

THE INFLUENCE OF TEACHERS' PROFESSIONAL IDENTITY ON THE STABILITY OF THE FACULTY IN CHINESE PRIVATE UNIVERSITIES

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Abstract

The research topic “The Influence of Teachers' Professional Identity on The Stability of The Faculty in Chinese Private Universities” aimed to study (1) To explore the factors influencing the stability of the faculty in general private universities. (2) To analyze the effects of related factors on the stability of the faculty in general private universities. (3) To provide solutions for general private universities in Guizhou Province and China to stabilize their faculty, continuously improve the level and quality of team building, and ensure sustainable development of the university. Data were collected from private university teachers in Guizhou Province, China (n=421). The instrument for collecting data was spss21.0 and AMOS21.0 software for analysis. Analysis of data by Descriptive statistics and Content Analysis. We also found that Teachers' professional identity directly affects the stability of the teaching force; teachers' professional well-being in private universities had a mediating effect between teachers' professional identity and the faculty; teachers' intention to stay had a mediating effect between teachers' professional identity and the faculty.

Keywords: Private Universities; Professional Identity; Professional Happiness; Faculty willingness to stay; Faculty Stability

Introduction

After more than 40 years of development, private higher education in China has been greatly enhanced in terms of its number, scale of operation and management system. However, there is still a large gap between the construction of private university faculty and public universities, and there are still huge challenges especially in terms of stability. This restricts the sustainable and healthy development of private higher education. Private universities in China differ from public universities in terms of school system and development stage, and private university teachers have their own professional characteristics and management features. This study addresses this phenomenon and takes private universities in Guizhou Province as an example to study their faculty stability mechanisms, with the aim of helping private universities in Guizhou Province and even in China to improve faculty stability, narrow the gap with public universities in this regard, and provide certain solutions to ensure the sustainable and healthy development of private higher education.

Research Objectives

1. To explore the factors influencing the stability of the faculty in general private universities.
2. Analyze the impact of related factors on the stability of the faculty in general private universities.
3. To provide solutions for the general private universities in Guizhou Province and China to stabilize their own teaching staff, continuously improve the level and quality of team building, and ensure the sustainable development of the university.

Literature Reviews

This study will explore the three aspects of social identity theory, social exchange theory, and social role theory to further analyze the multiple elements that affect the stability of private university faculty in China, and combine the views of relevant scholars to explore them from a more layered, scientific, and diversified perspective.

Social identity theory: In the 1970s Tajfel H proposed social identity theory; in the 1980s Turner JC added self-categorization theory; in the early 21st century Hogg proposed uncertainty reduction theory. As can be seen, social identity theory has been interpreted and deepened through the ages, and has always been relevant to the development of each social group.

Social Exchange Theory: Social exchange theory is a sociological theory that flourished in Western sociology in the 1960s and spread widely around the world. It is based on specific assumptions about human nature and asserts that all human activities and social relations are guided by rewards and rewards. Homans believes that the laws of social exchange behavior are consistent and universal with the exchange principle in economics, and are the basis for maintaining interpersonal interaction and social stability, and that individuals are able to rationally pursue the greatest good.

Social role theory: The origin of role theory is a product of the West, and it is a proper name in drama. The English dramatist William Shakespeare was the first to perceive the intrinsic connection between the social stage and the theatrical stage, and to express this connection in clear language.

Teachers play multiple roles and face multiple role conflicts at the same time. Roles develop because of the development of society, role development promotes social development, and role development characterizes the development of society.

Professional identity: In her Career Stability Satisfaction Questionnaire, the career identity of private university teachers had a positive effect on their career stability satisfaction, and teachers' intention to leave had a negative predictive effect on their career stability satisfaction. It presents that career stability is positively related to career identity, and the higher the career identity, the more stable the career stability. Wang Haitao (2019) found through his study that the career identity of primary and secondary school teachers in Qiongbai, Hainan had a significant effect on their career happiness, and burnout played a partially mediating role between the two. Ji (2019) found through his study that the professional identity of elementary school physical education teachers in Fuzhou City could significantly and positively predict their occupational well-being.

H1: Teacher professional identity has a significant positive effect on teacher workforce stability.

H2: Teachers' professional identity has a significant positive effect on teachers' professional well-being.

H3: Teachers' professional identity has a significant positive effect on teachers' intention to stay in the profession.

