

# Research on the Teaching Ability Improvement Path of Young New Teachers in Colleges and Universities -- based on W. M. Molenaar's Teaching Ability Structure Model

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**Abstract:** According to the popularization of higher education in China, a large number of young new teachers are working in colleges and universities. However, due to the lack of teaching practice experience, most of the young teachers cannot meet the diversified demands of the rapid development of education. How to scientifically and effectively help young new teachers improve their teaching ability and devote themselves to teaching practice has become an important issue at present. This study takes the young social work teachers of Sanya University as the research object for intervention. During the intervention, teachers received training and intervention based on Molenaar model, including knowledge structure, teaching methods, classroom management and assessment strategies. The results of data analysis show that using this model to intervene teachers can significantly improve their teaching ability. After intervention, students' classroom participation and academic performance were significantly improved, and students' satisfaction with teachers' teaching methods and classroom management was significantly increased. At the same time, the teachers' self-assessment showed that their teaching ability had been improved significantly after the intervention. These results indicate that using W. M. Molenaar's teaching ability structure model to intervene social work teachers can effectively improve their teaching ability.

**Keywords:** Young teachers in colleges and universities; Teaching ability; W. M. Molenaar teaching ability structure model

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## 1. Introduction

Data from China's Ministry of Education show that China began to expand university enrollment in 1999, and the total number of students reached 37.79 million by 2017, with a gross enrollment rate of 45.7 percent <sup>[1]</sup>. With the popularization of higher education, a large number of students enter colleges and universities, and a large number of successful young doctors and masters are added to the teaching team of colleges and universities <sup>[2]</sup>. As the fresh blood of colleges and universities, young teachers, with their professional theoretical knowledge and high level of scientific research ability, become the main undertakers of teaching activities in colleges and universities. The teaching ability of young teachers determines the teaching quality to a large extent and directly affects the education quality of colleges and universities. Therefore, it is necessary to scientifically plan, cultivate and train young teachers to improve their teaching ability.

In different stages of their career, university teachers have different work difficulties and professional growth needs, and with the growth of teaching years, dynamic and continuous changes. According to Fessler, Maclean and other scholars, combining the theory of teacher career development and the characteristics of domestic college teachers, The five-year period after teachers' entry is defined as the "introduction period" <sup>[3]</sup>. The first few years after teachers' entry are a good foundation for teaching and research. A period of developing teaching ability and putting it into practice. However, with the rapid expansion of the scale of teachers in colleges and universities in China, although many teachers have higher academic qualifications and rich professional knowledge, they have not received systematic teacher vocational skills training and only have some experience in college teaching as learners, so they lack practical experience in teaching and professional fields. It is difficult to adapt to the diversified teaching needs of the rapid development of higher education, such as the lack of experience in teaching language expression, teaching preparation, teaching means application, teaching organization and so on. How to improve teachers' teaching ability has become an urgent task that universities are facing at present.

Based on the above background, this paper adopts W. M. Molenaar's teaching ability structure model to discuss how to improve the teaching ability of outstanding young social work teachers in Sanya University.

