

Investigation and Analysis on the Current Situation of Career Development of College Teachers

Haiyan Guo, Garickson Palao-ay

University of the Cordilleras, Gov. Park Road, Baguio City, Philippines
guohaiyan@lyu.edu.cn

Abstract: Career development planning is a key issue in the development of university teachers, and it is also an important foundation for their success in the field of education and contributions to society. After investigating and analyzing some universities, it was found that university teachers face challenges such as a lack of incentive mechanisms, low sense of belonging, and lack of understanding of career planning. Over time, this can lead to instability in the teaching staff and insufficient personal potential development. The development of teachers in higher education is not only related to the survival and development of universities, but also closely related to the survival interests of teachers themselves. In order to change this situation, this article conducts a detailed analysis and proposes countermeasures: strengthening confidence in responding to teacher career development, establishing an effective teacher incentive mechanism in the university system, establishing an evaluation system beneficial to teacher career development, and establishing a lifelong learning awareness. The best positioning of a university teacher is to plan their career in a timely manner, utilize their strengths and knowledge, make contributions to the construction of socialist education with Chinese characteristics within their own abilities, and gain a sense of achievement and honor in the pursuit of teaching career.

Keywords: University teachers; Career; Development planning; Investigation and analysis

1. Introduction

In recent years, with the deepening of China's higher education teaching reform, many colleges and universities have opened new undergraduate majors and expanded the enrollment scale year by year, making higher education enter a stage of large-scale development. At the same time, in order to meet the increasing number of students, the number of teachers in universities continues to increase. In view of the current situation of China's education, the main target of teacher expansion is the young doctor who just graduated from universities or research institutions, which also makes the proportion of young teachers in the teaching structure of universities gradually increase. With the increase of the working time of teachers in universities and colleges, the problems of career bottleneck and job burnout become more and more prominent, which have seriously hindered the personal development of teachers and the internal sustainable development of universities [1]. Therefore, one of the important contents that college teachers need to learn in the new era is to clarify the career development of college teachers, analyze the causes of the problems, and actively seek solutions to the problems.

2. Investigation on the current situation of career planning of college teachers

2.1 Current situation Survey

To objectively understand the current situation of career planning for university teachers, we selected 6 universities in our province as the survey samples. The interviewees include teachers of frontline professional courses, school teaching management personnel, and internal school leaders. A total of 400 survey questionnaires were distributed, of which 369 were collected. After excluding invalid questionnaires, a total of 304 valid questionnaires were collected, with a valid questionnaire rate of 76%.

The survey results in Table 1 show that 68% of respondents have a certain understanding of career planning, while only 9% have a detailed understanding. In terms of practice, more than half of respondents have not made or implemented career plans, which indicates that most respondents have not made career plans. From the perspective of the knowledge and understanding of the school's

incentive policies, only 16% of the respondents actively understand, 35% passively understand the policy publicity or documents, and 48% do not know or have never heard of it, so they are not strong in their own career planning initiative.

Table 1: Respondents' mastery of career planning

Investigation project	Sample characteristic values	Number of people	Proportion (%)
Understanding of career planning knowledge	A lot	26	9
	General understanding	180	59
	Do not understand	98	32
Have you ever developed a career plan	Yes	82	27
	No	222	73
Has the school established corresponding incentive policies	Yes	95	31
	No	209	69
Understanding of school incentive policies	A lot	49	16
	General understanding	107	35
	Do not understand	56	18
	Never heard of it	92	30

From the above analysis, it can be seen that most teachers in colleges and universities have no career planning or no career planning, and are not optimistic about the implementation of career planning on the whole.

3. The importance of college teachers' career development planning

3.1 Connotation of career development planning

Career planning refers to a series of preparatory work for one's career and work after recognizing one's strengths and weaknesses and evaluating the opportunities and constraints of the organization. It is strongly personalized. Develop yourself and take control of your career progression by planning your career progression and setting goals for your career progression. At present, career development planning has entered all walks of life and exerted a significant influence in the field of education, becoming a prerequisite for teachers to improve themselves [2].

3.2 The importance of teacher career development planning for colleges and universities

As the core force for the development of professional theory and skills in universities, teachers play a core and crucial role in cultivating talents in universities. They undertake the teaching tasks of designing practical courses, developing students' skills, and cultivating applied talents[3]. Therefore, in order for universities to make greater progress in the quality of education, cultivate more talents that meet the needs of social and economic development, and achieve educational goals, it is necessary to cultivate a high-quality and highly professional teaching team.

