

Teacher Training and Strategic Management in Chinese Universities

Lin Li*

Lyceum of the Philippines University, Batangas 4200, Philippines

*Corresponding author: Lin Li, 76519128@qq.com

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Abstract: This study adopts a descriptive research method to comprehensively and deeply investigate the current situation of teacher training and the implementation of strategic management in Chinese colleges and universities. Through the collection and analysis of relevant literature, combined with fieldwork and interviews, it reveals the intrinsic connection and influence mechanism between the two. In the investigation of the relationship between teacher training and strategic management in Chinese universities, the participants comprise teachers from three universities in China. The findings provide theoretical support and practical guidance for optimizing the training system of college and university teachers and enhancing the efficacy of strategic management.

Keywords: Teacher training, Strategic management, Chinese university

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1. Introduction

Teacher training in colleges and universities is an important way to improve teachers' professionalism and promote teaching quality. However, there are many problems in the current teacher training in colleges and universities that require in-depth exploration to propose corresponding improvement measures. Therefore, based on the understanding and analysis of the current situation of teacher training in Chinese colleges and universities, this paper aims to provide a theoretical basis and practical guidance for improving teacher training.

Centobelli *et al.* argued that teacher training is important for improving teachers' professionalism and teaching standards ^[1]. Through training, teachers can master new teaching methods and educational concepts and improve their teaching effectiveness. However, the current training methods and contents often suffer from the problems of singularity and externalization and lack flexibility and innovation.

In addition, Huai believed that the assessment of the effectiveness of teacher training is also an issue of concern ^[2]. How to scientifically and accurately assess the effects of teacher training in order to provide scientific references for teacher training is an issue that we need to address urgently.

Research by Ma showed that there are many problems in the current situation of teacher training in Chinese universities ^[3], and solutions are necessary to improve the quality and effect of training. By analyzing training

methods, content, and effect evaluation, we can better understand the nature of training issues and provide theoretical support and practical reference for the improvement of teacher training in colleges and universities. Therefore, this study is of great significance and value.

Jie and Zhang showed that the application of strategic management in university teacher training can effectively improve the quality and effect of training ^[4]. Strategic management is an important theoretical system in the field of enterprise management, and its core idea is to take strategy as the guide, through systematic and comprehensive management methods, to make decisions and plans from a macro and long-term perspective, and to achieve the optimization of organizational goals. Introducing the concept of strategic management into teacher training can make the training more targeted, systematic, and scientific, thus improving the training effect and promoting the professional development of teachers.

Exploring the relationship between teacher training and strategic management in Chinese colleges and universities is of great significance in studying the theory and practice in the field of educational management. With the rapid development of higher education in China, teacher training in colleges and universities is facing more complex and severe challenges, and effective management models and strategies need to be explored. Studying the relationship between teacher training and strategic management can provide useful theoretical guidance and practical experience for improving teacher training in colleges and universities.

In short, the significance of studying teacher training and strategic management in Chinese colleges and universities is to promote education and teaching reform and teachers' professional development, to improve the quality and effect of training, and to promote theoretical and practical innovation in the field of education management. This is of great significance for improving the quality of university education and cultivating high-quality talents as well as providing new ideas and methods for educational reform and development. Therefore, this study is of great value for the improvement of teacher training and educational management in colleges and universities.

Teacher training in Chinese colleges and universities focuses on the learning of education and teaching theories, while strategic management emphasizes more on practical application. Li argued that this gap leads to some teachers having a wealth of theoretical knowledge in training, but having difficulty in applying it effectively in actual teaching ^[5]. At the same time, strategic management requires teachers to possess the ability to combine theoretical knowledge with practical situations in order to develop a strategic plan that is in line with the development of the school. Therefore, how to narrow the gap between theory and practice and improve teachers' practical application skills is a problem that requires attention in the current university teacher training and strategic management. The content of university teacher training often focuses on the enhancement of teaching skills and educational concepts, and less on the knowledge and skills needed for school strategic development. Wang and Li showed that this leads to some teachers still being unable to contribute effectively to the strategic development of their schools after training ^[6]. Therefore, teacher training in colleges and universities should focus more on the strategic needs of the school, combine the training content with the strategic goals of the school, and improve teachers' strategic literacy and executive ability.

2. Literature review

2.1. Teacher training

Teacher training methods are an important part of teacher training in Chinese colleges and universities and play a crucial role in the effectiveness and efficacy of teacher training. This study aims to explore the problems and directions for improvement by analyzing the training methods.

