

Research on the Construction of an Environmental System to Enhance Teachers' Sense of Career Gain in Private Undergraduate Colleges

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Abstract

The construction of teaching staff is an important element in the development of private undergraduate colleges and universities, and a higher sense of career gain is the key to stabilizing the teaching staff and optimizing the structure of the teaching staff. This paper expounds the current situation of teachers' living environment system in private undergraduate colleges and universities, analyzes and researches from the external environment (including policy environment, social environment) and internal environment (school environment, teachers' self-identity), and explores the construction of a cohesive and happy team. We will build a team of teachers with high sense of professionalism and professionalism, and build an environment system that is equal, people-oriented, and has a strong sense of professional achievement.

Keywords

Private Undergraduate Colleges; Career Gain; Environmental System.

1. Research Background

In 2021, the state will take measures to crack down on the K12 extracurricular tutoring market, and capital will begin to re-examine the education industry and re-recognize the investment value ratio of different links. At the same time, the state actively promotes the reform of vocational education, promotes the transformation of the education model of higher education, and alleviates the insufficient supply of applied talents. Therefore, the role of private undergraduate colleges and universities is becoming more and more important.

In recent years, my country's private undergraduate colleges and universities are in a period of transformation and development to application-oriented undergraduate colleges and universities. If the transformation is to be successful, the construction of teaching staff is an extremely important part. In the process of transformation, a stable and high-quality faculty is an important tool for private undergraduate colleges to deal with the challenges of transformation. The sense of professional achievement of teachers is the key factor to stabilize the teaching staff. Nowadays, the internal and external environments faced by teachers in private undergraduate colleges and universities are closely related to their sense of career gain. For example, in the external environment, problems such as deviation of social status, low social recognition, and large limitations of social security have seriously reduced the private undergraduate teachers' sense of occupation; the low self-identity of teachers in the internal environment also leads to frequent occupations. One of the reasons for the phenomenon of burnout is that the school management system is not perfect, the work arrangement is unreasonable, and the campus humanistic atmosphere is not strong enough, which makes the teachers of private undergraduate colleges have a gap in the realization of self-worth. Based on these problems, this paper chooses to explore and research ways to improve teachers' sense of career gain in private undergraduate colleges from the perspective of external environment

and internal environment, hoping to improve the environment system for teachers' survival in private undergraduate colleges and universities and enhance their sense of career gain.

2. Basic Connotation

A sense of career gain. The word "sense of gain" began in 2015 and frequently appears in government documents, media discourse and public expressions. Domestic scholars' research on "sense of gain" mainly starts from the perspectives of "sociology" and "psychology". Wang Pujiao and Ji Chengyuan believed that "sense of gain" is a relative sense of gain, which refers to the evaluation made by people on the changes in their actual interests before and after a certain stage, that is, people make objective comparisons based on their own income, resulting in a subjective feeling. Zhang Pin believes that the "sense of acquisition" refers to the long-lasting satisfaction caused by the acquisition of material and spiritual levels, and it emphasizes a real acquisition based on the foundation for me. This paper argues that the "sense of career gain" is a compound word formed by the two aspects of "gain" and "feeling" in a professional position. It is not only an objective gain in occupation, but also a subjective experience of the process or result of occupation. Therefore, in the process of realization of "professional gain", it includes two levels of material gain and spiritual gain. The sense of occupational gain of teachers in private undergraduate colleges refers to the collection of objective gains and subjective feelings obtained by teachers in private undergraduate colleges in the process of realizing their professional ideals, mainly including teachers' sense of professional identity, and the material and spiritual aspects that teachers obtain from schools. Satisfaction and social identity of young teachers in private undergraduate colleges.

Environmental system. The environmental system includes two aspects: the external environment (policy environment, social environment) and the internal environment (school environment, teachers' self-identity), and the construction of the external environment is related to national policies and social identity, and there are uncontrollable factors. However, the construction of the internal environment of the school is operable. It can be guided by the party building, ideological publicity and cultural construction can work together to explore an effective way to truly condense teachers' emotions and build an effective and good internal environment for teachers. environment.

3. Status Quo of the Living Environment System of Teachers in Private Undergraduate Colleges

Most of the teaching staff in private undergraduate colleges are characterized by younger age, higher basic quality, lower professional title, lower degree of specialization, and basically reasonable academic relationship structure. Teachers in private undergraduate colleges, especially young teachers, undertake the most important teaching and scientific research tasks in private undergraduate colleges. The sense of professional achievement of teachers is not only related to the physical and mental health of teachers, but also related to the training and education of students, school construction and the healthy and sustainable development of national education. The survey found that the low sense of occupational gain of teachers in private undergraduate colleges is the main factor leading to the large loss of teachers. General Secretary Xi Jinping proposed that the majority of teachers should be taught to teach with peace of mind, enthusiasm, comfort, and calmness. In this context, the management of teachers in private undergraduate colleges and universities must respect and pay attention to the needs of teachers, and promote the good realization of their values with humanistic care. Only by continuously improving the sense of professional achievement of school teachers can teachers be assured of teaching and the sustainable development of private undergraduate colleges can be guaranteed.

