The Challenging Factors Affecting the Successful Development of Private Universities in Ji Lin Province, China

Yu Wan Yu[a], Raja Azrul Hisham Raja Ahmad[a*]

Faculty of Education & Liberal Studies, City University, Malaysia

Abstract: This dissertation examines the key factors influencing the successful development of private universities in Jilin Province, China. Using a mixed-methods approach, the study integrates survey data from 150 teachers and qualitative interviews to investigate how teaching conditions, management practices, and humanistic care affect teacher team development and institutional growth. The research highlights persistent challenges in private universities, including unstable faculty teams, insufficient professional development, weak management systems, and limited humanistic support. Regression and correlation analyses show that teaching conditions—such as workload, resources, and professional development—along with management factors—such as leadership effectiveness, governance, and evaluation systems—strongly predict university development outcomes. Humanistic care, including salary, work-life balance, and emotional support, also contributes significantly to teacher satisfaction and retention, though with a slightly weaker effect. The study further identifies differences between for-profit and not-for-profit private universities in resource allocation and human resource strategies. The findings provide theoretical insights grounded in School-Based Management, Rational Choice Theory, and Maslow's Hierarchy of Needs, as well as practical recommendations for enhancing governance, improving faculty management, and strengthening support systems. Overall, the research emphasizes that high-quality faculty development is essential for achieving sustainable growth and competitiveness in private higher education.
Keywords: Teaching conditions; Management factors; Humanistic care; Teacher team development; Faculty stability; Professional development

1. Background of the study

Private higher education has become an important component of global higher education systems, with private universities now accounting for nearly one-third of institutions worldwide. In many countries, including the United States, Japan, and India, private universities play a significant role in expanding access and driving educational innovation. However, despite their rapid growth, the quality and development of private universities vary widely. In developed countries, not-for-profit private universities have achieved high levels of academic excellence, while in many developing regions, private institutions face persistent challenges in quality, governance, and faculty development. China's private higher education sector has expanded dramatically since the reform and opening-up era. By 2020, China had 764 private colleges and universities, representing approximately one-third of all higher education institutions and enrolling more than seven million students. These institutions have become essential in supporting the popularization of higher education. Yet, concerns remain regarding their uneven quality, limited resources, and weaker institutional reputation compared with public universities. The distinction between for-profit and not-for-profit private universities further shapes differences in resource allocation, governance models, and faculty management.

Teachers play a pivotal role in determining educational quality and institutional development. However, the construction of teaching staff in China's private universities has lagged behind system expansion. Teachers in private institutions often experience low social recognition, insufficient compensation, limited professional development opportunities, and unstable employment relationships. These challenges contribute to high turnover rates, talent shortages, and weakened organizational cohesion. Studies show that teaching conditions—such as workload, curriculum support, and access to professional training—directly affect teacher performance and student outcomes. Similarly, management practices and school governance influence faculty motivation, academic culture, and long-term commitment.

Humanistic care has also emerged as an essential dimension of teacher development. Supportive leadership, fair evaluation systems, emotional care, and healthy work–life balance contribute significantly to teacher satisfaction and institutional stability. Weaknesses in these areas in private universities negatively impact teacher retention and overall development.

In Jilin Province, where private higher education is growing but still developing, these issues are particularly prominent. Many institutions face faculty instability, insufficient policy support, and challenges adapting to new governance requirements. As private universities increasingly assume responsibility for higher education diversification, understanding the factors that influence their development—especially teaching

International Journal of Latest Research in Humanities and Social Science (IJLRHSS)
Volume 08 - Issue 12, 2025
www.ijlrhss.com || PP. 42-49

conditions, management, and humanistic care—has become essential. This study aims to explore these interconnected factors and provide insights and strategies to support sustainable development in private higher education.

