

The Importance of Private Vocational Teachers' Self-development Ability

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Abstract: Compared with teachers in public schools, private vocational teachers play a special social role. They have different pay for the same work, and are at a disadvantage in terms of salary treatment, personal opportunities and vocational ability development. Therefore, in the absence of external advantages, the inner driving force of vocational ability development of private vocational teachers lies in self-development ability. This paper mainly discusses the importance of private higher vocational teachers' self-development ability, carries on the investigation and research of the college teachers' self-development ability, and uses SPSS software to carry on the data statistics and analysis, draws the corresponding conclusion, in order to improve the private higher vocational teachers' self-development ability awareness.

1. Research Background

With the rapid progress of information technology, the standard of teachers' work quality and benefit is increasing day by day. Under this environment, teacher professional literacy has become the focus of the development of education systems in countries all over the world. Teacher vocational ability has become the trend and tide of teacher education development. Professional teachers need to have unique professional level and professional position. Economic development and scientific and technological development have put forward higher standards for the teaching content and teaching methods of vocational education, which is the external driving force to improve the professionalism of teachers in higher vocational colleges and contribute to the development of professional quality of teachers in higher vocational colleges.

The development of vocational college teachers' vocational ability is the need of vocational education reform and development. Dai (2021) ^[1] said, "In order for China to smoothly transition from industry 2.0 and 3.0 to industry 4.0 era, higher vocational education is particularly important for the cultivation of high-quality technical and skilled personnel." The development of vocational ability of teachers in higher vocational colleges is the need of the reform and development of vocational education. Zhang (2019) ^[2] put forward: "Teachers in vocational schools should first take the initiative to improve and adjust their own ideas, knowledge, skills and quality according to Industry 4.0 standards; Take the initiative to pay attention to the new changes in the labor market under the environment of Industry 4.0, and cultivate students' broader logical thinking, sustainable development

ability and lifelong learning ability." There is a whole and partial relationship between the construction of university teacher team and individual teacher professional development. The promotion of individual teacher professional development is the premise and foundation of the improvement of teacher team construction level. Especially in recent years, with the deepening of the popularization of higher education, conformal development has become a new topic of the times. If private colleges want to achieve sustainable development, it is necessary to promote the professional development of teachers and improve the construction level of teachers as the top priority of school work. The quality of education is related to the rise and fall of a country. As an important part of the national higher education, the private vocational college teachers' vocational ability is directly related to the quality of teaching.

2. Current Situation of Private Higher Vocational Teachers

Although professional teachers in higher vocational colleges have the main responsibility of labor force development, this professional group has not obtained a relatively important social position. In particular, the social status of higher vocational private teachers has not been widely recognized. On the one hand, it is difficult to eliminate the prejudice against vocational education. On the other hand, compared with public teachers, private teachers have natural disadvantages and great differences in job stability, salary and welfare treatment and competition of work platform. However, from the perspective of the number and scale of private higher education schools, the number of private higher education schools increased year by year from 2012 to 2019. In 2019, there were 757 private higher education schools in China, and the number of private colleges and universities in China accounted for 28.13% of the total number in the country, as shown in figure 1.

The composition of teachers in private vocational schools is relatively complex, mainly consisting of newly graduated postgraduates, undergraduate graduates with certain working experience, and retired old teachers from public schools (Shan, 2009) ^[3]. Although the newly graduated graduate students are easy to accept new things and have strong learning ability, they lack experience in teaching and research. Social workers with bachelor's degree have rich professional and technical ability, but lack of teaching experience. The retired teachers are aging and the structure is unreasonable. This part of people have experience, but the energy is not enough, to the new curriculum, the new curriculum reform of the degree of concern, acceptance and adaptation can not be satisfactory. The complexity of the structure of teachers in private schools puts a big question mark on their professional ability.

