EXPLORING INFLUENCING FACTORS AND IMPLEMENTING EFFECTIVE COUNTERMEASURES ON TEACHER MOBILITY IN HIGHER EDUCATION IN CHINA

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ABSTRACT

Introduction Here are some ideas and tips on exploring influencing factors and implementing effective countermeasures for teacher mobility in higher education in China:Influencing Factors: Career advancement opportunities: **Objectives** of the StudyThis study investigated the factors influencing and effective countermeasures for teacher turnover in higher education in China. **Methodology** A survey was conducted with 463 university teachers using an online questionnaire survey. showed that job satisfaction, the working environment, career development, institutional policies, and support systems significantly affected teacher turnover. However, there were no significant differences in teacher turnover according to gender, age, academic qualifications or job title. This study suggests that the government should play a macro-level regulatory role in the housing market. **Results** Universities should control the autonomy of teacher turnover and establish compensation mechanisms for losses. Teachers should improve their self-discipline to ensure honest turnover. To promote rational teacher turnover, institutions should focus on teachers' career development, improve teachers' treatment, and build a good organizational culture. It is important to meet the resource conditions for teachers' professional development. **Conclusion** Management interventions should be reduced, and office procedures should be simplified to achieve efficiency. The results provide insights into the factors influencing teacher turnover in China's higher education and suggest ways to promote teacher turnover scientifically and systematically.

Keywords: Higher Education; Teachers,Faculty Mobility; hypothesis model,

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1. INTRODUCTION

Teachers may seek positions that offer better prospects for promotion and professional growth. Salary and benefits: Competitive compensation packages can attract and retain talented educators. Research funding and resources: Access to grants, laboratories, and other research facilities may influence a teacher's decision to stay or move.

China has built the world's largest higher education system. According to data released by the Ministry of Education, the total number of students enrolled exceeds 44.3 million, and the gross enrolment rate in higher education has increased from 30% in 2012 to 57.8% in 2021, achieving a historic leap forward, with higher education entering a stage of universalisation recognised worldwide. Among them, the average school size of ordinary undergraduate schools is 16,366, the average school size of undergraduate level vocational schools is 18,403, and the average school size of higher vocational (specialist) schools is 9,470 (Hoppock,1935, Hinsz & Nelson, 1990,Hu, Shiji.2018).

In 2015, the Ministry of Education adopted the General Plan for Coordinating the Construction of World-Class Universities and First-Class Disciplines, and in 2017, it announced the Notice on the Announcement of the List of Universities and Disciplines for the Construction of World-Class Universities and First-Class Disciplines, which brought the competition among universities to a new level with the implementation of the construction of "double first-class" universities (Lange,1990,Lai,& Li,2021) .

The subject of this research is university teachers.It explores the subjec -tive behaviour of teachers, analyses the influencing factors of their mobility, and deciphers the problems of unbalanced and insufficient resources brought about by the mobility of university teachers (Lamont, Et al 2014,Jili, Jingya, & Taotao,2014, Knight, 2002)with a view to providing a reference for the rational mobility of university teachers in China.The framework chart is formulated according to the subject(Fig1.1).

