



An Empirical Analysis of Public English Teachers in Higher Vocational Colleges

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Abstract. This paper seeks to investigate the current state of Public English teachers in the higher vocational colleges in Hainan Province through the questionnaire inquiring information on the main information-based teaching means adopted, professional quality, job saturation and job satisfaction. Taken as a whole, the results suggest that the professional quality and job satisfaction of the tested group are high while job saturation is at an intermediate level, and those three elements are not necessarily related according to the descriptive statistics and regression analysis. The strategies derived from the analysis elaborate the advice from multiple perspectives including three aspects of society, school and teacher.

Keywords: Public English teachers · Professional quality · Job saturation · Job satisfaction

1 Introduction

Along with the concept of lifelong learning and sustainable development, the society has put forward higher requirements for talents. Higher vocational education takes the all-round development and quality improvement of vocational talents as a new viewpoint of curriculum design. Hainan Provincial Government issued a notice on supporting Hainan to comprehensively raise the foreign language proficiency and calling vigorously for cultivating cross-culture awareness of the citizens. As an important branch of the teaching work to cultivate international language level, Public English teachers in higher vocational colleges can project their own teaching abilities, innovative spirit and professional accomplishment into every link of teaching. Therefore, the construction of Public English teaching staff in higher vocational colleges is particularly crucial, while the benign development of teachers is an strong guarantee to promote and upgrade the social adaptability and globalized thinking of talents.

The domestic researches on the construction of teaching staff in higher vocational education are mainly carried out from the following aspects: structure of teaching staff, academic ability of teachers, job satisfaction, professional development of teachers, job burnout, etc. At present, there are few researches merely digging on the present situation of Public English teachers. Foreign studies on public teaching staff are rare due to two prime factors. One reason is that the teachers engaged in higher vocational education in developed countries and regions are basically “double-qualified” teachers with practical experience in related industries. The teachers of higher vocational

education are stapled with the following characteristics: being selected through strict recruitment requirements, getting generous salaries and reaching high profession level; moreover, these countries and regions do not offer similar public courses at higher vocational level as in China. More attention is paid to teachers' practical ability and continuing education there than at home, so the researches abroad mainly focus on the employment, guarantee, and assessment systems, as well as the turnover mechanism of teaching staff.

Public English teachers in higher vocational colleges in Hainan Province are taken as the study object in this paper. The number of teachers, knowledge structure, age, educational level, part-time or full-time, the teaching situation, and the scientific research situation are all taken into consideration. In order to find out the shortcomings in promoting the Public English teachers and establish the process of training for teachers through scientific orientation, so as to standardize the management system of teachers, this paper analyzes the current situation of Public English teachers in higher vocational colleges in Hainan by SPSS and illustrates the relationship among professional accomplishment, job saturation and job satisfaction of the teachers. The innovative thoughts of the "double-qualified" teachers, optimization of the teaching staff structure, overall improvement of teachers' quality and level will all contribute to the development of higher vocational education.

2 Research Design

2.1 Research Object

The research object, randomly chosen from the Public English teachers in Hainan higher vocational colleges, takes the multidimensional differences, such as demonstration, typicality, and so on into account. The frequency statistics of demographic variables are given, and the results are shown in Table 1. Female teachers have accounted for more than 80% of the total number of teachers, most of whom are aged between 31 and 40 years old. They have mainly gained master degrees, as their professional title was mainly lecturer, and the proportion of teachers with dual qualities achieves up to 67.5%. All but one of them are full-time teachers. The workloads of teachers, including the amount of scientific research and class periods, are all above the requirements of the colleges. Only fewer than 10% of the teachers have never used information-based teaching means. However, most teachers hold the opinion that the opportunities of fatter salary, promotion and further training are fewer than those for the professional teachers.

