

A STUDY ON THE PROFESSIONAL LIVING CONDITIONS OF YOUNG TEACHERS IN PRIVATE UNIVERSITIES IN YUNNAN PROVINCE, CHINA



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Abstract

To meet the needs of applied talents in China, the education system for cultivating applied talents in private universities in Yunnan Province, China, is developing rapidly. The fifth collective study on building China into an educational power emphasized that high-quality development should be adhered to as a key component of all types of education at all levels. The lifeline of education is to accelerate the construction of a high-quality education system. To strengthen education, we must first strengthen teachers. Young teachers are currently the largest group of teachers in private universities in Yunnan and are a key factor in improving the quality and development of private universities in Yunnan. If you want to improve their educational capabilities, you must first pay attention to their educational benefits and stand at the level of their actual professional survival status. To look at the changes affected by teachers' professional development and school development. This article uses qualitative research methods to investigate and obtain interview data about the actual professional living conditions of young teachers in private universities in Yunnan and conducts procedural coding to explore how to train young teachers in private universities, understand the professional survival status of young teachers, and from the perspective of field capital sociology theory, conduct an in-depth analysis of how the "capital" they possess affects their professional survival status, the characteristics of the professional survival field in which they are located, and their education in private universities. The relationship between capital allocation in the field and their professional survival status.

Keywords: Private universities, Young teachers, Career status, Field capital, Qualitative research

Introduction

Compared with Yunnan Province and China's western provinces such as Sichuan, Shaanxi, Chongqing, and the developed eastern provinces and cities, there are obvious gaps in Yunnan's private higher education in terms of discipline construction and teaching staff. The "Report on Undergraduate Teaching Quality of Private Universities in Yunnan" shows that

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teachers aged 35 and under have become the main group of teachers in private universities in Yunnan, and their growth rate has increased rapidly year by year, becoming the backbone of school development. Therefore, to achieve the strategic goal of high-quality and sustainable development, private universities should pay attention to the career development of young teachers and provide them with a good career growth environment and support system to promote the improvement of the overall level of the school. The professional living status of young teachers directly affects their career stability, adaptability, and sustainable development capabilities in private universities, which in turn affects the high-quality and sustainable development of the school in the future. To improve the teaching quality of private universities in Yunnan and the educational effectiveness of young teachers, we must first pay attention to their professional living conditions in schools.

Research Problem

In the education field of private universities in Yunnan, what is the current situation of professional survival of young teachers? How does the "capital" they own affect their professional survival status? And what are the characteristics of the professional survival field in which they live?

Research Purposes

The research will focus on the educational field of private universities, provide an in-depth analysis of how to train young teachers and reveal their professional survival status. From the perspective of the sociological theory of field capital, this article analyzes how the "capital" owned by young teachers affects their professional survival status and also explores the characteristics of the professional survival field in which they live. In addition, we will also explore the relationship between the capital allocation of young teachers in Yunnan private universities in the educational field and their professional survival status.

Literature Review

Career survival status focuses on whether an individual can achieve long-term development and sustained success in his or her career. Emphasize maintaining a stable and positive state in your career to cope with various changes, challenges and achieve the common goals of individuals and organizations. It covers the growth and development of individuals in their careers, continuous learning, skill improvement, and acquisition of new experiences to adapt to changes and needs in the workplace, focusing on individual adaptability, requiring individuals to have flexibility and adaptability to cope with Uncertainties and Challenges in Career. At the same time, it focuses on individual satisfaction with work and career, including satisfaction with work content, work environment, and career development opportunities, which is crucial to career survival status. Additionally, it involves an individual's ability to set and achieve goals in their career. Identify career goals and work toward them to achieve long-term career success and continued development.

