

# **The practical dilemma of young teachers ' development in universities and the investigation and analysis of the demands of trade unions**

—case study of a foreign language college in western China

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**Abstract:** Young teachers are the fresh force of the "Double-First class" and the relatively weak group in colleges and universities. They are in the beginning and the initial stage of their career, and the development of young teachers will inevitably affect the quality of the entire higher education. This paper investigates the working life of young teachers in colleges and universities by issuing questionnaires, knowing about their development predicament, grasping their demands and promoting their career development. Through the study, on the one hand, the system should provide more opportunities for young teachers to participate in the school affairs of the management and supervision. On the other hand, universities should take measures to improve the basic living conditions of young teachers.

## **1. Introduction**

According to the National Statistical Bulletin on the Development of Education in 2017, by the end of 2016, 2.448 million faculty members in general institutions of higher learning, an increase of 35.5 million over the previous year, and 1.620 million full-time teachers, of whom 60.8% are young teachers under the age of 40. General Secretary Xi Jinping pointed out in the report of the Nineteenth National Congress that we should speed up the construction of first-class universities and disciplines and realize the connotative development of higher education. Young teachers are the future and hope of the development of the cause of colleges and universities, the new force of the construction of "double first-class" in Colleges and universities, and the relatively disadvantaged groups in Colleges and universities. They are in the initial stage of career development. The development of young teachers will inevitably affect the quality of the whole higher education. At present, some colleges and universities in China are in the important period of building "double first-class" universities. Gathering and stabilizing a large number of outstanding young people to settle down in the teaching and scientific research of colleges and universities is an important basis for promoting the sustainable development of our country. Therefore, investigating the working and living conditions of young teachers in Colleges and universities, understanding their plight of development, grasping their demands and promoting their professional development is an important issue facing the work of trade unions in Colleges and universities, which deserves our attention and in-depth study.

This survey adopts the method of combining questionnaire survey and interview. On the basis of relevant research, this questionnaire compiles the Questionnaire on the Present Situation of Young Teachers'Life and Work in Colleges and Universities. The questionnaire covers four parts: the basic situation of young teachers; the work and scientific research of young teachers surveyed. The third is the life experience of the young teachers surveyed, and the fourth is the appeal of the young teachers surveyed to the trade union. The subjects of the survey were teachers under 40 years old in a foreign language general university in the western region. In this study, the upper age limit of young university teachers was defined as under 40 years old (including 40 years old). In the form of the

questionnaire, 384 questionnaires were sent out by the questionnaire stars, and 377 valid questionnaires were recovered, with a recovery rate of 98.17%.

## **2. Basic information of the respondents**

Among the young teachers who filled in the valid questionnaire, 83 were male, accounting for 22.02%, 294 were female, accounting for 77.98%, 93 were under 30 years old, 24.66%, 211 were between 30 and 35 years old, 55.96% were between 30 and 35 years old, and 73 were between 36 and 40 years old, accounting for 19.38%. From the educational background distribution, 32.47% of the young teachers had doctoral degree and 63.64% had master's degree. The undergraduate degree is 3.9%, and the undergraduate degree is mainly non-general language teachers.

According to the distribution of professional titles, 68 persons with Deputy professional titles accounted for 18.03%, 187 persons with intermediate professional titles accounted for 49.61%, and 187 teachers with junior professional titles accounted for 49.61%. Among them, 78 English teachers accounted for 20.68%; 166 non-English language teachers accounted for 44.02%; 104 economic and social science teachers accounted for 27.58%; 29 counselors accounted for 7.69%.

From the perspective of marital and reproductive status, of 377 young professional teachers who participated in the survey, 107 were unmarried, 64 were married, 16.97% were childless, and 201 were married and childbearing, 53.32%.

