STUDY ON FACULTY TURNOVER IN YUNNAN COLLEGE OF BUSINESS MANAGEMENT

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Private educational institutions in China have a relatively short history of development, and the main force of the faculty is junior faculty. In recent years, Yunnan College of Business Management has developed rapidly, but the problem of junior faculty turnover has become an important factor that limits its long-term development. Based on the case study of Yunnan College of Business Management, this article analyzes the main reasons for the faculty turnover in private colleges and universities, focusing on the needs of junior faculty in terms of further training, salary, social security identity and sense of belonging, and proposes corresponding countermeasures for stabilizing the teaching workforce and promoting the sustainable development of private colleges and universities. It is also suggested for the sustainable development of private colleges and universities.

Keywords: private universities; faculty; faculty turnover

Introduction

In recent years, private colleges and universities have become a new force of higher education as the scale of private colleges and universities has expanded amid the popularization of higher education in China, but there are a series of problems in the development of private colleges and universities that need to be solved, especially the brain drain problem. The problem of losing talent, which is one of the most valuable resources for private colleges and universities, directly hinders the long-term development of private colleges and universities.
At the same time, as an institution committed to developing more sophisticated talents, the quality and quantity of talents in private higher education institutions are closely related to their level of teaching and research, which determines the comprehensive strength and core competitiveness of private higher education institutions.

However, in view of the development level of private colleges and universities in China, the problem of talent loss is serious, especially in regions with relatively backward economic development, and how to effectively solve the problem of a large amount of talent loss is the main challenge for private colleges and universities.

**Research background**

Private universities in China have a relatively short history of development compared to public universities. As a result, the faculty in these private institutions is mainly made up of junior faculty. In recent years, Yunnan College of Business Management has experienced rapid growth, but the turnover of junior faculty has become a significant challenge limiting the institution's long-term development (Zeng & Wu, 2020).

This case study aims to identify the main reasons for the faculty attrition in private colleges and universities, focusing on the situation in Yunnan College of Business Management. By analyzing the reasons for the faculty turnover, this study seeks to identify the needs of junior faculty in terms of further training, salary, social identity, and sense of belonging, and propose corresponding countermeasures to stabilize the teaching workforce and promote the sustainable development of private universities (Peng et al., 2013).

The turnover of junior faculty in private universities is a widespread problem that threatens the sustainability and growth of these institutions. One of the main reasons for this problem is the insufficient attention given to the needs of junior faculty. In many cases, the junior faculty feels that their employers do not provide them with sufficient opportunities for professional development, resulting in a lack of motivation and a feeling of being undervalued (Guo et al., 2017).

Furthermore, Joarder & Sharif (2011) mentioned that the junior faculty are often paid less than their senior colleagues, which can cause financial stress and make them more likely to leave their jobs. Additionally, the lack of social identity and a sense of belonging can cause the junior faculty to feel disconnected from the university and its community.

This study will analyze the reasons for faculty attrition in private colleges and universities, focusing on Yunnan College of Business Management. The findings of this study will have broader implications for private universities in China and other countries facing similar challenges.

**The objective of the study**

1. To identify the main reasons for faculty attrition in private colleges and universities, with a focus on Yunnan College of Business Management.
2. To analyze the needs of junior faculty in private universities in terms of further training, salary, social identity, and sense of belonging.
3. To propose corresponding countermeasures to stabilize the teaching team and promote the sustainable development of private universities.
4. To provide insights and recommendations that can be useful for private universities in China and other countries facing similar challenges.
Overall, the study aims to shed light on the challenges of retaining junior faculty at private universities and identify potential solutions to promote long-term growth and sustainability. The findings of this study will be useful for private universities in China and other countries seeking to address the problem of faculty attrition.

**Scope of the study**

This study focuses on Yunnan College of Business Management, a private college in China. The study aims to explore the reasons for faculty attrition in private universities, particularly focusing on the needs of junior faculty in terms of further training, salary, social identity and sense of belonging (Scheopner, 2010). To achieve this, a qualitative method will be used to analyze data collected from primary sources, including interviews with the faculty members and administrators, as well as secondary sources, including existing literature on the topic.