Table 1. Frequency statistics (N = 59)

Variable	Attribute	Frequency	Percentage (%)
Gender	Male	11	18.6
	Female	48	81.4
Age	Under 30	6	10.2
	From 31 to 40	39	66.1
	From 41 to 50	7	11.9
	From 51 to 60	7	11.9
Academic qualification	Undergraduate	24	40.7
	Postgraduate	35	59.3
Academic degree	Bachelor	19	32.2
	Master	40	67.8
Profession title	Associate professor	9	15.3
	Lecturer	35	59.3
	Assistant	8	13.6
	Not getting any title yet	7	11.9
Full-time teacher	Yes	58	98.3
	No	1	1.7
“Double-qualified” Teacher	Yes	27	67.5
	No	13	32.5
Number of published papers in the last three years	None	12	20.3
	1 to 3	37	62.7
	4 to 5	8	13.6
	Above 5	2	3.4
Number of hosted educational or scientific researches in the last three years	None	44	74.6
	1 to 2	14	23.7
	Above 4	1	1.7
Number of attended educational or scientific researches in the last three years	None	18	30.5
	1 to 2	34	57.6
	3 to 4	5	8.5
	Above 4	2	3.4
Teaching class periods in the latest year on average	Under 8	2	3.4
	8 to 12	21	35.6
	13 to 16	19	32.2
	Above 16	17	28.8
Used information-based teaching means	Sometimes	54	91.5
	Never	5	8.5
Opportunities of higher salary, promotion and training	Relatively Few	48	81.4
	Same as the professional teachers	11	18.6

2.2 Research Methodology

With the aid of Hainan Province Education Science Planning Project “Present Situation Demonstration Research of Hainan Higher Vocational College Teachers”, this research applies the self-designed questionnaire based on the related questionnaires of the other members in the research group. The questionnaires were distributed to the higher vocational colleges according to the number and locations of colleges of the cities and counties in Hainan. With certain representativeness, the samples of investigation were comparatively comprehensive. The questionnaire includes three factors: teachers professional quality, job saturation and job satisfaction. 59 valid questionnaires out of 63 were completed. The effective rate was 93.65%. SPSS software was used to describe the data, correlation regression and reliability and validity analysis.

2.3 Validity and Reliability

This part is to analyze the professional quality, job saturation and job satisfaction of higher vocational Public English teachers. The results of factor analysis for the first round are shown in Tables 2 and 3. The variance of single factor explanation for all variables is less than 50%. From the factor loading point of view, the factor loading values of professional quality 3, professional quality 4, professional quality 6, job saturation 1, work saturation 5, job saturation 6, job satisfaction 1, job satisfaction 5 are lower than 0.5. Therefore, these will be eliminated and then be analyzed again.

Table 2. Factor analysis results of the first round

Variable	KMO value	Bartlett sphericity test			Characteristic root test	Corrected model (%)
		Approximate chi-square test	df	p		
Professional Quality	0.638	61.866	15	0.000	2.192	36.531
Job Saturation	0.426	56.338	15	0.000	1.972	32.874
Job Satisfaction	0.495	43.314	10	0.000	1.908	38.156

Table 3. Factor loading of the first-round factor analysis

Index	Factor loading	Index	Factor loading	Index	Factor loading
Professional Quality 2	0.871	Job Saturation 2	0.88	Job Satisfaction 3	0.801
Professional Quality 1	0.804	Job Saturation 3	0.784	Job Satisfaction 4	0.783
Professional Quality 5	0.694	Job Saturation 4	0.506	Job Satisfaction 2	0.576
Professional Quality 4	0.382	Job Saturation 5	0.447	Job Satisfaction 1	0.468
Professional Quality 6	-0.319	Job Saturation 6	-0.291	Job Satisfaction 5	0.319
Professional Quality 3	0.24	Job Saturation 1	-0.207		

The final factor analysis results are shown in Tables 4 and 5. Table 4 shows that the KMO values of professional quality, job saturation and job satisfaction are all above 0.5, and the Bartlett globality test reaches a significant level of 0.001, which indicates that the sample can be used for factor analysis. The number of factors whose characteristic root is greater than 1 is obviously 1, and the explanatory variance of each factor is more than 50%. The factor loading of each index is above 0.5, which indicates that the single factor structure of professional quality, job saturation and job satisfaction is available, that is, the structure validity is feasible.

