



# Research on the Current Situation of Middle School Teacher Management System in Ethnic Minority Areas—Taking Ganzi Tibetan Autonomous Prefecture as an Example

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**Abstract.** As an important part of teacher management, school management system provides a strong guarantee for the normal operation of school teaching order and the improvement of school teaching quality, teachers' teaching ability and teachers' quality to a great extent. Therefore, this paper analyses the current situation of middle school teacher management system in ethnic minority areas, and puts forward reform countermeasures and suggestions on its existing problems. It is pointed out that the establishment of a scientific, standardized and reasonable middle school teacher management system in ethnic minority areas can provide a fundamental guarantee for the establishment of normal teaching order and the improvement of education quality in this area.

**Keywords:** Ethnic areas · Teacher management · Present situation · Countermeasure

## 1 Introduction

The quality of basic education in ethnic minority areas is not high and the quality of teachers is uneven, which seriously affects the improvement of school education quality. One of the major problems is the imperfect teacher management system, and the implementation of the system is not enough. Articles 26 and 27 of *The Outline of the National Medium and Long Term Education Reform and Development Plan (2010–2020)* on the next ten-year plan have made very important arrangements for the reform and development direction of China's ethnic minority education. It is proposed to “attach importance to and support the education of ethnic minorities, comprehensively improve the level of education development in ethnic minority areas, and effectively solve the special difficulties and prominent problems faced by the development of education in ethnic minority areas” [1]. From the interpretation of the outline, teachers come to the conclusion that one of the key points to improve the level of educational development in ethnic minority areas is to establish a perfect teacher management system. At present, one of the reasons for the low quality of education and teaching in ethnic minority areas is the imperfect and imperfect teacher management system, which leads to the low overall

quality of teachers, the low work enthusiasm of teachers and the high mobility of teachers. Among the various factors affecting the improvement of education and teaching quality in ethnic minority areas, how to establish a reasonable and effective teacher management system and how to make the system more reasonable and effective to serve teachers in ethnic minority areas are all problems that managers in ethnic minority areas need to think deeply.

## **2 Current Situation of Middle School Teacher Management System in Ethnic Minority Areas**

### **2.1 The Idea of Management System is Rather Old**

The concept of management is the rational concept of management. In short, it is the redefinition of management. In ethnic minority areas, the management concept of most middle schools is still dominated by old ideas, at present, some of the secondary schools in Ganzi are still in the centralized system. Some of the rules and regulations of the school have the final say of the manager. This kind of management mode is only the material reward and the bonus punishment to the teacher. All those who listen to the leader and do what the leader requires are right; whoever disobeys the leader is wrong, either punished or marginalized. This has caused disharmony among teachers and seriously affected teachers' enthusiasm. Secondly, the ability and quality of some managers are not high, which leads to the low work efficiency of teachers. In schools in remote agricultural and pastoral areas, some leaders only have a one-sided understanding of the meaning and role of managers, resulting in simple and rough management methods.

### **2.2 Unreasonable Teacher Assessment and Evaluation System**

Teacher evaluation refers to the activity that teachers, as the main body of evaluation, used scientific evaluation mean to comprehensively grasp and judge, and judge the actual or potential value of teachers' work [2]. Now in the rules and regulations management of middle school teachers in minority areas, the evaluation mechanism of teachers is more reflected in the reward and punishment evaluation of teachers, that is, the identification and grading, the reward and punishment of the good and the bad. It is embodied in the following aspects:

First, the system of assessment and evaluation focuses on quantitative indicators. From the actual situation of the large-scale social environment and educational system of middle schools in ethnic minority areas, the assessment and evaluation of teachers in middle schools is mainly based on reward and punishment evaluation. This evaluation mechanism is generally focused on the end of the semester, according to the student's academic performance or the admission rate of the high school entrance examination, college entrance examination to evaluate the teaching ability of teachers.

It provides a basis for teachers' professional title evaluation, promotion, promotion, excellence evaluation and salary increase [3]. Therefore, in the evaluation criteria, some contents related to attitude and quality, such as professionalism, cooperative attitude and sense of responsibility, are difficult to quantify. This single and utilitarian purpose of

evaluation makes many teachers have no motivation to actively participate in evaluation. Every time the final evaluation, teachers sit there and walk through the field and form, losing the significance of teacher evaluation, to a great extent, it has seriously hit the enthusiasm of teachers' education and teaching.

The second is formalization of assessment and evaluation. At present, the assessment and evaluation process of middle school administrators in ethnic minority areas is often superficial in form, and does not play a role in stimulating teachers to move forward actively [4]. The main performance is as follows: the annual assessment of teaching staff uses votes to vote for the excellent teachers they think. At this time, teaching ability will turn a blind eye, but the teachers with good interpersonal relations will get more votes, so that "those who are good at teaching can't compare with those who are good at communication". It is so simple to judge whether teachers are excellent according to the number of votes, which frustrates the work enthusiasm of some excellent teachers.

