

Influencing Factors on the Reduction of Private College Instructors in China: An Inputs to Development Plan

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Abstract: As an important part of higher education, private colleges and universities have made important contributions to social development. However, breaking through the quality, reputation, and characteristics, taking the road of differentiated development, and facing multiple tests. In the development of many problems, the construction of teachers in private colleges is increasingly prominent, and there is an unstable phenomenon of teachers. The continuous reduction of this group will affect the educational decision-making of government departments, hinder the development of private colleges, and the development of teachers' careers. This study takes the teachers of 11 private undergraduate colleges in Heilongjiang province as the research object, based on the theory of job satisfaction and the Price-Mueller reduction theory. According to the reality of teacher reduction in private colleges, the theoretical model and research hypothesis of teacher reduction are constructed, and the influence of different factors on teacher job satisfaction and reduction intention is evaluated.

Keywords: Private Colleges; Reduction of Instructors; Influencing Factors; Development Plan.

1. Introduction

Private higher education reduces the government's pressure on higher education investment, alleviates the shortage of talent supply and the contradiction between supply and demand, and cultivates many applied technology talents that society urgently needs. Private colleges and universities independently run schools, enroll college students and recruit independently, and implement a school-enterprise education model, providing managers, teachers, and students with flexible development space. China's Ministry of Education proposed "strengthening the connotation construction of private colleges and universities and running several high-level private colleges and universities". "The revision of the Law on the Promotion of Private Education" further proves that the state attaches great importance to private higher education and actively takes various measures to develop private higher education. Private colleges and universities gradually adapt to China's social development needs and become an irreplaceable force. With the development of society, the flow of college teachers has become a common phenomenon. Teacher flow includes normal flow and abnormal flow. Normal flow is a benign, two-way, and reasonable flow, which puts the university teachers in a dynamic equilibrium state (Pan & Yuan, 2019), can promote the fair development of education, and promote regional education innovation. Abnormal flow is due to the influence of many factors, reducing teachers in private colleges and universities, which will cause an imbalance of regional educational resources. Especially in economically underdeveloped areas, teacher reduction will have a serious negative impact on the construction of teachers in private colleges. Therefore, paying attention to and strengthening the management of the reduction of teachers in private colleges and universities has become an important problem in comprehensively deepening the reform of human resources in colleges and universities.

2. Statement of the Problems

This study aims to grasp the current situation and trend of teacher reduction in private colleges in Heilongjiang Province, analyze the influence of different factors on teacher reduction, seek ways to maintain and control teacher reduction and improve college performance in a targeted way, which is particularly important.

Specifically, this study attempts to answer the following questions:

1. From the perspective of demography, what is the basic information of the respondents in this study in terms of the following:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Marital / Reproductive status;
 - 1.4 Professional title;
 - 1.5 Maximum education level/ educational attainment; and
 - 1.6 Length of service?
2. What are the factors affecting the teacher reduction in private colleges:
 - 2.1 Social approval;
 - 2.2 Work environment;
 - 2.3 Salary and benefits; and
 - 2.4 Professional development?
3. When grouped according to profile, is there a significant difference in the respondent assessment of the factors affecting teacher reduction?
4. Is there a significant relationship between the influencing factors of the teachers?
5. Based on the findings, what development measures may be proposed to improve teacher job satisfaction and reduce teacher reduction?

3. Scope and Delimitations

This study focuses on the influence of different factors on the reduction of teachers in private undergraduate colleges

and the countermeasures. The study was conducted in Harbin, Heilongjiang province of China, from 2021-2023. The participants were from 11 private undergraduate colleges in Heilongjiang Province, China, and some changed jobs. A quantitative method was used in this study. Using self-made "The reduction factor scale, job satisfaction scale and reduction intention scale of teachers in private colleges". Due to the pandemic, research will be managed online. Participants' demographic, social, organizational, and psychological characteristics were evaluated. In this study, the active reduction of teachers is the research direction, and the scope refers to the working-age teaching staff in full-time positions, excluding teachers engaged in educational administrative positions. Passive reduction, such as teacher retirement, crime, and death, belongs to force majeure factors, which cannot be analyzed and are not included in the scope of this study. In addition, the demographic characteristics of the participants include age, gender, marital status, highest education, professional title, and length of service. The teacher reduction variables include social, organizational, and individual variables. The evaluation of teacher reduction factors focuses on four aspects: social approval, work environment, salary and benefits, and professional development.

