

# Strategies for Improving Teachers' transformation Impetus in Local Applied Universities in Guangxi

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**Abstract:-** The purposes of this research were to 1) to study the current situations of teachers' transformation impetus in local applied universities in Guangxi, 2) to create the strategies for improving teachers' transformation impetus in local applied universities in Guangxi, and 3) to evaluate the strategies for improving teachers' transformation impetus in local applied universities in Guangxi. The research sample group included 462 teachers from 5 local applied universities in Guangxi. The research instruments involved questionnaire, structured interview and evaluation form. The statistics to analyze the data were percentage, mean, standard deviation.

The results were found that.

1. The current situation of teachers' transformation impetus in local applied universities in Guangxi is at a medium level.
2. The strategies for improving teachers' transformation impetus in local applied universities in Guangxi includes four aspects: need satisfaction, educational idea, code of conduct and work support.
3. The adaptability and feasibility evaluation results of the strategies implementation are the high level.

**Keywords:** Teachers' transformation impetus, Strategies, Local applied universities

## 1. Introduction

The Central Committee of the Communist Party of China and The State Council issued the Outline of China's Education Reform and Development, which proposed to "adhere to the road of connotation development", "make the scale of large development, the structure more reasonable, and significantly improve the quality and efficiency". At the same time, it is stressed that "building a team of teachers with good political and professional quality, reasonable structure and relatively stable, is the fundamental plan for education reform and development".

In the new century, with the deepening of the popularization and reform of higher education, the quality problem of higher education in China has become increasingly prominent, and the country attaches more

importance to the construction of teachers. In August 2001, the Ministry of Education issued several Opinions on Strengthening Undergraduate Teaching in Institutions of Higher Learning and Improving the Teaching Quality (No. 4, 2001), proposing to "build a team of young and middle-aged backbone teachers to meet the requirements of high-quality teaching".

In December 2020, the Ministry of Education and other six departments issued "on strengthening the new era of university teachers team construction reform guidance" ([2020] 10), the new era of university teachers team construction reform system deployment, proposed to "build a good political quality, professional ability, education level of high quality professional innovative university teachers". This is the first comprehensive and systematic deployment for the construction of college teachers since the 18th Communist Party of China National Congress. The introduction of this document has greatly optimized the environment for teacher talent development, and provided a policy basis for exploring the building of a high-quality development, dynamic and resilient team of teachers.

To sum up, considering the importance of the Chinese government to the construction of university teachers, the development requirements of the transformation and quality of local applied universities, and the problems existing in the construction of local applied universities and teachers in Guangxi, the researchers chose the theme of "strategies for improving teachers' transformation impetus in local applied universities in Guangxi".

## 2. Research Questions

1. What is the current situation of teachers' transformation impetus in local applied universities in Guangxi?
2. What are the strategies for improving teachers' transformation impetus in local applied universities in Guangxi?
3. Are the strategies for improving the teachers' transformation impetus in local applied universities in Guangxi adaptable and feasible

## 3. Literature Review

### 3.1 Concepts of education administration

American scholar D. E. Olosky. (1989) regarded educational administration as management science plus education. In his opinion, administration is about putting rational knowledge into organized activities.

Japanese scholar Yao Ando. (1981) emphasized that education administration should be the administration of school education. Educational administration is not only the administration of school material materials and equipment, but also the administration of educational plans and educational activities.

Chinese scholar Chen Xiaobin and Wu Hongyuan. (2008) believed that education administration is in a country or region under the restriction of political, economic and cultural environment, in the education management leader education values, under the control of the scientific method, to the jurisdiction of all levels of education organization prediction and planning

### 3.2 Concepts of impetus

Zhang Dajun. (2004) believed that motivation is the direct cause and internal motivation of behavior.

Huang Xiting. (1991) believed that motivation is the psychological tendency or motivation that inspires and maintains individuals to conduct activities and causes such activities to reach a certain goal.