### **2.3 The Incentive System for Teachers is Not Perfect**

Improving teachers' incentive mechanism is the key to mobilizing their work enthusiasm and becoming the construction of teachers, it can stimulate teachers' active work behaviour and promote teachers to complete teaching work effectively. Only by taking all kinds of incentive measures can teachers working efficiency be improved. However, the incentive mechanism of all kinds of schools at all levels in Ganzi Tibetan Autonomous Prefecture is not satisfactory, and they are at a disadvantage in attracting and gathering talents, resulting in a large loss of teachers in Ganzi Tibetan Autonomous Prefecture, especially in remote agricultural and pastoral areas. In Ganzi Tibetan Autonomous Prefecture, especially in some middle schools remote from the city, most managers have a serious and deep-rooted traditional concept of "equalitarianism" in the process of formulating and implementing the incentive mechanism. It makes teachers have a great sense of slack in their enthusiasm, initiative and creativity, which restricts the development of school education. Secondly, the incentive of the evaluation system needs to be improved. Although most middle schools in minority areas have the evaluation mechanism of teacher performance, and most middle schools have achieved good results in the implementation process, the rationality and scientificity of the mechanism not strong, and the incentive is not high. For example, the most obvious incentive is the college entrance examination award, which uses material incentives to mobilize the work enthusiasm of the majority of teaching staff. But when teachers look back, some teachers who teach art, music and physical education have no chance to get such awards at all. Their enthusiasm for work has long been gone. This dampens the enthusiasm and enthusiasm of other teachers.

### **2.4 The Teacher Training System is Not Perfect**

In recent years, teacher training in ethnic minority areas has been continuously promoted and achieved good results, but there are still some problems in management, implementation and the guarantee mechanism. At present, some ethnic minority autonomous prefectures have not established a training mechanism of effective teacher from the Education Bureau to local schools. Lack of sufficient funds to ensure the smooth progress

of training is one of the major reasons. In the questionnaire survey of some middle school teachers in Daocheng, Litang, Shiqu and Yajiang County, it is found that teachers in cities, towns, villages or agricultural and pastoral areas generally hope to go out of Ganzi Tibetan Autonomous Prefecture and go to inland schools for training and study. However, due to insufficient funds and shortage of teachers, teachers have hardly trained. Moreover, due to the particularity of education in ethnic minority areas and the imperfection of training mechanism, the overall quality of teacher training is not high. The training organized by local education bureaus and schools is almost all about the training of national language, or Chinese, mathematics and other subjects, while there is little training in other subjects. This kind of training subjects and training objects are relatively narrow, which cannot improve the overall quality of teachers. For some short-term courses, the training content is too old fashioned and not linked to the new curriculum reform. There are more theories and less practice in the training, and the training effect is not ideal.

### **3 Countermeasures and Suggestions on the Reform of Middle School Teacher Management System in Ethnic Minority Areas**

In recent years, fundamental changes have taken place in the quality of education in ethnic minority areas, which is beyond doubt, but the gap in the quality of education cannot be avoided. Teachers face the problems, identify the gaps, analyze the reasons, think of ways, add measures and implement them from the perspective of development, make precise efforts for weak links such as teaching quality and teacher management system, and vigorously improve the teaching quality and school running level of the school.

#### **3.1 Renewing the Management Concept of Teachers and Establishing the People-Oriented Management Thought**

At present, there are many problems in the teacher management system of middle schools at all levels in ethnic minority areas, which hinders the development of schools and teachers. To solve these problems, teachers must fundamentally change the current situation of teacher management and manage teachers from the aspects of specific management measures such as the management concept of teacher, the management system, management methods and means. First of all, teachers should break the centralized management thought. Managers must change the existing management concept of teachers. As the main personnel of school education and teaching, teachers should participate in the discussion and formulation of school management and school affairs. Managers should break the original power centralization and implement democratic management of teachers, which has a vital impact on the development of schools. And managers should establish a democratic and equal management idea, strive to improve the relationship between managers and teachers, encourage teachers to actively express their opinions and suggestions, and encourage teachers to really actively participate in the establishment of the system and school management. Secondly, establish people-oriented management thought. In the process of teacher management, good management methods play a vital role in

encouraging teachers to realize self-professional development [5]. Managers should not blindly emphasize the compulsion and control of “management”, but should pay more attention to the guidance and help to teachers. They should understand that the essence of management is to serve teachers. In the process of management, schools should take teachers as the center, establish people-oriented management thought, and comprehensively stimulate teachers’ enthusiasm, creativity and subjective initiative. To meet the reasonable needs of teachers, teachers should pay attention to teachers’ physical and mental health, do not advocate sick work, and implement strengthening teachers’ physical exercise and annual physical examination. The school should create a harmonious atmosphere of unity, cooperation and harmonious relationship through the establishment of humanistic care atmosphere and democratic management mode, so that teachers can work in a comfortable environment.

