

The Path for Enhancing the Competence of Teachers in Western China from the Perspective of Higher Education Management

Guangming Li^{1*}

¹ Guizhou Minzu University, Guiyang, China

Email Address

1481571796@qq.com (Guangming Li)

*Correspondence: 1481571796@qq.com

Received: 2 August 2025; **Accepted:** 11 September 2025; **Published:** 10 October 2025

Abstract:

In the process of educational modernization in the new era, the management of higher education institutions plays a fundamental and strategic role in enhancing the capabilities of teachers in the western regions. The deficiencies of the teaching staff in the western region in terms of policies, resources, culture and informatization have led to bottlenecks in the overall quality improvement and educational quality. Based on the educational management functions of colleges and universities, this paper analyzes the mechanism of their role in system design, resource integration and cultural creation, reveals the structural problems currently restricting the development of teachers, and proposes a path construction plan oriented towards ability, optimizing resources, cultivating culture and driven by data, with the aim of providing theoretical support and practical reference for the improvement of the ability of the teaching staff in the western region and the balanced development of regional education.

Keywords:

Higher Education Management, Western Teacher, Ability Improvement, System Construction, Resource Allocation

1. Introduction

The ability and level of teachers are directly related to the quality of higher education and the effectiveness of talent cultivation. In recent years, with the development of the modernization process of education in the new era, some progress has been made in the construction of the teaching staff in western universities. However, the existence of problems such as lagging institutional planning, incomplete allocation of development resources, and weak management culture has seriously restricted the development and progress of teachers' capabilities. Therefore, from the perspective of higher education management, conducting an in-depth analysis and resolution of the current constraints is of practical significance for effectively enhancing the capabilities of teachers in western regions. At the same time, it is

directly related to the specific implementation of national teaching policies at the regional level.

2. The Core Function of Educational Management in Colleges and Universities

2.1. The institutional design function of teacher development planning

Institutional design in the management of higher education is a core link in promoting the improvement of teachers’ capabilities. A reasonable system design plays a guiding role in enhancing teachers’ capabilities. This not only enables teachers to clarify their development paths but also effectively avoids blind disorder in education. In western universities, teachers generally face situations such as resource shortages and heavy workloads. If there is a lack of institutional constraints and guidance, it is easy to lead to predicaments such as stagnant ability growth and ambiguous career positioning. Therefore, in aspects such as professional title evaluation, job appointment, and training mechanisms, more consideration should be given to the orientation of ability and contribution when setting up systems, balancing the multiple responsibilities of teaching, research, and social services, and taking into account the cultivation of elite talents as well as the support for young teachers and the reserve group of teachers. Figure 1 presents the basic logical composition of the development system for university teachers:

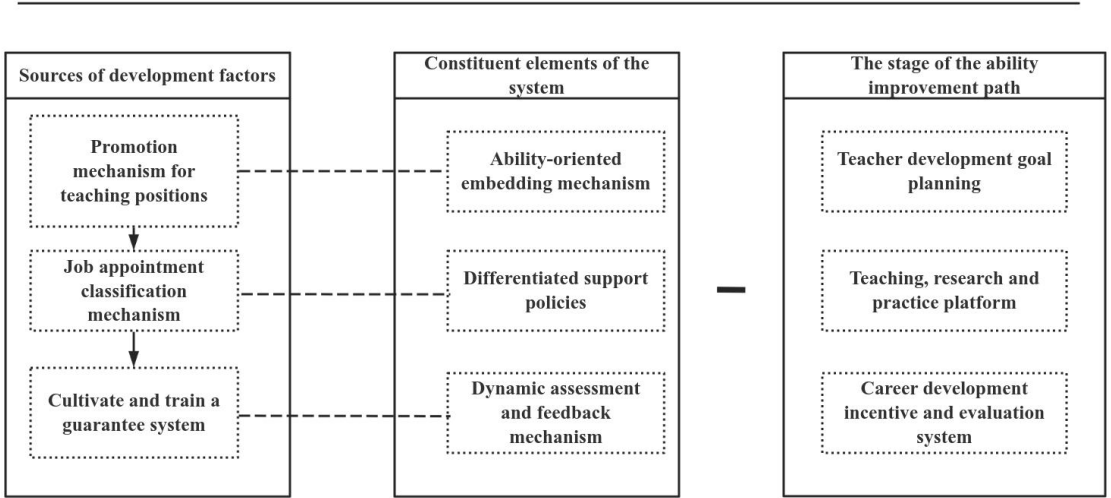


Figure 1. The logical framework diagram of the design of the development system for university teachers.

