

# Studies on key Factors and Optimization Strategies Affecting the Young Teachers of Higher Education Institutions

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## ABSTRACT

In order to implement the spirit of the 19th National Congress of the Communist Party of China, the important expositions of General Secretary Xi Jinping on education and the spirit of the National Education Conference. We must reinforce reform and development within the institution of higher education colleges and universities to practice the fundamental task of establishing moral integrity in cultivation. In this way, we are enabled to apply the educational guidelines formulated by the Party and continuously improve the quality system of higher education to educate high-quality talents. The development of Chinese higher education institutions depends on the group of young teachers. Under the influence of various factors, young teachers face many difficulties in carrying out education and teaching work. Some young teachers are lack of professional enthusiasm, mastering less teaching experience and skills, and in-depth knowledge and understanding of teaching theories. The existence of these factors seriously affects the professional development of young teachers, standing in the way of the teaching work in higher education institutions and making some young teachers to be unable to effectively improve their professional quality. We should conduct the in-depth discussion and analyze the difficulties and problems encountered by young teachers and take effective measures to help young teachers elevate their professional skills and improve their professional quality. These efforts are conducive to the professional development of young teachers and can further promote the sustainable development of colleges and universities.

**Keywords:** *young teachers of higher institution; professional development; key elements; strategy*

## 1. INTRODUCTION

### 1.1. The background

In 2018, the Central Committee of the Communist Party of China and the State Council issued the Suggestions on Deepening the Reform of the Ranks of Teachers in an All-round Way in this New Era. It includes the following aspects, we should comprehensively improve the teaching quality of higher learning, make arduous efforts to enhance expertise of teachers, establish development platform for teachers and place emphasis on opening to newly employed teachers and young teachers so as to cultivate major human resources for higher learning institutions. General Secretary Xi Jinping further pointed out that we should push forward the reform of the ranks of teachers, vigorously promote the professional

development of teachers, and continuously improve the professional ability of teachers and teachers' skills of teaching and educating. Young teachers shoulder the important mission of cultivating high-quality talents for the country and increasingly serve as an important driving force for the development of higher education institutions. Their professional development level is an important factor that affects the quality of talent training in universities and even the overall quality of higher education. Promoting the professional development of young teachers in colleges and universities has become one of the important tasks in the field of higher education. In-depth analysis of influencing factors is an important prerequisite and foundation for colleges and universities to improve the quality of education.

Our country has established the world's largest higher

education system with the gross enrollment rate of higher education reached 54.4% in 2020. Our nation is on the way entering the popularization stage from the stage of massification in terms of higher education. The professional development of young teachers in institutions of higher learning is facing the requirements of the new era. The requirements for the teacher are far more than the development of professional skills. Teachers responsibility is not only to impart textbook knowledge, but also to implement quality education based on professional skills and earnestly apply the educational policy of moral integrity in education. Compared with the requirements of skills, professional development of teachers will pay special attention to its inherent "quality". *China Education Modernization 2035* plan clearly pointed out that we should vigorously strengthen the development of teacher ethics and style, which will be the foremost criterion for assessing the quality of teachers, that colleges and universities, education authorities and teachers themselves should stimulate internal driving forces in various ways to systematically promote teacher's ethics in the long run and in turn facilitate the professional development of teachers.

## **2.THE INTENSIVE DEVELOPMENT OF PROFESSIONALLY COMPETENT YOUNG TEACHERS IN HIGHER EDUCATION INSTITUTIONS**

As for the significance of young teachers, there is no universally accepted definition in the current academic community.

According to the Modern Chinese Dictionary, young teachers refer to people who are in their fifteen to thirty years of age. The young teachers of the "Young Teacher Award in colleges and universities" launched by the Ministry of Education in April 1994 refer to outstanding teachers under the age of 35. In 2003, the Ministry of Education extend the age of young teachers to no more than 45 years old for social sciences and 40 years old for natural sciences at most. The young teachers in this study refer to professionals no more than 40 years old who are engaged in teaching and scientific research in colleges and universities, excluding auxiliary staff and administrative staff.

