

The Challenging Factors Affecting the Development of Universities in Ji Lin Province, China.

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Abstract – This paper explores the key factors influencing the mobility of university faculty, a critical issue in higher education that impacts institutional performance and academic quality. Through a comprehensive review of existing literature and empirical data analysis, the study identifies several determinants of faculty mobility, including career advancement opportunities, compensation and benefits, institutional reputation, research support, work environment, and geographic location. The findings reveal that while financial incentives and professional growth prospects are significant drivers, non-monetary factors such as institutional culture and work-life balance also play a crucial role. Additionally, the study highlights the growing influence of global academic networks and international collaboration opportunities in shaping faculty mobility patterns. By understanding these factors, universities can develop more effective strategies to attract and retain top talent, thereby enhancing their academic competitiveness and research output. This research contributes to the ongoing discourse on higher education management and provides actionable insights for policymakers and academic leaders.

Keywords – Faculty Mobility, Higher Education, Career Advancement, Institutional Reputation, Research Support, Work Environment

I. INTRODUCTION

Private higher education has become an integral component of global education systems, providing expanded access to higher learning and fostering competition and innovation. In China, private universities play a significant role in accommodating the increasing demand for tertiary education, particularly in provinces like Ji Lin. However, despite their growing prominence, these institutions face numerous challenges that hinder their successful development. The key factors affecting the growth and quality of private universities in Ji Lin Province include teaching conditions, management practices, and humanistic care for faculty members. Addressing these Globally, private higher education institutions account for nearly one-third of universities. landscapes (Levy, 2018). While many developed nations have established high-quality private universities, developing countries, including China, continue to struggle with disparities in educational quality between private and public institutions. According to statistics from the Ministry of Education in China, out of 3,013 universities nationwide, 764 are private institutions, accounting for 28.16% of all higher education institutions (Zhou & Liao, 2021). Despite their contribution to educational accessibility, private universities in China

generally, lag behind public universities in terms of faculty qualifications, research output, and institutional reputation.

The classification of private universities into "not-for-profit" and "for-profit" institutions influences their operational and educational quality. In countries like the United States and Japan, leading private universities such as Harvard, Stanford, Waseda, and Keio have thrived under the not-for-profit model, achieving global recognition for academic excellence (Shufen, Hongjuan, & Fan, 2023). In contrast, many private universities in China continue to face systemic constraints, including financial instability, weak faculty retention strategies, and regulatory limitations that affect their ability to compete with public institutions.

Problem Statement

Despite substantial growth in the number of private universities in China, challenges persist in ensuring high teaching quality, effective management, and adequate faculty welfare. Many private institutions in Ji Lin Province struggle with faculty recruitment and retention, low salaries, inadequate professional development opportunities, and external management structures that limit teacher autonomy. These issues contribute to a decline in teaching enthusiasm and institutional efficiency, ultimately affecting students' educational experiences and long-term career prospects. If left unaddressed, these challenges could undermine the sustainability of private higher education and hinder China's broader educational modernization goals.

Research Objectives

This study aims to investigate the primary factors affecting the successful development of private universities in Ji Lin Province, China, with a focus on:

Identifying differences between not-for-profit and for-profit universities in terms of teaching conditions, management, and humanistic care. Examining the impact of teaching conditions, management, and humanistic care on the success of private universities, particularly in terms of teaching methods, faculty competency, and institutional attitudes. Analysing the relationships between management practices, teaching conditions, and faculty well-being in private universities. Evaluating the role of humanistic care in improving job satisfaction and teacher retention in private institutions.

Significance of the Study

This study has both theoretical and practical significance. Theoretically, it contributes to the growing body of literature on private higher education management by exploring how institutional policies and support mechanisms affect faculty performance and university

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success. It also builds upon existing theories of teacher development, occupational stability, and school-based management. Practically, the research provides valuable insights for university administrators, policymakers, and educators seeking to improve faculty management and enhance the sustainability of private universities in China. By identifying key challenges and proposing targeted solutions, this study aims to support the long-term development of private higher education in Ji Lin Province.

Scope of the Study

This research focuses on private universities in Ji Lin Province, China, and examines how teaching conditions, management structures, and humanistic care influence their development. It analyses the differences between not-for-profit and for-profit institutions and explores their respective approaches to faculty support, professional development, and institutional governance. The study employs a combination of literature review, surveys, and qualitative analysis to assess the impact of these factors on teaching quality and overall university performance.

In summary, private universities in Ji Lin Province are essential to China's higher education landscape, yet they face significant developmental challenges. By examining the critical factors affecting their success, this study seeks to provide actionable recommendations to improve institutional effectiveness, enhance teacher satisfaction, and ensure the long-term growth of private higher education in the region.

