

Research on the Problems and Countermeasures of Teacher Turnover in Selected Private Higher Vocational Colleges in Sichuan, China

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Abstract: Private colleges and universities are an indispensable part of China's higher education, cultivating a large number of high-quality professionals for the society. After years of development, the scale and education level of China's private colleges and universities have been developed by leaps and bounds, but the problem of teacher turnover is still an important factor restricting the development. In the course of the operation of private colleges and universities, how to effectively solve the problem of teacher turnover is a problem worth thinking about. This paper takes the teachers of private higher vocational colleges selected in Sichuan, China as the research object, adopts the literature research method, the case analysis method, the investigation research method and the interview method to study the existing problems and the solutions. Based on the relevant knowledge of human resource management theory, this paper analyzes the characteristics of teacher turnover in selected private vocational colleges in Sichuan on the basis of first-hand data. On the premise of real data as support, the paper analyzes the serious impact of teacher turnover on the selected private higher vocational colleges in Sichuan, so as to clarify the urgency of studying the problem of teacher turnover; Through questionnaire survey and interview, to understand the real thoughts of teachers, so as to find the root cause of teacher turnover, and provide a basis for the formulation of strategies below; Based on all the analysis results, the paper puts forward countermeasures to solve the loss of teachers, including improving the social security system, improving the social recognition, creating a better development space for teachers, improving the teacher recruitment system, establishing a scientific salary system to stabilize the ranks of teachers, establishing a fair and scientific performance appraisal system, improving the quality of teacher training, establishing an effective incentive mechanism, and creating harmonious labor relations. Reduce the teacher expectation gap.

Keywords: Private Vocational College; Teacher Turnover; Human Resource Management.

1. Introduction

In the past 40 years of reform and opening, China's education has changed from elite education to mass education, and private higher vocational colleges have achieved remarkable achievements after 40 years of development. By the end of 2023, according to the Statistics Bulletin of China's Education Development, there will be 747 private colleges and universities, including 320 private higher vocational colleges, an increase of 4 private higher vocational colleges over the previous year. Regular college enrollment was 1,753,700, 15,100 more than the previous year, an increase of 0.87%; There were 6.2846 million students, 122,500 more than the previous year, an increase of 1.99%. Under the legal protection and constraint, China's private higher education has entered a new historical period of healthy development.

In recent years, with the decreasing number of college entrance examination students, vocational colleges have launched a war of student recruitment. Public higher vocational colleges have more advantages than private higher vocational colleges in tuition fees, educational infrastructure, teachers and other aspects, so the survival of private higher vocational colleges are facing great challenges. Teachers are workers serving the front line of teaching and important resources for the steady development of higher vocational colleges. However, the actual situation is that the loss of teachers in private higher vocational colleges is becoming

more and more serious, especially the loss of teachers with high academic qualifications and professional titles, which has a serious impact on the construction of teachers in private higher vocational colleges and the improvement of teaching and scientific research level, and happens to form a sharp contradiction with the teachers required for the sustainable and stable development of China's private higher vocational colleges. From the perspective of human resource management, the loss of individuals in an organization is not a bad thing to some extent. Proper personnel flow can inject fresh blood into the organization. Only through the continuous flow of the whole society can talents find their suitable positions, and only through the flow can they play their maximum role and produce the best economic benefits for the society. Therefore, the optimal allocation of human resources is realized in the continuous flow. The same is true of the flow of teachers. If it is based on the needs of the organization and the market economy, it can not only avoid the accumulation of teachers who cannot meet the job needs in schools, but also optimize the structure of teachers and promote the establishment of competition mechanism. However, if the turnover rate is too high, or the frequent loss of middle-aged and young backbone teachers with high academic qualifications and high professional titles, it will cause the imbalance between the title and age structure of the teaching team, and destroy the stability of the teaching team, which will bring negative effects on the long-term stable

development of private higher vocational colleges, resulting in consequences that cannot be ignored. Nowadays, the high turnover rate of teachers is a common problem facing China's private higher vocational colleges. Administrators of private higher vocational colleges must establish and improve a reasonable management system, welfare security system and salary performance system as soon as possible, so as to maximize the sense of belonging of teachers and reduce the turnover rate of teachers, which has become an important goal for the long-term development of private higher vocational colleges.

