

# Research on the Role Adaptation of New Teachers in Universities from the Perspective of Advantages

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**Abstract:** Compared with the problem perspective, the advantage perspective pays more attention to the individual's own potential ability and resources, which helps the individual to resist the adverse factors in adversity and produce positive results. Based on the perspective of advantages, this paper studies the difficulties existing in the role adaptation of new teachers in colleges and universities, and finds that new teachers have difficulties such as insufficient ability to change roles, inaccurate understanding of role positioning, and insufficient support for role playing. In order to help new teachers quickly adapt to their roles, they can help new teachers adapt to their roles through three aspects: giving full play to their internal advantages, enhancing teacher effectiveness and constructing external support.

**Keywords:** Advantage perspective; New teachers in colleges and universities; Teacher role; Role adaptation

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## Introduction

As the tide of higher education reform rolls forward, teachers, as the disseminators of knowledge in education, are becoming more and more important factors of reform. In the context of the new era, teachers need to clarify their mission to meet the social and cultural requirements and expectations of the country, society and school. In the field of educational research, academic research is paying more and more attention to the understanding, adaptation and development of the teacher's role. In recent years, the state has also issued a series of policies to promote the development of college teachers, such as the Overall Plan for Deepening the Reform of Educational Evaluation in the New Era, the Guiding Opinions on Deepening the Reform of the professional title System of teachers in colleges and Universities, etc. The promulgation of relevant laws and policies has helped alleviate the dilemma of role adaptation in the development of teachers. From the perspective of advantages, the root cause of hindering people's development is not a problem, but that their inner strength is difficult to flow when they encounter a blockage point, and they cannot exert their inner advantages, and the resilience of individuals can help them turn the unfavorable factors in adversity into favorable factors.

## 1. Role adaptation of young teachers in universities and colleges from the perspective of advantages

### 1.1 Advantage perspective and core concepts

There are two modes of thinking in the social work profession, namely problem perspective and advantage perspective.<sup>[1]</sup> Compared with the former, the latter is a perspective that focuses on an individual's own potential ability and resources, which first appeared in the field of psychiatric clinical intervention. Different from the problem perspective, the advantage perspective holds that it is not the problem itself that causes people to get into trouble, and the way to get individuals out of trouble is to help them recover their ability to fight against problems, so the biggest core is the individual's own advantages. American scholar Seleber mentioned that it is necessary to look at the individual, the environment and the current situation of the individual from different aspects to help

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And upward possibilities. <sup>[2]</sup> The core concepts of the advantage perspective usually include empowerment (also known as empowerment, empowerment, empowerment, empowerment, etc.), membership, resilience, and suspension of doubt. Among them, resilience is the core, also known as elasticity, resilience, psychological toughness, which refers to the ability of individuals to overcome difficulties and actively adapt to adversity when facing pressure and adversity. Resilience includes risk factors and protective factors. William pointed out that protective factors refer to the factors that interact with risk factors in the system to reduce or ameliorate the possibility of negative effects caused by risk factors. <sup>[3]</sup>

## **1.2 Role adaptation of new teachers in colleges and universities**

With the development, role theory has been applied to various fields of social life. The emergence of a role is accompanied by a specific identity and status. In social life, each individual has multiple roles and needs to assume the expectations, rights and obligations brought by the roles. According to existing studies, the development stages of teachers are mainly divided into three stages: novice, proficient, and expert. <sup>[4]</sup> The new teachers mentioned in this paper refer to the young novice teachers who have been teaching in universities for 1-3 years directly after graduation from school and lack of teaching experience. Teacher role adaptation mainly occurs in the role learning and practice of new teachers, who need to go through the process of role conflict, understanding, identification and then adaptation. This process requires repeated learning, practice and adjustment to meet the role expectations of individuals and society.