## **3. Investigation Status of Young Teachers in Colleges and Universities**

### **3.1 Predicaments of Young Teachers' Teaching and Scientific Research in Colleges and Universities**

1) Young teachers' work responsibility consciousness. The sense of work responsibility can be seen from the time young teachers devote to teaching and scientific research in their daily life. In the time allocation of teachers, teaching occupies the main position in the time allocation, followed by scientific research. It shows that in the current situation of college enrollment expansion and shortage of teachers, although teachers in this school bear a very heavy task, they have a strong sense of teaching and spend more time in teaching work.

2) The teaching ability of young teachers is the core element of their foothold in Colleges and universities. The teaching ability directly affects the quality of classroom teaching. This questionnaire surveys the current situation of young teachers' teaching ability from the following aspects: the most concerned problems in teaching, whether to optimize teaching content, whether to participate in teaching ability training, and the factors restricting teaching.

(a) Teaching concerns. When answering the most concerned questions of young teachers in teaching, 51.95% of teachers worried about whether they could be accepted by students, 18.18% worried about failing to complete the assessment workload, 10.39% worried about department assessment, and 6.49% worried about teaching accidents. Another 10.39% of the teachers said whether the teaching labor was recognized by the school and paid back reasonably. It shows that most of the young teachers graduated from linguistic colleges and universities have not studied the professional knowledge of pre-service education systematically. Most of them are trained in pre-service education for several months before taking up their posts. They lack the training of theoretical knowledge of pedagogy and have not enough opportunities to carry out practical teaching training, which leads to their teaching ability. Worry.

(b) The choice of teaching contents or materials. In terms of whether to combine scientific research results, frontiers of disciplines and social hot spots to optimize the teaching content, 58.48% of the students answered "always" and "often", 35.06% of the students answered sometimes, and only 6.49% of the students answered less. This shows that young teachers are more willing to increase the teaching of their own subjects related to the curriculum frontier results, will choose the textbooks.

(c) Training of young teachers. At present, only 6 of the 54 foreign language colleges in China have established the teacher development center, which is a formal and effective teacher training institution, and the Western teacher development center. In response to the question "whether you have the opportunity to participate in various kinds of teaching ability training", 46.75% of young teachers are basically satisfied with the training, 37.66% of teachers are very satisfied with the training, and 15.58% of teachers are not satisfied with the training. This shows that the establishment of teacher training institutions in our school is relatively short, the form and content of training are relatively single, and the training mechanism is relatively simple. It is not perfect, but it is still an important institution for effective cultivation of young teachers.

3) Factors affecting the development of young teachers. In the answer to "Which is the most important factor affecting personal development as a young teacher, teaching, scientific research, management and so on", as shown in Figure 3, 79.22% of teachers think that scientific research task, only 15.58% of teachers think that teaching work. In the current professional title evaluation system, scientific research is the main promotion condition, and scientific research pressure has become the most important factor affecting the development of young teachers.

4) The relationship between scientific research and teaching. Among the answers to "the factors restricting teaching work", 84.42% chose scientific research pressure and 83.12% chose professional title promotion system. When answering the question "You think that as a young teacher, scientific research work is facing difficulties", you think that the teaching workload is large, accounting for 81.82% of the time spent on scientific research. This shows that young teachers are facing double pressures of teaching and scientific research, and that the relationship between teaching and scientific research, which should have promoted each other, has now become mutual restriction. How to deal with the proportion of teaching and scientific research and time investment is also a problem that needs further consideration.

