



# Research on the Influencing Factors of Teachers' Dedication and Enhancement Strategies in Private Colleges and Universities in Wuhan City

Lulu Wang

College of Logistics, Wuhan Technology and Business University, Wuhan, China

T261413@163.com

**Abstract.** This study takes private college teachers in Wuhan as an example, combines organizational support, job characteristics and other related theories to study the influence factors of dedication, and proposes corresponding enhancement strategies based on them. The results of the study show that private colleges and universities need to improve the above three aspects in order to enhance teachers' dedication when conducting management.

**Keywords:** Private college teachers, dedication, influencing factors.

## 1 INTRODUCTION

Private colleges and universities are an important part of China's higher education, but the mobility of private college teachers due to low dedication not only affects the teaching effect, but also increases the difficulty and cost of school management. Therefore, it is of practical significance to study the influence factors of teachers' dedication in private colleges and universities (Gede Dawit Udessa, et al., 2024)[1].

## 2 RESEARCH DESIGN

### 2.1 Questionnaire design and data sources.

The questionnaire of this study combines the actual situation of private colleges and universities, and designs relevant questions from three aspects: organizational support, work autonomy, and self-management. Through statistics and collection, this questionnaire survey has accumulated 178 questionnaires, and the final valid questionnaires are 167 after excluding some incomplete answers.

### 2.2 Full Width Figures.

Among 167 valid questionnaires, 79 people are male, accounting for 47.3%, 88 people are female, accounting for 52.7%; Bachelor's degree accounted for 12.6%, Master's degree accounted for 62.9%, Doctor's degree accounted for 24.5%; less than 1 year's

working experience accounted for 11.4%, 1-5 years accounted for 45.5%, 5-10 years accounted for 23.4%, and more than 10 years accounted for 19.7%; 20.9% for no title, 6.6% for assistant professor, 50.3% for lecturer, 19.8% for associate professor, and 2.4% for professor. Comprehensive sample characteristics, the survey respondents in terms of gender, education, length of service, title of all aspects of the basic full coverage, has a certain degree of reference.

## 2.3 Reliability and validity analysis

### 2.3.1 Reliability analysis

The reliability analysis in this paper uses Stata 17.0 software to calculate Cronbach's Alpha reliability coefficient, and the measurement results are shown in Table 1.

**Table 1.** Reliability analysis

Dimension	Item	Item-test correlation	alpha
professionalism	A1	0.7994	0.9219
	A2	0.7534	0.9234
	A3	0.7886	0.9222
Organizational support	B1	0.7116	0.925
	B2	0.7736	0.9227
	B3	0.7408	0.9239
Autonomy of work	C1	0.6976	0.9254
	C2	0.6768	0.926
	C3	0.7272	0.9245
self-management	D1	0.7341	0.9241
	D2	0.653	0.9267
	D3	0.6921	0.9257
	D4	0.6864	0.9258
	D5	0.6791	0.9263
Test scale			0.9296

From the above table, it can be seen that the Cronbach's Alpha coefficient of dedication, organizational support, work autonomy, and self-management are all greater than 0.9, and according to the academic use of Cronbach's Alpha coefficient equals to 0.7 as the threshold for the questionnaire reliability test, the Cronbach's Alpha coefficient value of the data from this questionnaire is greater than 0.7, which indicates that the questionnaire has a good level of reliability.

## 2.4 Validity analysis

KMO test and Bartlett's test were used to test the validity of this questionnaire. KMO and Bartlett's test of sphericity were carried out using SPSS and the results are shown in Table 2.

**Table 2.** KMO and Bartlett's test

Kaiser-Meyer-Olkin Measurement of Sampling Appropriateness		0.901
Bartlett's test of sphericity	approximate chi-square	1362.321
	degrees of freedom	91
	significance	.000

From the above table, KMO=0.901, which is greater than 0.7, and Bartlett's spherical test value is significant (Sig.<0.001), indicating that the data of the questionnaire meets the prerequisite requirements of the factor analysis, and has high validity.

## 2.5 Research hypothesis testing

### 2.5.1 Related Analysis

#### (1) Organizational support

In this study, the correlation coefficient and significance coefficient between organizational support and teachers' dedication in private colleges and universities were obtained by using SPSS software analysis, and the results are shown in Table 3.

