

Teacher's training and development in one university in China

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Abstract

The purpose of this study is to explore the training and development of teachers in a Chinese university. This study aimed to determine the teaching training of Chinese university teachers, analyze the development of Chinese university teachers, test the differences of groups according to the profile variables, and test the relationship between teaching teacher training and teacher development of Chinese university teachers. This study adopts a descriptive design and collects quantitative data of respondents through questionnaire survey. The survey results show that most of the respondents are teachers of private institutions of higher learning (115), teachers of private undergraduate institutions (115) and teachers of public institutions of higher learning (120). All respondents believe that teacher training of Chinese university teachers will affect teacher development, and the quality and level of Chinese university education can be improved by strengthening teacher training and development.

Keywords: college teachers, teacher's training, development, research

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1. Introduction

University teachers are the core guarantee of higher education quality. Their professional quality and teaching ability are directly related to the learning effect and growth of students. With the rapid development of China's higher education, the training and development of university teachers have become the focus of attention. At the fifth collective study session of the Political Bureau of the 20th CPC Central Committee, General Secretary Xi Jinping further stressed the importance of accelerating the building of a strong country in education to the great rejuvenation of the Chinese nation, and stressed that "strengthening the construction of teachers should be regarded as the most important basic work for building a strong country in education". It can be seen that China attaches great importance to teacher training and development.

China education news on September 22, 2023, the article points out that the organization's "double top" construction of high level for primary and secondary schools' graduate level high-quality teachers, is the further implementation of the party's 20 spirit and xi general secretary series of important speech spirit important measures, and carry forward the " spirit of educators, attract outstanding talents from teaching, cultivating better talents important deployment. The training and development of teachers in Chinese universities is an important issue. Through continuous training and development, university teachers can constantly update their knowledge structure and improve their teaching skills, to provide students with better educational resources and cultivate more high-quality talents with innovative spirit and practical ability. Therefore, the background of this study is based on the understanding and analysis of the training and development of Chinese university teachers. Through this research, we hope to contribute to improving the training and development of Chinese university teachers and promoting the improvement of university education and teacher teaching.

College teacher training is to improve teachers' education and teaching ability and accomplishment through special training and learning, to build a team of teachers with high professional quality, strong academic level and outstanding teaching ability. In 2021, the Ministry of Education and six other departments issued the Guiding Opinions on Strengthening the Reform of the Construction of College Teachers in the New Era (hereinafter referred to as the Guiding Opinions) to thoroughly promote the construction of college teachers in the new era. The document states that teacher training in colleges and universities refers to improving teachers' teaching ability and career development through continuous reflection and improvement in teaching practice through training, learning and practice. The development of university teachers is not only a requirement of career, and the need of individual growth, but also an important aspect of the construction of university teachers.

Teacher development is a teacher through various ways, ways of theoretical learning and practice, so that their level in all aspects of continuous improvement, continuous improvement. Teacher development is a process of continuous improvement, maturity and innovation of teachers in their professional ideals, professional ethics, professional ethics, professional emotion, professional knowledge and professional skills. In May 2023, General Secretary Xi Jinping of China's important discourse on education and a series of important instructions and instructions on the construction of the teacher team, the spirit to implement the party's 20th plan for the training of high-quality teachers, and explore the construction of a teacher development system in world-class universities with Chinese characteristics.

Xi general secretary stressed colleges and universities as the main position of talent training, to understand the importance of strengthening university teachers' development, fully grasp the connotation of the development of college teachers, strive to improve the working mechanism of the development of university teachers, take out practical measures to promote the development of university teachers, cultivate high-quality innovative university teachers, for innovative talents training and connotative development of higher education to provide strong

teachers guarantee.