Teacher professional living conditions

Zhang P. (2008) believes that teachers' living status is affected by a dynamic structure composed of five pairs of variables. Under a specific historical and cultural background, this state is jointly determined by variables such as life performance and experience, beliefs and intentions, abilities and circumstances, social roles and self-identity, individual and group survival, etc. Yu Z.M. et al. (2011) pointed out that the living status of teachers is the material

and spiritual environment of teachers under a specific background, which is manifested in professional burnout, work passivity, and life deviation. Li X.S. & Fan G.R. (2016) studied from the perspective of life philosophy and believed that life has the integrity of time and space and does not exist purely rationally. Xu X. (2018) defined the professional survival status of teachers as: Based on preserving life, teachers perform their duties and realize the meaning of survival in the workplace and their feelings, covering eight aspects such as salary, occupational pressure, and working environment. Chen Y.Q. (2019) defines it as the sum of teachers' survival, relationship and self-realization needs in the professional environment. Wang C.H. (2013) described the professional survival status of teachers as the condition of maintaining and manifesting survival in teachers' professional activities under a specific historical background, involving professional values, emotional experience, work status, etc.

Field Capital Theory

Universities are a special field, composed of objective relationships such as organizational systems, teachers, and students, and have unique logic and inevitability. The differentiation between elite universities and ordinary universities, as well as the differentiation between knowledge and power within elite universities, reflect the characteristics of different fields. The location advantage of elite universities brings about differences in funding capabilities and external influences. It also reflects the cumulative effect of their cultural symbol brands and the support of national administrative power. Another view is that the location advantage of elite universities stems from the advanced knowledge production capabilities demonstrated by their scientific research capabilities. In social practice theory, the field is the space for actors' activities, habits guide their practice, and capital is the tool of practice. Fields are autonomous and have unique nature, space, relationship systems, and rules. Habits are long-lasting potential behavioral tendencies that solidify as individuals grow. Bourdieu (2015) developed the concept of capital, dividing it into economic, social, cultural, and symbolic capital, and emphasized the conversion between capitals. Under the guidance of habitus, actors use capital to achieve reproduction, which reflects the close relationship between field and capital. Figure 1: Diagram of the relationship between field, capital, habitus, and practice.

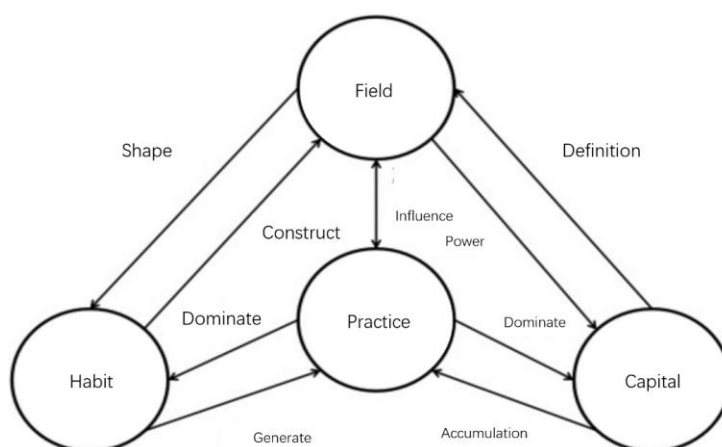


Figure 1 Relationship diagram between field, capital, habitus and practice

Conceptual Framework

Within the field, the power competition of individuals is closely related to their capital possessions, which include economic capital, social capital, cultural capital, and symbolic capital. For teachers, economic capital is reflected in aspects such as wages, benefits, and remuneration that can be directly converted into money. It is the basis for the survival and development of the teachers' profession. Social capital represents teachers' social network resources. These resources provide an environment for teachers' professional development. Through institutionalized exchanges, members can establish familiarity, mutual trust, cooperation, and mutually beneficial and win-win relationships. Cultural capital is the core of teachers' professional development, including non-material resources such as language ability, professional skills, and degree titles obtained through legal education channels. Symbolic capital is an informal legal system of economic capital, social capital, and cultural capital. It is similar to a kind of power and manifests itself as the teacher's "authoritative" halo. This capital reflects the accumulated degree of privilege, prestige, sanctity, or honor. Therefore, "capital" in the educational field has multiple dimensions, covering material and spiritual, individual and group, self and society, etc. It can be further broken down into five key aspects: teaching environment, salary and benefits, external support, professional development, and self-realization, which together form an indispensable part of teachers' professional survival status.

