

## Classroom Teaching in Non-Governmental Institutions of Higher Education in China: Characteristics, Problems and Development Strategies

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### Abstract

This paper chooses a representative sample of college C, a non-governmental college located in western China, to analyze the characteristics and problems of classroom teaching in Chinese private colleges. One of the characteristics is that the quantity of teachers is basically met, yet featured with the imbalanced structure. The problems are as follows: lack of teachers' role consciousness, motivation for self-development, teachers' classroom awareness, personal and professional development ability, and teachers' training consciousness. The reasons for them are: a disparity between philosophy of schooling and teaching attitudes; insufficient investment in teachers' quality and a vacancy on teachers professional development; restricted capacity for improvement on teaching, resulted from the incompatible content of training with the training mode, and so on. In order to change the status quo, measures should be taken through the government's support and social advocacy, with a focus on the renewal of management, and the remolding the idea of "teaching for the people".

**Key words:** Chinese private college teachers; Classroom teaching; Characteristics; Problems; development strategy

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### INTRODUCTION

The quality crisis is one of the common crises that public colleges and private colleges face generally, but it is more evident in private higher education institutions. By the end of 2015, the number of Chinese private colleges have reached 734, accounting for 28.7% of the total number nationwide. The population of full-time teachers in Chinese private colleges is 30,4817, accounting for 19.4% of full-time teachers. It can be said that the ability of teaching and cultivation of talents in private colleges have become a matter of the quality of personnel training in China's higher education. Due to some differences between the two, the study of the teaching ability of private college teachers cannot copy what public colleges and universities have carried out before. Differences are manifested in the education level, category, goals of the college education for students, as well as types of teachers and the requirements for them, caused by unequal environment and conditions of running schools. The existing studies on teaching in private colleges of China are mostly appealing and introducing, while empirical research is the minority. Therefore, in order to facilitate the development of private colleges, especially the teaching of teachers, it is necessary to introduce a specific example of private school to the study of it, with the integration of the teaching characteristics of Chinese private colleges and the analysis of current problems and contributing factors.

### 1. A SURVEY AND STATISTICAL ANALYSIS OF CLASSROOM TEACHING IN CHINESE PRIVATE COLLEGES

In this paper, College C, a representative of private colleges in west China, is chosen as an example. The establishment of College C was approved in May of

the year 2000 by the Chinese Ministry of Education. In college C, there are 18,500 students and 1,029 full-time teachers with 15 secondary schools, 42 programs for bachelor degree and 1 program for professional training, covering 10 major subjects including Literature, Law, Management, Economics, Art, Education, Science, Engineering, Agriculture, and Medicine. School C recruits students in China from 23 provinces, municipalities, and autonomous regions. By 2016, more than 50,000 college students have successfully graduated. Its school size and social influence are at upper middle level among Chinese private colleges. Above all, it can be fairly said that the current teaching state of College C is a representative.

Teachers mentioned in this paper refer to the specialized teachers engaged in teaching and research work. In order to fully understand the teaching ability

of teachers in the College C, the author conducted a research through teaching supervisors, student evaluations on teachers, student questionnaires, student discussion, interviews on some teachers (including leading cadres), and dialogues with personnel departments. Full-time teachers in the first term of 2016-2017 academic years were picked as the research object. The survey was conducted from November to December 2016 and March to April 2017.

### 1.1 Information About Teachers in Personnel Department

According to the teachers' information provided by the personnel department of the College C, the author summarizes the data about teachers' titles, the number of students, the ratio of students to teachers (S-T ratio), as well as the academic degrees and age structure of full-time teachers, as shown in Table 1 and Table 2.

