

Research on the Current Situation and Countermeasures of Teachers' Mobility in Private Universities

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Abstract: This paper studies the mobility of teachers in private colleges and universities, analyzes the current situation, influencing factors and existing problems of the mobility of teachers in private colleges and universities and notes that universities show an upward trend, which is mainly affected by salary, career development, working environments and other factors. This paper puts forward countermeasures and suggestions from the aspects of improving the salary system, optimizing the career development path, improving the working environment and building the early warning mechanism of teacher mobility, so as to provide references for reducing the mobility of teachers in private colleges and universities, and improving the stability of the teaching team.

Keywords: Private-Run Universities; Teacher Mobility; Current Situation Analysis; Counter Measure Research; Construction of Teachers

1. Introduction

The teacher mobility of private colleges and universities refers to the professional mobility of teachers among private institutions of higher education, including three forms of inflow, outflow and internal flow. Inflow refers to teachers entering civilian-run universities from other colleges or industries; Outflow refers to teachers leaving private colleges and universities to other colleges or industries; Internal flow refers to teachers' post or department transfer within private colleges and universities. Teacher mobility has dual effects on the development of private colleges and universities: moderate teacher mobility can promote knowledge renewal and talent exchange, which is conducive to the innovation and development of colleges and universities; However, excessive teacher

mobility may lead to the instability of the teaching staff, affecting the teaching quality and the reputation of the school.

With the continuous development of private colleges and universities, teacher mobility has gradually become one of the key factors restricting their high-quality development. According to relevant research, the fluidity of teachers in private colleges and universities is significantly higher than that in public colleges and universities, and more than half of the teachers in private colleges and universities have had inter-school mobility. This high mobility not only affects the teaching quality and level of the school, but also brings many challenges to the personnel management of the school, teaching stability and students' learning experience.

In recent years, the national and local governments have introduced a series of policies aimed at regulating and guiding the reasonable flow of teachers in private colleges and universities. For instance, they emphasize the equal legal status of teachers in private colleges and universities and those in public ones, and promote the orderly flow of teachers among schools of different natures. However, because private colleges and universities still have certain disadvantages in terms of salary, social status and career development, the one-sided flow of teachers is obvious, especially the trend from private colleges and universities to public colleges and universities is prominent. In addition, the implementation of the "breaking the five" policy has also affected the flow pattern of teachers in colleges and universities to a certain extent, prompting teachers to pay more attention to comprehensive performance and career development opportunities.

In this context, private colleges and universities need to pay more attention to the construction of teachers by optimizing management strategies, improving incentive

mechanisms, creating a good environment for career development and other ways to enhance teachers' professional identity and sense of belonging, so as to effectively reduce teacher mobility and ensure the stable development of schools.

2. Analysis of the Current Situation of Teachers' Mobility in Private Colleges and Universities

In order to better understand the current situation of the mobility of teachers in private colleges and universities, this paper takes a private college in Guangdong as an example to conduct a survey. A total of 393 valid questionnaires were collected in the survey, and the reliability of the analysis was higher than 0.8, indicating that the reliability of the questionnaire was high.

2.1 The Overall Characteristics of Teacher Mobility in Private Colleges and Universities

According to the data analysis of the questionnaire, 72.71% of the teachers in our university have less than three years of service, which reflects a significant teacher mobility problem. This high mobility not only brings challenges to the personnel management of the school, but also has a negative impact on teaching, logistics and other work, seriously affecting the stability of the school's work and the order of management. The following are the main characteristics and influences of teacher mobility in private colleges and universities:

2.1.1 High mobility and significant influence

The mobility of teachers in private colleges and universities is significantly higher than that in public colleges and universities, and more than half of the teachers have had inter-school mobility. This high mobility makes it difficult for schools to form a stable contingent of teachers, which in turn affects teaching quality and school-running level. The frequent flow of teachers not only interferes with the normal development of teaching and scientific research, but also has negative implications for teachers in school, leading to the reduction of work enthusiasm of some teachers, and even leads to a new wave of resignation. At the same time, teacher mobility also affects students' learning and growth, causing parents to worry about the quality of

school education and teaching.

2.1.2 Young teachers and young and middle-aged teachers have great mobility

The majority of teachers in private colleges and universities are young and middle-aged teachers under 45 years old, and the turnover rate is as high as 96.6%. Young teachers usually use private colleges and universities as a career "springboard". After accumulating certain teaching experience, they will choose to seek better development opportunities in other colleges and universities or units. In addition, young teachers show obvious fluctuations in the initial adjustment process, and some of them will choose to quit after being admitted to the civil service, public institutions or enterprises with higher salaries.