A field is a place where actors compete for valuable resources, which is its most essential characteristic. Different resources constitute various forms of capital, and the dominant capital in each field is different. In the field of intellectuals, cultural capital dominates; in the field of power, political, economic, and social capital are involved. Within the field, different habits are formed in specific social locations, and the dominant governing principle determines the quality of the habits. The quantity, composition, and changes of capital reflect the changing trajectory of habitus in the field. This relationship between field and habitus reflects the dialectical relationship between society and individuals, subjectivity, and objectivity. The field determines the structure of behavior from the outside, while the habitus generates practices within the individual. The principle of field dominance is internalized in actors through the socialization process, forming habits consistent with the field, causing actors to unconsciously accept the value of the field and participate in resource competition. Studying the professional living conditions of young teachers in private universities is essentially an analysis of their competition in a special field, and their capital status determines their professional living conditions. The field environment of private universities and the capital status of teachers jointly affect their professional living conditions, thereby forming habits and affecting their practice. Therefore, it is appropriate and effective to use Bourdieu's capital concept to analyze the causes of the professional living conditions of young teachers in private universities.

Research Object

To obtain research subjects who can provide rich information for the study, this article used a purposive sampling (Cohen et al., 2011) strategy to select research subjects. Adopted a purposive sampling method and selected 20 pre-selected teachers based on the principle of proximity. 15 young teachers from 8 private universities in Yunnan, 10 relevant employer personnel, and 10 of their students were interviewed.

Table 1 Basic information on 15 young teachers from private universities

| Case code | Gender | Age | Educational qualifications | job title | Working years |
|-----------|--------|-----|----------------------------|--------------------|---------------|
| A1 | Female | 29 | Ph.D. candidate | Teaching assistant | 5 |
| A2 | Male | 30 | Ph.D. candidate | Teaching assistant | 3.5 |
| A3 | Female | 29 | Master's degree | Teaching assistant | 2 |

| | | | | | |
|-----|--------|----|------------------|-----------------------|-----|
| A4 | Female | 35 | Ph.D. candidate | Associate Professor | 10 |
| A5 | Female | 25 | Bachelor | No professional title | 2.5 |
| A6 | Female | 27 | Master's degree | No professional title | 1 |
| A7 | Female | 30 | Master's degree | No professional title | 1.5 |
| A8 | Male | 28 | Bachelor | Teaching assistant | 3.5 |
| A9 | Female | 31 | Master's degree | lecturer | 7 |
| A10 | Female | 33 | Master's degree | Teaching assistant | 4 |
| A11 | Male | 30 | Master's degree | lecturer | 5 |
| A12 | Female | 33 | Master's degree | Teaching assistant | 7 |
| A13 | Male | 30 | Master candidate | No professional title | 6 |
| A14 | Female | 29 | Master's degree | Teaching assistant | 3 |
| A15 | Female | 30 | Ph.D. candidate | Teaching assistant | 5 |

Table 2 Basic information about selected objects

| Employer case code name | Position | Work Years | Student case code name | major | grade |
|-------------------------|--|------------|------------------------|---------------------------------|----------------|
| H1 | Deputy Section Chief of Teacher Development Center | 3 | S1 | preschool education | Junior year |
| H2 | Director of the secondary college office | 2 | S2 | Business management | Sophomore year |
| H3 | Secondary College Teaching Secretary | 1 | S3 | musical education | Senior year |
| H4 | Dean of Secondary College | 10 | S4 | hotel management | Sophomore year |
| H5 | Head of Department of Secondary College | 5 | S5 | primary education | Junior year |
| H6 | Deputy Minister of Human Resources | 10 | S6 | Chinese language and literature | Freshman year |
| H7 | Deputy Section Chief of Human Resources Department | 6 | S7 | economics | Sophomore year |
| H8 | Chief of Science and Technology R&D Department | 5 | S8 | marketing | Sophomore year |
| H9 | Administrative staff of teaching department | 1.5 | S9 | visual communication | Junior year |
| H10 | Finance department administrative staff | 2.5 | S10 | Fine Arts | Sophomore year |

This article plans to study 15 cases and reflect on each completed case to improve subsequent operations. After completing interviews with employers and students, check the data, cross-analyze, explain, and summarize the cases.

Data collection mainly comes from three aspects: first, formal research tools; second, interviews with students and employers of the research subjects; and third, auxiliary information. The written summary of the interview texts is checked with the interview subjects to ensure the authenticity of the data, and the interviews are the text and research results are presented to the research subjects to ensure that they are consistent with their actual thoughts and situations.