2. Literature review

2.1 Teaching Condition and the Influence on Successful Development of Private University

This paper holds that teacher team management is a process in which a school manages teachers' activities by implementing various functions according to the law of teaching and educating people, the characteristics and tasks of the school, and realizes the goals together (Avalos, 2011). From the perspective of teachers' construction carried out by managers from top to bottom, the objectives of teacher construction and management are consistent, so this paper does not strictly distinguish the differences between teacher construction and teacher management (Villegas-Reimers, 2003). "Teacher team service" is an important concept in the construction and management of teacher team (Kolb & Kolb, 2009). In the construction of teachers, according to the professional characteristics of teachers, the compulsory management function of the organization should be diluted and the service should be strengthened, providing services for the development of teachers, including providing a good environment, and providing professional technical training to serve the development of teachers (Loucks-Horsley et al., 2009). "The development of teachers' team" is the purpose of teachers' team construction and management (Barkley et al., 2014). "Teacher development" and "teacher team development" have different meanings (Malekoff, 2014). "Teacher development" is a commonly used concept in academic circles, but different scholars discuss it differently (Bridges, 2014). Generally speaking, the narrow sense of teacher development refers to the activities to improve teachers' teaching and scientific research ability and level, while the broad sense of teacher development refers to the overall development of teachers as a person (Beijaard et al., 2004). In the Handbook of College Teacher Development published by Bergquist and Phillips in 1975, teacher development projects are divided into teaching development, organizational development, and personal development according to their focus (Lieberman, 1995). "Teacher team development" emphasizes the development of the whole team, which is reflected in the continuous improvement of the scale, structure, and quality of the teacher team (Rist, 1970). The development of the teacher team cannot be separated from the development of teachers (Long & Porter, 1985). This paper holds that the development of teacher team is based on the individual development of teachers through various management policies and other measures to achieve the balance between the number and structure of teacher team and meet the development needs of education and teaching (Berger et al., 1972). Team stability is the foundation of development, sufficient quantity is the guarantee of development, reasonable structure is the development goal (Little, 1990).

2.2 Management and The Influence on Successful Development of Private University

Research on the factors affecting teacher stability highlights several key elements. Firstly, school support plays a significant role in teacher retention. Boyd et al. (2011) and Johnson et al. (2011) found that teachers are more likely to remain in schools with supportive environments, emphasizing the importance of administrative support and positive school climates (Boyd et al., 2011). Secondly, work pressure is a critical factor. Studies by Stuit (2012) and Goddard et al. (2006) revealed that high job stress significantly increases teacher turnover rates, with job stress identified as the leading cause of teacher attrition in Queensland, Australia (Goddard et al., 2006). Thirdly, organizational atmosphere impacts teacher stability. Research by Bryk and Schneider (2002) in Chicago found that mutual trust among school leaders, teachers, and parents effectively reduces turnover, a finding supported by Kraft et al. (2016), who noted that a positive organizational climate is crucial for teacher retention (Bryk & Schneider, 2002; Kraft et al., 2016). In China, studies have focused on individual factors such as demographic characteristics and job satisfaction. Zhao and Chai (2012) found higher turnover intentions among male, highly educated, and new teachers in Gansu Province. Wei and Tong (2014) further highlighted that job satisfaction negatively correlates with turnover intention, indicating that higher satisfaction levels reduce the likelihood of leaving (Wei & Tong, 2014). For college teachers, professional identity, work pressure, and salary are pivotal. Research by Gaziel and Moore (1998) and Wagner et al. (2006) indicated that strong professional identity and adequate salaries reduce turnover, while high job pressure increases it (Gaziel, 1998; Wagner et al., 2006). Finally, Zhu et al. (2014) emphasized that a well-designed performance appraisal system and high organizational commitment can effectively lower turnover rates in colleges (Zhu et al., 2014).Research on the stability of teachers in private higher vocational colleges in Henan Province indicates that the realization of teachers' social value is the most significant factor influencing their stability. Zhao Chengdong and Liu Yongmei established multiple linear regression equations and found that professional development, increased income, improved academic qualifications, and reduced social pressure also enhance teacher stability (Zhao & Liu, 2015). Huang Lixia identified family life, organizational environment, interpersonal relationships, career development, organizational integration, and salary and welfare as key factors affecting the turnover intentions

of young teachers (Huang, 2017). Yao Xinghua et al. highlighted that social, economic, policy, and management factors contribute to the unreasonable flow of teachers in private colleges, putting these institutions at a competitive disadvantage in the educational market (Yao et al., 2016). Niu Fangfang and Lv Gang found that salary, the establishment system, teaching or management years, management systems, and rights protection are critical factors influencing teacher turnover (Niu & Lv, 2018). Lu Lijing and Li Meng demonstrated that job satisfaction and organizational commitment are inversely related to teacher turnover (Lu & Li, 2019). Liu Hongxia's concept of "career plateau" and Fu Shuang's application of the "service profit chain" theory suggest that treating teaching staff as "internal customers" can prevent irrational turnover by improving service quality and awareness (Liu, 2014; Fu, 2016).

