

ADMINISTRATIVE SYSTEMS AND TEFL INSTRUCTORS' INDIVIDUAL EXPERIENCES: AN
ESSENTIAL STUDY AT CHINESE UNIVERSITIES.

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ABSTRACT

Examining the similarities and differences between the prevalent administrative cultures in China and the personal experiences of Teaching English as a Foreign Language (TEFL) instructors is the primary goal of this exploratory study. Goal is to have a better understanding of the connections between these two types of interactions. The purpose of this research is to shed light on how different types of institutional practices, bureaucratic processes, and different types of governance affect professional duties and personal health. The study's overarching goal is to learn how these factors affect the split. Academic autonomy, evaluation methods, and workload distribution are all areas where administrative cultures may have an effect on faculty members' private lives. The degree to which they can adjust to new situations, manage the time effectively, and enjoy the work are all impacted by the cultural background. Each of these is influenced by the culture of the organisation. The study uses qualitative observations to shed light on the difficulties experienced by TEFL instructors during teaching. Hierarchical administration, a lack of individual agency, and resistant cultural norms all contribute to making these problems even more severe. Some of the characteristics are listed below. Opportunities for career advancement and communication among people of different religious and ethnic origins are also emphasised in the study. So, looking at the intricacies of academic life in China through the lens of administrative cultures is crucial. That is why it is crucial to have regulations that strike a balance between micromanaging institutions and micromanaging professors. They should give this section a lot of thought. The study's findings add to the current conversations on how university administration affects the daily lives of foreign instructors in today's globally integrated classrooms.

Keywords: Institutional Practices, Bureaucratic Processes, Academic Autonomy, Evaluation Methods, Micromanaging Professors.

INTRODUCTION

It is of utmost importance to teach English to speakers of other languages in countries where English is not the official language. This need has arisen as a direct result of the exponential expansion of higher education institutions around the world. China is quickly rising to the position of leading employer in this sector globally. In addition to meeting the rigorous academic requirements of their field, international faculty members often face the challenge of

understanding and adapting to their employers' complex administrative cultures. There is a wide variety of administrative cultures shown in the existing managerial practices, bureaucratic frameworks, and institutional concepts (Hofstede et al., 2020). Many more kinds of administrative cultures exist as well. Companies' day-to-day activities are obviously impacted by these cultures. The academic, professional, private, and personal lives of faculty members are impacted by the cultures of these organisations. Academic freedom, workload distribution, and performance evaluation are all significantly impacted by administrative cultures in China, which TEFL teachers must navigate. Even when they're not in class, these technologies have the potential to improve professors' social lives, health, and quality of life in general. Understanding how lecturers' personal experiences impact their teaching effectiveness, work happiness, and long-term commitment to the institution is crucial, as these characteristics are strongly related. That is why this understanding is crucial. A large body of literature examining the foundational aspects of China's system for managing universities is now accessible. However, the perspectives of TEFL instructors who are not native English speakers have received surprisingly little attention. Things in this country are different from those in the US. To better understand the objective, it can be helpful to examine the ways in which administrative cultures impact the daily lives of professors. By examining the academic climate of Chinese institutions along with all of its challenges and opportunities, the article paints a comprehensive picture of the issue. Hierarchical management, a lack of autonomy, and ingrained cultural norms are all issues that require fixing. Opportunities to network with people from many walks of life and advance in one's career are also present. The study's overarching goal is to add to the conversation surrounding faculty wellness, globalisation, and the management of higher education. Sharing information with educators and school administrators throughout the globe is one way to achieve this goal (Hofstede, 2021).

BACKGROUND OF THE STUDY

In the last several decades, Chinese higher education has become more international, making China a prominent player in the world of language learning, notably English. This is especially true when it comes to learning English. A lot of colleges in China have engaged TEFL teachers from both within and outside the country to address the growing need for English language skills. This is because the government is trying to make China more competitive on the world stage. This initiative is being driven by the growing need for people to speak English well. This activity is needed since more and more people want to learn English. In this context, TEFL teachers have a lot to do. They not only teach English to people who don't speak it, but they also have to deal with cultural integration, meet the needs of their institutions, and build their own professional identities. The shared values of schools and wider cultural settings have a big impact on their work and personal life (Herzog-Punzenberger et al., 2020). This occurs when members in the same group believe the same things. This is what creates professional ties, a sense of belonging, and a sense of unity in the workplace. All of these parts are built on a foundation of shared values. Some of the basic ideas that this organisational structure is based on include respect for each other, understanding, working together, and being committed to the organization's

