



A STUDY ON HUMAN RESOURCE MANAGEMENT
COUNTERMEASURES IN PRIVATE UNIVERSITIES IN BEIJING, CHINA

BY
MINGCHE LI

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

COPYRIGHT OF SOUTHEAST ASIA UNIVERSITY



A STUDY ON HUMAN RESOURCE MANAGEMENT
COUNTERMEASURES IN PRIVATE UNIVERSITIES IN BEIJING, CHINA

BY
MINGCHE LI

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

COPYRIGHT OF SOUTHEAST ASIA UNIVERSITY

Independent Study Title	A Study on human resource management countermeasure in private universities in Beijing, China
Author	Mingche Li
Program	Master of Education in Educational Administration (International Program)
Advisor(s)	Apirut Singtrangarn, Ph.D.

Graduate School, Southeast Asia University, was approved as partial fulfillment of the requirements for the degree of Master of Education in Educational Administration.
(International Program)

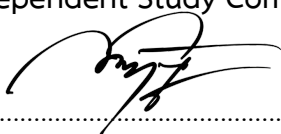


..... Dean, Graduate School
(Puttithorn Jirayus, Ph.D.)



..... Director, Master of Education in Educational
(Assoc.Prof. Smithirak Jantarak, Ph.D.) Administration (International Program)

Independent Study Committees



..... Chairman, Independent Study Committees
(Assoc.Prof. Nopporn Chantaranamchoo, Ph.D.)



..... Committee
(Asst.Prof. Smithirak Jantarak, Ph.D.)



..... Advisor
(Apirut Singtrangarn, Ph.D.)

Independent Study Title	A Study on human resource management countermeasure in private universities in Beijing, China
Number of pages	60 pages
Author	Mingche Li
Program	Master of Education in Educational Administration (International Program)
Advisor	Apirut Singtrangarn, Ph.D.
Academic Year	2022

Abstract

This research aims to explore the human resource management problems of the university and put forward the corresponding solutions. The research method used questionnaire field survey; a total of hundreds of valid questionnaires was collected. The research results show that the problems of human resource management in the university mainly include imperfect human resource training and development mechanism, serious brain drain, unbalance of teacher human resource structure, imperfect performance appraisal and incentive mechanism, poor organizational culture maintenance function of private colleges and universities. Based on these problems and reasons, this study puts forward some constructive countermeasures, including improving the training mechanism of human resources, strengthening the management of talent flow, optimizing the structure of teachers' human resources, improving the incentive mechanism of performance appraisal, building a good organizational culture atmosphere. The results show that the human resource management of private colleges and universities in Beijing should not be ignored, and policy makers should strengthen the support and management of private colleges and universities. At the same time, the school should strengthen its own human resources management construction, constantly improve teachers' competitiveness and satisfaction, so as to achieve efficient, healthy and sustainable development.

Keywords: Private universities, Human resource management, Performance appraisal

Acknowledgement

Without the help of several educators, this thesis would not have been achievable. I'd like to thank my advisor, educational administration program, for their advice throughout this thesis, who read my multiple modifications and helped me make sense of it all.

I'd like to express my gratitude to my chairman and committee members of the independent study, who provided guidance and support.

Thank you to Southeast Asia University, Graduate School, and International Program for offering me an independent study completion fellowship, which enabled me to attend the International Conference and finish this business administration degree. Finally, I'd like to thank my parents and numerous friends who supported and loved me throughout this long journey.

Mingche Li

Table of Contents

Abstract.....	IV
Acknowledgement.....	VI
Table of Contents.....	VII
Chapter 1 Introduction	1
Chapter 2 Theory and Literature Reviews.....	17
Chapter 3 Research Methodology.....	27
Chapter 4 Results.....	53
Chapter 5 Conclusion and Discussion.....	62
References.....	66
Biography	73

Chapter 1

Introduction

1.1 Background and significance of the problem

With the advent of the knowledge-based economy, private higher education institutions have developed significantly, and the rapid development of private higher education in China has led to increasingly fierce competition among universities, which has also made the position of private higher education in China's higher education more and more important. The emergence of private higher education in China has not only reduced the financial pressure on the state, but also cultivated a large number of innovative and applied talents for the society, which has made great contributions to the social and economic development and construction of China.

Human resources are a special kind of resource, with the characteristics of irreplaceability and high value-addedness. At the same time, human resources are the most important of all known resources. The concept of human resources was first introduced in the middle of the last century by Peter Drucker in *The Practice of Management*. This work sets out the idea that the management function in organisations consists of three things: the management of operations, the management of other managers, and the management of employees and work. Unlike other resources, human resources have distinctive characteristics, namely

collaboration, judgement, integration and imagination. It is also emphasised that the spiritual and social needs of employees should be attended to by managers. Therefore, it is very important to pay attention to and reasonably manage human resources in universities, which is conducive to utilising, reflecting, enhancing and realising the value of human resources and improving the quality of talents.

As an important part of China's higher education, after more than 40 years of continuous development, private higher education has gone through a budding period, a consolidation period, a standardization period, and since 2017, with the promulgation and implementation of the new version of the Law on the Promotion of Private Education, private colleges and universities have the same status as public colleges and universities in law. Private colleges and universities are an important part of the enrollment ratio structure of colleges and universities. In 2016, the total enrollment of colleges and universities was 9.304 million, and the enrollment of private colleges and universities was 1.817.9 million (19.54% of the total). The undergraduate enrolment rate (general universities + private universities) in 2016 was only 53.86%, of which 10.73% was private universities, which is an important contributor. The proportion of private colleges and universities in China's higher education institutions is also increasing. In 2016, there were 2,596 higher education institutions in China, including 1,854 public higher education institutions and 742 private higher education institutions (28.6% of the total), compared with only 14.8% in 2006. The proportion of private higher education institutions is gradually

increasing, and there is still more room and potential for the development of private higher education institutions. However, the problem of human resources management of teachers has always been one of the bottlenecks restricting the healthy development of private universities.

With the rapid development of higher education, the state has invested more in this and divided public education into research, teaching and teaching-research types, oriented to cultivate talents of different levels and types. The development of private higher education in this form has been challenged, facing huge competition from the environment. Among them, a high quality teaching team and high quality teaching are important manifestations of the internal development of universities. Due to the late establishment of most of the private universities and the lack of relevant national policies to guide them, the public recognition of private universities is generally low, coupled with the problems exposed in the process of their own development, especially in human resources management, such as the unitary incentive mechanism, unreasonable overall allocation of human resources, lack of innovation in performance assessment, etc. Based on this, let decision-makers recognize the importance of human resource management in the development of private colleges and universities, promote the continuous optimization and innovation of human resource models in private colleges and universities, and learn from recent foreign human resource management theories, which is the only way to fundamentally solve the problems on teachers' human

resources in private colleges and universities. Transfer the centre of human resources management of teachers in private colleges and universities from focusing on the quantity of talents to focusing on the quality of talents, and constantly and solidly promote the implementation of talent management strategy.

Under the fierce competitive environment of higher education in China, in order to survive and develop sustainably, private colleges and universities in Beijing must first diagnose and solve their own problems and continuously improve the quality of education, which is the key to enhancing their core competitiveness, while the prerequisite and guarantee of improving the quality of education is to have a high-quality teacher team as support. Therefore, while comprehensively analyzing the problems in human resources of teachers in private colleges and universities in Beijing and the causes of the problems, we should also constantly strengthen the management of teachers, improve the management system of teachers, bring teachers' potential into play, drive teachers to give full play to their subjective initiative, and speed up the pace of innovative teacher management mode, so as to improve the efficiency of human resources management of teachers in private colleges and universities in Beijing, and lay the foundation for the establishment of a teacher team with high comprehensive quality and strong professional level. This will improve the efficiency of human resource management of teachers in private universities in Beijing and lay a solid foundation for the formation of a faculty with high comprehensive quality and strong professional

level.

Private universities are an important part of China's higher education system, and its position cannot be ignored. It not only contributes to the national talent training programme, but also contributes to the national and regional economic construction, and also fulfils the dream of university for millions of students, he plays an indispensable role in making China's higher education towards mass education. Among the many elements, human resources are the primary factor affecting the sustainable development of private universities, which stems from their position in the development of the organization and their own characteristics. Firstly, human resources hold and use other factors of production, they are able to develop advanced science and technology with advanced methods and means, and invest material and financial resources according to certain norms. Therefore, human resources management has a strong dynamic or active character. Secondly, human resources themselves act as capital resources to organize productivity, and they have incremental efficiency and high value-addedness that cannot be matched by other factors of production. At the same time, private universities can use a variety of faculty development tools, such as consensus management, team spirit building, faculty staff quality and competency analysis, performance pay and other incentives, improvement of appraisal and performance evaluation systems, and faculty training and development to highlight the important role of human resource management for the sustainable development of private universities. Therefore, to

better reflect the theoretical significance and value of this paper's research, it is fundamental to solve the problems in human resource management of teachers in private colleges and universities.

With the deepening of China's reform and opening up, private colleges and universities in Beijing have made a great leap forward in terms of quantity or quality, and his position in China's higher education system cannot be ignored. With the rapid development of private colleges and universities in Beijing, the demand for excellent teaching resources has been increasing, and with it, the shortage of human resources has become an insurmountable bottleneck problem. The problem of human resources in private colleges and universities is not only a problem of the school itself, but has become a problem common to the whole private colleges and universities. Compared with other economically developed provinces and regions, Beijing has not conducted sufficient research in this area.

1.2 Research Objectives

The main purpose of this study is to explore the current situation and existing problems of human resources management in private colleges and universities, and put forward corresponding countermeasures from the aspects of organization management, human resources development, performance management, salary management and so on. , can provide a reference for the human resource management of professors in private colleges and universities in Beijing, which has

research spirit and practical significance.

1.3 Research Hypotheses

On the basis of literature review and relevant theoretical research, this paper uses the method of field research to study the human resources management of teachers in Beijing private colleges and universities, and puts forward the countermeasures to improve the human resources management of teachers in Beijing private colleges and universities.

