

Reasons of Teachers' Loss at the University of Western Non-central City and Countermeasures

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The research is financed by Education Development Research Center of Sichuan Province (Project No.CJF13061).

Abstract

Seeing from the status quo of university teachers' loss in western non-central cities, there are two evident types: dominant loss which thinks that the teachers' loss is a matter of fact and recessive loss which refers to the state that a teacher is on-the-job but he or she doesn't put his or her whole heart into teaching. Whether dominant or recessive loss, the general reason can be attributed to the one that the teachers' requirements haven't been satisfied which are mainly embodied in seven aspects including "working environment, development opportunities, material treatment, scientific research conditions, value recognition, humanistic care and value promotion". Great differences about the requirements do exist in the three different teacher groups of senior, secondary and primary which show that teachers' loss is caused by different induction factors. Thus, some countermeasures have been put forward including improving teachers' physical treatment, improving their scientific research conditions, promoting the university's humanized management, providing an ideal development platform for the teachers and offering some targeted assistance for different teachers, etc.

Key words: western non-central city, status quo, teachers' loss, reason, countermeasures

1. Introduction

Because of the great advantages in economy and enabling environment, the eastern universities are bringing great pressure to the western universities by abstracting the talents flowing from the west to the east. In recent years, constructing teacher teams in universities of western non-central cities have been meeting a new challenge, along with the popularization of higher education and the rapid development of the western central cities. That is to say, university teachers in western non-central cities are flowing not only to the

eastern city but also to the western central city. The universities of western non-central cities we mentioned here refer to the ones which locate at the western cities except provincial cities and the national economic strategic centers. There are about 1200 universities of this kind, which accounts for about 40% of all the normal universities in China. The huge loss of the teachers at universities of non-central central city are seriously hindering the further development of these universities, and also indirectly affecting the development of the western non-central cities. Based on the survey of the teachers' demands in western university, this paper attempts to analyze the reasons of the teachers' loss and put forward some countermeasures.

2. The status quo of university teachers' loss in western non-central cities

According to the survey from the personnel department of some universities in western non-major cities, we learned that both the number of teachers' loss in these universities is large and the ways of loss are diversified. Generally speaking, teachers' loss in these universities can be divided into two types.

2.1 Dominant loss

Dominant loss refers to the teachers loss is a matter of fact which usually by means of the following several kinds of channels. The first is being transferred to other universities. For example, some teachers would find out ways of being transferred to other admirable universities along the professional promotion of senior title or getting doctor's degree and after finishing the service time limit prescribed by the university they have once worked at. The second is leaving school for a degree or going abroad. For example, the university would have to permit some teachers to leave it after they have gotten the chance of studying for a master's or doctoral degree at other universities or go abroad after they have paid liquidated damages or the deposit. However, some teachers would refuse to return to the university after completing their studies and directly go to find another job. The third one is leaving the university by means of the resignation. For example, some teachers simply chose to resign from the teachers' position in order to get a higher degree or find another job.

The last one is leaving the university without notice. The teachers choosing this way to leave the university often consist of some leading talents in a certain research field. Because enormous energy and financial resources have being invested to develop this kind of talents, the university won't let them out easily. Therefore, this kind of teachers often choose the way of leaving without telling the university they worked at if they have found a better university in their eyes.

It is not difficult to get the true data statistics of teachers' dominant loss in a certain university. The quantity of university teacher's dominant loss is huge in western non-central cities in recent years. Taking four universities locating at Mianyang, Nanchong, Leshan and Zigong of Sichuan province as an example, the number of teaches' dominant loss has reached about two hundred in nearly three years, of which 50% above own senior title or doctoral degree.

2.2 Recessive loss

Recessive loss refers to the state that a teacher is on-the-job but he or she doesn't put his or her whole heart into teaching. This situation is often embodied in two evident aspects. The first, some teachers are always

thinking of how to leave the university they are working at although they stay here now. They choose to stay temporarily just because they haven't found out a more suitable place or their own conditions haven't yet conformed to the requirements of a better university. Therefore, some teachers spend a lot of time in the promotion of the title or degree. Once the opportunity arrives, they will leave without hesitation. Such kind of teachers occupies a great proportion in the universities of western non-central cities. In the survey, we find that the number of teachers who "will go without hesitation if an opportunity can be got", "hope to leave yet with some concerns" and "want to flow but the condition is not enough" account for the vast majority of teachers, yet the ones who don't want to flow accounts for only about 27%. Some teachers especially the ones with low degree or title, are unwilling to put all his energy on teaching and scientific research; as a result, they spend a lot of time in the off-campus part-time. The reasons that these teachers choose to do a party-time job lie in that they have to put their positioning on the economic benefit for life because their income is low, it's difficult for them to achieve personal career development at the university and also they have no conditions to choose a better university. In recent years, booming of all kinds of professional and technical schools also provide an objective convenience for their getting a part-time job.

