

# Study on the Influencing Factors of the Teaching Literacy of Young Teachers in Local Undergraduate Universities -- A Quality Analysis Based on Grounded Theory

Wang Qian<sup>\*</sup>, Limin Yan

Teachers Education College, TaiShan University, Tai'an City, China

## Email address:

Tsuwangqian@163.com (Wang Qian)

<sup>\*</sup>Corresponding author

## To cite this article:

Wang Qian, Limin Yan. (2024). Study on the Influencing Factors of the Teaching Literacy of Young Teachers in Local Undergraduate Universities -- A Quality Analysis Based on Grounded Theory. *Education Journal*, 13(1), 28-33. <https://doi.org/10.11648/edu.20241301.14>

**Received:** January 18, 2024; **Accepted:** January 31, 2024; **Published:** February 5, 2024

---

**Abstract:** It is of high theoretical and practical significance to improve the teaching quality of young teachers in local universities and to give consideration to the dual role of self and talent. Based on this, in order to improve the teaching literacy of young teachers, using a qualitative method based on grounded theory, this study has formulated a structural framework of capability for teachers by virtue of connotative discussion, data collection, and coding. The data were collected by ethnography, in-depth interviews and text analysis. The coding process included initial coding, focus coding and theoretical coding. Instructional Capability refers to synthesis of varying degrees of capability, which influences teaching effectiveness in education Students' comprehensive quality and understanding of their own professional progress. Concretely, Instructional capability is a spectrum of interaction among required knowledge, skills and Attributes, which are developed in acquisition and practices of effective instructions and related activities. Teachers, who are in infiltrated in 3D Environments including Material information, psychology and social relationship, interactive sustainability and repeat with multiple Elements to constantly developer and constructed individual in constructional capabilities. The structure framework is grounded in the instructional understanding and hands - on experience from teachers of local undergraduate Universities, with emphasis on operability as well. Particularly, it is described as the following: the first layer is three horizontal dimensions which personal basic characteristics, social practice effect, school teaching environment and teaching system of young teachers influence their teaching literacy with different action mechanisms. As a significant Presentation of teachers' inner structure, instructional capabilities can grow with the development of knowledge content, teaching skills and professional attributes, and it is an outcome of triadic synergy of the three. The second layer is seven primary competitions, named "scholarship base". The third layer is based on behavioral analysis covering 4 specific actors. Inspire of the preliminary nature of this study, hopefully, the schema of applications values in further improving institutional construction in educators' qualification, promoting the scientific management of researchers, defining the orientation and function of each development organizations in universities, better adapting to the subjective demand of professionalization as well as improving the actual quality of teaching.

**Keywords:** College Young College Teachers, Teaching Accomplishment, Rooted Theory

---

## 1. Introduction

High quality education needs high quality teachers, which has become a consensus of education. In December 2020, the Ministry of Education issued the Guiding Opinions on Strengthening the Reform of the Construction of College Teachers in the New Era [1], which clearly requires the strengthening of the construction of teachers in colleges and

universities. As the backbone of college teachers, the fundamental task of young teachers in colleges and universities is to cultivate people by virtue, and having a solid teaching accomplishment is the basic accomplishment of young teachers in colleges and universities. Current research shows that the teaching knowledge of young teachers in colleges and universities needs to be expanded, and their teaching reflection ability needs to be improved. Meanwhile,

the teaching feelings of young teachers in colleges and universities are not prominent enough, their ideological and political ability is insufficient [1], young teachers' professional development is weak, and their teaching experience is weak [2].

In the past, the research on the influencing factors of teaching literacy of young teachers in colleges and universities has focused more on quantitative research, but the quantitative research mainly explores the relationship of demographic variables such as age, educational background, educational age and professional title, and lacks the research on internal factors such as teachers' individual emotions, beliefs and feelings. Because teachers' teaching literacy is a concept put forward in educational teaching practice, it is the basic literacy of teachers constantly evolving and iterating in teaching practice. The qualitative research method can see some key variables in the pre-service and post-service development process of young teachers in local universities, which can effectively supplement the deficiency of quantitative research paradigm. Based on this, this study plans to adopt the method of in-depth interview to collect a range of data, and use the research paradigm of rooted theory to provide theoretical basis for the cultivation and promotion of teaching literacy of young teachers in local colleges and universities.