2.1.3 Teachers with high academic qualifications and professional titles have a high turnover rate

In private colleges and universities, the turnover rate of young and middle-aged teachers with a master's degree or above is 59.1 percent, and the turnover rate of teachers with intermediate or associate senior titles is 71.7 percent. This shows that teachers with high academic qualifications and professional titles are more likely to be attracted by other universities or units, so they choose to leave private universities. This phenomenon not only weakens the teaching and scientific research strength of the school, but also affects the overall competitiveness of the school.

2.1.4 Diversified flow direction and complex source of teachers

The flow direction of teachers in private colleges and universities is more diversified, including flowing to public colleges and universities, other private colleges and universities, enterprises or institutions. This diversified flow direction further intensifies the instability of teachers in private colleges and universities. In addition, the sources of teachers in private colleges and universities are more complex, including part-time teachers, full-time teachers and retired teachers. Among them, the mobility of part-time teachers and retired teachers is relatively high, while the stability of full-time teachers is relatively good, but the stability of the overall teaching team is still facing challenges.

To sum up, the characteristics of teachers' mobility in private colleges and universities, such as high mobility of young teachers, high

mobility of young and middle-aged teachers, high turnover rate of teachers with high academic qualifications and professional titles, diversification of mobility direction and complex sources of teachers, constitute the overall characteristics of teachers' mobility in private colleges and universities. These characteristics have brought many challenges to the construction and development of teachers in private colleges and universities, which need to be solved by effective strategies.

2.2 Factors Affecting the Mobility of Teachers in Private Colleges and Universities

2.2.1 Analysis of external factor

2.2.1.1 Policy environment

First, insufficient protection of rights and interests: Although the Law on the Promotion of Private Education has clarified the legal status, education and training opportunities, and relevant welfare benefits of teachers in private colleges and universities, in reality, there are still many problems in the protection of the rights and interests of teachers in private colleges and universities. For example, some teachers in private colleges and universities do not have as many learning and training opportunities as public teachers, and due to the shortage of funds and other factors, the security and stability of their income sources after retirement are confused. This lack of protection of rights and interests makes teachers lack confidence in the stability of their own career, which increases the possibility of mobility.

Second, the policy support is not perfect: at present, the government's support policy for private colleges and universities is still not perfect.

The development of private colleges and universities depends more on the tuition fees of students, donations and sponsorships of founders and alumni or the operating profits of the company, with limited funding sources and facing more financial constraints.[1] As a result, it is difficult for private colleges and universities to compete with public colleges and universities in terms of teachers' salary and investment in teaching facilities, which affects the stability and loyalty of teachers.

Third, the difference of social recognition: the policy environment also has an impact on the

social recognition of private universities. Due to the late start of private colleges and universities, there is a gap between private colleges and universities and public colleges and universities in terms of teachers, students and conditions, and the society's cognition of private colleges and universities is not comprehensive enough, and even there is prejudice, believing that private education is for profit, and the social status of private teachers is not as good as that of public teachers. This difference in social recognition makes some teachers more inclined to choose public colleges and universities when choosing careers, which further affects the stability of teachers in private colleges and universities.

2.2.1.2 Labor market conditions

In the current labor market, the competition for college teacher positions is relatively fierce. Public universities usually have more favorable welfare benefits, more stable career security and higher social status, which makes them more attractive to outstanding talents. Private colleges and universities are often at a disadvantage in talent recruitment, and it is difficult to attract a large number of high-level and high-quality teachers. This competitive pressure makes the teacher mobility of private colleges and universities increase, especially the backbone teachers with middle and senior professional titles are more likely to flow to public colleges and universities. At the same time, with the development of social economy and the continuous expansion of the education market, the employment opportunities of teachers in the labor market are increasing. Teaching in private universities. For example, some teachers may choose to seek better development opportunities in other private colleges or training institutions. The professional knowledge of teachers has a certain irreplaceability, and they have more and more opportunities to choose in the society or turn to enterprises to engage in related work. This variety of employment options provides more possibilities of teachers' mobility, and also intensifies the mobility of teachers in private colleges and universities.