aims. At the context of (TEFL) at Chinese colleges, these ideas may not fit with cultural norms, organisational rules, or personal beliefs. This is due to the fact that (TEFL) is a very young field in China. How much these ideas are adopted and put into practice might have a big effect on the lives of teachers. This might include what the academics think about their role in the community, how they feel emotionally, and how happy they are with their jobs. In China, teachers of English as a foreign language, whether they are native Chinese speakers or foreigners, have unique opportunities and challenges within the country's peculiar sociocultural framework. Workplace cultures that value working together, respecting authority, and getting along with others are usually better. But when academics' personal or cultural values clash with one other, these same values might generate complications. This is because certain numbers might cause problems. These dynamics affect lecturers' personal lives as well as their professional ones. These experiences include anything from a person's family dynamics to their social relationships to how well they adjust to the host country's way of life (Herrera-Pavo, 2021).

PURPOSE OF THE RESEARCH

This study seeks to understand how English as a Foreign Language (EFL) teachers working in Chinese institutions perceive the impact of Shared values on their students' educational experiences. Students with an emphasis on English as a foreign language make up the bulk of the research subjects. Determining the nature of the relationship between the two components provide the backbone of the inquiry. Studying the effects of cultural norms including collectivism, hierarchical respect, and harmony on professors' job happiness, student relationships, and overall well-being is the primary goal of this study. To clarify the description, this analysis is being conducted. The purpose of this study is to shed light on the pros and cons of cultural adaptation by investigating how cultural norms impact instructional practices, everyday communication, and interactions with students, faculty, and administrators. When they ask a question, this occurs. It is possible to accomplish this objective by studying. Academics may experience emotions of belonging or loneliness in different contexts; this research aims to provide light on the ways in which two aspects of Shared values, guanxi (social networking) and community rituals, impact these experiences. This inquiry has the following goals. Aimed at educational institutions, policymakers, and educators, the report offers suggestions. The goal of these principles is to create an atmosphere in the classroom that is conducive to learning and promotes cross-cultural understanding. Theoretically, this goal may be attained by zeroing in on this connection, which offers unique vantage points on how academic life and culture interact.

LITERATURE REVIEW

Recent research shows that a company's culture, which includes its shared values, has a big effect on both employees' work and personal life. Also, they are quite important for building the company's culture, which is a significant part of it. To achieve this objective, it is essential to

facilitate the development of workplace connections. When workers see that their values match those of the company, they feel like they belong more, are less stressed, and enjoy life more. These are all things that contribute to a higher level of life satisfaction. Why? Because they may feel more loyal to the company. When values conflict, it may negatively affect a person's daily life, leading to stress and other unpleasant repercussions. Most Chinese institutions have cultures that emphasise the importance of group values, hierarchy, and the necessity for perpetual harmony. Because of these contexts, academic staff members have both opportunities and challenges. Research findings reveal many challenges faced by TEFL teachers, particularly those teaching overseas (Guo & Lu, 2020). Cultural adaptation, communication challenges, and adherence to the standards set by their individual organisations are integral aspects of the issue. Studies have shown that TEFL teachers face these challenges. Research underscores the significance of securing peer support and engaging in academic networks. Although there is a growing body of literature on teacher well-being and cross-cultural adjustment, there is a lack of study investigating the influence of shared values inside Chinese institutions on the individual experiences of TEFL lecturers. This field of research is quite new. The research had a big mistake when it came to this. This research fill a gap in the current body of information (Gargari et al., 2024).

RESEARCH QUESTIONS

What are the impacts of Shared values on TEFL Lecturers' Private Experiences in Chinese Universities?

RESEARCH METHODOLOGY

Research Design: The quantitative data analysis was conducted using SPSS version 25. The odds ratio and 95% confidence interval were used to ascertain the strength and direction of the statistical link. The researchers developed a statistically significant criterion at $p < 0.05$. A descriptive analysis was performed to determine the key characteristics of the data. Quantitative approaches are often used to evaluate data obtained from surveys, polls, and questionnaires, as well as data modified by computational tools for statistical analysis.