3.1. The Current Situation of the External Environment

With the large-scale expansion of private higher education, in order to achieve sustainable development of private undergraduate colleges and universities, it is necessary to change the way of development, from denotative expansion to connotative development. Because teachers in private undergraduate colleges have a certain gap with teachers in public colleges in terms of salary, welfare benefits, professional title evaluation, etc., the actual social status and subjective external understanding have seriously affected the recognition of teachers in private undergraduate colleges on their sense of professional gain., The flow of talents and the instability of the teaching staff seriously restrict the development of the school. How to retain talents and stabilize the teaching staff has become the primary and key problem to be solved by private undergraduate colleges and universities.

(1) Social recognition is not high.

The society has a certain narrowness in the professional identity of teachers in private undergraduate colleges. Behind the crisis of social identity is the positioning of private colleges and universities in my country. my country's positioning of private colleges and universities is "private non-enterprise units", and this positioning has a weak sense of boundaries. Enterprises and schools are two completely different organizations, and there are very clear standards to define them. Private colleges and universities are not only different from ordinary enterprises and institutions, but also different from ordinary institutions. For teachers in private undergraduate colleges, whether they are teachers who have been taught by preaching, or employees of companies and enterprises, the uncertainty of self-identity cognition also makes Teachers' career gain is not high. Influenced by traditional concepts, the social recognition of private colleges and universities is much lower than that of public colleges. As an important force in teaching and educating people, teachers in private undergraduate colleges also undertake the mission of cultivating socialist builders and successors, and also play an important role in my country's education and education. However, the reality is that there are differences in social status, and social evaluations do not match their efforts. Even if some teachers are not inferior to teachers in public colleges and universities at the same level in terms of academic qualifications, abilities, and scientific research level, there is a certain gap in social recognition. This difference in prejudice and social status makes teachers in private undergraduate colleges feel a certain sense of loss in the realization of self-worth, and affects the quality of employment, team stability and professional ethics and morality of teachers in private undergraduate colleges and universities, resulting in professional frustration and Job burnout further affects the quality of education and teaching in private colleges and universities, and is related to the core issues in the development of private higher education.

(2) Social security is limited.

The protection of the rights and interests of teachers in private colleges and universities is a pain point in the construction of private college teachers. In 2018, the State Council issued the "Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era", which pointed out that the social security mechanism for teachers in private schools should be improved, the treatment and other legitimate rights and interests of teachers in private schools should be guaranteed, and teachers in private schools should be implemented in professional training, job appointment, Teachers in public schools enjoy the same rights as teachers in public schools in terms of teaching age and length of service, commendation and awards, and scientific research projects. The "Private Education Promotion Law of the People's Republic of China" promulgated in 2019 pointed out that teachers in private schools have the same legal status as teachers in public schools, and the legitimate rights and interests of teachers in private colleges and universities should be protected. Although the relevant policies and regulations are conducive to safeguarding the legitimate rights and interests of teachers in

private colleges and universities, there is still no particular clarity on the subject of responsibility, and the relevant policies and regulations have not been effectively implemented. At present, most private undergraduate colleges implement the basic endowment insurance system for enterprise employees. There is a huge gap between the treatment of teachers after retirement according to the enterprise method and the treatment of teachers in public schools according to the retirement treatment of employees of government agencies and institutions. Secondly, teachers in private undergraduate colleges cannot enjoy the same rights as public teachers in terms of professional training, job appointment, calculation of teaching and working years, recognition and awards, and scientific research projects. The damage of legitimate rights and interests leads to the lack of teachers' sense of professional acquisition, which seriously affects the stability of the teaching team.

3.2. Current Situation of the Internal Environment

(1) Insufficient professional identity.

At present, there are three main sources of teachers in private undergraduate colleges: full-time teachers recruited through normal processes, retired teachers from other schools, and part-time off-campus teachers. In the teaching staff, young teachers account for a large proportion, and the vast majority of young teachers lack a sense of career gain, especially the lack of self-identity. The flow of teachers greatly affects the stability of the teaching staff.

