

# Study on Teacher Management and Teaching Staff Construction in Private Colleges

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**Abstract:** This paper analyzes the current number of teachers in private universities in my country, age structure, functional structure, and the proportion of full-time and part-time teachers. From the determination and management of the proportion of part-time teachers, the determination of a reasonable student-teacher ratio, the recruitment of professional teachers, the assessment of teachers, the training of young teachers, and the evaluation of professional titles, the ideas for the construction of the teaching team are proposed.

## 1. Introduction

Since the 21st century, mankind has entered the era of knowledge economy, science and technology are developing rapidly, the competition of comprehensive national strength is mainly the competition of knowledge and talents, and the key to the competition of talents is the competition of education. If there is no good higher education, scientific and cultural knowledge cannot be disseminated, professional talents that meet the needs of society cannot be cultivated, and the challenge of knowledge economy cannot be faced. Nowadays, the concept of rejuvenating the country through science and education has been deeply rooted in the hearts of the people. Higher education has become an important support for China's scientific and technological progress and economic development. As a necessary supplement to higher education, private colleges and universities have gradually nurtured and developed after the reform and opening up. The scale of running schools has continued to expand and the level of education It has also been greatly improved, which has effectively promoted the revolutionary reform of China's higher education system, integrated educational resources, eased the contradiction of insufficient education funding, accelerated the process of popularization of higher education, and met the growing diverse educational needs of Chinese citizens , Has made an important contribution to the improvement of the quality of our people, and has become an important part of higher education. But at the same time, the development of private colleges and universities in my country is also facing challenges from various aspects. The problems of teaching quality, school characteristics and positioning, teaching and research and daily management mechanisms are all haunting the development of private colleges. Among them, the teaching staff the issue of construction is more prominent.

## 2. Theoretical Basis for the Construction of Teaching Staff in Private Universities

According to Schultz's human capital theory, the constituent elements of human capital mainly include educational capital, knowledge and technology capital, training capital, health capital, migration and mobile capital, of which the first three are closely related to education. Education and training, these two concepts are both related and different. Education is a broad concept with a more comprehensive connotation. It mainly means that educators guide the educated to make them develop in a perfect way. It not only develops human intelligence, develops human personality and specialties, but also cultivates human ideology and morality and enhances human health. Is a long-term process. Relatively speaking, training is narrowly defined. It is a part of education. Training focuses on improving people's skills and abilities in a certain aspect, so that they have certain specialties, and strive to minimize Investment, the most effective training of people with certain skills in order to obtain the greatest benefits. Teachers are the mainstay of the survival and

development of private colleges and universities. They are the most precious resource in private colleges and universities, and they are also capital resources. They are not only sustainable but also value-added. "Teacher human capital" is the stock of skills and production knowledge embodied in teachers, and is the sum of the knowledge, skills, and health of teachers that are formed by acquired investment. The most important way to realize the increase in human capital of university teachers is to train teachers in private universities. Training not only reflects the external requirements of social progress and development for college teachers, but also the internal needs of teachers themselves to seek professional development.

The managers of private colleges and universities should establish the concept of "human-oriented management" and implement humanized management in schools. The so-called humanized management means that schools are required to better serve teachers, serve teaching, take the initiative to care for teachers, unite teachers, understand teachers, and help teachers. To think what teachers think, be anxious and do good things for teachers, Do practical things, understand and solve teachers' worries in time, and strive to create a talent growth environment with "policy attracting people, emotional retention, and stable careers", so as to form a good situation in which people serve me and use their talents. In specific work, schools must take into account the needs of teachers and adopt incentive mechanisms to promote the realization of school goals and teachers' self-improvement. Old teachers have contributed their youth to the school, and they may face the challenge of information technology and the challenge of updating knowledge. It is necessary to appropriately control their workload so that they have time to study; young and middle-aged teachers are the backbone of the school's teaching work. They have to pursue degrees, evaluate professional titles, and are likely to concurrently hold certain administrative positions. The school should take care of their Body and family; some of the new teachers have not received systematic teacher training in the previous education. The school must create a stable working platform for them to try to relieve their worries; the school must establish a complete set of scientific teaching systems, reward systems, and training and on-the-job learning system and professional title evaluation system. With the system, school leaders must set an example to drive teachers to devote their energy to the daily teaching and overall development of the school.