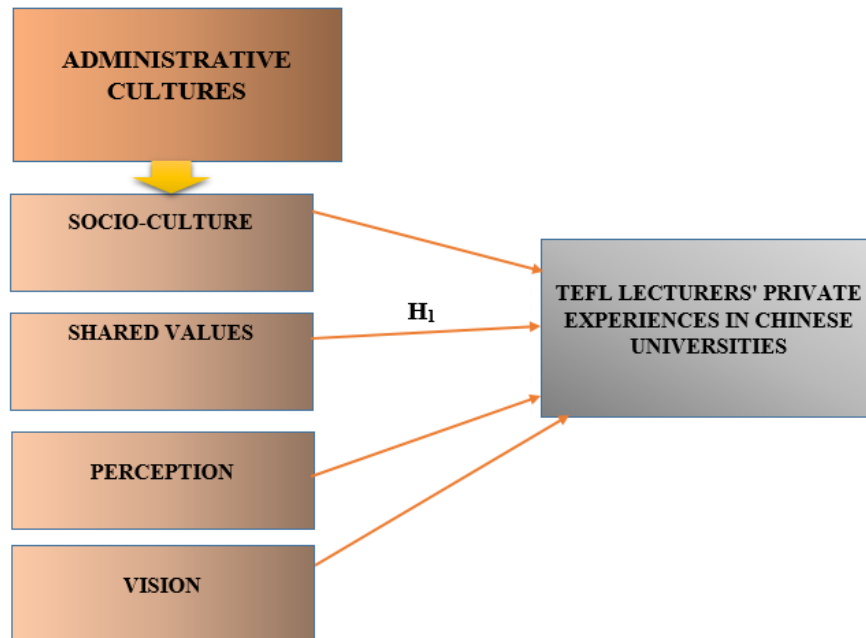
Sampling: Research participants filled out questionnaires to provide information for the research. Using the Rao-soft programme, researchers determined that there were 630 people in the research population, so researchers sent out 730 questionnaires. The researchers got 700 back, and they excluded 30 due to incompleteness, so researchers ended up with a sample size of 670.

Data and Measurement: The primary method of data collection in the research was a questionnaire survey. Part A of the survey asked for basic demographic information, while Part B used a 5-point Likert scale to collect responses on characteristics related to online and offline channels. Many sources, largely online databases, provided the secondary data.

Statistical Software: With the help of SPSS 25 and MS-Excel, ran the statistical analysis.

Statistical Tools: Using descriptive analysis, to understand the data on a basic level. The researcher must use ANOVA to analyse the data.

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis: A common use of Factor Analysis (FA) is to uncover latent variables within observable data. In the absence of definitive visual or diagnostic indicators, it is customary to use regression coefficients for evaluations. In FA, models are crucial for success. The objectives of modeling are to identify errors, intrusions, and discernible correlations. The Kaiser-Meyer-Olkin (KMO) Test is a method for evaluating datasets generated by multiple regression analyses. The model and sample variables are confirmed to be representative. The data indicates redundancy, as seen by the figures. Reduced proportions improve data comprehension. The KMO output is a numerical value ranging from zero to one. A KMO value ranging from 0.8 to 1 indicates a sufficient sample size. The below quantities are considered suitable, according per Kaiser:

The subsequent approval standards established by Kaiser are as follows:

A lamentable 0.050 to 0.059, insufficient 0.60 to 0.69.

Middle grades often span from 0.70 to 0.79. Exhibiting a quality point score between 0.80 and 0.89. They are astonished by the range of 0.90 to 1.00. The outcomes of Bartlett's test of sphericity are as follows:

The degrees of freedom for the chi-square test are around 190, with a significance level of 0.000.

Table 1. KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin statistic: 0.957.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.957
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This illustrates that claims made for sampling reasons are valid. Researchers used Bartlett's Test of Sphericity to assess the significance of the correlation matrices. A sample is deemed good based on the Kaiser-Meyer-Olkin criteria when the result is 0.957. The p-value derived from Bartlett's sphericity test is 0.00. The correlation matrix is not an identity matrix, as shown by a statistically significant outcome from Bartlett's sphericity test.