## 2. Study Methods and Data Sources

### (1) Selection of research methods

Interview data were coded and analyzed using grounded theory. The root theory was first developed by a research method of Glaser and Strauss (1967) [3], and then Strauss and Corbin (Strauss & Corbin, 1990) summarized three coding methods: Open Coding, Axial Coding and Selective Coding. [4] Some domestic scholars will translate the code into: open coding, spindle coding, selective coding. [5] According to the theory of three-level coding principle, the interview text

collected open coding, found from the initial concept and category, through the analysis of the main coding, establish the relationship between the concept class, from the core category in the main category in the concept of all found after systematic analysis to choose a "core class", selective coding [6], in the process of tertiary coding, explore the influence factors of local young teachers teaching literacy, and try to use the theory of construction.

Different from the quantitative research paradigm, rooted theory emphasizes that researchers can construct new theories based on the experience of the interviewees during observation or in-depth interview. The internal logic of rooted theory is to collect data, then analyze the data, and then form the theory. Qualitative research is not studied for the sake of storytelling, but through stories understanding phenomena and behaviors, revealing relationships and complexity, and developing theories to explain the significance of unique, dynamic and overall human beings. [7] Based on the empirical facts, this study analyzes the influencing factors of teachers' teaching literacy in local undergraduate universities.

### (2) Determination of the interviewees

Based on the cognition and hypothesis that "the award of provincial teaching competition is highly related to the teaching literacy of young teachers", the winners of the provincial young teachers teaching competition of local undergraduate universities and the second prize of the provincial teaching innovation competition (under 40 years old) were selected as the samples. Compared with ordinary teachers and winners of provincial teaching competition, they have rich experience in curriculum construction, teaching design and teaching reform related research, and the teachers have been recognized by relevant experts and students, so the behavioral descriptive characteristics of their overall teaching quality are more obvious and prominent. The basic information of the four young college teachers is shown in Table 1:

*Table 1. Basic information of the four young college teachers.*

teacher	sex	age	Academic background	The professional	professional ranks and titles	Lead the course	Teaching and scientific research achievements
A	woman	34	Undergraduate general colleges, master key colleges	Liberal arts major	adjunct professor	Junior college, undergraduate each 2 courses	The first prize of provincial Young Teachers lecture Competition, the first prize of school 1 Young Teachers Teaching Competition, presided over a number of school-level teaching reform projects, and won excellent teaching for many times
B	woman	36	It is a non-key university	Ideological and political major	adjunct professor	3 undergraduate courses, 2 public courses	The second prize of the provincial young teachers 'lecture competition, the second prize of the provincial ideological and political teachers' lecture competition, the first prize of the school young teachers' lecture competition, presided over a number of ideological and political topics
C	woman	38	It is a key university	science speciality	adjunct professor	Junior college, undergraduate each 1 course	The first prize of the provincial young teachers 'teaching competition, the first prize of the school young teachers' teaching competition, the school-level teaching reform project, and won the teaching evaluation for many times
D	man	39	Master and doctoral is a non-key university	engineering programs	adjunct professor	1 specialized course, 2 undergraduate courses	First prize of provincial teaching innovation competition, first prize of school teaching innovation competition, school first-class course builder

(3) Collection of interview data

Through full discussion, the research group determined the form of the interview and designed the interview questions. According to the characteristics of the interviewees, in-depth interviews are conducted in the form of individual interviews. The main content of the interview outline design is divided into three dimensions: are they willing to engage in teaching work? Can I do my teaching job? What factors affect the improvement of teaching literacy? The specific questions are as follows: 1. Why do you choose the college teachers, and how do you view the teaching activities? 2. Please describe a successful case that you are proud of in teaching activities, including detailed situation, student situation, specific opportunities, your ideas and practices, and influence on you; 3. Please describe a failure case that you feel frustrated in teaching activities, including detailed situation, student situation, specific opportunities, your ideas and practices, and influence on you; 4. What teaching qualities do you think an excellent young college teacher should have? 5. What factors in your opinion are more important to the improvement of your teaching quality in your teaching process?

Before the interview, communicate with the interviewees on relevant topics in advance, so that the interviewees can have good psychological expectations. In the interview, respect the interviewees and interact with the interviewees in the role of the listener, so that the interviewees can fully and accurately express their thoughts and opinions as much as possible. After the interview, the audio will be converted into text materials and sent to the respondents for review and verification.

3. Analysis of Data

(1) Open encoding

In order to ensure the quality of open coding, three psychology graduate students were selected for data analysis, screened all text materials, selected representative statements, and then further summarized them, so as to list all possible concepts. To ensure the objectivity of the coding, the research team finally discussed it together to determine the final consistent understanding. The open encoding example shown in this article is shown in Table 2:

Table 2. Example of the initial encoding.