In colleges and universities, scientific research results are directly related to assessment and Title evaluation. Young teachers must complete scientific research after completing teaching tasks. Young teachers are confronted with many difficulties in scientific research due to their less academic accumulation and lack of academic resources. When answering the question of "scientific research undertaken or participated in at this stage", only 21.6% of young teachers are responsible for subjects above the municipal level; 36.36% of teachers are responsible for school-level topics; and 38.96% of young teachers have no subjects. Research projects. Up to 45.45% of young teachers in the survey of "forms of participation in scientific research activities" are independent scientific research. It shows that young teachers lack the leadership of scientific research team and have fewer high-level scientific research projects. The difficulties faced by young teachers in scientific research work are as follows: in addition to the heavy teaching work affecting the input of scientific research work, the lack of academic echelon accounts for 61.04%; 57.14% think that the accumulation of achievements is insufficient, the title is low, the qualifications are not declared, or the hope of winning the bid is not great, accounting for 54.55%; 50.65% think that academic ability and ability are not enough. Academic level limitation. It reflects that young teachers not only need to improve their academic ability, but also need experts and scholars to set up scientific research teams to help young teachers grow rapidly academically.

### **3.2 Life experience of young teachers in Colleges and universities.**

#### **3.2.1 Social acceptance of young college teachers.**

The salary problem is an important indicator affecting teachers' social recognition. The recognition of social stratum is directly proportional to economic income. The low economic income leads to the low social stratum recognition. The results of evaluating young teachers' current social status, understanding of their profession and happiness show that 54.54% of young teachers think that they are happy and relatively happy, and 13.21% are unhappy and very unhappy. In this survey, 32.4% of the respondents thought that "the status of teachers has changed in the past year" was "reduced", 35.06% of the respondents thought that "there is no change", 24.68% of the respondents thought that

"the status of young teachers in society" was "improved"; 57.14% of the respondents thought that "what do you think of the status of young teachers in society". The respondents considered that they were in the "middle and lower level", 22.08% of them considered that they were in the "middle and upper level", and 20.78% of them considered that they were in the "bottom level".

### **3.2.2 The factors affecting the happiness of young teachers.**

The most important factor affecting young teachers' happiness is work stress, which accounts for 81.82%, economic income, life stress, marriage and interpersonal relationship, which accounts for 74.03%, 46.75% and 31.6% respectively. In response to the question "whether it is necessary to carry out mental health counseling among young teachers", 72.73% of young teachers felt it necessary. It reflects the tremendous pressure on young teachers from economy, teaching, scientific research and family. School trade unions should pay attention to the psychological health education of young teachers, constantly improve psychological counseling, and help young teachers relieve the pressure of life and work.

## **3.3 Young teachers' demands for trade unions in Colleges and Universities**

### **3.3.1 Participation in the work of the congress**

Although colleges and universities have established the two-level teaching Congress system, it is an important form and carrier to enhance staff participation, management and supervision of various affairs. However, for young teachers, their awareness of participating in the Congress is not high. In answering the question of whether or not they have participated in the school congress, 81.82% of the respondents said that they had never participated, 18.81% of the respondents were representatives of the school congress, 20.78% of the respondents thought that they were highly valued and 40.26% of the respondents said that they were generally valued.

When filling out the questionnaire, many young teachers expressed that they did not know much about the church. Young teachers in Colleges and universities had a short working time, their professional titles and posts were at the bottom of the ranks, and they did not have the right to speak. In the Democratic selection of trade union representatives at all levels, it was difficult to be elected as representatives. The analysis of the questionnaire showed that young teachers were in the teaching process. In the meeting, the proportion is low, and the participation in school affairs is not high. However, young teachers, as an important part of the college teachers' group, are facing the pressure of teaching, scientific research, Professional Title Evaluation and family life. However, the proportion of young teachers in school Congresses is low, and they lack the right to speak in participating in school affairs management. Their demands can not be understood by the school leadership. Voice is also not valued and supported.

In "What measures do you think schools should take to alleviate the psychological pressure of young teachers in Colleges and universities", some young teachers are most concerned about optimizing the working and living environment of teachers. It can be seen that although the main pressure of young teachers comes from the workplace at present, improving living conditions and living standards are the current group of young teachers. The most urgent expectation is that the teacher evaluation system can keep pace with the times, and the third is to provide more and better conditions for young teachers to study, research and exchange.