Table 3 List of interviews with 15 young teachers from private universities

| Case code | Interview length | Number of interviews | Interview format | Interview content | Interview data |
|-----------|------------------|----------------------|-------------------|-------------------|----------------|
| A1 | 90min | 3 | on-site interview | Reality | conform to |
| A2 | 110min | 4 | on-site interview | Reality | conform to |
| A3 | 140min | 4 | on-site interview | Reality | conform to |
| A4 | 95min | 4 | on-site interview | Reality | conform to |
| A5 | 90min | 3 | on-site interview | Reality | conform to |
| A6 | 80min | 3 | on-site interview | Reality | conform to |
| A7 | 100min | 3 | on-site interview | Reality | conform to |
| A8 | 102min | 4 | on-site interview | Reality | conform to |
| A9 | 110min | 4 | on-site interview | Reality | conform to |
| A10 | 98min | 3 | on-site interview | Reality | conform to |
| A11 | 90min | 2 | on-site interview | Reality | conform to |
| A12 | 80min | 3 | on-site interview | Reality | conform to |
| A13 | 75min | 3 | on-site interview | Reality | conform to |
| A14 | 80min | 3 | on-site interview | Reality | conform to |
| A15 | 100min | 3 | on-site interview | Reality | conform to |

Table 4 List of interviews with 20 relevant personnel from the employer and young teachers and students

| Case code | Interview length | Case code | Interview length | Interview format | Number of interviews |
|-----------|------------------|-----------|------------------|--------------------|----------------------|
| H1 | 30min | S1 | 22min | On-site 'interview | 1 |
| H2 | 40min | S2 | 28min | On-site 'interview | 1 |
| H3 | 41min | S3 | 30min | On-site 'interview | 1 |
| H4 | 33min | S4 | 26min | On-site 'interview | 1 |
| H5 | 29min | S5 | 25min | On-site 'interview | 1 |
| H6 | 30min | S6 | 33min | On-site 'interview | 1 |
| H7 | 36min | S7 | 27min | On-site 'interview | 1 |
| H8 | 28min | S8 | 34min | On-site 'interview | 1 |
| H9 | 38min | S9 | 25min | On-site 'interview | 1 |
| H10 | 34min | S10 | 29min | On-site 'interview | 1 |

Research Results

This study used programmed three-level coding to analyze the survey data and finally obtained (175) concepts and (31) categories. During the open coding process of the interview results of the relevant personnel of the young teachers' employer, a total of original sentences and concepts were generated, and finally (28) concepts and (14) categories were obtained. During the open coding process of the interview results of the young teachers and students, A total of original sentences and concepts were generated, and finally (13) concepts and (9) categories were obtained.

The results of spindle coding are shown in Table 5. After continuous comparison and induction of (31) initial categories, a total of (9) main categories were finally obtained.

Table 5 Spindle coding example

| Main category | Category |
|-------------------------|---------------------|
| Motivation for teaching | Internal motivation |
| | External motivation |
| Willingness to stay | Continue teaching |
| | Find another job |

| | |
|-----------------------------|-----------------------------------|
| Physical environment | Working environment |
| | Working conditions |
| Social environment | Management style |
| | Management system |
| | Working atmosphere |
| | Organizational environment |
| Psychological environment | Positive perception |
| | Negative perception |
| | Teachers' professional cognition |
| Salary and benefits | Salary |
| | Off-campus income |
| | Seniority wages |
| | Merit pays |
| | Welfare subsidies |
| | Pay in return |
| External support | Teacher evaluation system |
| | Professional development training |
| | Humanistic care |
| | Promotion system |
| | Professional title evaluation |
| | Teachers' rights |
| Self-actualization | Self-pursuit |
| | Self-ability |
| | Self-ideal |
| Interpersonal relationships | Colleague relationship |
| | Leadership relationship |
| | Student relations |

Select Encoding

Selective coding is based on axial coding and is conducted at a higher level of abstraction to identify core categories. Other proposed categories are merged and integrated around the core category to form a complete "storyline", as shown in Figure 3. Regarding the professional living conditions of young teachers in private universities, there are 9 main categories (motivation to teach, willingness to stay, social environment, material environment, psychological environment, salary and benefits, external support, self-realization, interpersonal relationships), and no new categories or initial concepts were found. Therefore, the article believes that the "professional living conditions of young teachers in private universities in Yunnan" have reached saturation in terms of effective data. Core coding is an outline and leading category selected after an internal logical analysis of the main axis coding, integrating other categories within a broad theoretical scope. After abstraction, the nine main categories of spindle coding formed the core coding. As shown in Figure 2 below.