2.2.2 Analysis of internal factors

2.2.2.1 Remuneration

In today's highly competitive private higher education industry full of opportunities, salary package is one of the most direct determinants of teacher mobility. The common phenomenon

is that teachers pay high attention to salary, high expectations, high comparison, easy to be dissatisfied with personal salary. When they think that the school salary is lower than the market level, the salary distribution is unfair, the salary calculation is unreasonable, the personal contribution is not proportional to the salary income, and they are not satisfied with the medical insurance and paid leave, they are likely to choose to quit because of these dissatisfactions.

2.2.2.2 Career development opportunities

Among the teachers who quit after working in the school for a period of time, a few of them chose to leave because of personal reasons such as family, and most of them chose to strive for off-campus development opportunities. Some wanted to break through the limited promotion space of professional titles and positions in the school, some hoped to get a working environment more suitable for personality or professional characteristics, and some expected to find a work unit that could provide a better platform for professional growth. To get better opportunities for professional development.

2.2.2.3 Working environment and atmosphere

Job satisfaction is one of the important factors that affect teachers' choice of whether to stay or go. A healthy working environment with strong support and caring and a good organizational atmosphere are helpful to improve teachers' job satisfaction. Under normal circumstances, when the work is heavy, difficult and stressful, which affects the daily life of the individual, or when the working atmosphere is heavy, the relationship between colleagues is tense, and the team support is weak, which affects the emotional health of the individual, the idea of changing jobs is easy to occur. This idea will increase the dissatisfaction with the working environment and the organizational atmosphere of the teachers, and often choose to quit.

2.3 The Negative Impact of the High Mobility of Private Teachers

2.3.1 It affects the improvement of Individual teaching quality and the process of school teaching reform

New teachers need quite a long period of time to adapt to all aspects of school teaching management. [2] During their adaptation period, the school's requirements on them are

to maintain normal teaching operation and basic teaching order, while other higher management requirements, such as strict implementation of teaching plans, rigorous implementation of teaching processes, and attention to students' learning experience, can only slow down the pace. Teachers with less than three years of service are basically still in the adaptation period or just at the end of the adaptation period. Their high frequency flow not only affects the improvement of their personal teaching quality, but also affects the process of school teaching reform.

2.3.2 It affects the stability of the teaching staff and the quality of school teacher management

High teacher mobility leads to unstable teacher ranks, and schools need to invest more time, economic and human capital to constantly recruit new teachers to fill the vacancies. New teachers are constantly pouring in, so they need to know, understand and adapt to school rules and regulations, management requirements and cultural characteristics; New and old teachers are facing difficulties in adapting to each other, running-in with each other, teamwork and other integration, although the school has been actively facing and increasing teacher management cost and timely promotion of teacher training, but the strong mobility of teachers still brings routine difficulties to school teacher management, affecting the quality of school teacher management. [3]

2.3.3 It affects the Consistency in Teaching and Learning on the Construction of a School's Social Reputation.

The frequent flow of teachers will cause students to have academic difficulties and psychological confusion in terms of professional cognition, subject understanding, curriculum learning, thinking training and practical skills due to the lack of consistency in education and teaching, which in turn reduces their learning motivation, affects the formation of learning behaviors and the establishment of teacher-student relationship, and affects the improvement of learning quality and the trust and love for the school. Frequent change of teachers is also likely to cause parents and society to pay attention to and question the school's management level and school-running quality, which will have a serious negative impact on the school's public

image and social reputation.

3. Strategies to Enhance Teacher Mobility in Private Higher Education Institutions

3.1 Use Economic Strategies to Attract People: Raise Salary Standards and Improve Welfare Benefits

In the current context of fierce competition for talents and a broad talent market, private colleges and universities are facing severe challenges in introducing and retaining teachers. As one of the most direct and important factors affecting the choice of teachers to stay or go, the economic factor plays an important role that cannot be ignored. Therefore, private colleges and universities should attach great importance to the application of economic strategies in teachers' management, and enhance the attractiveness of the school by optimizing the salary system and improving the welfare benefits. [4]

3.1.1 Raise the salary standards

Private colleges and universities should develop a more competitive salary system to ensure that teachers' income is reasonably linked to their workload and professional level. Specific measures include: (1) Basic salary adjustment: The basic salary is determined according to the title, seniority and educational level of teachers to ensure that it can meet the basic living needs of teachers. (2) Establish a sound performance appraisal system: closely link teachers' salaries with their teaching effectiveness, scientific research achievements and service contributions. Encourage teachers to improve their work performance by means of performance bonus and year-end bonus. (3) Differentiated pay strategy: Special incentives are given to high-level talents, teachers of scarce disciplines and teachers with outstanding performance, and special awards such as "Teaching Excellence Award" and "Scientific Research Innovation Award" are set up to stimulate the enthusiasm of teachers.