**Table 1**  
**Professional Titles of Full-Time Teachers, Quantity of Students, and Student-Teacher Ratio**

Items	Professional titles				Quantity of Ss	S-T ratio
	Senior	Vice-senior	Middle	Junior and below		
1. Institute-inclusive	0	27	318	180		
2. External employment	79	133	64	36		
3. Post-retirement employment and more	49	138	5	0		
Total	128	298	387	216		

**Table 2**  
**Educational Background and Age Structure of Full-time Teachers in School C**

Items	Educational background			Age structure		
	Doctor's	Master's	Bachelor's and below	35 years old and below	36 to 55 years old	56 and above
1. Institute-inclusive	2	276	247	445	80	0
2. External employment	89	208	15	75	213	24
Post-retirement employment and more	0	14	178	0	13	179
Total	91	498	440	520	306	203

### 1.2 Instructional Supervision

The Secondary-managerial Teaching Supervision System has been implemented in College C. Elderly teachers of rich experience in teaching are hired as supervisors to monitor and advise on teaching performance. Regular conversations with teachers about teaching would be conducted, and timely feedback would be sent to the relevant teachers with guidance.

The author collected and analyzed the notes on the class performance and feedback from supervisors in secondary-managerial school. Statics show that most teachers have an attentive attitude during classes, with a focus on the building of knowledge. However, teaching effects are unsatisfying. Young teachers are energetic, enthusiastic and innovative, but their understanding about teaching material is superficial, and they are not good at teaching designs, knowledge processing and refining, as well as collecting knowledge and information

beyond the book. Moreover, teaching of many concepts is not accurate and reasoning logic is not tight, as many teachers just read out loud from a book and have a flashy teaching style. As for elder teachers, they are rich in both knowledge and teaching experience, and they are serious as well as responsible for the class. However, they are weak in catching up with new knowledge and technology, as their mindsets are old-fashioned. They are sitting most of the time in class as non-verbal behaviors are lacking, with scarce interactions between teachers and students. The teaching effectiveness in class is undesired.

### 1.3 Student Evaluations of Teaching

It is learned from the academic department that in the first semester of 2016-2017 academic year, the average score of a teacher given by students is 87.6. However, there is a great gap between different groups of teachers: the average score of young teachers who are under 35 years old is 86, and teachers who are scored between 60

and 70 account for 12.1% of young teachers; middle-aged teachers (36-55 years old) are given an average of 88 points, accounting for 2.6%; elderly teachers (more than 55 years old), 91 points, and 1.8%. In College C, five aspects serve as the indicators of the evaluation of teaching: participation, affinity, flexibility, accuracy and innovation. Main problems of classroom teaching lie at the “participation” “flexibility” and “innovation”. The lowest score in “participation” is 68, with an average score of 80; as for “flexibility”, it is 65, with an average score of 78 points; for “innovation”, it is 67 points, and the average score is 83 points. Nevertheless, due to the non-subjective factors, personal preference for example, that students inevitably carry during the evaluation, results cannot fully represent the teaching level and ability

of teachers. However, on the other side, main problems during the class can also be reflected.

#### 1.4 A Questionnaire Survey on Students

For this questionnaire survey, 100 students are selected randomly from the College C; with every 25 students are equally from Accounting of grade 2013, or Pre-school Education of grade 2014, or Math and Applied Mathematics of grade 2015, or Chinese Language and Literature of grade 2016 (100 questionnaires were issued and 100 were taken back). The content of the survey mainly includes teaching attitudes, teaching contents, teaching methods and teaching quality of College C. There are 4 ranks for evaluation: very good, good, so-so and poor. The result of the survey is summarized in Table 3.

**Table 3**  
**List of Teachers’ Teaching Ability (unit: person)**

	Very good	Good	So-so	Poor
1. Teaching attitudes	21	57	13	9
2. Teaching content	14	23	36	27
3. Teaching methods	18	44	26	12
4. Teaching quality	9	22	46	23

According to the survey, students speak highly of teaching attitudes: 78% of them consider the teaching attitude as “good” and above; 62% of students think the “teaching methods” is “good” and above. When it comes to “teaching content”, only 37% of people think it is “good” and “very good”, while 27% of them think it is “poor”. As for the teaching quality, most of the respondents said they held a worried attitude about it; 46% of people think it is “so-so”, and 23% of them think it is “poor”. Moreover, the students also addressed their concern about the quality of private schools like College C. The main points raised by them are that most teachers are college graduates who have just graduated; their professional accomplishment is not high and students can barely learn anything from them (or in other words: teachers are insufficient in practical knowledge and skills).

