

# ***Research on the Construction of Teaching Staff in Private Vocational Colleges from the Perspective of Human Resource Management***

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**Abstract:** This study explores the current situation, existing problems, and improvement strategies of teacher team construction in private vocational colleges from the perspective of human resource management. Through field research and questionnaire surveys of multiple private vocational colleges, combined with literature analysis, it was found that there are problems in the current construction of the teaching staff in private vocational colleges, such as high teacher turnover, insufficient practical ability of teachers, and imperfect management system. These issues not only affect teachers' work enthusiasm and job satisfaction, but also constrain the quality and long-term development of education in schools.

## **1. Introduction**

With the rapid development of higher education in China, private vocational colleges are playing an increasingly important role in cultivating applied technical talents and serving local economic and social development. However, the quality and stability of the teaching staff are one of the key factors affecting the education quality and long-term development of private vocational colleges. Compared with public universities, private vocational colleges face greater challenges in attracting and retaining excellent teachers, mainly reflected in high teacher turnover, insufficient practical ability of teachers, and imperfect management system. An efficient teaching staff can bring sustained competitive advantages to the school, improve the quality of education, and enhance the overall competitiveness of the school.

## **2. Overview of the construction of teaching staff in private vocational colleges**

The construction of the teaching staff in private vocational colleges refers to optimizing the structure of the teaching staff, enhancing their professional quality and teaching ability, and strengthening their sense of professional identity and belonging through systematic human resource management measures, in order to ensure the quality of education and sustainable development of the school. This process covers multiple aspects such as teacher recruitment, training, assessment, motivation, and career development.<sup>[1]</sup>

### **3. The Current Development Status of Teachers in Private Vocational Colleges**

Compared with public universities, private vocational colleges face greater challenges in attracting and retaining excellent teachers, mainly reflected in high teacher turnover, insufficient practical ability of teachers, and imperfect management system.<sup>[2]</sup>

#### **3.1. The teaching staff is unstable and frequently mobile**

The current development status of teachers in private vocational colleges is facing the problems of unstable teaching staff and frequent turnover, mainly due to factors such as relatively low salary and benefits, limited career development space, and high work pressure. Many teachers choose to resign shortly after joining in search of better career opportunities and development prospects, making it difficult for schools to form a stable teaching team. This high mobility not only affects the quality of teaching and the continuity of education, but also increases the recruitment and training costs of schools, which constrains long-term talent cultivation and professional development. In addition, frequent personnel changes have also affected students' learning experience and the overall reputation of the school, further exacerbating the difficulties in building the teaching staff.<sup>[3]</sup>

#### **3.2. Insufficient practical ability of teachers**

In the current development status of teachers in private vocational colleges, insufficient practical ability of teachers is a significant problem. Many teachers, although possessing solid theoretical knowledge, lack practical operational skills and industry experience, which to some extent affects the effectiveness of cultivating applied technical talents. Due to the lack of opportunities for cooperation with enterprises and the accumulation of practical experience, teachers find it difficult to integrate the latest industry standards and technological developments into the course content during the teaching process, resulting in a disconnect between students' learned knowledge and actual work needs. This situation not only weakens students' employment competitiveness, but also limits the improvement of the quality of school education. It is urgent to improve it through strengthening school enterprise cooperation, providing more practical training opportunities, and encouraging teachers to participate in industry projects.<sup>[4]</sup>

#### **3.3. Imperfect management system**

The imperfect management system is a prominent issue in the current development status of teachers in private vocational colleges. Many schools lack systematic and standardized approaches to teacher recruitment, assessment, promotion, and motivation, resulting in low management efficiency and frequent occurrences of unfairness. The specific manifestations include unclear recruitment standards, inadequate salary system, and insufficient training mechanisms. These management deficiencies not only affect the work enthusiasm and professional satisfaction of teachers, but also constrain the stability and overall quality improvement of the teaching staff. In addition, the imperfect management system also makes it difficult for teachers' professional development and support systems to effectively respond to rapidly changing educational needs and technological advancements. Therefore, establishing a sound and scientific management system is the key to improving the quality of the teaching staff and the overall competitiveness of private vocational colleges.<sup>[5]</sup>

## **4. Problems in the Construction of Teaching Staff in Private Vocational Colleges**

From the perspective of human resource management, the construction of the teaching staff is not only a matter of recruitment and training, but also a systematic project. It involves multiple aspects such as career planning, performance evaluation, incentive mechanisms, training and development for teachers.<sup>[6]</sup>