**Table 3.** Correlation between organizational support and engagement

Term	A	B1	B2	B3
Dedication (A)	1			
Leaders provide important guidance for my personal career development (B1)	.589**	1		
Leaders care about my life situation (B2)	.599**	.578**	1	
Colleagues work closely together and support each other to achieve goals (B3)	.650**	.620**	.608**	1

Note: \*\* indicates significant at the 0.01 level.

According to Table 3, it can be seen that the correlation between question items B1-B3 and private college teachers' dedication is high. The higher the sense of organizational support of teachers in private colleges and universities, the more efforts teachers will put into the development of the organization, and they will develop a greater sense of work responsibility.

#### (2) Work autonomy

In this study, the correlation coefficient and significance coefficient between job autonomy and private college teachers' dedication were obtained by analyzing with SPSS software, and the results are shown in Table 4.

**Table 4.** Correlation between job autonomy and dedication

Term	A	C1	C2	C3
Dedication (A)	1			
I am able to assign work tasks autonomously (C1)	.550**	1		
I can independently decide the order of work tasks (C2)	.526**	.473**	1	

Term	A	C1	C2	C3
I am able to independently decide the time of rest (C3)	.624**	.579**	.472**	1

Note: \*\* indicates significant at the 0.01 level.

According to Table 4, it can be seen that the correlation between question items C1-C3 and private college teachers' dedication is high. It indicates that private college teachers value work autonomy, like to work freely and do not want to be bound. When accomplishing school tasks, private college teachers want to be free to organize their time and work progress.

(3) Self-management

This study uses SPSS software to analyze to get the correlation coefficient and significance coefficient between self-management and private college teachers' dedication, and the results are shown in Table 5.

**Table 5.** Correlation between self-management and engagement

Term	A	D1	D2	D3	D4	D5
Dedication (A)	1					
I know my likes and dislikes and strengths and weaknesses (D1)	.654**	1				
I have my own career plan (D2)	.539**	.489**	1			
I have a plan for my daily work (D3)	.559**	.532**	.362**	1		
I learn new things after work to improve my shortcomings (D4)	.501**	.557**	.510**	.674**	1	
I will learn from people who are better than me to improve myself (D5)	.601**	.463**	.466**	.455**	.396**	1

Note: \*\* indicates significant at the 0.01 level.

According to Table 5, it can be seen that the correlation between question items D1-D5 and teachers' dedication in private colleges and universities is high. It indicates that teachers in private colleges and universities have certain self-management ability, which can promote the improvement of teachers' dedication by constantly cognizing themselves and managing themselves.

**2.6 Regression analysis**

In this study, multiple regression analysis was used to verify the relationship between the variables, and in addition to the independent variables mentioned above, the regression analysis used the basic teacher profile as a control variable, which were gender (T1), education (T2), length of service (T3), and title (T4), and the results of the regression analysis are shown in Tables 6 and 7.

**Table 6.** Model summaries

Model	R-squared	Adjusted R-squared
1	.660	.654
2	.674	.660

**Table 7.** Analysis of the number of variants

Model	Square sum	Df	Mean square	F	Significance
1	regression	76.057	3	25.352	105.691
	Residuals	39.099	163	.240	
	Total	115.156	166		
2	regression	77.638	7	11.091	47.003
	Residuals	37.519	159	.236	
	Total	115.156	166		

From the results of multiple regression, the goodness of fit of the first model is 0.660 and 0.654 after adjustment, indicating that this model has a better fit to the data, and the results of ANOVA show that the regression effect of the model is significant. In the second model, four new variables were added, and the model fit goodness of fit was 0.674 and 0.660 after adjustment, and the ANOVA results indicated that the model had a significant regression effect.

### 3 STRATEGIES FOR IMPROVING TEACHER DEDICATION IN PRIVATE COLLEGES AND UNIVERSITIES

#### 3.1 Organizational support level

##### 3.1.1 Providing Continuous Professional Development Opportunities

Private universities have a responsibility to provide positive and constructive feedback to support teachers' continuous improvement and growth. Through regular assessment and coaching, they are assisted in solving professional problems encountered in the course of their work; and teachers are supported and encouraged to participate in pedagogical innovations and research activities in order to broaden the professional knowledge and skills of teachers in private colleges and universities.