The first part mainly introduces the background, significance, existing research at home and abroad, main contents, methods and ideas of human resource management in Beijing private colleges and universities. The second part mainly expounds the definition of the core concept and the theoretical basis. The third part analyzes the general situation and existing problems of the human resource management of teachers in private colleges and universities in Beijing. The fourth part, based on the problem, analyzes the cause of the problem from the external management and internal management, and finds the cause of the problem by combining the questionnaire survey, interview and internal information obtained from private colleges and universities. The fifth part, on the basis of analyzing the problems and causes of the human resources management of teachers in Beijing private colleges and universities, puts forward concrete and substantive countermeasures from the aspects of optimizing the structure of human resources

of teachers, building learning organizations, creating equal participation culture of organizations, and improving the system of teachers' career management.

1.4 Limitation and scope of the study

The research idea of this paper is based on the background and significance of the research, taking the human management theory, human capital theory and human resource management theory in modern human resource management theory as the basic basis, through the analysis of the basic situation of the human resource management of Beijing private university teachers, combined with the example of a private university teacher human resource management in Beijing. The purpose of this study is to find out the common problems in the process of human resources management of teachers in private colleges and universities in Beijing, analyze the causes, overcome the challenges, and put forward forward-looking and pragmatic countermeasures and suggestions on improving and optimizing the human resources management of teachers in private colleges and universities in Beijing on the basis of learning from the advanced management experience and management ideas of some private colleges and universities at home and abroad. In order to maintain a high level of core competitiveness in the fierce competition environment of colleges and universities, and constantly improve the level of human resources management of teachers in Beijing private colleges and universities. This paper selects a private university in Beijing.

This paper chooses a private university in Beijing as the case study, mainly because

this private university was established early, has high comprehensive ability and strong faculty. Moreover, it has obvious characteristics of Beijing private colleges and universities, and it is convenient to find the problems existing in the human resources of teachers in Beijing private colleges and universities. Therefore, this paper takes a private university with strong comprehensive strength in Beijing as an example to investigate and analyze the status quo of its teachers' human resources management, find out its advantages and problems, and analyze its reasons, to provide useful ideas for the construction of teachers in private universities.

1.5 Research Terminology

1.Private colleges and universities: Private colleges and universities refer to institutions of higher education voluntarily established by civil society organizations or individuals with the purpose of providing higher education services to the society, mainly in the form of full-time, part-time and online education.

2.Human resource management: Human resource management refers to the effective organization, incentive and development of employees by enterprise managers through organizational structure, performance assessment, compensation and welfare, training and development, so as to achieve the business objectives of the enterprise.

3.Organizational structure: Organizational structure refers to the internal organizational structure of an enterprise, including the functions, responsibilities, authority, positions, ranks, etc.

4. Performance appraisal: Performance appraisal refers to the periodic assessment of employees' work performance by enterprises to determine the performance level of employees and provide references for enterprise managers to take effective management measures.

5. Compensation and welfare: Compensation and welfare refers to the compensation and welfare provided by enterprises for employees, including salary, bonus, subsidy, social insurance, housing subsidy, etc.

6. Training and development: Training and development refers to the training and development opportunities provided by the enterprise to improve the quality and ability of the employees and enhance the operation efficiency of the enterprise.

7. Business objectives: Business objectives refer to the objectives achieved by an enterprise within a certain period of time, including business revenue, profit, market share, customer satisfaction, etc.

8. Incentive: Incentive refers to the establishment of a reasonable incentive mechanism to stimulate the enthusiasm and initiative of employees and promote the development of the enterprise.

1.6 Research Benefit and significant

The main purpose of this study is to explore the current situation and existing problems of human resources management in private colleges and universities and put forward corresponding countermeasures from the aspects of organization

management, human resources development, performance management, salary management and so on.

The research benefits and significance of this study are mainly reflected in the following aspects:

First, this study can provide reference for human resource management in private colleges and universities.

Second, this study can provide reference for the human resource management of K College in Beijing.

Thirdly, this study can provide reference for human resource management in other private colleges and universities.

Fourthly, this study can provide reference for the education management of private colleges and universities.

Fifthly, this study can provide reference for the management of private colleges and universities.

Sixth, this study can provide reference for the social responsibility of private colleges and universities.

In a word, the research benefits and significance of this study lie in that it puts forward effective countermeasures for the human resource management of private colleges and universities, and provides references for the human resource management, education management, operation management and social responsibility of private colleges and universities, so as to improve the management

level of private colleges and universities, enhance the education quality of private colleges and universities, and promote the development of private colleges and universities.

Chapter 2

Theory and Literature Reviews

This chapter is a review of the relevant literature, which will be divided into the following parts for readers to understand. Firstly, it reviews the connotation of private colleges and universities and the connotation of teachers' human resources management. Then there is a review of the literature used. Finally, the relevant conceptual framework is introduced.

2.1 Concept and Theory

With the promulgation and implementation of many private education related laws and regulations in our country, private education has had the legal protection and has become the standardized and procedural development. The development of market economy and the reform and development of China's higher education is the inevitable product of private colleges and universities, whose development and expansion promote the optimization of the structure of China's higher education and the rational use of educational resources.

Therefore, before studying the problems existing in the human resources management of teachers in private colleges and universities, we should first make a reasonable definition of the concept of private colleges and universities. According to the Regulations on Running a School by Social Forces, "social organizations,

enterprises and public institutions, citizens and all other social organizations may use funds excluding state financial funds to establish schools or set up educational institutions". Therefore, it can be concluded from the above that private colleges and universities do not need state investment. It is a school funded by individuals, enterprises or social organizations. Through the understanding and comprehension of above words, private colleges and universities in our country can be divided into four types broadly: first, private undergraduate colleges and universities; Second, independent colleges set up under public universities; Third, universities funded by both the public and private sectors; Fourth, private educational institutions that do not have the qualifications to issue academic qualifications but have been approved by the government.

Private colleges and universities are part of China's higher education. Compared with the strong strength of public colleges and universities, they are obviously different from public colleges and universities. The specific characteristics are as follows :1. Diversification of school-running subjects and investment modes; 2. Market operation of school-running system; 3. Flexibility of management mode; 4. Contract of employee labor relations 5. Diversity of teachers 6. Characteristic of independent school running 7. The wide range of enrollment objects and other characteristics.

To sum up, this study defines private colleges and universities as institutions of higher learning that are organized and enjoy (all or most of) property rights by

social organizations or individuals other than those funded by relevant state institutions in accordance with relevant state laws and regulations, and recruit students from the society. Profit-oriented is one of the main purposes of running schools. These schools include private colleges and universities participating in full time admission of the regular college and university in our country, excluding private colleges and universities engaged in non-academic education that are unable to participate in the nationwide admission of regular college and university but engaged in non-academic education. And this study is mainly to conduct detailed research and analysis of private undergraduate colleges.

In modern organizations, human resources are an important part of organizational resources. The material and equipment resources, technical capacity resources, financial capital resources, social capital resources and human resources constitute the sum of organizational resources. It is the foundation of organization development and survival.

At present, the definition of the concept of human resources is generally understood from a broad perspective. That is, the total number of working people who can be put into social and economic activities as productive factors within a certain range. It is divided into two parts, potential human resources and real human resources. Actual human resources refer to the total population of a country or a region engaged in social and economic activities in a certain period of time, including the population temporarily unable to engage in labor due to non-personal

reasons, the population put into economic operation and the population engaged in labor, also known as "labor resources", the population gradually equipped with the ability to work under the reserve state of cultivation and growth. However, those who are unwilling or unable to engage in social labor for some reasons are the potential human resources, which can be transformed into the sum of the population in social and economic activities under certain conditions.

Two aspects can reflect the human resources structure of a country or region. The quantity of human resources is the first element, the characteristic of the quantity of human resources, and the basic index of the total amount of human resources. The characteristics of a country are proportional to the number of human resources and population in a broad sense, which reflects the absolute level of human resources in a country. The quality of human resources is the second factor, which reflects the quality of human resources and reflects the overall quality of human resources. In the process of national and social development, the quality of human resources plays a more important role than the quantity of human resources.

Among them, human resources themselves have the following characteristics:

1. The generation process of human resources of The Times and timeliness
2. The initiative of human resources
3. The timeliness of human resources uses
4. The sustainability of human resources development
5. The censurability of the idle process of human resources
6. The special capital nature of human resources
7. The

high value-added of human resources.

Based on various viewpoints of scholars, this study defines the human resources of teachers as the sum of the physical and mental values of teachers that contribute to value creation and can be utilized by colleges and universities, which is the decisive factor to achieve the development goals of colleges and universities and maintain competitive advantages, and the most important and irreplaceable resource in colleges and universities.

The emergence of human capital theory in western economics in the middle of last century led to the rise of human resource management. Under the influence of human capital theory, managers, organizers and even national policy makers change their thinking and no longer regard labor force as a tool to complete tasks, but as wealth and resources, which is conducive to promoting national economic progress and social development.

In the 1970s and 1980s, modern human resource management rose to prominence. It breaks the traditional concept of personnel management and forms a new management concept, method and system. Specifically, in order to promote and develop the development of internal human capital, countries and organizations carry out a series of decision-making and organizational activities such as statistics, investment, planning, training, cost-benefit accounting, security, use, development and research on its current situation and future. The overall management of human resources by the state is the macro human resources

management. Based on the overall planning of social and economic development, it makes planned investment in the field of human resources management, expands the specialties and paths of continuing education and training of human resources, and guarantees the rationality and adaptability of the overall structure of human resources. In the narrow sense, human resource management refers to the activities of human resources within the jurisdiction of an organization or a country. The content of human resource management activities consists of five aspects, namely, talent recognition, talent application, talent selection, talent retention and talent cultivation. These five aspects also constitute the content of human resource management.

In summary, this paper holds that human resource management is a series of management processes and activities carried out by different organizations in different departments according to the objectives of human resource management and development, such as career development, strategic planning, performance evaluation, selection and employment, development and training, salary management and design, and legal rights protection for all human resources.

