

Professional Development of Young Teachers in Private Universities and Colleges in China

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Keywords: Young teachers, Private universities and colleges, Development

Abstract: The construction of teaching staff in private colleges and universities, especially the professional development of young teachers, has a direct impact on the quality of education and teaching in private colleges and universities. From the perspective of positive psychology, this study uses positive emotional experience, positive personality characteristics and Maslow's hierarchy of needs theory to explore reasonable strategies and suggestions for improving young teachers' personal well-being and self-improvement, so as to help young teachers form positive emotions and attitudes for self-development.

1. Introduction

The sustainable development of the education quality of private colleges largely depends on the professional development level of university teachers. According to statistics, in 2019, the number of university teachers in China is 1.74 million, of which 17.6% are 30-34 years old. It can be seen that young teachers are the core factor determining the future development of universities. However, the current professional development of young teachers is still insufficient, which hinders the teaching quality and development level of colleges and universities to a certain extent. In view of this situation, colleges and universities actively carry out a series of professional ability development training, but the current direction of professional development of colleges and universities mainly focuses on teaching experience, teaching level, scientific research ability and so on.

Due to the business nature of private colleges and universities, the mobility of teachers in private colleges and universities is relatively strong, and the number of teachers is relatively insufficient. Based on the teaching pressure, private colleges and universities can only focus on daily teaching and teaching management, lack of systematic and perfect training system for young teachers, and mostly copy the professional development mode of teachers in ordinary colleges and universities, The failure to highlight the characteristics of private colleges and universities leads to the lack of professional happiness of young teachers, which hinders the growth of young teachers.

2. Problems in the Professional Development of Young Teachers

2.1 Cultivate the Emphasis on Teaching Skill Training and the Light on Soft Cultural Empathy

As a large part of the young teachers introduced by colleges and universities are from non-normal colleges and universities, they have not received systematic professional training in teaching skills or teaching theories, management, strategies and methods during school study. However, due to the pressure of teaching work, Universities often urgently hope that young teachers can quickly step into the classroom and undertake teaching tasks.

The survey found that 30.36% of young teachers think that Universities attach great importance to improving the teaching ability of young teachers, 52.68% of young teachers think that Universities generally attach great importance to improving the teaching ability of young teachers, and only 16.96% of young teachers think that Universities do not attach great importance to improving the teaching ability of young teachers. It can be seen that colleges and universities pay more attention to the cultivation of young teachers' teaching ability. Only 19.64% of young teachers said they had the opportunity to go out for further study. At the same time, 75.89% of young teachers said that the training process only focused on classroom teaching skills, and the training mainly focused on centralized teaching, ignoring the training of campus culture and collective sense of honor, which often leads to the lack of identification of new teachers with the school and thus affects their personal development planning.

In the interviews with the teachers who left, 7 teachers mentioned that the main reason for job-hopping was that the work in colleges and universities was far from their ideal and the school lacked humanization. Five teachers clearly expressed that they did not have a sense of identity with the school and believed that the school lacked development potential. Therefore, they only took the private university as the starting point and transferred to a public university on the basis of training their teaching quality.

22 Emphasis on short-term intensive training, lack of long-term development support

At present, colleges and universities still lack a sound training management mechanism to a certain extent. At present, the management of teachers in Colleges and universities is still the traditional way of personnel management. The orientation of pre job training is the training of teachers' qualification level, and the orientation of on-the-job training is the explanation of teaching skills and scientific research ability. However, there is a lack of requirements for further training after employment. The specific tasks are often distributed to colleges, and the colleges are required to organize relevant training on the premise and basis of ensuring teaching.

Therefore, the training of teachers lacks systematic planning and management, which makes the management of training loose and disordered.

The survey found that 37 teachers who have worked for three years put forward that the school's training program has not changed over the years, and the school's relevant authorities rarely make a reasonable and long-term plan for the management of teacher training. Usually only in the first few months of new teachers entering the school, the new teachers are given certain training and guidance, and then the training task is solidified into the teaching work of the teaching and research office.

