Analysis on the Management of Teachers' Ability Improvement in Universities

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Abstract

This article statistically analyzes the research trends of Teacher Capacity Enhancement Management in universities from 1997 to 2023. A total of 25 articles are selected for in-depth analysis. The study reveals that many institutions have begun to alter their management approaches, especially towards enhancing the capabilities of younger groups. The majority of these schools focus on two main directions: individual teacher development and innovative teacher management models. This paper aims to identify the key research areas in teacher capacity enhancement management in higher education, track its evolution, and determine emerging focal points in this field. It also seeks to provide valuable insights for innovative teacher management strategies.

Key words：Ability Cultivation; Management Model; Higher Education

1. Introduction

Teachers are the key force in the development of universities. The level of teaching in universities is largely determined by the teaching ability of teachers. The progress of the teacher team can provide important guarantee for the sustainable development of universities, and improving the teaching and practical ability of university teachers is the

key to the progress and development of national education and teaching reform (Wang Jun et al., 2014). At the same time, the professional development of teachers is also crucial for changing classroom practice and improving students' academic performance (Borko 2004). Professionalism is usually reflected in teaching scenarios, such as the formulation of professional development plans, the establishment of teaching research groups, and guiding student development (Timperley 2011). With the deepening development of national education and teaching reform and the progress of university mechanisms, expanding higher education urgently needs new management models. Currently, the Ministry of Education has revised the Teacher Professional Development Plan and issued a series of related policies aimed at increasing the success rate of teacher recruitment, retaining young teachers, and ensuring that educators feel satisfied and accomplished in their work. At the same time, universities are continuously improving their own management systems and finding rules for managing university teachers that suit their own development. For example, establishing a relatively stable teacher education system, standardizing teacher education programs and courses, providing training opportunities and promoting academic degrees for in-service teachers (Zhou Jun et al., 2014).

Related research suggests that the correct management model should develop teachers' professional theoretical knowledge, professional skills, and practical teaching abilities (Desimone 2009; Desimone, Smith, & Ueno 2006; Drago-Severson 2007; Patton, Parker, & Tannehill 2015). Other studies have shown that teacher competency management should establish professional development plans, such as: 1. Based on schools, embedded in teacher work; 2. Provide opportunities for communication and interaction for teachers; 3. Pay attention to teachers' personal development, guide them to a certain extent and evaluate their effectiveness; 4. Encourage and support policies based on teachers; 5. Learn basic knowledge for teaching purposes; 6. Formulate relevant activities highlighting teachers' professional status; 7. Provide sufficient time and support for teachers' development (DiPaola & Hoy 2014; Guskey 2009; Lee 2005; Matteson, Zientek & Zell 2013; Patton et al. 2015; Wei et al. 2009).

Luneta (2012) pointed out several aspects that may affect the effective implementation of teacher capacity development plans. The two most critical aspects include: 1. teacher development plans based on the professional needs of teachers; and 2. teacher participation in the design and

implementation of their own professional development plans. The literature suggests that teacher development programs should emphasize teacher learning, provide practical strategies, and meet other specific needs for teacher capacity development (Carrington & Robinson, 2002; Desimone et al.). Chan (2017) pointed out that clear career goals lead to higher proactive career engagement. Thangavelu and Sudhahar (2017) revealed a significant correlation between role clarity, performance feedback, and employee satisfaction with performance perceptions. Samie, Riahi, and Tabibi's (2015) study showed significant statistical relationships between role clarity and overall employee efficiency, as well as between role clarity and various aspects of employee efficiency, including alignment with organizational goals, work rhythm, proper use of equipment and facilities, self-assessment, training, and commitment to workplace regulations.