On the one hand, Yang (2020) believes that teacher training refers to improving teachers' teaching ability, professionalism and innovative spirit through a series of systematic and targeted training and educational activities, so as to meet the needs of higher education development in the new era. On the other hand, Zhang (2023) believes that teacher training is the process of promoting teachers' professional growth through the study of teaching theory, the exercise of teaching practice and the deepening of teaching reflection. Zhang (2023) pointed out that the cultivation of teaching ability is a key link in the training of young teachers in colleges and universities, and also an important guarantee for improving the quality of higher education. There are many problems in the training and development of college teachers in China, and effective solutions need to be found through research. Through the analysis of the training and development of Chinese college teachers, it can be better understand the essence of solving the problems in the training and development of Chinese college teachers, explore the factors affecting the training and development of college teachers, and put forward countermeasures and suggestions to improve the training and development of college teachers. Therefore, this study is of great significance and value.

Han and Shang (2023) believe that college teachers are the key to building high-quality higher education. Under the background of the construction of education power in the new era, the construction of teachers in applied research universities has undergone profound changes. Teachers are the most important way to educate students in colleges and universities, and the power source to improve the teaching and research ability of colleges and universities. Teacher training is the focus and difficulty of the construction of college teachers. To thoroughly implement the spirit of building a team of high-quality teachers in the report of the 20th National Congress of the Communist Party of China, and face the vision of building an education power by 2035, we must attach great importance to the innovative development of the teacher training system, and improve teachers' professional ethics, education and teaching ability, scientific research and practice ability, and social serviceability. Exploring the relationship between teacher training and development in Chinese universities is of great significance to the theoretical and practical research in the field of educational management in China. With the rapid development of higher education in our country, the training of teachers in colleges and universities is facing more complex and severe challenges, so it is necessary to explore effective management modes and strategies. The research on the relationship between teacher training and teacher development can provide useful theoretical guidance and practical experience for improving teacher training in colleges and universities.

To sum up, the significance of teacher training and development in Chinese colleges and universities is to promote the reform of education and teaching and the professional development of teachers, improve the quality and effect of training, and promote theoretical and practical innovation in the field of education management. This is of great significance for improving the quality of higher education and cultivating high-quality talents and also provides a new way for the reform and development of education. Therefore, this study is of great value to improve the training and development of college teachers.

Objectives of the Study - This study aimed to assess the relationship between teacher training and development of college teachers in China. Specifically, it evaluates the teachers' training in terms of teacher pedagogical, teacher strategies, and training methods; to determine teachers' development in terms of continuing education, reward mechanism, and work environment; to test the significant relationship of the two variables; and, to propose a plan to improve the training and development of teachers in Chinese universities.

2. Methods

Research Design - The researchers utilized a descriptive research design due to the nature of the study. McCombes (2022) describes a descriptive study as an accurate and methodical description of a population, situation, or phenomenon. This approach concentrates on the what, where, when, and how, rather than the why. The utilization of descriptive research made it easier for the researchers to find out and assess implementation and effects of smart classroom in one Chinese university. Thus, descriptive research design plays a crucial role in the

research process by providing a detailed picture of the current state of a subject. It helps researchers gather foundational knowledge, which can inform further studies and hypothesis generation. While it has its limitations, particularly in terms of establishing causality, its strength lies in its ability to provide a thorough and nuanced understanding of a phenomenon as it naturally occurs.

Participants of the Study - The total number of school teachers participating in the study was 978. The sample size of participating teachers was 350. Participants were randomly selected from each section. Each participant was asked to complete a questionnaire containing a series of questions to determine their views on teacher training and development in Chinese universities. The respondents include teachers of private institutions of higher learning (115), teachers of private undergraduate institutions (115) and teachers of public institutions of higher learning (120).

Data Gathering Instrument - The researchers used a questionnaire entitled "Teacher Training and Development in Chinese Universities", a research tool consisting of three parts. The first part discusses the basic information of the teachers who participated in the questionnaire. The second part discusses teacher training, and the third part discusses teacher development. In Part 1, respondents were asked to provide demographic information about themselves. Including gender (male/female), age (18-25,25-35,35-45, More than45Years old)), service teaching (1 to 5 years, 6 to 10 years, 11 to 15 years, 16 years and above), and teaching subjects (Chinese, Mathematics, Foreign language, science (physics, chemistry, biology).