2. Research Concept Definition

2.1. Private Vocational College

Private colleges and universities are institutions of higher learning financed and organized by non-governmental social organizations. The school level is divided into specialized colleges and undergraduate colleges. They mainly refer to institutions of higher learning and other educational institutions organized with non-state financial education funds, and their management bodies are composed of enterprises and institutions, social organizations, other social organizations and citizens. The training directions of China's private colleges and universities include higher education, higher vocational education, adult college entrance examination, self-study examination, vocational qualification certification and other forms. The research object of this paper is mainly aimed at the forms of higher vocational education.

2.2. Teachers of Private Vocational Colleges

Teachers in civilian-run higher vocational colleges are individuals who are employed by schools to impart professional knowledge and skills to students and carry out teaching activities. The school signs employment agreements with teachers, arranges jobs according to teachers' professional background and professional level, pays necessary salaries and benefits to teachers, and arranges school teaching plans.

2.3. Teacher Turnover

So far, no specific concept of teacher turnover has been formed. From the perspective of the nature of running a private higher vocational college, the relationship between schools and teachers can be analyzed by the employer-employee relationship of human resources in an enterprise, and the loss of teachers can be regarded as "employee dismissal", which refers to the process of terminating the membership relationship of an organization by an individual who has obtained material benefits from the organization. Considering the particularity of the teacher profession, this paper defines teacher turnover as an unreasonable teacher turnover phenomenon in which full-time teachers working in higher vocational colleges move from the school they teach to other schools or enterprises and institutions, which is not conducive to the development of the school education career.

2.4. Job Satisfaction

Job satisfaction originated from the research of American scholar Joan Hoppock, which focused on exploring the correlation between employees' work efficiency and job satisfaction. Domestic and foreign scholars define three types of job satisfaction, namely, overall feeling type, expectation gap type and structural level type, which are basically defined

as workers' feelings of satisfaction with the work itself and the working environment, workers' satisfaction degree compared with work reality and work expectation, and workers' reactions to feelings and attitudes at the special level of work.

The job satisfaction of teachers in private higher vocational colleges tends to the psychological feelings and cognition of teachers' working environment and work return, and the satisfaction degree of teachers' work nature, working environment, treatment and salary is the key content. Teachers' job satisfaction is defined through their feelings and cognition on all levels of work, which plays a key role in influencing their work enthusiasm and work efficiency.

2.5. Human Resource Management Theory

2.5.1. Human Resources Planning

Human resource planning is a scientific adjustment and analysis of the organization based on the current human resource allocation problem of the enterprise, so that the supply and demand of the enterprise personnel can meet the development requirements, and the human resource management system suitable for the development strategy of the enterprise can be formulated. According to the content of the plan, it can be divided into human resources strategic development planning, human resources organization personnel planning, human resources management cost budget, human resources management system construction, human resources development planning and human resources system adjustment and development planning.

2.5.2. Personnel Recruitment and Allocation

Combining with the actual requirements of enterprise development, and taking human resource planning and work analysis as the reference basis, the fundamental purpose of personnel recruitment and allocation is to find and hire the most suitable outstanding talents for enterprises. Personnel recruitment is to absorb more outstanding talents from the society, and allocation is to arrange outstanding talents in the most suitable positions, so as to exert the maximum efficiency of each position.

2.5.3. Training and Development

Employee training is an activity implemented by enterprises to improve the learning and working ability of employees, which has the characteristics of periodicity and planning, and helps to improve the professional skills of employees. Employee development is an activity provided for the future development of employees, including formal education, on-the-job practice, interpersonal interaction, personal and ability assessment and other activities, with the ultimate goal of promoting the better development of the enterprise.

2.5.4. Performance Management

In order to effectively improve work efficiency, it is necessary to take effective performance management measures, develop performance plans, performance appraisal and evaluation, and apply performance results. In the process of implementation of performance management, it is necessary to have clear goals, quantitative management standards, a good professional mentality, linked to interests and promotion, and control and realizability.

2.5.5. Salary Administration

In the construction of the whole human resource management system of the enterprise, the compensation management is an important part, which plays a key role in

the enterprise human resource management. It is helpful to realize the dynamic process of salary management to determine and adjust employee salary strategy, salary structure and salary level based on organizational development strategy.

