

Research on Strategies to Improve Teachers' Sense of Gain in Private Universities

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Abstract: *In the higher education system, private colleges and universities play an increasingly important role, and the stability and development of the teaching team are one of the key factors to ensure the quality of education. This study aims to conduct an in-depth analysis of the structure, acquisition paths, evaluation and improvement methods of teachers' sense of gain in private colleges and universities. Through a combination of literature review and field research, a theoretical framework of teachers' sense of gain in private colleges and universities is constructed and its multi-dimensional structure is clarified. By identifying the main factors that affect teachers' sense of gain, this study proposes corresponding improvement strategies, evaluates the current evaluation system of sense of gain, and puts forward specific suggestions for improvement. The study points out that by improving the working environment, optimizing the salary and welfare system, and broadening career development channels, the sense of gain of teachers in private universities can be significantly improved, thus promoting the overall development of private higher education.*

Keywords: Private Universities, Teachers' Sense of Gain, Influencing Factors, Improvement Strategies, Evaluation System.

1. Introduction

The importance of private colleges and universities in the education system is becoming increasingly prominent, and teachers, as the core force to ensure the quality of education, have a sense of gain that is particularly important. Preliminary research shows that the job satisfaction, career stability and development opportunities of teachers in private colleges and universities are affected by many factors, and there is a lot of room for improvement. "Sense of gain" is a concept with rich connotations. The academic community has not yet formed a unified definition, but it is generally believed that it includes two levels: objective gain and subjective feeling. This study aims to deeply explore the structure, acquisition path, and evaluation and improvement methods of the sense of gain of teachers in private colleges and universities.

The sense of gain of teachers in private colleges and universities refers to the subjective psychological experience of teachers in private colleges and universities accompanied by their efforts and actual gains in the process of engaging in private higher education. It is mainly composed of dimensions such as content gain, environment gain, path gain, experience gain and shared gain. It has an important impact on the professional growth, professional identity, teaching and research, and social services of teachers in private colleges and universities.

2. Review of Current Research Status at Home and Abroad

2.1 Theoretical basis and Structure of Sense of Gain

The theoretical connotation of teachers' sense of gain constitutes the cognitive basis for the realistic representation of teachers' sense of gain. Domestic and foreign researchers have conducted research and discussions from different perspectives: First, focus on the content of the sense of gain. For example, Zhang Pengcheng and Chen Ning (2022) believe that teachers' sense of gain includes material and spiritual gain, and the right to development. Second, focus on

the results of gain. For example, Sun Hongli (2020) believes that teachers' sense of gain is the material and spiritual satisfaction and pleasure that teachers gain from social and student recognition in the process of achieving educational goals. Third, focus on the feelings of individuals after gaining. For example, Cui Youxing (2020) defines teachers' sense of gain as the positive subjective experience generated by teachers on the basis of obtaining material materials and development elements related to their own existence and development.

2.2 A Study on the Structural Dimensions of Teachers' Sense of Gain

On the basis of grasping the theoretical connotation, further exploring its structural dimension is an inevitable requirement for understanding and studying teachers' sense of gain. This type of research can be divided into two situations: one is based on the perspective of static level. For example, Zheng Fengtian (2017) divided the sense of gain into two levels: material and spiritual; Cui Youxing and Wu Chenchen (2023) divided teachers' sense of gain into five aspects: material, professional, fair, achievement and spirit based on material materials and development factors. The second is based on the perspective of dynamic development. It not only pays attention to the diachronicity and presence of teachers' sense of gain, but also cares about the future development of teachers' sense of gain. For example, Cui Youxing and Li Sen (2023) divided teachers' sense of gain into a three-dimensional dynamic system composed of three dimensions: time, space and level, based on the time and space field in which teachers are located and their inner experience.

