

THE CAPITAL WEAKNESS OF YOUNG TEACHERS RESEARCH IN PRIVATE UNIVERSITIES IN YUNNAN PROVINCE, CHINA



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Abstract

This article conducted an in-depth analysis of the problem of capital weakness among young teachers in private universities in Yunnan Province, China. Through a comprehensive current situation investigation, cause analysis and impact assessment, it revealed multiple aspects of the capital weakness of young teachers and the deep-seated reasons behind it. The article found that young teachers in private universities in Yunnan Province generally face problems such as insufficient economic capital, limited social capital, and lack of cultural capital. These problems not only affect their career development, but may also lead to reduced career satisfaction, increased mobility, and increased psychological stress. After in-depth analysis, realized that the causes of these capital weaknesses are multifaceted, including institutional factors such as imperfect personnel systems in universities, unfair professional title evaluation systems, etc., as well as insufficient personal development capabilities and inadequate career planning of young teachers. Personal factors such as clarification, and social environmental factors such as uneven distribution of educational resources and fierce academic competition also have an impact on the capital accumulation of young teachers. Based on the above research, we put forward a series of targeted strategies and suggestions aimed at improving the capital status of young teachers from three levels: the system, universities, and individuals. This includes improving the personnel system of universities, optimizing the professional title review system, strengthening the training of young teachers, providing career development opportunities, and building a good academic atmosphere. To sum up, this article not only reveals the problem of weak capital of young teachers in private universities in Yunnan Province and its causes but also puts forward practical solutions, providing a useful reference for improving the capital status of young teachers and promoting the healthy development of private universities. We hope that through these efforts, we can create a better career development environment for young teachers and promote the continued progress of private higher education.

Keywords: Private universities, Young teachers, Capital, Qualitative research

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Introduction

In the rapidly developing field of education in China, young teachers in the university are the backbone of higher education, and their capital status is directly related to personal career development, the quality of education and teaching, and the competitiveness of universities. However, in private universities in Yunnan Province, young teachers generally face the problem of weak capital, which to a certain extent restricts their growth and development and also affects the overall development of universities. Therefore, it is of great practical significance and theoretical value to deeply explore the current situation, causes, and impact of the capital weakness of young teachers in private universities in Yunnan Province, and to propose effective response strategies. First of all, we must clarify the connotation of young teachers' capital weakness. Capital here not only refers to economic capital, such as salary, benefits, etc., but also includes social capital, such as academic resources, interpersonal relationships, etc., and cultural capital, such as academic achievements, professional titles, etc. Because young teachers are in the early stages of their careers, they often have relatively insufficient capital accumulation in these three aspects, which constitutes their capital weakness. Secondly, the problem of the weak capital of young teachers in private universities in Yunnan Province is unique. On the one hand, Yunnan Province is located on the southwest border and its economic development level is relatively lagging, which to a certain extent affects the funding sources of private universities and the salaries of teachers. On the other hand, private universities are often inferior to public universities in terms of resource acquisition and policy support, which makes it more difficult for young teachers to accumulate capital. In addition, the problem of young teachers' weak capital is not only related to the career development of individual teachers but also affects the educational quality and scientific research level of universities. Young teachers are an important force in education, teaching, scientific research, and innovation, and their growth and development are of great significance to improving the overall strength of universities. However, capital weakness limits their teaching investment and scientific research innovation, which in turn affects the educational quality and scientific research output of universities. Therefore, this article aims to conduct an in-depth analysis of the current situation and causes of the capital weakness of young teachers in private universities in Yunnan Province, explore its impact mechanism, and propose corresponding solution strategies. This article can provide useful reference and references for improving the capital status of young teachers, promoting the growth and development of young teachers, and also promoting the healthy development of private higher education in Yunnan Province.

Research Problem

This article mainly focuses on the following core questions: What are the specific manifestations of young teachers' capital weakness in Yunnan Province's private universities? What are the underlying reasons that lead to the weak capital of young teachers in private universities in Yunnan Province? What impact does the weak capital of young teachers in private universities in Yunnan Province have on their career development? How we effectively improve the capital status of young teachers in private universities in Yunnan Province? Through in-depth research on the above issues, we can comprehensively and deeply understand the current situation, causes, and effects of the capital weakness of young teachers in private universities in Yunnan Province, and provide effective strategies and suggestions for improving their capital status.