2.5.6. Labor Relations Management

Traditional contract signing and labor dispute settlement are important contents of labor relations management, management of employees, and a process of exchange of ideas. Through continuous improvement of management norms and systems, promote the behavior of both parties in labor relations to meet the requirements, play the purpose of protecting the basic rights and interests of both parties, maintain stable labor relations, and promote the stable operation of enterprises.

3. Materials and Methods

3.1. Questionnaire and Measurements

This paper designed a questionnaire on the job satisfaction of teachers in Sichuan private higher vocational colleges, and carried out a questionnaire survey on teachers who are working in private higher vocational colleges. Through the analysis of the survey results, the specific reasons for the loss of teachers in the school are deeply understood, which lays a good foundation for effective solutions.

The questionnaire is divided into two parts. The first part is about the basic information of teachers, including gender, age, school age, professional title, education/degree level; The second part is a survey on teachers' job satisfaction, which mainly focuses on teachers' views on eight modules: work itself, working conditions, work returns, interpersonal relations, leadership and management, management system, work pressure and turnover intention. It adopts a closed questionnaire form, and teachers can make judgments

according to their true feelings. In the process of investigation, 38 questions were designed for teachers' job satisfaction, 80 questionnaires were distributed randomly in 2 selected private higher vocational colleges, and 62 effective questionnaires were finally recovered, with an effective recovery rate of 77.5%.

3.2. Sample

Among 62 valid questionnaires, 25 male teachers and 37 female teachers participated in the survey, indicating that the proportion of female teachers in schools is higher. There are 4 teachers between 22-25 years old, 28 between 26-30 years old, 25 between 31-40 years old, 2 between 41-50 years old, 1 between 51-60 years old and 2 over 60 years old who participated in the survey, indicating that most teachers in the school are in the middle and young age. Among the surveyed teachers, 21 were unmarried and 41 were married. Among the teachers who participated in the survey, 2 of them had college degree or below, 28 of them had bachelor degree or bachelor degree, and 32 of them had graduate degree or master degree, indicating that the educational level of teachers in the school was not low. Among the teachers who participated in the survey, 29 had primary titles or below, 27 had intermediate titles and 6 had senior titles, indicating that the proportion of teachers with senior titles was low. Among the teachers who participated in the survey, 29 had worked for 0-3 years, 16 had worked for 4-6 years, 6 had worked for 7-9 years, and 11 had worked for 10 years or more, indicating that most of the teachers had not worked for a long time in school. Among the surveyed teachers, 22 are resident in Longquanyi District and 40 are resident outside Longquanyi District, indicating that most teachers face the problem of long-distance transportation to work.

3.3. Job Satisfaction Survey and Analysis

Table 1. Survey and statistics of teachers' satisfaction with their work

Option	Strongly Disagree	Disagree	General	Agree	Strongly Agree	Mean	Satisfaction
J11	8.06%	11.29%	25.81%	22.58%	32.26%	3.60	80.65%
J12	9.68%	22.58%	27.42%	24.19%	16.13%	3.15	67.74%
J13	0%	6.45%	20.97%	40.32%	32.26%	3.98	93.55%
J14	1.61%	16.13%	27.42%	33.87%	20.97%	3.56	82.26%
J15	8.06%	25.81%	29.03%	24.19%	12.91%	3.08	66.13%
J16	11.29%	17.74%	33.87%	25.81%	11.29%	3.08	70.97%
J17	16.13%	14.52%	29.03%	22.58%	17.74%	3.11	69.35%

The specific results of the satisfaction survey on the job itself are shown in Table 1. From the data in the table, it can be seen that teachers have a noble occupation for college teachers, choosing college teachers is to realize their own value, and the statement that teaching can give full play to my potential is highly recognized, which indicates that teachers love the teaching profession itself when making career

choices. Is full of enthusiasm. However, the sense of achievement, social status, job stability and autonomy of teachers are common problems in private education, which are caused by multiple factors of society, government and school, and it is not a matter of overnight to change them. On the whole, teachers have high satisfaction with the job itself.