Chen Xing. (2017) sees the impetus as the reason that drives (pushes) an individual or a collective to make a certain choice or behavior. Based on the above views, this study believes that impetus is the power that promotes and develops people's work and career.

### 3.3 Concepts of teacher transformation

Feng Jianjun (2010) believed that "transformation" can be used as a verb, indicating that the process of change is ongoing; "transformation" can also be used as a noun, indicating that the formation of a new form different

from the old form is a complete tense of transformation.

Xia Meiwu (2011) believes that "transformation" is not only the formal adjustment and change, but also the transformation of quantitative change and qualitative change. This transformation goes deep into the bone marrow, reborn, and broken, from one form to another, and from one mode to another.

### 3.4 Concepts of teachers' transformation impetus

Maslow also believed that the distribution of a country's people at all levels of need is directly related to the level of economic and social development.

Guan Peilan (2011) believed that an effective incentive mechanism must be conducive to the improvement of work performance. The general principle of an effective incentive mechanism is that the incentive content must be valued and accepted by the motivated people, and good work performance should be taken as the basis of the incentive.

### 3.5 Context of local applied universities

Yu Xixiang. (2014) believed that local universities mainly refer to ordinary undergraduate schools affiliated to the governments of provinces (autonomous regions and municipalities directly under the Central Government) and their educational administrative departments, and mainly undertake the local finance to train talents and provide services for local industries and industries.

Li Mingqiang and Wu Wenwen. (2015) believed that local colleges and universities directly under the ministries and commissions are the main body of higher education at the undergraduate level in China.

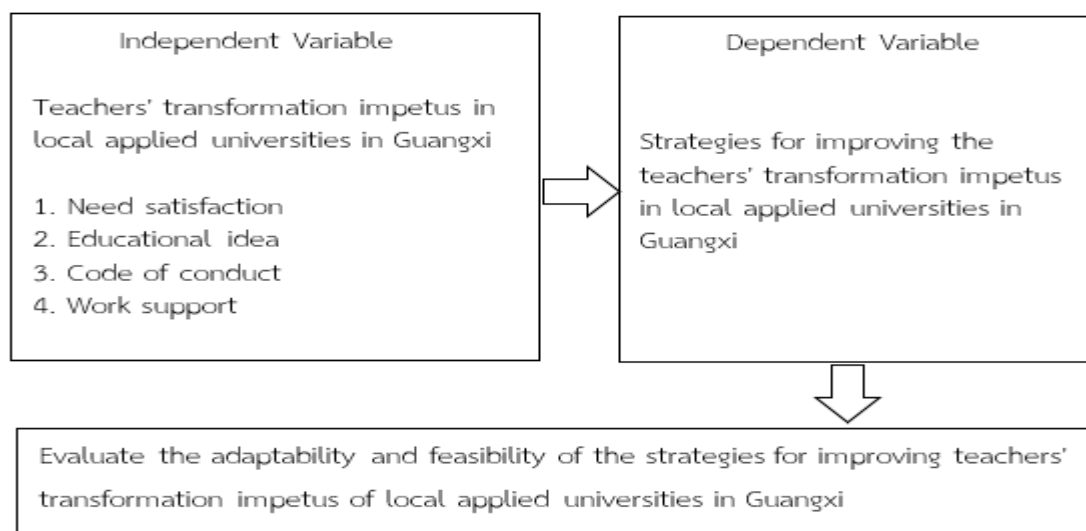
### 3.6 Related Research

Ding Zhitong (2014) believed that the functional change of colleges and universities is the external drive and goal orientation of teacher transformation, and the professional development of teachers is the internal driving force and original value of teacher transformation.

Deng Hui. (2014) mentioned in his article: In May 2014, Guangming Daily reported that teachers' passive attitude and indifferent consciousness in the face of transformation and reform have become the biggest stumbling block to the construction of the University of Applied Technology.

