect of training teachers want to receive through communication, so that colleges and universities can make basic judgments on the cost of teachers' needs, and then consider the question of "whether it is necessary to adjust the difficulty of achieving personal vision according to personal circumstances". If lowering the difficulty according to personal circumstances will lead to higher costs borne by colleges and universities, and exceed the budget, you can consider not to reduce it, and vice versa. Secondly, by communicating with colleges and universities, they can understand teachers' opinions on the current difficulty of realizing their personal visions. If teachers believe that the current difficulty is unreasonable, colleges and universities can make judgments based on the actual situation and confirm whether the difficulty is reasonable. If it is unreasonable, it must be adjusted down. Finally, through communication, colleges and universities can tentatively propose a condition to teachers, and teachers will judge the difficulty of the condition. If teachers think that the difficulty is high, they can give feedback to the college. If the college thinks that the difficulty is low, they can fine-tune. In this cycle, colleges and teachers can negotiate the method of communication finds reasonable difficulty acceptable to both parties.

4. Conclusion

In summary, this article analyzes the satisfaction of college teachers' in-service development and their development needs. In the analysis, firstly, the evaluation system of university teachers' in-service development satisfaction was constructed, and secondly, a teacher was evaluated. The results showed that the teacher was dissatisfied with the university and believed that his development needs during his in-service period could not be met in the university. Under this circumstance, the article discusses the teacher's on-the-job development needs and puts forward perfect suggestions for colleges and universities. Adopting the suggestions can allow colleges and universities to reasonably help teachers meet their on-the-job development needs.

References

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