#### 1.5 Opinions of Students From Discussion

Students of different majors from grade 2013, 2014 and 2015 are selected to attend the seminars in College C for three times. It can be seen from the seminars that teachers’ teaching ability is confirmed positively by the students, whereas some suggestions were also brought up. According to students, teachers do not have a high learning efficacy as the knowledge is too theoretic to apply or even to understand, leaving the impression that the knowledge from the class is of limited use. Most of the time in class, teachers just echo what the books say and cram it into students. Without collaborative teaching and elicitation, students are lacking of the internal

drive, as little chances are provided to participate in the class. Modern educational technology for teaching, such as multi-media and PowerPoint, is rarely seen in classes of aged teachers. As for some young teachers, their performance on instructional designs and class management is unsatisfying: rambling and talking gibberish in the class; discriminating students with unfavorable college background; even students are forced to curry favor with teachers by presenting gifts.

#### 1.6 An Interview Survey on Teachers (Managerial Cadres Included)

To ensure the representativeness of the results, the author selected 30 people for this interview; 15 (one for each secondary college) from young and middle-aged teachers, 8 from elderly teachers, and 7 from the managerial cadre (including 5 from secondary colleges). Semi-structured interviews are conducted, with the focus on the overall quality of teachers, teaching attitude, classroom teaching ability, teaching effectiveness and so on. Unexpectedly, without much satisfaction from both teachers and cadres, the current teaching is accused of weak teaching ability as well as professional development competence, imbalanced recognition between knowledge and practice, and the large gap between teaching effects and expectations from the society and students. Views and opinions can be concentrated from 5 aspects. One, teachers do not hold a high degree of recognition of career, as negative attitude and behavior can be commonly found in teaching. Education without cultivation is an example. Two, due to the lack of teaching experience, young teachers find themselves insufficient in instructive consciousness and

the practical ability. Three, some elderly teachers are still idling round during working time. The development for teaching ability is hindered as they make no attempts in teaching reform and innovation. Four, the quality of students is not high, and the teaching materials are not suitable, as the teaching conditions and the environment are limited. Five, the professional development ability of teachers is weak, and necessary guidance and standards are not yet available.

## 2. THE CHARACTERISTICS AND MAIN PROBLEMS OF CLASSROOM TEACHING IN CHINESE PRIVATE COLLEGES

### 2.1 Sufficient in Quantity of Teachers Yet With Structure Imbalanced

(a) The total number of teachers is met, and student-teacher ratio is up to standard

To the end of 2016, College C has 1,029 teachers & 18,500 students, and the S-T ratio is 17.98: 1. The basic standards of running colleges are achieved.

(b) The proportion of self-owned/ college inclusive teachers is low

College C has 525 self-owned teachers, 312 external part-time teachers, and 192 teachers who are reemployed after retirement. Self-owned teachers account for 51% of the total number of teachers; the proportion is low, as half of the teachers are from outside of school C. This adds a considerable difficulty to the management and development of teachers in school C. The development of teaching ability is facing more restrictive factors.

(c) The structure of the title of teachers is reasonable, but senior-titled teachers are mainly employed from outside of the school, as the structure is imbalanced with regard to self-owned teachers

In College C, the number of teachers who are senior-titled, middle-titled or junior-and-below titled is 426, 387 and 216, accounting for 41.4%, 37.6% and 21.0% of the total number of teachers; the structure is reasonable. However, among senior-titled teachers, 128 senior teachers are all from outside of the school, with only 27 vice senior teachers are from the school and the remaining 271 teachers from the outside. Senior-titled teachers are mainly distributed in traditional subjects such as law, Chinese language and literature, mathematics; while few of them are specialized in new and popular subjects, such as art, gardening, and pre-school education.

(d) Elderly and young teachers take the equal share of the employment

In College C, 520 teachers are 35 years old and below, accounting for 50.5% of the total number of teachers. Among 525 self-owned teachers, 445 are at and under the age of 35, and account for 84.8% of the total numbers of self-owned teachers. Among the 192 retired teachers,

179 were aged 56 and above, accounting for 93.2% of the retired teachers.