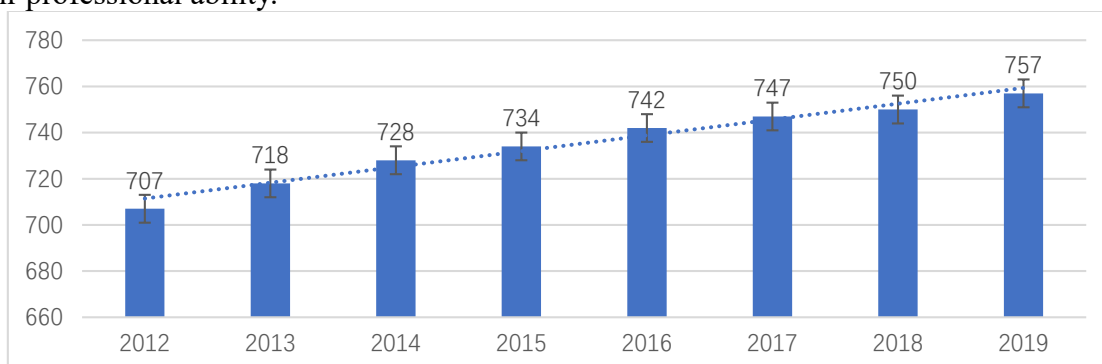


Figure 1: Number of private higher education schools (institutions) in China from 2012 to 2019.

3. Current Situation of Young Teachers in Private Vocational Colleges

Young teachers in private vocational colleges are generally 25-40 years old and lack experience in

teaching, scientific research and practical ability. The author is a private higher vocational college teacher, engaged in the education and teaching work of private colleges and universities for many years, the private colleges and universities, especially in Guangdong Province, have more understanding and a fuller understanding of the basic situation of private colleges and universities, so this has laid the foundation for the research and determination of this paper. Private colleges and universities take young teachers as the backbone force, and their academic qualifications, professional titles and teaching level are no worse than those of public colleges and universities. However, compared with public schools, independent schools are at a disadvantage in terms of relevant national policies, financial support and vocational benefits. The management of teachers lacks humanistic care (Zhou, 2020) ^[4]. Therefore, facing the dual challenges of industry and profession, how to quickly keep up with the pace of The Times in the development of professional ability of young teachers is an urgent problem to be solved.

4. The Significance of Self-development Capacity

The humanistic psychologist Rollo May argues that the more self-aware a person is, the more they are able to be both spontaneous and creative. Teachers work in the face of living beings, and creativity is very important to teachers. Therefore, teachers' professional self-awareness directly affects teaching quality, and it is particularly necessary to cultivate teachers' professional self-awareness (Zhang, 2010) ^[5]. Professional self is the dynamic system of teachers' professional development. Teachers' professional development cannot be passive all the time. Teachers' professional development should finally be implemented into individual teachers, which is the active pursuit process of teachers seeking development and continuous learning. The professional self of teachers helps teachers clarify the role of teachers, timely update the educational concept, establish a new teacher image, and realize the continuous self-improvement of teachers, which is the process of teachers' continuous reflection on their own ideas, behaviors, and self-examination (Ren, 2011) ^[6]. Some researchers have proposed the effect of teacher professional self on management, which makes management more humanized and efficient. The study of teacher professional self not only promotes the professional development of teachers, but also promotes the optimization of external forces of teacher professional development (Song, 2003) ^[7]. Teacher cooperation is particularly important in today's new curriculum reform, and every teacher is faced with new challenges. Due to the limitations of individual cognitive level, practical wisdom and values, the research of individual teachers is often explored in difficulties, and in the long run, teachers lack the motivation for self-initiative development (Zhang and Rao, 2002) ^[8]. However, in reality, teacher training organized by superior departments mainly focuses on the implementation of administrative documents or individual reform strategies, emphasizes the passive internalization of preset framework, and pays less attention to the development needs of teachers and the solution of practical problems. As a result, the training teachers receive is not only scattered, but also not targeted and effective (Bao, 2008) ^[9]. With the deepening of a new round of curriculum reform, students' subjective consciousness is gradually released, but the value of teachers' life is often squeezed in the cracks between students' lives, the state's administrative instructions and teachers' professional roles, leading to the loss of teachers' life consciousness. Teachers have been constantly in the passive "implementation", and the current practice of promoting teacher development is mainly through a series of external measures, such as regular advanced study system, higher requirements for academic qualifications and improvement of economic benefits for teachers (Shi, 2001) ^[10]. As a result, the development of teachers cannot become a conscious action of teachers. If the development of teachers is to meet this need, its motivation will not last long. Once teachers achieve a certain goal, the motivation to further improve their own quality will disappear.