Data analysis will be conducted using a thematic approach and interviews to identify common themes and patterns in the data. The study will also aim to propose countermeasures that can be implemented to promote the sustainable development of private universities in China, with a specific focus on Yunnan College of Business Management.

The limitations of this study are that it is based on one case study and may not be generalized to other private universities in China or other countries. However, the findings of this study may provide insights and recommendations that can be useful for other private universities facing similar challenges.

Therefore, this study seeks to contribute to the literature on faculty attrition in private universities and provide practical solutions to this problem. The findings of this study can be used to inform policy decisions and support the development of sustainable teaching teams in private universities in China and beyond.

**Research significance**

This study on the faculty attrition and management countermeasures in private universities, using Yunnan College of Business Management as a case study, holds significant value and contributions for several reasons.

First, the study will provide insights into the reasons for faculty attrition in private universities, with a particular focus on junior teachers' needs. By examining the factors that influence junior faculty's decisions to leave or stay in private universities, this study can help university administrators and policymakers develop effective strategies to attract and retain talented junior faculty members.

Furthermore, the study will propose countermeasures to promote the sustainable development of private universities. The countermeasures developed from this research will be based on the specific needs of junior faculty in private universities, including further training, salary, social identity and sense of belonging.

These countermeasures can be used by private universities in China and other countries to address faculty attrition and create a sustainable teaching team.

In addition, this study can contribute to the literature on faculty attrition in private universities, especially in China. The study will provide a comprehensive analysis of the current situation and the challenges facing private universities in China, which can inform future research in this area.
Finally, the findings and recommendations of this study can be used by private universities in China and other countries facing similar challenges to improve the sustainability and development of their teaching teams.

Therefore, the significance of the study extends beyond Yunnan College of Business Management to include other private universities in China and other countries seeking to address the issue of faculty attrition.

Research framework
The framework for addressing the problem of attracting faculty to private universities is based on human resource management theory, social identity theory, expectancy theory, and professional development theory. This concept recognizes that faculty retention is essential for the long-term success of private universities.

Human resource management theory highlights the importance of creating a supportive work environment that offers competitive compensation and benefits to attract and retain talented faculty members (Zhang & Laokulrach, 2023).

Ashforth & Mael (1989) pointed out that social identity theory emphasizes the need for a sense of community and belonging among the faculty members, which can be fostered by offering opportunities for collaboration, recognition, and support.

Expectancy theory suggests that faculty members must feel that their efforts are being recognized and rewarded in order to be motivated to remain in their positions. This can be achieved through regular feedback, performance evaluations, and opportunities for professional development (Abbas & Iqbal, 2020).

Finally, professional development theory suggests that ongoing learning opportunities can increase job satisfaction and improve retention rates. Therefore, private universities should invest in training and development programs that allow the faculty members to acquire new skills and knowledge, as well as support them in achieving their career goals (Boru & Wen, 2019).

![Research Framework](made by co-authors)
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Literature review

**Human resource management theory**

Zhang & Laokulrach (2023) stated that human resource management theory emphasizes the importance of developing and managing human capital within an organization. In the context of the Yunnan College of Business Management case study, effective human resource management practices are crucial to attracting and retaining talented faculty members.

Private universities in China have a relatively short history of development and the main force of the faculty is young teachers. Therefore, the college must create a positive work environment that fosters job satisfaction and professional growth to retain these young teachers. This includes offering competitive salaries and benefits, providing opportunities for professional development, and creating a supportive and inclusive work culture.

To create an effective human resource management strategy, the university can use various methods such as job analysis, job descriptions, and job specifications. A job analysis involves examining the tasks and responsibilities of a position to determine the required skills and qualifications for the job. A job description is a summary of the duties and responsibilities of a position, and a job description outlines the qualifications and skills required to perform the job. By using these methods, a college can ensure that they attract and hire the most qualified candidates and provide them with a clear understanding of their roles and responsibilities (Onukwu & Okafor, 2021).