2.2 Emphasis is Placed on the Supervision of Training Results and the Cultivation of Organizational Support is Neglected

Due to the expansion of private colleges and universities, the scale of running Universities is expanding day by day, and the ratio of teachers and students is constantly improving. The teaching tasks of teachers are relatively heavy. Therefore, colleges and universities to introduce private teachers tend to have real demand, need new teachers will be able to quickly into the classroom, teaching, and alleviate the pressure of the teaching, in order to ensure the quality of teaching, in the process of the cultivation of the new teacher, to strengthen the teaching supervision of functionality,

require office, school and other departments to carry out multi-level evaluation activity, but tend to be in at the end of the semester or at the beginning of the next semester, new teacher finish the teaching task, will feedback to individual teacher in class, feedback the information lag, can not play a role in a timely and effective manner, to reach the purpose of the work of teachers in a timely manner to improve the classroom teaching.

Young teachers generally reflect that the school has an evaluation system, but 73% of the teachers think that colleges and universities pay one-sided attention to classroom teaching and give priority to alleviating school teaching pressure. At the same time, there is a lack of situational cultivation of necessary teaching and management qualities, and the self-cultivation and attribution recognition of new teachers are also ignored. 73.21% of teachers believe that there is no special periodical feedback in the teaching and research section. 50.89% of the teachers said that the school paid too much attention to the evaluation of results, focusing on the evaluation of students in class, and ignoring the objective reality of teachers' teaching years and experience.

2.3 Emphasis is Placed on Normative Requirements, Ignoring the Individuality and Autonomy of Training

In the process of training young teachers, Universities often attach importance to the rigidity of document norms and systems, and emphasize the use of rewards and punishments as normative standards. They expect to guarantee the intensive training of new teachers from the outside through rigid regulations. However, the personal characteristics and development needs of new teachers in this period were ignored. Among the 131 newly recruited teachers, all of them have a master's degree or above. The young teachers' learning experience has already shown a strong sense of self-efficacy and confidence. At the same time, the characteristics of individual labor of college teachers also make young teachers in colleges and universities in an independent, independent, self-improvement ideology and behavior system. 81.25% of the teachers analyzed that they liked to think independently and act independently, and did not want others to interfere with them too much. 77.68% of the teachers hope to pursue academic freedom and do not want to be entangled in daily teaching management. It can be seen that they have a strong desire to become successful, high expectations for themselves, hope to get the trust of leaders, in order to make significant achievements.

3. Discussion and Countermeasures

3.1 Constructing Positive Development Cultural Atmosphere, Developing Individual Positive Cognition

Universities should strive to create a self-education environment in which young teachers are self-reliant, self-reliant and self-reliant. Young teachers have a strong sense of competition, the pursuit of individual freedom, do not like to be constrained, long for career success. Positive psychology believes that "the most important thing in prevention work is to systematically shape the abilities within the individual, rather than to fix the defects". Cultivation should not focus on strengthening the sense of mission and responsibility of young teachers, but on establishing the goal of happiness to create a positive experience of happiness, so that young teachers can actively make up for their own shortcomings by adopting better self-management methods, so that young teachers can clearly define the responsibilities of teachers and establish the correct professional ethics.

The subjective well-being of an individual exists in the individual's experience and depends on the criteria set by the individual, rather than the criteria set by others or the outside world. Universities should promote the culture of sustainable professional education, provide opportunities

for high-level academic exchanges, and create a positive atmosphere for academic exchanges. To help young teachers find the sense of value and belonging of discipline and specialty from the cause of higher education; From the unity and cooperation to seek confidence and communication in the sense of fullness, and a better distinction between career and life boundary. To stimulate some actual or potential positive psychological qualities and positive power inherent in college teachers, and help young teachers develop their personal positivity and conscientiousness, and improve their personal happiness.

3.2 To Guide Young Teachers in Their Career Planning and Pay Attention to Their Independent Long-Term Development

Positive psychology emphasizes positive emotional experience, and attaches importance to individuals' positive subjective experience of their present life and future planning. Young teachers, who have just entered the campus, lack positive judgment on their future development, and simple teaching skills training for them cannot help them form positive emotional experience.

Clear goals can make people full of motivation and enthusiasm in work and life, so the setting of career goals is the core of career planning. There are two main development routes for teachers' career: one is the professional and technical route, developing towards teaching and scientific research; One is the line of administrative management, to the development of educational management. It should be noted that different development routes have different requirements for various aspects of human conditions. Whether to take the route of professional technology, or the route of administrative management, or the two routes in parallel, teachers need to make a choice according to their own conditions and the environment. Teachers can choose their own development route according to their personal characteristics, interests and abilities, combined with the characteristics of the environment and the requirements of the organization, and work out practical, clear and specific personal career goals that are consistent with the development goals of the school, and strive to achieve the goals.