5. Self-development Ability is An Important Factor of Professional Ability

In terms of the concept of teacher professional development, although there are many differences among foreign researchers, there is a consensus that professionalization is a process of teachers' self-development, self-learning, improvement of education and teaching ability, self-transformation and achievement of professional level (Day, C. and Sachs, J. 2004) ^[11]. Teacher professional structure includes not only knowledge and skills, but also teacher attitude, morality, political stance, emotion, teacher ideal, personality, temperament, etc. (Hargreaves, A.&Fullan, M. (Eds.) 1992) ^[12]. According to Richardson et al. (2001) ^[13], if teacher professional development does not involve the area of teacher attitudes and beliefs, teacher education will have little impact on teachers. David Hansen (2001) ^[14] emphasized the moral dimension of teacher professional development, requiring attention to teacher empathy, emotion and initiative in teacher development. Rogers and Scott emphasize the inner life of teachers, including teacher attitude, values, personal life history, personality and so on. Duff more clearly points out that teacher professional development is based on teachers' in-depth understanding of themselves and independent thinking, and is the result of teachers' rational thinking of themselves and their profession.

Others, such as Hanson and Jackson, look at teacher experience and teaching styles, focusing on what makes a teacher personal. Fan (2001) ^[15] attaches great importance to the life experience of teachers and requires them to develop their reflective ability and educational tact. Some researchers attach great importance to the study of anxiety, self-identity, existential courage and other aspects of teachers' professional development. It has become a trend of contemporary teacher education to attach importance to the intrinsic factors, autonomy and consciousness in teacher professional development, and to explore the ontological nature and existential value of teacher and professional development. Most Chinese scholars believe that teachers' self-growth ability is the main driving force for professional development. Shan (2009) ^[3] proposed that changing teachers' thoughts is the premise of teacher education, which focuses on stimulating teachers' internal motivation for self-development. The school system should embody humanism, provide guidance and encouragement for the development and growth of teachers, and create a good cultural atmosphere for the growth of teachers. Fan (2014) ^[16] believes that the self-professional development of teachers is the key to the professional development and self-growth of teachers. As an individual to survive, the most important thing for teachers is to know themselves, that is, teacher development is teachers' understanding of themselves. Development is only relevant to and infinitely concerned with the teacher himself, and the teacher is responsible for his own development, rather than being dictated to by external arrangements. However, under the current development orientation of emphasizing professional skills and knowledge, there are some crises in teachers' self-professional development. How to better enable teachers to obtain an intrinsic development and complete professional development is becoming a hot topic in the field of theoretical research and the basic trend of reform in the field of educational practice. Yang (2009) ^[17] the development of teachers themselves should be an automatic and spontaneous process. Only by becoming active and lifelong learners can we cultivate lifelong learners who adapt to the future society. As the subject of training and guiding teachers, their own self-development consciousness and ability have become the premise of whether they can realize the cultivation of students' self-development consciousness and ability, and also become the hotbed and environment for the good development of students' self-consciousness. Through investigation and analysis of teachers' self-development status and self-development pressure feeling degree. Yang (2010) ^[18] believes that teachers' self-development mainly means that teachers have strong awareness and ability of self-development, can consciously undertake educational responsibilities, and can motivate self-renewal. Jiang (2018) ^[19] believes that teachers' morality is the formation of self-consciousness, the need to realize self-worth, the need of self-esteem and creation, the pursuit of

knowledge and wisdom, and self-concern, and the fullness of inner motivation is the true manifestation of the meaning of "self" in teachers' self-development. It also points out that an important change has taken place in the research of teacher professional development, that is, from the so-called institutional reform and vocational training and other external conditions to the study of teacher self-development, that is, began to pay attention to the consciousness of autonomy of teacher professional development. Based on the perspective of teacher autonomy, Bao (2008) took the interaction between teachers and the external environment as the main line, analyzed, combed and analyzed existing studies, and gave a contextualized multidimensional interpretation of the concept of "teacher autonomy". Then, from the perspective of autonomy, she conducted a comprehensive review of the development of teachers in ancient China. The author also analyzes and explores the boundary of power and responsibility, realistic dilemma and the realistic path of teachers' self-transcendence in contemporary China.