II. PROBLEM STATEMENT

Despite the rapid expansion of private higher education in China, private universities in Ji Lin Province continue to face significant challenges that hinder their successful development. The three primary concerns affecting these institutions are teaching conditions, management issues, and humanistic care for faculty members. Teaching staff in private universities struggle with low professional identity, limited career development opportunities, and inadequate financial incentives, which directly impact their job satisfaction and teaching quality. Moreover, excessive workloads and insufficient professional development further contribute to high turnover rates and declining educational standards. Institutional management in private universities is another pressing issue. Many institutions operate under rigid external control mechanisms that limit faculty participation in decision-making, reducing their sense of belonging and professional autonomy. Additionally, administrative inefficiencies and regulatory constraints create barriers to institutional growth and faculty retention. Without adequate support structures, private universities struggle to maintain a stable and competent teaching workforce, affecting their ability to deliver quality education. Humanistic care, including salary structures, workplace policies, and leadership support, also plays a crucial role in teacher satisfaction and institutional sustainability. A lack of competitive salaries, inadequate welfare programs, and restrictive leave policies contribute to dissatisfaction and high faculty attrition rates. These conditions not only impede teacher engagement and

performance but also weaken the overall reputation and credibility of private universities in Ji Lin Province. This study aims to explore the impact of teaching conditions, management practices, and humanistic care on the success of private universities in Ji Lin Province. By identifying key challenges and evaluating their effects on faculty performance and institutional development, this research seeks to propose practical solutions for improving faculty management, enhancing teaching quality, and ensuring the long-term sustainability of private higher education institutions in the region.

III. LITERATURE REVIEW

The development of private universities in China, particularly in Ji Lin Province, faces multiple challenges related to teaching conditions, management, and humanistic care. These factors significantly influence the sustainability and effectiveness of private higher education institutions. This literature review examines existing research on private university development, focusing on the core challenges of faculty recruitment, teaching quality, administrative structures, and teacher well-being.

The Role of Private Universities in Higher Education

Private universities have played an increasingly vital role in expanding access to higher education globally. According to Levy (2018), private higher education institutions account for approximately one-third of universities worldwide. In the United States, private universities represent 43% of all higher education institutions and have consistently ranked among the top globally (Banshal et al., 2019). Similarly, in China, private universities have grown significantly, enrolling millions of students annually (Zhou & Liao, 2021). However, despite their expansion, private institutions face substantial disparities in quality, funding, and faculty retention compared to public universities (Liu & Jiang, 2021).

Teaching Conditions and Faculty Development

Faculty development is crucial for maintaining high teaching standards in private universities. Research suggests that excessive workloads negatively impact teacher well-being and instructional quality (Foster, 2019). Professional development opportunities are essential for enhancing teaching skills and adapting to evolving pedagogical practices (Desimone et al., 2002). Blomeke et al. (2016) emphasize that well-structured professional development programs contribute to higher educational quality. Additionally, factors such as curriculum design, class schedules, and workload allocation directly influence teaching effectiveness (Wallace, 2009).

Management Issues in Private Universities

Administrative structures and institutional policies significantly affect faculty performance and retention. Effective management practices ensure career growth opportunities and institutional stability (Sarrico et al., 2010). However, Jerrim and Sims (2019) argue that poor

management can result in inefficiencies, reduced faculty motivation, and high turnover rates. Regulatory challenges and external governance mechanisms further complicate private university administration in China, limiting institutional autonomy and decision-making capabilities (He & Liu, 2023). These constraints hinder long-term strategic planning and academic development.

Humanistic Care and Faculty Well-being

Humanistic care, including leadership support, salary policies, and work-life balance, is essential for fostering a positive teaching environment. Rice (2003) found that competitive salaries and strong leadership structures contribute significantly to faculty retention and satisfaction. Additionally, Wayne and Youngs (2003) highlight the importance of supportive workplace policies, which enhance teacher morale and institutional loyalty. Without adequate humanistic care, private universities struggle to maintain a stable faculty base, negatively affecting teaching quality and student outcomes (Darling-Hammond et al., 2005).

Challenges and Future Directions

The development of private universities in Ji Lin Province is hindered by systemic issues, including brain drain, talent imbalances, and policy restrictions. Li (2022) notes that faculty in private institutions experience lower social recognition, insufficient professional advancement opportunities, and inadequate compensation, leading to high turnover rates. If these issues persist, private universities may continue to face difficulties in recruiting and retaining high-quality educators, ultimately affecting their long-term viability and contribution to China's higher education system.

Conclusion

The literature indicates that the success of private universities depends on improving teaching conditions, refining management structures, and prioritizing humanistic care for faculty members. Addressing these challenges through targeted policy reforms and enhanced institutional support can contribute to the sustainable development of private higher education in Ji Lin Province. Future research should focus on empirical studies that explore effective management strategies and faculty development programs tailored to the unique needs of private universities in China.