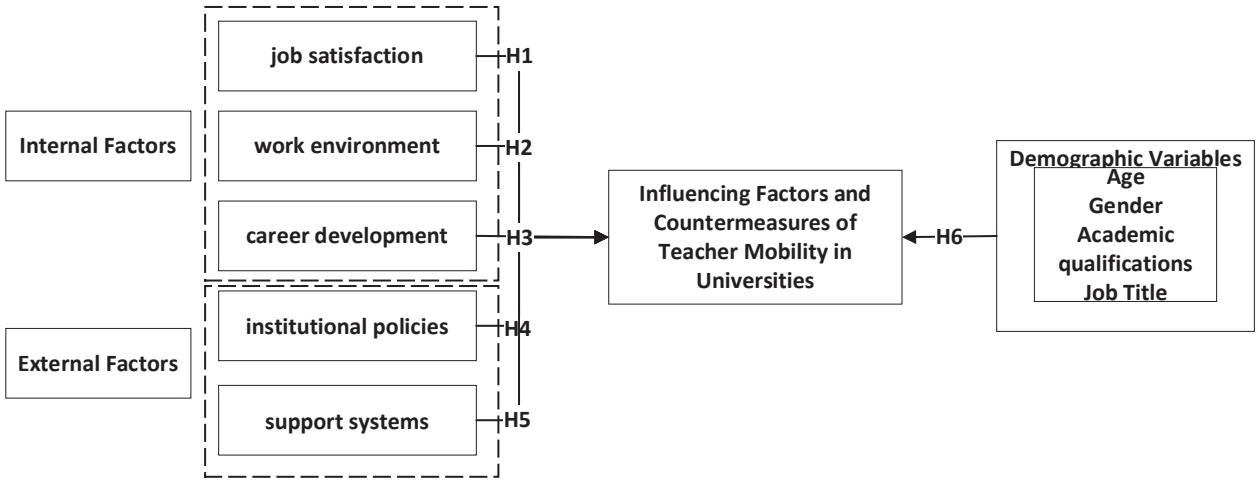
2. OBJECTIVE

To study Exploring Influencing Factor and Implementing Effective Countermeasures on Teacher in Higher Education

3. CONCEPTURAL FRAMWORK

Figure 1

Conceptual Framework



4. METHODOLOGY

Research hypotheses

Mrope, (2023). study to determine the relationship between job satisfaction and mobility among teachers in Mumba region of Tanzania used a survey research design with 185 teachers from 11 schools randomly selected. The study revealed that teachers who were dissatisfied with the distance to a good house were more likely to be mobile than those who were satisfied with the distance to a good house. Similarly, teachers who were dissatisfied with the distance to higher educational institutions were more likely to be mobile compared to those who were satisfied with the distance to higher educational institutions (Li,2020,Li, Irene,2013,Lee,1966,Ehrenberg, 1991, Feng, & Sass, 2012).

Yu, Et al 2010). points out that opportunity cost is also an important influence. According to Jovanovic's (1979) search model, the effort and time spent by university teachers on on-the-job search (SEA) determines how much alternative work they can find and how much they can gain. pointed out that some scholars, when studying the influencing factors of teacher mobility in universities, included personal job satisfaction in the research model, and concluded that organizational characteri -stics(e.g.,institutional policies, institu ti -onal size, personnel policies, and employee benefits,etc.),personal charac -teristics(e.g.,gender,age, education, and marital status,etc.), and work experience (e.g., tenure, title, etc.) are the main aspects of generating internal pushback. (Franzoni, Scelltato, & Stephan,2012,Fayol, H. (1949). , these three major factors directly affect teachers' job satisfaction and perception of the organizational environment, thus influencing teachers' turnover tendency.

External pull factors, on the other hand, include the job market, external perks (e.g., salary and benefits,promotion opportunities), resear -ch opportunities, teaching opportunities, and other family factors.(Gulosino, 2018, Hair, Black, Babin, &Anderson, 2010).

Based on this, the following research hypotheses are proposed:

H1: Job satisfaction has a significant effect with teacher mobility in universities;

H2: Work environment has a significant effect with teacher mobility in universities;

H3: Career development has a significant effect with teacher mobility in universities;

H4: There is a significant effect of institutional policies and teacher mobility in universities;

H5: Support systems has a significant effect with teacher mobility in universities;

H6: There is a significant difference between different demographic characteristics (gender, age, education, and title) in influencing factors of teacher mobility in universities.

Population and Sample Size

The researcher according, China, to Sichuan University (SU), University of Electronic Science and Technology of China (UESTC), Southwest Jiaotong University (SJU), Southwestern University of Finance and Economics (SUFE), and Sichuan Normal University (SNU) (Lipset, & R. Bendix,1959,Liu L. (2023). Lin, Songyue, Liu, Jin, & Xu, Li. (2020). As of December 31, 2020, there were 6323 teaching and research posts in Sichuan University. There are 20 academicians of the two academies(including 9 double-appointed academicians), 7 outstanding professors of Sichuan University, 33 leading talents of the National “Ten Thousand Plan”, 16 young top talents, 64 winners of the National Outstanding Youth Science Foundation, 65 winners of the National Excellent Youth Science Foundation, 973 There are 9 chief scientists and 12 winners of the “Teaching Master Award” of higher education institutions . (Liu,2019,Qin,2022). the Chinese Academy of Engineering (including15double-appointed academicians), more than 130 selected candidates of the national high-level talent program; 1 innovation group of the National Natural Fund Committee, 6 innovation teams of the Ministry of Education, 8 national teaching teams, and 7 national teaching teachers. 7 national teaching masters (Qu, Zhonglin, 2023Qing,2021) .

