

Exploring the Predicament and Countermeasures of Part-time Classroom Teachers' Work in Colleges and Universities

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Abstract: In China's current higher education management system, students are mainly educated and managed directly by class teachers and political counsellors, and these two different roles have a clear division of labour, each with its own focus but complementing each other and working closely together. Based on the actual student management work of classroom teachers in colleges and universities, this paper takes improving the efficiency of classroom teachers and promoting the growth of college students as the starting point. By analyzing the role of classroom teachers in colleges and universities, the differences and conflicts between the classroom teachers and political counsellors, as well as the internal reasons for the low motivation of part-time classroom teachers, the assessment and incentive measures of part-time classroom teachers are then discussed. It is necessary for universities to re-examine the role and importance of class teachers in the education and teaching process, and carry out corresponding reforms in the selection, employment, assessment, reward and punishment of class teachers, so as to promote the work of class teachers to do a good job in establishing morality and educating people, and to cultivate more talents with both moral and intellectual abilities for the country.

Keywords: Class teacher; University; Innovation

1. The role of class teachers in universities

In China, there are class teachers at different stages from primary school to university, and university class teachers are different from those at primary and secondary school. The focus of the class teacher in primary and secondary schools is on class management, psychological guidance and life support around academics. University class teachers, on the other hand, are basically adults, capable of taking care of themselves, with their own ideas and relatively free time, so they focus on guiding students' values and life planning, promoting their all-round development of moral, intellectual, physical, aesthetic and behavioural habits.

China has always attached great importance to the ideological and political work of universities, and the Ministry of Education issued the "Opinions on Strengthening the Construction of Tutors and Class Teachers in Higher Education Institutions" as early as 2004, which clarifies that class teachers and tutors work together to provide direct management and close contact with university students and guide their comprehensive and healthy growth, and many universities take this document as the basis to encourage new teachers to participate in tutors and class teachers through various ways. Many universities have taken this document as the basis to encourage new teachers to participate in the work of tutors and class teachers in various ways; and clearly require by way of issuing documents that young teachers must have at least one year's work experience as tutors or class teachers and pass the assessment when they are promoted to higher professional and technical positions (titles).

2. Analysis of problems and causes

2.1 It is difficult for class teachers and tutors to clarify their work responsibilities, and there are gaps in the work of students

Although the State Council has issued a document^[1] has clarified the division of work responsibilities between tutors and class teachers, universities have also issued internal documents to make it clear that the work of tutors focuses on carrying out ideological and political education activities for college students, while class teachers have the responsibility of guiding students in their thoughts,

studies and life. It can be seen that the main difference between class teachers and counsellors is the nature and scope of their work. Counsellors are full-time, while class teachers are part-time; counsellors manage a larger number of students and may be in charge of several classes at the same time, while class teachers are only responsible for a single class of students, with a small number of students and an emphasis on targeted and efficient student services; counsellors are mainly responsible for interpreting and conveying school policies, carrying out “party, league and academic” activities and academic style building, award and merit assessment, and career development. Class teachers are responsible for holding class meetings and electing new class members, organising class activities, talking to individual students and providing psychological counselling, academic counselling, life care and developmental guidance to students.

In practice, however, there is inevitably overlap between the work of the tutor and the class teacher, such as organising class activities, holding class meetings and talking to students. When faced with the overlapping work, class teachers and counsellors have little sense of communication and collaboration, and do not give feedback to each other about the students and the class, resulting in the absence and misalignment of the work of class teachers and counsellors. During the implementation of the class teacher system in colleges and universities, the role of class teachers, which is taken up by full-time teachers, administrative posts and other part-time staff, does not seem to be recognized by the majority of students.

2.2 It is difficult for part-time class teachers to devote themselves to the work of class teachers

The part-time class teacher is different from the tutor, who is a teacher specializing in student work and can serve students wholeheartedly, while the part-time class teacher’s main job is administration. They are more passive than active in their work as class teachers, and their classroom management style lacks innovation, as they are not close enough to students and do not understand the classroom situation.