3.1.2 Improve welfare benefits

Welfare benefits are an important means to attract and retain teachers, and can enhance teachers' sense of belonging and loyalty. [5] Private colleges and universities can take the following measures to improve the welfare benefits: (1) Improve the five social insurance and one financial fund: provide teachers with a complete guarantee of five social insurance

and one financial fund to ensure that teachers have no worries in medical care, pension, unemployment and other aspects. (2) Providing preferential education for children: providing preferential education for teachers' children, reducing teachers' family burden and enhancing teachers' sense of identity with the school. (3) Other benefits: Provide transportation subsidies, catering subsidies, housing subsidies and other allowances, as well as paid leave, holiday benefits, regular physical examination and other benefits to enrich the welfare system of teachers.

3.1.3 Enhance the transparency and fairness of the salary system

The transparency and fairness of the salary system are important factors influencing teacher satisfaction. Private university should formulate clear rules for salary distribution and adjustment to ensure teachers' understanding and recognition of the salary system. Specific measures include: (1) Disclosure of salary standards: Disclosure of salary standards and distribution rules to teachers, so that teachers clearly understand the composition of salary and distribution methods. (2) Regular communication and feedback: regularly communicate with teachers on salary, answer teachers' questions and puzzles on salary, and establish a salary feedback mechanism. (3) Dynamic management: Adjust the salary regularly according to the changes in the market salary level, the changes in the business situation and the improvement of teachers' ability and performance.

Through the economic strategy of "attracting people with money", private colleges and universities can meet the most basic economic needs of teachers, promote teachers' willingness to choose schools, and reduce the turnover rate of teachers. This is not only the basic element to stabilize the teaching staff, but also an important guarantee to improve the comprehensive competitiveness of schools and teaching quality.

3.2 "Impress People" with Management Strategies: Optimize the Working Environment and Create Humanistic Care

In the construction of teachers in private colleges and universities, management strategy is an important means to enhance teachers' sense of belonging and loyalty. By optimizing the working environment and creating

humanistic care, the school can create a comfortable, harmonious and supportive working atmosphere for teachers, thus effectively reducing the teacher turnover rate.

3.2.1 Optimize the working environment

Optimizing the work environment is key to increasing teacher satisfaction and loyalty. In terms of the physical environment, schools should provide spacious and bright offices equipped with modern equipment such as computers and printers, while improving campus facilities, including libraries, laboratories, sports facilities and canteens, to meet teachers' demands for teaching, scientific research and daily life. In terms of spiritual environment, schools should foster an open and inclusive atmosphere, encourage teachers to express themselves freely and respect diverse opinions. Establishing communication mechanisms, setting up suggestion boxes, conducting satisfaction surveys, and allowing teachers to participate in decision-making; Advocate mutual assistance and cooperation, organize teaching teams and research groups, and enhance team cohesion; Adhere to fairness and justice, and formulate clear standards for professional title evaluation, promotion and performance appraisal to ensure transparency and justice. Through these measures, schools can effectively improve teachers' work experience and enhance their sense of belonging and loyalty.

3.2.2 Foster humanistic care

Schools should pay attention to teachers' emotional needs and practical difficulties through various measures to enhance teachers' identification with school culture. Firstly, emotional support and psychological care should be provided, psychological consultation rooms should be set up, and mental health lectures should be held to help teachers relieve pressure. At the same time, according to the teacher's personal situation, to provide personalized care. Secondly, take the initiative to help teachers solve their problems and practical difficulties, such as providing housing subsidies, children's school support, convenient transportation, etc.; And pay attention to the professional development of teachers, providing training, scientific research funds and professional title evaluation guidance. Finally, strengthen teachers' identification with school culture, and create a positive campus cultural atmosphere by

propagating school philosophy, cultural traditions and values; Encourage teachers to participate in the compilation of school history, cultural activity planning, etc., to enhance their sense of participation and responsibility. These measures help to enhance teachers' sense of belonging and loyalty, and promote the stable development of the teaching team.