5. RESULT

In this study, an email containing a link to the questionnaire was sent to university teachers through the online questionnaire star platform, in this way a total of 500 questionnaires were distributed and 463 valid questionnaires were recovered, with a recovery rate of 92.6%.

When Job Satisfaction (JS), Work Environment(WE), Career Development (CD), Institutional Policies (IP), and Support Systems (SS) are jointly used as the independent variables and Teacher Mobility in Universities (TM) as the dependent variable, the results obtained are s

Table 1

Results of regression analysis of each influential factor

Model	Unstandardized coefficient		Standardization coefficient	t	Sig.
	B	Standard Error	Beta		
(constant)	.164	.127		1.287	.199
JS	.027	.056	.025	.483	.030
WE	.049	.061	.050	.802	.023
CD	.066	.050	.069	1.322	.017
IP	.433	.038	.446	11.280	.000
SS	.506	.043	.464	11.725	.000

a. Dependent variable: TM

According to the above table, Job Satisfaction(JS) regression coefficient value is 0.027, significance p-value is 0.030 < 0.05, presenting significance, Job Satisfaction(JS) will have a significant effect on Teacher Mobility in Universities (TM).

Work Environment(WE) The value of regression coefficient is 0.049 and the significance p-value is 0.023 < 0.05, which shows significance, Work Environment(WE) will have significant effect on Teacher Mobility in Universitie -s(TM).

Career Development(CD)The value of regression coefficient is 0.066 and the significance p-value is 0.017 < 0.05, which shows significance and Career Development(CD)will have a significant effect on Teacher Mobility in Universities(TM).

Institutional Policies(IP) The regression coefficient value is 0.433 and the significance p-value is 0.000 < 0.05, which shows significance, Institutional Policies(IP) will have a significant effect on Teacher Mobility in Universities (TM).

Support Systems(SS) The value of regression coefficient is 0.506 and the significance p-value is 0.000 < 0.05, which shows significance and Support Systems(SS)will have a significant effect on Teacher Mobility in Universities(TM).

Job Satisfaction(JS),Work Environ -ment(WE), Career Development (CD), Institutional Policies (IP), and Support Systems (SS) have a significant effect on Teacher Mobility in Universities(TM) have significant effects.

Table 2

Results of independent samples t-test of factors influencing teacher mobility in universities by gender

	Gender	N	Mean	SD	F	P	t	df	P
CAB	Male	255	3.456	.9906	1.711	.192	.429	454	.668
	Female	208	3.418	.9108					
SM	Male	255	3.580	1.0261	1.360	.244	.805	454	.421
	Female	208	3.506	.9468					
JSS	Male	255	3.774	.9620	1.258	.263	.257	453	.797
	Female	208	3.752	.8978					
JM	Male	255	3.084	.9982	1.236	.267	1.052	456	.293
	Female	208	2.990	.9062					
PN	Male	255	3.473	.9801	1.257	.263	.168	452	.866
	Female	208	3.458	.9171					
OC	Male	255	3.578	1.0263	1.256	.263	-.147	453	.883
	Female	208	3.591	.9548					
ORN	Male	255	3.519	.9790	.325	.569	.480	449	.631
	Female	208	3.476	.9402					
IR	Male	255	3.508	1.0440	.002	.961	.401	444	.688
	Female	208	3.470	1.0336					
PDS	Male	255	3.290	1.0547	.535	.465	.963	448	.336
	Female	208	3.197	1.0179					
PT	Male	255	3.447	.9897	.019	.891	.742	441	.459
	Female	208	3.378	.9971					
TIS	Male	255	3.556	1.0345	3.552	.060	1.148	456	.252
	Female	208	3.450	.9352					
LAR	Male	255	3.520	1.0192	.206	.650	-.556	449	.579
	Female	208	3.572	.9808					
TP	Male	255	3.557	.9891	.675	.412	-.938	461	.349
	Female	208	3.641	.9241					
ALM	Male	255	3.816	1.0526	7.389	.007	.211	461	.211
	Female	208	3.796	.8636					
RED	Male	255	3.052	.9390	.510	.475	-1.968	458	.050
	Female	208	3.215	.8352					
TM	Male	255	3.557	.9400	2.739	.099	-1.386	455	.166
	Female	208	3.673	.8610					
JS	Male	255	3.473	.8773	1.444	.230	.623	456	.534
	Female	208	3.425	.7946					
WE	Male	255	3.535	.9464	.009	.924	.262	447	.794
	Female	208	3.512	.9204					
CD	Male	255	3.431	.9744	1.019	.313	1.006	451	.315
	Female	208	3.342	.9246					
IP	Male	255	3.539	.9546	.545	.461	-.784	450	.434
	Female	208	3.607	.9070					
SS	Male	255	3.434	.8943	3.725	.054	-.940	461	.348
	Female	208	3.506	.7456					