4. Main factors affecting the career development of university teachers

4.1 Lack of effective incentive mechanisms for teacher development in universities

At present, the evaluation system of colleges and universities can be divided into two categories: annual evaluation and employment period evaluation. The annual evaluation is generally used to evaluate the moral behavior and performance of teachers, and the results are usually used as an important basis for salary increases and performance bonuses. Tenure assessment is a comprehensive assessment of teachers' responsibilities, performance and work adequacy during their tenure, and the results are an important basis for renewal, dismissal and adjustment of tenure, as well as an important basis for a round of reappointment. However, the annual assessment of universities is often a mere formality, simply dividing teachers into three categories: excellent, qualified and unqualified, which cannot motivate teachers to work. However, the assessment system and evaluation mechanism of teachers during the employment period are still very chaotic. Due to their time and status, teachers

often do not participate in the formulation of various incentive policies and have no right to speak [4]. At the same time, due to the limitations of school or college development and the early stage of teacher development, it is often difficult for competent teachers to be recruited from lower positions. The current incentive system can not adapt to the professional characteristics of university teachers.

4.2 Some teachers have serious utilitarian thoughts

College teachers are gradually influenced by social economic materialism and utilitarianism. The contradiction between material life and income is particularly prominent among university teachers. Some teachers have to do a lot of part-time work to earn extra income due to the high pressure of life. Some people have low enthusiasm for higher education and a weak desire for personal career development. They view professional titles as their only goal of development, and once promoted, they lose the motivation to move forward.

4.3 Lack of systematic planning for career development

In terms of personal career planning, university teachers face two types of problems: one is subjective ambiguity, lack of deep understanding of career planning, and lack of short-term and long-term development plans; The second type has a strong understanding of career development planning, but lacks understanding of the significance and content, specific activities, and implementation of career development planning, resulting in unclear and systematic career development planning. Some interviewed teachers stated that they did not have much knowledge of relevant policy documents when they first started working at the school. Once they started working in the school and department, they quickly entered practical training and teaching positions, lacking corresponding career development guidance, making it difficult to implement their personal career development plans[5].

4.4 Low sense of professional belonging

In the process of teachers' career planning, teachers' professional positioning and salary have become the focus of attention. Some university teachers directly link their work with their income, believing that "they should do as much as they earn" [6]. Some teachers think that the qualifications of the professional title are too high, they don't have enough time and energy to finish the work, they regard the work in the university as a kind of side job, they don't have a strong sense of belonging to their career, which causes their work fatigue, not to mention their professional knowledge and technical level.

5. Countermeasures for career development planning of college teachers

5.1 Deal with the career development of teachers with firm confidence

Firstly, university teachers need to understand that career planning is a lifelong component of the teaching profession, not a project itself. Each stage changes with the environment and individual, and is itself a dynamic process of change. Therefore, university teachers should have sufficient ideological preparation, have firm beliefs in the face of setbacks and failures, have a firm will, and make unremitting efforts[7]. Secondly, the career development plan formulated needs to adapt to the needs of the overall environment and continuously adapt to feedback. According to the set goals, it should be divided into long-term, medium-term, and short-term phased goals, while the overall plan is based on the achievement of short-term goals.

5.2 Establishing an effective teacher incentive mechanism in the university system

In order to cultivate teachers' enthusiasm and motivation for career development, universities should make some incentive plans for teachers. A sound framework should be developed to encourage teachers to develop career development plans using a comprehensive set of guidelines; Through certain quantitative evaluation, teachers' attention and the implementation of career development plan are improved. Finally, a certain incentive mechanism should be established to encourage educators to actively participate in the feedback and adjustment of career development planning, so as to promote teachers' active participation in this process both institutionally and operationally [8]. Universities

should take into account the different needs of the majority of teachers, especially those at the beginning of their careers, strive to create a learning and research environment conducive to their development, put people first, provide adequate financial support, enable capable teachers to fully demonstrate their strengths, and help them better integrate into professional responsibilities at the stage of personal career development. It is necessary to formulate a set of teacher incentive system that reflects the actual situation of the university and continuously improve it, ensure that the system is reasonable and effective, allow teachers to have a greater say, widely listen to the opinions of teachers in the formulation of policies, and meet the teachers' desire to have their talents recognized and reflected through the means of high recruitment of low posts and support plans for new teachers.