3. Survey of university teachers working demand in western non-central cities

3.1 The questionnaire design

Teacher loss can be caused by all kinds of reasons, but whether dominant or recessive loss, the general reason can be attributed to the one that the teachers' needs haven't been satisfied. Their requirements can not only be embodied in material performance, but also in spirits. We confirmed this through the interview of the personnel department of four universities in western non-central cities and also learned that the reasons of teacher loss in these four universities mainly attribute to these conditions such as "working environment, development opportunities, material treatment, scientific research conditions, value recognition, humanistic care and value promotion" can not satisfy them. It can be refined into the following specific items:

- (A) Working environment: including (A1) "the harmonious interpersonal relationship and (A2) humanized management system;
- (B) Development opportunities: including (B1) "a fair chance of promotion" and (B2) "a fair chance of business growths";
- (C) Material treatment: including (C1) the salary and (C2) the welfare;
- (D) Scientific research conditions: including (D1) the internal conditions and (D2) the external environment;
- (E) Value recognition: Including (E1) official recognition and peer recognition;
- (F) Humanistic care: including (F1) solving the specific material difficult and (F2) spiritual guidance;
- (G) Value promotion: including (G1) changeable space of the value presentation and (G2) space of continued value ascension.

3.2 Research purpose and research subject

This paper attempts at verifying if the items which are closely related to teachers' job mentioned above are the important factors affecting their working status or operating stability. The 620 subjects are chosen from four universities, including 210 Drs or associate professors, 210 masters or lecturers, and 210 bachelors or

assistant lecturers. At the universities in western non- central city, doctor and associate professor, master and lecturer, and bachelor and assistant lecturer share the same treatment, therefore, we divided them into three groups for convenience of the analysis: senior, secondary and primary. A professor is not included in the sample because the number of loss is less. Generally speaking, once a teacher has gotten a professor title, they will get some special treatment which can reduce their flows.

3.3 Data analysis

Table1. The choosing percentage of 7 items by the whole subjects

Items	N	N (Total)	Percentage	Rank
A	380	630	60.32	5
B	450	630	71.43	3
C	460	630	73.02	2
D	360	630	57.14	6
E	470	630	74.60	1
F	410	630	65.08	4
G	340	630	53.97	7

The data show that the percentage of all the items listed is above the average (50%) and the lowest is 53.97%, indicating that all these options are important factors affecting the teachers' working state and working stability. "Value recognition" and "material treatment" occupy the highest ratio of selection (74.60% and 73.02 respectively) which shows that teachers recognize highly the value of labor, even exceed the ration of material treatment. Certainly, the high rate of choosing "material treatment" also reflects it has a big gap in material treatment at universities between the eastern cities and the western cities, and between the western central cities and non-central cities.

Tbale2. The choosing percentage of 7 items by the three different groups

Items	Senior Group		Secondary Group		Primary Group	
	N	Percent	N	Percent	N	Percent
A	30	14.29	180	85.71	170	80.95
B	195	92.86	200	95.24	55	26.19
C	180	85.71	190	90.48	90	42.86
D	190	90.48	105	50	65	30.95
E	158	75.24	162	77.14	150	71.43
F	100	47.62	200	95.24	110	52.38
G	180	85.71	108	51.43	52	24.76

Table 2 shows the choosing results of the 7 aspects by the three groups of teachers. Data show that both the secondary group and primary group present a high ratio for choosing "working environment" (85.71% and 80.95% respectively), yet only 14.29% by the senior group. The reason may be that this group gets less negative influence from their working environment. On one hand, it's easy for them to get respected by their colleagues because of their high title or high degree; on the other hand, generally speaking, the university will provide relatively loose space for them. However, the other two groups are much affected by their

working environment which can bring negative aspects to their working status because of their large group, intense competition in each one and a lot of constraints from the university management.