IV. METHOD

This article mainly adopts a research method combining literature research, interview investigation and questionnaire investigation.

Literature research

Literature research is the foundation. The literature reviewed in this article includes not only publicly published articles but also a large number of teacher management

systems formulated by various universities and various teacher training programs, etc. First of all, relevant materials should be collected with the theme concept of "the teaching staff of private colleges and universities", systematically study and research to master the basic concepts, and grasp the research trends. Search in various electronic resource databases, read relevant literature, and further clarify the research ideas and structural framework; Next, classify the literature, books and various documents, look for the similarities and differences in viewpoints, and identify the innovation points.

Interview research

The interview investigation is rooted in the real field of teachers' lives, truly experiencing the voices of teachers and administrators from private colleges and universities. Based on the research purpose, significance, etc. of this topic, an interview outline was compiled to conduct in-depth interviews with managers and teacher groups to understand the individual troubles of teachers in private colleges and universities. Through in-depth interviews and the analysis of phenomena in real-world scenarios, theoretical hypotheses can be deduced, laying the foundation for the formation of theories, and existing theories can also be verified. Through in-depth interview research, this article can not only understand the current situation of the construction of the teaching staff in private colleges and universities, but also verify the existing theories, laying the foundation for the establishment of the school-based management mechanism of the teaching staff in private colleges and universities.

Questionnaire survey

Data were collected in this study by using the questionnaire survey method. During the questionnaire design stage, by consulting the literature on the construction of the teaching staff in private colleges and universities and conducting expert consultations, the basic dimension concepts for the compilation of the survey questionnaire were determined. Then, by re-consulting the materials, case studies and in-depth interviews with the items of the influencing factors of the construction of the teaching staff in private colleges and universities, a preliminary questionnaire reflecting the influencing factors of the construction of the teaching staff in private colleges and universities was compiled. After the completion of the questionnaire design, the step-by-step revision method was adopted. Using the initial questionnaire as a tool, a small-scale test was conducted in the workplace first. Meanwhile, the Delphi method was adopted to solicit expert opinions on the questionnaire, and the reliability and validity of the questionnaire were examined. Finally, a formal survey questionnaire was formed. There are two ideas for data analysis: One is to conduct descriptive analysis on the basic characteristics, job benefits, and job contents of teachers in private colleges and universities to understand the current situation of the construction of the teaching staff in private colleges and universities; The second is to conduct data analysis on the variables that affect the development of the teaching staff in colleges and universities, establish an

influencing factor model, and analyse the operation mechanism. Variable analysis mainly judges the value of the collected data through data statistical methods, leading the problem deeper. The main statistical methods used include: The first one is factor analysis. It is a statistical technique for dimensionality reduction and simplification of variable groups, analysis of group relationships among variables, and extraction of common factors. After repeated attempts, the influencing factors of the construction of the teaching staff in private colleges and universities have been explored. The second is regression analysis. It is a statistical analysis method for determining the quantitative relationship of interdependence among two or more variables. This paper is mainly used to measure the magnitude of the influence of various influencing factors on the construction of the teaching staff on the construction of the teaching staff and establish a regression model. The third is cluster analysis. It is a statistical analysis method that directly compares the characteristics of physical or abstract object collections among various data. Those with similar properties are classified into one category, while those with significant differences in properties are placed in different categories. This article adopts the K-means clustering analysis classification method is used to classify the group of teachers in private colleges and universities, and the influencing factors are studied respectively to provide a basis for formulating countermeasures for classification.

V. FINDINGS

This chapter presents the findings of the study on the factors influencing the successful development of private universities in Ji Lin Province, China. The analysis is based on both quantitative survey data and qualitative interview responses, highlighting key themes related to teaching conditions, management practices, and humanistic care. Quantitative Findings, 1. Workload: A majority of faculty members (65%) reported experiencing high workload pressure, citing large class sizes and extensive administrative responsibilities. Professional Development: Only 40% of respondents agreed that they had sufficient access to training and professional growth opportunities. Curriculum Flexibility: 55% of respondents believed that the curriculum was rigid, limiting their ability to implement innovative teaching methods. 2. Management Practices Decision-Making Participation: 70% of faculty members expressed dissatisfaction with their limited involvement in university decision-making processes. Performance Evaluations: The study found that 55% of faculty members perceived the performance evaluation criteria as unclear or inconsistent. Administrative Support: 60% of respondents indicated that bureaucratic inefficiencies negatively impacted their teaching effectiveness. 3. Humanistic Care and Faculty Well-being Salary Satisfaction: 72% of faculty members reported that their salaries were below expectations, particularly compared to public university counterparts. Job Stability: 58% of faculty members expressed concerns about contract renewals and long-term career stability. Work-Life Balance: 65% of respondents noted that excessive workload demands adversely affected their work-life balance. Qualitative Findings 1. Teaching