Written data	Initial code
From the class experience of junior college students, undergraduates and promoted students of different levels, I kept thinking about how to have a good class, from which I found the sense of achievement of self-evaluation.	Take the initiative to carry out teaching practice reflection and self-evaluation, which can harvest a sense of achievement
I always regard myself as a student, and basically treat my colleagues with students. Because there is no condescending attitude, my relationship with the students is equal friends, and they are willing to say to me anything they have.	Treat students and teachers as equal friends from the heart
If the university teacher does not stand on the platform for the students in class, it is sorry for the address of the university teacher. I will prepare for every lesson carefully and be sure before class.	Treat the teaching work seriously, and prepare the lessons carefully before the class
My teaching experience is still very limited, in the application and grasp of the course content are lacking. I will often listen to the professor's class, and I will discuss with experienced teachers after class,	Often participate in teaching demonstration and observation, and with Other teachers to conduct curriculum exchanges
It is not enough to only emphasize the words "preaching, teaching and clarifying doubts". Questions are preset by teachers, not proposed by students actively, teaching emphasizes students 'application ability, rather than finding problems independently through thinking, and students' independent questions are more important.	Teaching focuses on inspiring students to find problems and ask questions independently

(2) Spindle code

Spindle coding requires "using the most important or most frequent initial code to classify, synthesize and organize most of the data..... Return the data to a coherent whole again. [8] An example of the spindle coding in this article is shown in Table 3.

(3) Selective encoding

Selective coding means selects the core category through the analysis and study of the spindle coding in all classes, and then analyzes the internal logical relationship between the core category and the main category and other categories, so as to complete the construction of the whole theory. [8] Research shows that the teaching work of local undergraduate universities is a compound activity full of practical problems, and its complexity is mainly reflected in the relationship between teachers and people, teachers and things, and teachers and things. First, as far as people are concerned, the interaction between teachers and students is

the key to the efficient implementation of teaching activities, followed by the communication and communication between teachers and other teaching subjects. Secondly, in terms of the relationship between teachers and things, teachers construct various teaching resources by observing the things and exploring the relationship between things; Thirdly, in terms of teachers and things, it mainly refers to the teaching work, which not only includes the attention of work objectives, work content, work form and other explicit behaviors, but also the teaching concept and teaching attitude behind them are the core of their attention. Through the derivative of the relationship between teachers and people, teachers and things, and teachers and things, three environments can be analyzed: teachers 'self-environment (teachers' self-development), teachers 'teaching environment (interaction between teachers and school environment), and teachers' social environment (teachers' practice in society). [9] Thus, "teaching" is a complex ecosystem. "Teaching literacy"

refers to the complex of teachers' abilities shown in the process of teaching practice with the purpose of cultivating students' core literacy and promoting their own professional development. [10] Teaching literacy not only needs the support of personal basic characteristics, but also is influenced by the school teaching environment and social practice environment, and is stimulated through the rationality of the system. In this way, the influencing factors

and action mechanism of teaching literacy, as the core category, actually focus on the basic characteristics of individuals, are highly influenced by the school teaching environment and social practice environment, and stimulate the potential through a reasonable system, which is an important form of expression of teachers' internal life structure.

*Table 3. Example of spindle coding.*

Initial code	Spindle code (subclass genus)	Spindle code (category)
Teaching focuses on inspiring students to find problems and ask questions independently	teaching idea	Basic personal characteristics
With the purpose of problem solving, we should take the initiative to break down the disciplinary barriers and achieve interdisciplinary integration		
Treat students and teachers as equal friends from the heart		
Treat the teaching work seriously, and prepare the lessons carefully before the class	Attitude towards teaching	Achievements in social practice
Every semester, the teaching cases are redefined according to the characteristics of the teaching students		
According to the characteristics of teaching major students, innovative teaching methods	Active reflection	School teaching environment
Take the initiative to carry out teaching practice reflection and self-evaluation, which can harvest a sense of achievement		
After each class, I actively think about the success and shortcomings of this class	Feedback from the teaching competition	The rationality of the teaching system
Teachers participate in the teaching competition and achieve certain teaching results, which produces positive feedback to teachers' teaching quality		
Students like you, affirm you, you are willing to teach, is willing to speak more.	Student's emotional feedback	The rationality of the teaching system
Students' performance plays a positive feedback role on the improvement of teachers' teaching quality		
Often participate in teaching demonstration and observation, and communicate with other teachers in courses	Acquisition of student grades	The rationality of the teaching system
The school regularly gives lectures for young teachers, organizes training, and encourages young teachers to continue their study		
Leaders attach great importance to the teaching quality of young teachers, and often carry out grinding class activities in the teaching and research section	Teaching and Research Office activities	The rationality of the teaching system
The school is more restrictive to teachers' teaching, teaching activities are not very free, the class must bring teaching plans		
The school regularly carries out classroom quality evaluation of young teachers and urges teachers to complete classroom teaching with high quality	Teacher training channels	The rationality of the teaching system
The tilt of teaching evaluation activities to the competition, the relationship between teaching evaluation and class quality		
Teacher rating is related to teaching, and the winners of provincial competitions can directly evaluate teaching associate professors	Leadership attaches importance to	The rationality of the teaching system
	Teaching freedom	The rationality of the teaching system
	Classroom quality evaluation	The rationality of the teaching system
	Teaching evaluation mechanism	The rationality of the teaching system
	Evaluation and employment incentive mechanism	The rationality of the teaching system