In addition, the involvement of all stakeholders, including school leaders, is crucial for the success of teacher development plans. Blackmore (2000) believes that teacher commitment is an indispensable factor for the success of teacher development projects. School leaders can create a learning atmosphere in the school by helping teachers identify development needs, encouraging experimentation, finding and allocating resources to support teacher learning, and strengthening the implementation of new learning (Thoonen, Sleegers, Oort, Peetsma, & Geijsel 2011; Vanblaere & Devos 2016). Other researchers believe that effective leadership and clear learning outcomes are important for effective teaching, and principals can provide personalized support for teachers (Dymoke & Harrison 2006; Heaney 2004; Lee 2005; Mewborn & Huberty 2004; Penuel et al.). Birman (2000) maintains that effective teacher education programs need to receive feedback from teachers in order to understand which teaching methods are effective or ineffective for students, and to learn relevant lessons from this feedback.

2. The Importance of Teacher Ability Enhancement Management

The improvement of the quality of the teaching staff plays a crucial role in the development of higher education. As the main battlefield for talent cultivation, universities must unswervingly regard moral education as their fundamental task, and address the fundamental issues of what kind of people to cultivate, how to cultivate them, and for whom they are being cultivated (Shen Yue, 2023). Teaching ability is the main manifestation of a teacher's level, therefore, universities must attach great importance to educational and teaching work, and the cultivation of teachers' abilities in universities is mainly beneficial to two aspects.

Firstly, it is beneficial to enhance the self-development awareness of young teachers. When training young teachers in universities, the main goal is to ensure that they meet the job requirements during their work and that the young teachers trained have strong professional abilities (Phattahana Sangkomon. 2023). China has been in a continuous process of rapid development, with the emergence of new technologies and new things, the requirements for related positions are also gradually changing. This requires young teachers to constantly update their professional abilities and innovative capabilities during their work, maintain self-updating awareness, and set personal professional development goals. With the continuous reform of higher education, there is an increasing emphasis on the dominant position of students in teaching, which also means the necessity of training young teachers in universities(Fengxia Liu & Bo LI, 2000). However, due to the influence of traditional indoctrination teaching methods, many teachers still make students passive listeners in the teaching process. The traditional indoctrination teaching mode often leads to students losing interest, which is not conducive to the establishment of efficient classrooms. In the process of training young teachers' core qualities and key subject competencies, it is necessary to enable young teachers to have self-development awareness, continuously improve themselves, innovate teaching concepts, adapt to the teaching requirements under the new curriculum reform environment, and ensure that the students trained have strong autonomy, can actively improve themselves, and achieve comprehensive development.

Secondly, it is conducive to creating a harmonious teacher-student relationship. The improvement of teachers' personal abilities has a certain promoting effect on the construction of a harmonious teacher-student relationship. In the teaching process, teachers should pay more attention to the subject status of students, guide young teachers to realize the importance of building a harmonious teacher-student relationship, so that young teachers can change their own teaching methods and improve their innovative learning and practical application abilities(Jin Lida&Lan Jijun 2023). In addition, in the teaching process, starting from the teacher-student relationship, teachers can improve themselves and achieve the construction of a harmonious classroom, ensuring that teaching and learning can be closely integrated, so as to activate students' innovative desires and behaviors. Furthermore, the improvement of teachers' practical application ability can enrich teaching forms to some extent, thus stimulating students' learning desire; the improvement of teaching design ability can also prepare for teachers' teaching, designing classes according to

students' characteristics, which is easier to attract students' interest and improve students' learning ability on the basis of improving the teacher-student relationship(Fengxia Liu & Bo LI, 2000).

3. Data Collection and Analysis

3.1 Data Collection

The first stage is to determine the scope of literature based on the objectives. The data used in this study are all from China National Knowledge Infrastructure (CNKI), with "university teacher development", "university teacher training" and "improving university teacher ability" as search terms, "discipline" as search condition, advanced search was conducted, and data collected from 1997 to June 2023 were selected. Manual screening of data, eliminating literature, news, book reviews, journal catalogs and other invalid data, finally 25 articles were selected for in-depth analysis.

The second stage is to identify keywords in the search literature and focus on specific topics. As recommended by Yang Hongyan et al. (2022), with the help of Microsoft Office office software, we analyze the overall trend of published articles, draw research trend charts, integrate and analyze data, and present them in graphical form to sort out the current research status, research hotspots, and frontier trends and development trends of university teacher ability improvement management.

