

Research on the Scientific Research Dilemma and Social Support of Young Teachers in Local Universities

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Abstract: With the rapid development of higher education in my country and the continuous growth of the faculty of colleges and universities, scientific research is one of the functions of colleges and universities, and the growth of scientific research for young teachers in local colleges and universities is a problem that colleges and universities need to face and urgently solve. This research is based on Brenfenbrunner's social ecological system theory and analyzed from the three aspects of micro-system, meso-system and macro-system. It is found that teachers' personal research awareness is not strong, social support is insufficient, and relevant scientific research policies are not perfect. The dilemma faced by young university teachers in scientific research. How to break through the current predicament requires the construction of a good scientific research development ecosystem for young teachers in local colleges and universities from the perspective of teachers, families, schools, and scientific research policies and systems.

1. Introduction

"China's Education Modernization 2035" clearly puts forward the development goals of "realizing education modernization on the whole by 2035, entering the ranks of education power, promoting China to become a big country of learning, human resources and talents", and "revitalizing higher education in the central and western regions".^[1] By 2019, there were 2,688 ordinary institutions of higher learning in China, among which 2,570 were local universities, accounting for 95.6% of the national universities. Young university teachers under the age of 40 accounted for about 51% of the total number of university teachers,^[2] This shows that the age structure of college teachers in China is becoming younger, and young teachers have become the main force of college teachers. As one of the functions of colleges and universities, scientific research is an important indicator to measure the quality and scientific research level of colleges and universities. As the main force of university teachers, young teachers shoulder the dual tasks of teaching and scientific research development. Under the background of transformation development, more and more local colleges by the college exception for undergraduate school, and management system, teachers concept is difficult to change, with the "education modernization", colleges and universities as an important research base, not only shoulder the mission of teaching, more shoulder the mission of promoting the development of education modernization in our country. Therefore,

this study takes a local undergraduate university in Y province under the background of transformation and development as a case case to analyze the current scientific research difficulties of young teachers in local universities and put forward countermeasures and suggestions for the problems, so as to provide reference for improving the scientific research level of young teachers in local universities.

2. Theoretical basis and research process

This study is based on the theory of social ecosystem and social support theory, in the western region local universities Z young teachers for cases, aims to reveal the current local young teachers in colleges and universities, and build a good local young teachers scientific research and development ecosystem, for local colleges and universities young teachers scientific research development and provide reference and reference.

The scientific research dilemma of young teachers in local universities is the result of the interaction of multiple factors. Ecosystem theory emphasizes that individuals are nested within a range of mutually interacting environmental systems that interact with individuals and influence individual development. This study aims to construct the development ecosystem of young teachers in local universities with the help of the ecosystem theory, including three systems: microsystem, medium system and macro system. As the core of the system, the individual development consciousness of the micro system; the middle system is the relevant organization and institution that has important influence on the microsystem, mainly includes family support (time support, spiritual support, etc.) and school support (teaching task support, management atmosphere support, etc.); the macro system acts on the research development of young teachers through indirect way, such as the research system and research funds. This study plans to put the difficulties and reasons for the scientific research and development of young teachers in local universities into the ecosystem for analysis, and puts forward countermeasures and suggestions on this basis to build an ecosystem of teachers' scientific research and development.

3. Analysis of the scientific research difficulties and reasons of young teachers in local universities

3.1 The work task is heavy, and the teachers' scientific research consciousness is weakened

In the Evaluation Index System of Undergraduate Teaching Level in Ordinary Institutions of Higher Learning, it is clearly pointed out that "the standard teacher-student ratio of comprehensive universities is 1:8", while the teacher-student ratio in the Z school is far higher than this standard. Young teachers undertake more teaching tasks in schools, and "devote more time to scientific research rather than teaching" with young teachers in key universities.^[3] The difference is that the time and energy of young teachers in local universities are mainly focused on teaching rather than scientific research."After work only found that the pledge into the universities to scientific research goal is difficult to achieve, now the university management of teaching is very strict, in addition to take time in class, fill in various forms, also bear the corresponding administrative work, and to evaluation title of at least a year counselor, I now with a class counselor, under the heavy teaching task and student management work is no time to do scientific research. After a few years, I have no requirements in scientific research."- L teachers L teachers, 39 years old, will enter middle age, into school is in the form of" talent introduction " to introduce full-time teachers, after the school L teachers were arranged the corresponding administrative work, then faced the marriage and have children, had ambitious into colleges and universities, but the school daily heavy teaching task and the development of young teachers environment gradually extinguished scientific research