## 4. Finding

The influencing factors of the teaching quality of young teachers in local colleges and universities mainly include the influence of teachers' basic characteristics, school teaching environment, the social practice environment of local colleges and universities and the rationality of teaching system on teachers' teaching literacy.

### (1) Basic personal characteristics

The basic characteristics of teachers mainly analyze the influence on the teaching quality of young teachers in local universities from three aspects: teaching concept, attitude towards teaching and teachers' consciousness of active reflection. [11] The basic characteristics of teachers belong to the internal characteristics of college teachers, which are gradually internalized in the long-term pre-service and post-service development process. Among them, attitude is an important part of character. The attitude of young teachers in

colleges and universities towards teaching determines to some extent their dedication to work, whether they prepare lessons carefully, whether they have the internal driving force to improve teaching literacy, and whether there is the possibility of teaching innovation. Professional dedication is the key factor for young teachers to grow into excellent teachers. [12]

College teachers have a strong degree of freedom, but the teaching work of college teachers is also full of challenges. In the in-depth interview with the four teachers, they all unanimously mentioned that "active reflection ability is one of the elements that play an important role in the improvement of teaching literacy". The incentive of the system, the influence of the environment and the help of others are all the influence of external factors. Only when young teachers have the consciousness and ability of independent reflection, can teachers transform the power of extrapolation into endogenous power. Based on the reality of the university, local university teachers take the initiative to reflect on their own development direction and career

planning, so as to make plans and make continuous progress. The desired goal and moderate motivation are the key to the growth of young teachers in local universities, which are both related to teachers' active reflection consciousness.

#### (2) School teaching environment

The importance of school leaders to teaching, whether teachers' training channels are rich, the development of teaching and research section activities, and teaching freedom will all affect the improvement of local young teachers' teaching quality. School culture reflects the school spirit, including the school philosophy, educational goals, local characteristics, etc. [13], which can guide the formation of young teachers' values at the spiritual level and regulate their behavior mode at the action level. The importance of school leaders to teaching work directly affects the school teaching atmosphere. Teacher training opportunities mean giving young teachers more opportunities for innovation and practice. Through continuous training and training, they can broaden their vision, have more opportunities for innovation and practice, stimulate their enthusiasm for education and teaching, and encourage them to constantly try new teaching methods in the teaching process and improve the teaching quality.

#### (3) Achievements in social practice

The interviewed young teachers have mentioned many times that they should cultivate application-oriented talents based on the requirements of "building high-level application-oriented universities" and return to "student-oriented" classroom teaching. [14] Only on the basis of fully understanding students' learning conditions, can the teaching content be reconstructed, teaching cases be selected, and various evaluations be used to promote the acquisition of students' core quality. Teaching practice is also an important way of two-way interaction process between teachers and students, to stimulate teachers' emotional experience, establish their solid teaching belief, form correct teaching cognition and temper teachers' will.

As a local undergraduate university, young teachers do not get the highest social status, and the financial rewards are not the most generous, but in the face of students who are eager for talents, teachers' emotional feedback and educational feelings are sincere. [15] The feedback of students' emotions and the results of the competition are the best feedback for young teachers in local undergraduate colleges and universities. Emotion has a strong appeal, students give young teachers positive feedback, teachers are easy to be infected in teaching, and the interaction between teachers and students increases, thus improving the teaching effect and realizing a virtuous cycle.

It can be seen that the teaching essence of teachers in local universities is a process of teachers interacting, game, iteration and updating with multiple elements in a multiple environment. In this process, they are constrained by the system and show certain initiative at the same time. Teachers are immersed in continuous deconstruction and reconstruction and construct individual teaching accomplishment.