INDEPENDENT VARIABLE

Administrative Cultures: Leadership, policymaking, and employee conduct at educational institutions are shaped by what are known as "administrative cultures." The term used to describe these ways of living is "institutional cultures." These types of organisational cultures are known as administrative structures. People that observe this culture often refer to it as "administrative cultures." The administrative culture of Chinese institutions is defined by bureaucratic procedures, performance-based evaluation systems, and hierarchical management structures. These characteristics further illuminate the nature of Chinese company administration. The university sets rules, manages the faculty, and communicates expectations to both domestic and foreign instructors. The office culture is the most influential factor in determining the appearance of the workplace. This is due, in large part, to the fact that they contribute to an environment that is conducive to teachers' work and growth. Their presence or absence governs office operations as an independent variable. Their position of power is the reason for this. Their impact on TEFL instructors' levels of professional autonomy, the allocation of tasks, and the availability of resources is substantial. In order to better understand how institutional governance frameworks affect the lives, careers, and happiness of TEFL instructors in Chinese institutions, this research look at both the direct and indirect effects of these frameworks. Through this, may have a clearer picture of the impact these frameworks have. In order to do this, they examine the various cultures present in various organisations (Gach, 2020).

FACTORS

Shared Values: The values of a corporation are the ideas, beliefs, and rules that guide how the firm works and how its people make decisions. Values are the things that all the people in an organisation agree on, such its ideals, beliefs, and standards. Values are the same as essential

beliefs. When these ideas are used in Chinese schools, they tend to highlight the importance of kids doing well in school, getting along with others, respecting authority, and working together. But this isn't always the case. TEFL teachers could benefit from living by a similar set of principles since their professional identity and the relationships they build with their students are built on their shared beliefs. When employees' values match those of the company or culture where they work, they say they feel better mentally, more connected to their coworkers, and more like they belong. Lecturers often feel like they belong more. Lecturers frequently have to deal with this when they are in charge. Misalignment may lead to stress, cultural conflict, and feelings of isolation, which can make it harder for someone to manage their professional and personal life. The values that TaEFL teachers share have a big impact on how well they can adapt, connect, and engage with the unique sociocultural context of Chinese schools (Fuangtharnthip et al., 2021).

DEPENDENT VARIABLE

TEFL Lecturers' Private Experiences in Chinese Universities: In this particular Chinese university setting, the study relies on the first-hand accounts of TEFL instructors. These accounts demonstrate the personal, professional, and societal impacts of these occurrences. They fully absorb the institutional and cultural milieu in which they find themselves. A wide range of topics are discussed at these gatherings. Important factors include enjoying work, having positive relationships with co-workers and friends, and being able to work independently when necessary. How people go about their daily lives is shaped by China's larger cultural norms. There are many more aspects besides bureaucratic frameworks, evaluation systems, and administrative processes (including task allocation) that impact people's experiences. For many educators, this is the current reality. Several things may be in place to help educators feel comfortable and well-cared for. Among them are social skills, such as interacting with people of different backgrounds and forming friendships in one's neighbourhood. As a result, this study's dependent variable is the experiences of TEFL employees. Socio-Culture was one of the factors, including administrative cultures that may have set in motion the events described above. It is the fault of administrative cultures. These feelings were triggered by the experiences. This highlights the significance of the link between individual flexibility and institutional oversight in the context of higher education (Fuad et al., 2022).

The relationship between Impact of Shared Values and TEFL Lecturers' Private Experiences in Chinese Universities: Shared values affect the lives of English teachers in Chinese schools in numerous ways. One of them is how they affect each person's experience. These instructors are responsible for helping those who don't speak English as their first language become competent speakers. The common values of respect, harmony, collaboration, and academic honesty impact both the school atmosphere and how instructors deal with and make meaning of their lives outside of class. The values of the people who work for an organisation have a big impact on its culture. The culture of the organisation is based on what most of the group's members agree on. Professors are more likely to feel like they belong, comfortable, and

welcomed when they recognise how their personal values and beliefs fit with those of their workplace. This makes it more probable that other people accept them. When these attributes come together, they may lead to a smoother process of adapting to a new culture, deeper relationships with other people, and general pleasure in life. If these traits are matched, these results are quite likely to happen. Professors may also feel cultural dissonance, alienation, or stress when their views are different from those of their students. This may be hard for the teachers. When these feelings are too strong at work, they seldom have an effect on their home life, social life, or overall health. This occurs to me a lot. Institutional expectations, cultural norms, and individual perspectives dynamically interact in the relationship between collective objectives and personal experiences. This communication is what makes the connection important. What TEFL teachers in China teach their students is a big part of their time there since it changes how they see the world (Jayatilleke & Gunawardena, 2020). On the basis of the above discussion, the researcher formulated the following hypothesis, which was analyse the between Impact of Shared Values and TEFL Lecturers' Private Experiences in Chinese Universities.