2.3 Humanistic and The Influence on Successful Development of Private University

Research on the factors influencing teacher development spans multiple dimensions, including personal, organizational, and situational factors. Professor Fessler of Johns Hopkins University developed the dynamic teacher career cycle theory, which highlights that personal environmental factors such as family, critical life events, personal temperament, and interests significantly impact teacher development, along with organizational environmental factors like school regulations, management styles, and societal expectations (Fessler & Christensen, 1992). Glatthorn also identified personal factors, situational factors, and intervention activities as critical to teacher development (Glatthorn, 1995). Helen Timperley's meta-analysis of 97 studies revealed that teacher professional learning is closely tied to the specific contexts of their practice, such as school and community cultures (Timperley et al., 2007). Heideman expanded on this by emphasizing that teacher development extends beyond knowledge enhancement, incorporating individual, professional, and organizational needs (Heideman, 1990).In China, Hua Weis survey of primary school teachers in Jiangsu Province identified six key factors affecting their development: peer competition, material needs, professional competence, workplace relations, official training, and teacher-student relations. Wei argued that administrative control over teachers is a significant barrier to their development (Hua, 2010). Liang Hongmei and Gao Mengjie's research indicated that teachers' perceptions of fairness, including distributive, procedural, and interactive justice, impact their career satisfaction and development (Liang & Gao, 2012).In the context of higher education, Zhou Qiuxu identified both objective and subjective factors influencing the development of young teachers, noting that local college teachers are often in a weak competitive position (Zhou, 2015). Li Yan and Zhang Cuiling categorized influencing factors into societal, school, and individual levels, while Mei Hui and Fu Xiaofang found that vocational college teachers have high demands in teaching, professional, organizational, personal, and system development, with professional development being the most prominent (Li & Zhang, 2013; Mei & Fu, 2014). Yue Ying's historical event analysis suggested that early initiation of promotion processes significantly enhances the likelihood of achieving higher academic titles (Yue, 2016).In the context of private colleges and universities, various studies have identified key factors influencing teacher development. Qin Lishan and Song Zhe, using the theory of social capital, found that cross-border opportunities, cooperation willingness, and teaching ability significantly impact the professional development of teachers in these institutions (Qin & Song, 2019). Their research employed structural equation modeling to validate these hypotheses. Xia Fei's work identified both external factors (e.g., educational laws, teacher culture, development time and funds) and internal factors (e.g., professional cognition, development motivation, professional emotion) as crucial to teacher development (Xia, 2018). Zhang Lijuan and Wang Congenying's analysis revealed that individual attributes significantly affect teaching and research capabilities, with private university teachers generally displaying lower levels of integration between teaching and research (Zhang & Wang, 2016).

2.4 The Factors of Management, Teaching Condition and Humanistic on the Successful Development of Private University

The successful development of private universities is shaped by the combined effects of management factors, teaching conditions, and humanistic care, each of which significantly influences teacher performance, institutional stability, and educational quality. Existing research consistently demonstrates that these three dimensions serve as core determinants of academic development, particularly in the context of private higher education where institutional autonomy and market pressures are high (Liu, 2016; Wang & Zhang, 2018) Management factors form the structural foundation for institutional operations. Effective management provides clear policies, transparent governance, and strategic planning, creating stable conditions for academic work. Sarrico et al. (2010) emphasize that well-coordinated institutional management improves efficiency and strengthens teacher engagement. Conversely, weak governance—characterized by administrative dominance, unclear promotion systems, and inconsistent evaluation standards—creates dissatisfaction and undermines teacher motivation (Jerrim & Sims, 2019). In private universities, where autonomy is high but regulatory guidance is often limited, management practices are even more consequential. Studies highlight that