## 4. Research Conceptual Framework

Figure 1 Research Framework



## 5. Objectives Of The Research

1. To study the current situation of the teachers' transformation impetus in local applied universities in Guangxi.

2. To create strategies for improving teachers' transformation impetus in local applied universities in Guangxi.

3. To evaluate the adaptability and feasibility of strategies for improving teachers' transformation impetus in local applied universities in Guangxi.

## 6. RESEARCH METHODOLOGY

### 6.1 Population and Sample

#### 6.1.1 Population

The population of study is 10216 teachers from 11 public applied universities in Guangxi.

#### 6.1.2 Sample

##### The sample of questionnaire group

The sample of questionnaire group are from full-time teachers engaged in teaching and scientific research in five local applied universities from 11 public applied universities in Guangxi, including Hezhou University, Beibu Gulf University, Yulin Normal University, Hechi University and Baise University. there are 4,935 teachers in the above five universities. Based on the Krejcie and Morgan sampling table and the experience proposed by Chinese scholar Yuan Fang (1990), and considering the possibility of invalid samples in the questionnaire survey, the total number of samples was finally determined at 500 people. Random sampling is used with 100 people from each school for a total of 500 people.

##### The sample of interview group

The sample of interview group came from full-time teachers and school administrators from the above five universities. Among them, 2 teachers and 1 administrator are selected to interview in each university, with a total of 15 interviewees. The interviewees were required to have the following qualifications: 1) at least 5 years of work experience in local applied university in Guangxi, 2) full-time teachers or administrators in local applied university in Guangxi, 3) be willing to participate in a semi-structured interview.

## Research Instruments

Research instruments used in this study, which are included questionnaire, interview form and evaluation form of the adaptability and feasibility of the strategies.

## 7. Research Results

**Table 1** Analysis of current situation of teachers' transformation impetus in local applied universities in Guangxi (n = 462)

Factors of teachers' transformation impetus in local applied universities in Guangxi	$\bar{X}$	S.D.	Level	Order
Need satisfaction	3.08	0.84	Medium	4
Educational idea	3.26	1.01	Medium	1
Code of conduct	3.19	0.99	Medium	2
Work support	3.13	1.04	Medium	3
<b>Total</b>	<b>3.17</b>	<b>0.98</b>	<b>Medium</b>	

According to Table 4.2, the data showed that the interviewees' overall evaluation of teachers' transformation impetus was at a medium level ( $\bar{X}=3.17$ ). Among the four sub dimensions, the highest level was educational idea ( $\bar{X}=3.26$ ). Next was code of conduct ( $\bar{X}=3.19$ ), and the lowest level was need satisfaction ( $\bar{X}=3.08$ ).

**Table 2 Strategies for improving teachers' transformation impetus**

Strategies	How to
In terms of need satisfaction	
1.Improve teachers' treatment	Raise teachers' salary, ensure their reasonable income, try to favor teachers in performance-based pay, and timely meet teachers' living needs such as housing, medical insurance, children's schooling and employment.
2.Reduce teachers' burden	Reasonably determine the basic workload of teachers' teaching and scientific research; reform the division mechanism of teaching and scientific research, and establish the communication and coordination mechanism between them; reduce the arrangement of unnecessary non-teaching clerical work.
3.Create an organizational atmosphere of respecting teachers and valuing education	To establish the central position of teaching and teachers in the school, and to ensure the right of teachers to participate in and discuss state affairs in the major reforms of the school; change the bureaucratic work style of administrative personnel.

## 8. Conclusion And Discussion

### 8.1 Conclusion

Through the study of strategies for improving teachers' transformation impetus in local applied universities in Guangxi, the researchers get the following conclusions from the research.

#### 1. The current situation of teachers' transformation impetus in local applied universities in Guangxi

According to the first research objective, the current situation of teachers' transformation impetus in local applied universities in Guangxi mainly includes four variables: need satisfaction, educational idea, code of conduct and work support. Based on the statistical analysis of the questionnaire survey data, it is found that the average value of teachers' transformation impetus in local applied universities in Guangxi in the four aspects of need satisfaction, educational idea, code of conduct and work support are all at the middle level, the level of teachers' transformation impetus still needs further improvement.