3.2.3 Strengthen teachers' conscious will towards school

Strengthening teachers' conscious will to the school is the key to maintaining the stability of the teaching team. First of all, schools need to meet the psychological needs of teachers' emotional belonging, through the management strategy of "touching people with feelings", teachers can feel that the school is not only a workplace, but also a warm home. This emotional sense of belonging can significantly enhance teachers' loyalty and sense of belonging to the school and effectively reduce the teacher turnover rate. [6] Secondly, schools should improve teachers' recognition of school organizational culture by optimizing the working environment and creating humanistic care. The reason for teachers to stay in school is not only limited to economic benefits, but also lies in the identification and emotional belonging to the school culture. This sense of identity can strengthen teachers' conscious will to the school, so that they are willing to contribute to the development of the school. Through these measures, the school can create a harmonious, warm and cohesive working environment and promote the long-term stable development of the teachers.

3.3 “Retaining People” with Nurturing Strategies: Guiding Career Planning and Supporting Professional Growth

In the construction of teaching staff in private colleges and universities, training strategy is one of the key means to ensure the stability of teaching staff. By guiding teachers' career planning and supporting their professional growth, schools can not only improve teachers' career satisfaction, but also enhance teachers' loyalty and sense of belonging to the school.

3.3.1 Guide teachers' career planning

Private colleges and universities should guide teachers to make reasonable career plans through the following measures to enhance their work motivation and sense of direction. First of all, schools need to provide teachers

with career interest and ability assessment tools. Through professional assessment and one-to-one consultation, teachers can have a deep understanding of their own interests, advantages and career inclination, and identify the appropriate development direction. [7] Secondly, based on the evaluation results, schools should assist teachers in formulating personalized career development plans, covering both short-term and long-term goals, and specifying specific steps and time nodes to achieve the goals. Finally, in view of the dynamic nature of teachers' career development, schools should regularly carry out career development assessment and adjustment. Through the annual career development conference, teachers can review the achievements and shortcomings of the past year, and flexibly adjust the future development direction according to the actual situation.

3.3.2 Support teachers' professional development

Private colleges and universities should support teachers' professional growth through various measures to improve teaching quality. First of all, schools need to provide a variety of training opportunities, including teaching skills, research ability and new technology application training, by inviting well-known scholars to lecture, teaching observation and organizing teachers to attend academic conferences to help teachers improve their professional ability. Second, academic exchange platforms, such as on-campus academic forums and interdisciplinary research teams, should be set up to promote cooperation and resource sharing among teachers and broaden their academic horizons. Third, to provide scientific research support, establish a research fund in the school, provide teachers with guidance on the application of research projects, financial support and research assistants, establish a reward mechanism for scientific research achievements, and encourage teachers to carry out innovative research. Finally, a fair and transparent promotion and title evaluation mechanism should be established, with clear standards and procedures, regular evaluation should be carried out, and application guidance should be provided to teachers to ensure that their efforts are reasonably rewarded. [8]

3.3.3 Create a favorable environment for career development

Private colleges and universities should enhance teachers' sense of identity and belonging to the school by creating a good environment for career development. First of all, provide sufficient development space, set up teaching innovation awards, scientific research achievements awards, etc., to encourage teachers give full play to their abilities in teaching, scientific research, management and other fields. Secondly, a mentor system should be established to equip new teachers with experienced mentors to help them quickly adapt to the working environment and promote their career growth. At the same time, a campus culture that respects teachers and encourages innovation should be created, and teachers' sense of professional honor and cohesion should be enhanced by recognizing outstanding teachers and publicizing advanced deeds. In addition, through the training strategy of "retaining people with the future", the career development path of teachers is clearly defined, and positions at different levels are set up to provide clear promotion directions. Schools should also provide feedback and incentives to teachers regularly, evaluate and reward their work through annual assessment and teaching observation, and establish long-term incentive mechanisms, such as long-term service awards and honorary titles of excellent teachers, to encourage teachers to serve schools for a longtime.

4. Conclusion

The loss of talents in private colleges and universities is serious, especially the loss of young teachers. The high turnover rate of teachers and the instability of the teaching team have brought various negative impacts on the teaching reform, social reputation and the quality of teacher management, which are management problems that schools must face and solve. Therefore, the school needs to adopt effective strategies from three aspects of economy, management and training to improve and promote the improvement of school teaching quality through the stable development of the school teacher team.

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