

Research on the Current Situation and Countermeasures of Teacher Team Construction in Guiyang Preschool Teachers College

Shenghua Jia^{1, a}, Min Wei^{2, b} and Bo Wang^{1, 2, 3, c}

¹School of Education, Guiyang Preschool Education College, Guangzhou 510000, China

²School of Education, Guiyang Preschool Education College, Guangzhou 510000, China

³School of Education, SEGi University, Kuala Lumpur 50000, Malaysia

^a519892308@qq.com, ^b471250295@qq.com, ^cpsywangbo@163.com

Abstract

In the research of higher vocational colleges, the construction of its teaching staff is an important issue. The improvement of the comprehensive quality of the teaching staff is the premise and foundation. This is the primary task of promoting the construction of the teaching staff. The talents cultivated by higher vocational education are skilled talents with high quality, solid hands-on ability, and adaptability. The most significant difference between it and ordinary higher education is to focus on the combination of production and learning and the close connection between theory and practice. Through the in-depth study of the teaching staff of Guiyang Preschool Teachers College, some problems affecting the construction of teachers in higher vocational colleges are found, mainly including the insufficient number of teachers, poor structure, and low quality. Because of the above problems, the solution must start from multiple levels, such as government departments, higher vocational colleges, and individual teachers. Promote the comprehensive and high-quality development of higher vocational education in Guizhou Province.

Keywords

Higher vocational colleges; Teaching staff; Countermeasures.

1. Overview of Guiyang Preschool Teachers College

Established in 1984, Guiyang Normal College of Early Childhood Education has 405 staff members (312 full-time teachers) on staff as of today. The number of staff with senior deputy titles and above is 86 (27.56%). The number of teaching staff with intermediate titles is 136 (43.59%). The school has five teaching departments and offers several majors, such as preschool education, early education, art education, dance performance, exhibition planning and management, social work, special education, and elderly services and management, with 8,284 students enrolled.

In order to cultivate well-rounded talents, the school has hired several foreign teachers to take up front-line teaching duties; in 2016, it set up the Early Childhood Teacher Training Centre with Cambodia; in 2017, it set up the New Zealand Preschool Education Training Centre Expert Workshop and the Children's Kinetic Intelligence Research Centre[1]; in 2018, it set up the China-ASEAN Early Childhood Teacher In 2018, we established the China-ASEAN Early Childhood Teacher Development Centre and the "One Belt, One Road" vocational education and training alliance.

2. Analysis of the Basic Structure of The Faculty

The university has 312 full-time teachers out of 405 staff on staff. At the title level, there are ten professors and 76 associate professors among the full-time teachers, with 27.56% being associate seniors and above, 136 lecturers accounting for 43.59%, and 28.85% being assistants and below[2]. Only 13 professional leaders, of whom 3 have senior titles, accounting for 23.07%. Regarding academic qualifications, 81 full-time teachers with postgraduate degrees, accounting for 25.96%, and 231 with undergraduate degrees, accounting for 74.03%. There are 146 teachers with a master's degree, 46.79%, and one with a doctorate, accounting for 0.32%.

Following the requirements of the Ministry of Education's "Evaluation Program for the Level of Talent Cultivation Work in Higher Education Institutions (for Trial Implementation)," the proportion of teachers with senior titles should not be less than 30%, and the proportion of master's degree or master's degree should not be less than 35%[3]. After research and analysis, the most significant problems faced by the university's teaching staff are as follows: Firstly, the total number of teachers is not enough, and the student-teacher ratio is not up to standard, which cannot meet its development needs; secondly, the teachers' titles and academic levels are low, and the structure is unreasonable, and there are not enough professional leaders, so the support for professional development is not strong and the leading role is not good.