Table 2. Satisfaction with working conditions

Option	Strongly Disagree	Disagree	General	Agree	Strongly Agree	Mean	Satisfaction
WC1	8.06%	9.68%	14.52%	25.81%	41.94%	3.84	82.27%
WC2	17.74%	14.52%	25.81%	14.52%	27.42%	3.19	67.75%
WC3	33.87%	17.74%	33.87%	11.29%	3.23%	2.32	48.39%

In the survey on satisfaction with working conditions, the specific results are shown in Table 2. From the data in the table, it can be seen that teachers are highly satisfied with the natural environment of the school. The teachers' overall

satisfaction with the auxiliary conditions of work is not bad, but the dissatisfaction is mainly reflected in the teaching and research equipment and funding of the school. More than half of the teachers are dissatisfied with this, which is also the

biggest difference between private education and public education. Most private colleges and universities do not provide enough training for teachers' research ability and invest in teachers' research. Teachers often have to pay out of

their own pockets for research projects, so it has become a common phenomenon that young teachers will not do research and old teachers are reluctant to do research.

Table 3. Job reward satisfaction

Option	Strongly Disagree	Disagree	General	Agree	Strongly Agree	Mean	Satisfaction
JR1	37.10%	29.03%	25.81%	4.84%	3.23%	2.08	33.88%
JR2	38.71%	24.19%	24.19%	9.68%	3.23%	2.15	37.10%
JR3	41.94%	32.26%	14.52%	9.68%	1.61%	1.97	25.81%

The specific results of the survey on job return satisfaction are shown in Table 3. From the data in the table, it can be seen that teachers' overall satisfaction with job return is low, which is mainly reflected in their dissatisfaction with the current salary system and their opinion that their efforts and gains are

not proportional, especially compared with other professions of the same age and education background, the salary level is low. This fully shows that the salary design of Sichuan private higher vocational colleges is not competitive in the market.

Table 4. Interpersonal satisfaction

Option	Strongly Disagree	Disagree	General	Agree	Strongly Agree	Mean	Satisfaction
I1	4.84%	9.68%	20.97%	38.71%	25.81%	3.71	85.49%
I2	3.23%	4.84%	32.26%	33.87%	25.81%	3.74	91.94%
I3	12.90%	14.52%	33.87%	29.03%	9.68%	3.08	72.58%
I4	1.61%	8.06%	29.03%	37.10%	24.19%	3.74	90.32%

In the survey on interpersonal relationship satisfaction, the specific results are shown in Table 4. From the data in the table, it can be seen that teachers have a high overall satisfaction with interpersonal relationship, and the further

improvement is mainly reflected in the improvement of colleagues' professional skills. A good working atmosphere can enhance the feelings among colleagues, improve work efficiency and enhance team cooperation.

Table 5. Leadership and management satisfaction

Option	Strongly Disagree	Disagree	General	Agree	Strongly Agree	Mean	Satisfaction
LM1	16.13%	16.13%	32.26%	19.35%	16.13%	3.03	67.74%
LM2	25.81%	12.90%	29.03%	12.90%	19.35%	2.87	61.28%
LM3	12.90%	17.74%	33.87%	14.52%	20.97%	3.13	69.36%
LM4	20.97%	20.97%	30.65%	12.90%	14.52%	2.79	58.07%
LM5	17.74%	19.35%	25.81%	22.58%	14.52%	2.97	62.91%
LM6	14.52%	17.74%	30.65%	19.35%	17.74%	3.08	67.74%

The specific results of the survey on the satisfaction of leadership and management are shown in Table 5. It can be seen from the data in the table that teachers are generally satisfied with the overall satisfaction of school leadership and

management, and there is still room for improvement in the management level and quality of leaders, the communication and care between leaders and teachers, the support of leaders for subordinates' work and the transparency of leaders' work.

Table 6. Management system satisfaction

Option	Strongly Disagree	Disagree	General	Agree	Strongly Agree	Mean	Satisfaction
MS1	40.32%	17.74%	29.03%	8.06%	4.84%	2.19	41.93%
MS2	30.65%	16.13%	32.26%	14.52%	6.45%	2.5	53.23%
MS3	30.65%	20.97%	29.03%	9.68%	9.68%	2.47	48.39%
MS4	32.26%	14.52%	33.87%	11.29%	8.06%	2.48	53.22%
MS5	24.19%	16.13%	33.87%	17.74%	8.06%	2.69	59.67%
MS6	19.35%	11.29%	40.32%	19.35%	9.68%	2.89	69.35%
MS7	19.35%	14.52%	38.71%	16.13%	11.29%	2.85	66.13%

In the survey on satisfaction with the management system, the specific results are shown in Table 6. From the data in the table, it can be seen that teachers' satisfaction with the school management system is generally low. Their dissatisfaction is mainly reflected in the school's welfare security system, training and further education system, evaluation system for

teachers' workload, school's support for teaching, school's support for scientific research, school title evaluation system and standards, school post setting and employment policy. System is the criterion to guide people's behavior, and the quality of system will directly affect the effect of management.

