

A Study on the Proportion of Professional Titles of Full-time University Teachers in Mainland China

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Abstract. This paper use the data from China Statistics Yearbook 2017, analysis the overall professional titles of full-time university teachers in mainland China, discuss the provincial differences and the probable causes, and finally put forward some recommendations to the government, universities and teachers. The result shows that, in 2016, only 12.62% full-time teachers have the senior title, and 29.58% have the deputy-senior title. At the same time, there are big differences between different provinces. Beijing has the highest proportion of senior titles, up to 28.48%, while Xinjiang has the lowest proportion of senior titles, only 6.8%. The main reason for the gap is the university or college's level of education. In order to promote the balance of educational resources between regions, governments and universities should adopt a series of measures, and teachers should continually improve their academic research and teaching capabilities.

Introduction

Career management is the combination of structured planning and the active management choice of one's own professional career.^[1] The satisfaction of university teachers' career will affect their teaching enthusiasm and educational effect.^[2-6] The typical symbol of the career ladder of Full-time university teachers is the professional title. In mainland China, the professional titles of university teachers is mainly divided into four levels senior (e.g. professor, research fellow), deputy-senior (e.g. associate professor, research associate), intermediate (e.g. assistant professor, lecturer, research assistant), and junior (e.g. teaching assistant, research intern).

Many teachers want to be professors, but only a small number of them will eventually become professors. Therefore, the competition between teachers will be very fierce, and those teachers who have failed for many years will inevitably suffer a psychological blow, which will affect the performance of the work.

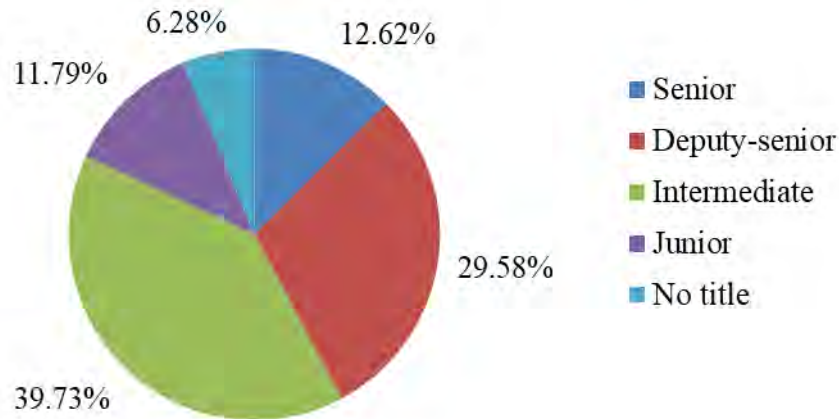
This paper use the data from China Statistics Yearbook 2017, analysis the overall proportion of professional titles of full-time university teachers in mainland China, discuss the provincial differences and the probable causes, and finally put forward some recommendations to the government, universities and teachers.

The overall proportion of professional titles of full-time university teachers in mainland China

According to China Statistical Yearbook 2017, at the end of 2016, there are 2596 universities and colleges in mainland China, with more than 2.4 million faculty members, including 1.6 million full-time teachers, and 0.8 million non-full-time teachers (administrative staff, teaching support staff, workers and other service personnel). The overall proportion of professional titles of full-time university teachers is shown in Fig. 1.

At the end of 2016, only 12.62% full-time teachers have the senior title, 29.58% have the deputy-senior title, 39.73% have the intermediate title, 11.79% have the junior title, and 6.28% have no title. Here is a simple conclusion, among the 10 full-time faculty members; there is only one professor,

three associate professors, four lecturers, two assistants or no professional titles. The proportion of professors is so low that make many teachers feel hopeless.



Data sources: calculated based on China Statistics Yearbook 2017

Figure 1. The overall proportion of professional titles of full-time university teachers in mainland China

The provincial differences of professional titles of full-time university teachers in mainland China

In order to understand the differences between regions, this paper makes a horizontal comparison between the provinces of mainland China. Due to statistical reasons, the data in this section does not include Hong Kong Special Administrative Region, Macau Special Administrative Region and Taiwan Province. In this section, it can be found out in which province the teacher is more likely to become a professor. The provincial differences of professional titles of full-time university teachers in mainland China is shown in Table 1.

Table 1 The proportion of professional titles of full-time university teachers of provinces in mainland China (%)

Provinces in mainland China	Senior title	Deputy-senior title	Intermediate title	Junior title	No title
Beijing	28.49	34.63	31.12	3.46	2.31
Tianjin	15.56	31.96	39.98	8.11	4.38
Hebei	14.17	30.27	40.19	10.38	4.99
Shanxi	6.93	26.20	38.97	19.43	8.48
Inner Mongolia	10.59	31.88	39.06	11.32	7.14
Liaoning	13.93	31.02	41.52	10.21	3.31
Jilin	15.95	32.08	38.09	12.08	1.80
Heilongjiang	16.10	34.12	39.85	6.96	2.97
Shanghai	18.45	32.52	39.18	6.75	3.10
Jiangsu	13.31	33.85	42.14	7.50	3.20
Zhejiang	14.59	30.82	42.61	6.39	5.60
Anhui	8.60	27.14	39.10	19.31	5.85
Fujian	11.11	29.08	41.44	14.47	3.90
Jiangxi	9.25	25.18	40.50	15.48	9.59
Shandong	9.91	28.32	43.03	13.52	5.22
Henan	8.46	26.07	40.80	17.49	7.17
Hubei	13.12	32.41	37.34	11.23	5.90
Hunan	10.91	29.12	40.75	10.72	8.51
Guangdong	12.85	26.40	41.39	8.02	11.33
Guangxi	10.92	26.55	40.61	8.46	13.46
Hainan	11.66	27.41	40.45	12.00	8.48
Chongqing	11.32	28.79	41.25	11.54	7.09
Sichuan	10.63	26.36	38.93	17.75	6.32
Guizhou	9.07	31.94	31.72	15.65	11.62
Yunnan	10.30	26.86	37.33	16.82	8.70
Xizang	7.86	31.33	40.09	13.86	6.85
Shaanxi	12.78	28.60	40.86	12.36	5.40
Gansu	12.08	33.17	36.90	12.53	5.32
Qinghai	18.27	33.25	22.12	14.47	11.89
Ningxia	16.94	28.36	26.72	16.81	11.18
Xinjiang	6.80	28.93	42.44	10.45	11.37

Data sources: calculated based on China Statistics Yearbook 2017.