Since 1992, with the state's emphasis on the development of private education, the development speed of private education has been continuously improved and the quality of education has been significantly improved, which also makes the attention on the human resource management of teachers in private colleges and universities significantly increased. Because the environment of private

colleges and universities is squeezed by public colleges and universities and foreign schools, the competition will be more fierce, which requires the administrators of private colleges and universities not only to highlight the development of the characteristics of the school, constantly improve the scale and quality of education, but also to pay attention to the management of human resources of teachers, and constantly explore and introduce high-quality teacher resources. There are still bigger vacancies of university teachers resources in our country to fill at present. The eastern and western universities are competing hotly for excellent teacher resources, they attract good teachers with a series of salary, a perfect welfare security system and good and comfortable scientific research environment. During this period, the public universities have a very strong attraction to good teachers. In addition to the reform of personnel and distribution system actively carried out by public colleges and universities, private colleges and universities are at a disadvantage in the competition for excellent teacher resources. In order to keep pace with The Times, private colleges and universities should constantly adjust the professional and subject Settings in combination with the needs of the market, and constantly strengthen the construction of the teaching staff. If there is no high-quality teaching staff, the reasonable use, effective management and continuous training of teaching resources are not optimistic.

The concept of human resource management of teachers in private colleges and universities is not much different, but the object of human resource

management is teachers in private colleges and universities. The concept of teachers' human resource management in private colleges and universities refers to the management activities carried out by the management department of private colleges and universities in the aspects of the planning, recruitment and allocation, training and development, salary and performance management, humanistic care and organizational culture management of teachers' human resource management in private colleges and universities.

The human resources of teachers in private colleges and universities are characterized by strong mobility, strong subjective consciousness and diversified individual needs. First, it is determined by human nature. Teachers in universities, whether public or private, are eager to pursue further study and development in places with high wages and benefits, good working environment and ideal development opportunities, so as to better play their own advantages and competitiveness. Secondly, the strong subjective consciousness of teachers in private colleges and universities is mainly reflected in whether and to what extent their potential abilities in teaching and scientific research are given play. Compared with teachers in public colleges and universities, the relationship between teachers in private colleges and universities and schools is a contract rather than an attachment. Thirdly, low salary and welfare benefits of teachers in private colleges and universities, low job satisfaction of teachers and disharmonious organizational culture atmosphere are all important reasons for the strong mobility of teachers in

private colleges and universities. Administrators of private colleges and universities should constantly improve teachers' job satisfaction and school identity to fully mobilize and motivate teachers' work enthusiasm and make teachers give full play to their individual potential and value.

People-oriented management is a people-oriented management idea and way. The most important organizational resource is the staff. To meet the greatest needs of stakeholders, employees and the organization as the starting point, through leadership, training, incentive and other means, the potential of employees should be fully tapped, the enthusiasm of teachers should be improved, and a tolerant, harmonious and fair cultural environment should be created, so that most employees can feel the care of the organization from the heart. To achieve the ultimate goal of organizational and personal development.

The contents of people-oriented management mainly include the following five points:

1. Through the law of enterprise development, we can see that the management of people is the first. It's a collection of people, not a collection of things. An economic organization built for the purpose of profit. Proper management of human and material resources can help enterprises to achieve profit. Therefore, humanistic management and its evolution and concretization should be paid attention to by private colleges and universities. To improve the efficiency of the use of human resources, which is a factor of production, is to mobilize the creativity, enthusiasm

and initiative of teachers.

2. The main means of promotion is incentive. That is, managers use external incentives that can stimulate employees according to their needs and urge employees to work consciously according to the requirements of the organizers. Motivation is the leadership behavior that stimulates people's motivation. It is a process, which makes people generate internal motivation and strive towards the desired goal constantly. What causes motivation is an unmet need, which is the entry point for motivation. In order to be effective, incentive means must rely on some external incentives. Therefore, it can be said that in order to realize incentive, external incentives must be transformed into conscious behaviors of human resources themselves. To achieve the goal of motivating employees to act according to the requirements of the target, to follow the requirements of management.

3. Build harmonious relationships. People who live and produce in the society must establish interpersonal relations with others around them. There is no independent social individual. Differences in relationships lead to differences in emotional experience. Work efficiency, organizational cohesion, individual behavior and human physical and mental health are affected by the quality of interpersonal relationships. The reason why the implementation of people-oriented management concept, is to establish a consistent goal and no conflict of interpersonal relations, so that members get along with each other, work harmoniously.

4. Only by understanding the connotation of human resource development can we develop it. That is to say, human resource development is a process of common development of individuals and organizations, in which the improvement of human ability is its focus and the development of human potential is its core. Therefore, the process of human resource development is comprehensive and runs through the whole process of human resource development. Human resource development links include assessment, evaluation, education and training, prediction and planning, resource allocation, incentive and leadership. The core issue of human resources is to develop people's wisdom and potential, and improve the working efficiency and quality of workers. Therefore, the objective requirement for private colleges to realize the development strategy is to implement and formulate the talent strategy.

5. Cultivate and develop the spirit of teamwork. To create a strong team of combat effectiveness, affected by many objective factors, it needs to take different measures to cultivate. (1) In order to make people's behavior and management work standardized, programmed and institutionalized, and management activities efficient, orderly and coordinated operation, private colleges and universities should establish a scientific management system. (2) To establish a development goal that is recognized by all the staff within the organization, in order to unite the staff within the organization, make the team stronger, unite within the organization and make common progress. Therefore, this goal must be scientific, reasonable and

clearly directed. The organization management concepts, strategies, objectives into the heart of each teacher, in the internal consensus. (3) Establish an effective coordination and communication mechanism. It is necessary for the formation of a team to achieve psychological consistency within the organization through communication and exchange of information in thought, and coordinate planning in action to achieve unity within the organization in action. (4) As the core of the organization, leaders should enhance their influence. Employees will naturally surround leaders with prestige and charm. Whether a leader has prestige is determined not only by his ideological cultivation, moral character and personality, but also by his boldness, knowledge, ability, ability and experience. (5) To improve the participation of staff in private colleges and universities in school management, so that each organization staff can directly participate in various management activities, enhance the sense of belonging and honor, so that all staff not only contribute their own labor force, but also contribute their own wisdom, for the sustainable and efficient development of private colleges and universities to make their own contributions.

Through the statement of the theory of people-oriented management, combined with the research status of Beijing private university teachers' human resources management, the problems of a private university in Beijing teachers' human resources management are comprehensively studied. Through this theory, the author analyzes the reasons for the transformation of teachers' human resource

management concept, the formation of a good interpersonal relationship and the strengthening of communication, the necessary incentives for teachers, and the problems existing in the process of teacher assessment, training and recruitment. According to this theory, some reasonable suggestions and measures are put forward for the future development of teachers' human resource management in Beijing private colleges and universities.

Man is the first element of social productive forces and the main body of all economic activities. The basic theme of human capital theory is to analyze the productive capacity of human beings. Human capital includes human beings. Economic development and wealth production are determined by the intrinsic quality of human resources. The early human capital thought, which emphasizes the role of "human" in economic growth and development as its basic content, can be traced back to the early economic works. In William Pedy's book *Political Arithmetic*, people with skills can do more work, and both material capital and human power play a role in production. In his work *A Study of the Nature and Causes of National Wealth*, Adam Smith first regarded "human power" as "capital". He believed that capital was the part of capital accumulated and not used at present but could bring profit or income in the future. He classified capital into working capital and fixed capital.

In 1960, Schulz elaborated the human capital theory at the American Economic Annual Meeting, which marked the birth of modern human capital theory.

Schulz's research on human capital evolved from exploring the law of economic growth, and he found that the causes of economic growth could not be explained only from labor force, physical capital and resource endowment. He argues that human capital is the cause of economic growth, but traditional experience theories miss this point. Therefore, Schulz made a new explanation for the driving force of economic development in his own human capital theory system. He believed that the correct research on economic growth should include the traditional concept of capital in the concept of human capital, rather than the independent and one-sided research on the concept of meaningful assets. One of the important sources of economic growth is human capital concept.

The value stock of health, spiritual morality, knowledge and skills attached to human body that can be obtained through certain capital investment and whose value can be increased. At the same time, improving the quality and quality of talents is the core of human capital. To promote the development of society and the improvement of productivity by cultivating high-quality talents requires the state to attach importance to the investment in education, vigorously develop education, promote the development of private education, pay special attention to the human resources management of private education teachers, which is the core of improving the quality of education and enhancing the competitiveness. Through the description of the theory, this paper focuses on applying the theory to the training of teachers' human resources and the emotional incentive of colleges and

universities to teachers. To improve the overall value of teachers and the overall quality of teachers is the key to improve the overall competitiveness of colleges and universities in Beijing Province and the comprehensive city.

2.2 Literature reviews

Now the theory of human resource management is developed from the traditional personnel management. The research of human resource started earlier in foreign countries and has produced fruitful results. Human resource management was first proposed as one of the functional management activities of enterprises. The book Human Resource Function written by social and industrial relations scientist White Back discussed human resource management as an ordinary management function for the first time, and demonstrated that human resource management function was beyond the scope of traditional personnel work from seven aspects.

Schuler believes in Human Resource Management that human resource management is a management that takes management activities to ensure the effective use of human resources in order to realize the interests of individuals, society and enterprises.

Gary Dessler from the United States believes in Human Resource Management that the purpose of human resource management is the technology and concept that should be learned in order to ensure the correct handling of

human or personnel problems during management.

Foreign research on the human resource management of private colleges and universities is also relatively early. The first researcher was Franklin Bobbitt, a famous American scholar. He believed that in order to significantly improve the operating efficiency of a school, in addition to the requirements for students' graduation standards, it is necessary to clarify the teaching methods and processes. It is the most important to stipulate the working regulations and qualifications of teachers. All teachers of private higher education should use the prescribed textbooks and teaching methods, teach the courses according to the teaching plan, and regulate the quality of the courses.

Ralph, a famous American scholar, first proposed that university staff should attach importance to the study of interpersonal communication. At the same time, he believes that when the school invests money, the income should be taken as one of the evaluation indicators to judge the university managers.