Research Purposes

The main purpose of this article is to deeply analyze the current situation of young teachers' capital weakness in private universities in Yunnan Province, China, explore the

causes behind it and propose practical improvement strategies based on the research results. By deeply exploring the problem of capital weakness of young teachers in private universities in Yunnan Province, we can provide useful references for improving their capital status, improving the quality of university teaching, and promoting the healthy development of private higher education.

Literature Review

Field capital is a complex issue involving multiple fields such as educational sociology, teacher development, and capital theory. The following is a review of literature related to teachers' field capital: First, from the perspective of educational sociology, teachers' field capital can be regarded as the various resources and advantages possessed by teachers in a specific educational environment. These resources and advantages may include teaching experience, professional knowledge, interpersonal networks, social status, etc., which together constitute teachers' capital in the educational field. These capitals not only affect teachers' professional development but also their teaching effectiveness and students' learning outcomes. Secondly, regarding teacher development, many studies have pointed out that teachers' field capital is an important driving force for teachers' professional development. Teachers can enhance their field capital by accumulating teaching experience, improving professional skills, and expanding their interpersonal networks, thereby improving their teaching level and influence. At the same time, schools and educational institutions can also help teachers accumulate and develop field capital by providing training, resource support, etc. In terms of capital theory, Bourdieu's field theory provides important theoretical support for teachers' field capital. Bourdieu believes that the field is a space full of contention and competition, and capital is the goal that actors compete for in the field. In the teaching field, teachers, as actors, strive for better professional status and teaching resources by using and accumulating various capitals. This competition for capital not only affects teachers' personal development but also shapes the structure and dynamics of the entire educational field. In addition, some studies have focused on the relationship between teachers' field capital, educational equity, and educational quality. These studies show that the uneven distribution of teachers' field capital may lead to unequal distribution of educational resources, thereby affecting the improvement of educational equity and quality. Therefore, promoting the balanced development and improvement of teachers' field capital is an important way to improve the quality of education and achieve educational equity.

According to the theory of field capital, Bourdieu regards the country as a "meta-field", and the educational field is a branch of the "meta-field", which can be divided into several small sub-fields according to level and function. Each field and domain have its internal logic and inevitability. The power competition of individuals within the field depends on their capital possessions, including economic capital, social capital, cultural capital, and symbolic capital. For teachers, "economic capital" is embodied in wages, benefits, remuneration, and other capital that can be directly converted into money. Teachers' economic capital is the basis for teachers' career development; social capital is the environment for the survival and development of teachers' careers. "Social capital" Reflected in the social network resources owned by teachers, institutionalized exchanges among members in the social network, mutual acquaintance, mutual trust and cooperation, mutual benefit and win-win results; cultural capital is the core of the survival and development of teachers' profession, and "cultural capital" corresponds to what teachers have passed through Non-material resources such as language proficiency, professional skills, and degree titles obtained through legalized educational channels; "Symbolic capital" is a legal system that establishes economic capital, social capital, and cultural capital through unwritten means. It is not a specific form. Similar to a kind of power, it is "the accumulated degree of privilege, reputation, sanctity or honor", which corresponds to a certain "authoritative" aura unique to teachers (Bourdieu Pierre, 1993). It can be seen from this that it is contained in the educational field. "Capital" in the domain has

multiple dimensions, such as material and spiritual, individual and group, self and society, and can be further decomposed into five aspects: teaching environment, salary and benefits, external support, professional development, and self-realization.

Research Methods

This article hopes to understand the actual professional living status of the research subjects and the underlying reasons for their capital weakness in the policy and institutional environment of private universities. Therefore, this article will use qualitative research methods. (Chen X.M, 2000).