### **4.1. Unreasonable faculty structure in private vocational colleges**

The unreasonable structure of the teaching staff in private vocational colleges mainly manifests as imbalances in professional titles, age, professional backgrounds, and subject distribution. Specifically, the proportion of teachers with senior professional titles is relatively low while there are more teachers with junior professional titles, which limits the level of teaching and research; The high proportion of young teachers but the lack of experienced middle-aged backbone teachers have affected the inheritance of teaching experience and knowledge; There is a shortage of "dual teacher" teachers, many of whom have rich theoretical knowledge but lack practical abilities, making it difficult to meet the needs of cultivating applied talents; In addition, there is an oversupply of teachers in some popular majors, while teachers in basic or emerging disciplines are relatively scarce, which limits the comprehensive development of schools. This unreasonable teacher structure not only affects the quality of teaching, but also restricts the overall competitiveness of the school.<sup>[7]</sup>

### **4.2. Unstable teaching staff in private vocational colleges**

The instability of the teaching staff in private vocational colleges is mainly manifested by high teacher turnover and high turnover rate. This is mainly due to factors such as relatively low salary and benefits, limited career development space, high work pressure, and lack of effective incentive mechanisms. Many teachers choose to resign shortly after joining in search of better career opportunities and development prospects, making it difficult for schools to form a stable teaching team. This high mobility not only affects the quality of teaching and the continuity of education, but also increases the recruitment and training costs of schools, which constrains long-term talent cultivation and professional construction, thereby affecting the overall development of schools and students' learning experience.<sup>[8]</sup>

### **4.3. Teachers in private vocational colleges lack their own abilities**

The insufficient abilities of teachers in private vocational colleges are mainly reflected in the lack of close integration between theory and practice, insufficient innovation in teaching methods, and weak research capabilities. Many teachers, although possessing certain theoretical knowledge, lack practical skills and industry experience, making it difficult to effectively guide students in practical learning. In addition, some teachers have shortcomings in adopting innovative teaching methods such as modern educational technology, interactive teaching, and project-based learning, which have affected teaching effectiveness and students' learning interest. Meanwhile, due to limited research resources and support, some teachers also face difficulties in academic research and publishing high-quality papers, which not only limits their personal career development but also affects the overall academic level and influence of the school.<sup>[9]</sup>

#### **4.4. Lack of motivation among teachers in private vocational colleges**

The lack of motivation among teachers in private vocational colleges is mainly manifested in low work enthusiasm, weak innovation awareness, and strong occupational burnout. This is mainly due to factors such as relatively low salary and benefits, limited career development space, and imperfect assessment and incentive mechanisms. Many teachers feel that their efforts and contributions have not received the recognition and rewards they deserve, resulting in a lack of sufficient motivation in teaching, research, and social services. In addition, the heavy workload and significant pressure have also caused some teachers to experience job burnout, affecting their work enthusiasm and creativity. This lack of motivation not only reduces teaching quality and research output, but also affects students' learning experience and the overall development of the school.<sup>[10]</sup>

#### **4.5. The lack of management system for private vocational colleges**

There are obvious deficiencies in the management system of private vocational colleges, mainly manifested in the lack of systematic and standardized management mechanisms. Specifically, the standards and processes for teacher recruitment, assessment, promotion, and motivation in schools are not clear enough, resulting in occasional arbitrariness and unfairness in the management process. In addition, the management of teaching quality, research support system, and school enterprise cooperation mechanism are also relatively weak, which affects the quality of education and the long-term development of the school. The lack of this management system not only weakens the work enthusiasm and professional satisfaction of teachers, but also restricts the professional growth of the teaching staff and the overall competitiveness of the school. It is urgent to improve this by establishing a sound and scientific management system.<sup>[11]</sup>

### **5. Measures for the Construction of Teaching Staff in Private Vocational Colleges**

To establish a regulatory agency for the quality of private vocational colleges, it is necessary to have a sound mechanism for monitoring the quality of education, in order to ensure the healthy and orderly development of private vocational colleges in a favorable environment. The government should strengthen supervision in terms of teaching staff, infrastructure, professional settings, enrollment, and educational models to safeguard the rights and interests of teachers and students, thereby improving the quality of private vocational colleges.