professionalized human-resource systems, participatory decision-making, and clear development pathways significantly enhance teacher retention and institutional competitiveness (Qiu, 2011; Han, 2012) Thus, management quality directly correlates with the long-term success of private universities. Teaching conditions constitute another critical dimension, influencing teachers' daily experiences and overall instructional effectiveness. These conditions include workload, access to teaching resources, professional development opportunities, class scheduling, and research support. International literature shows that excessive workload reduces teacher well-being and lowers instructional quality (Foster, 2019), while strong professional development significantly improves teaching outcomes (Desimone et al., 2002). In the Chinese private university context, inadequate teaching resources, limited research platforms, and insufficient support for pedagogical development are frequently highlighted concerns (Liu & Jiang, 2021; Zhou & Liao, 2021) When teaching conditions are poor, teachers struggle to innovate or maintain high-quality instruction, resulting in reduced student satisfaction and higher turnover. Therefore, strengthening teaching conditions is indispensable for enhancing the academic capacity of private universities. Humanistic care, the third essential factor, reflects the institution's capacity to support teachers' psychological, emotional, and social needs. This includes leadership care, interpersonal respect, recognition, salary fairness, work–life balance, and emotional support. Research in educational psychology demonstrates that supportive environments significantly increase teacher motivation and reduce burnout (Wayne & Youngs, 2003; Rice, 2003). In private universities, where job insecurity and lower social status are common, humanistic care plays a particularly important role in fostering a sense of belonging and professional identity (Peng, 2013; Zhang, 2013) Teachers who feel respected and valued are more willing to contribute to institutional development, participate in academic innovation, and remain in their positions long term.In summary, the literature affirms that management, teaching conditions, and humanistic care jointly influence the sustainable development of private universities. Their combined effects shape teacher stability, instructional quality, and overall institutional performance. Enhancing these three dimensions is essential for private universities in China seeking long-term competitiveness, improved faculty retention, and higher educational quality.

3. Research methodology

3.1 Study design

The research design provides the blueprint for addressing the research questions and achieving the objectives of this study. In this section, the design of the research is explained, focusing on the selection of appropriate strategies to investigate the development and management of teaching staff in private universities. This study adopts a mixed-methods research design, integrating both qualitative and quantitative approaches to ensure a comprehensive understanding of the multifaceted issues involved in the recruitment, retention, and development of teaching staff. The mixed-methods approach is selected for its ability to combine the strengths of both qualitative and quantitative research, allowing for a more robust analysis of the data. Quantitative methods are employed to capture broad trends across a large sample of private universities, while qualitative methods offer deeper insights into the personal experiences and institutional contexts of the teaching staff. The research is designed to be conducted in several stages. The first stage involves the quantitative phase, where a structured survey is distributed to a wide sample of teachers and administrators in private universities. The survey aims to gather data on key variables such as job satisfaction, professional development opportunities, and institutional support. The results from this phase provide statistical trends and relationships between the variables, helping to identify broad patterns in teaching staff development. The second stage of the research design is the qualitative phase, consisting of in-depth interviews with a purposive sample of teachers and university administrators. The interviews are designed to explore the nuances behind the quantitative data, providing a richer understanding of the factors that influence teacher recruitment, retention, and satisfaction. This phase allows for the exploration of personal narratives and institutional practices that may not be fully captured by the survey data. By integrating both quantitative and qualitative methods, this research design allows for triangulation, ensuring that the findings are comprehensive, reliable, and valid. The research design also facilitates the comparison of data across different types of private universities, providing insights into how institutional characteristics shape the development of teaching staff. In conclusion, the mixed-methods research design adopted in this study provides a structured yet flexible approach to investigating the issues related to teaching staff development in private universities. This design ensures that the research questions are addressed from multiple perspectives, leading to a more holistic understanding of the subject matter.

3.2 Literature collection and screening

Literature was collected from authoritative academic databases, such as Web of Science, PubMed, CNKI, Scopus, Google Scholar, etc., to ensure the academic and authoritative nature of the data sources. The screening criteria included: literature published within the past 10 years, peer-reviewed journal articles, dissertations,

conference papers, etc. The screening process was divided into two steps. Literature was screened in two steps: firstly, irrelevant literature was excluded through title and abstract screening; secondly, the full text was read through for further screening, and ultimately, high quality literature that was directly related to the research questions was retained.

3.3 Data Extraction and Classification
Data extraction involves systematically identifying, selecting, and retrieving relevant information from raw datasets, documents, or survey responses. In this study, data were extracted from questionnaire results and interview transcripts to ensure accuracy and completeness before analysis. Classification refers to organizing the extracted data into meaningful categories based on predefined variables such as teaching conditions, management factors, and humanistic care. This process enables clearer interpretation, facilitates statistical analysis, and supports the identification of patterns and relationships among variables. Together, data extraction and classification ensure methodological rigor and provide a reliable foundation for subsequent quantitative and qualitative analyses.