Professional well-being: According to Bomirsky, occupational happiness is a subjective sense of well-being embodied in the work environment and refers to the assessment of employees' positive or negative affective experiences and perceptions of their work Lyubomirsky (2005). Zhao, Pan, Luo, Gong (2022), the perceived professional happiness of teachers in private universities in Guizhou is negatively related to their intention to leave, i.e., the stronger the professional happiness, the lower the intention to leave, and the fewer the number of people who choose "I am willing to give up this job if there is another suitable job". Therefore, improving the professional happiness of teachers in private universities in Guizhou can effectively reduce the turnover rate of teachers in private universities in Guizhou and improve the stability of the faculty.

H4: Teachers' professional well-being has a significant positive effect on the stability of the teaching force.

Willingness to stay in office: Willingness to stay is the behavior of an employee in an organization who, after careful consideration, decides to remain with the organization Chew, Janet, Chan, & Christopher (2008). Willingness to stay is the behavior that actually occurs before a teacher decides to stay in a position and is the final step in determining whether a teacher will stay or go. Teachers' demonstrated willingness to stay has become the best predictor of their actual retention Michaels & Spector (1982).

Wang, Li, Zhang, & Chen (2019) point out that "retention" of rural teachers is the foundation of rural teacher team building and a prerequisite for "good teaching". The impact of retention on the teaching force and its mechanism of action provide support to stabilize the teaching force, and only on the basis of teachers' "coming down" can "retention" be ensured, and ultimately

"teaching well" be realized. "The impact of retention on the teaching force and its mechanism of action support the stabilization of the teaching force.

H5: There is a significant positive effect of teacher retention intentions on faculty stability.

H6: Teachers' professional well-being has a significant positive effect on teachers' intention to stay in the profession.

Stability of the faculty: Occupational stability, understood in a superficially literal sense, means the stability of labor relations. "Occupational stability refers to the security of stability and security that workers should obtain in their occupation after employment. In other words, workers should not only be able to work, but their occupation should be maintained and the level and quality of employment should be improved."

Faculty stability is relative to the frequent turnover of teachers. It refers to the fact that the number of teachers remains basically constant over a certain period of time, the number of teachers introduced is greater than or equal to the number of teachers lost, and the overall faculty remains in a stable state with little change. Faculty stability refers not only to the turnover rate of teachers, but also, at a deeper level, to the teachers' high sense of belonging and satisfaction with the unit, their ability to do their best in their positions, whether the unit can meet the teachers' own development needs, and whether they can maintain their professional stability in a long period of time. Du (2019) Collective consciousness of the faculty and issues such as cohesiveness.

H7: Teacher professional well-being mediates the effect of professional identity on teacher workforce stability.

H8: Teacher retention intentions mediate the effect of career identity on teacher workforce stability.

H9: Teacher professional well-being and teacher retention intentions mediate the effect of professional identity on teacher workforce stability.

Research Methodology

Population and Sampling: In order to highlight the representatives of the sample and better analyze the influence mechanism of faculty stability in private universities, this study selected private university faculty in Guizhou Province as the research object to explore the influence of faculty stability in private universities in China. Separate samples were selected from eight private universities in Guizhou province. Through the Questionnaire Star APP, 460 questionnaires were collected from the eight private universities in Guizhou Province, of which 421 were valid, with an effective rate of 92%.

Research Instruments: To test the theoretical framework, questionnaires developed in previous studies were used as survey instruments. The Likert scale ranges from 1 (strongly disagree) and 5 (strongly agree).

Data analysis techniques: The valid data obtained from the questionnaire were analyzed using SPSS21.0 and AMOS21.0 software.

Results

Descriptive Statistical Analysis: Demographic data of the questionnaire respondents was analyzed via frequency distribution and percentage statistics.

Table 1: Demographic Information of Respondents
Basic Information Statistics

Projects	Category	Frequenc y	Percentag e
Gender	Male	139	33
	Female	282	67
Age	Under 25 years old	3	0.7
	26-35 years old	291	69.1
	36-45 years old	106	25.2
	Over 46 years old	21	5
Household Registration	Our province	287	68.2
	Foreign provinces	134	31.8
Marital Status	Single	194	46.1
	Married	227	53.9