Table 4. Factor analysis results of the last round

Variable	KMO value	Bartlett sphericity test			Characteristic root test	Corrected model (%)
		Approximate chi-square test	df	p		
Professional quality	0.626	43.814	3	0.000	1.978	65.920
Job saturation	0.550	32.935	3	0.000	1.808	60.273
Job satisfaction	0.508	33.900	3	0.000	1.770	58.991

Table 5. Factor loading of the last-round factor analysis

Index	Factor loading	Index	Factor loading	Index	Factor loading
Professional quality 2	0.88	Job Saturation 2	0.883	Job Satisfaction 3	0.896
Professional quality 1	0.842	Job Saturation 3	0.788	Job Satisfaction 4	0.799
Professional quality 5	0.704	Job Saturation 4	0.639	Job Satisfaction 2	0.572

The reliability of professional quality, job saturation and job satisfaction were tested. The results are shown in Table 6. Table 6 shows that the Cronbach’s α coefficients of professional quality, job saturation and job satisfaction were all above 0.6, which indicates that the reliability has passed the test.

Table 6. Reliability test result

Variable	Cronbach’s α coefficient	Indicator
Career quality	0.726	3
Job saturation	0.658	3
Job satisfaction	0.640	3

3 Research Statistics and Analysis

3.1 Analysis of Current Status of the Public English Teachers

The descriptive statistics of the current status of the faculty are shown in Table 7. All themes in this section are 5 points, with 3 as the median. It can be seen that the number of English teachers in the Public English class is less than that of the current public curriculum teaching and research, and the number of teachers aged 30 to 45 years is on the high side. The working environment of teachers and the policies for the current process of publishing the topic papers are relatively poor. The training frequency of teachers further training, the salary and welfare are lower. It is much more difficult to apply for projects related to public courses. Public English teachers tend to be dissatisfied with the present incentive rewards and measures for the publication of education-reform and scientific papers.

Table 7. Descriptive statistics of the present situation of public courses teachers

Theme	1 means	5 means	Average	Standard deviation
Number of the public teaching staff	Least	Most	2.93	0.868
Working conditions	Worst	Best	2.95	0.57
Frequency of the further professional training	Lowest	Highest	2.27	0.806
Wage and benefits	Lowest	Highest	2.42	0.747
Number of the ones aged from 30 to 45	Least	Most	3.58	0.792
Present teaching and research funds for public courses	Least	Most	2.25	0.733
Difficulty in applying for subjects related to public courses	Most difficult	Easiest	2.36	0.76
Policies of current publication of papers	Worst	Best	2.59	0.812
Incentive measures on the publication of the educational and teaching papers	Worst	Best	2.68	0.6
Rewards on the publication of scientific papers	Worst	Best	2.64	0.609

3.2 Analysis of Main Information-Based Teaching Means

The frequency statistics of information-based teaching means in the form of multiple-choice questions in the questionnaire are shown in Table 8. Among the 54 samples that have used the main information-based teaching methods, blended teaching method is the most popular one among the Public English course. 40.70% and 38.90% of the teachers respectively chose online and offline teaching and micro-class as their options of teaching means. Only a small number of English teachers adopted the unconventional means of flipped classroom, MOOC and SPOC during teaching, accounting for 11.10% and 3.70% respectively.

Table 8. Frequency statistics of the multiple choices questions (N = 54)

Variable	Attribute	Frequency	Percentage
Main information-based teaching methods	MOOC	6	11.10%
	SPOC	2	3.70%
	Micro class	21	38.90%
	Flipped classroom	14	25.90%
	Online and offline teaching	22	40.70%
	Blended teaching	41	75.90%

3.3 Analysis of Professional Quality, Job Saturation and Job Satisfaction

Descriptive statistics and correlation analysis of professional quality, job saturation and job satisfaction are given in Table 9. The results of descriptive statistics show that the average values of professional quality and job satisfaction are above 3, which indicates that the professional quality and job satisfaction are both high. The mean value of work saturation is lower than 3, but it is extremely close to 3. It can be considered that the working saturation of the tested population is at the middle level. The results of correlation analysis showed that there was no significant correlation between the two variables in the three variables of professional quality, job saturation and job satisfaction ($p > 0.05$).