2.3 Part-time class teachers are unstable and frequently replaced

Firstly, at present, most part-time classroom teachers in colleges and universities only receive a monthly stipend of one or two hundred yuan, and there is no bonus to incentivise the honour of classroom teachers who perform their duties seriously, so the remuneration is not proportional to the input, and there is no punishment mechanism for classroom teachers who do not care about their students, which largely reduces the teachers’ attention to the work of classroom teachers, resulting in many part-time classroom teachers putting their energy into writing papers and doing projects, and treating them negatively. Secondly, in terms of career development, scientific research is still the core indicator for the evaluation of university teachers’ titles, although many universities explicitly require young teachers to have at least one year’s work experience as a tutor or class teacher and pass the assessment when promoting to higher professional and technical positions (titles), but such work experience is only used as a threshold condition for evaluating titles, even if the classes they lead have won collective honours and. Therefore, many teachers usually only work as a class teacher for one year and apply for resignation immediately after the completion of the year, and the class teacher has to be replaced by another person^[2]. In summary, universities ignore the existence of part-time classroom teachers’ job roles in the process of rule-making involving student management, teacher assessment and incentive methods, so that the job status of part-time classroom teachers is not duly respected and classroom teachers fail to fully play their nurturing role.

3. Countermeasures and Suggestions

3.1 Build an exchange platform between part-time class teachers and tutors and class teachers

Regularly hold work exchange meetings and work seminars for class teachers and tutors to discuss key, difficult and hot issues in student education and management, introduce the student work carried out recently, put forward problems arising from the work, especially those involving cross-content to focus on discussion and negotiate solutions, such as students’ psychological problems, life problems, employment problems, etc. The exchange of work is not only a way to exchange work experiences and learn from each other’s strengths and weaknesses, but also a way to solve the problem of “simultaneous management” and “no management” of cross-cutting work; actively play the role of synergy and build a “class teacher +” collaborative education system. By strengthening the communication and cooperation with students, teachers and all departments of the college, we can identify problems and solve them in a timely manner, thus creating good learning and development opportunities for students and allowing each student to achieve personalized development.

3.2 Try to select teachers who love students, love education and have relatively little other work as part-time class teachers

Class teachers should arrange all the work at hand rationally, leaving ample time for student work, reach out to student groups,

communicate with them and talk to them, pay attention to the student dynamics of key groups, such as top students or advanced students with make-up exams or retakes, poor students and students with psychological difficulties; organise a variety of activities for class students, such as morning reading activities, sports competition activities, thematic seminars, group building games, festival celebrations Through these activities, students can also get to know their personalities and characteristics, and provide targeted assistance and guidance; at the end of each semester, students are reminded and urged to review carefully and take exams in good faith for excellent results through class meetings and pre-examination mobilization.

3.3 Formation of a “process + result” evaluation mechanism for classroom teachers

In particular, the “process evaluation” requires the class teacher to have a group face-to-face communication with the students in the class he/she leads at least once a month. The “result evaluation” is to assess the work of the class teacher by the final effect of class management, and the assessment includes student achievement, party building achievements, competition awards, CET-4/CET-6 examination passing rate, postgraduate admission rate and other index systems. In terms of remuneration, universities should increase the post allowance of class teachers appropriately in accordance with the financial situation of the university, so that the work input and remuneration can be matched and balanced as far as possible, and link the post allowance with the assessment results, and issue the allowance proportionally according to the assessment results.

4. Conclusion

A qualified class teacher is not only the manager of the class, but also the organizer of classroom ethos building activities, the guide of ideas, and the main companion of the college student stage. Whether the class teacher performs his or her duties properly determines the effect of the implementation of the relevant policies of the university; determines whether the ideology and politics of the university students are correct during their four years; determines whether their learning status, learning quality and learning effect are good. This paper analyses the reasons for the work dilemmas of part-time class teachers and gives countermeasures and suggestions to provide a theoretical reference for the real role of part-time class teachers in colleges and universities.

References:

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