(e) The whole educational structure is good, but teachers who own higher degrees like doctorate are scarce

In School C, there are 589 teachers who have master and other higher degrees, which account for 57.2% of the total number of teachers. However, there are only 2 of them who have doctoral degrees. Teachers who originally own doctoral degrees accounted for only 0.2% of the total number of teachers, which are great disadvantages and regrets for private colleges.

### 2.2 Professional Self-Identity From Public School Teacher Towards "Private Teacher" Is Relatively Low, Teacher's Self-Educated Motivation Is Inadequate

There always have young and middle-aged teachers who feel ambiguous, bewildered, confused, or even tangled, dissatisfied with the identities, statuses, duties, pays and so on for being private teachers, their professional self-identities are low, when there are no better options left, they simply regarding teaching as a temporary "way of making a life", which reveals that their self-educated motivations are insufficient. Part-time teachers hired from outside are often multi-taskers, what's more, it is an indisputable fact that they lack time and energy inputs when they're engaged in teaching in private colleges, at most, they are exploiting advantages of their majors (these majors are mostly desperately-needed or new settled ones) or their superior identities (academic titles, remarkable academic qualifications) to have extra incomes. Retired teachers who got rehired are mostly from the public units, the long-time favorable environment within the system makes them hard to accustom to the outside condition of private education. From their inner hearts, the lifetime identities of being "public officials" make them hard to accept the new identity of being private teachers, many among them barely accept the job with decadent ideas like "spending the remaining years in comfort, devoting the remaining energies to teaching even though aging", their professional self-identities are generally low towards being teachers for a 2<sup>nd</sup> time. They don't ask for the innovation or development of their abilities, the only thing that they care is safety and reliability. Therefore, professional self-identities from private college teachers are generally low, their self-educated motivations are relatively deficient, which greatly stagnate the development of their teaching abilities.

### 2.3 Teacher's Class Awareness Is Vague, Their Capacities for Professional Development Are Insufficient

(a) Weak curriculum awareness. Curriculum is the foundation of teaching, while class teaching is the "main battlefield" of the curriculum. For a rather long time teachers have stood at the front line of the class, they are those who truly know what kind of course that

both teachers and students need, therefore, the main responsibility for course construction lies in the teachers. Originally, compared to public universities, in terms of the institution, teachers from private colleges are much more flexible, autonomous and open in teaching, they also contribute more in course construction. However, in the process of practice, course awareness of private teachers are extremely poor, they're not willing to take participate in curriculum reform and their practical abilities are weak. On the one hand, it has something to do with teacher's low professional self-identity and the great lack of inner motivations for self-professional development and self-construction; on the other hand, teachers may haven't form a clear and vivid cognition of curriculum, plus the incomprehensive understandings towards the position and value of the curriculum, these factors directly interfere the curriculum philosophy of teachers, constricting the development of every aspect of teaching.

(b) Traditional Teaching philosophy. Many teachers in private colleges are those who got rehired after retirement, traditional teaching philosophies have heavily implanted in their minds. Because lacking experiences and practices of modern educational philosophies, young teachers will face a quick and intensive training from old teachers when they accepted the job, despite the young age, their teaching philosophies are conventional, and so for a short time they will inherit the traditional teaching philosophies from old teachers. This will definitely disregard the statuses and personal characteristics of private college students, limiting full-plays of their potentials and narrowing the opportunities for students to show off their personalities, diminishing the interest and autonomy of students, preventing students from forming a positive and innovative thinking mode, which will confine the development of student's comprehensive qualities.

(c) Single teaching method. At students forum of school C, many students complain that teacher's teaching methods are few and single, the method adopted by teachers is basically knowledge-impart teaching method, old teachers enjoy "pouring knowledge to students", while young teachers prefer "displaying PPT all the time." What teachers use is one-way emission line teaching method, they only care about transmitting knowledge to students while ignoring asking students the receiving condition. This type of teaching method has many vulnerabilities: For example, it is difficult for students to give full play to their initiatives, independences, creativities, confining them to textbooks and teachers; it's easy to impair the nurture of talents with practical knowledge and skills, it's not favorable for the nurture of students' abilities of adapting to the society; purely emphasizing on conclusion and acceptance of the knowledge would easily constrain student's quick thinking; class communications are limited, interactions are hard to take place between teachers and students and among students, there are little opportunities for students to practice their hands,

brains and mouths, opportunities for students to develop themselves are finite.