3.2 Research Selection and Evaluation

The distribution of literature quantity in different time periods for a subject or field can to some extent reflect the progress and development of research in that subject, which is beneficial for researchers to grasp the overall development status of academic resources (CHENCC, TSENGYD.2011). In order to investigate the attention paid to the development of university teachers, with the help of Microsoft Office software, the number of papers related to the development of university teachers published from 1997 to 2023 are plotted and calculated by year, as shown in Figure 1.
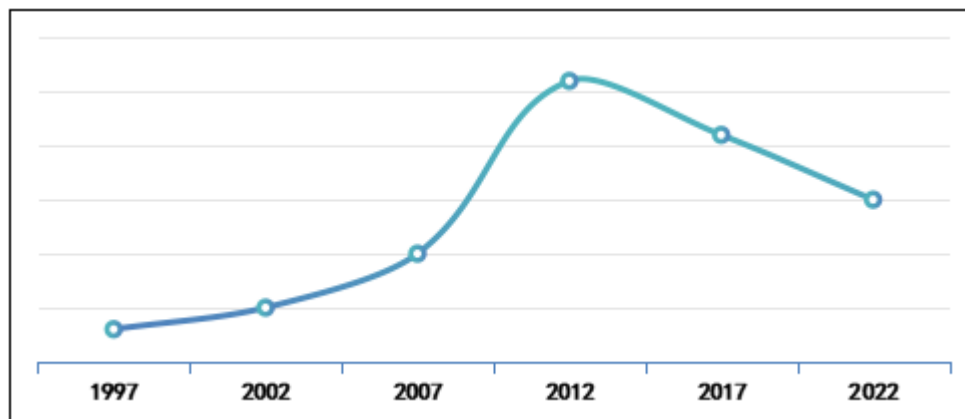
Figure 1: Trend of Paper Publication on Enhancing the Ability of University Teachers from 1997 to 2023

the research on improving the ability of college as shown in Figure 1, the research on improving the ability of college teachers can be divided into three stages. Before 2002, related research was in its initial stage, with a generally low number of published articles. From 2003 to 2012, the number of articles showed an upward trend, entering a period of rapid development. More and more scholars began to pay attention to this field, with a total of 326 articles published, accounting for 53.1% of the total number of articles published in this discipline. Since 2017, the research on improving the ability of college teachers has gradually entered a saturation period, with a downward trend in the number of papers, totaling 269 articles, accounting for 38.7% of the total number of articles published in this discipline. However, during this period, research topics became more focused, and research directions and objectives became clearer. We manually screened these articles and filtered them out. Among all the literature, we selected 25 key articles, as shown in Table 1.

Table 1: Number of Articles Based on Sources

Literature Type	Number
Journal(English)	7
Journal（Chinese）	9
Meeting	9
Total	25

4. Analysis Results and Discussion

The level of individual quality of teachers has always been an important topic in teacher management. The quality of teachers plays a core role in education and social development. Teachers are the main responsible persons for student training and the main implementers of educational reform. This article mainly focuses on the research of improving the management of university teacher capabilities. In the collected papers, there are mainly two research directions: one is the cultivation of teacher quality, including teaching personal qualities, academic research level, information application ability, etc. The other is the development and management model of teachers.

4.1 Personal Development of Teachers' Qualities

The research on teachers' qualities development is mainly divided into two aspects. The first aspect is the teacher's thinking. Some articles have conducted key researches on this, and from the research results, there are still some issues, such as the imperfect evaluation mechanism (Yang Hongyan, 2022; Bai Xingang, 2002; Li Chun, 2006). The political literacy of teachers is the prerequisite for promoting quality education, student growth, and ideological progress. In order to promote teachers to further strengthen their awareness of educating people, find the right angle of educating people, and improve their ability to educate people, it is necessary to improve the system guarantee.