With respect to the definition of the professional development of young teachers, different opinions vary in various views. For instance, Perry P believes that the professional development of teachers refers to the continuous upgrading and deepening of knowledge of the specific subject, the development of teaching capability and skills, reflection and studies in the teaching process and the strengthening of the awareness of teaching." Hbyl, E believes that "teacher professional development is the

essential knowledge and skills for acquiring the qualified professional practice at every stage of the teaching career. Minister of Education, Party Committee Secretary Yuan Guiren believes that teacher professional development is a continuous process, a concept of transcendence and development. It is both a state and a process of consistent deepening." Professor Lu Naigui believes that teacher professional development is a process for teachers to develop, acquire new knowledge and improve their professional skills. It contains all the activities improving work efficiency in the process of one's early career, through continuous learning, reflection and exploration, in which teacher strengthens its professional implication and expertise to reach the level of professionalism and maturity through unceasing learning, reflection and exploration. This study believes that teacher professional development is drastically changing cause, an updating and perfecting process of their specialized structure. The professional development of young teacher refers to those no more than the age of 40 who are engaged in the process of teaching, scientific research and social services in colleges and universities, through the help of external safeguards that are conducive to their professional development (such as the education system) to accumulate teaching knowledge, expand time experience and improve scientific research capabilities and the level of teacher ethics, gradually develop into a specialized teacher from fledgling stage.

## **3.THE MAIN PROBLEMS AND INFLUENCING FACTORS IN THE PROFESSIONAL DEVELOPMENT OF YOUNG TEACHERS OF HIGHER EDUCATION INSTITUTIONS**

### ***3.1 The lack of professional enthusiasm of young teachers.***

The professional development of teachers consists of professional knowledge, skills and passion. Of them, professional passion includes four aspects: professional ideal, professional sentiment, professional orientation and professional selfhood. Young teachers should not only regard teaching as a means of making a living, but should feel, accept, and fully affirm their occupations from the process of education and teaching. They should regard this profession as an important part of one's own life and take it a lifelong cause. Engaging in teaching work with a full spirit, young teachers should treat every student on an equal footing. They should act as the principle of educating yourself before educating others and having never grown tired of learning nor wearied of teaching others what one has learnt to consistently elevate their teaching ethics and style by taking the principle of fostering character and civic virtue as their priority. <sup>[1]</sup>

However, with the popularization of higher education in our country, the demand for teachers of higher learning is also increasing. Most teachers take up teacher posts upon graduation without too much professional affection. The lack of professionalism will reduce their willingness of professional development, making it develop aimlessly in a passive way. Due to the lack of recognition of their own professions, some young teachers do not have a relatively objective career plan, but passively cope with the classroom. This kind of cramming teaching mode makes the classroom lack of vividness. This goes against what Jaspers said, "Education means that one tree shakes another tree, one cloud pushes another cloud, and one soul arouses another soul." This lack of professional affection is often shown as follows: occupation lassitude, lack of upward mobility and ambition, insufficient professional ideals. If things go on like this, it will eventually affect the quality of teaching and the professional development of teachers to a great extent.

### ***3.2 There are many problems in the assessment system for young teachers.***

According to the actual situation in the higher education system, such as professional evaluation, performance assessment, teaching and research, and routine management. In the process of promoting the professional development of young teachers, it is of significance to determine an objective and fair evaluation methodology that will cause the transformation from the external evaluation to self-assessment. Many local higher learning institutions usually adopt the method of hiring and evaluating teachers in turn according to seniority. This kind of evaluation method has greatly dampened the enthusiasm for professional development of young teachers and it is also difficult to appraise truly prominent teachers. The evaluation of professional titles in some colleges and universities is basically an assessment method that emphasizes scientific research performance more than teaching quality. This type of evaluation strictly quantifies the scientific research of teachers, but for teaching, it only requires each department to give an evaluation score, which is relatively subjective. The teaching workload of teachers is only based on whether the assessment standards are completed. The imperfection of this assessment mechanism has caused many young teachers to devote most of their time and energy to scientific research rather than the improvement of professional teaching ability and skills. In addition, teaching work is just a task for them to complete, such kind of work attitude directly affects the teaching quality and school-running of local higher education institutions.