Catharina's research focuses on the human resource management of faculty and staff, and focuses on the theoretical and practical integration of human resources between departments with different functions. Catharina believes that many factors affect human resources in colleges and universities. Organizational environment is one of them, and college teachers affect professional development in colleges and universities, professional development in schools, and the relationship between human resources department evaluation.

Elenistavrou mainly studies the human resource management among various functional departments of colleges and universities, and elaborates the human resource management process of American higher education teachers. The process is to explain training, welfare benefits, human performance compensation, resource planning and other aspects one by one, starting from employee recruitment.

Our research on private university teachers human resource management started late, compared with the rich achievements in foreign research, there is a big gap and few research achievements. Many theories and methods are to learn to copy western model. This situation is on the one hand due to the late popularity of higher education in our country. On the other hand, the new theory of human resource management is recognized by the academic circle later than the western countries. The research of our country mainly focuses on the study of management mode and management countermeasures.

Chinese experts and scholars have studied the human resource management mode of teachers in private colleges and universities as follows: Li Heping believes that, under the impact of public colleges and universities, the competitive environment of private colleges and universities is very fierce. In order to keep the healthy and sustainable development of private colleges and universities, we must rely on high-level human resource management to realize. In the human resources management of private colleges and universities, teachers should be assigned to reasonable posts according to their different abilities and tenure levels, and at the

same time, the recruitment, selection and training of teachers should be handled well.

Wang Li(2020) pointed out that there are many problems in the human resource management of Chinese private colleges and universities: the first is the backward management concept, the second is the unreasonable structure of the teaching staff, mainly reflected in the imbalance of age structure, the academic title institutions are on the low side and not up to standard, the number of double-qualified teachers is less, the introduction of high-level teachers is difficult, the brain drain is serious, and the personnel mobility is strong.

Yang Yunjiao(2020) pointed out the existing problems and current situation of human resource management in Chinese private universities. On the one hand, the management concept of administrators in private colleges and universities is backward, many of them still stay in the traditional personnel management ideas, and the professional quality of personnel engaged in human resource management is low. The second aspect is that teachers cannot be recruited from a comprehensive and comprehensive perspective in the recruitment, resulting in the phenomenon of education without ability, which reduces the core competitiveness of private colleges and universities. The third aspect is the serious lack of investment in teacher training, the training effect is not obvious, training is a formality, reduce the efficiency of training. The fourth aspect is that the salary distribution and incentive mechanism is not perfect, which is manifested in the

unfair salary distribution, the incentive effect is not obvious, the enthusiasm of teachers is not stimulated, and the teachers do not enjoy the due welfare and security treatment.

Yue Jiakun believes that private colleges and universities are the main force of the new freshmen in our higher education system. However, although private colleges and universities have some achievements in human resource management, there are still some problems, such as: should change the traditional management mode which takes the business as the center, improve the management system; Staff turnover within the campus is not organized, and communication between disciplines and departments is less; Managers do not have scientific experience in human resource management, and are too eager for quick success in specific management.

The study of human resource management strategies of teachers in private colleges and universities by experts and scholars is mainly as follows: Liu Wenhua pointed out that in order to fundamentally solve the problems of human resource management of teachers in private colleges and universities, we should first change the traditional thinking of human resource management, formulate ways to solve human resource management problems from a strategic perspective, and constantly improve the internal human resource management system, create a good environment for private colleges and universities, attract more high-quality talents. Building a talent introduction system with incentive effect.

Ge Yunfeng put forward the solution by analyzing the human resource management problems existing in Chinese private universities. There are mainly three aspects as follows: On the one hand, speed up the transformation of backward HRM concepts, use strategic HRM thinking to think and put forward solutions. The second aspect is to establish a teacher training center, carry out regular learning of relevant professional and technical knowledge for teachers, and formulate a detailed future career development plan. The third aspect is to build an innovative incentive and assessment mechanism to reduce the turnover rate of high-level talents and improve the stability of the teaching staff.

According to Chen Yutong, from the perspective of the development trend of human resource management in private colleges and universities, problems should be solved from the following aspects: First, the government should vigorously support private education and treat public education and private education equally, which is conducive to attracting high-quality resources; Secondly, the training system of private colleges and universities must be scientific, the salary system must be perfect, to protect the vital interests of private higher education workers; Third, private colleges and universities should pay attention to the construction of corporate culture, and at the same time, the internal restraint and supervision mechanism must be perfected.

Zhao Xia from the human resources management countermeasures as the starting point of private university teachers human resources management

countermeasures to solve the existing problems. According to the ability of the reasonable allocation of positions, optimize the mode of personnel training, with perfect incentive guarantee mechanism and reasonable, fair and efficient performance appraisal and salary distribution system to strengthen the construction of talent team, do a good job in private colleges and universities human resources management, do a good job in talent reserve, actively play the role of talents in human resources management.

Wang Yuanzhang pointed out that the administrators of private colleges and universities should clearly realize the importance of high-quality teachers in the development of the school, constantly invest in introducing and cultivating excellent teachers, improve the welfare of the staff and staff, focus on the pre-job training of the staff and encourage teachers to go abroad for further study or better education. To do a good job in the construction of teaching staff, is to form a number of private colleges and universities in line with their own development of sufficient quantity, excellent quality, appropriate structure of the teacher team. In order to do a good job in human resource management of private colleges and universities, it is necessary to innovate the performance appraisal system and actively mobilize teachers' enthusiasm.

Liu Zhidan(2020) pointed out that the goal of teachers' human resource management in private colleges and universities is to fully mobilize teachers' work enthusiasm and creativity, and the key to achieve this goal is to do a good job in

the reasonable matching of personnel and posts, performance appraisal to reflect incentive, flexible salary distribution and other measures. In the human resource management of teachers in private colleges and universities, teachers should be regarded as an important strategic resource of the school to carry out active management, emphasize the strategic role of human resource management, attach importance to knowledge creation, integration and utilization, attach importance to knowledge management, and improve the stock of human capital in private colleges and universities.

It is reasonable and acceptable to control the turnover rate of college teachers in a certain range under the background of fast pace of life and the competitive economic environment. The staff turnover within a certain range can promote the construction of university teaching staff, stimulate the work enthusiasm and vitality, form a benign competitive environment, high-quality teaching staff is also conducive to the formation of. If teachers in private colleges and universities flow too frequently, it is not conducive to the healthy development of human resource management in private colleges and universities. How to reduce the turnover rate and minimize the loss of brain drain needs more scholars to study and pay attention to.

Based on the research status at home and abroad, it is not difficult to see that foreign research on the human resource management of teachers in private colleges and universities started earlier, and has achieved fruitful research

conclusions, and the management mode of teachers in private colleges and universities is relatively mature and stable. Among them, experts and scholars have carried out in-depth research on the human resource management of teachers in private colleges and universities in China, and have obtained fruitful research and practical results. In spite of this, there is still a big gap between domestic private undergraduate universities and world-class private universities in the human resources management level of teachers. From the perspective of domestic literature review and research progress, domestic research on the human resource management of teachers in private colleges and universities mostly exists in the theoretical stage, or tends to conduct in-depth research on the countermeasures of problems, and there are few case studies involving the human resource management of teachers in private colleges and universities. Starting from the Angle of case study, this paper will conduct an in-depth study on the human resource management of Chinese private university teachers, which will conform to the characteristics of human resource management of Chinese private university teachers, and the research results will be of reference value, which will make the countermeasures and suggestions more practical and more in line with the characteristics of private university itself. Among them, there are still some theoretical and practical problems of human resource management in Beijing private colleges and universities that need further research and discussion, such as how to give full play to and promote the concept of people-oriented management

more effectively, how to improve the personal quality of human resource managers, how to establish a scientific, reasonable and effective incentive and promotion mechanism. At the same time, private undergraduate universities are an important part of our higher education. As a training base for applied talents, how to efficiently utilize and retain "double-qualified" teachers has become one of the problems to be solved and researched.

Based on the above summary, in the view of integrating several experts and scholars, this paper starts from the perspective of human resources management, and through empirical investigation, analyzes the current human resources situation of a private university in Beijing, expounds its existing problems, and puts forward constructive suggestions, in order to provide scientific reference for the human resources management of teachers in Beijing private universities. This paper takes a private university in Beijing as the research object, constructs a theoretical research framework, combines the results of case analysis and investigation to explore and optimize and put forward countermeasures and suggestions for the management of teachers' human resources in a private university in Beijing. At the level of case study, it supplements the shortcomings of previous studies as far as possible, and provides reference for the education circle to optimize the human resources management of teachers in private colleges and universities. At the same time, it also provides reference for the human resources management department to formulate the development strategy of teachers' human resources in private

colleges and universities and the reform of teachers' human resources management.

2.3 Conceptual Framework

First, research background

With the development of the economy and the reform of the education system in our country, private colleges and universities have become the important component of the development of higher education in our country. The problems of human resource management in private colleges and universities are becoming more and more prominent. In this paper, the human resource management of private universities in Beijing area is studied deeply, and the countermeasures are put forward.

Second, problem analysis

On the basis of in-depth investigation and analysis of private universities in Beijing, this paper finds that there are the following problems in human resource management:

Difficulty in talent introduction: It is difficult to attract high-quality talents to private colleges and universities because their funds and reputation are weaker than those of public colleges and universities.

Serious brain drain: Due to the low salary and welfare level of private colleges and universities, as well as the lack of promotion opportunities, the brain drain is serious.

Unscientific performance evaluation: The performance evaluation system of private

colleges and universities is not perfect, and the performance evaluation standards are not clear, which leads to the teachers' low enthusiasm for work.

Improper job matching: the improper job matching of private colleges and universities leads to inadequate play of teachers' ability and difficult to guarantee teaching quality.

Third, countermeasures and suggestions

In order to solve the above problems, this paper puts forward the following countermeasures and suggestions:

Raise the level of salary and welfare: private colleges and universities should increase the investment in teachers' salary and welfare treatment, improve the income level and quality of life of teachers.