Table 7. Job stress satisfaction

Option	Strongly Disagree	Disagree	General	Agree	Strongly Agree	Mean	Satisfaction
JS1	3.23%	8.06%	32.26%	33.87%	22.58%	3.65	88.71%
JS2	4.84%	9.68%	33.87%	20.97%	30.65%	3.63	85.49%

In the survey on satisfaction with work pressure, the specific results are shown in Table 7. From the data in the table, it can be seen that most teachers think that the pressure of teaching work and research work in schools is similar, and

they do not think that there is any pressure on the results of performance appraisal and the relevant employment system of schools. It shows that the school has a relatively low assessment system and work pressure.

Table 8. Turnover intention

Option	Strongly Disagree	Disagree	General	Agree	Strongly Agree	Mean	Satisfaction
TI1	12.90%	14.52%	33.87%	29.03%	9.68%	3.08	72.58%
TI2	25.81%	12.90%	29.03%	12.90%	19.35%	2.87	61.28%
TI3	11.29%	17.74%	33.87%	25.81%	11.29%	3.08	70.97%
TI4	11.29%	6.45%	27.42%	20.97%	33.87%	3.6	82.26%
TI5	8.06%	9.68%	14.52%	25.81%	41.94%	3.84	82.27%

In the survey on turnover intention, the specific results are shown in Table 8. As for the teachers who are currently working in school, not many of them have really made detailed plans or actually gone out to look for new jobs. Still, some teachers are seriously considering quitting their current jobs. In addition, quite a number of teachers said that they would consider quitting their jobs if other schools or companies offered better development opportunities, and they believed that they would find better jobs after quitting their current jobs. It can be seen from the results of the questionnaire that many teachers are in a wait-and-see state and will choose to leave the school once they have a better opportunity.

4. Conclusion

Based on the job satisfaction survey of teachers in selected higher vocational colleges in Sichuan, China, it is found that the reasons for the loss of teachers are the imperfect social security system, low social recognition, which is easy to affect teachers' career accomplishment, lack of long-term recruitment planning, irregular recruitment process, unreasonable salary system, performance appraisal methods and operational norms, lack of effective training, imperfect incentive mechanism, and lack of professional satisfaction. Due to the low expectation of teachers and the tension of labor relations, this paper puts forward corresponding countermeasures for the above reasons to provide favorable conditions for easing the degree of teacher turnover.

4.1. We will Improve the Social Security System

According to the survey results, most teachers expressed that they were not very satisfied with the welfare policies of Sichuan private vocational colleges, which reflects that the social security provided by schools for teachers needs to be improved. In order to better solve the problem of the loss of teachers in higher vocational colleges, the government needs to change the outdated concepts in the past, determine that private education holds the same status as public education through legal construction and social consciousness, and accelerate the reform process of welfare security for teachers in higher vocational colleges. At present, the government has established the status of private education from the legal level, and then it needs to ensure the implementation of relevant laws and regulations to avoid the legal system in vain. Therefore, the government needs to actively change the public's prejudice against private education, refer to the successful experience of private education in other countries, and provide good external conditions for the development of

private education in our country.

4.2. Improve Social Recognition and Create a Better Development Space for Teachers

According to the results of the survey, nearly 20% of teachers said that college teaching is not very meaningful, and college teaching is not a respected profession; 32.26% of teachers said that they could not get a strong sense of achievement from teaching work, and teachers had a low sense of professional identity. This misunderstanding stems from the low recognition of teachers by the society. Compared with public colleges and universities, private colleges and universities have relatively few resources and lack the support of relevant national policies and funds. In view of this, Sichuan private higher vocational colleges need to strive for more school resources, enhance their own school level, in order to attract more students and teachers, improve the school's social influence and recognition. Schools also need to actively participate in social cooperative research, provide opportunities for young teachers to exercise in the enterprise, and select more excellent teacher talents.