Occupational identity originates from occupational fit, occupational role cognition and occupational adjustment ability. The occupational matching degree of teachers in private undergraduate colleges is not high. Career interest determines the degree of career matching and is also the driving force for career development. Only by choosing a career that interests you, can you better and more deeply experience career happiness and career gain. Some teachers in private undergraduate colleges choose this profession not because of interest, but because of the pressure of the surrounding environment or employment, they make a "helpless" choice to seek the "second best" rather than the "best". Therefore, it is difficult to fully express oneself and realize oneself at work, which leads to a low sense of occupational self-satisfaction and occupational gain. Secondly, the professional role cognition of teachers in private undergraduate colleges is prone to deviation. Most of the young teachers in private undergraduate colleges and universities have relatively little social experience, their career goals are not clear, their cognition of professional roles is prone to deviation, and it is difficult to comprehend and experience the value and meaning of the profession. Finally, the professional adjustment ability of teachers in private undergraduate colleges and universities is not strong. On the one hand, the main force of the teaching staff of private undergraduate colleges is young teachers. Young teachers are in the early stages of their careers and will face various "career discomfort" situations, such as interpersonal relationships, work pressure, etc.; on the other hand, young teachers enter the workplace. It is not long, and the occupational adaptability needs to be improved. These factors all affect the teachers' sense of identity and acquisition of occupations in private undergraduate colleges.

(2) Organization support is not enough.

Although private undergraduate colleges are striving to improve the benefits and benefits of teachers, there is still a certain gap between teachers' "rigid needs" for materials and public colleges and universities. In particular, young teachers, the main force of the teaching staff in private undergraduate colleges and universities, on the one hand, are in the early stage of their career development and need to improve their abilities in all aspects, and are in a weak position in the salary system; Loan pressure, family parenting pressure, etc. Although the state has issued policies to protect the rights and interests of teachers in private schools, improve the social security mechanism for teachers in private schools that is reasonably shared by schools, individuals and the government, and ensure the welfare of teachers, it is difficult to implement

in reality. In addition to material support, spiritual support is even more lacking. The single evaluation channel for teachers' professional titles, insufficient space for job promotion, less teaching honors, and difficulties in setting up teaching and scientific research projects, etc., have plagued the spiritual development of teachers in private colleges and universities, affected teachers' feelings of organizational support, and hindered teachers' professional gain.

(3) The campus atmosphere of humanistic care is insufficient.

First, private undergraduate colleges do not provide enough support for young teachers' career planning and professional ability improvement. Private undergraduate colleges and universities have not formed systematic and professional career guidance and assistance for teachers' career planning from entry to teaching assistants, lecturers, associate professors, and professors. At present, the cultivation of teachers in private undergraduate colleges focuses on the basic training of professional qualifications and the basic skills training required by teaching. The training for teachers' teaching ability, practical ability, scientific research ability, professional quality and other aspects is relatively weak, and the teacher's professional ability is relatively weak. The progressive and comprehensive training system needs to be further improved. Secondly, the humanized system design and people-oriented management concept need to be improved. The management team of private undergraduate colleges and universities, especially the middle management team, is relatively weak, and the system design lacks professionalism and systematicness. In the process of system formulation, the participation of teachers is low, resulting in insufficient synchronization between the implementation of the system and the development of teachers. In management, the awareness of serving teachers and the level of professional management need to be further improved. Sometimes there are ideas and behaviors of enterprise management, and there is not much autonomy given to teachers, and the people-oriented management concept needs to be strengthened. Finally, harmonious interpersonal relationships and an atmosphere of respecting teachers and teaching need to be further cultivated. Private undergraduate colleges understand the importance of campus culture construction in the connotative development, attach importance to the condensing and penetration of the core value system of campus culture, and focus on the construction of harmonious interpersonal relationships and the cultivation of an atmosphere of respecting teachers and teaching. However, the construction of campus culture is a long-term project that requires not only top-level design, but also the coordination of all parties, which is difficult to accomplish overnight. Private undergraduate colleges still need to work hard to provide a strong environmental guarantee for the improvement of teachers' spiritual satisfaction.