3.3 Enhance Training Organizational Support and Guide Teachers to Self-Evaluation

Gaede (1977) the research results of new teachers, teachers can more quickly after induction, better adapt to the teaching environment, mainly affected by the school support, and cultural environment, Fessler et al. (2004) put forward after research, whether the school organization support culture for the teachers would be able to adapt to the new teaching environment has a direct impact, Feng Sha (2016), the results also show that teachers' orientation to adapt to the affected by the organizational support directly. Universities should improve the pertinence and individuation of young teachers' training and take teachers' growth files as an important means of self-evaluation.

Universities shall establish "teacher development files" for teachers to record their growth and make corresponding evaluations on a regular basis. These evaluations include individual faculty evaluations, faculty evaluations, and personnel department evaluations. During the evaluation, teachers must be evaluated from many aspects, such as the direction of their subject development, the formulation and implementation of training and development programs, and their duties and positions. The growth stage of young teachers in colleges and universities can be roughly divided into adaptation stage, development stage and maturity stage. The relevant departments and units of the school shall, in combination with the development stage, characteristics, individual needs, organizational needs, main tasks and goals to be achieved of young teachers, formulate career plans with them in a targeted manner. Then according to the training objectives, combined with the young teachers in the career stage, the development of different training plans.

3.4 Improve the Evaluation and Incentive Mechanism to Enhance the Happiness of Teachers

Demerouti et al. (2001) after studies completed the requirements for work - resource model (JD - R) building, puts forward the job requirements and resources in the model are two important factors influencing individual emotion, and two dimensions of job requirements and resources to have a negative impact employee career path are further described: staff job burnout and the generation of physical and mental damage, from its own energy under the high strength work pressure of sustained depleted; The employee's work engagement and work effectiveness are generated by stimulating their willingness to actively invest after the work support given by the organization. In the process of training, colleges and universities pay too much attention to the short-term training effect and take the classroom as the only evaluation standard, resulting in the job burnout of young teachers and the lack of happiness.

The goal of assessment is not to point out problems, but to solve them, so teachers should be trained to recognize frustration and internalize positive personality traits into self-management. Therefore, the school can establish and perfect the database of teachers, and gradually establish the personal business files of all teachers in the school, and implement dynamic tracking management for teachers, especially young teachers. For those who can meet the requirements as planned during their term of office, they will continue to be given key support and preferential treatment. For outstanding achievements to publicize and encourage, give heavy awards; For those who fail to reach the standard, development education should be given, and problems in self-development should be analyzed with optimistic explanatory style. Positive feedback should be given to the results of teacher performance evaluation and rational use should be made. Without feedback, the evaluation is meaningless. The school or department must give feedback to the teacher in time to motivate the teacher.

3.5 Develop Professional Learning Community, Attach Importance to Collective Harmonious Development

Positive psychology believes that in order to gain positive emotional experience, the first thing to do is to strive to manage harmonious interpersonal relationships around them. Young teachers in colleges and universities often lack practical teaching experience at the beginning, and they are limited by the level of cognition and values, as well as the understanding level of educational practice. Therefore, young teachers need the guidance of experts and the help of cooperative teachers, so as to ensure the development and improvement of young teachers' teaching ability.

Universities may organize old teachers to take teaching and research sections as units to guide young teachers to study and reflect and actively participate in education and scientific research. Build a professional learning community to ensure that the young teachers and other teachers in the teaching and research section working relationship of cooperation, by listening to lectures, evaluation, each other to share scientific research tasks, such as the problems in teaching and scientific research work, to discuss the solutions, with the help of the collective wisdom to solve personal perplexity, eventually forming Shared solutions for all teachers. Young teachers through the continuous open mind to seek advice and communication, timely correct their own some of the unscientific customs and concepts, and constantly expand their theoretical vision and enhance their ideological understanding level, enhance the ability of independent thinking, so as to obtain the development and improvement of teaching ability.

4. Conclusion

The cultivation of young teachers is one of the important content of university management work,

need strong cooperation at all levels and departments. Through this study, pay attention to the training of targeted and personalized, with teacher professional learning community, and file cover for the sustainable development strategy, enhance personal positive cognition, guide the teachers self assessment, career planning through the guide young teachers, perfect training assessment and incentive mechanism, to better ensure the development of young teachers' professional ability, better adapt to the teachers' professional and personal growth.

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