(d) Inappropriate teaching content. Private colleges advocate "dislocated development" with public universities, their personnel cultivating aims at serving small, medium enterprises and grassroots, which mainly nurture talents who can put skills into practice for the society. Therefore, practical knowledge and skills should be the main theme of the teaching content. However, many students complain that teaching content has far more theories than practical knowledge, the contents of textbook are boring that they cannot even learn useful things. As for the reasons, on the one hand, ascribing to the weakness of teacher's individual ability. The teams of teachers in private college are "one experienced teacher work together with a young fellow". Old teachers are mostly from the public universities, there was a vast distance between their original knowledge system and the training objects of private colleges; Young teachers just graduated from colleges, their knowledge reserves, practice accumulations are inadequate, also, they have not yet built a scientific knowledge system. On the other hand, educational objects and materials are not proper and they're mainly show as follows: the essential skills of private college students are relatively poor, usually they have more difficulties understanding and mastering the content; As for the materials, they are not suitable for the actual condition of teachers and students in private colleges and so on.

(e) Unscientific Teaching evaluation. The disarmed relationship between teachers and students in private colleges is the first reason which causes the unscientific evaluation of students. There is a great "distance" between teachers and students in private colleges. Some young teachers abhor the lazy learning attitude of students and their poor cultural backgrounds, discriminating students in private school, accordingly, students feel antipathies to this kind of teachers; while some old teachers treat students with sympathy and care, they even simply make their classes pander to the needs of students, making students become the master of the class while lower themselves to the servant, which also bring the contempt of the students and break the harmonious relationship between teachers and students. All these can lead students to involve some personal feelings, emotional desires and other subjective factors when doing the evaluation of all aspects of teacher's teaching, so they didn't evaluate teacher's teaching objectively and comprehensively. Secondly, during the process of teaching, both sides of evaluations from teachers and students could be easily overlooked. Some teachers believe that students are not mature in mental and they have difficulties to evaluate teacher's teaching behavior accurately, therefore, these teachers often dissent or depreciate evaluations from students. Some teachers rarely evaluate student's classroom learning behaviors, as for improving their

learning condition through evaluation, there is really a sheer fabrication out of nothing. Thirdly, there is great randomness among teachers' inside evaluations. Because private teachers usually have false understandings towards their new identities, their peer-to-peer evaluations always have to cope with the tasks sent from their superiors and have a strong sense of arbitrary. Fourthly, teacher's self-evaluation is scarce. Individual self-evaluation mainly refers that teachers should learn to make a summary and reflect their teaching behaviors combined with the evaluation of others, teaching reflection has long been considered as an effective method to promote teachers professional development. However, teaching reflections from private teachers teaching are still poor, they haven't form a habit of frequently reflecting their teaching practices, also, their understandings towards reflecting catalyze their professional development is still superficial.

#### **2.4 Poor Concept in Teacher's Training, Limited Professional Developing Opportunities**

School C attaches great importance to the bringing and using of teachers, but teacher's further-training awareness is weak, thus less opportunity are offered to them. According to the statistics of personnel department in School C, in 2016, teachers who received trainings are up to 63, the total cost is 117,700 yuan. Teachers who received training only accounted for 6% and the training fee is 114 yuan per capita. Teacher's participation rate and average training fee are awfully low, the phenomenon that teachers only care about "using" regardless of "training" is serious. This is the main bottleneck that confines teacher's professional growth and capacity development. In addition, from the perspective of controlling the human cost, this school strictly control the bringing number of young teachers, front-line, young teachers usually shoulder heavy teaching tasks, many teachers have more than 500 classes in average per year, these heavy teaching tasks force them to have no time to do research and receive further training, also, it limits teaching innovation and constricts the practical ability development of "double-qualification teachers", which ends in the insufficient capacities for professional developments.

