

An Exploratory Study of Business Culture and The Human Experiences Of TEFL Instructors In Chinese Universities And Colleges.

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Abstract

This study will improve education in China in four areas. Students' success is proportional to their teachers' enthusiasm, which influences their sense of competence, pride, and optimism about their own educational futures (Day, 2005). Teachers have a thorough understanding of their subjects, and they create an environment in which students feel comfortable asking questions and participating in class discussions (Day 2005). Dinham and Scott's (1996) study on teacher happiness, motivation, and health discovered that two major sources of satisfaction were their students' success and their own professional development. Atkinson (2010) found a strong correlation between student motivation, teacher motivation, curriculum design, and curriculum implementation. Bernaus and Gardner (2008) describe language teachers as Teachers can use motivating strategies to improve their students' skill development, classroom cooperation, and overall atmosphere. Filak and Sheldon's 2008 study demonstrated that the level of autonomy granted to teachers has a direct impact on student motivation. The study is an empirical investigation into a well-known but understudied phenomenon: Chinese academics' lack of intrinsic motivation to educate (Lu, 2004). The goal of this research is to add new data to the growing body of literature on lecturer motivation in China.

As a third reason for the study's significance, educational administration must implement regulations that create the most conducive working environment. Teachers' energy and interest are vital to a successful classroom. These findings may help Chinese policymakers decide whether academics should have more professional autonomy.

The study's driving theory, Self-Determination Theory (SDT), has theoretical value because it will be implemented in a cultural context other than the one in which it was originally conceived. It was created in the United States and has been widely used in studies of cultural differences (Chirkov, Ryan, and Willness, 2005; Deci, Ryan, Gagne, Leone, Usunov, and Kornazheva, 2001). However, the cultural assumptions underlying the theory are not always applicable to the situation in China. Buddhism, which has been widely practised in China for over a thousand years, and Confucianism, which was introduced to China from India during the Tang period.

During the Tang Dynasty, are two examples of tacit principles that had a significant impact on Chinese history and culture (Lu, 2001). Contemporary Chinese culture has combined the three

major philosophical traditions with Western ideas to develop its own distinct perspectives on life and work. Because this study focused on the cultural aspects of SDT, we now have a better understanding of them.

Keywords: Motivation Factors, Self-Determination Theory, Contemporary Issues.

INTRODUCTION

During China's rapid transition from a primarily agricultural culture to a modern globalized economy, the phrase "Education requires modernization and modernization needs education" (Ross, 1991, p.67) highlights the country's problem. Since the Third Conference of China's Eleventh Central Committee in 1979, when education was first given high value, globalization and the advent of the Information Age, both driven by internationalization, have accelerated the process (Yong and Campbell, 1995). Improving the country's economy through export-oriented production is critical to modernization. If China is to grow economically and successfully respond to the effects of globalization, its education system must raise students' knowledge and abilities to international levels (Ross, 1992). As a result, education and the economy have become increasingly intertwined.

LITERATURE REVIEW

Teachers' jobs are difficult, and they work in environments that are both demanding (in terms of knowledge, classroom management, and teaching skills) and emotionally and intellectually taxing. This is widely accepted. Teachers (Day, 2005, p. 13). Everywhere teachers work, they face competing demands. "On the one hand, there is a growing recognition of the importance of teamwork and cooperation in economics, lifelong learning, and society; on the other hand, there is an increase in students' alienation from formal schooling, an emphasis on competition and material values, and growing inequality" (Day, 2005, p. 473). It is possible that university professors face similar challenges.

There are more global networks and exchanges of language and technology, ideas, information, and financial dealings than ever before in the twenty-first century. than ever before in the twenty-first century, despite the fact that higher education institutions have distinct characteristics (Marginson, 2006). Cooperation, rivalry, and structural changes in higher education (Altbach, 2000). According to Lee (2008), the professoriate has also changed, with more diversity and increased vulnerability as part-time and sessional appointments have increased. Academic administration has also changed, with administrators becoming more professional as part-time and sessional appointments increased (both teaching and research performance).

In response to these changes, universities and colleges had to make significant changes to their policies and procedures. Because of the changing nature of the labor market and the demand for new skills, colleges have implemented more flexible study programs that can meet the market's practical needs (Lee, 2008). These changes require academics to be more adaptable when developing new programmes (Dai, 2001).

Second, university hiring practices have changed over the years. Part-time, temporary, and contract employment are increasingly replacing the once-omnipresent permanent and tenured positions (Altbach, 2000). Employees may feel less secure in their jobs as a result of the workforce's casualization (Wu 2008). According to Day (2005), academics are increasingly managing universities as businesses. Universities are changing their management practices, increasing the authority of these executives.