For “development opportunities”, it’s evident that the choosing ration of the senior group and secondary group are higher than that of the primary group. The reason maybe lie in that if a teacher want to get a higher post or title, at least they should get a master degree or a medium-grade professional title by the clear rules from their universities. In addition, getting an opportunity of business promotion also depends on degree or title. Thus, there is little hope for the primary group to get promoted. Because of this, some teachers of the primary group will study hard for getting a master degree in order to get a developing opportunity in future, yet some of them will abandon promotion by choosing a part-time job to get money. One point which ought to be emphasized is that both the senior group and secondary group care much about “fairness” in getting development opportunities and unfairness can bring great negative influence on teaches’ working mood.

For “material treatment” and “value recognition”, the choosing ratio of every group of the three is high accord with general trend in table one. It reflects objectively the poor state of material treatment at university of western non-central cities on the whole. Nevertheless, many teachers hope their working value gets recognized.

For “scientific research conditions”, degree or title is proportional to the rate of choice. It is easy to understand that the senior team attaches importance to scientific research condition because it often determines the height of their career development for highly educated or teachers with high titles.

For “humanistic care”, the choosing rate of secondary team is much higher than that of the other two groups. The reason maybe lies in that many teachers from this group have to study hard in order to get an opportunity for getting a doctoral degree. However, along with expansion of colleges and universities, they have to bear the huge workload. Therefore, the double pressure from work and studying for a degree, make him hope more to get the understanding and care of the work unit and their colleagues.

The senior group emphasizes “value promotion” more than the other groups. The reason may be that, this kind of teacher hope their own value can be improved as the rising of their scientific research abilities and job performance. For example, some teachers desire to become a tutor or master tutor. Yet, there are few universities with authorization qualification for doctorate; even the number of colleges and universities with authorization qualification for master degree is very few. Therefore, absence of this objective condition is not conducive to keep a steady senior group.

Table3. The choosing percentage of each specific item in the two of the 7 aspects

Specific items	Senior Group		Secondary Group		Primary Group	
	N	Percent	N	Percent	N	Percent
A1	5	16.67	30	16.67	30	17.65
A2	25	83.33	150	83.33	140	82.35
B1	140	71.80	130	52	5	9.09
B2	55	28.21	120	48	50	90.91
C1	80	44.44	90	47.37	45	50
C2	100	55.56	100	52.63	45	50
D1	120	52.17	50	47.62	33	50.77

D2	110	47.83	55	52.38	32	49.23
E1	100	63.29	90	55.56	100	66.67
E2	58	36.71	72	44.44	50	33.33
F1	80	80	150	75	60	54.55
F2	20	20	50	25	50	45.46
G1	40	22.22	30	27.78	32	61.54
G2	140	77.78	78	72.22	20	38.46

Table three is a refinement of the seven aspects mentioned above. The data shows that great differences do exist even between the two specific items of the seven aspects for the three different teachers group. Take “working environment” for example, the choosing ration of “humanized management system” is much higher than that of “the harmonious interpersonal relationship” which shows that every group of the three hope can work under humanized management system.

For the two specific items of “development opportunities”, the senior group emphasizes “a fair chance of promotion” more than “a fair chance of business growth”. Maybe it is because it is easy for the senior group to get a chance of business growth such as attending a seminar yet they have no self-confidence in “a fair chance of promotion”. Their uncertainty is reasonable because “fairness” is often interrupted in promotion by some factors else. For example, rather serious “inbreeding phenomenon” exists at some universities of western non-central cities which often influences teachers’ fair promotion and makes some senior teachers especially for these ones introduced from other universities have no a sense of belonging. In contrast to the senior group, the primary groups attach more importance to “a fair chance of business growth” because there is too little chance for them to get a chance of promotion.

Significant differences are also shown from the two specific items of “value recognition”. The data shows that all of the three groups value “official recognition”. The reason may be that official recognition is generally considered as not only the most important way to obtain personal development opportunities, but also much stronger approval than colleagues’ recognition.

In addition, significant differences of choosing ration also can be seen from “humanistic care” and “value promotion”. Both senior group and secondary group regard “solving the specific material difficult” more important than “spiritual guidance”. It’s difficult to introduce senior teachers to work in the western non-central cities. Why some senior teachers choose to come there is that they hope the university can provide special help for their difficulties such as providing housing. For the secondary group, they hope the workload can be reduced and material help can be provided because of the pressure especially from studying for a doctorate. Furthermore, these two groups attach great importance to “space of continued value ascension”. The reason is simple that these two groups hope they can get the chance to realize value continuously for their hard work on academic and career.