Research Object

To obtain research subjects who can provide rich information, this article used a purposive sampling (Cohen et al., 2011) strategy to select research subjects. Based on the important characteristics of young teachers in private universities and to meet the needs of the research to the greatest extent, this article adopted purposive sampling and pre-selected 20 teachers based on the principle of proximity. Table 1 below shows the final research objects 15 representative young teacher from a private university. The researcher conducted interviews with 10 relevant employer personnel and 10 students of 15 research objects in 8 private universities in Yunnan to verify different data to ensure the neutrality of the data and the objectivity of the research, and to obtain the maximum authenticity of the conclusions.

Table 1 Basic information on 15 young teachers from private universities

Case code	Gender	Age	Educational qualifications	Job title	Working years
A1	Female	29	Ph.D. candidate	Teaching assistant	5
A2	Male	30	Ph.D. candidate	Teaching assistant	3.5
A3	Female	29	Master's degree	Teaching assistant	2
A4	Female	35	Ph.D. candidate	Associate Professor	10
A5	Female	25	Bachelor degree	No professional title	2.5
A6	Female	27	Master's degree	No professional title	1
A7	Female	30	Master's degree	No professional title	1.5
A8	Male	28	Bachelor degree	Teaching assistant	3.5
A9	Female	31	Master's degree	Lecturer	7
A10	Female	33	Master's degree	Teaching assistant	4
A11	Male	30	Master's degree	Lecturer	5
A12	Female	33	Master's degree	Teaching assistant	7
A13	Male	30	Mater candidate	No professional title	6
A14	Female	29	Master's degree	Teaching assistant	3
A15	Female	30	Ph.D. candidate	Teaching assistant	5

The researcher interviewed 10 relevant employer personnel of 15 research subjects in 8 private universities in Yunnan, including the HR department, teacher development center, and superior leaders of the research subjects, as well as 10 students who randomly selected young teachers. Table 2 below shows the basic situation of the selected objects.

Table 2 Basic information on selecting research objects

Employer case code name	Position	Work Years	Student case code name	Major	Grade
H1	Deputy Section Chief of Teacher Development Center	3	S1	Preschool education	Junior year
H2	Director of the secondary college office	2	S2	Business management	Sophomore year
H3	Secondary College Teaching Secretary	1	S3	Musical education	Senior year
H4	Dean of Secondary College	10	S4	Hotel management	Sophomore year
H5	Head of Department of Secondary College	5	S5	Primary education	Junior year
H6	Deputy Minister of Human Resources	10	S6	Chinese language and literature	Freshman year
H7	Deputy Section Chief of Human Resources Department	6	S7	Economics	Sophomore year
H8	Chief of Science and Technology R&D Department	5	S8	Marketing	Sophomore year
H9	Administrative staff of teaching department	1.5	S9	Visual communication	Junior year
H10	Finance department administrative staff	2.5	S10	Fine arts	Sophomore year

This research plans to study 15 cases and reflect on each completed case to improve subsequent operations. After completing interviews with employers and students, check the data, cross-analyze, explain, and summarize the cases.

Data collection mainly comes from three aspects: first, formal research tools; second, interviews with students and employers of the research subjects; and third, auxiliary information. The written summary of the interview texts is checked with the interview subjects to ensure the authenticity of the data, and the interviews are the text and research results are presented to the research subjects to ensure that they are consistent with their actual thoughts and situations. Table 3 below is a summary of interviews with 15 teachers. Table 4 is a summary of interviews with 20 relevant personnel from the employer and young teachers and students.

Table 3 List of interviews with 15 young teachers from private universities

Case code	Interview length	Number of interviews	Interview format	Interview content	Interview data
A1	90min	3	Face to face interview	Reality	Meet the requirements
A2	110min	4	Face to face interview	Reality	Meet the requirements
A3	140min	4	Face to face	Reality	Meet the

			interview		requirements
A4	95min	4	Face to face interview	Reality	Meet the requirements
A5	90min	3	Face to face interview	Reality	Meet the requirements
A6	80min	3	Face to face interview	Reality	Meet the requirements
A7	100min	3	Face to face interview	Reality	Meet the requirements
A8	102min	4	Face to face interview	Reality	Meet the requirements
A9	110min	4	Face to face interview	Reality	Meet the requirements
A10	98min	3	Face to face interview	Reality	Meet the requirements
A11	90min	2	Face to face interview	Reality	Meet the requirements
A12	80min	3	Face to face interview	Reality	Meet the requirements
A13	75min	3	Face to face interview	Reality	Meet the requirements
A14	80min	3	Face to face interview	Reality	Meet the requirements
A15	100min	3	Face to face interview	Reality	Meet the requirements