### **3.2 Improving the Teacher Evaluation System and Establishing a Scientific Management System**

Firstly, it is necessary for the researchers to improve the evaluation system of teaching quality and mechanism of performance evaluation, which the test of teachers’ professional ability and students’ achievement is the core index of the test in the future. Therefore, the core of the teacher evaluation system is incentive. Incentive is an effective means and way to mobilize teachers’ enthusiasm. The purpose of incentive is to promote the improvement of teachers’ work efficiency and teaching quality. Teachers who have achieved remarkable results in teaching will be rewarded and those who have had major teaching accidents will be punished, so that the performance appraisal reward and punishment really played an incentive and guidance role to promote the improvement of education quality, to promote the work enthusiasm and initiative of teachers in ethnic minority areas.

Secondly, the teacher evaluation process should be fair and transparent to minimize the difference in performance and income caused by evaluation. The school’s evaluation of teachers should adhere to the principles of seeking truth from facts, democracy and openness, scientific and reasonable, standardized procedures, practical results and avoiding cumbersome work. The evaluation system formulated should be standardized, institutionalized and regular in the process of implementation. At present, the assessment and evaluation mechanism of middle schools in Ganzi Tibetan area is often superficial in form, which makes the evaluation process pay more attention to formalization and does not play a role in stimulating teachers to move forward actively. It is hoped that all middle schools can continuously improve and perfect the teacher evaluation and the incentive system. Only by formulating and implementing a reasonable and scientific teacher evaluation and incentive system, can teachers improve the enthusiasm and initiative of teachers, improve the effect of classroom teaching and improve the quality of teaching.

### **3.3 Improving the System of Appointment of Teachers**

The improvement of the post appointment mechanism of middle school teachers in ethnic minority areas should be based on the macro guidance of the government and in strict

accordance with the education law, the Teachers Law of the people's Republic of China, the labor law The opinions of the State Council on strengthening the construction of teachers (GF [2012] No. 41), the recommended conditions for the qualification of middle and senior positions of primary and secondary school teachers in Sichuan Province (Trial) (Chuan Ren Ban Fa [2005] No. 57) and the national policies and regulations on the employment and diversion of teachers adhere to the standards and harden the conditions, further strengthen and improve the job evaluation of middle school teachers in minority areas. Teachers should set up posts scientifically. Scientific and reasonable post setting is the key link of the reform of teacher appointment system. When setting up posts, teachers should consider the relationship between reform and stability, and should not set up posts differently from person to person. Teachers should consider teachers' professional quality and ability, actual teaching ability and demand ability of posts, give full play to and tap teachers' talents, and enable teachers to perform their duties, coordinate and cooperate with each other in their respective work, make it carry out teaching work orderly and realize the overall benefits of its functions. Teachers should implement a competitive appointment system. Teachers should set up posts according to needs, compete for posts and break the lifelong system of teachers, which is conducive to optimizing the team of teachers and improving the overall quality. Middle schools in ethnic minority areas are lagging behind the inland in all aspects, so they should go slower in implementing competitive employment. Therefore, teachers can learn from the appointment system of mainland and coastal schools and formulate an appointment system suitable for our own region. In the process of recruitment and evaluation, follow the principle of open recruitment, take ability as the main basis, and made competent teachers competent for each post. And combine with the teacher's job appointment with the talent introduction to make the job appointment a platform for the school to select talents [6]. This is a must to implement the supporting policies after appointment. To build a high-quality team of teachers, teachers must establish a set of scientific evaluation system and system of service, that is, the supporting policies after entry. Teachers should encourage qualified teachers to teach for life, build a reasonable long-term mechanism of post-employment management, and signed standardized contract management is the focus of building a long-term mechanism of post-employment teacher management [7]. On the basis of equality and voluntariness, the school signs a post contract of employment with each teacher, and administers the assessment, rewards and punishments of the teacher, and the teacher must also carry out education and teaching according to the employment contract.

## 4 Conclusion

This paper sorts out and analyzes the management system of middle school teachers in Ganzi Tibetan Autonomous Prefecture. Find out the problems existing in the current management system of teacher, such as outdated management system concept, imperfect teacher assessment system, imperfect teacher training system, and unreasonable teacher incentive system and so on, and put forward corresponding measures and suggestions on this problem. The research on the teacher management system in ethnic minority areas will help to provide a guarantee system for the improvement of education and teaching

in ethnic minority areas, help to cultivate and introduce talents in ethnic minority areas, and help to promote the economic development and upgrading of ethnic minority areas. And it can give educational managers in ethnic minority areas the research on the teacher management system, whether the reform of the system can promote the improvement of teachers' literacy and ability, and whether it can stimulate teachers' enthusiasm and enthusiasm, which is of great help to further improve the level and quality of educational development in ethnic minority areas. Provide some help to managers in theory and practice.

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