### **3.3.2 Young Teachers' Requirements for Communication Channels and Modes**

With the development of network technology and the rapid development of communication technology, young teachers' access to information has become more diverse, usually in a variety of ways at the same time.

Young teachers have a certain demand for all kinds of information transmission channels of trade unions. 50.65% of teachers choose to receive trade union information through Wechat Group and QQ number, 25.97% of teachers want to receive information through e-mail, and 18.18% of teachers want to receive trade union information through public number. Young teachers basically use smart phones,

almost every day use the Internet, and the use of Wechat Group and other convenient means of information transmission is more welcomed by young teachers, which is also a new feature of the group of young teachers that trade unionists should pay attention to.

#### **4. Research Conclusions And Suggestions**

##### **4.1 Policy support needs to be strengthened**

Trade unions are the hub between various departments of schools and the vast number of teachers and staff. We should attach importance to the demands of young teachers in teaching, research and life. First of all, their political demands should be given more opportunities for young teachers to participate in the management and supervision of school affairs and be reflected in the system. The guarantee of degree. In accordance with a certain proportion, a certain number of representatives are allocated to young teachers, so that they can have more opportunities to participate in democratic management and expand the discourse power of young teachers. When young teachers integrate individual and school development, they will pay more attention to collective and school affairs, school development and will put forward constructive suggestions.

The survey results show that young teachers very much hope that the relevant functional departments of the school can often care about and understand their voices. Young teachers generally believe that only a few collective activities a year can not solve their inner doubts and confusion. What they need is school help and guidance for their teaching and scientific research development. To create a good atmosphere for young people to devote themselves to learning.

##### **4.2 Material living conditions still need to be improved**

The survey results show that the economic pressure has caused great troubles to young teachers. These highly educated young people urgently need relatively decent material living conditions, which is the basic life security problem that young teachers encounter in their personal development. Universities should try their best to take measures to improve the basic living conditions of young teachers, especially housing conditions. At the present stage, colleges and universities can consider making use of the existing real estate resources of schools to provide more and relatively cheap rental housing resources for young teachers, so as to alleviate their living pressure and make young people really live and work in Colleges and universities. At the same time, they should further increase their investment in young teachers, improve their treatment and offer them some suggestions. Provide appropriate development platform and growth space to ensure that young teachers will not affect teaching, scientific research, management and service for basic life security issues, so as to effectively promote the development of young teachers.

##### **4.3 The promotion mechanism of professional titles needs to be improved urgently**

The research results show that for professional teachers, the promotion of professional titles should be guided by teaching and scientific research achievements. Colleges and universities should formulate more flexible evaluation mechanism for young teachers, reduce the pressure of short-term performance evaluation, provide a relatively relaxed policy environment, and give more humanistic care to young teachers. Open up more channels of communication and communication between young faculty groups and famous experts and scholars at home and abroad, increase opportunities for international exchanges among young faculty members, and promote the integration of schools with world-class universities as soon as possible.

##### **4.4 Strengthen the Software and Hardware Construction of "Small Home for Workers"**

Building a people-oriented "small family for workers" reflects the warmth of "home" everywhere. The most basic management and Service Department of the school is "small family for teachers and staff". By playing the role of "small family for teachers and staff", a harmonious, united, warm and friendly working atmosphere has been formed, and an excellent school cultural atmosphere has been

constructed. "Xiaojia" should actively carry out physical and mental recreational activities according to the needs of young teachers and staff, which is also the carrier to improve the vitality of young teachers. Young teachers should be guided to pay attention to cultivating correct and healthy ways of activities, keep a full spirit to work at all times, and cultivate the positive, healthy and upward spiritual outlook of teachers and staff.

The purpose of this study is to help trade unions at all levels in Colleges and universities deeply understand the demands of young teachers in teaching, scientific research and life, so that all levels of functional departments in Colleges and universities pay more attention to the development of young teachers, form a synergy to promote the growth of young teachers, and ultimately achieve the goal of common development of young teachers and schools.

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