#### **5.1. Introduce talents who match the position**

Private vocational colleges should attach importance to the recruitment process in the construction of their teaching staff, and ensure the introduction of high-quality teachers by establishing clear recruitment standards and procedures. Specific measures include: establishing a scientific and reasonable job demand analysis, clarifying the professional background, teaching experience, and professional ethics of the required teachers; Expand recruitment channels, not only through campus recruitment, but also by utilizing various methods such as social recruitment, industry recommendations, and overseas introductions to attract outstanding talents; Strengthen the interview and demonstration process, comprehensively evaluate the teaching ability, research potential, and professional ethics of the candidates; Provide competitive compensation and career development opportunities to enhance the attractiveness of excellent teachers. Through these measures, the overall quality of the teaching staff can be effectively improved, laying a solid foundation for the education quality and long-term development of the school.

## **5.2. We will intensify teacher training**

Private vocational colleges should increase teacher training efforts in the construction of their teaching staff, and develop and enhance teachers' professional abilities through systematic and diversified training programs. Specific measures include: regularly organizing professional training and continuing education both on and off campus, covering the latest teaching methods, industry technology trends, and research capacity enhancement; Encourage and support teachers to participate in academic exchanges and seminars both domestically and internationally, broaden their horizons, and introduce advanced educational concepts; Establish a "dual teacher" teacher training mechanism, strengthen cooperation with enterprises, arrange teachers to engage in enterprise practice, enhance their practical operation ability and industry experience; Establish a special fund to support the academic advancement and professional title evaluation of teachers, and provide necessary resources and time support. Through these comprehensive measures, the teaching level and professional competence of teachers can be effectively improved, and the overall development of the teaching staff can be promoted.

## **5.3. Strengthen teachers' salary management and welfare**

Private vocational colleges should strengthen the management of teacher salaries and benefits in the construction of their teaching staff, and attract and retain excellent teachers by providing competitive compensation and a comprehensive welfare system. Specific measures include: developing a scientifically reasonable salary structure, ensuring that basic salaries are in line with market levels, and rewarding teachers based on their teaching quality, research achievements, and service contributions; Establish a transparent and fair salary adjustment mechanism, regularly evaluate and adjust teachers' salary levels in a timely manner; Improve the social security system to ensure that teachers enjoy comprehensive benefits such as medical insurance and pension insurance; Provide additional benefits such as housing subsidies, transportation subsidies, and support for children's education to alleviate the living burden of teachers; Establish a special bonus and honor recognition system to provide both material and spiritual incentives to outstanding teachers. Through these measures, teachers' job satisfaction and sense of professional belonging can be effectively improved, promoting the stability and development of the teaching staff.

## **5.4. We will reform the teacher management system**

Private vocational colleges should reform the teacher management system in the construction of their teaching staff, and enhance teachers' work enthusiasm and career development by establishing a scientific, standardized, and flexible management system. Specific measures include: establishing clear job responsibilities and performance evaluation standards to ensure a fair and transparent evaluation system; Optimize the promotion mechanism to provide teachers with clear career development paths and promotion opportunities; Introduce diversified incentive mechanisms, combining material rewards with spiritual incentives, such as establishing teaching and research award funds, commending outstanding teachers, etc; Strengthen the channels for teachers to participate in school management, encourage teachers to participate in the decision-making process, and enhance their sense of belonging and responsibility; Promote flexible work systems, such as flexible working hours, remote work options, etc., to better balance work and life. Through these reform measures, teachers' enthusiasm and creativity can be effectively stimulated, promoting the overall quality improvement of the teaching staff and the sustainable development of the school.

## 6. Conclusion

In summary, from the perspective of human resource management, private vocational colleges face many challenges in the construction of their teaching staff, including unreasonable teacher structure, insufficient teacher motivation, and imperfect management systems. To address these challenges, this study proposes multiple improvement measures, such as emphasizing recruitment, increasing teacher training efforts, strengthening salary management and benefits, and reforming teacher management systems. By implementing these measures, the overall quality and stability of the teaching staff can be effectively improved, and the work enthusiasm and professional satisfaction of teachers can be enhanced, thereby improving the quality of education and the overall competitiveness of schools. In the future, private vocational colleges should continue to pay attention to the development needs of teachers, continuously optimize and improve their human resource management system, in order to adapt to the rapidly changing educational environment and technological progress. At the same time, school management should focus on establishing a good campus culture, creating a supportive and respectful working atmosphere, and stimulating teachers' innovative spirit and teamwork ability. Only in this way can we truly achieve sustainable development of the teaching staff and lay a solid foundation for the long-term development of private vocational colleges.

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