“H₀₁: There is no significant relationship between Impact of Shared Values and TEFL Lecturers' Private Experiences in Chinese Universities.”

“H₁: There is a significant relationship between Impact of Shared Values and TEFL Lecturers' Private Experiences in Chinese Universities.”

Table 2. H1 ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	137	5652.517	1055.954	.000
Within Groups	492.770	532	5.353		
Total	40081.390	669			

This investigation yields remarkable results. The F value is 1055.954, attaining significance with a p-value of .000, which is below the .05 alpha threshold. This signifies the “H₁: There is a significant relationship between Shared Values and TEFL Lecturers' Private Experiences in Chinese Universities” is accepted and the null hypothesis is rejected.”

DISCUSSION

Exploring the ways in which TEFL instructors' experiences connect with shared values might provide light on the ways in which cultural values impact academic life and personal adaptation. Its hallmark values are harmony, respect for authority, and collectivism. The company's culture dictates the kind of work that teachers should do. Adjusting to these cultural norms may be both thrilling and terrifying for many instructors who were born outside of the China. One way to learn about the local culture and broaden cultural horizons is to participate in Chinese rites, festivals,

and community activities. Its veracity is one of the event's most intriguing aspects. Teachers may help their pupils feel more integrated into society by engaging in activities like as visiting cultural events, contributing to guanxi networks, or incorporating Confucian principles into their lessons. These items are under the purview of professors. Distinct cultural norms could make it more challenging for people to adjust to a new environment, which might increase their anxiety levels. Sometimes, American administrative procedures and ways of indirect communication could collide with the work experiences of foreign teachers. Institutions that hire teachers with this background tend to be inclusive and welcoming of all kinds of people. They may start to feel helpless about the education and future decisions as a result of this. Confusion, misery, and a lack of agency over one's own life are some potential results. Although guanxi may be beneficial for those who are skilled at using it, it can also lead to feelings of isolation for those who struggle to establish meaningful relationships. Realising that guanxi is based on the principle of connection-making and -keeping is the first step. Outside of work, cultural differences may have an impact on the personal relationships, social circle, and overall health. A person's life could be affected in every one of these areas by cultural obstacles. In international education, being able to collaborate with individuals of different cultural backgrounds and having cultural awareness are both crucial. This becomes glaringly obvious when they step back and examine the larger context. By instituting inclusive policies, providing mentorship, and organising orientation events, schools may ease the transition for faculty members and help them deal with culture shock. Because different cultures constantly promote mutual understanding, this is always within reach. But teachers may benefit much from encouraging their students to be adaptable, curious, and open to new experiences. The promotion is overseen by academics. In the end, Shared Values has many different impacts, some of which can aid progress and others of which might provide obstacles. This is due to the fact that it might impact them equally. One thing that sets Chinese university EFL teachers apart from other types of connections is the complexity of their personal experiences.

CONCLUSION

According to the results, shared values have a major impact on the practical experiences of TEFL instructors working in Chinese educational institutions. Their professional and personal lives are profoundly impacted by cultural influences. Ideas like collectivism, deference to authority, and societal harmony impact people's decision-making, power dynamics, and interactions at work. The workplace is significantly impacted by these regulations. Whether or whether the professors are pleased and get along with others is affected by the principles. Participation in community rituals and guanxi networks may help the academics feel more at ease in their own culture. Additionally, they may have an easier time striking up conversations with people from all walks of life. Issues including miscommunication, a loss of autonomy, and loneliness are common at this time. Inconsistencies in communication styles and hierarchical expectations might lead to these kinds of issues. Several factors could be contributing to these problems. It is possible that these issues may occur more often and worsen with time. In order to ensure that students have fantastic experiences, the results show that schools and teachers

should be more sensitive to students' cultural backgrounds, seek more support from the government's educational system, and use adaptable strategies. By thoroughly comprehending the many ways in which shared values influences them, institutions may establish policies that foster professional fulfilment, individual adaptability, and cross-cultural understanding. When companies adopt this mindset, they effortlessly handle all of these responsibilities. Efforts to make higher education more globally engaged are therefore enhanced.

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