Table 1 shows that, there are big differences between different provinces. Beijing has the highest proportion of senior titles, up to 28.48%, while Xinjiang has the lowest proportion of senior titles, only 6.8%. The senior title and deputy-senior title are both belong to the high title, so the rank of senior title and high title of each province is shown in Table 2.

Table 2 The rank of proportion of senior title and high title in mainland China

Rank	Senior title		High title (include senior title and deputy-senior title)	
	Province	Proportion	Province	Proportion
1	Beijing	28.49	Beijing	63.12
2	Shanghai	18.45	Qinghai	51.52
3	Qinghai	18.27	Shanghai	50.97
4	Ningxia	16.94	Heilongjiang	50.22
5	Heilongjiang	16.10	Jilin	48.03
6	Jilin	15.95	Tianjin	47.52
7	Tianjin	15.56	Jiangsu	47.16
8	Zhejiang	14.59	Hubei	45.53
9	Hebei	14.17	Zhejiang	45.41
10	Liaoning	13.93	Ningxia	45.30
11	Jiangsu	13.31	Gansu	45.25
12	Hubei	13.12	Liaoning	44.96
13	Guangdong	12.85	Hebei	44.44
14	Shaanxi	12.78	Inner Mongolia	42.48
15	Gansu	12.08	Shaanxi	41.38
16	Hainan	11.66	Guizhou	41.01
17	Chongqing	11.32	Fujian	40.19
18	Fujian	11.11	Chongqing	40.11
19	Guangxi	10.92	Hunan	40.03
20	Hunan	10.91	Guangdong	39.26
21	Sichuan	10.63	Xizang	39.20
22	Inner Mongolia	10.59	Hainan	39.07
23	Yunnan	10.30	Shandong	38.23
24	Shandong	9.91	Guangxi	37.47
25	Jiangxi	9.25	Yunnan	37.16
26	Guizhou	9.07	Sichuan	36.99
27	Anhui	8.60	Anhui	35.75
28	Henan	8.46	Xinjiang	35.73
29	Xizang	7.86	Henan	34.53
30	Shanxi	6.93	Jiangxi	34.43
31	Xinjiang	6.80	Shanxi	33.13

From Table 2, it can be found that, in Beijing, Shanghai and Qinghai province, it's relatively easier to have a senior title or deputy-senior title, while in Xinjiang, Shanxi, Xizang, Henan and Jiangxi province, it's relatively difficulty to have a senior title or deputy-senior title. The difference is very big, it shows that the educational resources between regions are very unbalanced.

Exploring the probable causes of provincial differences

According to the level of education, the mainland of China divides universities and colleges into undergraduate level (universities and colleges) and professional level (polytechnics, vocational and technical colleges, and so on). The undergraduate level universities and colleges have more professors,

and the professional level colleges have fewer professors. Table 3 takes four provinces as the example, and compares the ratio of undergraduate level to professional level universities and colleges.

Table 3 The ratio of undergraduate level to professional level in four provinces

Province	Number of Undergraduate level	Number of Professional level	The Ratio (U/P)	The proportion of Senior title
Beijing	67	25	2.68	28.49
Shanghai	38	25	1.52	18.45
Shanxi	33	47	0.70	6.93
Xinjiang	18	29	0.62	6.80

In addition, prominent universities will have a higher percentage of professors, such as China's 985, 211 and two-tier programs. Many outstanding universities are located in economically developed provinces, such as Beijing and Shanghai.

Recommendations on the professional titles of university teachers

Recommendations to the government. First of all, administrative intervention should be reduced to universities, professional titles should be handed over to universities, the proportion of senior titles should be abolished, the balance of educational resources should be promoted, and appropriate preference should be given to economically underdeveloped areas.

Recommendations to universities and colleges. The proportion limit of senior title and high title should be abolished, and senior titles should be subdivided into more grades. The universities and colleges should transform vicious competition among teachers into teacher's self-improvement. Universities and colleges should improve the treatment of non-senior title teachers, and making teacher as a respected profession in society.

Recommendations to teachers. All the teachers should constantly improve their personal ability, strive to consolidate the basic knowledge of disciplines, improve their scientific research ability, improve their teaching level, improve their ability to educate people and improve their ability to serve the society.

Summary

This paper use the data from China Statistics Yearbook 2017, analysis the overall professional titles of full-time university teachers in mainland China, discuss the provincial differences and the probable causes, and finally put forward some recommendations to the government, universities and teachers. The result shows that, in 2016, only 12.62% full-time teachers have the senior title, and 29.58% have the deputy-senior title. There are big differences between different provinces. Beijing has the highest proportion of senior titles, up to 28.48%, while Xinjiang has the lowest proportion of senior titles, only 6.8%. The main reason for this gap is the university or college's level of education. In order to promote the balance of educational resources between regions, governments and universities should adopt a series of measures, and teachers should continually improve their academic research and teaching capabilities.

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