

# Research on Factors Influencing Teachers' Professional Development in Local Undergraduate Colleges in New Era

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**Abstract:** With the continuous acceleration of economic development and industrial upgrading, the construction of teaching staff in colleges has become an important task in the construction of a great country in higher education in new era. Teachers' teaching level and scientific research ability directly affect the colleges development. As the main force in the training of applied talents, the professional development of teachers directly affects the training quality of applied talents. With investigation and questionnaire, this article collected the current situation of teachers' professional development in local undergraduate colleges in new era, and analyzed the factors influencing teachers' professional development from three aspects of teachers, colleges and society, so as to promote teachers' professional development and personnel training quality.

## 1. Introduction

On January 20th, 2018, the CPC Central Committee and the State Council clearly pointed out in their "Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in new era": "Vigorously revitalize teacher education and continuously improve teachers' professional quality and ability; Improve the quality of teachers in colleges in an all-round way and to build a high-quality and innovative teachers team; Efforts should be made to improve teachers' professional ability and promote the connotative development of higher education". On February 11th, 2018, the Ministry of Education and other five departments issued a notice on the issuance of the "Action Plan for the Revitalization of Teacher Education (2018-2000)" calling for the promotion of teacher education reform from the aspects of the promotion of teacher training levels and the "Internet + Teacher Education" innovation, so as to comprehensively improve the quality and ability of teachers and strive to build a high-quality, professional and innovative team of teachers. On September 17th, 2018, the Ministry of Education's "Opinions on the Implementation of Excellent Teacher Training Plan 2.0" proposed to strengthen and optimize the teaching staff of teacher education and improve the professional level of teacher education teachers. It can be seen that the professional development of teachers has become the trend of the connotation development of higher education [1-3].

## 2. Research Methods

In order to understand the professional development of teachers in local undergraduate colleges in new era, this study has formulated a questionnaire through the professional development of teachers in my colleges and referring to relevant documents. The questionnaire includes three aspects: Teachers' educational concepts, teachers' awareness of professional development and ways of teachers' professional development. The questionnaire survey of this study takes a local undergraduate university in Shandong Province as an example, and selects teachers of different specialties and courses to carry out the survey. A total of 100 questionnaires were distributed and 89 valid questionnaires were recovered, with an effective recovery rate of 89%. Through the investigation, questionnaire survey and in-depth interviews with relevant teachers in local undergraduate colleges, this paper collected the current situation of teachers' professional development in local undergraduate colleges in new era.

### **3. Analysis of the Current Situation of Teachers' Professional Development in Local Undergraduate Colleges in New Era**

#### **3.1 Backward Teachers' Educational Concepts**

With the development of higher education, colleges have put forward higher requirements for the cultivation of applied talents [4]. However, teachers, as the main force of talent training, know very little about the spirit of the documents on the construction of teachers in new era, do not know enough about professional development, and do not realize the requirements of the socialist construction with Chinese characteristics on higher education in new era. Moreover, they do not have a sound career development plan for the opportunities and challenges brought by their own professional development.

##### **3.1.1 Teachers Lack Awareness of Professional Development**

In new era, colleges teachers do not realize the importance of professional development and lack the awareness of professional development. The survey found that among the 89 teachers surveyed, 53.9% liked the profession of teachers, followed by 18% who liked it better and 12.9% who did not like it, indicating that most teachers in the school had a high sense of professional identity. In terms of teachers' professional development planning, of the 89 teachers surveyed, 20 teachers regularly plan, 36 teachers occasionally plan and 33 teachers never plan. In terms of teachers' personal professional development motivation, 39.9% "enhance their own competitive strength", followed by "promotion of professional titles", 18% of teachers think it is "the need of their own professional development", and only 4 teachers think that the motivation of personal professional development comes from "external public opinion pressure". Therefore, in the face of fierce social competition, teachers should have a keen sense of professional development and perfect their own professional development plans to adapt to the transformation and development of local undergraduate colleges in order to adapt to the transformation and development of local undergraduate colleges.