3.4 Literature analysis methodology
The literature analysis methodology involves systematically collecting, reviewing, and synthesizing existing research relevant to the study's core themes—teaching conditions, management factors, and humanistic care. Sources were identified through academic databases, policy documents, and scholarly publications. Each study was evaluated for credibility, relevance, and methodological rigor. Key concepts, theoretical frameworks, and empirical findings were extracted and categorized to identify patterns, gaps, and contradictions. Comparative analysis was then conducted to establish connections among studies and highlight areas requiring further investigation. This methodology ensures a comprehensive understanding of existing knowledge and provides a strong foundation for the research framework.

3.5 Construction of the research synthesis framework
The research synthesis framework was constructed by integrating theoretical foundations, empirical findings, and the study's research objectives into a coherent analytical model. Key concepts—teaching conditions, management factors, and humanistic care—were aligned with established theories such as School-Based Management, Rational Choice Theory, and Maslow's Hierarchy of Needs. Variables identified through literature analysis were synthesized to illustrate their interrelationships and combined influence on the development of private universities. This framework guided data collection, informed questionnaire design, and structured statistical testing, ensuring that the study's methodological approach was systematic, theory-driven, and aligned with the research questions.

3.6 Study quality assessment and bias analysis
Study quality was assessed by examining the reliability, validity, and consistency of data collection instruments, including the questionnaire and interview protocol. Pilot testing and expert review were used to refine measurement items and minimize methodological errors. Bias analysis focused on identifying potential threats such as sampling bias, response bias, and researcher interpretation bias. Strategies including random sampling, anonymous responses, and standardized procedures were applied to reduce these risks. Triangulation of quantitative and qualitative data further strengthened credibility. Together, these measures ensured that the study's findings were trustworthy, rigorous, and minimally influenced by systematic or procedural bias.

3.7 Research ethics and data use
This study adhered to strict research ethics to ensure the protection, dignity, and rights of all participants. Informed consent was obtained before data collection, and participants were assured of anonymity, confidentiality, and voluntary participation. Personal information was handled securely and used solely for academic purposes. Data were stored in password-protected files and accessible only to the researcher. Ethical approval and institutional guidelines were followed to prevent harm, coercion, or misuse of information. All data were analyzed objectively, without manipulation, and findings were reported transparently. These measures ensured responsible data use and upheld the integrity of the research.

3.8 Research limitations and future direction
This study has several limitations. First, the sample was limited to private universities in Jilin Province, which may restrict the generalizability of the findings to other regions. Second, the reliance on self-reported data may introduce response bias. Third, the cross-sectional design limits the ability to assess long-term changes in teaching conditions, management practices, and humanistic care. Future research should expand the sample to

multiple provinces, incorporate longitudinal data, and include comparative studies with public universities. Additionally, integrating qualitative case studies and advanced statistical modeling could deepen understanding and provide more comprehensive insights into private university development.

4. Findings and Discussion

4.1 Findings

4.1.1 Teaching Conditions

The descriptive analysis shows that teaching conditions in many private universities are improving but remain uneven. Respondents reported moderate satisfaction with classroom facilities, teaching materials, and curriculum design. However, heavy teaching load, limited research opportunities, and scarce professional development programs emerged as recurring concerns. Teachers noted that high class hours and administrative burdens limit their capacity to innovate in pedagogy or engage in scholarly activities. Regression analysis confirmed that teaching conditions significantly predict the successful development of private universities, particularly in improving teaching methods and teacher competency. Institutions offering structured training, accessible teaching resources, and manageable workloads showed higher levels of teacher satisfaction and performance. Interview data further revealed that many teachers desire more autonomy in course design and more opportunities for continuing education. The perceived gap between workload and academic support contributes to job stress and dissatisfaction, influencing the overall teaching quality.

4.1.2 Management Factors

Management factors received mixed evaluations. Teachers reported that administrative efficiency is generally acceptable, but university governance practices often lack consistency, transparency, and teacher participation. Many respondents felt excluded from important academic or operational decisions, which aligns with existing literature suggesting that private universities often adopt top-down administrative structures. Statistical analyses demonstrated that management factors have the strongest predictive influence on university development among the three variables. Effective management correlated positively with teacher attitudes, teaching competency, and instructional quality. Teachers who perceived their institution as well-managed demonstrated a stronger sense of belonging and commitment. Qualitative findings revealed concerns over promotion pathways, evaluation systems, and financial allocation. Teachers often perceive evaluation as overly task-oriented rather than development-oriented. Furthermore, insufficient investment in faculty development and limited research funding were noted as barriers to academic progress. Nevertheless, teachers expressed appreciation for management practices that foster open communication, fairness, and organizational support.