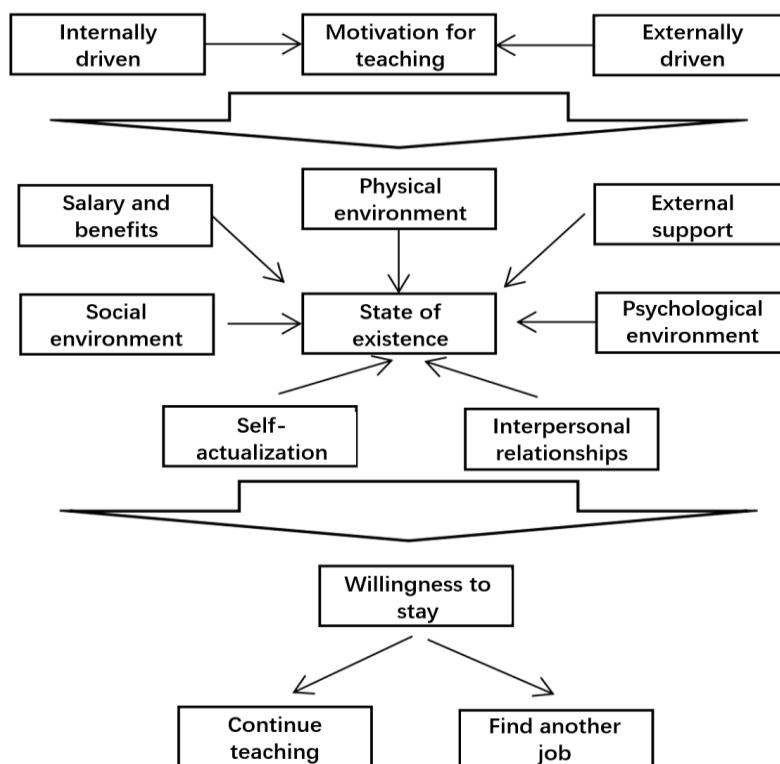


Figure 2 The basic framework of the career survival story line of young teachers in private universities in Yunnan

Combined with the theme of this article, the basic framework of the "storyline" of the career survival of young teachers in private universities in Yunnan can be extracted, as shown



Figure 3 The basic framework of the career survival story line of young teachers in private universities in Yunnan

The above research results show that young teachers in Yunnan private universities are initially driven by a variety of internal and external factors to decide to teach. After they enter the field of private universities, the social environment, material environment, psychological environment, salary and benefits, external support, self-realization, and interpersonal relationships. The components of the seven levels of relationship run through their careers, determining their career survival status in the field of private universities, and then affecting their career survival experience. They will choose to continue teaching or may leave because of the external environment and their internal factors, or find other jobs.

Discuss

Discuss

The professional living status of young teachers in private universities is highly related to the "capital" they possess and control in a specific field. Bourdieu believes that there is competition in the field, and the logic that determines competition is the logic of capital. The ownership and quality of capital affect the living conditions of actors and the goals and means of competition in field activities, which are divided into economic capital and social capital, cultural capital, and symbolic capital.

Researchers investigate the professional living conditions of young teachers in private universities in Yunnan. It is essentially the competition among young teachers in private universities in a special field composed of private universities. The capital status they own and control determines what they can do. Achieved professional survival status.

The weakness of economic capital

Teachers' economic capital is the material basis for their educational development and academic career development, especially for young teachers, who are in a critical development period of their careers. However, in private universities in Yunnan, most young teachers are not in management and have relatively junior qualifications and low professional titles, so their economic capital is often at a disadvantage. Young teachers often deride themselves as "knowledge migrant workers", which exacerbates their economic disadvantage and affects their professional survival status. In career development, economic capital is crucial to young teachers' living standards and career satisfaction. Low salaries will lead to high life pressure and affect the quality of teaching and career development; while good economic benefits and reward mechanisms can stimulate enthusiasm, enhance work engagement and sense of identity, and promote the high-quality development of private universities.