### ***3.3 The excessive teaching tasks of young teachers have hindered professional development.***

The professional development of young teachers in universities is inseparable from the support of university policies, resources and development platforms. However, in actual work, young teachers are faced with various cumbersome things that hinder professional development. In addition to the appraisal of professional titles, scientific research tasks, the most important pressure stems from the excessive teaching tasks.<sup>[2]</sup>

The over-heavy tasks of young teachers have led to an unreasonable development process. Many university professors no longer engage in front-line teaching work, and young teachers have become the main body of teaching activities. There is a serious imbalance in the teacher-student ratio in colleges and universities, and the number of teachers is relatively small. Young teachers have just graduated from school and started to work, and they undertake teaching tasks that exceed normal teachers. On one hand, the professional skills of young teachers stem from their continuous practice and teaching reflection. On the other hand, they also need to gradually learn and master teaching skills during observations. However, university professors are no longer engaged in front-line teaching, making it impossible for young teachers to learn from outstanding professors through observations. Teaching experience has made young teachers more difficult in the process of teaching.

### ***3.4 Young teachers are facing economic pressure.***

In addition to the pressure from teaching tasks, young teachers are also faced with financial pressure, especially for young teachers in liberal arts, the performance is more obvious. Economic income is the material basis for the existence and development of individuals. Without the necessary economic income, individuals will not be able to sustain their lives. Most young people use income as a reference condition when they are employed, including young teachers in colleges and universities. They have higher professional titles than middle and high school teachers. However, their income is far lower than the investment in human capital. The annual after-tax income of young teachers in most colleges and universities is less than 150,000, and their social reputation and economic income do not match. Such dissatisfaction with the salary and treatment will cause many young teachers to lose motivation. At the same time, many colleges and universities link the income of teachers with the number of scientific research, working years, professional titles and other indicators, and the funds for general natural sciences are much higher than those for liberal arts

teachers. Most young teachers have low professional titles and different subject backgrounds, leading to a hierarchical system of funding for college teachers. The salary of professors with high professional titles is much higher than that of young teachers. In addition, young teachers are also facing problems such as settling down and buying homes. These pressures in reality will affect the professional development of young teachers. The economic aspect is not guaranteed, they can not think about their own professional development. <sup>[3]</sup>

#### **4.OPTIMIZING countermeasures for the professional development of young teachers**

##### ***4.1 Strengthen and guide the development of young teachers' self-professional affection, and establish a correct view of education.***

The level of teachers' professional affection determines their enthusiasm for education. Teachers' professional development not only possesses professional knowledge and professional ability, but also includes their professional spirit, which requires teachers not only to have good moral standards, but also to include their professionalism, sense of responsibility, enterprising spirit, good life attitude and innovative consciousness. Cultivate teachers' feelings, enhance teachers' professional self-esteem, consciously and actively improve personal professional qualities, establish a correct view of education, emphasize that education should face the future, pay attention to the value of students' lives, and promote the development of society and individuals. Conscientiously implement the goal of strengthen moral education and cultivate people, and integrate professional development with ideological and political development.

##### ***4.2. Optimize the school evaluation and assessment mechanism to provide a more relaxed external environment for the professional development of young teachers.***

Doing a good job of teacher evaluation plays a very important role in the professional development of teachers. On the one hand, evaluation and assessment are closely integrated, through scientific evaluation and assessment, teachers can be effectively rewarded and punished, and then achieve the purpose of motivating the advanced and spurring the backward; On the other hand, the objective evaluation of teachers is the basis of teachers' promotion, title evaluation, selection and post adjustment.

When teachers assess and evaluate professional titles, the relationship between quantitative and qualitative should be handled well. Quantitative change is the basis

of qualitative change, qualitative change is the accumulation and leap of quantitative change, and the "quality" of a thing is the performance of the "quantity" of a thing reaching a certain "degree". Because there are a large number of hidden jobs that cannot be measured in the labor process of teachers, they cannot be quantified in the evaluation and assessment. On the one hand, young teachers lack teaching experience and skills and the quality of teaching and educating people is delayed and difficult to measure. On the other hand, young teachers are at a disadvantage in terms of new achievements in scientific research. Evaluation of teachers' labor quality We should not only focus on the number of scientific research projects and published papers, we should actively eliminate the "five wei" to prevent the emergence of a situation that emphasizes scientific research and neglects teaching. This requires the use of mathematical methods for accurate consideration in the evaluation of teachers, and the use of fuzzy judgment methods for qualitative evaluation.