Part 2 is focused on evaluating the teacher training of the respondents. It consists of three parts (teacher pedagogical, teacher strategies, and Training method). Each section contains a group. The statement was related to teacher training, and respondents were asked to fill out 4-strongly agree, 3-agree, 2-disagree, and 1-strongly disagree. To evaluate their level of consent. These statements cover all aspects of faculty training, such as teacher pedagogical, teacher strategies, and Training methods. This section consists of 30 items. Part 3 was focused on evaluating the faculty development of the respondents. It consists of three parts (continuing education, reward mechanism, and working environment). Each section contains a group. The statement was related to faculty development, and respondents were asked to fill out 4-strongly agree, 3-agree, 2-disagree, and 1-strongly disagree. To evaluate their level of consent. These statements cover all aspects of faculty development, such as continuing education, reward mechanisms, working environment, etc.

Indicators	Cronbach's Alpha	Remarks
Teacher Pedagogical	0.881	Good
Teacher Strategies	0.898	Good
Training Method	0.713	Acceptable
Continuing Education	0.863	Good
Reward Mechanism	0.919	Excellent
Work Environment	0.972	Excellent

Through the above test results, it could be seen that the questionnaire setting is feasible, and the data is scientific and reasonable.

Data Gathering Procedure - After the comprehensive questionnaire was prepared and validated it was distributed to the teachers among private institutions of higher learning, private undergraduate institutions, and public institutions of higher learning in China. It has a cover letter explaining the study's purpose and confidentiality assurances. Participants were given two weeks to complete the questionnaire, with follow-up reminders sent to ensure maximum response rates. Completed questionnaires were collected, checked for completeness, and systematically entered into a database using SPSS version 26, with data entry cross-checked by multiple researchers for accuracy.

Ethical Considerations - To maintain the strict confidentiality of the interviews, no specific identities were included in the report. The researcher ensured that they communicated with the participants in a personal manner, that they did not violate their privacy without their permission, that the analysis did not harm their feelings, and

that all information obtained from them was acknowledged and accurately represented for this study. No personal viewpoint was expressed or contributed by the researchers; simply information and findings based on the collected data were provided. The respondents were guaranteed of the anonymity of their responses and advised that the survey would be utilized solely for this study.

Data Analysis - The collected data is presented, analyzed and interpreted by various statistical methods through tables, charts and graphs. Frequency and percentage distributions were used to describe the profile of the respondent. The weighted average and grade are used to determine and evaluate their productivity. According to the Shapiro-Wilk test, all variables have p-values less than 0.05, which indicates that the dataset is not regularly distributed. Variance analysis (Bonferroni correction for post facto test) was used to test the difference of influencing factors and the effective realization of teacher training and development. Pearson r was used to determine the relationship between influencing factors and the effective realization of teacher training and development. All analyses were performed using SPSS version 26.

3. Results and discussion

Table 1

Teachers Training

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. The choice of teacher pedagogical	3.22	Complied	1
2. The choice of teacher strategies	3.09	Complied	3
3. Training method	3.18	Complied	2
Composite Mean	3.16	Complied	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 1 is the Teacher's Training, which summarizes the evaluation results of teacher pedagogical, teacher strategies and training method. The average result of the three assessments was 3.16. It shows that the overall evaluation of the three aspects of teaching ability is consistent. This indicates that college teachers who participated in the questionnaire have positive views and experiences in teacher pedagogical, teacher strategies and training methods. The weighted average value of teacher pedagogical assessment was the highest (3.22). This shows that the teacher's pedagogical experience has the highest level of approval and positive experience from teachers. Wang (2021) concluded that insufficient attention to teacher training would lead to insufficient opportunities for teachers to be trained while facing larger teaching tasks, and make teacher training unable to be effectively implemented in colleges and universities. Therefore, teacher-teaching planning is very important for teacher training.