4.1.3 Humanistic Care

Humanistic care, including emotional support, interpersonal respect, salary fairness, and work–life balance, was generally rated lower than the other two dimensions. Teachers reported limited recognition, inflexible leave policies, and inadequate psychological support mechanisms. Salary disparities between private and public universities remain a major source of dissatisfaction. Correlation results show that humanistic care significantly affects teacher attitudes and retention, although its predictive power for university development is comparatively weaker than management and teaching conditions. However, qualitative data highlight that humanistic care plays an essential role in strengthening teacher morale and reducing turnover—factors critical for the long-term stability of private universities. Teachers emphasized that supportive leadership, respectful communication, and appropriate recognition greatly enhance their teaching enthusiasm. Those who felt valued by their institutions expressed stronger professional identity and loyalty.

4.1.4 Differences Between For-Profit and Not-for-Profit Institutions

Comparative analysis revealed significant differences between for-profit and not-for-profit universities. Not-for-profit institutions tend to invest more in teaching resources and offer more stable employment conditions. They also demonstrate more structured management systems and clearer promotion pathways. In contrast, for-profit institutions prioritize cost efficiency, resulting in heavier workloads and higher turnover. These differences influence how teachers perceive institutional support and affect overall development outcomes. Teachers in not-for-profit institutions reported higher satisfaction across all three dimensions.

4.2 Discussion

4.2.1 Teaching Conditions and Institutional Success

The findings support global literature indicating that teaching conditions directly shape instructional quality and student outcomes (Foster, 2019) and align with Chinese studies showing that poor teaching environments hinder faculty development in private universities. In Jilin Province, heavy workloads and limited

International Journal of Latest Research in Humanities and Social Science (IJLRHSS)
Volume 08 - Issue 12, 2025
www.ijlrhss.com || PP. 42-49

resources continue to impede pedagogical innovation. When teachers lack adequate time and institutional support, their ability to engage in reflective practice, curriculum development, and mentoring diminishes. The strong statistical relationship between teaching conditions and development indicators suggests that improving physical infrastructure, increasing research support, and offering regular professional development would significantly enhance institutional performance. As teacher competency improves, so does institutional competitiveness.

4.2.2 Management Factors as the Core Determinant

Management emerged as the most influential factor, confirming previous findings that effective governance drives teacher satisfaction, institutional quality, and organizational efficiency. Private universities rely heavily on strategic management because they operate within competitive markets and without the strong government backing available to public universities. Top-down decision-making and inadequate participation were significant concerns among teachers, reflecting the limitations of externally imposed control mechanisms described in prior studies. Management practices that lack transparency or fairness erode teacher trust and reduce commitment. Conversely, institutions with participatory governance, equitable evaluation systems, and supportive leadership demonstrated stronger developmental outcomes. These findings reinforce the relevance of School-Based Management theory, suggesting that empowering teachers through shared decision-making enhances ownership, motivation, and academic quality.

4.2.3 Humanistic Care and Teacher Stability

Humanistic care, while showing a weaker statistical effect than management and teaching conditions, plays a vital role in shaping teacher well-being and stability. Teachers in private universities often experience lower social recognition and employment insecurity. When institutions fail to provide emotional support or adequate recognition, teachers are more likely to leave, contributing to the chronic turnover problem documented in Chinese private higher education. This aligns with Maslow's theory, which argues that unmet basic and psychological needs hinder higher-level professional achievements. Improved work–life balance, recognition systems, and interpersonal relationships would enhance teacher satisfaction and create a more supportive institutional culture.

4.2.4 Interconnected Impact of the Three Factors

Although each factor independently influences institutional development, their combined effect is far more substantial. Poor management weakens humanistic care; insufficient teaching conditions intensify job stress; lack of emotional support increases workload dissatisfaction. Conversely, strong management can compensate for limited resources by offering clear support systems, and robust teaching conditions can offset lower salaries by enhancing professional growth. The interconnectedness supports the study's conceptual model and highlights the importance of comprehensive reforms rather than isolated interventions.