Conditions, interviewed faculty members frequently highlighted a lack of professional development programs and limited opportunities for research funding. One faculty member stated, "We struggle to keep up with modern teaching methods due to a lack of institutional support for training and development." 2. Management Practices, Administrators acknowledged the challenges in implementing participatory governance structures. One university leader mentioned, "We recognize the need for faculty participation in decision-making but face regulatory and structural constraints that limit this." 3. Humanistic Care, Faculty members emphasized the emotional toll of job insecurity and financial stress. One respondent stated, "The constant uncertainty about contract renewal makes it difficult to focus on teaching quality and research." Summary of Findings, The study reveals significant challenges in faculty workload, professional development, management effectiveness, and humanistic care. Addressing these issues is crucial for enhancing the success and sustainability of private universities in Ji Lin Province. The next chapter will discuss these findings in relation to existing literature and propose practical recommendations for improvement.

VI. DISCUSSION

This chapter interprets the key findings from the study on the challenges affecting the successful development of private universities in Ji Lin Province, China. The discussion examines how the identified issues in teaching conditions, management practices, and humanistic care align with or diverge from existing literature. It also explores the implications of these findings for institutional policies and future research. Teaching Conditions and Faculty Development. The study revealed that workload pressures and limited professional development opportunities significantly impact teaching quality. The findings align with Foster (2019), who emphasized that excessive workloads reduce faculty well-being and instructional effectiveness. Additionally, the lack of curriculum flexibility reported by 55% of respondents reflects broader issues in rigid academic structures, as noted by Wallace (2009). Addressing these challenges requires reforms in workload distribution, curriculum innovation, and increased access to professional development programs. Management Practices and Institutional Efficiency. A key concern highlighted by faculty members was their limited participation in university decision-making, with 70% expressing dissatisfaction. This finding supports the argument by Jerrim and Sims (2019) that restrictive management structures hinder faculty engagement and institutional growth. Additionally, inconsistencies in performance evaluations and bureaucratic inefficiencies negatively impact teaching effectiveness. These results indicate the need for transparent evaluation criteria, streamlined administrative processes, and participatory governance models to enhance institutional efficiency. Humanistic Care and Faculty Well-being. Concerns regarding low salaries, job stability, and work-life balance emerged as critical barriers to faculty retention. The 72% dissatisfaction rate with salaries aligns with research by Rice (2003), who

found that competitive compensation is essential for maintaining faculty motivation. Furthermore, high levels of job insecurity and work-life imbalance suggest a need for long-term employment contracts, improved benefits, and policies promoting faculty well-being. Implementing these measures would help mitigate burnout and foster a more stable academic environment. Implications for Policy and Practice. Enhancing Faculty Development: Universities should invest in ongoing training programs, research funding, and mentorship initiatives to support faculty career growth. Reforming Institutional Management: Establishing faculty-inclusive governance structures and clear performance evaluation standards would enhance institutional effectiveness. Improving Humanistic Care: Policies such as salary adjustments, job security measures, and work-life balance initiatives should be prioritized to boost faculty retention and satisfaction. This discussion underscores the urgent need for reforms in faculty workload management, administrative efficiency, and humanistic care to ensure the sustainable development of private universities in Ji Lin Province. By addressing these issues through strategic policy changes, institutions can enhance both faculty well-being and educational quality. The next chapter will present the study's conclusions and recommendations for future research and policy implementation.

VII. CONCLUSION

This study examined the key challenges affecting the successful development of private universities in Ji Lin Province, China. The findings highlighted three major areas of concern: teaching conditions, management practices, and humanistic care. Faculty members reported high workloads, limited professional development opportunities, and rigid curriculum structures, all of which negatively impact teaching effectiveness. Furthermore, administrative inefficiencies, lack of participatory decision-making, and unclear performance evaluations were identified as major obstacles in university management. Lastly, low salaries, job insecurity, and poor work-life balance emerged as critical issues affecting faculty well-being and retention. Implications for Private Universities. The study underscores the urgent need for institutional reforms to enhance faculty development, management efficiency, and humanistic care. Addressing these issues will require: Improved faculty support through structured professional development programs and balanced workload distribution. Revised administrative policies that promote participatory decision-making and transparent evaluation criteria. Enhanced faculty well-being through competitive salaries, stable employment contracts, and policies that promote work-life balance. Future studies should explore comparative analyses between public and private universities to identify best practices that can be adapted to the private sector. Additionally, longitudinal research on the impact of management reforms in private universities would provide deeper insights into their effectiveness. The success of private universities in Ji Lin Province hinges on their ability to adapt to the evolving educational landscape and implement policies that prioritize faculty well-being

and institutional efficiency. By addressing the highlighted challenges, private universities can enhance their reputation, improve teaching quality, and contribute more effectively to China's higher education system.

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