**Social identity theory**

Social identity theory suggests that a sense of belonging and identification with the university community is important for the faculty retention. In the case study of Yunnan College of Business Management, creating a culture of inclusiveness and promoting positive relationships among the faculty and between the faculty and students are essential to developing a sense of social identity and connection to the institution. The faculty who feel a connection to the university are more likely to stay long-term (Ashforth & Mael, 1989).

One way to create a sense of social identity is to promote a culture of cooperation and teamwork. This can be achieved through team building activities, mentoring programs, and opportunities for collaborative research projects. By providing opportunities for social interaction and collaboration, the university can foster a sense of community and belonging among the faculty members.

Another way to promote social identity is to ensure that the faculty members have opportunities for meaningful participation in decision-making processes at the institution. This may include participation in committees, task forces, or other forms of shared governance. By involving the faculty members in decision-making processes, the college can help create a culture of trust and respect that can contribute to a sense of social identity and connection to the institution (Cannella et al., 2015).

**Expectancy theory**

Abbas & Iqbal (2020) explained that the expectation theory suggests that people are motivated to perform well when they believe that their efforts will lead to desired results.

In the context of the case study of Yunnan College of Business Management, this theory suggests that the faculty will be more motivated to stay with the institution if they are
confident that their contributions will lead to positive outcomes such as job satisfaction, career advancement, and recognition.

To apply expectancy theory in this context, the college can create a culture that supports professional growth and advancement. This can be achieved through various means, including organizing workshops, training programs, and providing opportunities for the faculty to participate in research projects and other academic activities. By providing such opportunities, the college can demonstrate to the faculty that their efforts will be rewarded with opportunities for career growth and development.

Moreover, recognizing the faculty's contributions to the institution through feedback and recognition is another important way of applying the expectancy theory. This includes recognizing excellent performance through awards and other forms of recognition, as well as providing feedback on their work and contributions to the institution. This approach can help reinforce the faculty members' beliefs that their hard work will lead to positive results; which ultimately increases their motivation to stay with the institution (Friedman & Mandel, 2009).

**Professional development theory**

Professional development theory assumes that people have a natural desire to learn and grow, and that this desire can be used to promote professional development. In the context of the case study of Yunnan College of Business Management, this theory suggests that the faculty will be more motivated to stay with the institution if they have opportunities for professional growth and development (Boru & Wen, 2019).

Collinson et al. (2009) noted that to apply professional development theory in this context, the college can provide the faculty with a range of opportunities for professional development. This may include attending conferences and seminars, participating in research projects, and participating in ongoing training and development programs. By providing such opportunities, the college can demonstrate its commitment to supporting the professional growth and development of its faculty members.

Thus, the university can promote a culture of continuous learning by encouraging the faculty to share their knowledge and expertise with each other. This can be achieved in various ways, including creating mentoring programs, creating learning communities, and promoting a culture of collaboration and innovation. By creating an environment where the faculty members are encouraged to share their experiences and learn from each other, the university can promote professional development and growth for all.

In summary, professional development theory provides a framework for promoting the continuous professional growth and development of faculty members at Yunnan College of Business Management. By providing a variety of opportunities for learning and growth, encouraging a culture of collaboration and innovation, and supporting self-directed learning and development, the university can promote a sense of personal and professional fulfillment among its faculty members, which can contribute to their motivation to stay with the institution.

**Research methodology**

The research methodology for this study will involve qualitative methods which are documentary and single case study methods. The single case study will include interviews, document analysis, and observation.
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This approach is particularly suitable for studying complex phenomena in a specific context and for gaining a detailed understanding of the underlying mechanisms and processes. Also based on semi-structured interviews with a sample of current and former faculty members of Yunnan College of Business Management. The interviews will focus on their experiences, perceptions and attitudes towards the institution, as well as their reasons for leaving or staying. The interviews will be recorded, transcribed, and analyzed to identify patterns, themes, and relationships in the data (Fidel, 1984).