ities, Job Satisfaction (JS)and its dimensions,Work Environ -ment(WE) and its dimensions, Career Development(CD)and its dimensions, Institutional Policies (IP) and its dimensions,Support Systems(SS) and its dimensions, and the number of teachers in the university, there is no significant difference between male and female teachers in Teacher Mobility in Universities (TM), and teacher mobility in Universities(TM) are not significantly different by gender.

Table 3 Continued table

Results of one-way ANOVA test of the factors affecting teacher mobility in universities by age

		N	Mean	SD	Levin statistics	df1	df2	P	F	P	LSD
CAB	Below 35 years old	81	3.539	.8781	.983	2	460	.375	.834	.435	1＞2，3
	35-45 years old	279	3.441	.9354							
	Above 45 years old	103	3.356	1.0605							
SM	Below 35 years old	81	3.658	.9159	1.995	2	460	.137	1.045	.353	1＞2，3
	35-45 years old	279	3.552	.9702							
	Above 45 years old	103	3.447	1.0972							
JSS	Below 35 years old	81	3.733	.8172	2.378	2	460	.094	.985	.374	2＞1，3
	35-45 years old	279	3.810	.9236							
	Above 45 years old	103	3.663	1.0369							
JM	Below 35 years old	81	3.070	.8815	.483	2	460	.617	.398	.672	1＞2，3
	35-45 years old	279	3.061	.9720							
	Above 45 years old	103	2.968	.9830							
PN	Below 35 years old	81	3.506	.9085	.524	2	460	.593	.308	.735	1＞2，3
	35-45 years old	279	3.478	.9543							
	Above 45 years old	103	3.405	.9820							

OC	Below 35 years old	81	3.601	.9667	.395	2	460	.674	.189	.828	1＞2，3
	35-45 years old	279	3.599	.9922							
	Above 45 years old	103	3.531	1.0263							
ORN	Below 35 years old	81	3.539	.9000	.646	2	460	.525	.943	.390	1＞2，3
	35-45 years old	279	3.530	.9607							
	Above 45 years old	103	3.385	1.0073							
IR	Below 35 years old	81	3.543	.9767	.710	2	460	.492	1.352	.260	1＞2，3
	35-45 years old	279	3.530	1.0290							
	Above 45 years old	103	3.343	1.1050							
PDS	Below 35 years old	81	3.210	1.0441	.285	2	460	.752	.576	.563	2＞1，3
	35-45 years old	279	3.289	1.0431							
	Above 45 years old	103	3.168	1.0246							

According to the above table,Job Satisfaction (JS) and its dimensions, Work Environment (WE)and its dimensions,Career Development (CD) and its dimensions, Institutional Policies (IP) and its dimensions,Support Systems (SS) and its dimensions, and Teacher Mobility in Universities(TM) are not significantly different in academic qualification.