### **3. Analysis of the Main Problems and Causes in the Construction of the Teaching Staff of Private Universities in My Country**

Part-time teachers in private universities generally do not have formal labor contracts with the school. Once part-time work conflicts with their own work, they will not hesitate to give up part-time work. Therefore, the part-time teacher team will be in a long-term unstable state. A school has to change several teachers for a course in a semester. Among the full-time faculty, retired teachers generally have a stable source of income. Working in private colleges and universities is more about whether the school respects them. If they feel uncomfortable, they are likely to find another job or go home to enjoy the family. . The mobility of young teachers newly hired by the school is greater. Compared with the faculty and staff of public colleges and universities, the teachers hired by private colleges and universities mostly adopt the way of personnel agency in the employment mechanism. The files are kept in the talent exchange center and work in private colleges. Lack of stability, there is the danger of being dismissed at any time, and there is still a certain gap with public universities in terms of social status, promotion space, and welfare guarantees. Many teachers find it difficult to teach in private universities for a long time. They often regard private universities as one of their "Springboard", once you find a more ideal job, you will quit. This is bound to affect the quality of teaching and the long-term development of the school.

The concept of "double-qualified" teachers was first put forward in vocational education in order to strengthen practical teaching links, to promote the correct positioning and organic integration of theoretical teaching and practical teaching, and to adapt to the concept of ability training. Our private colleges and universities include a large number of higher vocational colleges. In order to better adapt to the society's demand for professional talents and improve graduates' employment competitiveness, private non-higher vocational colleges also attach great importance to students'

vocational education. The School of Translation and Interpretation put forward the slogan of “professional + English + skills” as early as the 1990s. The concept of “dual-qualified” teachers was adapted to the development of the concept of vocational education with ability as the main line. Exuberant vitality and broad development prospects. What is a “dual teacher” teacher? The author believes that “dual-professional” teachers refer to professional teachers who are mainly engaged in professional teaching, have solid professional theoretical knowledge and professional practical skills in the corresponding industry, and have certain teaching, teaching and research capabilities, and management, innovation, and adaptability. This requires that even teachers who specialize in the teaching of basic theory courses should be able to go to the society, understand the production and operation of enterprises, integrate theory with practice, and strengthen the pertinence of teaching; practical teaching teachers should not be limited to having high the level of skills and technology requires a relatively comprehensive basic theory of skills and technology, not only “knowing what is happening”, but also “knowing why.” At present, there is a serious shortage of “double-qualified” teachers, which has become a major bottleneck affecting the teaching quality of private colleges. The reason is that the teachers who have been engaged in theoretical teaching in universities for a long time have heavy teaching tasks, and they have no time and no interest in participating in professional practice. Business managers often think that university teachers are “talking on paper” and lack understanding of the actual situation of the company. Too willing to accept this kind of practical activities, and the school does not provide teachers with this kind of training platform; secondly, people who have been engaged in front-line work in enterprises for a long time and have solid professional practical skills are generally not trained in education-related knowledge. The job of a competent teacher has led to the dilemma of the introduction and training of “dual-qualified” teachers.

In the era of knowledge economy, the continuous development of science and technology and the continuous deepening and deepening of educational reforms require teachers to update their knowledge in a timely manner, optimize their knowledge structure, and improve their education and teaching levels. At the same time, with the continuous improvement of the academic level of the teaching staff and the continuous enhancement of the overall quality, the competition within private universities has also strengthened. In this context, the majority of private university teachers continue to improve their teaching level in order to better adapt to the development of the school. I very much hope to get the opportunity of further training. However, due to the shortage of teachers, the heavy workload of teachers and the poor stability of teachers in private colleges and universities, there are not many opportunities for on-the-job training for teachers. Many private colleges and universities are short of funds. Even if they are willing to support teachers to receive continuing education, they still have more than enough energy. In contrast, most public universities encourage teachers to participate in on-the-job training. Teachers participating in the training can not only reimburse part or all of the tuition fees, but also get opportunities for improvement. If the problem of on-the-job training for teachers in private colleges is not resolved, the gap in education quality between private colleges and public colleges will inevitably widen, and it will harm the interests of private colleges.

