

Research on the Construction of Teachers in Private Colleges from the Perspective of Internal Control

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Abstract. Private colleges have become an important force that can not be ignored in the development of China's higher education in the new era. The construction of teachers in private colleges is the key factor whether they can achieve high-quality development. From the perspective of internal control, this paper studies the teacher team of some representative private colleges in Hubei Province. There are many problems in the construction of teacher team, such as the lack of attraction of the introduction of teacher team, the lack of pertinence of the development of teacher team, the lack of support for the assessment of teacher team, the serious hidden loss of teacher team and so on. Combined with the actual situation of private colleges, we should break through the dilemma of teacher team construction from the aspects of school running concept renewal, teacher team construction system innovation, adjustment of salary incentive scheme, comprehensive development of teacher team and cultural construction of private colleges.

Keywords: Private university; Internal control; Construction of Teachers.

1. Introduction

When the internal control system of teachers in private colleges is established, in order to improve the stability and teaching level of teachers, all links of teachers' team construction are comprehensively managed and evaluated. Considering the dual characteristics of private colleges and enterprises, combined with the application guidelines for enterprise internal control No. 3 - human resources, the internal control of the construction of teachers in private colleges in Hubei focuses on four aspects: teacher introduction, teacher development, teacher use and teacher withdrawal.

2. Analysis on the current situation of teachers' team construction in private colleges from the perspective of internal control

2.1 The introduction of teachers is not attractive

The remuneration income of teachers in private universities is quite different from that in public universities, which mainly comes from part of the tuition fees collected by private universities every year. As the number of enrollment plans is relatively fixed, under the condition of stable tuition fees, teachers' salaries can not be increased every year like public colleges. Private colleges are difficult to attract talents with high professional titles and high academic qualifications because their salaries and benefits are quite different from those of public colleges and universities.

2.2 The development of teachers is lack of pertinence

From the perspective of the structure of full-time teachers, it is mainly characterized by master's degree, lack of backbone teachers with high professional titles and younger age. Many full-time teachers have just graduated from the master's degree stage and began to work as teachers. There is great room for improvement in both teaching level and scientific research ability. Some teachers have not completed the transformation between teacher identity and student identity, and their working habits continue the habits of students, which can not guarantee the qualified teaching quality.

2.3 Lack of support for the assessment of Teachers

In the formulation of teacher performance assessment policy, private colleges mainly refer to the practice of public colleges and universities, and take the completion of theoretical courses and scientific research as the index for assessment, but this practice does not take into account the characteristics of private colleges. There is a lack of consideration in the adaptability of students. There are certain differences in learning ability between students in private colleges and students in public colleges. Students generally show weariness of high-intensity theoretical courses, and the teaching effect is not ideal. In terms of classroom teaching organization and teaching quality, there is a lack of assessment indicators. Students in private colleges are not focused enough on their learning habits, and teachers often need to remind and manage. If teachers can not make corresponding classroom organization preparations in advance, students will play mobile phones, chat, sleep and other phenomena in the classroom, reducing the quality of teaching.

2.4 The hidden loss of teachers is serious

The hidden loss of teachers in private colleges is becoming more and more obvious. More and more teachers begin to take their positions but do not seek their positions, which brings serious obstacles to the daily work and long-term development of private colleges. The biggest difference between implicit loss and explicit loss lies in whether teachers still work in private colleges. Although some teachers still belong to private colleges and work in private colleges every day, they do not correctly and timely perform their work responsibilities, resulting in the decline of teaching quality in private colleges.

3. On the construction strategy of teachers' team in private colleges from the perspective of internal control

3.1 Renewal of school running concept

Private colleges must firmly establish the "people-oriented" management concept, pursue the human nature of human resources development, create a good atmosphere of respecting teachers and valuing education, respond to teachers' concerns in time, enhance teachers' sense of ownership and sense of belonging, and give full play to teachers' potential and enthusiasm.

3.2 System innovation of teacher team construction

In the new era of expanding the autonomy of colleges and universities and deepening the reform of the internal management system of colleges and universities, it is urgent for private colleges to break away from the management system that hinders development and make bold innovations in the teacher management system according to the "people-oriented" management thought: First, innovate the employment system, implement the post appointment system on the basis of establishing the contractual relationship, clarify the post responsibilities and conditions, and make the best use of people through open competition; Second, innovate the assessment system, enrich the assessment forms and methods, form a pattern of annual assessment, daily assessment and special assessment, and the assessment varies from person to person and from post to post, and adhere to the combination of qualitative and quantitative, results and process, leadership assessment and expert assessment, peer review and student assessment, teaching and education Combination of teaching and scientific research.

3.3 Adjust salary incentive scheme

It is an important strategic choice for private colleges to establish the idea of development before profit, build an educational brand and improve teaching reputation. In this process, reasonable and perfect salary and competitive incentive system will play a key role in the introduction of talents and the stability of teachers in private colleges. Private colleges in China can learn from the relevant

experience of enterprises. According to the market-oriented positioning of employees' wages, the unity of organizational interests and personal interests, and the idea of encouraging employees to serve the organization for a long time, teachers' salaries are determined to be composed of daily wages, year-end dividends and long-term benefits, so as to connect the interests of private colleges with personal interests, Make teachers realize that serving private colleges is serving themselves.

3.4 Comprehensive development of Teachers

In the view of teachers, the improvement of professional ability with training as the main performance is one of the most important benefits given by private colleges. For private colleges, the development of teachers' professional ability will create more spiritual and material wealth for private colleges. Therefore, promoting teachers' development is an important way to increase the value of human resources in private colleges. At present, many private colleges have established teacher development centers, but the human resources development of teachers in private colleges can not be limited to routine pre job training and general on-the-job training, but should establish a set of training and development management system in line with the actual needs on the basis of in-depth research. The procedure shall include feasibility analysis, formulation and implementation of planning and performance evaluation; It should be a continuous and uninterrupted process in time.

3.5 Cultural construction of private colleges

For private colleges, campus culture is not only cultural heritage, but also plays an important and irreplaceable role in condensing consensus and stabilizing teachers. In the training of new teachers, we should actively publicize the ideas, values and management system of private colleges, let teachers know the opinions of private colleges, and promote the harmonious unity of individuals and private colleges. In daily teaching meetings, teaching and research activities and trade union activities, we should imperceptibly cultivate teachers' collective consciousness and collective sense of honor, and promote the common development and progress of teachers and private colleges.

4. Summary

In the process of realizing the high-quality development of higher education, private colleges are one of the important participants. Building a high-level and stable team of teachers is the most important and urgent task of private colleges. Private colleges should actively establish the concept of people-oriented teacher management, innovate the management system of attracting, employing and retaining people, actively pay attention to teachers' development, promote teachers' professional growth, and enhance teachers' cohesion and dedication through the construction of campus culture.

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