Table 4 List of interviews with relevant personnel from the employer and young teachers and students

Case code	Interview length	Case code	Interview length	Interview format	Number of interviews
H1	30min	S1	22min	Face to face interview	1
H2	40min	S2	28min	Face to face interview	1
H3	41min	S3	30min	Face to face interview	1
H4	33min	S4	26min	Face to face interview	1
H5	29min	S5	25min	Face to face interview	1
H6	30min	S6	33min	Face to face interview	1
H7	36min	S7	27min	Face to face interview	1
H8	28min	S8	34min	Face to face interview	1
H9	38min	S9	25min	Face to face interview	1
H10	34min	S10	29min	Face to face interview	1

Research Result

This article used procedural secondary coding to analyze the survey data and conducted open coding line by line and sentence by sentence. During the open coding process of this article, a total of 15 original interviews with young teachers were generated. Sentences and concepts, finally (175) concepts and (31) categories were obtained. During the open coding process of the interview results of the relevant personnel of the young teachers' employer, a total of original sentences and concepts were generated, finally (28) concepts and (14) categories were obtained. During the open coding process of the interview results of the young teachers and students, A total of original sentences and concepts were generated, finally (13) concepts and (9) categories were obtained.

The results of axial coding are shown in Table 5. After continuous comparison and induction of (31) initial categories, a total of (9) main categories were finally obtained.

Table 5 Axial coding example

Main category	Category
Motivation for teaching	Internal motivation
	External motivation
Willingness to stay	Continue teaching
	Find another job
Physical environment	Working environment
	Working conditions
Social environment	Management style
	Management system
	Working atmosphere
	Organizational environment
Psychological environment	Positive perception
	Negative perception
	Professional cognition
Salary and benefits	Salary
	Off campus salary
	Seniority wages
	Merit pays
	Welfare subsidies
	Pay in return
External support	Teacher evaluation system
	Professional development training
	Humanistic care
	Promotion system
	Professional title evaluation
	Teachers' rights
Self-actualization	Self-pursuit

Interpersonal relationships	Self-ability
	Self-ideal
	Colleague relationship
	Leadership relationship
	Student relations

Analysis of the causes of young teachers' capital weakness

The main reasons for the weak capital of young teachers in private universities in Yunnan Province, China are as follows: 1. The weak economic capital is caused by insufficient investment in education: Some private universities in Yunnan Province may face the problem of tight educational funds, resulting in the shortage of young teachers' salaries and benefits. Differences in regional economic development: Compared with the developed eastern coastal areas, the economic development of Yunnan Province is relatively lagging, which may affect the economic strength and attractiveness of local private universities. 2. Causes of weak social capital, low school visibility, and social recognition: Some private universities are relatively weak in brand building and social reputation, which makes it difficult for young teachers to obtain more social resources. Limited academic exchange and cooperation opportunities: Due to school resource and platform limitations, young teachers may lack exchange and cooperation opportunities with high-level academic institutions at home and abroad, limiting their accumulation of social capital. 3. Causes of weak cultural capital, poor academic atmosphere, and scientific research conditions: Some private universities may have deficiencies in academic atmosphere and scientific research conditions, which affects the academic growth and output of young teachers. Imperfect professional title evaluation and academic evaluation mechanisms: Some private universities may have opaque and unfair problems in professional title evaluation and academic evaluation, making it difficult for young teachers to receive due recognition and promotion. 4. Policy and environmental factors, insufficient policy support: The government's support policies and measures for private universities may not be adequate, causing private universities to face difficulties in attracting and retaining young teachers. Fierce market competition: As competition in the higher education market intensifies, private universities need to continuously improve their strength to attract outstanding young teachers, but this also increases the difficulty of capital accumulation. To sum up, the reasons for the weak capital of young teachers in private universities in Yunnan Province are multifaceted, including economic, social, and cultural capital factors, as well as the impact of policy and market environment. To improve this situation, the government, schools, and all sectors of society need to work together to increase support for private universities, improve the treatment and status of young teachers, and create a better academic and career development environment for them.