3. Major Problems in The Development of The Teaching Force

Compared with other developed countries, China urgently needs to develop higher vocational education. On the one hand, in the face of the increasingly difficult employment situation, there is a greater demand for high-quality skilled personnel in the market, and the current higher vocational education is still far from meeting the actual demand. On the other hand, as China's institutional transformation and industrial restructuring need to improve the quality of workers and provide them with training and education in new skills, especially in the areas of competency-based learning, action-oriented learning, and skills training for new industries, this has put forward higher requirements for higher vocational education, both in terms of function and service quality. This has placed higher demands on higher education in terms of function and quality of service[4]. The Guiyang Higher Institute for Early Childhood Education is also facing severe problems and challenges due to historical, social, economic, cultural, and political constraints, which have led to the emergence of the following problems.

3.1. Insufficient numbers

The faculty construction has a single source of teachers and generally lacks practical professional experience. Since 2004, when the national assessment of undergraduate teaching in colleges and universities began, the Undergraduate Teaching Assessment Index System has stipulated that the student-teacher ratio in general comprehensive undergraduate institutions is between 18:1 and 16:1. The Ministry of Education requires the student-teacher ratio in higher vocational schools to be less than 16:1 (except for art and sports colleges). Guiyang Early Childhood Teacher's College is 20.45:1, far greater than the prescribed target. Even if we do the calculation by full-time and part-time teachers, the school's student-teacher ratio is 17.89:1, which is not in line with the student-teacher ratio stipulated by the Ministry of Education, which shows that the number of full-time teachers in the school is insufficient.

3.2. Not well structured

Firstly, the overall academic level is low, with 74.03% of the total number of full-time teachers having a bachelor's degree, 25.96% having a postgraduate degree, and 0.32% having a doctorate. The number of full-time teachers with a professorship or above is 10, or 3.20%. Of course, this is not only the case in Guiyang Normal College of Early Childhood Education but

also in other higher education institutions, the number of professors is rare, and even the number of associate professors is relatively tiny; third, the distribution of professional teachers is unbalanced, mainly reflected in the small number of professional leaders and backbone teachers[5]. Fourthly, the age structure of the teaching team is unreasonable, especially the age structure of academic leaders is not satisfactory, with 51.25% of teachers aged 30-35, 22.48% of teachers aged 35-40, and 26.27% of teachers aged 40 or above. According to the analysis, there is a large proportion of young teachers in general, teachers in the age group of 40 to 50 years old present a fault line, the backup of academic leaders is weak, and the situation of alternation between the old and the new is not optimistic. The situation is not optimistic.

3.3. Not high quality

Teachers need to be further improved in teaching level and professional quality. For a long time, when building the teaching staff in higher education institutions, too much attention has been paid to teachers' professional theories and academic conditions, often neglecting teachers' teaching and the study of teaching rules. As a result, teachers are slow in updating their professional knowledge, and some even lack knowledge of modern education and information technology.

4. Analysis of the Causes of The Problems in The Construction of The Teaching Force

In today's rapid development of higher education, even though all higher education institutions have started to pay attention to the construction of teachers and have adopted many effective methods to improve the overall quality of teachers, they still encounter many problems, such as the insufficient number of teachers, poor training channels for teachers, not many backbone teachers and professional leaders, etc. However, many problems are still encountered, such as insufficient teachers, poor training channels for teachers, and not many key teachers and professional leaders. The factors affecting the construction and development of teachers are many, including social, school, and personal factors[6]. This paper takes Guiyang Children's Normal College as a case study and analyses the causes of the problems in constructing higher education teachers from macro, meso, and micro levels.

4.1. Macro level: government input and social environment

The main path to improve the quality of higher vocational education is to improve the quality of teachers. However, the current society which advocates the supremacy of academic qualifications and diplomas often neglects the practical experience and comprehensive literacy in vocational education training[7]. Insufficient government investment in higher vocational education, imperfect vocational education mechanisms, and less participation of industry and enterprises in the development of vocational colleges have also become the causes affecting the construction of teachers in higher vocational colleges.