## 2. Research methods

### 2.1 Analysis framework

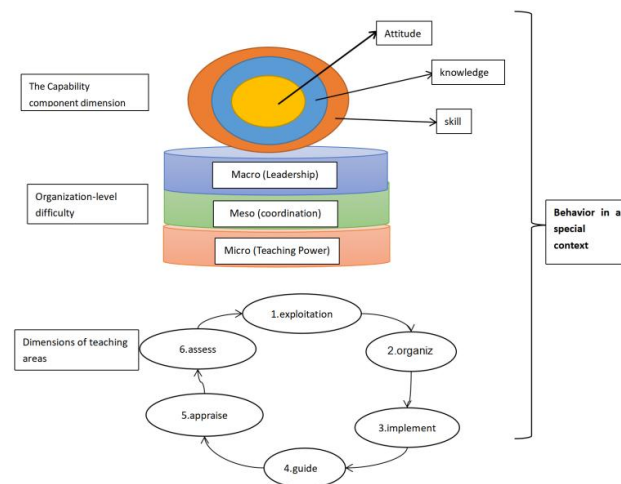


Figure 1. Three-dimensional structure of W.M. Molenaar's teaching ability

In this paper, W. M. Molenaar's teaching ability structure model is a more popular model in the current teacher ability improvement. According to the viewpoint of the model, teaching ability can be divided into three dimensions: teaching field, organization level, and ability composition [4]. The dimension of teaching field, the dimension of different organizational levels of teachers' behavior and the dimension of ability composition. The teaching model divides the teaching ability into various components according to the field of work. Each component has clear goals, is easy to achieve, and can be targeted to understand its development status.

In this study, a pre - and post-test experimental design was used to evaluate the intervention effect of W. M. Molenaar's teaching ability structure model on the teaching ability of social work teachers. In the selection of subjects, a social work teacher was selected as the research object, and 37 students in his class were selected as research samples. Before the experiment, the basic information of teachers, teaching ability level and students' learning status were collected by means of questionnaire survey and observation as the baseline data.

### 2.2 Interventions

Using W. M. Molenaar's teaching capacity structure model as an intervention, teacher training and intervention are divided into the following components:

- Knowledge structure: Cultivate teachers' subject knowledge and professional quality, and improve their in-depth understanding and mastery of social work.
- Teaching methods: Guide teachers to adopt diverse and flexible teaching methods, such as case studies, group discussions, role playing, etc., to promote student participation and interaction.
- Classroom management: Help teachers establish good classroom order and management mechanism, improve teaching effect and students' learning enthusiasm.
- Assessment strategies: Guide teachers to design and use assessment tools to accurately evaluate students' learning outcomes and teaching effects.

### 2.3 Data Collection and Analysis

After the intervention, the data of students' class participation, learning achievement and teaching satisfaction were collected and compared with the data before the intervention. At the same time, teachers conducted self-assessment to evaluate the improvement of their teaching ability in various aspects after the intervention. The paired sample t test or analysis of variance were used for statistical analysis of the data to compare the differences before and after the intervention and the differences with the control group, so as to evaluate the improvement effect of teachers' teaching ability.

Through the above research methods, the researchers comprehensively evaluated the effect of W. M. Molenaar's teaching ability structure model on the teaching ability improvement of social work teachers.

## 3. Conclusion

By using W. M. Molenaar's teaching ability structure model, it can be found that the teaching ability of social work teachers can be

significantly improved. At the beginning of the study, we assessed the teachers' initial level of teaching ability and compared it as a baseline. We then intervene and train teachers according to the different components of the Molenaar model. These components include knowledge structure, teaching methods, classroom management and assessment strategies.

During the intervention, we collected various data to evaluate the improvement of teachers' teaching ability. The data included students' classroom engagement, academic achievement, teaching satisfaction surveys and teachers' self-assessments. The researchers also made comparisons with other control groups to ensure the reliability and effectiveness of the intervention effects.

After data analysis and statistical processing, we reached the following conclusions:

First, students' participation in the classroom was significantly improved: compared with before the intervention, students' active participation in the classroom was significantly increased. Second, students' academic performance improved: by comparing with the control group, we found that after the teacher's intervention. They scored significantly higher on tests and assignments than the control group. Third, teaching satisfaction has increased significantly: students' satisfaction with teachers' teaching methods, knowledge imparting and classroom management has increased significantly. They generally believe that teachers' teaching ability has been improved and they are more satisfied with the teaching process. Fourth, teachers' self-assessment results are positive: Teachers show that their abilities in classroom management, knowledge transfer and teaching methods have been significantly improved through self-assessment. To sum up, the teaching ability structure model can significantly improve the teaching effect of social work teachers by intervening in their teaching ability. Through the support of the data, we reach the above conclusion.

In addition, the results of this study show that the intervention of social work teachers using W. M. Molenaar's teaching ability structure model can improve the teaching ability of teachers. This intervention can improve students' classroom participation, academic achievement and satisfaction with teaching. Teachers' self-assessment results also show that their competence in classroom management, knowledge transfer and teaching methods has been significantly improved.

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