Establish a scientific performance evaluation system: Private colleges and universities should establish a scientific performance evaluation system, formulate clear evaluation standards, and encourage teachers to achieve better results in teaching and research.

Strengthen the introduction and retention of talents: private colleges and universities should strengthen the recruitment and introduction of high-quality talents, and strengthen the training and professional development of teachers, so as to enhance the sense of belonging and loyalty of teachers.

Reasonable matching of posts: Private colleges and universities should reasonably match posts according to the ability and specialty of teachers, give full play to the

potential and ability of teachers, and improve the quality of teaching.

Fourth, research significance

The research significance of this paper lies in the in-depth discussion of the human resources management of private colleges and universities in Beijing area, and puts forward a series of feasible countermeasures and suggestions, which are helpful to improve the human resources management of private colleges and universities, improve the teaching quality and competitiveness. At the same time, this paper also provides reference for other areas of private colleges and universities.

Chapter 3

Research Methodology

Based on the research framework, this chapter presents the research design, explores the research instrument and develops a Questionnaire on Human Resource Management for Teachers in Private Undergraduate Universities, divided into the following four sections: 3.1 Methods of Study; 3.2 Population and Sampling method; 3.3 Data Collection and 3.4 Data Preparation and Data Analysis.

3.1 Methodology

This study was descriptive analysis and quantitative analysis. The research objective is to analyze the current situation, problems and solutions of human resource management in private colleges and universities through the combination of theory and practice, mainly using literature research, questionnaire survey and interview research. The information obtained from the responses will be analyzed statistically and further summarized.

3.2 Population and Sampling method

Overall: The overall population for this study was the students, teachers and administrators of Beijing K College.

Sampling method: Stratified random sampling method was used in this study, in which students, teachers and administrators of Beijing K College were selected as

the sample for the study. Firstly, the students, teachers and administrative staff of the college were stratified according to the organisational structure of the college, for example, students could be divided into undergraduate, postgraduate and doctoral students, etc.; teachers could be divided into professors, associate professors, lecturers, etc.; administrative staff could be divided into administrative managers, administrative support staff, etc. Then, within each stratum, a systematic sampling method is used to draw a certain percentage of the sample for the study. Finally, based on the results of the sampling, the sample size for this study is determined and the sample is investigated and studied.

The sampling method used in this study is stratified random sampling, which is an effective sampling method to effectively extract a portion of the study population for the purpose of the study. The advantages of the stratified random sampling method are that it can effectively draw out a portion of the research population for the study and it can effectively take into account the characteristics of the different levels of the research population, thus making the results of the study more accurate and reliable.

Table 1 Teacher structure of a private university in Beijing in 2022

Name	Professional title		Educational background		Age		Gender	
The total number of teachers in 2022 will be 1,145	Professional title	Number of people	Educational background	Number of people	Age group	Number of people	Gender	Number of people
	Professor	103	Doctor	137	Under 30 years old	251	Male	480
	Associate professor	251	Master's degree	755	30-50 years old	549	Female	665
	Lecturer	791	Bachelor degree or below	253	Over 50 years old	345		

3.3 Data Collection

Literature research method: According to the Top 100 Private Universities in the 2022 National University Ranking and the 2022 China Independent College Teaching Quality Ranking released by the official website of the China Alumni Association, the existing ranking pattern of private universities in China has formed the first echelon with Hubei, Liaoning, Shaanxi and Shandong provinces and the second echelon with Guangdong, Anhui, Sichuan and Beijing provinces.

According to the ranking of private universities released by the China Alumni Association in 2022, a total of three private universities in Beijing are in the top 100, while only one independent university in Beijing is in the top 100. Therefore, from the perspective of the overall ranking, Beijing private colleges and universities have a good development on the whole, and their overall ranking has slightly declined compared with that of 2020.

The reasons for the rapid development of the top 100 private colleges and universities in China are as follows: Firstly, it is clear that private colleges and universities have received great support from well-known public universities in running schools and teaching staff, such as Wuhan College supported by Wuhan University and Wenhua College supported by Huazhong University of Science and Technology. The second aspect is that more powerful private universities, such as Beijing City University, have set up their own provincial teaching teams. Thirdly, some private colleges and universities have been designated as provincial key universities by the provincial government, such as Jilin Overseas Chinese Institute of Foreign Languages. The fourth aspect is that the establishment of master's degree in private universities has greatly promoted its own development, such as Xijing University in Xi 'an.

From the employment situation of graduates, according to the Annual Report Summary of the Employment Quality of Graduates of a Private University in Beijing in 2022 released by a private university in Beijing in November 2022, the number of graduates of the private university in 2022 is 4651, and 4,168 have been employed, with an employment rate of 89.61%. The employment rate of each school of this school is basically above 85%. Among all the majors graduating from the school in 2022, the employment rate of five majors -- urban planning, preschool education, journalism and communication, art and design and law -- reached more than 95 percent. Graduates are mainly employed in Beijing, Hebei, Tianjin, Shandong and

other places.

Questionnaire survey method: In order to analyse the current situation and problems of teachers' human resources management in private colleges and universities in Beijing more comprehensively, we are going to take a private college in Beijing as a breakthrough point and combine the relevant theoretical parts of this paper to design the "Questionnaire on Teachers' Human Resources Management in Private Colleges and Universities" in terms of teachers' training, teachers' career development planning, campus organizational culture atmosphere, performance appraisal, remuneration and treatment, management style and classroom future development planning respectively. The questionnaire was used to understand the real situation and problems of teachers' human resource management in private universities in Beijing.

The target of this study is the teachers of a private university in Beijing. Through the survey on the teachers of a private university in Beijing, we can understand the current situation and problems of human resource management of teachers in private universities in Beijing in a more comprehensive, detailed and perfect way, in order to provide relevant evidence and guarantee for the subsequent study. The following table shows the basic statistics of the questionnaire respondents.

This questionnaire is mainly based on objective multiple-choice questions. Objective multiple-choice questions can make it easier for those who fill in the

questionnaire to answer, and the motivation to fill in the questionnaire is higher. The questionnaire contains two parts, the first part is the basic personal information part, the second part is the main part of this questionnaire is mainly the questionnaire content part. The questionnaire was distributed randomly. A total of 207 questionnaires were distributed to teachers and 200 valid questionnaires were returned, with an effective rate of 96.6%. The analysis results of the questionnaire will be used as the data support to study the current situation and problems of human resource management of teachers in private universities in Beijing.

Table 2 Distribution of basic information of survey respondents

Male	84	42.0%	Under 3000	10	5.0%
Female	116	58.0%	3001-5000	105	52.5%
Age	Numbers	Percentage	5001-8000	55	27.5%
Under 30 years old	44	22.0%	8000 and above	30	15.0%
30-40	97	48.5%	Workplace and home Consistency	Numbers	Percentage
40-50	40	20.0%	Yes	128	64.0%
Over 50 years old	19	9.5%	No	72	36.0%
Academic qualifications	Numbers	Percentage	Title	Numbers	Percentage
Undergraduate and below	44	22.0%	Lecturers	103	51.5%
Masters	132	66.0%	Associate Professor	70	35.0%
PhD	24	12.0%	Professor	27	13.5%

Teaching time	Numbers	Percentage	Workplace before coming to school	Numbers	Percentage
Less than one year	19	9.5%	Students	97	48.5%
1-3 years	40	20.0%	Working in a scientific institution	24	12.0%
3-5 years	37	18.5%	Working in Business	24	12.0%
More than 5 years	104	52.0%	Other	55	27.5%

Interview research method: The author interviewed a teacher in a private university in Beijing, through interviewing the teacher to get the current situation and problems of human resources training and opening in the private university. The teacher replied in a serious tone: In terms of the frequency of training I attended training before I joined the university, later the university would go to training in groups according to the number of teachers, almost once every 2 to 3 years there is a summer training. The training is mainly about teaching skills, some cutting-edge issues in the subject area, and sometimes some political training. There is basically no training on teacher ethics and school values, which has only been mentioned in meetings at the school, but I think it is necessary to learn, because after all, this is a fundamental part of teaching, and it is about the honour of the teachers and the school. There is still an atmosphere of learning during the training, there may be

some teachers who are negative and do not pay attention, there are also some teachers who are often late during the training, the end of the training written exam to judge, this is not difficult to pass, basically the last lesson will have a focus, all teachers can pass.

Again, the author interviewed a personnel manager at a private university in Beijing and found out about the basic situation of the management of the private university in terms of teacher training and development. The manager of the personnel department said in a serious way: "Our training method mainly takes the form of inviting famous teachers from our university or other universities to do training courses, which are carried out 2 to 3 times a year, usually during holidays. Teachers generally have the opportunity to participate in the training, the number of opportunities depends on the teacher's own wishes and the teacher's working experience and title, young teachers have relatively less opportunities. The training funds are proportional to the teachers' training, and the school allocates some funds for training each year. In terms of training funds, the state has allocated funds to public schools, and the funds are certainly more than adequate for us, but our side is still not as well funded as public universities, resulting in not as many training places as they are, and the frequency is not as high, so we still need to strengthen the training of young teachers in the future, and develop a training system that is perfect.

Once again, the author interviewed the personnel managers and teachers of

private colleges and universities about the flow and brain drain of teachers in the private colleges and universities, and according to the descriptions of the interviewees, it is a normal phenomenon that teachers in private colleges and universities are flowing, especially young teachers nowadays have different thinking and character, many of them come to learn from experience and use this side as a springboard to find a better job. Many older teachers have chosen to leave our school in order to gain more benefits. The high mobility of teachers has an impact on the school and the frequent replacement of teachers is a loss to the school, not only in terms of the loss of the best teachers, but also in terms of the normal teaching work of the school. The school's official website is not updated in a timely manner will have an impact on teacher mobility, as the official website is not updated in a timely manner, it is easy to cause conflicts between the teacher team and human resource managers due to information asymmetry, reducing teachers' sense of belonging and identity, thus affecting the stability of the teacher team and increasing the possibility of mobility. The frequent release of teacher recruitment information is not necessarily a reflection of strong mobility, sometimes many key positions, subject leaders and other outstanding teachers are difficult to recruit to, sometimes need to keep hanging recruitment information for a long time, and constantly updated. In terms of the introduction of high-level talent, it can be said that the school can introduce those who meet the requirements of the school, and the teachers themselves are willing to come, there is a certain degree of difficulty, if

you can introduce certainly in the treatment and other aspects of the standard promised before, now the school is still worried that the overall high mobility will affect their psychology, will mislead them to also make the willingness to jump ship, which will give the school's talent attraction, talent, retention programme This will have an impact on the university's talent attraction, recruitment and retention programmes.