The impact of young teachers' capital weakness

The impact of weak capital on young teachers in private universities in Yunnan Province is multifaceted, mainly reflected in the following aspects: 1. Restricted career development and difficulty in professional title promotion: Due to weak economic capital, young teachers may lack sufficient financial support to carry out their work. High-level scientific research activities lead to insufficient academic achievements, which in turn affects professional title promotion. Difficulty in improving academic reputation: Without sufficient academic resources and platforms, it is difficult for young teachers to establish their reputation in the academic world, which is detrimental to their future academic development and career promotion. 2. Teaching quality is affected and teaching resources are insufficient: Due to weak capital, schools may not invest enough in teaching equipment, teaching materials, etc., which directly affects the teaching quality of young teachers. Restricted teaching innovation: Without sufficient support and resources, young teachers may have difficulty in teaching innovation and practice, limiting their growth and development in the teaching field. 3. Increased life

pressure and low salary levels: Weak economic capital leads to low salary levels for young teachers, making it difficult to meet their life needs and increasing their life pressure. Poor welfare benefits: Insufficient welfare benefits may put young teachers under greater financial pressure and affect their work enthusiasm and stability. 4. Limited academic exchanges and cooperation, and difficulty in obtaining academic resources: Weak social capital makes it difficult for young teachers to obtain high-quality academic resources and information, limiting their academic vision and cooperation opportunities. Narrow interpersonal network: Due to insufficient social capital and cultural capital, young teachers may have difficulty establishing extensive academic exchanges and cooperative relationships, which is detrimental to their academic growth and career development. To sum up, the impact of capital disadvantage on young teachers in private universities in Yunnan Province is all-round. It not only affects their career development, teaching quality, and life pressure but also limits their academic exchange and cooperation opportunities. Therefore, the government and schools need to increase their support for private universities, enhance the capital strength of young teachers, and create a better academic and career development environment for them.

Strategies to improve the Capital weakness of young teachers

1. Government-level support strategies to increase financial investment: The government should increase financial allocations to private colleges and universities, especially special funds used to support the development of young teachers to help them solve the problem of disadvantaged economic capital.

Improve policy support: Introduce more preferential policies for young teachers in private colleges and universities, such as tax incentives, housing subsidies, etc., to reduce their life pressure and increase their work enthusiasm. Establish an incentive mechanism: Establish a young teacher award fund to commend and reward young teachers who have made outstanding achievements in teaching, scientific research, etc., to stimulate their work enthusiasm and innovation ability.

2. Support strategies at the school level to improve salary and benefits: Schools should gradually increase the salary and benefits of young teachers to ensure that their income matches their life needs and enhances their sense of professional belonging. Strengthen vocational training: Provide young teachers with vocational training and academic exchange opportunities regularly to help them improve their teaching level and scientific research capabilities, and accumulate more social capital and cultural capital. Optimize the academic environment: Create a strong academic atmosphere, encourage young teachers to carry out scientific research activities, provide necessary equipment and financial support, and promote their academic growth.

3. Self-improvement strategies for young teachers to enhance personal abilities: Young teachers should continue to learn and improve their professional skills and knowledge levels, enhance their competitiveness, and lay a solid foundation for future career development. Expand the interpersonal network: actively participate in academic exchanges and cooperation activities, establish good interpersonal relationships with peers, and broaden academic horizons and resource acquisition channels. Reasonably plan your career: Develop a clear career development plan, clarify your career goals and development direction, and improve your capital strength in a targeted manner. To sum up, improving the capital disadvantage of young teachers in private colleges and universities in Yunnan Province requires the joint efforts of the government, schools, and young teachers. By increasing support, optimizing the development environment, improving personal abilities, and other measures, we can effectively improve the situation of young teachers' weak capital and promote their career development and academic growth.

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