2.2. The function of overall allocation of teaching and research resources

Resource allocation is an important guarantee for the improvement of teachers’ capabilities. Universities in the western region are generally confronted with problems such as insufficient funds, lack of equipment and difficulty in conducting academic activities, all of which restrict the output of teachers’ achievements and the innovation of teaching methods. The key role of educational management lies in enhancing the availability and utilization efficiency of resources through overall allocation. Colleges and universities should make reasonable allocations based on their current conditions, providing more abundant resource allocation and sharing mechanisms for developmental disciplines or relatively weak disciplines. For instance, they can build cross-university research platforms, shared laboratories and joint teaching and

research centers, which can help avoid teachers being confined to the resource scope of a single campus as much as possible.

2.3. The function of creating an educational environment and organizational culture

The improvement of teachers' capabilities not only depends on the supply of systems and resources, but is also profoundly influenced by the educational environment and organizational culture. A positive and upward campus atmosphere can inspire teachers to actively seek breakthroughs, while overly rigid management will crush teachers' enterprising spirit and cause great self-consumption. In some western universities, teachers are generally in a state of self-frustration and overwork, which is closely related to the lack of support in organizational culture. To promote the improvement of teachers' capabilities, a working atmosphere that respects individuals and advocates collaboration can be created. Promoting the establishment of interdisciplinary academic research groups is conducive to teachers' mutual assistance and improvement of their own levels at the same time. Carry out academic discussions, exchange ideas, establish an open academic platform, set up a teachers' development association, and enhance the sense of identity and belonging to work.

3. The Structural Constraints of Higher Education Management on the Ability Improvement of Teachers in the Western Region

3.1. The teacher development system lacks a competency-oriented approach and hierarchical support

In the management system of teachers in western universities, there are widespread problems such as ambiguous development orientation and single support mechanism, resulting in the lack of targeted institutional support for teachers at different development stages. Furthermore, in many universities, the evaluation of professional titles mainly relies on length of service and seniority, neglecting a comprehensive assessment system for multi-dimensional capabilities such as teaching quality, research achievements, and social services. To further present the problem, you can refer to the Table 1 below:

Table 1. Comparison of Professional Title Evaluation Indicators for University Teachers in Western and Eastern Regions.

Indicator type	The proportion of weight of universities in the western region	The proportion of weight of universities in the eastern region
Years of teaching experience	40%	25%
Evaluation of teaching effectiveness	15%	30%
Scientific research achievements and projects	25%	30%
Social services and promotion	10%	10%
Feedback on teacher development planning	10%	5%

As can be seen from the data comparison in Table 1, the proportion of years of service in western universities accounts for over 40% of the total in the evaluation of university professional titles, which is 25% higher than that in eastern universities.

However, the score ratios of educational and teaching evaluation and scientific research evaluation in western universities are 15 percentage points and 5 percentage points lower than those in eastern universities respectively.

3.2. The imbalance in the allocation structure of educational resources restricts capacity building

There have long been problems of quantitative and qualitative imbalance in the allocation of educational resources in universities in the western region. Among them, many important additional resources such as high-quality project resources, high-end academic platforms and research start-up funds are mostly concentrated in key universities and key disciplines, and the ability of ordinary university teachers to obtain the above resources is seriously limited. Meanwhile, the utilization of existing resources also lacks an efficiency mechanism. Many front-line teachers have reflected that the availability of research platforms is low and teaching conditions are outdated, which directly affects the normal conduct of high-quality teaching and research activities. Table 2 below shows the specific manifestations of resource differences:

Table 2. *Comparison of Average Resource Support for Teachers in Regular Colleges and Universities in the Western and Eastern Regions.*

Project Type	Western Regular Colleges and Universities (Average Annual)	Eastern Regular Colleges and universities (average annual)
Teaching special funds (ten thousand yuan)	13.7	28.9
Research start-up funds (ten thousand yuan)	4.2	12.5
The number of research workstations assigned to teachers	1.3	2.8
Database and book resource numbers	85,000 copies	221,000 copies

The data in Table 2 shows that the research and development funds and original scientific research funds for educational administration activities in regular colleges and universities in the western region are 137,000 yuan and 42,000 yuan respectively, approximately half of those in the eastern branch schools. In addition, the number of research workstations for teachers and the collection of book databases in western universities are also significantly lower, at 13,000 and 85,000 volumes respectively, compared with 46.4% and 38.5% in the eastern region.