### **3. THE ATTRIBUTION ANALYSIS OF PROBLEMS IN PRIVATE COLLEGES DURING THE PROCESS OF TEACHING**

#### **3.1 The Double Bias Between School Principle and Teacher's Professional Self-Cognition**

Many private colleges have a large deviation in principles, they bring the concept of enterprise to school rather than in accordance with the philosophy of higher education, such phenomenon like sheer pursuit economic profits, blindly controlling costs, inadequate investment in faculty constructions and other "short-sighted behaviors" are

prevalent. This is the external factor that restricts the development of teachers' teaching ability. On the other hand, feelings like confusions, tangles, dissatisfactions and their wrong cognitions towards "private teachers" make teachers believe that school is the factory which investors can finally earn the profits, as for them, they are nothing but money-making machines, from their inner hearts, they don't give real admirations and cognitions towards "teacher as an occupation which imparts knowledge and educates people", treating teaching as an expedient measure just like "a shelter in the pouring rain". The deviation of this professional cognition results in the ambiguity and uncertainty of teacher's individually professional developments, severely constraining the motivations of their professional developments, which vacillate their missions of professional developments as teachers, weakening their authorities and subjectivities in the development of teaching practical abilities, which become the fundamental reason that restricts and prevents the development of teaching abilities.

#### **3.2 School Lacks Investment in Teacher's Treatment, Mechanism for Professional Development Is Missing**

Private colleges usually attach great importance to hardware constructions, such as campus surroundings, building management and so on, while they're inactive about software construction like faculties. They're mainly behaved as follows: Firstly, School lacks investment in teacher's treatment. This is also the main reason that causes the non-balanced teacher structure and blocks teachers' professional developments. From the aspect of controlling human costs, many schools need to hire a large number of part-time teachers, retired teachers so that they can control the number of their own. Because it can reduce the basic salary, social insurance, house allocation and other expenses, also, they can get away from the law liability risk by increasing or reducing teachers according to the number of students. Secondly, mechanism for teacher's professional development is poor. Mechanisms of Teacher's advanced-studying, professional training, academic-further studying are incomplete, teaching behavior principles, teaching quality evaluation, teaching and research incentives and so on have not yet established a scientific system, also, the long-term planning for teacher's professional development and effective mechanism are lacking. These will definitely restrict and affect the development of teacher's ability, especially the long-term development of teaching abilities.

#### **3.3 The Content and Form of Training Are Not Suitable for Teachers**

For a rather long time, teacher's training in private colleges has always been a vulnerable spot, the superiors pay little attention and give little investment, and trainings in private colleges are basically transplanting experiences from traditional public universities. There are too much

basic theories in the process of training, while practical and applicative contents which closely related to the ability of private “double qualification teacher” are relatively less, choices of teaching resources always overlap public universities, trainings concerned with culture of the school, education and teaching reform, front information and morality are very weak, these schools never combine their own characteristics and needs to the training, the training content can tell no difference between private colleges and public universities, especially what teachers need the most—trainings concerned with professional skills and mental health are rare. Training teachers are mostly “professional trainers”, they lack real teaching experiences and feelings, their lectures are too “theoretical” and often stray away from the reality; Some training teachers didn’t make enough preparations for the class, their classes just like famous star “walking through the carpet”. Many teachers complain that their training form is single, trainers mainly adopt centralized face-to-face method, space and time arrangements lack flexibilities, without diverse trainings like observe the class, hold class discussions and so on, subjectivities of training teachers are suppressed, their teaching skills cannot be practiced and promoted, the training effect is not ideal, which result in restricting and preventing the development of teacher’s teaching ability.

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## 4. THE DEVELOPMENT STRATEGY FOR TEACHER’S TEACHING ABILITY IN CHINESE PRIVATE COLLEGES

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From the actual condition of teacher’s teaching ability in private colleges, it can be seen that not only the individual, subjective factors but also external, objective factors and environment could affect the development of teacher’s ability in Chinese private colleges. Therefore, the developments of teaching abilities in private colleges not only require teachers to raise awareness about their professional values, but also need to make them firmly hold the belief for devoting themselves to private higher education. Meanwhile, the whole society, schools and other divisions should all work hard to create a harmonious working environment for all teachers.