4. Construction Path of Environmental System to Enhance Teachers' Sense of Career Gain in Private Undergraduate Colleges and Universities

4.1. External Environment Construction

(1) Government level. First of all, from the perspective of the government, it is necessary to improve the laws and regulations on private education and improve the social security system. Although local governments have promulgated relevant laws and regulations to regulate private education, due to the late start of the legal system of private education in my country, the current legal system for private education needs to be further improved. Although it is stipulated that private teachers and public teachers have equal legal status, the reality has not achieved the desired effect. Especially in terms of establishment, treatment, benefits and professional titles, they are all the heart problems of teachers in private undergraduate colleges. The imperfect social security system for teachers in private undergraduate colleges has seriously affected teachers' work enthusiasm and sense of career gain. As a government, we should not only attach importance to and strengthen the management of private education, but

also formulate corresponding policies to give certain support to private education, so as to provide a good external environment for private college teachers. It is also necessary to actively introduce policies to include the recruitment of private undergraduate college teachers into the government's talent introduction plan, implement the establishment and welfare issues, and ensure that private undergraduate college teachers and public college teachers have equal treatment in social insurance and other aspects. In addition, strengthen supervision over the implementation of social security for teachers in private undergraduate colleges and universities. Effectively protect the interests of every private undergraduate college teacher, so that every private undergraduate college teacher can be full of hope in the profession they are engaged in and enhance their sense of professional gain.

(2)The social dimension. It is necessary to improve the social recognition of private undergraduate colleges and universities. In addition to the government taking the lead, changing concepts and treating them equally, the media should also guide the public to pay attention to the social contribution and social role of private undergraduate colleges and universities, and strive to create a good environment for public opinion, thereby enhancing the social status and social recognition of private undergraduate college teachers. Spend. In addition, the sustainable and high-quality development of private undergraduate universities is inseparable from a fair and just external environment. In addition to the school's own efforts to develop, it also needs the government and other relevant departments to create. Starting from the reform of the personnel system, unified planning for talent introduction, teacher training, and awarding and evaluation of excellence, etc., make private undergraduate college teachers feel equal. Only with a fair external environment can teachers in private undergraduate colleges feel the recognition and respect of the society for them, and only then can they feel the happiness of realizing their own values, and only then can they increase their enthusiasm for work and enhance their sense of career gain.

4.2. Internal Environment Construction

(1) Improve teachers' self-identity. At present, private undergraduate colleges and universities are in a weak position in the teacher recruitment market due to realistic and objective conditions such as funding, salary, and establishment. Teachers also have deviations in their own identity. Private colleges and universities need to correctly deal with the crisis of teacher identity, build a teacher development platform, cultivate teachers' professional ability, enhance teachers' identity awareness, and enhance teachers' professional identity. It is necessary to objectively understand the factors that cause teachers' identity crisis, objectively understand the gap between schools and public universities in terms of school-running funds and school-running traditions, and tolerate teachers' drift mentality caused by the identity crisis. In the specific management practice, we should focus on teachers, meet the needs of teachers' professional development as much as possible, and enhance teachers' sense of identity through "feeling retention".

At the same time, schools should fully respect teachers' identity as intellectuals, pay attention to care and encouragement for teachers, encourage teachers to play the greatest role, help teachers increase their sense of identity with their majors and teachers' professional identity, and form a firm belief in teaching and educating people and continuous exploration. professional ideals. By helping teachers to clarify the characteristics and development direction of their educational work, teachers can increase their sense of identity with the profession they are engaged in. Actively build a professional development platform for teachers. Support teachers to go out to study and communicate, encourage teachers to improve themselves in active dialogues with peers and experts; enrich teachers in the school resource database, help teachers use new media to collect and obtain information in a timely manner, master educational knowledge and concepts, and update their own knowledge base, Continuously

improve professional theoretical literacy, so as to consolidate teachers' professional identity and realize self-worth.

(2) Strengthen organizational support from material and spiritual levels. First of all, on the material level, continuously improve the material level remuneration of teachers in private undergraduate colleges and universities, improve the incentive mechanism, establish the concept of sharing development achievements between school development and teachers, so that teachers can identify with the development of the school and share the same destiny with the development of the school. First, it is necessary to scientifically and rationally optimize the compensation system. Salary is not only the income of teachers' labor, but also the embodiment of their ability and value. A reasonable and scientific salary system is the best reflection of the realization of teachers' personal value. Private undergraduate colleges and universities should give the teachers' salary system a space to increase year by year. According to the school's own economic situation, the salary of teachers should be appropriately increased every year, so that teachers' material needs can be properly satisfied, and private teachers' sense of professional gain can be continuously improved.

(3) Establish a sound welfare system. Welfare is also an important aspect of concern for teachers in major private colleges and universities. It mainly includes social endowment insurance, social medical insurance, unemployment insurance, work-related injury insurance, maternity insurance, statutory holidays, sick leave, personal leave, etc. Especially now that many people are particularly concerned, and it is also a relatively obvious housing provident fund. For teachers, whether private or public, they are faced with the problem of buying a house. If you have children, you should also consider school district housing. The level of housing provident fund is what many teachers are particularly concerned about when recruiting. Moreover, for the advantages of private undergraduate colleges in introducing high-level talents, it is even more necessary to arrange housing to attract talents. Only by giving teachers a sufficient welfare system can teachers increase their centripetal force towards the school and enhance their sense of career gain.