At present, the training methods of Chinese university teachers mainly include traditional face-to-face

training, online training, and mixed-mode training. The study by Lai *et al.* concluded that traditional face-to-face training is the most common method, which is carried out through the organization of various types of lectures, seminars, and training courses, and is characterized by intimate communication and interactive learning ^[7]. Online training, on the other hand, is conducted through online platforms, including online courses, lectures, and communication, with the advantages of time flexibility and location freedom. Mixed-mode training is an organic combination of traditional face-to-face training and online training, with the advantages of both.

There are some problems with current teacher training methods. Li's research showed that the intimate communication and interactive learning methods of traditional face-to-face training cannot meet teachers' needs for personalized learning, with limited training resources and high training costs ^[8]. Online training, although flexible in terms of time and location, lacks face-to-face communication and interaction, which can easily lead to a sense of isolation in teachers and reduced training effectiveness. Lastly, although mixed-mode training can synthesize the advantages of traditional face-to-face training and online training, problems exist in practice such as irrational design of the training process and insufficient technical support for teachers.

Li and Yan also argued that the improvement of teacher training methods is the key to improving the effectiveness of training and the professional development of teachers. Analyzing the training methods in-depth and making corresponding suggestions and improvement directions based on the problems helps to improve the quality and effectiveness of teacher training ^[9].

Liu and Feng showed that the content of teacher training in colleges and universities is the core of teachers' professional development, which is of great significance for improving teachers' teaching ability, educational concepts, and professionalism. This study aims to analyze the content of teacher training in colleges and universities, to understand the current problems, and to provide theoretical support for the construction of a teacher training model based on strategic management ^[10].

The lack of training content related to international cutting-edge educational theories and technology also necessitates attention. With the development of globalization, cutting-edge theories and technologies in the field of education continue to emerge. At present, many training contents are still anchored in traditional educational concepts and methods, failing to timely update and integrate international cutting-edge educational theories and technologies. This has led to a relatively low level of literacy in educational theory and technology among Chinese college teachers, who are unable to keep up with international standards.

The problem of training effect assessment is mainly reflected in the selection of assessment indicators. At present, the assessment of the training effect on college teachers mainly relies on questionnaires and teaching observation, but these assessment indicators often only reflect the surface phenomena in the training process, and cannot really assess the effect and impact of training. Therefore, the selection of assessment indicators needs to more accurately reflect the changes in teachers' professional competence and teaching quality in order to better assess the effectiveness of training.

Overall, training effect assessment is an important issue in the training of college teachers at present, and it is necessary to improve the effect and quality of teacher training by choosing assessment indicators that accurately reflect teachers' professional competence and teaching quality, selecting scientific and feasible assessment methods, and applying the assessment results to the actual teaching work.

2.2. Strategic management

Qu and Liu argued that the meaning of strategic management reflects its difference from traditional management approaches. The traditional management approach focuses on the arrangement and control of daily work and emphasizes meticulous internal organizational operations and performance evaluation while ignoring adaptation

and changes in the external environment. Strategic management, on the other hand, focuses on long-term development goals and changes in the internal and external environments of the organization, the formulation and coordination of overall goals, and the selection and implementation of strategic actions. Strategic management views the organization as a system and believes that the development and success or failure of the organization is directly related to the coordination and consistency of its internal and external environments. Strategic management therefore requires organizations to have the capacity to innovate, adapt, and change, and to be able to identify and seize opportunities and transform them into competitive advantages ^[11].

The development of strategic management can be traced back to the 1950s, when enterprises were becoming increasingly competitive and traditional management practices were no longer adapted to the rapidly changing market environment. Against this background, the concept of strategic management was born and has gained widespread attention in both academic and practical circles.

Strategic management was initially developed from the theory of war management, and its purpose was to help enterprises and organizations gain an advantage in competition. At that time, strategic management was mainly concerned with the long-term development direction and strategic choices of enterprises. Over time, strategic management evolved into a separate discipline, introducing more theories and methods to support organizational decision-making and action.

Xu argued that the strategic management theory system is a complex theoretical system, which includes several theoretical elements that are interrelated and interact with each other, and together constitute a complete theoretical system. The establishment of a strategic management theory system helps to guide the strategic management practice of the organization, improve the strategic management level of the organization, and achieve the strategic objectives of the organization ^[12].

According to Xu, in the field of educational strategic management research, scholars at home and abroad have carried out a great deal of research work. Among them, the concept and theoretical system of educational strategic management is one of the core contents of the research. Scholars have proposed different theoretical frameworks and models, such as SWOT (strengths, weaknesses, opportunities, and threats) analysis and Porter's Five Forces Model, for guiding the strategy formulation and implementation of teacher training in colleges and universities through in-depth research on the definition and connotation of strategic management ^[13].