The second aspect is the management of teachers' personal ability improvement. In the process of teacher management, promoting the improvement of teachers' personal ability level is one of the key projects of the school. Research papers mainly focus on the five key words: "training, practice, communication, competition, and research" (Grebenyuk A.I 2019; Zainab Hamid & Dr.Shawkat Ahmad Shahand; Yang Hong-Yan 2022). In fact, a teacher's personal development experience is closely related to each stage of their career (Gao Wei, 2023). Schools should design different types of teacher development activities according to the different stages of teacher development. For example, for young teachers in the early stages of their careers, schools can help teachers formulate correct career development plans, accumulate teaching experience through teaching and research activities, and also carry out some training to help teachers increase professional knowledge. They can also help older teachers keep up with the times and improve information teaching methods (LiHuan Lu 2019).

In the management of improving the competency level of teachers, schools also tend to encourage teachers, especially young teachers, to participate in competitions, including guiding students to participate or teachers themselves participating in competitions (Wang Yanan, 2020). Professional teachers leading students to participate in competitions have a significant role in promoting the improvement of their teaching and education abilities. Especially for some science and engineering students, if they only focus on theoretical knowledge learning and the ratio of basic courses and professional theory courses is higher than practical courses, it will result in students' knowledge cognition only staying at the theoretical level. For teachers, if their knowledge cannot be updated in time, it will be a huge obstacle to both students and teachers' development. Competitions are a good platform for promoting teachers' skill learning. If teachers want to achieve good results in competitions, they must continuously improve their professional skills, shifting from simply completing teaching tasks to collaborating with enterprises to develop projects and guiding students in practical operations, truly transforming theoretical knowledge into practical skills. By organizing teachers to directly participate in and guide students to participate in skill competitions, it can prompt teachers to fully grasp the needs of employers for high-quality skilled talent training and the skills requirements of relevant occupational positions, update teaching concepts in a timely manner, and improve teaching methods. After participating in skill competitions, teaching effectiveness will be significantly improved. Relevant research shows that after participating in skill competitions, more than 98% of teachers' teaching effectiveness has been significantly improved, and 82% of teaching evaluations have been improved from good to excellent (Ren Chang-an, 2019; Arife Gümüş 2019; Ren Chang-an 2019), Arife Gümüş 2022).

4.2 Teacher Development Management Model

In the teacher development management model, the most important thing is how to evaluate teachers effectively and scientifically. In fact, it is very difficult to conduct a comprehensive evaluation of teachers. According to research literature, there are mainly two aspects. Firstly, the manager's awareness is backward, and the management system is imperfect; secondly, a single management mechanism cannot effectively evaluate teachers at all levels (Liu Fengxia, 2020). Unlike in the past, young teachers have richer and more sensitive psychological activities, they pay attention to spiritual pursuit and equal treatment, and they are more concerned about their own development opportunities and hope to participate in school management (Wang Xiaoqian, 2018; Wang Jun, 2019). At the same time, if there is no incentive policy in the process of teacher

management, then the performance of teachers in their work can only reach 20%-30% of their ability. When motivated by policies or projects, teachers can often reach 80%-90% of their ability (Wang Xiaoqian, 2018). Therefore, material incentives and spiritual incentives are one of the factors that must be considered in the teacher development management system.

5. Conclusion

This paper comprehensively analyzes the strengthening of college teachers' development and improvement of teaching ability through different studies, emphasizing the crucial role of schools in teacher development management. Teachers are the main implementers of higher education functions, and the construction of a scientific teacher management mechanism is of great significance to the healthy and rapid development of universities. Currently, there are still many shortcomings in the teacher management mechanism of universities, which needs to be further improved. Only by establishing a teacher management mechanism that meets practical needs and mobilizing teachers' initiative and creativity can we better promote the improvement of teachers' abilities(Bai xingang, 2022). In addition, on the basis of traditional management methods, many universities have begun to carry out reforms for different groups, which is an inevitable development trend(Jun Wang,Wei Wang,Ying Li, 2019). However, schools should not only promote teacher development through various ways, but also establish a multi-dimensional evaluation system to fully mobilize teachers' enthusiasm, initiative, and creativity, thereby improving the quality and efficiency of school running.

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