6. A Survey on the Self-development Ability of Guangdong Private Higher Vocational Teachers

The improved version of Yu Yaping (2020) ^[20] is used in this questionnaire, as shown in table 1. This paper uses three dimensions of development ability, including summary thinking, learning improvement, exploration and innovation. The reliability of the three dimensions of the questionnaire is shown in the table below. The internal consistency reliability coefficient of each dimension of the questionnaire for the development ability of higher vocational teachers is between 0.872 and 0.917, and the half reliability coefficient is between 0.772 and 0.907. It can be seen that the reliability of the development ability questionnaire is good.

Table 1: Yu Yaping (2020) questionnaire on self-development ability.

	No.	Item
Self-development ability	1	I am good at finding problems in my work and finding solutions to them.
	2	I actively seek learning and exchange training opportunities.
	3	I often pay attention to news, academic journals and academic conferences related to my major.
	4	I can keep up with the trends of the subject and keep learning and updating my vocational knowledge.
	5	I actively collect new knowledge and new skills and apply them to teaching and scientific research practice.
	6	My knowledge structure and practice level are constantly improving.
	7	I dare to challenge what I have never done.
	8	I am good at analyzing and solving difficult problems in teaching and scientific research through scientific methods.

The self-development ability of teachers in higher vocational schools in Guangdong Province was studied by using the self-development ability questionnaire. A total of five statements were read out to respondents to find out whether they agreed or disagreed. Each item was evaluated as "strongly disagree," "disagree," "Neither agree nor disagree," "agree," and "strongly agree." The grading procedure is as follows: If the individual strongly agrees with the statement, he or she is given 5 points. If the individual agrees with the statement, four points are awarded. If the person neither agrees nor disagrees with the statement, give him 3 points. If the person disagrees with the statement, give them two points. If the person strongly disagrees with the statement, give him a point. Then add the scores for each question to get a score for self-development. The highest score was 60 and the lowest was 12. In the study, scores ranged from 12 to 60. The higher the score, the stronger the individual's self-development ability. For the purposes of analysis, those who scored below average were

classified as "strongly disagree" and those who scored above average as "strongly agree." Based on the actual situation, the final self-development ability evaluation project.

7. Research and Discussion

The self-development ability of teachers in the electromechanical integration teaching and research department of a private vocational school was investigated. Questionnaire Star was used to distribute questionnaires. 37 questionnaires were recovered and 37 were valid. The reliability analysis of the questionnaire shows that the effective value of reliability is 0.958 (as shown in table 2), which indicates that the questionnaire is set reasonably.

Table 2: Reliability statistics.

Cronbach's alpha	Items
0.958	8

For different genders, their answers on self-development ability are shown in the table 3, whose mean values are 4.438 for males and 4.072 for females respectively: In the table 4, the Sig value obtained from the T-test of independent samples is 0.563, which is above 0.05, indicating that gender variance is not equal between men and women. Therefore, looking at the data in the second column, the Sig (bilateral) value is 0.115, which is above 0.05, indicating that there is no significant difference between male and female teachers in self-development ability.

Table 3: The mean value of gender on self-development ability.

Gender	Number	Average	Standard deviation
Man	18	4.438	0.54948
Feman	19	4.072	0.80290

Table 4: The T test of gender on self-development ability.

	Levene test of equation variance		T test for the mean value equation				
	F	Sig.	t	df	Sig.(bilateral)	Mean difference	Standard error of the mean
The variances are not equal	0.342	0.563 (>0.05)	1.622	31.933	0.115 (>0.05)	0.36513	0.22517

For different age groups, figure 2 shows the average for each age group, the specific situation of their self-development ability answers is shown in the table 5. From the significance value, each value is greater than 0.05, indicating that there is no significant difference in self-development ability among different age groups.

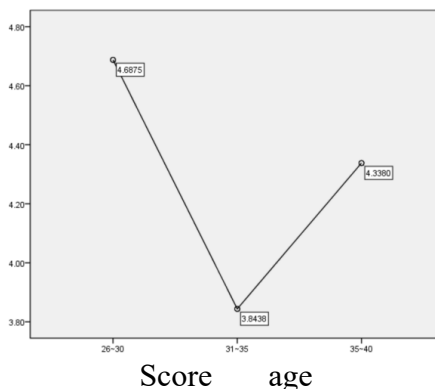


Figure 2: Score chart of self-development ability at different ages.