3.4 Data preparation and data analysis

Through the preliminary literature combing and the existing research shows that, because of the large gap between China's private colleges and universities and public colleges and universities, the management mechanism of public colleges and universities cannot be copied, China's private colleges and universities start late, the development is not very mature, and the experience that can be borrowed is relatively small. With the continuous improvement of China's education system mechanism and the continuous development of private education, Beijing's private colleges and universities are moving forward in continuous exploration, and have also found a set of system system of human resource management for teachers in private colleges and universities suitable for their own development, career management, in human resource planning, staff training and development, staff recruitment and selection, performance management, salary management, improving staff labour relations and creating a good organizational The university has

made great efforts and bold attempts in exploring and exploring the human resources management system, career management, human resources planning, staff training and development, staff recruitment and selection, performance management, salary management, improving staff labor-management relations and creating a good organizational culture, and has made great breakthroughs in staff mobility management and staff motivation, which to a certain extent has promoted the private universities from traditional personnel management to strategic human resources management. However, behind the achievements there are also many shortcomings and threats, for example, the age of teachers is obviously young; the title structure is unreasonable and there are obviously few talents with high titles; the loss of high-level backbone talents is serious; the mechanism of introducing talents is not scientific and reasonable enough; and over-reliance on external and part-time teachers leads to poor stability of teacher structure. After all, human resource management in private colleges and universities is a systematic and complicated work, involving the national education policy, the internal and external environment faced by colleges and universities and the influence of teachers' personal ideological changes, all of which will, to a certain extent, restrict the improvement and optimization of human resource management in private colleges and universities.

After the questionnaire survey, we should analyse and organize the questionnaire data, first of all, we should test the reliability of the questionnaire,

this test uses Cronbach's coefficient to measure the reliability of the questionnaire, and the reliability analysis of the questionnaire data results, the result of the reliability coefficient is 0.837, which is a more ideal state, indicating that the questionnaire is more reliable.

Through the analysis of the above interview process, it can be seen that Beijing private universities do not have a complete training plan for teachers, and most of the time, due to the cost consideration of universities, they only provide simple training on relevant skills before joining the university. Teachers feel that the school does not pay much attention to their development and capacity enhancement, leading to a lowering of their sense of identification with the school and a high mobility of teaching staff, which is unfavourable to the development of private universities. The human resource management departments of some private universities neglect to promote teacher ethics and the values of this school in the selection of training contents, which are not perfect¹. Teachers ignore the evaluation work of the training results in the training process, no complete evaluation system is formed, and there are no hard and fast rules and measurements for their training effects, which leads to most of the trainers not paying attention to the training process, and the training effect is not satisfactory and does not achieve the training effect. Secondly, due to the limited number of training places, in addition to the financial constraints of private schools, the training opportunities for young teachers do not meet the standard requirements. The

special system of running private colleges in Beijing determines a single source of funding, the state has not invested in them, and finances are tight. Only when education funding is very sufficient do administrators consider investing in teacher training, and in general, administrators do not invest too much in teacher training, resulting in teacher training never being carried out properly. School managers wrongly judge that investing in teacher training does not bring about an improvement in the quality of education and neglect to train and improve teachers' abilities, resulting in the construction of the teacher team in private universities not being perfect. Generally nowadays, private universities lack their own separate training talents with professional knowledge, and most of them are hired from outside, which makes the training work not continuous and does not form a training programme in line with the characteristics of the institution. The existence of the above problems eventually makes the human resource management training and development mechanism of private universities imperfect and difficult to run scientifically and effectively.

Chapter 4

Results of Data Analysis

4.1 Results

The most important purpose of human resource management is to optimise the structure of human resources, rationalise and combine resources, and maximise the social, economic, scientific, educational and ecological benefits of management. Based on the above status quo and problems of human resource management of teachers in private universities in Beijing, it is easy to see that although the teachers' human resource management in private universities is carried out by the school as a whole, it is still influenced by various other relevant factors, such as the teachers' own thinking philosophy, the management tendency of school leaders, the strategic direction of school management or changes in social policies, and many other factors, and The factors that cause problems in the human resource management of teachers in private universities in Beijing are therefore multifaceted, as the external environment changes and the actual situation of their schools varies and presents specificity, complexity and differences. Therefore, the analysis of the causes of HRM problems in private universities in Beijing requires in-depth research with the help of statistical factorial, correlation and regression analyses to find out the factors that affect the satisfaction of teachers in private universities through data analysis methods, which formally cause the inefficiency of HRM. This chapter will use this

correlation and regression analysis of the data from a questionnaire on human resource management of teachers in a Beijing university to find out the influencing factors and the reasons for their occurrence.

First of all, this study uses factor analysis to extract the dimensions of 32 questions in the scale of human resource management satisfaction of teachers in private colleges and universities, in order to obtain a more scientific component index of satisfaction. Firstly, KMO measure and Bartlett sphericity test are carried out on the total table. KMO value is used to study the partial correlation between variables. It compares the size of general correlation and partial correlation between variables. Only scales that pass KMO test can conduct subsequent factor analysis.

KMO and Bartlett's test

The Kaiser-Meyer-Olkin metric of sampling adequacy.		.744
	Approximate cardinality	133.075
Bartlett's test for sphericity	df	10
	Sig.	.000

It can be seen from the above table that KMO value of satisfaction scale is 0.744, approximate chi-square value of Bartlett sphericity test is 133.075, and significance is 0.000, indicating that the correlation matrix of data is not an identity matrix and has correlation, indicating that the scale is suitable for factor analysis.

Total explained variance

Ingredients	Initial Eigenvalue			Extraction of squares and loading		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	2.029	40.574	40.574	2.029	40.574	40.574
2	1.055	21.091	61.665	1.055	21.091	61.665
3	.773	15.456	77.121			
4	.713	14.260	91.380			
5	.431	8.620	100.000			

Extraction method: principal component analysis.

The analysis results showed that the eigenvalue of the first two principal components was greater than 1, and their cumulative contribution rate reached 62%, so the first two common factors were selected.

Ingredient Matrix

Items	Ingredients	
	1	2
Satisfied with the full use of personal abilities	.518	-.153
Have you attended training during your work	-.633	.061
Satisfactory career development plan	.717	.295
School promotion and advancement into the Society is very satisfactory	.662	-.200
The staff development programme is very unsatisfactory	.089	.349

Extraction method: main component.

a. Two ingredients have been extracted.

According to the data in this table, three variables including teacher training, teacher career development planning and teacher promotion opportunities should be selected for further follow-up analysis in this dimension.

Based on the content of the "Human Resource Management Questionnaire for Teachers in Private Universities in Beijing" designed in this paper, a correlation analysis was conducted between all the questions in the second part of the questionnaire and the question of whether teachers are satisfied with their current jobs using spss software to find out whether there is any correlation between the questions and each other. The results of the factor analysis above were used to summarise the variables extracted from the analysis. These variables will be the variables that may affect teachers' human resources management and satisfaction. These variables are: teacher training (questionnaire 10), career development planning (questionnaire 11), campus culture construction (questionnaire 26), salary and remuneration (questionnaire 19, 27), performance appraisal (questionnaire 29, 30, 31), interpersonal relationship (questionnaire 24) and other work, where the p-values of these variables are less than 0.01 after correlation analysis. The p-values for these variables were found to be less than 0.01 after correlation analysis.

Descriptive statistics

	Private Universities Faculty Human Resources Resource Management Satisfaction	Other work	Interpersonal relations	Performance Appraisal	Salary	Campus Culture Building	Career Development Planning	Teacher training
Average	3.1400	2.9800	3.1600	2.9786	3.0675	3.2850	3.0200	2.5800
Standard deviation	.87420	.82645	.54855	.54725	.61936	.89318	.86216	.70433
Number of cases	200	200	200	200	200	200	200	200

When there are more variables, the similarity and difference of each indicator should be examined first, so before implementing the regression analysis, Pearson correlation test needs to be conducted on the results of the survey on human resource management of teachers in private undergraduate universities.

Relevance

Satisfaction with human resource management of teachers in private universities			
	Pearson Correlation	Significance (two-tailed)	Number of cases
Other work	.220**	.002	200
Campus Culture Building	.300**	.002	200
Performance Appraisal	.335**	.000	200
Salary	.191**	.007	200
Interpersonal relations	-.051	.470	200
Career Development Planning	.196**	.005	200
Training	.267**	.000	200

** . Correlation significant at 0.01 level (two-tailed).

From the Pearson correlation test results in the above table, it can be seen that when the significance level is 1%, six of the seven variables pass the Pearson correlation coefficient significance test, indicating that there is a correlation between the variables and a regression model can be established, also indicating that the variable of interpersonal relationship is not a variable that affects the satisfaction of teachers' human resource management in private universities and will not be an influential factor affecting human resource management in private universities, so this variable is not included in the subsequent regression analysis model.

The results of the analysis showed that the standardized regression equation was

Satisfaction with human resource management of teachers in private undergraduate universities = $0.208 * Z_{\text{training}} + 0.224 * Z_{\text{salary and remuneration}} + 0.248 * Z_{\text{performance appraisal}} + 0.151 * Z_{\text{campus culture construction}} + 0.144 * Z_{\text{other work}}$

(Note: variables are prefixed with Z to represent data after standardization)

The regression equation assumes that the five independent variables are positively correlated with the dependent variable, all other things being equal, with performance appraisal having the greatest impact on the human resource satisfaction of private university teachers, followed by salary and remuneration having the greatest impact on private university teachers, followed by teacher training, and then campus culture construction, with the variable other work having

a smaller impact on satisfaction.