### 4.1 Execute Teacher-Oriented Management, Cultivating Harmonious Working Atmosphere for Teacher

As a social activity, class-teaching is definitely influenced and constrained by various social factors, such as social substance, social system and culture etc. In the civilian-run school, teachers’ teaching ability is also influenced and restrained by factors coming from government, society, school’s system and culture and so on. Thus we should cooperate with other to construct harmonious

working environment for teachers to support them to horn their class-teaching ability.

### 4.1.1 Government: Construct Supportive Environment of Policies, Guarantee “Civilian-Run School Teachers” Legal Rights

According to the rules of law of promoting civilian-run education, teachers who work in civilian-run school have the same legal status as those who work in the government-owned school. Civilian-run school facilities enjoy the same rights with the government-owned school teachers in the business training, job appointment, the calculation of teaching age and length of service, recognition of awards, social activities and other aspects. The government should improve and implement the relevant policies to protect the legitimate rights and interests of teachers in civilian-run school to improve their professional identity. At the same time, the government departments should guide and standardize the concept, objectives and behaviors of teachers’ professional development in civilian-run school to help them improve their professional ethics and teaching ability and quality.

### 4.1.2 Society: Advocate Social Atmosphere in Which Teachers Gain Respect, to Encourage “Civilian-Run School Teachers” to Love and Devote to Their Career

Social atmosphere is the external manifestation of social values. Factors that whether the community respects the social value of this occupation, recognize the importance of this profession or not, decides whether a profession achieves a degree of professionalism. Civilian-run school and government-owned school are basically the same in nature, belonging to the positive external public productions or services, and also an important constituent of Chinese higher education. The civilian-run school teacher is definitely an occupation with a high degree of profession, who devotes to foster the talent for the community. Thus the society should not show bias and discrimination against them, instead it should pay reverence and appreciation to them, promotes their excellent deeds, advocate to cultivating the atmosphere of respecting teachers, and encourages them to love and respect their teaching.

### 4.1.3 School: Implementing Human-Based Management, Cultivating “Civilian-School Teacher’s” Sense of Master

School is an important environment for teachers’ professional life. As the prominent place of teachers’ teaching activities, the school will inevitably have manifest or latent influence on the development of teachers’ professional ability in material, system and culture. Civilian colleges and universities should provide material support, system guarantee and humanistic care for teachers’ professional development and convert the interest-oriented ideas into teacher-oriented ones of running a school. As for construction and investment

on faculty, they should keep a long-term version, to provide institutional support and material support for the development of teachers. Creating a harmonious, healthy campus culture so that teachers' professional identity, a positive attitude corresponding to the individual teacher, which refers to the synthesis of perception, experience and behavior inclination of teacher's occupation and internalized occupations will gain promotion. Teachers' positive self-perception of their professional identity can overcome their proneness of quitting. So we should implement human-oriented management for teachers, listen to their advice, and create a working environment where the teacher can meet the development of growth and development of skills. Only in this way can we inspire teachers' inspire of initiative and innovation, and stimulate their sense of responsibility.

#### **4.2 To Promote the Understanding of Vocational Values, and Enhance Teachers' Intrinsic Drive on the Self-Conscious Development of Teaching Ability**

Due to the identity, the status, the treatment, and educational environment and other reasons, civilian-school teachers have bias and superficial understanding about the value and significance on the vocation, lower sense of accomplishment and insufficiency of intrinsic drive on the development. Therefore, the key to regain the motivation and pursue the development of teaching abilities, for teacher, is to understand the value of private educational work, to seek and find satisfaction and achievement of their job. Teachers should realize that private higher education is an important part of higher education in China, which promotes the diversification of higher education, enlarges the opportunities for higher education and fosters more specialized talents. Coombes says that it is not the knowledge or the teaching methods but the belief teacher holds on their students, teaching aims, tasks, intentions as well as themselves that make them excellent teachers. At present, private higher education has been paid higher attention by the government and the community which indicates the potential value of this vocation. Thus the majority of civilian-school teachers should have enough confidence. At the same time, private teachers, as well as public teachers, fostered a large number of talents through their hard work to promote social progress, which is the common value of teachers, but also common happiness.