Weaknesses of social capital

For young teachers in private universities, their social capital mainly comes from the institutional relationship network of their private universities and also includes the unique social capital of individual teachers. Bourdieu pointed out that measuring individual social capital requires considering the total social capital of the social group to which he belongs and the part that the individual obtains from it. In the higher education system, it is difficult for young teachers to integrate into the "educational circle", thus affecting their professional survival status.

Weaknesses of cultural capital

Private universities in Yunnan have relatively low educational requirements for newly recruited young teachers, requiring only a master's degree. Therefore, compared with young teachers in public universities, young teachers in private universities generally have lower pre-service academic degrees. Although this enables them to enter the higher education system, low academic degrees also bring many difficulties for post-professional development. Coupled with the lack of external support for young teachers in private universities, they are obviously at a disadvantage in competitive activities such as professional title evaluation, project application, and paper publication. In addition, upgrading academic degrees requires high time and economic costs, which further increases the pressure on young teachers in private universities for their post-service development, leading to a decline in the quality of life.

They tend to have a negative attitude in their perception of professional survival, but they have a high degree of identification with the teaching profession, high self-requirements, and constantly enrich themselves. They are the core competitiveness in the high-quality development of private universities, but insufficient cultural capital may hinder their career development in the long term.

The Weakness of Symbolic Capital

The symbolic capital of young teachers in private universities in Yunnan is mainly reflected in academic reputation, popularity, and teaching achievements. By publishing papers, obtaining funding for scientific research projects, publishing high-quality articles, and holding positions in academic groups, organizing events, and collaborating with well-known scholars, they can accumulate symbolic capital and enhance their status in academia and education. However, in addition to the academic field, symbolic capital also involves social networks, personal image, and other factors.

However, the survey found that young teachers in private universities in Yunnan are often on the edge of the higher education field. Their academic abilities are relatively weak, they lack external support, their professional titles are poorly recognized, and their post-service promotion opportunities are limited. At the same time, the low social recognition of private universities also affects the social status of young teachers. Private universities do not have high teaching requirements for young teachers, and they mainly focus on administrative and other tasks. Meager income, ambiguous identity, and the school's dominating attitude towards teachers have reduced the professional happiness and satisfaction of young teachers, leading to their long-term tendency to leave their jobs and affecting their professional survival status.

Conclusion

The capital allocation of young teachers is closely related to their professional survival status

The capital allocation of young teachers is crucial to their career survival and the future development of private universities. Its initial capital and post-employment development disadvantages can easily lead to low development efficiency. In private universities in Yunnan, the school system often plays the role of ruler. Teachers have difficulty in obtaining development resources and instead suffer physical and mental damage. Young teachers who have been under long-term pressure are prone to lose interest and belief in teaching and avoid labor, which is detrimental to the development of private universities. Teachers' spiritual labor needs to be based on economic capital, and sufficient material and time will help their overall development and ability improvement. Symbolic capital, economic capital, social capital, and cultural capital all affect the professional survival of young teachers. Reasonable allocation and accumulation of various types of capital can enhance competitiveness, development opportunities, and job satisfaction, and improve career survival conditions. Therefore, the capital allocation of young teachers is closely linked to their professional survival status.

The poor professional status of young teachers leads to their disengaged behavior

The total capital of young teachers in private universities in Yunnan is insufficient and the structure is unbalanced, resulting in a disadvantaged position in the field of higher education and a lack of sense of belonging and security. At the same time, there are hidden rules in private universities, which make the career development of young teachers full of variables. This uncertainty has been internalized into a mentality that prevents young teachers from having clear expectations and reasonable returns. On the whole, although young teachers use "obedience" as a survival strategy, they behave dissociatively and lack achievement motivation. In the curriculum setting and teaching assessment, young teachers lack sovereignty and can only passively accept arrangements. Although some colleges and universities are actively acquiring capital, the high turnover rate of young teachers indicates that their career survival is poor. The survey shows that young teachers seem to be marginalized and have become a particularly vulnerable group in the higher education teacher

system. Although it may be an effective strategy to find new areas to maximize capital value, there are still young teachers who love education and find it difficult to leave because it is easy to "enter".

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