#### (4) The rationality of the teaching system

In the interview, the award-winning teachers simultaneously mentioned the teaching incentive system. Before the reform of the school professional title system, local colleges and universities pay more attention to the scientific research ability of teachers, and the requirements for teaching ability and teaching performance are not clear, and the teaching performance is not regarded as the main assessment content. After the reform of the professional title system, teaching and scientific research are equally important, and the school includes teaching achievements into the assessment and evaluation of teachers. In particular, in the professional title evaluation and employment, it is mentioned that the provincial first prize teachers can hire associate professors through the green channel, and teachers pay more attention to teaching. The support of material benefits and other benefits is the external motivation to encourage young teachers to forge ahead and make continuous efforts. It can be seen that the scientific evaluation system and the evaluation and employment incentive mechanism are the recognition of teachers' teaching work, which can stimulate teachers to firmly engage in teaching work.

## 5. Conclusion

The fundamental task of young teachers in local colleges and universities is to cultivate people by virtue, and a higher teaching quality is the basic requirement for young teachers to stand firm in the lecture hall. It is of high theoretical and practical significance to improve the teaching quality of young teachers in local universities and to give consideration to the dual role of self and talent. In view of the difficulty of quantitative research paradigm to explore the influence of teachers' individual emotions, beliefs, feelings and other internal factors on teaching literacy, this study proposes to use the root theory in qualitative research to deeply understand the influencing factors of young teachers in local universities. Indeed, the theoretical model of "research on the influencing factors of teaching literacy of young teachers in local universities" constructed by this institute is based by four young college teachers, in-depth interviews and three-level coding. The reliability and validity of this theory still need to be further tested. In the future, it is still necessary to expand the sample size, combine the qualitative research and the quantitative research paradigm, and adjust the relationship and logic between different indicators by questionnaire.

## Conflicts of Interest

The authors declare no conflicts of interest.

## References

- [1] Ministry of Education of PRC. Guiding Opinions on Strengthening the Reform of College Teachers' Construction in the New Era. [EB/OL] [2020-12-24] [http://www.moe.gov.cn/srcsite/A10/s7151/202101/t20210108\\_509152.html](http://www.moe.gov.cn/srcsite/A10/s7151/202101/t20210108_509152.html)

- [2] Ren Zhe. Construction of Teaching Ability Indicators for Young College Teachers [D] Changchun: doctoral thesis of Northeast Normal University. 2023. 5.
- [3] Tan Mingxin, Wang Shaoyuan. Research on the professional development of young teachers in local universities under the perspective of "first-class undergraduate" construction. [J] Modern educational science. 2020(4): 84-88.
- [4] GLAZER, BARNEY & ANSELM STRAUSS. The Discovery of Grounded Theory: Strategies for Qualitative Research [M]. Chicago: Aldine Publishing Company. 1967.
- [5] Zhang Liping, Chen Xiangming. Myth and clarification of qualitative research [J] distance education in China. 2024(01): 01-17.
- [6] STRAUSS, ANSELM & JULIET CORBIN. Basics of Qualitative Research: Grounded Theory Procedures and Techniques [M]. Newbury Park, California: Sage Publications, 1990. P-58.
- [7] Fan Minglin, Wu Jun. Quality study [M]. Shanghai: Gezhi Publishing House, 2009. P-90.
- [8] Chen Xiangming. Exploration of rooted theory in Chinese education research. [J] Educational Review of Peking University. 2015(13): 2-15+188.
- [9] Du Liping, "Teaching: The Primary Academic Responsibility of Teachers in University." China Higher Education Research, No. 1 (2008), p83-85.
- [10] Lu Dexin, Research-based Teaching for 20 years: Concept, Practice and Physics, Beijing: Tsinghua University Press, 2008.
- [11] Wang Yanling & Gou Shunming, "Becoming Critically Reflective Teacher: What Does It Mean and How to Do." Global Education, No. 5 (2012), p83-88.
- [12] TIGELAARDEH, DOLMANS DHJM, WOLFHAGENIAP, et al. The Development and Validation of a Framework for Teaching Competences, 2004, 48(2): 253-268.
- [13] RODRÍGUEZRS, ALMEDINAMA, CEDEOAG, et al. Validation of an Instrument to Evaluate the Development of University Teaching Competences in Educator [J]. Journal of Hispanic Higher Education, 2020(19): 19-36.
- [14] SANDFORDBA, HSUCC. The Delphi Technique: Making Sense of Consensus [J]. Practical Assessment Research & Evaluation, 2007, 26(10): 289-304.
- [15] DREYFUSHL, DREY-FUSSE, ZADEHLA. Mind over Machine: The Power of Human Intuition and Expertise in the Era of the Computer [J]. IEEE Expert, 1987, 2(2): 110-111.