Table 5: Analysis of variance of age on self-development ability.

Age group	Age group	Mean difference	Standard error	Significance
26-30	31-35	0.84375	0.54329	0.130 (>0.05)
	35-40	0.34954	0.50361	0.492 (>0.05)
31-35	26-30	0.84375	0.54329	0.130 (>0.05)
	35-40	0.49421	0.27663	0.083 (>0.05)
35-40	26-30	0.34954	0.50361	0.492 (>0.05)
	31-35	0.49421	0.27663	0.083 (>0.05)

According to different teaching years, figure 3 shows the average for each teaching age group, the specific situation of their self-development ability answers is shown in the table 6. From the average point of view, teachers with 5-10 years of teaching experience are in a downturn period of self-development, and then in a stage of progressive improvement.

From the significance value, the significance value between 5-10 years of teaching and 10-20 years is 0.010, indicating that there is a significant difference in self-development ability between them. The significance values among the other groups were all greater than 0.05, indicating that there was no significant difference in self-development ability among the other teaching age groups.



Figure 3: Score chart of self-development ability at different teaching ages.

Table 6: Analysis of variance of teaching age on self-development ability.

Techering age group	Techering age group	Mean difference	Standard error	Significance
1-5	5-10	0.53472	0.34992	0.136 (>0.05)
	10-15	0.19271	0.31783	0.548 (>0.05)
	15-20	0.41667	0.38332	0.285 (>0.05)
5-10	1-5	0.53472	0.34992	0.136 (>0.05)
	10-15	0.34201	0.276634	0.225 (>0.05)
	15-20	0.95139	0.34992	0.010 (<0.05)
10-15	1-5	0.19271	0.31783	0.548 (>0.05)
	5-10	0.34201	0.27664	0.225 (>0.05)
	15-20	0.60938	0.31783	0.064 (>0.05)
15-20	1-5	0.41667	0.38332	0.285 (>0.05)
	5-10	0.95139	0.34992	0.010 (<0.05)
	10-15	0.60938	0.31783	0.064 (>0.05)

For different educational backgrounds, the mean value of the self-development ability answers is shown in the figure 4. The higher the value of college education, the lower the educational background and the stronger the awareness of self-development ability.

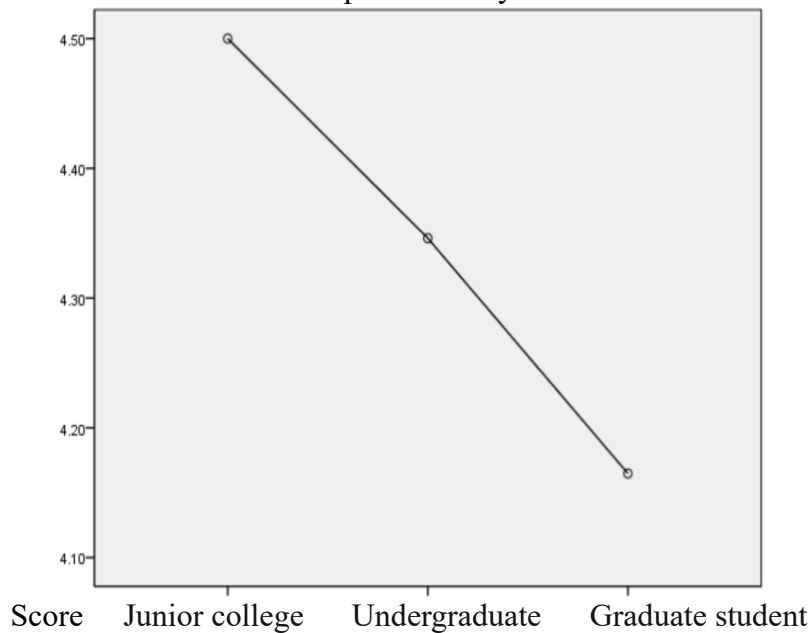


Figure 4: Score chart of self-development ability at different educational background.