4. Countermeasures of solving the problem of university teachers’ loss in western non-central city

It is the necessary measures of stabilizing the teachers and reducing loss by meeting their needs to the greatest extent. The demand survey and analysis about the teacher mentioned above shows the different levels of teachers’ real demand. It maybe becomes the most important reason or incentive leading to the loss of teachers if these requirements can not be satisfied. So, university administrators should formulate

corresponding policies for teacher's reasonable demand in order to reduce teacher's loss.

The first, improving teachers' physical treatment. Low material treatment can influence teachers' especially senior teachers' stability. It's easy to cause a teacher's psychological unbalance in the western non-central cities because of the great differences of university talents' treatment especially the treatment of high-level talents existing between non-central city and the provincial capital city, and the eastern region and the western region. Therefore, some measures should be taken in order to reduce teachers' loss such as actively striving for the broad support of state and society, the extensive support for alumni, and especially maintain the teachers' dominant position of interest distribution pattern at the university including the distribution of wages, allowances and scientific research funds.

The second, improving the scientific research conditions. Both low quantity and quality in research outcomes show that it is not ideal for the research status at the universities of the western non-central cities. One of the main reasons lies in the poor scientific research conditions. For example, the western non-central cities generally are away from the capital city, locate in the remote and poor scientific research environment and at the same time, the opportunity of undertaking a high level of academic meeting is less. All of these are not conducive to the growth of teachers, also go against the stability of teachers. As a result, some teachers especially the highly educated or the ones with high titles often desire to flow to the universities in provincial cities or developed eastern region. Therefore, on the one hand, our country should strengthen the support for the universities in the western non-central universities such as increasing education investment, proving appropriate preferential policies in applying scientific projects and optimizing the environment of scientific research. On the other hand, the universities of western non-central cities should also attach importance to improving scientific research conditions, strengthening the consciousness of scientific research, increasing investment in scientific research and building a good platform for the growth of scientific research personnel.

The third, promoting the humanized management. University teachers consist of group with a highly educated, independent and good thinking and they have a strong sense of social responsibility and strong enterprising spirits. Therefore, humanized management should be carried out because too many or strict restrictions will stifle their creativities. Firstly, all of the various management activities should be based on mobilizing teachers' enthusiasm and creativity and attach great importance to their value and dignity in order that they can give full play to their talents, burst out working passion and show wisdom. Second, correct management attitude should be set up regarding "respect, recognition, understanding, and incentive" as the core of management. So-called "respect", it refers to respect for human nature, pay attention to a teacher's value and dignity and promote common implementation of their personal and organizational value. So-called "recognition", namely university administrators should enjoy each and every teacher, always encourage teachers, and discover the best in each one. So-called "understanding", that is to say, university administrators should strengthen the communication with teachers and manage them based on understanding them. So-called "incentive", that is, according to the development target and development direction of the university, the administrators should give a concrete analysis of each teacher's personality and formulate corresponding, feasible and effective incentives in order to let everyone have a chance to get a fair incentive and make them can volunteer to use their intelligence in the development of the university.

In addition, providing an ideal development platform for university teachers. A university should build all

kinds of development platforms for teachers actively because each teacher hopes to get an ideal platform in development. To realize this, a university should establish a right value evaluation standard and correct value guidance. For example, some universities often give one-sided emphasis on scientific research and look down teaching in order to seek for “high speed” development. Thus, it can cause easily some teachers with low degree or title to lose their motivation because in general they lack of experience and systematic scientific research training. As a result, a university should value teachers from multiple levels. For the teachers with a low degree or title, both the opportunity for further study should be provided in order to help them grow up quickly and also can encourage them realize value through teaching practice. For highly educated teachers and the ones with high titles, the university should break the “seniority rule”, set reasonable rules and regulations and especially build a competition stage on the premise of “fairness”. In addition, opportunities of sustainable development should be offered for some outstanding senior talents, such as creating the opportunities to act as part-time doctoral tutor or master tutor in other universities, etc. Lastly, offering some targeted assistance for different teachers. In the rapid development of higher education, university teachers need to face a lot of pressure such as pressure from high scientific research and pressure from heavy teaching task. So a university needs to provide a targeted help for the teachers and relieve their pressure in order to stabilize the teacher troop. One the one hand, material help should be provided to the primary teachers so as to avoid their recessive loss because of life pressure which force them to take a part-time job outside the university; one the other hand, working burden should be reduced for the teachers who are interested in further study for higher degrees in order to make them have plenty of time to complete their studies and realize self-improvement; In addition, some specific difficulties such as housing, spouse’s work and children’s attending school should be solved for the advanced talents in order to let them work with all my heart after removing from their life worries.

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