2.3 Research on the Measurement and Evaluation of Teachers' Sense of Gain

Only by understanding the sense of gain in the real state of teachers can we really help explore effective improvement paths. This type of research can be divided into two situations: one is to use a self-compiled sense of gain evaluation index

system. For example, Huang Liqing et al. (2019) divided the sense of gain index system into four aspects: working conditions, work platform, salary guarantee, and development space. Han Yue et al. (2024) constructed three first-level indicators including "sense of gain in survival security", "sense of gain in relationship belonging", and "sense of gain in self-development" through the modified Delphi method and hierarchical analysis method. The second is to draw on the research results of other specific groups' sense of gain or related concepts (such as happiness, etc.). For example, Fan Jingang, Liu Yongguang, and Liu Jiabao (2020) referred to the "relative sense of gain of poor college students" and the questionnaire on the sense of gain of the people issued by the Chinese Academy of Social Sciences to evaluate and analyze the "sense of gain" of young physical education teachers in colleges and universities in my country.

3. Paths and Influencing Factors of Teachers' Sense of Gain in Private Universities

On the basis of systematically combing the theoretical achievements and practical experience of teachers' sense of gain at home and abroad, we designed interview outlines and questionnaires, conducted in-depth interviews with higher education experts, and conducted questionnaire surveys on front-line private college teachers to determine the components of private college teachers' sense of gain. On the basis of the analysis of essential connotations and components, a structural model of private college teachers' sense of gain was constructed. Further empirical research will be conducted to identify the various factors that affect teachers' sense of gain, such as school management, salary and benefits, work environment, career development channels, etc., and analyze how these factors affect teachers' career satisfaction and willingness to stay. Case analysis shows that a good management system and a fair promotion mechanism are crucial to improving teachers' sense of gain.

4. Evaluation and Improvement of Teachers' Sense of Gain in Private Universities

The process of constructing an evaluation framework for the sense of gain of teachers in private universities is the process of transforming the connotation of sense of gain into a detectable operational definition. First, the evaluation indicators are extracted from the definition of the concept of sense of gain of teachers in private universities. Secondly, on this basis, the secondary indicators are determined and the indicators are described in detail. Finally, the evaluation criteria are determined. This research content aims to establish a set of evaluation frameworks with clear dimensions and clear levels as the basis and development direction for measuring the level of sense of gain of teachers in private universities.

Based on the above theoretical and empirical research results, a set of evaluation systems for the sense of gain of teachers in private universities is proposed, and verified through questionnaires, interviews, etc. According to the evaluation results, targeted improvement strategies are proposed, such as optimizing the salary structure, improving the working environment, and increasing professional training, and

specific implementation steps are planned. 1. Improve the working environment: provide sufficient teaching resources, optimize campus facilities, and ensure that teachers can work in a comfortable environment. 2. Optimize salary and benefits: establish a reasonable salary system, provide competitive wages and benefits, such as medical insurance, pension plans, etc. 3. Promote career development: provide continuous professional development opportunities, such as training, seminars and academic conferences, as well as clear career advancement paths. 4. Enhance social cognition: Improve the social status and image of teachers in private universities through public media and community activities. 5. Regular evaluation and feedback: Establish a regular evaluation mechanism for teachers' sense of gain, collect feedback and adjust policies based on feedback. The implementation of these solutions requires the joint efforts of school management, relevant government departments and all sectors of society to ensure that the sense of gain of teachers in private universities is effectively improved.

5. Conclusion

"Sense of gain" is a multidimensional and comprehensive concept. It not only includes actual material or spiritual gains, but also involves the individual feelings and experiences of teachers. The sense of gain of teachers in private universities refers specifically to the positive psychological experience of teachers due to their efforts and actual gains in the environment of private higher education. Need hierarchy theory, relative deprivation theory and social exchange theory are of great significance for understanding the nature, characteristics and value of the sense of gain of teachers in private universities.

To improve the sense of gain of teachers in private universities, it is necessary to comprehensively consider multiple aspects, including value positioning, teacher subject, school governance and support conditions. It is necessary to start from the actual needs of teachers and formulate targeted improvement measures in combination with the actual situation of the school.

Through theoretical construction, model design, framework development and quantitative analysis, this paper comprehensively and deeply explores the connotation, structure and level of the sense of gain of teachers in private universities, and proposes feasible improvement strategies to promote the professional development of teachers in private universities and the improvement of education and teaching quality. It will further emphasize the importance of improving the sense of gain of teachers in private universities and put forward suggestions for future research directions.

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