(4) Improve the incentive mechanism. Under the premise of ensuring internal fairness, it is necessary to reasonably widen the salary gap and highlight individual ability and job contribution, which requires private undergraduate colleges and universities to continuously improve the incentive mechanism. In the case of limited funds, increasing the incentive ratio of excellent teachers, meeting the needs of excellent teachers, and stabilizing core talents can also form an atmosphere of striving for excellence.

Spiritual incentives mainly refer to emotional incentives, honor incentives, promotion systems, and training and development opportunities. Moreover, for teachers of different age groups, the incentive focus is also different. Some retired teachers do not have as strong a material demand as young and middle-aged teachers. They also need colleges and universities to give them a three-foot podium to play their residual heat. Therefore, for such teachers, we should focus on spiritual motivation, so that they can realize their self-worth and improve their career achievements. For young and middle-aged teachers, the material needs are often greater than their spiritual needs. The pressure of life, the dilemma of buying a house, and the burden of children's studies all make young and middle-aged teachers pay more attention to material. Therefore, schools can focus on material incentives for such teachers, try their best to help teachers solve the difficulties of life, and devote themselves to teaching and scientific research to improve their sense of career gain. For young teachers who have just started their careers and are in the early stages of their careers and do not have a clear career plan, they need the school to help teachers make career plans. Provide professional guidance and training, establish a progressive and all-round training system, improve the teaching ability, practical ability, scientific research ability and professional quality of young teachers, cultivate their educational feelings, let personal development and professional development, discipline

development, The development of students and schools are closely integrated, so that young teachers can experience the joy and sense of accomplishment of the teaching profession in teaching, and fundamentally enhance the sense of professional achievement of young teachers.

(5) Strengthen the ecological construction of colleges and universities, and create a campus environment of humanistic care. The organizational ecosystem of private undergraduate colleges not only includes the hardware aspects of campus construction, campus infrastructure implementation and other elements, but also includes the school's school-running tradition, school ethos and school discipline, management relationships, teacher teams, and teacher-teacher interaction culture. A good university organizational ecology should be a combination of elements and mutual promotion. At present, the organizational ecology of private undergraduate colleges and universities is plagued by the short history of running schools and the large mobility of teachers in schools. There are many inconsistencies in the organizational ecological environment, the lack of centripetal force of the teaching team, and the lack of a strong sense of career gain. From the perspective of the school environment, creating a good humanistic environment and improving teachers' adaptability and ability to perceive happiness in the school environment are important conditions for relieving teachers' job burnout, enhancing teachers' sense of career gain, and promoting teachers' development. Here, private colleges and universities need to build good interpersonal relationships as the main line, create conditions for teachers to actively participate in various activities, and promote the formation of teachers' healthy personality. As an intellectual group, teachers often have higher spiritual needs than other professions, and hope to be recognized by schools, understood by colleagues and respected by students. Make overall arrangements for teachers' work time, study time and life, so that teachers can handle the relationship between work, study and life well, enrich their spare time, improve their sense of happiness in life, and enhance their sense of career gain. Schools can rely on trade unions and youth league committees to actively organize teachers to participate in campus teachers' sports competitions or team building activities to strengthen the cohesion between teachers' teams, and also enable teachers to adjust themselves, relax themselves, and live a relaxed life after their busy work. Only in this way can teachers have a better understanding of life and devote themselves to work.

5. Conclusion

General Secretary Xi Jinping pointed out that it is necessary for the majority of teachers to have a sense of happiness in their posts, a sense of achievement in their careers, and a sense of honor in the society, so that teachers can become an enviable profession. Teachers themselves are a happy profession, and teachers in private undergraduate colleges also enjoy the right to happiness. Examining the current environment system of teachers in private colleges and universities, it is found that the sense of professional gain of teachers in private undergraduate colleges is gradually decreasing. The reason is caused by three factors: society, school and individual teachers. Therefore, it is necessary for the society to create a harmonious external environment for the professional acquisition of teachers in private undergraduate colleges and universities, and to correct the deviation of the society's understanding of teachers' professions; schools need to respect, care for and develop teachers in private undergraduate colleges and universities, and provide them with as many opportunities and opportunities as possible. At the same time, it is also necessary to improve the quality of teachers in private undergraduate colleges, establish harmonious interpersonal relationships, and identify with teachers' professional outlook, so that they can truly have a sense of gain.

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