## **2. The dilemma of role adaptation of new teachers in universities**

### **2.1 Insufficient role transformation ability**

After graduating from school, new teachers are bound to face the role transformation, which not only includes the direct transformation of students to teachers' social status, but also the transformation from scholars to educators, researchers and service providers. In the communication with the same batch of colleagues who took the post, the author found that many colleagues would worry that "their professional knowledge reserves are insufficient, the level needs to be improved, and they are worried that they can not bring quality classroom experience to students." The lack of role transformation ability, difficult to deal with the relationship between roles, coupled with the lack of teaching experience and skills, for the new teachers with insufficient adaptability, it is easy to produce role adaptation pressure.

### **2.2 Incorrect understanding of Role Positioning**

Although the role of new teachers has changed from students to teachers, the environment they are in is still the same - universities. Some teachers said that their own positioning is still not clear, the perspective of the problem has not jumped out of the students' thinking. In addition, due to limited energy and time, it is difficult for new teachers to take into account the dual roles of "educator" and "researcher", resulting in role imbalance and ambiguous positioning. Busy teaching tasks make it difficult for new teachers to devote themselves to scientific research work, and paying attention to scientific research projects and publishing articles in order to evaluate professional titles may neglect the innovation of teaching curriculum reform.

### **2.3 Insufficient Role-playing Support**

New teachers can play a good role as teachers, in addition to play the internal advantages, but also need to obtain external support. However, from the social level, the expectation of social role of college teachers is high, which intensifies the burden of role playing of new teachers to a certain extent. From the perspective of school, it is difficult for new teachers to form a sense of value and belonging because they have a short buffer period, few relevant skills training platforms and channels, and few opportunities for new teachers to participate in school affairs. From the perspective of the college colleague relationship, some teachers are introverted, have weak interpersonal communication concepts, and have a narrow interpersonal circle. They often communicate with leaders, predecessors and colleagues in a restrained manner, which makes it difficult to integrate into the organization, and lack of support from the college.

## **3. How can we help young teachers adapt to their roles**

No matter as personnel training, scientific research workers, social service providers, cultural creators, or international communicators, teachers' knowledge labor is needed to realize. In order to promote the new college teachers to adapt to the job smoothly, the advantage perspective provides a good inspiration.

### **3.1 Improve individual resilience and stimulate intrinsic advantages**

At present, among the recruitment information of colleges and universities, one of the requirements for full-time teachers is professional counterpart. Newly appointed teachers choose to be full-time teachers in colleges and universities when they graduate

from school and engage in educational work, which reflects their strong professional identity and social responsibility. In addition, young teachers have the characteristics of active thinking and novel ideas, after professional and systematic training, their professional ability is beyond doubt. New teachers should give full play to their subjective initiative, stimulate their inherent advantages, look at themselves from the perspective of development, and believe that they have the ability to do the job.

### **3.2 Grant membership to enhance teacher effectiveness**

New teachers just enter the job, often treat the work enthusiasm, participation enthusiasm is relatively high, expect to grow and develop together with the school, willing to participate in school affairs, but also dare to try to carry out innovation in education and teaching. Schools can improve the democratic management system of colleges and universities, such as through the teachers' congress system, the hearing system, the academic research organization (research committee), etc., to attract young teachers to participate in the management and development process of colleges and universities, and give them membership, so that the new teachers' due rights can be guaranteed. At the college level, administrators should encourage new teachers to participate in college affairs, teaching discussions and academic exchanges, and enhance their sense of presence, participation and effectiveness. At the interpersonal level, teachers should cultivate their sense of role, shorten interpersonal distance according to work needs, establish harmonious relationship between colleagues, teachers and students, and enhance the sense of belonging in the organization.

### **3.3 Dredge resource barriers and construct external support**

From the perspective of advantages, the role of new teachers can be quickly adapted and successfully played, which not only needs to stimulate internal advantages, obtain membership and enhance self-efficacy, but also needs the support of external resources and tightly knit social support network. The support of the school is reflected in: reasonable overall allocation of resources to help new teachers solve economic difficulties; Establish and improve teaching and scientific research technology training platforms and communication channels. The support of the college is reflected in: improving the design pre-job training program and refining training measures. For example, a "mentoring system" is established to equip new teachers with corresponding guidance "masters", and the new teachers can participate in the teaching process of the master in the form of teaching assistants, so as to help the new teachers adapt to the teaching role as soon as possible.

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