4. Research Design

Quantitative research methods disengage human behavior in a way that isn't yet included in models. The advantage is that it produces quantifiable, reliable data that can be generalized to a larger population. This study uses a quantitative method.

This study mainly includes two aspects: colleges and individuals. To ensure the diversity of information collected, the researchers selected 11 private undergraduate colleges in Heilongjiang Province of China as the case study. So far, these colleges have not been thoroughly studied. Individuals refer to the stakeholders of these colleges, including teachers in these colleges, as well as teachers who have resigned from the above colleges. Taking the reduction theory as the theoretical basis of the research question, the paper discusses the social, organizational, and individual factors that affect the reduction of teachers to investigate the causes of the reduction of teachers. The theory of job satisfaction is taken as the theoretical basis of this study and explained from different aspects of improving teachers' job satisfaction (such as the level of society, colleges and teachers), and effective suggestions are put forward. At the same time, panel data published by the Ministry of Education of China and the Statistical Yearbook of Heilongjiang Province were used to lay a foundation for data collection in the questionnaire. Therefore, this study obtained preliminary data on the reasons and effects of teacher reduction through quantitative methods.

5. PRESENTATION AND INTERPRETATION OF DATA

This chapter presents the presentation, analysis, and interpretation of the data gathered from the respondents to determine the factors affecting teacher reduction in private colleges in China.

The results are organized and discussed according to the problem statement in Chapter 1.

Problem 1. From the perspective of demography, what is the basic information of the respondents in this study in terms

of the following:

- 1.1 Age;
- 1.2 Gender;
- 1.3 Marital/reproductive status;
- 1.4 Professional title;
- 1.5 Education level, and
- 1.6 Length of service?

Table 1 presents the distribution of respondents when grouped according to age.

Table 1. Frequency and Percentage Distribution of the Teacher-Respondents in Terms of Age

Profile	Frequency	Percentage %
Age		
Under 25	70	18.9
26-35	130	35.1
36-45	100	27.0
Over 46	70	18.9
Total	370	100.0

In the table above, the demographic information about the respondents' age distribution indicates that the largest group falls within the 26-35-year-old range (35.1%), followed by the 36-45-year-old range (27.0%). The under 25 years old and over 46 years old groups each constitute 18.9% of the total respondents.

Table 2 presents the distribution of respondents when grouped according to gender.

Table 2. Frequency and Percentage Distribution of the Teacher-Respondents in Terms of Gender

Profile	Frequency	Percentage %
Gender		
Male	190	51.4
Female	180	48.6
Total	370	100.0

The demographic information about the respondents' gender distribution shows that 51.4% of the participants are male, while 48.6% are female.

6. Conclusion

Based on the significant findings, the following conclusions were reached:

1. The study made conscious efforts to avoid gender bias and capture a comprehensive understanding of the study by including a relatively balanced representation of male and female teachers' participants. The involvement of middle-aged educators in the study suggests the management of new perspectives and a comprehensive plan to minimize instructors' reduction in private colleges and universities. Furthermore, the diverse educational backgrounds, job titles, and years of experience among the participating teachers contribute to a comprehensive understanding of teacher attrition, challenges, satisfaction and perspectives within human resources.

2. The assessment of the factors affecting the teacher reduction in private colleges as to social approval, work environment, salary and benefits and professional development substantially impact teacher mobility within private colleges as perceived by private college teachers. This suggests that job prospects outside of private colleges influence teachers' decisions to stay or leave, which could contribute to teacher reduction. The mean scores across

various indicators indicate consistent moderate agreement. As evaluated by teachers, this indicates a general dissatisfaction or disagreement regarding various aspects of professional development opportunities and alignment with career plans. Overall, the respondents express discontent with the current state of Professional Development factors affecting teacher retention in private colleges.