6. DISCUSSIONS

China’s laws on teacher mobility are not yet sound, and there are many loopholes in the mobility mechanism; some teachers do not follow the law of talent mobility, exacerbating the disorderly mobility of teachers, which is manifested in the imbalance in the regional mobility of teachers in higher education. Second, the inter-school mobility is frequent (Lipset, & Bendix.1959).. Third, the phenomenon of wastage is serious. Strategies to promote the scientific and orderly flow of teachers in higher education in China include: First, the government plays a macro-control function.Secondly,colleges and universit -ies clearly regulate the autonomy of teacher mobility. Autonomous regulation of teacher mobility policy, from the institutional level to reform the internal management system, from the strategic development to strengthen the implementation of the internationalizati -on strategy, from the risk avoidance to establish the loss of compensation mechanism,pilot”transfer system” (

Su, Yang,2023,Romer,1986,Racké, 2013). Thirdly, teachers should improve the quality of self-discipline for honest mobility. Teachers should strengthen the moral construction, improve the personal quality of self-discipline, adhere to the integrity of mobility.

By analyzing the differences in the influencing factors of teachers' mobility by gender, age, education and title, it is found that Job Satisfaction (JS) and its dimensions, Work Environment (WE) and its dimensions, Career Development (CD) and its dimensions, Institutional Policies (IP) and its dimensions, Support Policies (SPS) and its dimensions are the most important factors of teachers' mobility. IP) and its dimensions, Support Systems(SS) and its dimensions, and Teacher Mobility in Universities(TM) are not significantly different, but this is only representative of the results of the data analyzed in this study. The reason this may occur is that the quality of the sample data needs to be further improved.The equalization of gender concepts has helped to reduce the gap in the gender ratio of higher education teachers in different levels of positions, and has increased the proportion of women in the positions of teachers, professors, and leaders in higher education (Yu,2021).. Inequality is rationalized when a rational system is combined with a certain identity(Lamont, Et al 2014).. Nonetheless, the main recommendations in improving the mobility of higher education teachers are, firstly, to focus on the career development of higher education teachers and to stimulate the organizational identity of higher education teachers. The second is to improve the treatment of higher education teachers in undergraduate colleges and establish a good organizational culture. Third, according to the work characteristics of different types of institutions, targeted policies to promote the career development of higher education teachers.

the mobility of higher education teachers is not only a mutual game between the organization and the individual, but also has a multifaceted impact from the family (Freeman, 1984). Rausch, D. (1989). Sims, S. (2020, Sullivan, et al 2017,Palma Et al 2022).similarly modeled the relationship between working conditions, teacher job satisfaction, and turnover intentions, noting that working conditions are closely related to factors such as the nature of the school leadership, whether the teacher has received training in the subject matter taught, and the teacher's scope for career development within the school. Job satisfaction of higher education teachers is the overall evaluation of higher education teachers through their perceptions of various aspects of their jobs. Satisfactory salary and benefits, strong career development support and fair and transparent management system are the most attractive aspects of higher education jobs.

As a result, the main suggestions in improving the mobility of teachers in higher education are, firstly, to meet the resource conditions for teachers' professional development is the foundation. Colleges and universities should reduce the interference of administrative affairs to teachers, try to simplify office procedures, ensure that the task process is clear, accurate and efficient, and utilize new technological means to improve the efficiency of administrative work and reduce the loss of teachers' energy. (Sun Xin. 2022,Jovanovic,1979,Hair, et al 2010).

7. ORIGINALITY AND BODY OF KNOWLEDGE

Working environment, career development, institutional policies, and support systems significantly affect teacher turnover. However, there are no significant differences in teacher turnover by gender, age, academic qualifications, or job title. This study suggests that the government should play a macro-level regulatory role, universities should control teacher turnover autonomy and establish compensation mechanisms, and teachers should improve self-discipline. To promote rational teacher turnover, institutions should focus on teacher career development, improve retention, build a good organizational culture, and implement resource conditions for professional development. Administrative intervention should be reduced, and office procedures should be simplified to achieve efficiency.

8. RESEARCH RECOMMENDATIONS

Due to the limited time, this paper only analyzes the influencing factors of teacher mobility in some colleges and universities in a region in the questionnaire, and does not investigate the situation of teacher mobility in colleges and universities by region and regional economy, etc.

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