enthusiasm. Under the background of the transformation and development of colleges and universities, the transformation and development of colleges such as Z school have the problems of immature management system and seeking development in the exploration. Under the dual pressure of teaching and administration, the young teachers who join the school gradually fade out, only for survival, not for development. In the current local transformation of young teachers in colleges and universities and L teachers similar teachers everywhere, enter the young teachers in colleges and universities are systematic research training graduate or doctoral students, into the workplace teaching is not very skilled, coupled with the transformation to young teachers shoulder heavy administrative work, many young teachers into the workplace scientific research consciousness gradually by heavy work task. Influenced by the heavy work tasks, the weakening of individual scientific research consciousness of young teachers is the main problem faced by young teachers in local transformation universities.

3.2 Lack of social support and the lack of scientific research atmosphere for teachers

Social support as a professional term was first proposed in psychiatric research and widely used in the 1970s and 1980s. Scholars in different fields have different definitions from the following two aspects: functional social support refers to the spiritual and material support that individuals obtain from their social relations; operational social support is the quantitative representation of individual social relations.^[4]Chinese scholar Xiao Yuanyuan summarized social support into the following aspects: first, including material assistance, social network, group relationship participation and existence, subjective and experienced emotional support, including individual respected, supported and understood emotional experience and satisfaction with this experience. This study aims to analyze the social support from the aspects of objective support and subjective support. The objective support includes the support in scientific research funds, academic exchange opportunities and scientific research environment, and the subjective support mainly includes the spiritual support from families and schools.

"I came from another province. I came to this school in the way of talent introduction. I did not come to this place. Before I officially took office, I came to take the green train here from the provincial capital. For a long time, I don't want to toss about it, whether it is work or scientific research, and then get married and have children, but also can not walk away."-X teacher

Through interviews with Teacher X and other teachers, it is found that the youth of scientific research and development in local universities generally face the current situation of insufficient social support, both in the natural environment and in the working atmosphere. First of all, local universities are generally far away from provincial capitals, with few academic exchanges and key universities, which is unfavorable to the research development of young teachers. In addition, local universities have backward economic development and few sources of research funds, and the lack of frontier academic thought exchange and limited financial support.next, Young teachers in local universities lack the corresponding humanistic care for scientific research, As local colleges and universities are faced with the dilemma of internal structure rectification and teacher team adjustment in the transformation and development, Universities themselves are also faced with the lack of scientific research funds, It is difficult to create more scientific research opportunities for young teachers, There is also less scientific research guidance for young teachers, In this environment, Young teachers are difficult to feel the scientific research humanistic care from the school; last, Young teachers, as a highly educated group, After entering the workplace, I not only face the pressure from the workplace, Also facing family pressure to get married and have children, The understanding and support of family members can create a good spiritual environment for scientific research and development for young teachers, But the reality is that, Many young teachers

are more or less bound by their families, As a result, most young teachers are exhausted under the dual pressure of work and life, Difficulties in obtaining effective social support, In the face of scientific research, there is often only an empty cavity of blood.

3.3 The institutional environment is not perfect, and the teachers' scientific research conditions are difficult

"When we come, the school has not rise this, then the school rise this, rise the two years of school development is fast, but the management system overall no big change, or use the college management system, combined with the college period most teachers' education, scientific research is not now standard, so it is difficult to change temporarily. Although I had received systematic scientific research training during my postgraduate study, no one led me after my work. The competition in many scientific research projects was also very fierce, and it was very difficult for me to improve my scientific research."-W teacher

Teacher W is a master introduced by Z School in the junior college period. However, in the process of transformation from student to teacher, no one in Z school can lead, and the school has not formed a corresponding management and guidance system for scientific research management and guidance, which is a common phenomenon in local colleges with transformation and development. The main reasons are in the following aspects. First of all, the imperfect scientific research management system of local universities is an important factor causing the dilemma of scientific research and development of young teachers. Local transformation of the development of colleges have experienced by the transition stage from college education to undergraduate education, in the stage of the specialized education school development focus is teaching, and after the transformation development rise to the undergraduate course, the scientific research management system is difficult to perfect, teachers 'scientific research development concept is difficult to follow up, the neglect of young teachers' scientific research development, caused the young teachers in the lack of scientific research atmosphere system environment of difficult development. Secondly, most of the local college teachers to master degree, scientific research experience is not rich, and have professional mentors during the study, young teachers into universities, lack of experienced professional mentor guidance, facing the dual pressure of teaching and research, young teachers alone between teaching and research; the saying "alone", in such an environment, young teachers to realize their own scientific research development. Again, the title of university teachers evaluation is more scientific research achievements as the evaluation standard, evaluation personnel index often appear "monk meat" less condition, which leads to young teachers' research often with strong utilitarian, in the age of fast food is difficult to form their stable research direction, difficult to base on the place, it is more difficult to realize the function of scientific research for local economy and cultural services. Finally, due to the local university scientific research projects and funds sources mainly rely on the state and relevant education departments, young teachers lack of scientific research experience, and the national or provincial project application competition is fierce and relatively difficult, it is difficult for young teachers to complete the application of projects independently.