4.3. We will Improve the Recruitment System for Teachers

In order to effectively solve the problems existing in the recruitment and allocation of private higher vocational colleges in Sichuan, such as lack of long-term recruitment planning, irregular recruitment process, etc., a scientific teacher recruitment policy is formulated according to the characteristics of private higher vocational colleges, and the work flow of teacher recruitment is constantly standardized, and the recruitment methods and scope are expanded, so as to better improve the teacher recruitment system.

4.4. Establish a Scientific Salary System to Stabilize the Teaching Staff

Improving the level of salary management and human resource management is an important goal of broadband salary. In the modern broadband salary system, the title or position of teachers has not been promoted but their ability has reached a higher level, which has gradually evolved into the standard for teachers to obtain higher salaries, making schools attach great importance to the improvement of teachers' personal teaching level and professional and technical ability. Based on this standard, some teachers with high positions and high titles will inevitably feel a certain pressure, and in order not to lag behind other junior or young teachers, they must constantly adapt to challenges from all sides, so as to constantly improve themselves. Combined with the actual situation of private vocational colleges in Sichuan,

timely reform the current salary system, guide teachers to pay attention to the development of their own personal ability, and constantly improve their professional ability. Effectively combine teacher training with job promotion, reward and treatment, give teachers more opportunities to participate in training, and promote the common development and improvement of teachers and schools, management and teaching efficiency.

4.5. Establish a Fair and Scientific Performance Appraisal System

When evaluating teacher performance in Sichuan private higher vocational colleges, it is necessary to follow the four steps of formulating teacher performance evaluation requirements and standards, determining teacher performance evaluation indicators, evaluating actual work performance, and feedback performance evaluation results. The most important of these steps is to determine the evaluation indicators of teacher performance, because it is directly related to the scientific and accuracy of performance evaluation results. First of all, by defining the requirements of teachers' work itself, that is, to ensure that schools and teachers reach a consensus on job responsibilities and work standards, it clarifies the requirements and standards of teacher performance assessment, such as the combination of quantitative assessment and qualitative assessment, self-assessment and organizational assessment. Secondly, scientific, objective and fair performance appraisal indicators should be designed, such as teachers' comprehensive performance, teaching workload, curriculum teaching quality, teaching research and research achievements, and other related indicators. Then, common methods such as management by objectives, balanced scorecard and key performance indicator method should be used to strictly implement performance appraisal. In addition, the difference between the actual performance and the expected performance is compared to evaluate the actual performance. Finally, the performance appraisal results usually have one or more feedback opportunities, according to the feedback of the assessment results to determine the follow-up matters, such as the amount of post allowance, promotion/ renewal/ promotion/ dismissal.

4.6. Improve the Quality of Teacher Training

To develop a scientific training plan for Sichuan private higher vocational colleges, it is first necessary to evaluate the prospect of professional development and the prospection and pertinence of the training content. The training content must be consistent with the development strategy and goal of the college, and at the same time, it must conform to the future development trend of private higher vocational colleges, so as to provide teachers with cutting-edge and innovative knowledge. Through training, teachers can not only meet their own post needs but also meet the needs of professional development, so that teacher training activities can play their

intrinsic value and make the training cost worthwhile. In addition, schools should pay attention to the participation of all teachers, and build a special training system according to the characteristics of teachers in different majors, so that the training activities are more in line with the professional development of schools and teachers.

4.7. Establish an Effective Incentive Mechanism

In Sichuan private higher vocational colleges, teachers are dissatisfied with the low salary level, so colleges must pay attention to material incentives when designing incentive mechanism. Material incentives can be combined with various forms of incentives, such as salary incentives, bonus incentives, welfare incentives, financial incentives, paid leave incentives, so that teachers can freely choose according to their own needs. Then, material incentives are not omnipotent, the material requirements are not high or their own living conditions are very good teachers, will pursue a higher level of demand, at this time the need for spiritual incentives to play a role. Career development incentive, promotion incentive, training incentive, honor incentive and other ways can be used to make teachers satisfied at the spiritual level. It is believed that any teacher will be more and more loyal to the school under the dual role of material and spiritual incentives.

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