



Teacher Mobility Patterns in Vocational Education: Challenges and Solutions for Enhancing Stability

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Abstract. In the context of socioeconomic transition, teacher mobility in vocational education poses widespread demanding situations, impacting staff balance and educational quality. This observation examines the characteristics of teacher mobility, identifies driving factors, and proposes solutions to improve stability. Drawing on domestic and worldwide studies, it pursues to guide vocational education teacher career development and enhance education quality. The analysis famous various mobility ranges and motives, stimulated through individual, institutional, and systemic elements along with professional opportunities, process satisfaction, and societal perceptions. Challenges consist of team destabilization, resource wastage, and recruitment problems. Effective strategies should cope with address recruitment, retention, training, and incentives. Recommendations recognition on macro-control regulation, policy improvement, infrastructure enhancement, and management standards to attract and professional skilled educators, fostering a supportive environment for professional development. By imposing those suggestions, the vocational education region should create surroundings that attract and retain proficient educators and offer vital guidance for their professional growth and sustained dedication to the field.

Keywords: Teacher Mobility Patterns, Vocational Education, Educational Quality

1 Introduction

In the context of socioeconomic transition, the mobility styles of vocational education teachers have emerged as a widespread challenge, affecting the stability and quality of vocational education. Teacher mobility patterns in vocational education have become a significant subject with profound implications for educational quality and institutional balance. In the twenty-first century, vocational education is the present process of a metamorphosis closer to employment orientation, industry-education integration, and innovation-pushed improvement. This evolution necessitates a workforce of vocational education instructors that is stable, professional, and aligned with the converting needs of the industry. The stability of the teaching force is essential to ensure the effectiveness and quality of education. However, the current situation reveals that

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vocational education teachers have a high level of mobility, which is characterized by frequent job changes, a wide variety of reasons for mobility, and various types of transformations experienced within the profession.

The present literature highlights the demanding situations posed by teacher mobility, such as instability in teaching teams, wasted resources, impaired student stability, and recruitment and retention difficulties. Understanding the elements influencing teacher mobility at individual, institutional, and systemic ranges is crucial for devising strategies to guarantee teacher stability and enhance the overall quality of vocational education. This study aims to delve deeper into the characteristics of teacher mobility in vocational education, discover the multifaceted factors that promote teacher mobility decision-making, and propose solutions to improve the stability of teacher ranks. With an emphasis on the significance of teacher stability in vocational education, this research seeks to analyze the current status of teacher mobility, identify movement-related challenges, and make recommendations to mitigate these challenges.

2 Current Status of Vocational Education Teacher Mobility

Vocational education refers to the education and training tailor-made to fulfill the unique desires of precise expert fields. As of the 21st century, the mobility patterns among vocational education teachers have emerged as an essential issue with far-reaching implications for educational quality and institutional stability. Currently, vocational education in the country faces a new mission of employment orientation, industry-education integration, and innovation-driven development, which requires vocational education to align with industrial structure and upgrading, meet the needs of economic and social development, and improve the quality and effectiveness of vocational education. At the same time, the stability of the vocational education teacher workforce plays a crucial role in ensuring the quality and stability of education and teaching. Presently, there is significant mobility within the vocational education teacher workforce, manifested in aspects such as teacher promotion, professional title evaluation, and institutional adjustments. Teacher mobility can lead to an unstable teacher workforce structure, affecting educational quality and teaching effectiveness, and increasing the cost of teacher recruitment and training. Therefore, strengthening incentive mechanisms to ensure structures for vocational education teachers, and enhancing the stability of the teacher workforce, has come to be a vital problem in the cutting-edge improvement of vocational education.

2.1 Characteristics of Mobility of Vocational Education Teachers

The characteristics of mobility among vocational education teachers encompass a range of dimensions, including the frequency of job changes, the reasons for mobility, and the types of transitions experienced by teachers within the vocational education sector. Research indicates that vocational education teachers show off various degrees of mobility, with a few educators converting jobs frequently, at the same time as others reveal long-term dedication to their establishments. The motives for mobility are

numerous and might encompass searching for higher profession possibilities, pursuing expert improvement, or responding to private circumstances [1]. The situation has led to an imbalance in teacher mobility. Institutions are unable to control the quality and educational experience of incoming or outgoing teachers. Moreover, due to the uneven economic and social development across regions and insufficient national investment in education, coupled with low teacher salaries, schools are experiencing a significant brain drain of talent. Teacher mobility exhibits a unidirectional trend, with many teachers moving from relatively underdeveloped areas to more developed regions. Looking at international talent flows, teachers are also moving from China to other countries. Given the disparities in global economic development, where China is classified as a developing country and lags in educational and research environments, it struggles to compete with developed nations in attracting talent. Many teachers are highly skilled individuals, especially those in higher education, with research at the forefront of their disciplines, making them targets for foreign recruitment. However, this one-way flow has not resulted in corresponding reverse flows to replenish the talent deficit caused by mobility, thereby disrupting the equilibrium of teacher mobility in the areas experiencing talent outflow.