Furthermore, as colleges compete for students from across the globe, they are putting less emphasis on institutions that serve the local community (Lee, 2008). Many professors see these changes in institutional culture as a threat to the long-standing traditions of academic labor (Lu, 2004). Fourth, as a result of globalisation and the need for stronger connections within and between academic institutions, university student and staff exchange programmes have grown in popularity (Lee, 2008). Basic social structures within and around universities become disembedded from their national context as cross-border movements of people, information, and resources increase (Beerrens, 2004, p. 24). Teachers who have spent their entire careers working in other settings may feel completely out of place in this new one. Last but not least, a professional academic's existence is defined by Ongoing assessment of his or her teaching and research output (Altbach, 2000). Higher education performance evaluations were once solely based on teaching, but this has changed, with professors now evaluated on both their teaching and research abilities. Because of the dual focus of this evaluation, academic personnel are under more stress than ever before (Yu, 2005).

Statement of the Problem

As previously stated, China is rapidly modernizing. This strategy requires China to communicate and integrate commercially with the rest of the world. Globalisation has increased the importance of the English language as well as the need for fluency in it. The recent economic changes in the country have had a significant impact on both English instructors and English education. Chinese education reform and development were outlined at the Fourth National Education Conference in July 2010, with both short-term and long-term objectives. The goal is to raise educational standards in order to build a modern educational system and a strong society (Han, 2010).

Policies have been implemented with two main goals in mind: improving lecturers' teaching abilities and advancing educational reforms. In other words, individuals such as professors and administrators must modify their teaching and management methods. However, in order to implement educational changes, the management system must be reformed from the institution's perspective.

OBJECTIVE OF THE STUDY:

Examine academic perceptions of organizational culture in Chinese universities.

Research Questions

How do academics perceive organizational culture in Chinese universities?

Research Methodology

To answer the study's research questions, the researchers conducted a mixed method collective explanatory case study, collecting both quantitative and qualitative data. Positivist ideas about the relationships between measurable variables have historically shaped quantitative data use in research. Researchers take this methodological approach when making hypotheses about relationships between variables that are both independent and dependent on each other. High-quality experimental or quasi-experimental research makes this possible by demonstrating the statistical generalizability of experimental data for the theoretical framework under consideration. The study used a mixed method, collective explanatory case study design to explore the relationship between motivation, culture, and experiences. The case study examined participant behaviors and beliefs using the theoretical frameworks of motivational research and organizational culture, attempting to explain these behaviors within the SDT framework and the structure of organizational culture. The study included a pilot study to create and evaluate Chinese versions of the five research measures (questionnaires), as well as semi-structured interview schedules. The primary study used The interviews focused on their perceptions of the institution's organisational culture. The data from Phase 2 answered the third sub-question: "What experiences do TEFL lecturers perceive as influencing their work practices?"

DATA ANALYSIS

Throughout the course of this investigation, the two most important methods of data collection were an online survey and two separate focus groups. The survey included 230 respondents, 170 of whom were Chinese and 90 who were not. The survey was conducted online. One of the focus groups had five Chinese participants, while the other had five non-Chinese participants.

PRELIMINARY ANALYZES

The responses that the participants provided Each measure was scored, then entered into a Microsoft spreadsheet, and finally imported into a data file created in SPSS 16.0. The data file was visually examined to identify any missing data or unusual items. Many people reviewed the data to ensure that no errors occurred during the input process. The spreadsheets' scores were presented as raw scores for various types of organizational culture, as well as measures of motivation (WTMST-T), wellbeing (SVS), and objectives (AI) (OCAI). On the scale that measures basic psychological needs satisfaction at work, the scores for questions 3, 5, 7, 11, 14, 16, 18, 19, and 20 were calculated backwards (BPNS-W). Following that, descriptive analyses were performed to determine the mean, standard deviation, and extent to which each variable followed a normal distribution. This information was critical in determining which variables could be confidently included in the principal analyses that addressed the study's research objectives.

We conducted an analysis to determine the reliability of the five questionnaires by considering their internal consistency. It is worth noting that the reliability estimates of three of the WTMST-T subscales, namely External Regulation, Introjected Regulation, and Internal Regulation, However, a lack of motivation was not acceptable. Cronbach's alpha values varied from 0.15 to 0.46 (see Table 6.1). Internal consistency of the remaining four questions (SVS, AI, BPNS-W, and OCAI) and the overall scale of these four questionnaires were good, with coefficients ranging from 0.63 to 0.92 (see Table 5.2).

DATA ANALYSIS

This is the study issue that will be investigated: "How do academics perceive the organisational culture of institutions in China?" Analysis of variance (ANOVA) and descriptive statistics were used to address the issue. The purpose of this study was to identify the most prominent organizational culture types in the eyes of the TEFL professors working at the two research locations.

CONCLUSION

To summarize, the presented circumstances reflect the unique development of China's higher education system during a period of global transition. Today's discussions may pose a risk. may have a negative impact on employees' morale and motivation. Professors face a lot of pressure from their students, administration, and the systems through which they are appointed, promoted, and evaluated. A variety of factors contribute to professors' workloads, including their salaries, the availability of classroom materials, opportunities for professional advancement, and the quality of their working conditions. China's higher education system is in trouble for a variety of reasons. As expectations for English professors rise, it is critical to investigate their motivations for entering the field.

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