Bohnsack (2014) noted that the documentary method will also be used to supplement the interview data, as this method provides access to a wide range of documents such as policies, reports, and other relevant materials. These documents will be collected from the college archives and analyzed to provide a deeper understanding of the institutional context and factors contributing to the faculty attrition.

Observation will be used to supplement interview and document analysis data, as it provides an opportunity to observe institutional culture, policies, and practices in action. Since the researcher works at Yunnan College of Business Management, the researcher will conduct site visits to Yunnan College of Business Management to observe classes, meetings, and other relevant activities, and to gain a first-hand understanding of the institutional context (Yin, 1994).

Findings and conclusions

The findings of this study suggest that the faculty attrition is a significant problem in private universities in China, particularly among the junior faculty. Based on the case of Yunnan School of Business Management, the study identified several factors that contribute to the faculty turnover, including lack of professional development opportunities, low salaries, limited social identity, and a poor sense of belonging. The study also found that effective management strategies that can be used to address this problem include providing professional development opportunities, improving salary and benefits, improving social identity, and promoting a sense of belonging.

The study also found that theories of human resource management, social identity, expectancy, and professional development are useful for understanding the problem of faculty attrition and for developing effective management strategies. Human resource management theory provides insights into the importance of developing effective personnel policies and practices, while social identity theory highlights the importance of improving social identity and promoting a sense of belonging. Expectancy theory emphasizes the importance of rewards and recognition in promoting employee motivation, while professional development theory highlights the importance of providing opportunities for ongoing learning and growth.

In conclusion, this study highlights the importance of addressing the faculty attrition in private universities in China. The findings suggest that effective management strategies can help stabilize the faculty and promote the sustainable development of private universities. Theories of human resource management, social identity, expectancy, and professional development provide useful frameworks for understanding the underlying processes and mechanisms involved in the faculty attrition and for developing effective management strategies.
The study also suggests that the use of qualitative research methods such as a single case study design with interviews, documentary analysis, and observation, combined with qualitative content analysis, can provide a comprehensive and detailed understanding of the problem of faculty attrition and management countermeasures in private universities. This approach can help generate rich and in-depth insights into the institutional context, the factors that contribute to the faculty turnover, and the management strategies that can be employed to address this problem.

Thus, in conclusion, this study contributes to our understanding of faculty attrition and management countermeasures in private universities in China, and provides practical recommendations to improve working conditions and career opportunities for the junior faculty in these institutions.

**Recommendations**

Here are some recommendations for progress management at Yunnan College of Business Management:

1. Implement a professional development program
   It is recommended that Yunnan College of Business Management implement a professional development program to provide opportunities for junior faculty to enhance their skills, knowledge and skills. This can be achieved through training, mentoring, and coaching programs.

2. Create a positive work environment
   Yunnan College of Business Management should create a positive work environment that fosters a sense of belonging, social identity, and shared purpose. This can be done by encouraging teamwork, collaboration, and open communication.

3. Offer competitive compensation packages
   To attract and retain junior faculty, the Yunnan College of Business Management should offer competitive compensation packages that include salary, benefits, and incentives.

4. Increase opportunities for career growth
   Yunnan College of Business Management should provide more opportunities for career growth and promotion to encourage junior faculty to stay and grow within the institution.

5. Strengthen HR management practices
   Yunnan College of Business Management should strengthen its HR management practices by implementing policies and procedures that support employee retention, such as performance evaluation, feedback mechanisms, and employee recognition programs.

6. Enhance the reputation of institution
   To attract and retain junior faculty Yunnan College of Business Management should improve its reputation by improving its academic programs, research, and public activities. This can help the institution become a preferred employer in the region and increase its ability to attract and retain talented junior faculty.

To address these issues, the study recommended six key strategies. These include the implementation of a professional development program, creating a positive work environment, offering competitive compensation packages, increasing career opportunities, strengthening HR management, and improving the reputation of institution.
By implementing these recommendations, Yunnan College of Business Management can address the problem of faculty attrition and promote the sustainable development of private universities.

Overall, this study highlights the importance of investing in young teachers and creating a supportive work environment to attract and retain talented faculty members in private universities.

References


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