

Analysis and Countermeasures of Obstacles of New Full-Time Teachers in Colleges and Universities During the Adjustment Period—Taking Longyan University as an Example

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Abstract: The construction and development of teachers has always been the focus of the construction and development of colleges and universities, and each school has also set up a lot of relevant departments or institutions such as the University Party Committee Teacher Work Department, Academic Affairs Office, Personnel Division, Teacher Development Center and so on. However, a lot of adaptation problems still exposed gradually after the entry of new full-time teachers. This paper takes Longyan University as an example to make some basic analysis and put forward relevant suggestions.

Keywords: Induction Adaptation; New Teacher Training; Teacher Development

Introduction

At the National Conference on Ideological and Political Work in Higher Education Institutions held from December 7th to 8th, 2016, General Secretary Xi Jinping stating that university and college teachers should first receive education themselves to become disseminators of advanced ideas and culture, strong supporters of CPC leadership, and mentors who can lead the students towards sound development. Whether the new full-time teachers (NFTs) in colleges and universities can adapt to the teaching environment as soon as possible and strive to improve their professional ability, professional thought and professional level has become the focus of teacher training in each school.

1. The main problems of NFTs in the adaptive period

With the advancement and development of the education cause of colleges and universities, each school will recruit a group of NFTs every year while expanding enrollment and upgrading the school level. However, the new teachers will inevitably encounter layers of obstacles for a successful transformation from a student into a teacher. Basing on the work experience accumulated in Longyan University in recent years, some major adaptation obstacles were classified into the following categories.

1.1 School environment adaptation

The new teachers introduced by colleges and universities come from all over the world, and most of their living habits are different from local residents. Whether it is the school environment, school management mode, local climate, diet, folk customs, etc., new teachers need to adapt to them. Due to the difficulty of adapting, many new teachers have obvious conditions of acclimation, such as insomnia, fatigue, indigestion, urticaria and so on.

1.2 Adaptation and development of teaching and research capabilities

From the recruitment announcements of colleges and universities, most of the recruitment objects only need to meet the basic conditions such as academic qualifications and subject professional background, while no requirements for normal school or

professional. In addition, a timely and effective pre-job training is hard to be performed due to the different entry time of NFTs. Moreover, the NFTs have to take too much time in scientific research, leading to lack of time for developing teaching technologies.

1.3 Psychological adaptation

Nowadays, the training and development of college teachers inside and outside the school are mostly limited to the teacher's ethics, professional skills, teaching and research ability, etc., often ignoring the needs and guidance of teachers' mental health education. In recent years, suicide incidents of college teachers have occurred from time to time. It is necessary for schools to pay timely attention to and solve the difficulties of new teachers' work and life, improve teachers' mental health level.

2. Longyan University's Strategies for solving obstacles of NFTs in the adaptive period

From 2018 to 2023, the total number of new teachers recruited by Longyan University is 155 (76 are male and 79 are female), but 16 have resigned. The training is mainly divided into three modules, pre-job training, teaching and research ability training, and guidance on the mental health.

2.1 Integration into the local

Longyan University has a relatively mature system for training NFTs. To promote the teachers adapting to the internal and external environment of the school as soon as possible, many activities have been organized, such as visiting the school history museum, Red Gutian Theme Education, Young Marxists Foster Project, etc., making NFTs gradually understand and adapt to the school and local environment.

In summer vacation, NFTs are organized to participate in pre-job training and summer training programs of Fujian Province, for consolidating master basic educational theories and teaching skills, and promoting adaption to teaching environment as soon as possible. Moreover, group auxiliary activities are organized to teach and improve the interpersonal communication strategies of NFTs.

2.2 Teaching first

Since Longyan University formulated the Regulations on the Training and Management of NFTs in Longyan University in 2018, the school will develop a two-level training program for the teachers introduced every year through a series of special lectures, workshops, teaching observation, salon discussions, competitions and other forms. Help NFTs achieve the training requirements of "three sets" within one month (set the discipline development direction, set the training plan for the next three years, set the instructor), and "three sets" within one year (teacher qualification, teaching ability, scientific research and practical ability).