#### 2. Strategies for improving teachers' transformation impetus in local applied universities in Guangxi

According to the second research objective, the researcher creates strategies for improving teachers' transformation impetus in local applied universities in Guangxi from four aspects based on the statistical analysis of the questionnaire survey data and interview. The details are as follows:

Need satisfaction includes: 1) improve teachers' treatment; 2) reduce teachers' burden; 3) Create an organizational atmosphere of respecting teachers and valuing education; 4) focus on teachers' career development.

Educational idea includes: 1) clarify orientation of applied universities; 2) clarify mode of talent training in applied universities; 3) clarify positioning of teachers in applied universities; 4) clarify means and methods of applied talent training.

Code of conduct includes: 1) reform personnel system; 2) reform compensation system; 3) reform teaching system; 4) reform internal governance structure of school; 5) reform school culture; 6) reform scientific research system.

Work support includes: 1) increase funding input; 2) improve construction of teaching facilities and practice platforms; 3) improve training channels of teacher transformation; 4) enhance humanistic care.

### 3. Strategies evaluation results for improving teachers' transformation impetus in local applied universities in Guangxi

According to the third research objective, the researchers invited 5 experts to evaluate the adaptability and feasibility of strategies for improving teachers' transformation impetus in local applied universities in Guangxi. The data analysis results show that experts' overall evaluation of the adaptability and feasibility of the strategies are at the high level, indicating that the strategies created by the researcher have a high adaptability and feasibility.

## 8.2 Discussion

Through a survey of the current situation of teachers' transformation impetus in local applied universities in Guangxi, it is found that there are many problems in the need satisfaction, educational idea, code of conduct, and work support of Guangxi local applied universities. By analyzing the average and standard deviation of need satisfaction, educational idea, code of conduct, and work support, it is found that they are at a medium level and require improvement.

### Discussion of need satisfaction

The current situation of need satisfaction in local applied universities in Guangxi is at a medium level. The fundamental reason for this situation is that the government or schools do not take into account the interests of teachers. Local applied universities transformation and deepen teachers' transformation to a certain extent increased the difficulty and the number of teachers' work, teachers' investment cost increase, and local applied universities existing management measures are unable to compensate the development of teachers' transformation of labor pay, teachers' vested interests of losses, reasonable demand cannot meet, thus affecting the teachers' transformation impetus. This is not consistent with the view of Ren Xiaomin (2020) and Zhou Weidong (2018) that "teachers' ethics consciousness is weakened and the consciousness of transformation is indifferent". Admittedly, the implementation of the transformation emphasizes the necessity of teachers' moral consciousness, but teachers should also care about their personal interests. According to the study of psychology on human behavior and people's dynamic mechanism of organizational behavior, it is necessary to be the fundamental power of individual thought and behavior, and to meet the needs of different levels of people, so as to fully mobilize people's enthusiasm. Therefore, we should not simply regard the implementation of the transformation by teachers as their duty, but should fully consider the interests and needs of teachers and give reasonable satisfaction. This is consistent with the logical starting point of the driving mechanism of teacher transformation constructed by Ding Zhitong (2014). This study also proposes improvement strategies to meet the basic life needs of teachers, respect and self-development, etc.

### Discussion of educational idea

The current situation of applied university teachers in Guangxi is at the middle level. In summary, there are two main reasons: 1) Theoretically, the academic circle has not yet formed a unified conclusion on the positioning of application-oriented universities, talent training mode, and double-qualified teachers. This is consistent with Zhang Yonghua (2020). 2) From a practical point of view, the national development model and requirements for teachers of application-oriented universities are only macro policy guidance, and lack of specific and clear policies and regulations. The administrators of local application-oriented universities also put forward requirements for teachers according to their own understanding. This is consistent with the views of Zhang Zhaocheng and Cao Ye (2020). In short, the differences in the educational concept itself and the lack of operational specific explanation cause teachers' cognition and understanding of the transformation and development of applied universities and teachers, which thus affects the transformation power of teachers.