Therefore, after processing the regression analysis of the survey questionnaire data, it can be seen that there are five variables that become factors affecting the satisfaction of teachers' human resource management in private colleges and universities, as well as factors affecting the improvement and optimization of teachers' human resource management in private colleges and universities, indicating that these factors have relevance to human resource management and will affect the work of teachers' human resource management. The problems of these five variables affect the ability of teachers' human resource management in private universities, therefore, human resource managers of a university in Beijing need to pay attention to these five variables and need to optimize and improve these five aspects, which also lays the foundation for the subsequent cause analysis, and need to explain the causes and propose countermeasures from these variables that can affect teachers' human resource management.

Chapter 5

Summary, Discussion of Results and Recommendations

5.1 Summary of research results

With the deepening of human resource management theory and the continuous innovation of human resource management mode, a private university in Beijing has gradually adopted the performance appraisal management mode of objective management. Staff is the core of target assessment, management method is based on humanity, "democracy" instead of "centralization", "communication" instead of "command" is its essence, organization members can use the way of self-guidance and self-control to participate in decision-making, so as to combine organizational goals with personal goals. As can be seen from the above regression analysis results, performance management is one of the important factors affecting the human resource management of teachers in private colleges and universities, indicating that the performance appraisal system is not the optimal program for schools, and it is necessary to find out the reasons affecting its low management efficiency in the implementation process.

At present, most administrators of private colleges and universities in Beijing do not pay enough attention to the subjectivity of teachers, but attach importance to the management rules and regulations of schools, overemphasize the management results and ignore the management process. Through the regression analysis of the questionnaire on human resource management of private teachers, we can see that: Performance appraisal is the main factor affecting the future human resource management of the private university. The higher the satisfaction of the teachers, the higher the execution force will be, the better the target assessment effect will be, the higher the enthusiasm of the teachers will be. It is easier for the teachers to participate in the management work democratically, realize the assessment objectives, and enhance the cohesion and centripetal force of the teachers. However, the administrators of colleges and universities emphasize more on the restriction of teachers through the formulation of strict rules and

regulations to achieve effective control and supervision of teachers. The excessive implementation of performance appraisal system to achieve the purpose of management is too blunt and harsh, and does not reflect the humanized thinking. They regard teachers as tools of the school rather than valuable resources of the school. It is easy to create a distance between managers and teachers, thus reducing the opportunities for mutual exchange and communication, resulting in information asymmetry between the two sides, which affects the efficiency of teachers' human resources management in private colleges and universities and weakens the overall competitiveness of schools. In the management by objectives, too much emphasis is placed on the effectiveness of assessment management results, while the role of teachers is ignored in the process of management. The unobjective and unfair evaluation of teachers results in the loss of teachers' enthusiasm and creativity in work. In fact, the process of human resource management of teachers in private colleges and universities is actually a process of realizing the goals of the organization. This process attaches more importance to equal and effective communication, which is the basis of realizing democratic management. Therefore, in order to establish a harmonious and democratic management atmosphere, it is necessary to establish a set of humanistic communication and feedback mechanism in human resource management. In order to timely communicate the needs and information of both sides, strengthen mutual understanding and mutual trust, so as to strengthen the cohesion and centripetal force of private colleges and universities.

5.2 Discussion

In today's China, the socialist market economy has a good momentum of development, and the reform and opening up degree continues to deepen. The increasing number of private colleges and universities has its inevitable relationship. The future development of private universities in Beijing will inevitably face many opportunities and challenges. In order to enhance the core competitiveness of Beijing private colleges and universities, it is necessary to strengthen the human resources management of private colleges and universities teachers, improve the

overall quality of teachers, so that the level of private colleges and universities teachers has been significantly improved. According to the current situation of teachers' human resources management in a private university in Beijing, there is still a big gap between the management level of teachers' human resources and that of public colleges and universities. The structure of teachers' human resources in private colleges and universities is unbalanced, so it is necessary to optimize and improve teachers' age structure, teachers' professional title organizations, teachers' educational institutions and other aspects. At present, Beijing's private colleges and universities generally attach importance to material resources, but despise human resources, and invest limited funds into large materials procurement and infrastructure construction, which is easy to neglect the construction and introduction of high-quality talents. If we want to fundamentally improve the overall competitiveness and comprehensive strength of private colleges and universities, the cultivation and management of high-quality teachers is the top priority. Beijing private colleges and universities have not been established for a long time, and they are all relatively young schools. The training and introduction of teachers is a long and complicated process. In the specific process of teacher human resources management, administrators need to develop a human resources management strategy with the school's school-running characteristics and advantages. The construction of human resource management strategy is an important guarantee to enhance the overall strength and competitiveness of Beijing private colleges and universities.

Based on relevant analysis and research, the following conclusions are drawn:

1. It is a relatively novel management mode to apply the theory and mode of modern strategic human resource management to the human resource management of teachers in private colleges and universities. Whether it can be widely used in private colleges and universities is one of the important issues related to the future development of private higher education.
2. Analyze the current situation and relevant cases of the human resource management of teachers in Beijing private colleges and universities, and reflect the many deficiencies in the human resource management of teachers in Beijing private

colleges and universities in the emerging stage. The reasons include the unbalanced proportion of the structure of teachers' human resources, the large mobility and poor stability of teachers' human resources, and the imperfect performance evaluation and incentive and restraint mechanism of teachers' human resources.

3. Through the case analysis of Beijing private colleges and universities, it is not difficult to find that the ratio of teacher human resources allocation in Beijing private colleges and universities does not reach the state-required teacher-student ratio. Therefore, it is necessary to innovate relevant theoretical paths and actively reform the teacher incentive system and performance appraisal system to significantly improve the current teacher human resources management efficiency of private colleges and universities.

Although this paper has obtained some important research conclusions and achievements, due to the limited time of this research and the lack of my research ability, I can only select a representative school in Beijing for investigation and research. In addition, the depth and breadth of the research need to be expanded. There is no innovative analysis on the research topic, so I will carry out further analysis and thinking on this content in the future work and study.

5.3 Recommendations

After continuous development and improvement in recent years, Beijing's private colleges and universities have gradually completed their school-running infrastructure and school-running environment, and the public has continuously recognized the contribution made by private colleges and universities to education. Although the problems of human resources management of teachers have been improved, many problems have not been effectively solved, such as how to improve the quality of teachers. Scholars focus on how to solve the problems in the ranks of teachers. In other words, the quality of teachers' human resources directly affects the future of the development of private colleges and universities. In the process of development, Beijing private colleges and universities continue to accumulate experience and explore, discover and solve problems, but there are still many problems that have not been solved in place or the results of problem

solving have not reached the expected effect. Many problems left over from history have seriously restricted the development and growth of private education in Beijing. Only by solving the most urgent problems of teacher human resources management faced by private colleges and universities can we break through the bottleneck of slow development of private education and build a complete system of teacher human resources management of private education.

In the management of teachers' human resources in private colleges and universities in Beijing, the training of teachers' human resources plays an extremely important role, which not only promotes the improvement and development of teachers' quality, but also satisfies the public's expectation on the teaching level and quality of teachers in private colleges and universities. According to the human capital theory, administrators of private colleges and universities can obtain valuable stock of health, spiritual morality, knowledge and skills attached to human body through certain capital investment. At the same time, improving the quality of teachers is the core of human capital. Through training high quality teachers to promote the improvement of the overall strength of private colleges and universities, which requires private colleges and universities to pay attention to the input of teacher training education, vigorously carry out a variety of teacher training activities. The human resource management department of Beijing private colleges and universities should adopt the learning organization mode to promote the quality of the overall teacher training. Learning training in learning organization is a continuous and strategic process of the organization, which is urgently combined with teachers' practical work. In the view of learning organization, every teacher is required to participate in training and study, to constantly learn among teachers at work and to learn new knowledge through external means. Therefore, private colleges and universities should use reasonable learning methods, which can be transformed into productive and creative learning methods.

First, use learning organization to change teachers' training willingness and motivation. The value of a learning organization lies in requiring teachers to creatively accept training and learning, and requiring colleges to change traditional training concepts and establish the awareness of whole-staff training, lifelong

continuous training and team training. The content of training is not only closely related to the work tasks of teachers, but also lays more emphasis on the overall cognitive learning of the environment and organization, that is to say, Pay more attention to self-awareness and self-transcendence, and solve practical problems in learning. It is necessary to provide all teachers with necessary training opportunities, promote the improvement of their self-quality, and truly realize the fundamental purpose of training. Second, training managers use the concept of learning organization to strengthen management, change the role of managers, and achieve more humane training. Managers should not only make training programs and plans, but also act as servants of teachers and organizations, guide and help teachers to achieve training goals, look for various training opportunities for teachers, solve puzzles and conflicts in training, serve teachers from the heart, promote the improvement of teachers' learning and cognitive ability, and promote excellent teachers to stand out. Thirdly, the training methods should be enriched. The content of training should be constantly modified and optimized, and the training of organizational culture and values should be strengthened. The teaching method, seminar method, case analysis method and role playing method should be fully combined to enrich the training mode of teachers. Focus on cultivating new teachers' knowledge of college values and organizational culture, so that they can grasp and understand the content of organizational culture and identify with the core values. In addition to attaching importance to the training of new teachers, organizations should also carry out regular training and seminars on organizational culture, so that existing teachers can deepen their understanding of core values and stimulate their enthusiasm to participate in the construction of organizational culture. Fourthly, it is to gradually realize the marketization of teacher training education management, make full use of various training resources in the market, introduce the training bidding competition mode, improve the quality and reduce the cost. And, it is necessary to expand the channels for raising training funds to ensure that there are sufficient sources of training funds.