For different academic qualifications, the average value of different job title is shown in the figure 5. The mean value of their self-development ability answers is shown in the table 7. From the significance difference, it can be seen that the significance difference between people without job titles and lecturers is 0.034, which is less than 0.05, indicating that there is a significant difference between them, while the other titles have no significant difference.

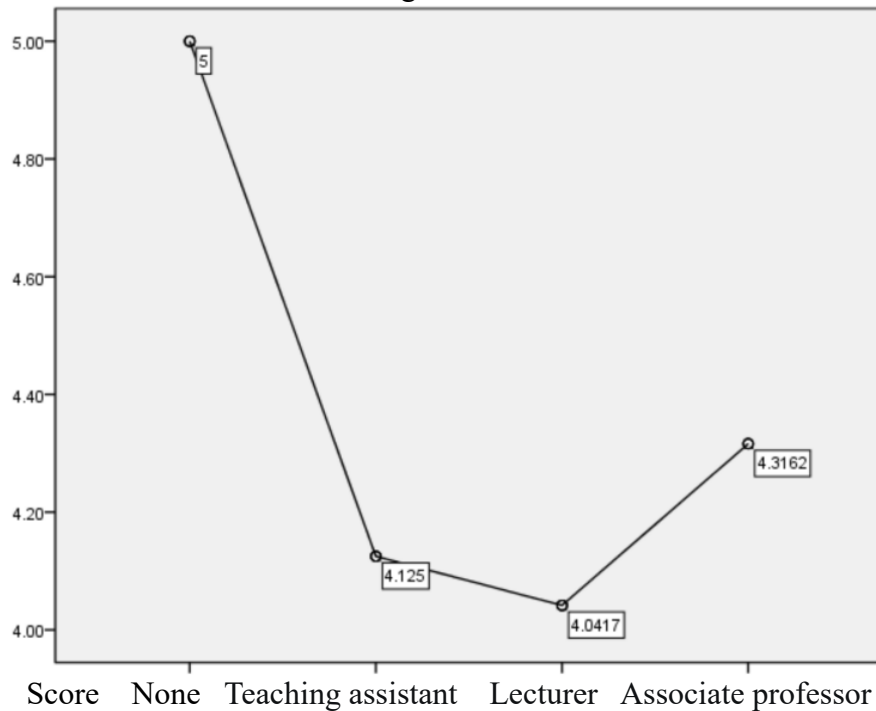


Figure 5: Score chart of self-development ability at different job title.

Table 7: Analysis of variance of job title on self-development ability.

Job title	Job title	Mean difference	Standard error	Significance
None	Teaching assistant	0.87500	0.62613	0.172(>0.05)
	Lecturer	0.95833	0.43379	0.034(<0.05)
	Associate professor	0.68382	0.42952	0.121(>0.05)
Teaching assistant	None	-0.87500	0.62613	0.172(>0.05)
	lecturer	0.08333	0.51632	0.873(>0.05)
	Associate professor	-0.19118	0.51273	0.712(>0.05)
Lecturer	None	-0.95833	0.43379	0.034(<0.05)
	Teaching assistant	-0.08333	0.51632	0.873(>0.05)
	Associate professor	-0.27451	0.24297	0.267(>0.05)
Associate professor	None	-0.68382	0.42952	0.121(>0.05)
	Teaching assistant	0.19118	0.51273	0.712(>0.05)
	Lecturer	0.27451	0.24297	0.267(>0.05)

8. Summary of This Article

The development of teachers themselves should be an automatic and spontaneous process. Only by becoming active and lifelong learners can we cultivate lifelong learners who adapt to the future society. The continuous reform of higher vocational education brings about new requirements on teachers' knowledge structure, ideas and skills, and the reflection and improvement of teachers' post-service training mode and effect, all of which require teachers to strengthen their self-development. This paper proposes that the purpose of teacher self-development is to: trigger the transformation of the perspective of teacher team builders, and then drive the updating of working strategies and the improvement of the effectiveness of teacher development; Arouse the attention of teachers groups and individual subjects, awaken teachers' self-consciousness, glow teachers' enthusiasm for self-development, improve the efficiency of development, provide theoretical guidance for the construction of private teachers, and provide certain theoretical reference for related research.

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