Colleges and universities should also do a good job in the training of teachers. Teachers' labor is a kind of specialized labor. Schools must provide timely training, advancement and further education for teachers. Only in this way, teachers can continuously obtain the update of knowledge and the development of professional ability.

##### ***4.3. Do a good job in the planning and recruitment of teachers, dedicated to reduce the burden of teachers.***

Good teacher team planning is the starting point of teacher management. In the era of planned economy, teacher management mainly implements adjustment and allocation. With the development of the market and the deepening of the reform of the education management system, schools have increasingly expanded their autonomy in employing personnel. In this case, it is particularly important and necessary for the school to consciously plan the teaching staff.<sup>[4]</sup>

Schools should focus on several aspects when formulating teacher team planning. The first is to analyze the current situation, which is the current teachers' academic qualifications, professional level, subject distribution, age structure, gender ratio and so on; the second is to predict demand, that is, according to the goal of the development of the school and the status of the existing teachers, to make a scientific and accurate prediction of the demand of teachers. When forecasting, not only the scale and quantity, subject structure, age structure, academic structure, title structure, but also natural attrition or changes caused by factors such as retirement and transfers must be considered.

Formulating a scientific and reasonable teacher team

construction plan is a prerequisite for strengthening teacher management. Only by ensuring that the school has sufficient teachers and realizing the specialization of teachers can they give full play to the positive role of teachers and promote the development of teachers in the direction of professionalism.

***4.4. Optimize the encourage mechanism of teachers, and the hygienic and incentive factors work together to provide preferential policies for outstanding talents to solve the actual pressure.***

Scientifically, rationally and continuously encourage teachers, and fully mobilize and stimulate the enthusiasm of teachers in teaching, scientific research, teaching and educating through incentives are very important to promote teacher professionalization. Behavioral science believes that human behavior is generated by motivation, and motivation comes from demand. Maslow's hierarchy of needs theory believes that people will pursue higher-level needs only after their material needs are met.<sup>[5]</sup>

When motivating young teachers, the relationship between material incentives and spiritual incentives should be addressed well. People have both material and spiritual needs. When teachers' living conditions are in a very embarrassing situation, so that from the depths of their hearts to stimulate their dignity, it is difficult to talk about teachers' enthusiasm and professional development. It is the prerequisite of scientific motivation for teachers to get material benefits and benefits through material incentive, and thus to satisfy their sense of dignity and to live decently. . But we can not do material incentives and ignore spiritual incentives, as time goes by, teachers will dilute their professional sense of honor and sense of mission, and encourage the formation of money first, mercenary ideas. Schools cannot motivate teachers the way circus animals are trained to "give an apple to perform", but must insist on both material and spiritual motivation.

The American psychologist Herzberg once put forward the "motivation-healthcare theory". He believes that these two factors are the main factors affecting employee performance. Health care factors include company policies and management, wages, colleague relations and working conditions and so on. Motivational factors are related to the job itself or the content of the job, including achievements, appreciation, the meaning of the job itself, sense of responsibility, promotion, development and so on. If these factors are met, they can generate a lot of incentives. Colleges and universities should consider these two aspects to reduce the dissatisfaction of teachers and increase the enthusiasm of young teachers, thereby tending towards professional development.

Only by solving the pressure in real life can young teachers in colleges and universities put more energy on the promotion of professionalism and research projects. Therefore, to solve the economic problems of young teachers in colleges and universities is the prerequisite for teacher specialization.

**5.CONCLUSION**

Young teachers are the backbone of the development and survival of universities. The professional development of young teachers is of great significance to the improvement of the level of teaching and scientific research in colleges and universities. Colleges and universities should take up the mission of cultivating innovative talents, taking the professional growth of young teachers as a constant focus of work, actively improving the professional level of young teachers in all aspects, and seriously reflecting and improving the factors that hinder the professional development of young teachers, training a group of young teachers with high scientific research level, strong professional ability, good professionalism and innovative spirit, and making contributions to my country's higher education and local talent training. Young teachers should always take Marxism as their ideological guide, persevere and pursue it all their life to promote the sustainable development of China's educational cause.

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