References

- Peterson, Gary Dessler, & Liao Quanwen. (2011). Human Resource System Management. Higher Education Press, 2011(7), 249-399
- Chen Weizheng, & Yu Kaicheng. Human Resource Development and Management. Beijing Higher Education Press, 2009(2), 12-13
- James W. Walker., Wu Shaohua. (2013). Human Resource Strategy. People's Posts and Telecommunications Press, 2013 (1), 1-11
- Wang Xiaochun, Fan Zheng, & Liu LAN. (2013). Introduction to Human Resource Management . Beijing Chemical Industry Press. 2013(8), 2-13
- Chen Weizheng, & Yu Kaicheng. (2009). Human Resources Development and Management . Higher Education Press. 2009(2), 12-13
- Huang Dewei, Dong Linping, & Chen Xiaobin. Human (1999). Resource Management. Higher Education Press, 1999 (2), 18-78
- Yu Kaicheng, & Cheng Wenwen. (1999). Human Resource Management. Dalian University of Technology Press, 1999 (1), 54-70
- Fang Zhenbang, & Xu Donghua. (2015). Strategic Human Resource Management. China Renmin University Press, 2015 (3), 77-156
- Sun Baiying, & Qi Fanhua. (2017). Human Resources Development and Management in Public Sector. China Renmin University Press, 2017 (2), 120-145

Appendix A

Questionnaire

Dear Teacher:

Hello! In order to gain an in-depth understanding of the basic human resource management of teachers in private undergraduate universities, we are conducting this questionnaire. The information you provide to us in this questionnaire is absolutely confidential. No one other than the researcher will see your answers. Your candid answers are vital to our research, so please answer each question honestly. Choose only one answer for each question. Thank you for your assistance! This questionnaire uses the online questionnaire statistical method: questionnaire star. I distribute it online, set the time limit, get the data through WeChat group, circle of friends, QQ group forwarding, etc., and collect it online after the time limit, and make statistics and analysis.

I. Basic personal information (please put the following in brackets if you think it is correct)

1. Your gender is: ()
A. Male B. Female
2. Your age is: ()
A. Under 30 years old B. 30-40 C. 40-50 D. Over 50
3. Your education is: ()
A. Bachelor's degree or below B. Master's degree C. Doctorate
4. Your salary is: ()
A. Below RMB3,000 B. RMB3,001-5,000 C. RMB5,001-8,000 D. Above RMB8,000
5. Is your work location the same as your home location: ()
A. Yes B. No
6. Your job title is: ()
A. Lecturer B. Associate Professor C. Professor
7. Your teaching time at our school: ()

A. Less than one year B. 1-3 years C. 3-5 years D. More than 5 years

8. Your workplace before coming to the University was: ()

A. Student B. Working in a research institution C. Working in a company D.

Other

II. Content of the questionnaire (please put the following options in brackets if you think they are correct)

This questionnaire covers a total of four questions, including the achievement of personal goals, interpersonal relationships and work environment, salary and benefits and performance evaluation system.

The questionnaire covers the following topics: personal goals, interpersonal relationships and working environment, salary and benefits, performance appraisal system and evaluation of the school's human resources management system and future development.

9. You feel very satisfied with your current ability to make the most of it: ()

A. Not very much B. Not very much C. Fairly D. Fairly E. Very much

10. During your working life, have you participated in training: ()

A. A lot B. A lot C. Very little D. None

11. You feel very satisfied with our career development plan: ()

A. Very unconforming B. Rather unconforming C. Generally D. Rather conforming E. Very conforming

12. You are satisfied with the promotion opportunities you have received at school: ()

A. Very unlikely to meet B. Less likely to meet C. Average D. More likely to meet E. Very likely to meet

13. You feel very dissatisfied with the detailed training programme for staff at the school: ()

A. Very dissatisfied B. Relatively dissatisfied C. Generally dissatisfied D. Relatively satisfied E. Very satisfied

14. Do you feel stressed at work and find it difficult to bear: ()

A. No pressure B. Some pressure C. More pressure D. A lot of pressure

15. Do you think the source of work pressure is caused by the instability of the position: ()

A. very unconformable B. more unconformable C. general D. more conformable E. very conformable

16. Do you think the source of work stress is caused by the pressure of assessment and evaluation: ()

A. Very unlikely to meet B. Less likely to meet C. Average D. More likely to meet E. Very likely to meet

17. Do you think that work stress is caused by a heavy workload: ()

A. Very unlikely B. Relatively unlikely C. Fairly likely D. Relatively likely E. Very likely

18. Do you think the source of work stress is caused by the school management mechanism: ()

A. Very unlikely B. Relatively unlikely C. Average D. Relatively likely E. Very likely

19. You are most concerned about your salary at work: ()

A. Very unlikely to meet B. Less likely to meet C. Average D. More likely to meet E. Very likely to meet

20. You are most concerned about the realization of self-worth at work: ()

A. Not very much B. Not very much C. Generally D. More in line E. Very much

21. You are most concerned about your work performance at work: ()

A. Not very much B. Not very much C. Average D. More in line E. Very much

22. You are most concerned about your job title in your work: ()

A. Very unlikely to meet B. Less likely to meet C. Average D. More likely to meet E. Very likely to meet

23. What is the main factor that drives you to work: ()

A. Salary B. Pressure of school assessment C. My responsibilities D. Recognition of my work

24. You feel very satisfied with the interpersonal relationships in your school work environment: ()

A. Very dissatisfied B. Relatively dissatisfied C. Average D. Relatively satisfied

E. Very satisfied

25. You are satisfied with the campus hardware facilities and the campus environment: ()

A. Very dissatisfied B. Dissatisfied C. Average D. Basically satisfied E. Very satisfied

26. You are satisfied with the current campus culture of our school: ()

A. Very dissatisfied B. Relatively dissatisfied C. Generally dissatisfied D. Relatively satisfied E. Very satisfied

27. You are satisfied with the current salary level: ()

A. Very unlikely to meet B. Less likely to meet C. Average D. More likely to meet E. Very likely to meet

28. You are very dissatisfied with the current benefits at the school: ()

A. Very dissatisfied with B. Less satisfied with C. Average D. More satisfied with E. Very satisfied with

29. You are satisfied with the current performance appraisal indicators of the school: ()

A. Very unlikely to meet B. Less likely to meet C. Average D. More likely to meet E. Very likely to meet

30. You are very dissatisfied with the fairness of the performance appraisal in your school: ()

A. Very dissatisfied B. Relatively dissatisfied C. Fairly dissatisfied D. Relatively satisfied E. Very satisfied

31. You are satisfied with the association between your school's salary allocation and performance appraisal results: ()

A. Very dissatisfied B. Dissatisfied C. Fairly satisfied D. Basically satisfied E. Very satisfied

32. How satisfied are you with the correlation between promotion and performance appraisal results in our school: ()

A. Very dissatisfied B. Dissatisfied C. Fairly satisfied D. Basically satisfied E. Very satisfied

33. What do you think are the main problems in human resource management in

our school: ()

A. Low participation of teachers B. Impersonal management C. Unfair decision-making D. Low professionalism in management

34. You feel very satisfied with the human resource management philosophy of our school: ()

A. Very unconforming B. Relatively unconforming C. Average D. Relatively conforming E. Very conforming

35. You are very dissatisfied with the mode of assessing teachers' titles in your school: ()

A. Very dissatisfied B. Relatively dissatisfied C. Generally dissatisfied D. Relatively satisfied E. Very satisfied

36. How satisfied are you with your participation in major decisions at work: ()

A. Very dissatisfied B. Dissatisfied C. Average D. Basically satisfied E. Very satisfied

37. Are you interested in the future development of the school in relation to your own development: ()

A. Yes B. No C. No consideration

38. If possible, what kind of job would you like to change: ()

A. Stay at the university for further study B. Go to another public institution C. Civil servant D. Enterprise

39. Are you optimistic about the future development of the school: ()

A. Optimistic B. Generally C. Not optimistic D. Haven't thought about it

40. Are you satisfied with your current job: ()

A. Very dissatisfied B. Dissatisfied C. Average D. Basically satisfied E. Very satisfied

This is the end of the questionnaire, thank you for your participation!

Appendix B

Interview Questions

This questionnaire uses the online questionnaire statistical method: questionnaire star. I distribute it online, set the time limit, get the data through WeChat group, circle of friends, QQ group forwarding, etc., and collect it online after the time limit, and make statistics and analysis.

I. Questions from the Young Teacher Interview section

1. What do you think of the school's motivation and pay situation for teachers and what are your views?

2. What measures do you think the school has taken to train teachers and what is the situation?

A. Some questions from the interview with veteran teachers

1. What do you think about the organizational and cultural atmosphere of the school and what do you think?

2. What do you think about the recruitment of talents for the school's profession in recent years?

3. What do you think about the recruitment and selection process of the school and what do you think?

B. Some of the questions asked in the interview with the personnel management.

1. What do you think about the school's human resource management concept for teachers and what do you think about it?

2. What do you think about the performance appraisal system for teachers in the university and what do you think about it?

3. What do you think about the turnover of teachers in each college of the university and is the phenomenon of talent serious?

Biography

Name- surname	Mingche Li
Date of birth	January 24, 1994
Place of birth	Beijing Province, China
Address	Jiugong Town,Daxing District, Beijing, China
Workplace	Wendu Education Corporation
Position	Marketing Teacher
Education	2021, Bachelor of Management, Cultural industry management, Communication University of China



CERTIFICATE

Multidisciplinary Challenges in Business, Education, Innovation and Advanced Social Intelligence Forward Era 6.0 in 3rd IC-RMUTK INTERNATIONAL CONFERENCE 2023 held on 30 April – 1 May 2023 at Rajamangala University of Technology, Bangkok, Thailand.

THIS IS TO CERTIFY THAT

Mingche Li

PRESENTED PAPER ID : S6446B380019

TITLE OF PRESENTATION : **A STUDY ON HUMAN RESOURCE MANAGEMENT COUNTERMEASURES IN PRIVATE UNIVERSITIES IN BEIJING, CHINA**

ASSOC.PROF.ARUS KONGRUNGCHOK, Ph.D.

Dean, International College RMUTK

SUPOT RATTANAPUN, Ph.D.

Vice Dean for Academic Affairs,
International College, RMUTK