##### **3.1.2 Teachers do not Have In-depth Study of the Spirit of Documents in New Era and do not Have a Good Understanding on Thereof**

In order to promote colleges to strengthen the construction of teaching staff, the state has issued a series of documents, but some colleges do not pay enough attention to the implementation and study of the spirit of the documents, do not have enough understanding of the opportunities and challenges faced by teachers, and lack rational understanding of the cultivation of applied talents. Influenced by traditional ideological education concepts, colleges do not pay enough attention to the improvement of teachers' practical skills, provide teachers with less opportunities to participate in skills training and temporary job training in enterprises, lack motivation and enthusiasm to carry out academic research activities in the enterprise industry, and teachers' awareness of their own professional development is weak.

##### **3.1.3 Teachers Lack an Atmosphere of Professional Development**

The professional development of teachers in local undergraduate colleges is neither an isolated and separated process, nor a process of individual combat, nor a process of working behind closed doors, but a process of two-way interaction, common growth, cooperation and exchange. In conclusion, the professional development of teachers in local undergraduate colleges needs a good and strong atmosphere and environment for the common growth of professional development. However, at present, in local undergraduate colleges, there is a lack of such a strong atmosphere and environment for common growth of professional development. Many local undergraduate colleges teachers believe that professional development is a personal matter for teachers. They believe that specialization is a reminder of their academic ability and scientific research level. They lack interaction and communication with the outside world and move towards a one-way, individual and closed-door professional development path [5]. Although this is also an attempt at professional development, it is not a scientific and effective attempt to promote professional development. The mode of self-professional development widely exists in many colleges, resulting in a weak

atmosphere and poor environment for the common growth of teachers' professional development in local undergraduate colleges. The essence of the weak atmosphere of common growth in professional development is that teachers fight for each other on the issue of professional development and pursue the so-called self-isolated development idea, which is a profit-seeking action driven by "self" in the process of professional development. The atmosphere for professional development and common growth is not strong. As a result, many teachers are excessively deposited in their own world. Therefore, they have lost the opportunity to communicate with excellent teachers, and the opportunity to learn from the community of excellent teachers. It is difficult to effectively solve the bottleneck that puzzles one's professional development. They should jointly solve the puzzles, sticking points and problems encountered in the professional growth. It is difficult to share teachers' practical ability, increase practical experience, methods and practices to cultivate students' application ability and technical ability. It would cause a series of unnecessary troubles in the process of teachers' professional development, which directly leads to the isolation of teachers' development from the support and guidance of the external environment. On the contrary, it would make teachers form wrong understanding of their own abilities, wrong evaluation of professional development and wrong grasp of external professional development requirements, which will eventually affect and restrict their own professional development ability.

### **3.2 Teachers Lack Professional Practical Ability**

In the development process of traditional local undergraduate colleges, teachers' professional development is more directed to scientific research and academic exploration. Teachers are committed to improving their theoretical research level and academic attainments. Therefore, the cultivation and training of practical ability are easily ignored in professional development. In order to meet the social needs of training applied talents, colleges have put forward higher requirements for teachers. They should not only have solid basic knowledge of professional theories, but also have social experience and professional practical skills that are suitable for them. Teachers in local undergraduate colleges lack experience in industrial enterprises and social practice, and their ability to cooperate with industry, university and research is insufficient. Their practical ability to match the cultivation of applied talents needs to be strengthened.

### **3.3 The System of Teachers' Professional Development is not Perfect**

In order to improve the quality of personnel training, the state and schools should put the professional development of teachers in an important position and perfect the corresponding teacher evaluation and incentive mechanism. The survey shows that the reason why teachers attach importance to the promotion of academic qualifications is to meet the needs of professional title promotion and do not consider their own professional development, which is related to the professional title promotion policy of local undergraduate colleges.