4.1.1. Insufficient government input

Statistics show that developing countries generally do not spend enough money on higher education, partly because of their national conditions and power limitations. More importantly, they do not consider the development of higher education to be of real significance in their ideology[8]. In the past ten years, although the schooling conditions of Guiyang Normal College of Early Childhood Education have developed considerably, the improvement of schooling conditions is still lagging compared with those of ordinary high schools and universities in the same period. With the increasing number of students, the construction of school buildings has lagged, and the conditions in terms of the floor space per student, the construction area of school buildings, student training bases, and student dormitories are all tight situations [9]. The reasons for this are twofold: on the one hand, the cost of higher education is twice as high as

the cost of general education at the same level; on the other hand, the government does not invest enough in higher education, both of which make the development of higher education more complex [10]. The lack of funds will restrict the improvement of the conditions of higher education institutions, which will prevent the schools from attracting high-level talents and building up the teaching staff, and the improvement of teachers' salaries will be empty talk. Education is typically a public good, and the government is responsible for it.

In addition, the government's efforts to train teachers in higher education institutions are insufficient in Guizhou province and across the country, where many higher education institutions have relatively weak faculties. Bai Jingjing (2017) points out that teachers in higher vocational schools mainly come from graduates of various local undergraduate institutions, and even many teachers come from science and engineering undergraduate colleges or comprehensive universities and do not have a comprehensive study of the professional knowledge that teachers must master, such as Pedagogy. Even the teacher training centers at the provincial level and above only give those who are new to teaching in higher education institutions a cursory introduction to the content of the training for a short period, and all the training content is more or less the same, without classifying teachers from ordinary higher undergraduate institutions and teachers from higher education institutions. There is also a general lack of practical teaching skills in Guiyang's early childhood teacher training colleges, mainly reflected in the lack of skills and applications. This is mainly due to a lack of skills and application.

4.1.2. Inadequate VET mechanism

The "compartmentalized" management system of vocational education in China has not been broken, and no independent evaluation system for higher education has been established. In the case of Guiyang Normal College of Early Childhood Education, there is no sound system to guarantee the connection between secondary education and higher education. There is little room for higher education institutions to develop into undergraduate or even postgraduate institutions. There is also a lack of independent systems and standards in line with the development rules of higher education. There is also a lack of an independent system and standards for developing higher education. For a long time, the concept of examination-based education has been deeply rooted in people's minds, and schools are mainly oriented towards the rate of further education, often only attaching importance to examinations and scores, unilaterally pursuing academic qualifications and diplomas, and not attaching much importance to grassroots jobs and vocational skills.

For the government, it is still challenging to choose between general education and higher education as the focus of development; for students, the choice of higher education institutions is often a sign of academic failure; for society, students who are admitted to secondary schools or colleges, i.e., those who have no hope of receiving higher education, seem to be the inferior products selected by the college entrance examination, and can only carry out "second-rate education. For society, it seems that students who enter secondary or tertiary education, i.e., those who have no hope of receiving higher education, are inferior to those selected for the entrance examinations and can only receive a "second-class education."

The number of students enrolled in comprehensive universities, especially double-class universities, is high, but it is not easy to find employment after graduation. The training goal of undergraduate education is to create people with a particular theoretical foundation. The cultivation goal of higher vocational colleges is application-oriented skill talents; students graduating from higher vocational education are not under much pressure for employment and can easily find a job, but enrollment is complicated. There is a strong contrast between the two. However, this contrast is undoubtedly a blow to those who have the necessary abilities for teachers and want to enter the profession of higher vocational education.

4.2. Meso level: school orientation and self-development

In the case study of Guiyang Normal College of Early Childhood Education, the lack of confirmed teacher appointments, the lack of investment in the school, and the weak capacity of the school all affect the motivation of quality people to enter the school to teach.

4.2.1. Poor implementation of the teacher appointment system, which is not truly realized

The basic principle of the appointment system for teachers in China is "socially oriented, open recruitment, equal competition, merit-based recruitment, and contract management." However, in practice, the recruitment of teachers in higher education institutions is still limited to the introduction and recruitment of teachers. However, in practice, the recruitment of teachers in higher vocational institutions is still limited to introducing and employing teachers. However, recruiting experts with extensive practical experience in companies or higher-level technical staff is tricky as they cannot be paid more. Higher vocational schools are restricted by the establishment of personnel departments in recruiting teachers, and their competitiveness and superiority do not achieve the desired goals. In addition to this, the lack of incentive mechanisms in higher education institutions has led to a high number of teacher dismissals.