The weighted mean of the Training method assessment was 3.18, indicating that the assessment results were positive, but the agreement was relatively low compared to the teacher pedagogical assessment results. This shows that some aspects of teacher Training methods in colleges and universities need attention and improvement. On the one hand, research shows that colleges and universities currently invest less in teacher training, which greatly affects teachers' trust in private colleges and universities and limits teachers' career development space. At the same time, from the perspective of the regulations, management systems and coping mechanisms of college teachers, there are also some problems or deficiencies in the practice process, and the relevant systems lack sufficient pertinence, timeliness and feasibility. In the specific development process, the orderly promotion of various work and the effective improvement of teachers' professional skills and comprehensive quality cannot be achieved. Provide necessary support and guarantee, and this kind of situation will seriously limit the effective improvement of teacher training quality and comprehensive quality (Wang, 2021).

On the other hand, in modern education, higher education occupies an important position, especially through a comprehensive quality education to the student, making it have the professional knowledge and skills and the ability to be engaged in some kind of professional talent, but if you want to achieve this goal, cultivate high-quality workers, it needs to build several highly qualified teachers (Chen, 2020). Therefore, teacher training is particularly important in teacher training.

The weighted mean value of teacher strategies was 3.09, indicating that teachers generally agreed with teacher strategies. Although the evaluation of teacher strategies is generally positive, there are still some areas that need further attention. Teacher strategies are a series of teaching methods and behaviors adopted in the teaching process to achieve certain teaching goals. Teachers can choose different teaching methods according to the subject characteristics, subject matter and children's age, such as teaching method, discussion method, discovery method, guidance and discovery method, and self-study guidance method. Zhu (2023) concluded that teachers need to listen to the voices and feedback of students, formulate corresponding teaching plans and activities according to the actual situation of students, flexibly adjust teaching strategies, and improve the quality of education and teaching.

Overall, the comprehensive average of 3.16 reflects the overall recognition of the three aspects of teaching and training. While all three aspects of teaching development received positive feedback, teacher teaching and teacher training may need further improvement. College teacher training strategies need to be deeply considered from multiple perspectives, based on the conditions of colleges and universities, talent development, etc., to build suitable talent training strategies, and integrate the people-oriented concept under the guidance of the trust mechanism to promote the personalized and diversified development of teachers (Wang, 2021).

Table 2

Teachers' Development

Indicators	Weighted Mean	Verbal Interpretation	Rank
Continuing education	2.99	Agree	3
reward mechanism	3.24	Agree	1
work environment	3.05	Agree	2
Composite Mean	3.10	Agree	

Legend: 3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Table 2 shows the Teachers development, which summarizes the evaluation results in three aspects: Continuing education, reward mechanism and work environment. The average result of these three assessments was 3.10. It shows that the overall evaluation of the three aspects of teaching development is consistent. This shows that the college teachers who participated in the questionnaire are Continuing education and reward. The weighted average value of mechanism evaluation was the highest (3.24), indicating that the reward mechanism received the highest recognition and positive experience from teachers. Motivation plays a role in guiding, stimulating, strengthening and constraining people's behavior. Scientific and reasonable incentive mechanism can get twice the result with half the effort, and play an important role in enhancing teachers' work enthusiasm, stimulating teachers' polity and creativity, giving full play to teachers' potential and advantages, and building a high-level teacher team (Wu, Yang and Zhao, 2022).

The weighted average value of work environment assessment is the second, 3.05, indicating that teachers basically agree that work environment is conducive to the development of teachers. Sun (2019) study shows that creating a good working atmosphere and optimizing the working environment of teachers; Improves the training system and stimulates the enthusiasm of teachers. The weighted average of the Continuing education assessment was the third at 2.99. Despite the third place, the results are still positive. Teachers generally agree that continuing education is conducive to improving teacher development. The implementation of continuing education has improved the overall quality of teachers, promoted the balanced development of education, promoted the reform of basic education, and improved the quality of education (Wang, 2021). The highest importance is placed on the reward mechanism, followed by the work environment and continuing education. While all areas receive a positive evaluation, focusing on enhancing continuing education opportunities may bring the most significant overall improvement in teacher development. By addressing these areas in a balanced and integrated manner, educational institutions can support their teachers more effectively, leading to better educational outcomes.