Table 9. Descriptive statistics and related analysis

	Professional quality	Job saturation	Job satisfaction
Professional quality	1		
Job saturation	0.176	1	
Job satisfaction	0.119	0.254	1
Mean value	3.627	2.949	3.062
Standard deviation	0.476	0.615	0.586

Regression analysis was used to explore the effect of professional quality on job satisfaction. The results are shown in Table 10. The results of Table 10 showed that the regression equation was not significant ($F = 0.819$, $R^2 = 0.014$, $p > 0.05$), and there was no significant effect of professional quality on job satisfaction ($\beta = 0.119$, $t = 0.905$, $p > 0.05$).

The results of the effect of job saturation on job satisfaction investigated by regression analysis are shown in Table 11. It showed that the regression equation was not significant ($F = 3.915$, $R^2 = 0.064$, $p > 0.05$), and there was no significant effect of job saturation on job satisfaction ($\beta = 0.254$, $t = 1.979$, $p > 0.05$).

Table 10. Regression analysis of career quality and teachers job satisfaction

	Non-standardized coefficient B	Standard error	Standardized coefficient β	t	p
Constant	2.531	0.592		4.276	0.000
Professional quality	0.146	0.162	0.119	0.905	0.369
R2	0.014				
F	0.819				

Table 11. Regression analysis between job saturation and job satisfaction

	Non-standardized coefficient B	Standard error	Standardized coefficient β	t	p
Constant	2.351	0.367		6.402	0.000
Job saturation	0.241	0.122	0.254	1.979	0.053
R2	0.064				
F	3.915				

4 Conclusion

According to the results of empirical analysis, both professional quality and job saturation have no significant effects on job satisfaction of Public English teachers. However, the teachers have less funds for public teaching and research, when the working environment and the policies for the applying for the projects and publishing the papers are poor. It is suggested that the following factors from the objective and subjective views should be capable to improve the academic setting for Public English teachers.

Social enterprises can provide practical opportunities for Public English teachers. Taking Hainan Province for instance, tourism, culture, catering, commerce and other public service industries can admit higher vocational public English teachers into enterprises in a planned way to carry out varied levels of the vocational on-the-job training and help to bring about the regular cooperation between schools and enterprises in the field of specialized English training. At the practice, teachers have the windows to see the present situation and the future trend of the profession, so as to promote English teaching in higher vocational colleges. Government should guide the enterprises to set up the platform between the imported, reserved English talents and local English teachers to achieve free communication.

Higher vocational colleges should get started from the professional characteristics of Public English teachers in line with their own professional strengths and research direction, and set training goals and overall planning to construct the teaching staff. By creating excellent environment for publishing papers, applying for projects on Public English and formulating certain incentive mechanism which encourages teachers to

improve the overall scientific research ability, colleges may increase the opportunities for teachers to gain further training in schools, provinces, countries and even the whole world. In the light of local social resources, colleges ought to impel the cooperation between schools and enterprises and formulate the standards of “double-qualified” English teachers. Meanwhile, the improvement of the salary leaves teachers no worries in livings.

The Public English teachers in higher vocational colleges should combine the characteristics of both social and regional development to strengthen their own vocational skills and adapt to the changes of the times through lifelong learning. Obtaining the qualification of “double teachers” and stepping up with the curriculum reform are also required to meet the construction of the International Free Trade Area. Given the advantages of the higher vocational colleges, the talents should take the responsibility of serving the society through taking the initiative to take on the training work of English in the off-campus industries. The combination of the English knowledge itself with practical experience in the practice of enterprises would contribute to improving the service industry.

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