Projects	Category	Frequency	Percentage
Number of years teaching at school	Less than 5 years	289	68.6
	5-10 years	72	17.1
	11-20 years	59	14
	21-30 years	1	0.2
Academic qualifications	Undergraduate	73	17.3
	Master's degree and above	348	82.7
Title	Teaching Assistants	17	4
	Lecturer	253	60.1
	Associate Professor	125	29.7
	Professor	26	6.2
Housing	Self-purchase	127	30.2
	Room for rent on campus	169	40.1
	Rent an apartment	106	25.2
	School welfare housing	19	4.5
	Less than 4000 RMB	30	7.1
Average Monthly Salary	4000-5999RMB	236	56.1
	6000-7999RMB	110	26.1
	8000-9999RMB	34	8.1
	10000RMB or more	11	2.6
	Total	421	100

From the basic descriptive statistics, the gender statistics show that the proportion of female teachers is significantly higher than that of male teachers, which is within the normal range; in the age statistics, the proportion of young teachers in private universities is higher, which is mainly due to the short development time of private universities; in the household registration statistics, the ratio of teachers from this province to teachers from other provinces is about 7:3. In the statistics of marital status, the proportion of young teachers in private universities is high; in the statistics of years of teaching in schools, teachers with less than 5 years of teaching account for a larger proportion; in the statistics of education, the ratio of teachers with bachelor's degree to teachers with master's degree or above is about 2:8, which is in line with the current development trend and requirements of private universities in Guizhou Province; in the statistics of titles, the proportion of lecturers is high; the ratio of lecturers is high. In the statistics of lecturer title, the proportion of lecturer title is higher; in the statistics

of housing, teachers who rent on-campus and rented rooms account for a larger proportion; in the statistics of average monthly salary, teachers with medium income account for a larger proportion, mainly due to the fact that young teachers in private universities account for a larger proportion and have lower titles.

Correlation analysis: Correlation analysis can explain the degree of correlation between variables, but there are limitations in explaining causality. In order to further explain the causal relationship between variables, the article utilized Pearson correlation analysis to analyze the relationship between each variable in this study.

Table 2: Correlation analysis of total dimensions

	Faculty willingness to stay	to	Professional Identity	Professional Happiness	Faculty Stability
Faculty willingness to stay	1				
Professional Identity	.450**		1		
Professional Happiness	.563**		.453**	1	
Faculty Stability	.651**		.519**	.718**	1

Note: *** indicate $p < 0.001$ ** $p < 0.01$ * $p < 0.05$

The correlation analysis table, the results showed that the correlation coefficients of teachers' willingness to stay, professional identity, professional well-being and teacher team stability were 0.651, 0.519 and 0.718 corresponding to p-values less than 0.01, which were statistically significant, indicating that teachers' willingness to stay, professional identity, professional well-being and teacher team stability were significantly correlated.

Path Analysis: Based on the theoretical model, a structural equation model was developed using AMOS 21.0 with professional identity as the independent variable, professional well-being and teacher retention intention as mediating variables, and teacher workforce stability as the dependent variable

(Figure).

Figure 2: Structural Equation Modeling

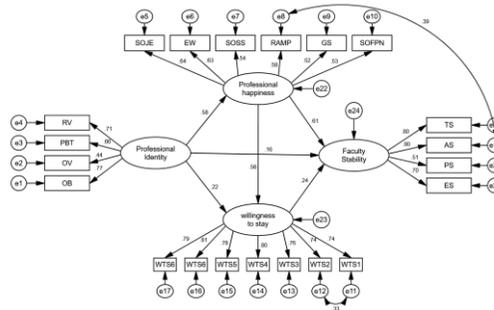


Table 3: Model Fit Optimization Index

Indicators	X2/df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Statistical values	2.185	0.923	0.902	0.906	0.938	0.946	0.053
Reference value	<3	>0.8	>0.8	>0.9	>0.9	>0.9	<0.08

Source: Data and information from this research

The model fit is good, from the table we can see that χ^2/df is 2.185 less than 3, GFI is 0.923 more than 0.8, AGFI is 0.902 more than 0.8, NFI is 0.906 more than 0.9, CFI is 0.946 more than 0.9, RMSEA=0.053 less than 0.08. According to the criteria of model fit index, the model fit indexes all meet the requirements, so the path analysis of the faculty stability model was conducted.