##### 3.1.2 Establishing a supportive work environment

Private colleges and universities should advocate a supportive work environment that encourages teachers to support each other and share experiences and resources. At the same time, they should provide good career development opportunities, reasonable workloads, and supportive management and leadership methods to build a work culture of mutual respect and trust, as well as equal and fair promotion opportunities, and pay attention to the career development of teachers in private colleges and universities to stimulate their enthusiasm and dedication to work (Qinhan Zhang, et al., 2023)[2].

### **3.1.3 Improve the remuneration and reward mechanism**

Private colleges and universities belong to for-profit enterprises, with strong differences in salaries. Schools should improve the salary structure system for teachers, establish a clear incentive mechanism, a fair distribution mechanism and a transparent appraisal mechanism, increase the proportion of benefits and bonuses, and incentivize teachers of private colleges and universities to make innovations and breakthroughs in scientific research, teaching and other aspects (Lantip Diat Prasoj, et al., 2020)[3]. Only with a reasonable salary system as the basis and transparent performance appraisal, can teachers get a fair and reasonable reward for their efforts, thus enhancing the degree of dedication.

## **3.2 Level of Work Autonomy**

### **3.2.1 Demonstrating teachers' work autonomy**

Teachers are encouraged to participate in activities such as curriculum design, choice of teaching methods, academic research and pedagogical innovation in order to cultivate and exercise their professional judgment and initiative (Süleyman, et al., 2014)[4]. This autonomy makes teachers feel that their work is respected, pushes them to be more actively involved in their work and research, fully demonstrates their professionalism in teaching, strengthens their sense of identification with their work and the school.

### **3.2.2 Providing resources and support**

Providing teachers with the resources and support they need, encouraging them to develop new courses, participate in academic research programs both within and outside the institution, and allowing them a certain degree of autonomy in deciding the direction of their research can help to enhance their work autonomy. At the same time, school management can also enhance teachers' professional skills and leadership by supporting their participation in academic conferences and providing professional development opportunities, creating a broader space for their development. The provision of such support and resources gives teachers the confidence to put their ideas into practice, thus enhancing their work autonomy.

### **3.2.3 Establishment of equal cooperative relationships**

In academic research and teaching activities, private colleges and universities should encourage an equal and cooperative relationship between teachers and school management and colleagues, cultivate an open, consultative and rational academic and working atmosphere, and participate in decision-making and planning together, which gives teachers more say and enhances their sense of work autonomy (Peiying Yan, 2023)[5]. It also makes teachers more willing to participate in the development of the school, and enhances their level of recognition and trust in the school, thus increasing teacher engagement.

### 3.3 Self-management Level

#### 3.3.1 Improving self-efficacy

Self-efficacy is the degree of confidence in one's ability to use the skills one possesses to accomplish a certain work behavior, which influences or determines one's choice of behavior, as well as one's persistence and effort in that behavior. As a private college teacher, first of all, through understanding one's own personality, characteristics and abilities, one can better cope with challenges and difficulties, thus enhancing self-efficacy. At the same time, one can imitate the excellent teachers around them and believe that he/she can also become better through this method. In addition, they can set challenging goals, keep moving towards them, and make timely corrections in the process, so that in the process of step-by-step self-improvement, they can enhance the ability and confidence of private college teachers, and improve their motivation in their work (Asha Binu Raj, et al., 2024)[6].

#### 3.3.2 Promoting self-regulation and work-life balance.

Teachers can achieve work-life balance by actively managing their personal time and rationalizing their work and life. Schools can advocate and provide relevant resources and support, such as psychological counseling, fitness facilities, family support to help teachers reduce work pressure and improve self-management. Meanwhile, encouraging and supporting teachers to participate in cultural and sports activities, training courses, which can help enhance their self-regulation ability, better manage their academic work and personal life, and improve their dedication.

## 4 CONCLUSIONS

This study used a questionnaire to collect primary data about the degree of dedication of private college teachers in Wuhan, and through data processing and regression analysis, three major dimensions of factors affecting the degree of dedication of private college teachers were derived, namely, the organizational support factor, the work autonomy factor, and the self-management factor, and corresponding dimensions of the enhancement strategies were proposed, with a view to be helpful for the enhancement of the dedication degree of teachers in private colleges and universities.

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