### **3.4 Lack of Favorable Conditions for Teachers' Professional Development**

The development and growth of local undergraduate colleges and the professional development of teachers cannot be separated from the influence of factors such as funds and resources. Therefore, local undergraduate colleges should increase funding to provide favorable conditions for teachers' professional development. In order to promote the professional development of teachers, local undergraduate colleges have also improved teachers' teaching ability through pre-job training, mentoring and training of young teachers, but they have only stagnated at the theoretical level. For the training of teachers, there is no corresponding professional development organization for teachers, which leads to the lack of long-term and continuity in the training of teachers. At the same time, schools do not pay enough attention to it and invest less funds, which seriously restricts teachers' professional development [6]. In order to increase the strength of teachers' professional development, we must increase the investment of funds, set up professional institutions for teachers' professional development, broaden the channels of teachers' professional development, promote teachers' professional development, and meet the needs of training applied talents.

## **4. Local undergraduate Colleges Teachers' Professional Development Factors in New Era**

### **4.1 Individual Factors of Teachers**

Under the background of building a powerful country in higher education in new era, teachers in local undergraduate colleges have weak meaning for their own professional development, do not realize the higher requirements for themselves under the educational environment in new era, do not make long-term plans for professional development, and have unclear professional development goals. The professional development of teachers is only carried out according to the school's deployment, assessment requirements, professional title evaluation and other conditions. Most of the local undergraduate colleges teachers graduated from institutions of higher learning and have solid theoretical knowledge, but they lack relevant professional practical experience and innovative consciousness, the combination of professional theory and social practical ability is not enough, the connotation of teachers' professional development is not well understood, and they cannot keep up with the needs of the society and the development of national policies in time. According to the survey, 39.9% of teachers chose "enhancing their own competitive strength" as the driving force for their personal professional development, followed by "promotion of professional titles", accounting for 37.6%, 18.0% of teachers thought it was "the need for their own professional development", and only 4 teachers chose "external public opinion pressure" as the main driving force for their personal professional development.

### **4.2 School Factors**

According to the questionnaire survey, 52% of the 89 teachers think it is "the teacher himself", 19% think it is "the training content", 17% think it is "the school leader" and only 12% think it is "the training form". It can be seen that local undergraduate colleges have not fully realized the importance of teachers' professional development to the smooth transformation of local undergraduate colleges. The system of teachers' professional development is not perfect, the training system is not perfect, there is a lack of training institutions to promote teachers' professional development, the investment is less, and the training process is a mere formality. At present, local colleges still attach importance to the improvement of teachers' scientific research ability, but they do not pay enough attention to teachers' practical skills. Especially under the social demand of meeting the cultivation of applied talents, local colleges need to attach importance to teachers' professional development, formulate relevant systems and measures, and improve teachers' evaluation system and incentive mechanism. With the help of the requirements of deepening the reform of innovation and entrepreneurship education on teachers' professional practical ability and innovation and entrepreneurship ability, the corresponding system and assessment standards to promote teachers' professional ability are formulated to promote teachers' professional development.

### **4.3 Social and Environmental Factors**

In order to promote the transformation and development of local undergraduate colleges, the state has issued a series of policy documents, but in the aspect of applied personnel training, school-enterprise cooperation and in-depth integration have not really been implemented, and the role of enterprises in personnel training and teacher training has not really been played. All these cannot be separated from the support of the state and the government. In order to promote the transformation and development of local undergraduate colleges and strengthen the professional development of teachers, the state should increase the implementation of policies and financial support to provide a good environment for the professional development of teachers, so as to promote the professional development of teachers.

## **5. Conclusion**

In short, the construction of teaching staff in colleges has become an important task in the construction of a powerful country in higher education in new era. The professional development of

teachers directly affects the improvement of the quality of personnel training. Therefore, taking the construction of a powerful country in higher education in new era as an opportunity, this paper analyzed the restrictive factors that affect teachers' professional development from the combination of teachers, colleges and society, so as to find a breakthrough for teachers' professional development, and to improve the quality of personnel training for the sustainable development and application of local undergraduate colleges.

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