3.3. A weak management cultural environment weakens the growth momentum of teachers

The management culture of colleges and universities has a profound influence on shaping teachers' professional identity and development motivation. However, many universities in the western region have not established a communication platform between the management and the teaching staff, which makes the personal development of teachers rely on their own efforts and lacks a collaborative atmosphere among teams and support from peers. In daily management, teachers feel more the pressure from administrative affairs rather than the support for their growth and development. To reflect the actual state of cultural environment differences, the data in the following table 4 can be seen:

Table 3. *Survey on University Teachers' Perception of Organizational Culture and Support (Distributed by Region).*

Investigation dimension	The satisfaction rate of teachers in the western region	The satisfaction rate of teachers in the eastern region
Teaching support culture	42.3%	68.7%
Manage communication and feedback mechanisms	37.8%	63.2%
Academic collaboration atmosphere	31.4%	59.5%
Teacher growth incentive mechanism	29.7%	61.1%

It can be seen from the four indicators in Table 3 that compared with teachers from eastern universities, the satisfaction scores of teachers from western universities in terms of teaching support culture, management work exchange mode, research cooperation atmosphere and career growth promotion are all lower than those of teachers from eastern universities, and there is a score gap of more than 30 points. Especially in terms of promoting professional growth, only 29.7% of the teachers expressed satisfaction, while the figure in eastern universities was as high as 61.1%. This reflects that western universities have failed to effectively promote the development of teachers.

3.4. Teacher development management lacks data-driven and precise intervention

Against the backdrop of the continuous advancement of educational informatization, data-driven approaches have gradually become a key means for teacher development and management. However, at present, most universities in the western region have not yet established a systematic management system for the collection and analysis of teachers' data. They lack real-time monitoring and control over teachers' development paths. Whether it is the identification of training needs, the recording of teaching behaviors, or the assessment of research potential, they mostly still rely on management experience and subjective judgment, lacking data support. This has led to a fragmented tendency in teacher support measures, making it difficult to achieve the management goals of "tailoring measures to needs" and "process follow-up". The data in Table 4 below reflects the gap in the construction of data support systems in western universities:

Table 4. *Comparison of the Construction of the Data System for the Development of University Teachers (Sample Survey).*

Data system function module	Coverage rate of colleges and universities in the western region	Coverage rate of universities in the eastern region
Digital management of teachers' development archives	48.2%	85.6%
Data collection of teaching behaviors	37.5%	79.3%
Application of Teacher Growth Assessment Model	21.7%	66.8%
Personalized training push mechanism	15.4%	61.2%

As can be seen from the coverage data in Table 4, the overall construction progress of the four core functional modules of the teacher development data system in western universities is significantly lagging behind, with an average coverage rate of less than

31%. Among them, the construction ratio of personalized training push mechanisms is only 15.4%, far lower than the 61.2% in eastern universities, and the gap is particularly prominent.

4. Construction of the Path for Enhancing the Competence of Teachers in Western China from the Perspective of Higher Education Management

4.1. Establish a teacher development system that is competency-oriented and stratified and classified

To enhance the capabilities of teachers in western universities, the principle of capability orientation should be incorporated into the key points of institutional arrangements, and a stratified and classified development mechanism covering different periods and different positions and titles should be established. In terms of institutional design, universities need to establish a capability assessment model based on multi-dimensional indicators such as teaching, research, service and academic leadership, and embed these standards into professional title appointment, job assignment and training channels, so as to promote the transformation of the evaluation mechanism from “outcome-oriented” to “capability performance”. At the same time, a teacher development sequence is constructed around the three main lines of “youth cultivation, backbone promotion, and high-level guidance”, setting up different development paths such as teaching-oriented, academically oriented, and comprehensive, and providing support resources and growth paths that match different positions. For instance, Sichuan University has established a dual upgrade mechanism of “teaching route + academic route” in practice, and classifies and guides teachers according to their capabilities and development intentions. Young teachers can enter the teaching development track after passing the teaching ability assessment in the early stage of their employment. Those with research potential will be included in the research development channel, and the college will organize a mentor team to provide targeted support.