The types of transitions experienced by vocational education teachers are noteworthy. These transitions can involve lateral moves to similar educational institutions, vertical shifts to administrative roles, or even exits from the education sector altogether [2]. Understanding the prevalence and patterns of these transitions is essential for gaining insights into the dynamics of vocational education teacher mobility. In addition to individual-level characteristics, the nature of vocational education itself could influence teacher mobility. Vocational education covers a wide range of disciplines, including technical, trade, and practical competencies training. As a result, the unique demands and demanding situations related to coaching in vocational education settings might contribute to distinctive patterns of teacher mobility in comparison to other educational sectors.

2.2 Factors Affecting the Mobility of Vocational Education Teachers

The decision-making manner underlying vocational education teacher mobility is prompted by a large number of things that perform at numerous degrees, along with individual, institutional, and systemic aspects. At the individual stage, elements including profession development possibilities, job satisfaction, work-life balance, and professional development play a significant role in shaping teachers' mobility decisions. For example, vocational education teachers may additionally be seeking possibilities for professional boom and development, and if such possibilities are restrained inside their current institution, they will consider transitioning to other organizations [3]. Furthermore, the working conditions and support structures within vocational education institutions can significantly impact teacher mobility. Challenges such as heavy workload, inadequate resources, and limited opportunities for professional growth may contribute to a higher turnover rate among vocational education teachers [4]. Conversely, institutions that prioritize professional development, provide supportive work environments, and offer avenues for career progression are more likely to

retain their teaching staff. At the systemic level, broader policy frameworks, funding mechanisms, and societal perceptions of vocational education can also shape teacher mobility patterns. Policies that recognize and support the unique needs of vocational education teachers, allocate resources effectively, and promote the value of vocational education can contribute to greater stability within the teaching workforce [5]. Additionally, the societal status and recognition of vocational education as a profession preference influence the supply and retention of vocational education teachers. Addressing those systemic factors is essential for creating an environment that supports the stability and professional boom of vocational education teachers. To sum up, the characteristics and factors affecting mobility among vocational education teachers are multifaceted and require a comprehensive understanding of the dynamics of individuals, institutions, and systems. By examining these aspects, the treasured insights into the complexities of vocational education teacher mobility and developed targeted strategies to enhance teacher stability and enhance the general excellence of vocational education.

3 Challenges of Vocational Education Teacher Mobility

3.1 Difficulties Caused by Mobility in the Education Teacher Team

The mobility of vocational education teachers brings all kinds of difficulties, which may affect the whole educational environment. One significant challenge is the instability of teaching teams. The constant turnover of teachers leads to an unstable teaching team, making it difficult for schools to maintain a cohesive and consistent group of educators. This instability can have a direct effect on the quality of education furnished to college students. It disrupts the continuity of instruction, as students have to continuously adapt to new teaching styles and methods with each new teacher. Building rapport and consideration among students and teachers additionally takes time, and frequent turnover hinders the establishment of these essential relationships, ultimately affecting student learning outcomes [6]. Moreover, the mobility of teaching staff leads to a waste of resources. Schools make investments in enormous time and resources in recruiting and educating new teachers to fill vacancies left with the aid of using departing groups of workers members. These sources could otherwise be allocated towards enhancing teaching quality and student services. The regular want to deal with teacher turnover consumes precious resources that might be better applied to enhance the general educational experience for each teacher and college student. Additionally, the stability of students is compromised as a result of the turnover of teachers. Students rely on stable and steady support systems provided by their teachers. When teachers leave frequently, students may feel unsettled and struggle to adapt to converting teaching approaches [7]. This disruption could negatively impact student engagement, motivation, and academic achievement, highlighting the significance of teacher continuity in fostering an enabling learning environment.

3.2 Challenges in Managing the Vocational Education Teacher Team Due to Mobility

Managing the flow of vocational education teachers poses several challenges to educational institutions. One key challenge is recruitment and retention [8]. The constant turnover of teachers necessitates ongoing recruitment efforts to fill vacant positions and retain certified educators. However, attracting and retaining talented teachers, especially in the highly competitive field of vocational education, can be a daunting task. Factors that include fierce competition, income considerations, and task pride all have an impact on instructors' choices to live or depart, making recruitment and retention a complicated trouble for college administrators. Another challenge lies in providing adequate training and support for new teachers. At this time, colleges need to make investments in a whole lot of extra sources. They must ensure that incoming teachers acquire the essential education and support to acclimate to the school environment and teaching responsibilities effectively. Designing and implementing robust training programs requires significant resources and planning to facilitate a smooth transition for new groups of worker members. Failure to offer adequate support could lead to increased turnover rates and hinder the general stability of teachers. Furthermore, establishing an effective incentive and reward system is essential to retain high-quality teachers. Schools should develop mechanisms to recognize and praise outstanding performance to incentivize teacher retention. A well-structured incentive system could increase job satisfaction, promote teacher loyalty, and ultimately contribute to greater stability within the teaching workforce. The above factors exhibit that colleges need to invest significant time, resources, and manpower, however, they cannot continually guarantee the availability of these resources, posing a huge challenge to the stability of the teaching team.