#### **4.3 Mapping Out and Implement the Planning for Teachers' Development, to Improve Teachers' Class-Teaching Ability**

##### **4.3.1 Establish New Awareness of the Curriculum Subject**

The school curriculum is set by the superior for a long time, and teachers and students execute it passively. Teachers and students are treating the courses and the "knowledge" within them with absolute obedience.

Under the guidance of this sacred and absolute sense of curriculum, teachers and students have no choice but to obey "knowledge". Affected by this, teachers' sense of subject is weak. Civilian-school teachers due to the wining sense of vocation belonging, appear even more so. So teachers should alter the attitude towards course, and establish the teacher's subject consciousness, they should realize that both teachers and students are the subjects of the curriculum, both of whom reflects prominent value in the teaching process. The main responsibility for curriculum construction is shouldered to the teachers with the need for students' participation. It is necessary for teachers to reflect in time and innovate willingly, and carry out creative teaching activities, which requires the joint work of teachers and students in participating in classroom teaching form and content design, and increases the practical content of teaching, including investigation, case analysis, and "teaching-analysis-conclusion" teaching etc.

##### **4.3.2 Establish a New Concept of Modern Education**

Teachers should convert the traditional indoctrination teaching into the problem-style, heuristic, interactive seminar teaching, respect the student's dominant position, "teaching" should be carried out based on "learning". Diversifying teaching styles through the implementation of flexible teaching patterns with respect to the teaching content, student situation and teaching facilities. Attention should be paid to the students with weak bases, honed practical abilities and various characteristics. Teaching according to different situations means we should respect students' own personalities, providing consistent support and care and love each student. We should create socially interactive situations of teaching and learning between teachers and students, instruct students to acquire knowledge and skills with the simultaneous use of hand, mind and thought and the combination of teaching, learning and practicing, and reflect and appraise our works after the class, thus we can make progressions altogether.

##### **4.3.3 Establish a New System of Scientific Evaluation**

It's necessary to establish a teaching evaluation system correlated with the characteristics of civilian-owned school teachers, to build a new system of scientific evaluation with the engagement of school teaching supervision, academic supervision committee, management cadres, colleagues and students. First of all, the environment of the evaluation should be improved to cultivate a healthy, scientific evaluation atmosphere. Secondly, teachers' self-development needs should be stimulated, and the role of peer evaluation and self-evaluation on the development of classroom teaching ability should be taken full use of. In addition, the student evaluation should be correctly understood to make the evaluation of students more scientific. Finally, timely feedback to the evaluation results is needed, as well as the enactment of feasible adaptive measures.



#### 4.3.4 Create a New Mechanism to Groom Teachers

Civilian-school has to change the short-sight of using without grooming and increase the intensity of teacher training. Combining with the character of “an old and a young”, we should train teachers’ faculty based on “application-oriented” personnel training objectives to establish a new training institutions for teachers’ training. First, innovative new teacher training content. The training content should be based on the value of private education, school culture, education reform information, professional ethics, mental health and so on to allow new teachers (including the newly recruited teachers) to adapt to the environment as soon as possible, and make them realize the value of civilian-school teachers so that they can soon take the role of teachers. Second, enrich the content and form of in-service teacher training. Training form should take the reality of fault in the research group into consideration, establish hierarchically advanced classes for the leaders in the subjects, training classes for carnal teachers and double-qualified teachers etc. The training for teacher’s professional skills should alter the tradition patterns such as attending a lecture, inspecting and learning, and writing thesis etc. Instead we should try and carry out the task-oriented and skill-improving training method. And training such as learning with the program, the combination of training

and class revolution, social cooperation, as well as the qualification evaluation should be advocated. Apart from the training for teacher’ professional skills, the promotion of the degree should also be encouraged to facilitate teachers’ great-leap-forward development of their teaching skills.

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