#### **4. Countermeasures and Suggestions for the Construction of Teaching Staff in Private Universities**

The competition of private universities will eventually be reflected in the competition of teachers. The bottleneck of the development of private universities is the construction and management of the teaching team. Therefore, strengthening the construction and management of the teaching team has become the first priority of private universities. If private universities can learn from the experience of private university teachers in developed countries, they can innovate from the concept of running a school, improve the internal management system of the school, and provide teachers with appropriate incentives, guarantees and training. If the environment can be optimized, it will inevitably be able to improve the quality of teachers, stabilize the faculty, and optimize the structure of teachers, so as to ensure the quality of teaching, enhance core competitiveness, and realize the

sustainable development of private universities.

Although the source of students is the basis for the survival of private colleges and universities, without a good source of students, private colleges and universities will not be able to develop. The school's various tasks should be carried out around students, regard students as God, in the spirit of "all for students, for all students, for all students" The principle of valuing student management, emphasizing enthusiasm, meticulous and thoughtful service to students. But while emphasizing that teaching is student-oriented, the construction of the teaching staff cannot be ignored. Because the competition among private colleges and universities is at first more than the source of students and the scale, but after gradually mature, the competition between them will be fully reflected in the competition of teachers. The construction of faculty is the fundamental guarantee for the teaching quality of private universities, the inexhaustible driving force to enhance the competitiveness of private universities, and an important guarantee for the sustainable development of private universities. Therefore, private colleges and universities must change their concepts, establish a teacher-oriented philosophy, and attach great importance to the construction of teaching staff.

The organizers or managers of many private colleges and universities were successful entrepreneurs in the past, and they are accustomed to managing schools with the experience and mode of managing enterprises. However, running a school is different from running a business after all. In addition to operating in accordance with the laws of the market, it should also follow the laws of education itself. Education is the cause of "people nurturing people", and school management should also "take people's development" as the fundamental starting point and ultimate destination. The concept of teacher-based management is implemented in the management of teachers in private colleges and universities. It is to establish the leading position of teachers in management. While emphasizing that education and teaching are student-oriented, it is emphasized that good schools must be teacher-oriented, respecting teachers' personality, and understanding teachers. Emotion, support teachers' work and care about teachers' lives. While improving working conditions and living conditions, teachers' salaries will be improved, teachers' enthusiasm and initiative will be fully mobilized, teachers will be encouraged to play their potential, and the development of the school will be promoted and realized through continuous self-transcendence.

Teachers are the most important human resources in colleges and universities, and teacher management is the core content of college management. To keep up with the pace of international academic development and become a base for knowledge innovation and high-level innovative talent training, colleges and universities must have a sufficient number and quality High faculty. Western developed countries attach great importance to the construction of the teaching staff of colleges and universities. By adopting various measures, they continuously improve the overall quality of teachers and promote the professional development of teachers. Foresighted foreign educators also regard the construction of first-class teachers as their first priority and improve the level of schooling. The key to this is that the practices of private universities in the United States, Britain, Germany and other countries in the selection, training, training and management of teachers provide a reference for the management and construction of teachers in private universities in my country, which are worthy of our reference.

## 5. Conclusion

The construction and management of the faculty of private colleges and universities has become an important factor restricting the development of private colleges. If private colleges and universities want to continue to develop and grow, they must do a good job in the construction and management of the school's faculty. Compared with private universities in the United States, Britain, Germany and other countries in the selection, training, training and management of teachers, private universities in my country still have a big gap. We should learn from the successful experience of these countries to strengthen the construction of the faculty of our private universities and management work.

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