In conclusion, addressing the challenges posed by the mobility of teachers in vocational education requires a multifaceted approach that focuses on strengthening teacher stability, promoting continuity in education delivery, and creating a supportive and rewarding work environment for educators. By understanding and proactively managing these challenges, relevant educational institutions could create a more stable and rewarding learning environment that benefits both teachers and college students.

4 Strategies to Enhance the Stability of Vocational Education Teacher Mobility

4.1 The Importance of Teacher Stability

In the realm of education, the importance of a stable and competent faculty team for a college is widely recognized [9]. A well-structured teaching team not only ensures the smooth execution of educational tasks but also plays a vital role in fostering a conducive learning environment for students. Stability within the group brings about a sense of continuity and consistency in teaching methodologies, which is crucial for creating a supportive and constant learning environment that fosters student growth and development. When teachers continue to be in their positions for extended periods, they

can build strong relationships with students, understand their individual needs, and tailor instruction to maximize learning outcomes. Moreover, a stable teaching team contributes to a feeling of reliability in educational delivery, which is crucial for student participation in courses and academic achievement. Furthermore, the stability of teachers directly impacts the whole quality of vocational education. Experienced teachers carry valuable expertise, innovative teaching methods, and a deep understanding of industry trends into the class. The teacher's accumulated knowledge and skills enhance the learning experience for college students and prepare them effectively for their future careers. In contrast, high teacher turnover could disrupt the learning process, lead to inconsistencies in teaching, and negatively affect student performance. Additionally, teacher stability is closely linked to job satisfaction and professional development [10]. When teachers experience support, value, and security in their positions, they are more likely to invest in their growth and to continually improve their teaching practices. A stable work environment promotes a culture of collaboration, mentoring, and continuous learning among educators, ultimately benefiting both the educator and the educated. Therefore, it is evident that the relative stability of the teaching staff is a crucial guarantee for the quality of education and teaching. The college undertakes the tasks of education, teaching, and research, with teachers focusing on human beings as their educational subjects. Both the implementation of teaching and research projects and the student's growth processes involve relatively long cycles, which highlights the necessity of teacher stability. This factor also determines the availability of high-quality educational sources for the respective school.

4.2 Recommendations for Enhancing Teacher Stability

To reinforce teacher balance in vocational education, it is imperative to focus on both external and internal environments. From an external perspective, strengthening macro-level regulation and improving policy frameworks are necessary and could yield a substantial impact. This could be achieved through the enhancement of the social security system and the formulation of comprehensive regulations governing talent mobility [11]. These measures provide teachers with a supportive foundation that provides them with a sense of security and belonging, which in turn contributes to their stability in the profession. On the other hand, within the internal school environment, efforts should be directed toward bolstering school infrastructure and elevating management standards. By investing in school facilities and resources, educational institutions could create an enabling environment that promotes effective teaching practices and supports the professional development of teachers. To go a step further, strengthening management practices within the college is crucial for promoting teacher stability. This involves the establishment of stable mechanisms to prevent the loss of outstanding teachers and the cultivation of updated perspectives on teacher management. By fortifying the internal structure of schools, a nurturing and supportive culture could be fostered, ultimately leading to greater teacher stability and satisfaction.

Finally, a multi-faceted approach that addresses each external and internal element is critical for enhancing teacher stability in vocational education. By implementing

these recommendations, the educational sector could create an environment that not only attracts and retains talented educators but also provides them with the necessary support and resources for their professional growth and sustained commitment to the field. Ultimately, these strategies make contributions to the overall enhancement of the vocational education system, ensuring a high level of teaching quality and student learning experiences.

5 Conclusion

Overall, the mobility patterns among vocational education teachers have emerged as a key issue with far-reaching implications for educational quality and institutional stability. Currently, vocational education necessitates alignment with commercial structure and upgrading, meeting the needs of economic and social development, and improving the quality and efficiency of education. The stability of the vocational education teaching staff is vital in ensuring the quality and stability of education and teaching. At present, the fluidity of teachers in vocational education is significant, which leads to the instability of the structure of teachers, affects the quality of education and teaching effect, and increases the cost of teacher recruitment and training. Understanding the characteristics and factors influencing mobility among vocational education teachers is essential for growing effective strategies to enhance teacher stability and improve the general quality of vocational education. The characteristics of mobility among the vocational education workforce, including frequency of job changes, reasons for mobility, and types of transitions experienced, pose challenges in maintaining a stable and consistent teaching team. Addressing these elements is critical for creating an environment that supports the stability and professional increase of vocational education teachers.

Facing these demanding situations requires a multifaceted approach that focuses on strengthening teacher stability, promoting continuity in education delivery, and creating a supportive work environment for educators. A stable and competent teaching staff plays a crucial role in fostering a conducive learning environment, ensuring continuity in education delivery, and improving the overall quality of vocational education. Strategies to enhance the stability of vocational education teacher mobility include paying attention to external and internal environments. Strengthening macro-control regulation and policy frameworks, enhancing college infrastructure construction, and elevating management standards are crucial steps in promoting teacher stability.

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