However, from the perspective of the development of local application-oriented universities, China's local application-oriented universities are transformed from local ordinary undergraduate universities, and their development has no experience for reference, at the same time, there are differences among applied universities in different regions to great degrees, which bring great difficulties for us to realize the clarity and embodiment of our ideas. Therefore, the research of many scholars, including the solutions proposed by this institute, is only guiding the direction.

#### Discussion of code of conduct

The standard of behavior in local applied universities in Guangxi is at a middle level. The main reason is closely related to the unreasonable personnel system, salary system, teaching system, scientific research system and school culture. This is consistent with the views of Wu Hongfu, Fan Chunmei (2018), Chen Yibin, Liu Xin (2016), Song Fanjin, Feng Meifang (2018) and other scholars, and this view has been largely recognized by current Chinese scholars. However, in addition to these reasons, the internal governance structure of universities also has a great impact on the transformation motivation of teachers, which is clearly presented in the survey results of this study, but rarely pays attention to it in the current research of Chinese scholars.

The governance structure of Chinese universities generally implements the bureaucratic system. Under this system, the decision-making power is too concentrated in the hands of school leaders and managers, and teachers have little say in the school decision-making. As a result, the work of the school focuses on leadership and management, rather than on the development of students and education. Therefore, the administrative tendency of governance structure is bound to affect the embodiment and play of teachers' rights and interests in the formulation of various norms of conduct such as school personnel, salary, teaching, scientific research and school culture. Therefore, the inevitable connection between the internal governance structure of universities and other norms of conduct determines to reform the internal governance structure of colleges and universities and decline the administration, so as to better play the guiding and encouraging role of other norms of conduct on teachers' behavior and improve teachers' transformation impetus.

#### Discussion of work support

The current situation of work support in local applied universities in Guangxi is at a medium level. The main reasons have a lot to do with the lack of teaching resources in application-oriented universities and the construction of teachers, which is quite consistent with the views of Zhang Meihe (2018) and Shen Xuesong, & Wang Yufei, (2016). In view of these problems, they also believe that schools should improve and perfect the construction of practical teaching conditions and the training mechanism of teachers. But for teachers' work support should not be limited to professional development support, emotional and spiritual support is more important, especially the adjustment of teachers and the transformation of difficult psychological response in the transition, school care and help to make teachers realize the attention of the school to the development of teachers, to inspire the teacher's emotional identity. Therefore, it is also very necessary to enhance the humanistic care of the school. This is consistent with the views of Liu Yanjun and Guo Jianru (2021). Based on the above analysis, the local applied universities in Guangxi should take into account these two aspects of work support, in order to provide more comprehensive support for improving teachers' transformation impetus.

### 9. Recommendations

1. In terms of need satisfaction, the survey results show that the lowest score is for "Impact of deepening the teachers' transformation and development on solving your basic life problems." This indicates that teachers in local applied universities in Guangxi possess a certain level of need satisfaction overall, but there is still a need to further meet teachers' satisfaction. Therefore, the researchers propose the following suggestions for administrators in local applied universities in Guangxi: 1) The government should increase financial support to colleges and universities in economically underdeveloped areas and improve the overall income level of teachers. 2) School administrators should realize that the teachers' basic life need satisfaction is the most powerful driving force for teachers' behavior, and realize the connection between teachers' life and teachers' work, they should not only care about the work of teachers, but also care about teachers' life, understand the basic life needs of teachers, and give reasonable satisfaction. 3) Design welfare projects that meet the needs of



teachers, and improve the life security and support system for teachers. Individual teacher welfare programs can be divided into two categories: one is compulsory welfare, the school must be implemented according to the standard stipulated by the government, such as endowment insurance, unemployment insurance, medical insurance, industrial injury insurance, housing accumulation fund, etc; the other is the welfare programs designed by the school itself, such as travel, health checks, housing or housing support programs, bus services or reimbursement for certain transportation expenses, and paid holidays, etc.