5.3 Establish an evaluation system conducive to teacher career development

The evaluation system has an incentive effect on the development of the teaching profession, which is why universities need to develop an evaluation system that encourages the development of the teaching profession. On the one hand, an evaluation standard that balances teaching and research should be established. In the evaluation system of university teachers, it is necessary to reverse the current trend of universities emphasizing research while neglecting teaching. Teaching and research are the two main substantive areas of university teacher work, which are crucial for the professional development of teachers. Only by balancing teaching and research, and preventing teachers from abandoning teaching and pursuing research, can we promote the healthy development of the teaching profession. On the other hand, in order to more meaningfully evaluate the teaching performance of teachers, universities should have diverse assessment and evaluation questions for their abilities and levels. Different assessment and evaluation questions should be set, with appropriate assessment ratios for each question, involving colleagues, school leaders, experts, teachers, and students. However, since teachers work in universities, their assessment should still be based on effective evaluation of students[9].

5.4 Establishing a lifelong learning awareness during career development

Due to the development of society and the rapid updating and modernization of various professional technologies, teachers in higher education need to establish the concept of lifelong learning in order to keep pace with The Times, adapt to the development of society, and constantly improve the professional level of teaching. Therefore, teachers' career planning is a dynamic process, which requires teachers to update and adjust it [10]. Only in this way can they continue to optimize their careers and make their careers truly develop.

6. Conclusion

With the rapid development of the social economy, people's attention and demand for higher education are also constantly increasing. University teachers are a key element in achieving higher education goals and shoulder the responsibility of cultivating outstanding talents. So, how to improve the professional quality of teachers in order to better serve the development of education has become an urgent task. At the same time, teachers should also be aware of their own value as teachers. Therefore, it is necessary to carry out scientific and reasonable career planning to enhance their own quality and realize their own value.

References

- [1] TAN Hua. *Research on the Current Situation and Countermeasures of Career Development of Young Primary School Teachers in Rural Areas of Chongqing*[D]. Chongqing Normal University, 2021.
- [2] WANG Huaqiang, HE Ying, QI Fangmei. *The Current Situation, Causes and Countermeasures of University Teachers' Career Plateau Under the Background of "Double First - Class" Construction*[J]. *Heilongjiang Researches on Higher Education*, 2022, 40(11):79-85.
- [3] LING Jing. *Career Planning of University Teachers from the Perspective of Lifelong Education* [J]. *China Adult Education*, 2021(12):61-65.
- [4] YUAN Feng. *A Study on the Career Development Plan of Professional Teachers in Higher Vocational Colleges: Taking a Higher Vocational College in Nanjing as an Example*[J]. *Employment and Security*, 2021(15):148-149.

- [5] FAN Yonggeng, LI Jinsong. *A Study on the Construction of the Teaching Team and Career Planning of Higher Education Institutions in the New Era: A Review of "Teacher Career Planning and Development"*[J]. *Yangtze River*, 2022, 53(11):238.
- [6] LI Yanmin. *Research on Career Planning and Development of Teachers in Local Applied Universities* [J]. *Popular Literature and Art*, 2022(22):187-189.
- [7] MENG Zhigang. *Investigation and Research on the Current Situation of Career Planning of Young Teachers in Higher Vocational Colleges*[J]. *Journal of Hebei Energy College of Vocation and Technology*, 2021, 21(04):19-22+34.
- [8] MA Junli. *Research on Career Planning of Young Teachers in Xinjiang Universities*[D]. *Xinjiang University*, 2017.
- [9] LIU Zhijian, WU Qiong. *Investigation and Practice Exploration on the Current Situation of Career Planning for Young Teachers of Professional Courses in Vocational Colleges*[J]. *Technology and Market*, 2017, 24(04):254-256.
- [10] WANG Hui, LUAN Tian, DU Rui. *Research on the Incentive Mechanism of Teachers' Career Growth in Local Colleges and Universities from the Perspective of Teacher Professional Development* [J]. *Vocational and Technical Education*, 2021, 42(29):42-46.