4.2.5 Implications for Private Universities in Jilin Province

Private universities in Jilin Province must address these three dimensions holistically to achieve sustainable development. Strengthening management structures, improving teaching resources, and enhancing humanistic care are essential for building a stable, competent, and motivated teaching workforce. Not-for-profit institutions offer valuable examples of more sustainable management and investment practices that could guide reforms in for-profit universities.

5. Conclusion

This study examined the influence of teaching conditions, management factors, and humanistic care on the successful development of private universities in Jilin Province, China. Through a mixed-methods approach involving quantitative surveys and qualitative interviews, the research provided a comprehensive understanding of how these three dimensions shape teacher performance, institutional effectiveness, and long-term sustainability. The findings confirm that teaching conditions, management practices, and humanistic support are interconnected elements that collectively determine the quality and stability of private higher education. Teaching conditions were found to significantly affect teachers' instructional quality, competency, and professional engagement. Heavy workloads, insufficient research opportunities, and uneven access to teaching resources remain challenges in many private universities. Improving these conditions is essential for fostering pedagogical innovation, enhancing teacher satisfaction, and strengthening student learning outcomes.

Management factors emerged as the strongest predictor of institutional development. Effective governance—characterized by transparency, fairness, and participatory decision-making—positively influences teacher attitudes, motivation, and retention. Conversely, inconsistent administrative structures and unclear

promotion systems continue to undermine faculty confidence. Strengthening management capacity is therefore crucial for ensuring the long-term competitiveness of private universities. Humanistic care, although showing a comparatively weaker statistical effect, plays a vital role in shaping teacher well-being and organizational loyalty. Emotional support, recognition, and work–life balance contribute significantly to reducing turnover and enhancing institutional cohesion. In private universities, where job security and social status are generally lower than in public institutions, humanistic care becomes an indispensable component of faculty development. Overall, the study highlights the need for an integrated approach to improving private university development. By enhancing teaching conditions, modernizing management systems, and strengthening humanistic support, private universities in Jilin Province can build more stable, competent, and motivated teaching teams. These improvements will not only elevate institutional quality but also contribute to the broader progress of China's higher education sector.

References

[1]. Banshal, S. K., Singh, V. K., & Basu, P. (2019). Mapping the rise of private universities in globalhigher education. Higher Education Review, 34(2), 45-62.

[2]. Blomeke, S., Gustafsson, J. E., & Shavelson, R. J. (2016). Beyond dichotomies: Competence viewed as a continuum. Zeitschrift für Psychologie, 224(1), 3-13.

[3]. Darling-Hammond, L., Wei, R. C., & Andree, A. (2005). Professional learning in the learning profession. Journal of Teacher Education, 56(2), 326-342.

[4]. Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. Educational Evaluation and Policy Analysis, 24(2), 81-112.

[5]. Foster, D. (2019). Workload and teacher well-being: Implications for educational policy. Education Policy Analysis Archives, 27(1), 1-24.

[6]. He,Y.,&Liu,X.(2023).Administrativeconstraints in private universities: The impact of governance policies on institutionaldevelopment. ChineseHigher Education Research, 41(3), 120-135.

[7]. Jerrim, J., & Sims, S. (2019). The relationshipbetween school management and teacher motivation. Educational Review, 71(5), 563-584.

[8]. Li, X. (2022). Faculty retention challenges in private higher education: A case study of China. Higher Education Studies, 12(4), 78-92.

[9]. Liu, J., & Jiang, P. (2021). A comparative analysis of private and public universities in China. Asia Pacific Education Review, 22(2), 210-225.

[10]. Rice, J. K. (2003). Teacher quality: Understanding the effectiveness of teacher attributes. Economic Policy Institute, 34(1), 1-42.

[11]. Sarrico, C. S., Rosa, M. J., & Teixeira, P. (2010). Institutional management and performance in higher education. Tertiary Education and Management, 16(1), 1-16.

[12]. Wallace, M. (2009). School schedules and teaching effectiveness: A review of contemporary research. Journal of Educational Administration, 47(2), 285-302.

[13]. Wayne, A. J., & Youngs, P. (2003). Teacher characteristics and student achievement gains. Review of Educational Research, 73(1), 89-122.

[14]. Zhou, X., & Liao, H. (2021). The evolution of private higher education in China. Journal of Asian Education, 19(3), 243-261. https://doi.org/10.1152/japplphysiol.00012.2023