4.2.2. Insufficient investment in schools and weak capacity to run schools

Higher vocational institutions tend to neglect training professional key teachers when they are tight on funds. The overall quality of professional key teachers cannot be improved, which leads to the situation that the school has been operating for many years, and only the scale has been expanding, but the teacher situation remains unchanged. The number of full-time teachers at Guiyang Normal College is quite large compared to other institutions, but the number of students is high, so this has resulted in teachers being overloaded with teaching tasks, stress, and poor teaching quality. At the same time, because of the heavy workload of teachers and the lack of time for training, study, and research practice, especially with the increasing number of students enrolled each year, there is an exceptional shortage of quality teachers, so the number of teachers in higher education institutions shows a severe shortage and needs to be rapidly replenished and improved. Most higher vocational institutions have new fault lines in replenishing their faculties due to historical reasons.

Meanwhile, there are more young teachers in the full-time faculty, and although their academic levels are climbing, their knowledge of professional practice and theories of higher vocational education is seriously lacking. The proportion of senior teachers is still significant, but the knowledge structure of senior teachers is relatively old. In contrast, the backbone teachers and professional leaders account for a relatively small proportion, which has caused the phenomenon of "heavy at both ends but light in the middle" in the construction of the teaching staff of higher vocational institutions. This significantly impacts the improvement of teaching quality and professional development of the university.

4.3. Micro-level: teacher careers and development

In addition to the two macro-level and Meso-level causes, the main problems encountered in teacher construction at Guiyang Preschool Teachers College are also caused by teachers' factors, specifically the impact of teachers' unclear positioning on teacher construction. This has led to a strong sense of urgency and responsibility for the school's leaders and teachers.

Most full-time teachers at Guiyang Normal College come from ordinary higher education schools. Given the profound influence of traditional concepts, most teachers subconsciously have the idea of placing too much emphasis on theory and too little on practice, focusing on the enhancement of education but not on the cultivation of ability and do not have a correct and objective understanding of higher education. At the same time, they also have a poor

understanding of their necessary educational skills and are, therefore, in a passive position when higher education is developing rapidly.

References

- [1] Liu Chunyan, Wei Zhanbing, Liu Jianchao. The practice of building the teaching staff of innovation and entrepreneurship education in higher vocational colleges [J]. Operations and Management, 2015,000(008):135-137.
- [2] Chen Yue. Research on the Optimization of Teacher Team Management in Higher Vocational Colleges——Taking Zhejiang J College as an Example [D]. Zhejiang University of Technology, 2014.
- [3] Bai Jingjing. Problems and Solutions of Teachers in Higher Vocational Colleges [D]. Soochow University.
- [4] Liang Jun. Problems and Countermeasures in the Construction of Teachers in Higher Vocational Education in my country [J]. Journal of Sichuan Vocational and Technical College, 2004,14(3):10-14.
- [5] Bai Jingjing. Problems and Solutions of Teachers in Higher Vocational Colleges [D]. Soochow University.
- [6] Wang Yajun. Research on the Construction of Teachers in Zhangzhou Vocational and Technical College [D]. Tianjin University, 2009.
- [7] Li Qian. Research on the quality development of young teachers in higher vocational colleges [D]. Soochow University.
- [8] Liu Pinxi. Problems and Countermeasures in the Construction of Party School Teachers in Higher Vocational Colleges [J]. Academy, 2015, 000(021): 141-142.
- [9] Niu Weilin. Some thoughts on the construction of teaching staff in colleges and universities in the new century [J]. Chinese Higher Education, 2001(20): 35-37.
- [10] Wu Liangqin, Ruan Dianxu. Exploration of Practical Teaching of Mechatronics in Higher Vocational Education under the Background of Industry-Education Integration [J]. Vocational Technology, 2021, v.20; No.248(01):82-86.