Table 3 presents the association between Teachers Training and Teachers Development. The computed rho-values indicate a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better the training of the teachers, the better is the training development. The strong correlations across all categories suggest that an integrated approach to teacher

training, incorporating effective pedagogical choices, strategies, and methods, is essential for comprehensive teacher development. Institutions should ensure that teacher training programs are well-rounded and address various aspects of teaching to maximize their impact on development. The highest correlations observed with teacher strategies indicate that particular attention should be given to developing and implementing effective teaching strategies. This can lead to substantial improvements in continuing education, reward mechanisms, and work environments.

Table 3*Relationship Between Teachers Training and Teachers Development*

The choice of teacher pedagogical	rho-value	p-value	Interpretation
Continuing education	.639**	0.000	Highly Significant
reward mechanism	.681**	0.000	Highly Significant
work environment	.627**	0.000	Highly Significant
The choice of teacher strategies			
Continuing education	.727**	0.000	Highly Significant
reward mechanism	.697**	0.000	Highly Significant
work environment	.733**	0.000	Highly Significant
Training method			
Continuing education	.673**	0.000	Highly Significant
reward mechanism	.639**	0.000	Highly Significant
work environment	.509**	0.000	Highly Significant

Given the strong correlation between teacher training and reward mechanisms, educational institutions should continuously refine their reward systems to align with the best practices in teacher training. While the work environment shows significant positive correlations, focusing on continuous improvements in this area can further enhance teachers' job satisfaction and overall development. Exactly as Hua (2021) concluded that teachers are the leading force in deepening teaching reform, and strengthening targeted teacher training has far-reaching significance in strengthening the core position of education and promoting the professional development of teachers. Similarly, Sun (2021) also believes that teacher training is an important means to improve the professional growth of teachers. Only by constructing diversified training modes can teacher training be no longer boring and dry, and can teacher professional and efficient development be promoted.

The significant positive relationships between teachers' training and their pedagogical strategies, choice of strategies, and training methods underscore the importance of professional development in shaping teaching practices. This aligns with research by Guo (2021), who emphasizes the crucial role of ongoing learning and supportive work environments in improving teacher effectiveness and student outcomes. Additionally, the strong associations between reward mechanisms and training methods highlight the influence of incentives and recognition in motivating teachers to engage in professional development activities. The findings suggest that investments in continuing education, effective reward mechanisms, and supportive work environments can positively impact teachers' professional growth and development. By fostering a culture of lifelong learning, providing meaningful rewards and incentives, and creating conducive work environments, educational institutions can empower teachers to enhance their teaching practices and contribute to overall educational improvement.

4. Conclusions and recommendations

Most of the teachers who participated in the questionnaire were under 45 years old and had less than 15 years of educational experience. Teachers' overall assessment on teachers training was considered positive as they complied with the process. As to teachers' development, all were rated agree which entails a positive evaluation. There is a significant difference on those who are working 11 to 15 years which discloses that they have experienced good training and development. The study showed that the better the teacher's training, the better is the teacher development. The teacher training and development promotion plan was proposed to help teachers the overall teaching quality and helps students to learn.

The school promotes teachers' teamwork and knowledge sharing, establishes a platform for teacher exchange,

and promotes information exchange and resource sharing among teachers. The school strengthens the accumulation of practical experience, organizes teachers to participate in actual teaching projects or classroom observation activities, and improves teaching skills through practice. Teachers should establish an effective feedback mechanism, encourage teachers to evaluate and communicate with each other and share teaching experiences and teaching methods. School leaders should introduce incentive mechanisms and evaluation systems, establish a sound teacher evaluation system, and link teacher development achievements with professional title promotion, salary and treatment. Future researchers should pay attention to the cultivation and research of teachers' practical ability, and design more practical courses closely combined with teaching work, such as teaching practice and classroom observation, to improve teachers' classroom teaching ability. In the future, researchers can deeply study and explore new ideas, new models, and new methods of college teacher training and development, so as to provide strong support for the professional growth of college teachers and the improvement of college education quality

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