4. Conclusion and Discussion

From the perspective of educational ecosystem theory, the scientific research dilemma of young teachers in local universities is influenced by the interaction of multiple factors, and the development environment of teachers' scientific research covers three levels: micro, meso and macro. This study intends to build the scientific research development ecosystem of young teachers with the ecosystem theory of Bronfin, in order to provide reference for the scientific research

development of young teachers in local universities.

4.1 Microsystem: strengthen their own education, enhance scientific research awareness

In the rapid development of economy, culture, human resources as the first resource of economic and social development characteristics and role is more obvious, talent competition has become the core of the comprehensive national strength competition, which requires as a talent training base of universities pay more attention to their own construction, as college teachers to establish the consciousness of lifelong learning, improve their teaching and scientific research ability. As the core element in the scientific research development ecosystem microsystem of young teachers, teachers' scientific research consciousness plays an important role in the scientific research development of young teachers. First of all, young teachers should use information technology to actively participate in the relevant academic training organized by all walks of life, constantly improve their own scientific research awareness, and actively seek for development under the difficult scientific research conditions. Secondly, clear the purpose of scientific research, to form their own research direction. Albert Einstein once said, " Only Love is the best teacher." Young teachers' scientific research should be based on interest, rather than the utilitarian purpose of professional title evaluation. On this basis, young teachers should also form a stable research direction in the continuous exploration, based on teaching, based on the local, to provide a steady stream of development power for their own scientific research development.

4.2 Medium system: to provide social support and create a scientific research atmosphere

Brownfin Brenner believes that the environment is the main source of influence on human development, and the family, school and other environments directly acting on individual development constitute the medium system that affects the scientific research and development of young teachers. First of all, the family should provide a secure scientific research work environment for the young teachers from the emotional and material aspects, and solve the worries for the young teachers' scientific research work. Scientific research work has the characteristics of long research cycle and slow effect, and most young teachers are faced with the responsibility of supporting the family and supporting the family, and family trifles hinder the development of their scientific research to a certain extent. Therefore, in the development of scientific research of young teachers, families should provide them with corresponding emotional, spiritual and material support, so that young teachers can study academic studies without distractions. Secondly, schools should provide scientific research and development opportunities for young teachers from multiple angles and in various aspects. Young teachers lack scientific research experience, and the experienced old teachers play a leading role in the development of scientific research of young teachers. For example, the school and the secondary colleges can lead the organization of "old with new" activities, allowing young teachers to grow rapidly, academic salon activities irregularly to build a cooperation platform for teachers with common interests, consistent research direction, and establish academic research circles.

4.3 Macro system: innovate the institutional environment and ensure the scientific research conditions

The 2022 National Social Science Foundation of China Application Announcement clearly states that "the project applicants must have a deputy senior level or above (including) professional and technical title (position), or have a doctor's degree. Those who do not have the professional title (position) or above or the doctor's degree may apply for youth programs, and the age of the youth

program applicant shall not exceed the age of 35.”^[5]The current most local college young teachers for master's degree, young teachers under the age of 35 lack of scientific research experience, apply for the national social science fund project difficult, and compared with rich experience above 35 young teachers, most professional and technical titles under the junior high, local young teachers in colleges and universities in subject application faces many difficulties. Therefore, in order to promote the scientific research and development of young teachers, whether from the school level, local governments and education departments, we can relax the institutional environment accordingly and give young teachers more opportunities for development. In addition, schools and relevant education departments should also establish and improve the multiple incentive mechanism to stimulate the scientific research motivation of young teachers. For example, more humanistic care for young teachers can realize emotional incentives; the relevant scientific research policies of schools and relevant education departments can be appropriately adjusted appropriately to establish corresponding policy incentive systems and other mechanisms to accelerate the scientific research growth of young teachers.

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