2. In terms of educational idea, the survey results show that the lowest score is for “You know clearly about what kind of teaching content and teaching methods should be selected to train the applied technical talents?” This indicates that teachers in local applied universities in Guangxi possess a certain level of educational idea overall, but there is still a need to further clarify teachers' educational idea. Therefore, the researchers propose the following suggestions for administrators in local applied universities in Guangxi: 1) The school should specify the training objectives of applied technical talents. Combined with the requirements of universities, unit of choose and employ persons and the social development from the aspects of knowledge, ability and quality comprehensive determine the application of technical personnel training objectives, and through the talent training link, structured, systematic training target gradually decomposition, into course objectives and specific teaching objectives, so that teachers understand and the specific implementation in the teaching practice. 2) Improve teachers' level of understanding. Schools should establish teacher teaching support centers to promote the clarity of teachers' teaching concepts by holding professional training, giving lectures, providing consultation and giving personalized guidance. According to the training goal of applied technical talents, specifically, the design of teaching content should be guided by the training goal, guided by market demand, focusing on the demand of local regional economic development for talents, and build a content system oriented by professional direction and professional ability. In terms of teaching methods, appropriate teaching methods should be selected for different course types and contents. For practical teaching contents, cooperative teaching methods should be adopted, such as project-based teaching, problem-oriented teaching and independent learning; and teaching is mainly adopted.

3. In terms of code of conduct, the survey results show that the lowest score is for “Your school's governance structure (rights distribution structure) is conducive to your transformation and development?” This indicates a low level of teacher satisfaction with the schools' governance structure in local applied universities, there is still a need to further improve schools' code of conduct. Therefore, the researchers propose the following suggestions for administrators in local applied universities in Guangxi: 1) Establish the internal governance structure of professors' academic research, democratic management and school administration by law, balance the contradiction and conflict between academic power and administrative power, and fully return the academic power such as education, teaching and scientific research to teachers. 2) Improve the effective mechanism for teachers to participate in university governance. On the one hand, improve the organization, articles of association and working procedures of academic organizations (including academic committee, degree committee, teaching steering committee, professional and technical position evaluation committee), so that professors' research can be reflected and solidified in the governance of school structure; on the other hand, the channels for teachers' reasonable interest demands, such as staff congress and trade unions, are unblocked, so that teachers can exercise the rights of management and supervision through election, voting, consultation, consultation, symposiums, discussion meetings and other ways and forms. 3) Improve the awareness of teachers' participation in decision-making. 4) Improve teachers' ability to participate in decision-making.

4. In terms of work support, the survey results show that the lowest score is for “Your school actively cares about and helps the teachers to solve the problems faced in the transformation?” This indicates that the level of schools' humanistic care for teachers is relatively low, and local applied universities need further improvement in this aspect. Therefore, the researchers propose the following suggestions for administrators in local applied universities in Guangxi: 1) School administrators should think about problems from the perspective of teachers, go into their work and life, understand the problems and puzzles that teachers face in the transformation, let teachers feel the importance of the school to the development of teachers psychologically, and stimulate their confidence and determination of in-depth transformation. 2) According to the different problems that teachers



face in the transformation, we should establish a targeted support mechanism. Specifically, School administrators can start from the following aspects: in view of the psychological problems in teachers' transformation, it is necessary to establish the corresponding psychological counseling mechanism to help teachers change their ideas, constantly understand themselves, develop themselves, improve themselves, and reduce the physical and mental pressure caused by the transformation; In view of the ability problems in teachers' transformation, it is necessary to improve the professional support system for teachers' transformation, and help teachers to match the platform of communication and learning training with enterprises and industries; In view of the life problems in teachers' transformation, the relevant life security measures should be improved to relieve teachers' worries at home.

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