The study of strategic management in education also provides a vision for the future. With the increasing development of information technology and the rise of internationalized education, strategic management of education faces new challenges and opportunities. In the future, researchers can further deepen their research on the theory of educational strategic management and explore more ideal teacher training models and strategies to meet the development needs of the times.

The current state of research on educational strategic management is one of the important research directions within the current educational field. Through in-depth research on the theory and practice of educational strategic management, it can provide important theoretical support and practical reference for improving teacher training in colleges and universities, and further promote the development of the education field.

Educational strategic management research currently suffers from the problems of insufficient research, theory separated from practice, and lack of relevance. Future research may pay more attention to practical application, improve the theoretical system, and fully consider the characteristics of Chinese higher education in order to further improve the management level of educational institutions.

Zhang and Wang believed that further in-depth research can be conducted to study the application of educational strategic management in different university teacher training models. Currently, there are many different modes and ways of teacher training in colleges and universities, and how to combine the concepts and

methods of educational strategic management to build a teacher training mode suitable for different colleges and universities is an important direction for future research. Studying the application of teacher training models in different colleges and universities can provide practical reference and significance for the improvement and enhancement of teacher training in colleges and universities^[14].

Zhan argued that the application of educational strategic management in other educational fields can be further explored. The concepts and methods of educational strategic management are not only applicable to teacher training in colleges and universities but can also be applied to other educational fields, such as primary and secondary teacher training and vocational training. Future research can start from an interdisciplinary perspective to explore the specific application and effect of educational strategic management, enrich the research content of educational strategic management, and provide new ideas and methods for educational reform and development^[15].

Overall, future research on educational strategic management can start from an in-depth exploration of the significance and value of educational strategic management, research on the effect evaluation of teacher training, research on the application of educational strategic management in different college teacher training modes as well as exploring the application of educational strategic management in other educational fields. These research directions will provide theoretical support and practical guidance for the reform and enhancement of teacher training in colleges and universities and promote the development of higher education in China.

3. Recommendations

Optimizing the teacher training system and improving the effectiveness of strategic management are important measures to promote the quality of higher education. Below are some specific strategies and approaches.

3.1. Customizing training plan with diversified training methods

We need to conduct regular research to understand teachers' specific needs at different stages and in various majors and formulate targeted training plans. Training courses of various levels and categories are established according to teachers' titles, work experience, and research fields. These include training for new teachers, training for young and mid-career teachers, and advanced training courses for senior professors. Combining online courses and offline workshops, it offers flexible learning styles that enable teachers to learn on their own schedule. Practical links are increased, such as classroom observation, teaching exercises, research project simulation, etc., to improve teachers' practical operation skills.

3.2. Strengthening the pertinence of training content and establishing feedback and evaluation mechanism

We provide training in teaching methods, classroom management, student interaction, etc., to enhance teachers' teaching levels. Training in scientific research methods, paper writing, project application, etc., can improve teachers' scientific research skills. We also need to pay attention to teachers' professional development and provide training in career planning, mental health, stress management, etc., to improve their satisfaction and well-being. After each training, feedback is collected from participating teachers to adjust and improve the training content and form in time. A training effect evaluation system is established to evaluate the effect and impact of training through questionnaires, follow-up interviews, actual performance, and other methods.

3.3. Clarifying strategic objectives and improving management systems

It is important to formulate a clear strategic plan, clarify the university's development goals and directions, and ensure that all work is aligned with the strategic goals. The strategic objectives are broken down into specific tasks

to formulate detailed implementation plans and timetables. According to the needs of university development, we optimize the organizational structure, clarify the responsibilities and division of labor of each department, and ensure the efficient operation of the management system. The introduction of an advanced information management system improves scientific management and efficiency, ensuring the timely transmission and sharing of information.

3.4. Strengthening performance management and resource integration

A scientific performance appraisal system is established to comprehensively evaluate teachers' teaching, scientific research, service, and other aspects, and encourage them to constantly improve themselves. A sound reward and punishment mechanism can commend and reward teachers with excellent performance, and help and improve teachers who fail to meet the standards. It is also necessary to integrate resources inside and outside the school, establish a cooperative mechanism with enterprises and scientific research institutions, and provide more development opportunities and resource support for teachers. These measures ensure the financial input of training and management work and provide the necessary material security.

3.5. Enhancing internationalization and establishing a continuous improvement mechanism

Teachers are encouraged to participate in international academic exchanges and training to enhance their international vision and academic level. We will introduce high-level talents from overseas to enhance the academic competitiveness and international influence of universities. Based on the actual situation and feedback, the training and management strategy is dynamically adjusted to ensure its adaptability and effectiveness. We also encourage management innovation, introduce advanced management concepts and tools, and improve management efficiency.

Disclosure statement

The author declares no conflict of interest.

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