3. The results show statistically significant differences in how respondents perceive the impact of various factors (social approval, work environment, salary and benefits, and professional development) on teacher attrition when grouped according to different age profiles. These findings emphasize the importance of considering age-related perspectives when addressing issues related to teacher retention and designing strategies to improve working conditions and job satisfaction in the teaching profession. Further analysis could uncover each group's perceptions' specific patterns and nuances.

4. Several findings on the significant relationship are observed in several important factors that influence teachers' job satisfaction. A positive work environment, competitive salary and benefits, opportunities for professional development, and even the perception of social approval can significantly shape how satisfied teachers are with their jobs.

5. An enhanced development plan is recommended to refine objectives, optimize strategies, enhance skills, and effectively utilize resources. This includes workshops, training, integration in the curriculum, monitoring systems, and various strategies like enhanced monitoring, involving parents and stakeholders, expanding awareness programs, implementing curricular programs, developing a comprehensive fitness curriculum, providing specialized training, and optimizing resource utilization. Implementing this model will create a sustainable education that fosters a culture of excellence among teachers.

7. Recommendations

Based on the findings and conclusion of the study, the following recommendations can be made:

For Ministry of Education: The study, specifically the proposed development plan, could provide them with the evidence and basis for managing teachers' attrition rate for quality education delivery. Managing teacher attrition involves using management principles to reduce the rate at which teachers leave the school system for other lucrative jobs, ensuring that teachers are kept in jobs for stability and long-term use through proper maintenance. Teachers' salaries should be increased to be comparable to the national average and should be paid when due. The government should make favorable conditions for the working environment and facilities that will make teachers' function effective and efficient; teaching should be accorded its social recognition and prestige for moral encouragement because teachers are likely to stay if they receive gratitude and respect from students, parents, and the public. Mentoring is a strategy that improves teachers' retention and enhances teaching quality.

For Private College Teachers: The implementation of the proposed development plan of new salary structure for teachers, maintaining well-furnished and attractive offices and classroom in schools, regular promotion of teachers as at when due, adequate remuneration such as car loans/housing loans/ health loans, enlistment of teachers for staff professional development programmes such as in-service trainings/study leave, social recognition/prestige accorded to teaching, recruitment of the best brains and those who love

teaching, modernizing schools to meet the 21st century standard, saving money to support teachers, granting favorable retirement/pension policy, establishing Special ways for honoring and awarding teachers to appreciate teachers' effort, protection of teachers against hazards in the school (i.e. insult from students and protection from kidnappers), granting special allowances to rural teachers, providing staff with ICT skills for quality service delivery, and mentoring of teachers to retain and enhance their teaching quality. This, in turn, will improve the academic performance of college students.

For Community Leaders: To ensure the successful execution of the development plan for education advancement, it is crucial to generate awareness and encourage the active involvement of the local community. This can be achieved by promoting the plan through various channels and engaging community members in its activities. Additionally, seeking opportunities for collaboration with schools can yield significant benefits. By providing resources, organizing community events, or offering mentorship programs, the community can play a vital role in supporting education initiatives, specifically teacher retention in private schools. Furthermore, it is important to advocate for the significance of staying longer in schools and its impact on students. Emphasizing these practices' positive impact on overall well-being and academic performance can further strengthen the commitment to promoting teaching in private schools within the school community.

For Future Researchers: To determine the effectiveness and impact of the development plan on teachers' job satisfaction and retention using the different approaches, it is crucial to build upon the findings of this study and conduct additional research on their long-term effects on enhancement and sustainability of the best management practices specifically social approval, professional development and overall welfare and well-being of private college teachers. This research can explore the impact of various program variations or investigate the role of specific interventions, training approaches, or resources that can shed light on the effectiveness in promoting teachers' job satisfaction and overall improved performance. By undertaking these research endeavors, we can further optimize enhanced management strategies and approaches and their outcomes to benefit students' holistic development. This research could serve as a guide for planning similar or in-depth research on current topics. Further, it could also lead them to generate another follow-up study that could serve as a basis for other research on the level of private college teachers/instructors' satisfaction with their current employment.

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