In response to the phenomenon that many teachers "pay more attention to scientific research than to teaching", Longyan University began to introduce the effective teaching structure of BOPPPS from the training team of Wuhan Polytechnic University in July, 2019. In recent years, a total of 1 FDW training, 2 ISW training and nearly 20 workshops have been held, and this effective teaching structure has been successfully radiated to 11 faculties and departments of the whole school. It has effectively promoted the reform and development of school teaching.

From July 2 to 4, 2022, the sixth Fujian Province College Young Teachers Teaching Competition was successfully held. The four contestants of Longyan University have all received the training of effective teaching methods of BOPPPS at different levels, and made full use of them in the competition, and finally won 1 special prize and 3 second prizes.

In June 2023, Longyan College organized a training competition for 20 NFTs in 2022. These teachers had participated in the 3-day workshop on Effective Teaching Structure of BOPPPS and received continuous supervision and training in this area. This competition requires teachers to use this effective teaching structure to design and carry out fragment teaching. After careful evaluation by the competition evaluation team, the judges recognized its overall teaching ability, and produced a total of 1 first prize, 2 second prizes, and 5 third prizes.

It can be seen that BOPPPS is relatively suitable for teachers in Longyan University. Up to now, 40 people in Longyan University have obtained ISW certificate, and 5 instructors have been successfully cultivated. The school will continue to cultivate 5 instructors in the future, and give full play to their role to further promote the teaching reform inside and outside the school. In the future, Longyan University will continue to carry out BOPPPS workshop for NFTs to further promote their teaching ability.

In addition, Longyan University will cooperate with the relevant training arrangements of the province, organize NFTs to participate in the training of teacher ethics concentrated learning, teaching and research ability improvement, joint training of teachers in Fujian and Taiwan, and systematically provide multi-angle and multi-directional theoretical and practical support for teachers' teaching ability improvement. At the end of the training period, the school will conduct undergraduate teaching admission assessment for NFTs one by one. Only those who pass the assessment can be awarded the class time certificate and completion certificate, and then they can participate in the qualification certification of undergraduate classroom teaching main teachers, so as to ensure the overall education and teaching quality of NFTs.

2.3 Physical and mental health

In 2023, Longyan University conducted a mental health questionnaire survey for the whole faculty and staff, and the number of effective participants in this questionnaire was 227, 170 of whom were full-time teachers. The questionnaire showed that only 16 teachers were in really good physical condition, 75 were in good condition, and the other 136 teachers were more or less suffering from some physical diseases, of which 77 were chronic pharyngitis and cervical spondylosis, accounting for 33.92%; The second was lumbar spine disease, accounting for 25.55%; The third is intestinal disease, accounting for 19.38%.

In terms of work pressure, 67 people said that the work pressure is very large, 115 people think that the pressure is relatively large, and 185 people choose the source of pressure from school work. Finally, through the evaluation of sleep quality, work interest, concentration, emotion, self-evaluation, interpersonal communication and other aspects, 6 people assessed their psychological state is very poor, 31 people assessed as relatively poor, 60 people assessed as average, 19 people think that they can not or should not be able to adjust to solve their psychological problems.

It is found that NFTs, as the vulnerable group of the whole school staff, the above problems are relatively easy to appear on them. High-intensity work makes them prone to acute or chronic pharyngitis, lumbar or cervical spine pain, stomach discomfort, insomnia and dreaminess, and other symptoms. The unfamiliar environment makes them unable to timely and effectively communicate with the relevant leaders, and the family is often not around is easy to make them have a sense of loneliness and helplessness, further giving rise to other psychological problems, affecting work and life.

Although many schools have mental health education and counseling centers, due to the large number of students in schools and the lack of publicity among teachers, it is often unable to take care of or meet the full psychological needs of teachers. During the professional development of teachers, the school must pay attention to the psychological needs of NFTs in a timely manner, and carry out effective psychological activities by creating a "staff home" and other ways to give teachers a special psychological counseling and recuperation place to help teachers develop in an all-round way.

3. Summary

In short, whether NFTs in colleges and universities can achieve smooth adaptation and transition during the entry adaptation period is related to their personal career development, but also to the development of school education. NFTs are prone to encounter many common problems such as environmental adaptation, teaching and research ability adaptation, psychological adaptation, etc., which require timely attention and guidance from schools, and provide effective solutions to create favorable conditions for teachers' all-round development.

References

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