4.2. Optimize the resource allocation mechanism for serving teachers' development

Higher education management should enhance the effectiveness of support for teachers through precise allocation and overall coordination. To this end, a special development fund specifically for teachers can be established, with its expenditure scope defined as classroom teaching improvement bonuses, scientific research start-up funds, practical internship allowances, etc., and a points system can be implemented. Convert teachers' behaviors of participating in teaching, project guidance, and heterogeneous cooperation into development points, which serve as an important reference indicator for resource distribution. At the same time, efforts should also be made to promote the opening of resources among universities in different regions. Through the joint construction of platforms, the goal of jointly building and sharing instruments and equipment, digital books, and teaching resources should be achieved. In practice, Northwest Normal University and the Gansu Higher Education Resources Alliance jointly established a “Regional Teacher Development Resource Sharing Platform”, achieving the effect of integrated reservation of scientific research instruments, interconnection of databases, and collaborative training in classroom teaching among the five member schools. After teachers register an account on the platform, they can reserve experimental instruments, access

electronic resources or sign up for course studies within the alliance universities. This effectively breaks through the problem of limited resources of a single university and improves the acquisition rate and utilization rate of high-quality resources.

4.3. Foster a management culture that supports growth and collaborative sharing

Through cultural construction and organizational optimization, a favorable atmosphere for the collaborative growth and common progress of university teachers should be created. In terms of organizational structure, efforts should be made to promote the establishment of a teacher development support center, integrating the functions of educational administration, scientific research, human resources and other services into a “one-stop development platform”, providing teachers with multiple integrated services such as teaching evaluation, curriculum planning consultation, scientific research guidance and achievement display. At the same time, a regular collaborative model mechanism should be established. It is advocated to set up teaching evaluation groups, young talent growth alliances, and interdisciplinary academic discussion groups, thereby building a collaborative mechanism where teachers help each other, promote and learn from each other. In terms of the commendation and incentive mechanism, an intangible return mechanism based on the individual development path of teachers should be established to enhance their sense of career commitment and job satisfaction. For instance, Yunnan University has established a “Teacher Development Promotion Center” to integrate the fragmented services from various departments into a single platform, providing teachers with development advice, teaching services, academic material matching and other services. It has also launched activities such as the “Teacher Mutual Assistance and Growth Program” and the “Teaching Reform Collaborative Workshop”.

4.4. Promote a data-driven teacher development management system

To promote the informatization transformation of teachers' capabilities in western universities, it is necessary to build an artificial intelligence support system based on big data to achieve an overall process from teacher growth identification to path matching and resource push. Integrate various information such as teaching, research, training, and student responses to form a teacher's ability profile, and establish modeling methods for both ability and growth. Meanwhile, use artificial intelligence analysis technology to track and predict the educational behavior characteristics of teachers, and form a list of development suggestions. It is used to recommend more targeted training programs, phased growth tasks and personalized development plans. For instance, at Shaanxi Normal University, a “Teacher Development Intelligent Support System” has been developed. Based on methods such as classroom teaching video analysis, teaching reflection text mining, and quantitative analysis of course data, it enables process monitoring of teachers' educational and teaching capabilities and the shaping of their personal images. Every month, teachers can receive a three-dimensional report titled “Ability List + Action Trajectory + Recommended Plan” online. Teachers can sign for it online, revise it independently and submit feedback. The platform will then optimize the next round of push content based on this.

5. Conclusions

Higher education management plays a fundamental and leading role in the improvement of teachers' capabilities. For universities in the western region, they should systematically promote the transformation of teachers from passive adaptation

to active development through means such as institutional reconstruction, resource integration, cultural cultivation and data support. Based on the current structural constraints, this article proposes a specific path construction plan from a management perspective, aiming to provide practical references for the professional growth of the teaching staff in the western region and the improvement of regional education quality.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

References

- [1] Gao, L.; Chen, P. Optimising the Path of Professionalisation of the Management Team in Higher Education. *SHS Web of Conferences*, 2024, 190(000), 5.
- [2] Cheng, T.; Li, X. Sociology of Education in China in the New Era: Review and Prospects (2012-2022). *ECNU Review of Education*, 2024, 7(3), 655-676.
- [3] Lina, M.A.; Chen, Y. Professional Development of County-level Physical Education Teachers from the Perspective of the New Curriculum Standards: A Case Study of Huaiji County. *Meteorological and Environmental Research*, 2024, 15(5), 27-32.
- [4] Dawei, J.; Garcia, R. Teacher Professional Competence, Collaboration and School Culture in Urban Periphery Schools in China. *Asia Pacific Journal of Management and Sustainable Development*, 2024, 12(3), 23-41.
- [5] Yin, Y.; Fang, Q.; Li, Y. et al. A study on health literacy promotion of physical education teachers in rural areas in the context of digital health. *Journal of Commercial Biotechnology*, 2023, 28(3).



© 2025 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)