Table 4: The path coefficients between the variables

Paths	Standardized path coefficient	Standard Error S.E.	Critical ratio C.R.	P	Results
Professional well-being <---Professional identity	0.578	0.064	8.019	***	Accepted
Teachers' willingness to stay <- Professional	0.218	0.069	3.321	***	Accepted

Paths	Standardized path coefficient	Standard Error S.E.	Critical ratio C.R.	P	Results
identity					
Teachers' willingness to stay <-- Professional well-being	0.557	0.093	7.155	***	Accepted
Faculty Stability<--- Professional Identity	0.159	0.050	2.881	**	Accepted
Faculty Stability<--- Professional Well-Being	0.606	0.084	7.366	***	Accepted
Faculty Stability< - Faculty Willingness to Retain	0.240	0.052	3.953	***	Accepted

Note: *** indicate $p < 0.001$ ** $p < 0.01$ * $p < 0.05$

Mediation effects test: The upper and lower intervals of the three mediated paths in this study do not contain 0 and the p-value is less than the significant level 0.05, so each of the three hypotheses is valid and the mediating effect holds.

Table 5: Intermediation effect test

Parameter	Estimate	Lower	Upper	P
Professional identity-professional well-being-teaching force stability (mediating effect)	0.350	0.246	0.480	***
Career identity-teacher retention intention-teacher stability (mediating effect)	0.052	0.008	0.108	**
Professional identity - Professional well-being - Teacher retention intention - Teacher workforce stability (mediating effect)	0.077	0.028	0.124	**

Note: *** indicate $p < 0.001$ ** $p < 0.01$ * $p < 0.05$

Discussions

Through constructing a model of professional identity-faculty stability for teachers in private universities. In this model, the teacher's professional identity is a self-variable, which guides teachers' understanding, identification and emotional attachment of their professional and professional roles. Teachers' professional happiness and teacher retention will be the mediation variable, which guides the satisfaction of the teachers and the degree of desire for retention. The teacher's team is the dependent variable, the teacher's resignation rate and the team stability.

In particular, teacher's professional identity can affect the formation of teacher's career happiness. If teachers have a strong sense of their professional and professional roles, they are more likely to get job satisfaction and career happiness and are willing to stay in their jobs. At the same time, teachers' professional happiness also affects teachers' willingness to stay on, and if teachers have higher satisfaction and happiness, they are more likely to stay in their jobs.

New Knowledges

Figure 3: The diagram of new knowledge from the research

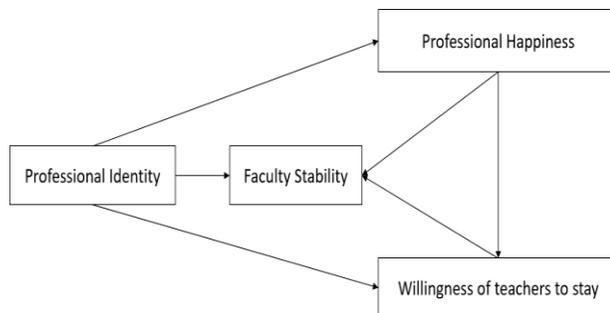


Figure 5.5 New Framework and Results

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identity is a self-variable, which guides teachers' understanding, identification and emotional attachment of their professional and professional roles. Teachers' professional happiness and teacher retention will be the mediation variable, which guides the satisfaction of the teachers and the degree of desire for retention. The teacher's team is the dependent variable, the teacher's resignation rate and the team stability.

Conclusions

Based on the relevant theories of social identity theory, social exchange theory, and social role theory, the relationship between the theoretical need for teacher workforce stability in private universities and related factors, and the actual needs of private university development in China was further analyzed. The concepts, connotations, and dimensions of faculty professional identity, faculty workforce stability, faculty professional well-being, and faculty retention intentions; the relationships among these four variables were analyzed, hypotheses were proposed, and a model was developed. The data were collected and analyzed to draw the conclusions of the study.

Demographic factors differed between several dimensions of organizational factors related to private colleges and universities and faculty performance; faculty career identity in private colleges and universities had a significant effect on faculty stability; faculty career well-being had a mediating effect between faculty career identity and faculty stability in private colleges and universities; faculty retention intention had a mediating effect between faculty career identity and faculty stability in private colleges and universities; faculty career well-being and faculty retention intention had a mediating effect between faculty career identity and faculty stability in private colleges and universities; faculty career There is a mediating effect between teachers' professional happiness and teachers' willingness to stay in private colleges and universities, and a mediating effect between teachers' professional identity and stability of the teaching force.

The structural equation model of teacher career identity-faculty stability in private universities, the mediating effect of teacher career well-being had the greatest impact on the structural equation model, followed by the effect of the chain mediation of teacher career well-being and teacher retention intention, and

finally the mediating effect of teacher retention intention. Therefore, in this study, the mediating effect of teacher career well-being was the most significant. In the stability of the faculty in private universities, the enhancement of teachers' professional happiness is the most important.

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