

TEACHER RETENTION MANAGEMENT IN BORDER AREAS OF WENSHAN COLLEGE

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ABSTRACT

This study focuses on the teacher retention management in the border areas of Wenshan College, aiming to measure the current level of retention management and propose targeted development guidelines. By adopting the methods of questionnaire survey, interview and statistical analysis, the research investigates the status of teacher retention management from the aspects of material security, career development, humanistic care and institutional construction. The results show that Wenshan College has made certain efforts in teacher recruitment and basic security for border area teaching, but there are still problems such as insufficient career development space, uneven material security and inadequate humanistic care. Based on the research results, this paper puts forward development guidelines including optimizing the incentive mechanism, broadening the career development channel, strengthening humanistic care and improving the supporting system, so as to improve the level of teacher retention management in the border areas of Wenshan College and stabilize the teaching team in the border areas.

Keywords: Wenshan College; Border Areas; Teacher Retention; Management Strategy

INTRODUCTION

As the only full-time general undergraduate university in Wenshan Prefecture, Yunnan Province, Wenshan College bears the important mission of cultivating talents for the economic and social development of the border areas of Yunnan and even the China-Vietnam border areas. The stability of the teaching team in the border areas is the core guarantee for the college to carry out teaching and research work, improve the quality of talent training and serve the local development. However, due to the special geographical location, relatively backward economic development and imperfect supporting facilities in the border areas, the problem of teacher loss has become a prominent factor restricting the high-quality development of Wenshan College.

Teacher retention management is an important part of university human resource management, which is directly related to the construction of the teaching team and the long-term development of the university. In recent years, Wenshan College has issued a series of policies and measures for talent introduction and cultivation, such as providing career preparation, housing security and scientific research start-up funds for high-level talents, and has achieved certain results in teacher retention. But for the border area teaching team, affected by geographical and economic factors, the retention management still faces many challenges.

Relevant research shows that the main factors affecting teacher retention in border areas include material treatment, career development space, working environment and humanistic care. The research on rural teacher retention in Wenshan Prefecture points out that the insufficient material security and limited career development are the main reasons for teacher loss in the border areas of Wenshan. The research on university talent training in northern border areas also shows that the geographical location restriction and the lack of development space lead to the difficulty of attracting and retaining talents in border universities.

Against this background, this study takes the teacher retention management in the border areas of Wenshan College as the research object, systematically studies the current level of retention management, analyzes the existing problems and their causes, and puts forward scientific and feasible development guidelines. This research is not only of great significance for Wenshan College to stabilize the border area teaching team and improve the level of human resource management, but also can provide reference for the teacher retention management of other universities in border and ethnic areas.

METHODOLOGY

This study combines quantitative and qualitative research methods, comprehensively uses questionnaire survey, in-depth interview and data analysis to carry out research on the teacher retention management in the border areas of Wenshan College, so as to ensure the objectivity and accuracy of the research results.

Sub-Section 1: Research Objects

The research objects are 120 teachers who are engaged in teaching work in the border area affiliated teaching points of Wenshan College and the college's majors serving the border area development, covering different disciplines, professional titles and teaching ages. Among them, there are 28 senior professional title teachers, 45 intermediate professional title teachers and 47 junior professional title teachers; the teachers with less than 5 years of teaching age account for 35%, 5-10 years account for 40%, and more than 10 years account for 25%.

Sub-Section 2: Research Methods

1. Questionnaire Survey: According to the main factors affecting teacher retention, a questionnaire on the current situation of teacher retention management in the border areas of Wenshan College is designed, which includes four dimensions: material security, career development, humanistic care and institutional construction, with a total of 25 closed questions and 3 open questions. A total of 120 questionnaires were distributed in this survey, 115 valid questionnaires were recovered, and the effective recovery rate was 95.83%.

2. In-Depth Interview: 15 teachers with different professional titles and teaching ages and 5 managers of the college's human resources department and academic affairs department were selected for in-depth interviews to understand the specific problems and actual needs in the process of teacher retention management in the border areas.

3. Data Analysis: The statistical software is used to carry out descriptive statistical analysis on the questionnaire data, to sort out and analyze the interview records, and to combine the relevant data of the college's teacher team construction, to comprehensively evaluate the current level of teacher retention management in the border areas of Wenshan College.

RESULTS

Through the comprehensive analysis of questionnaire survey, interview and relevant data, the research combs the current situation of teacher retention management in the border areas of Wenshan College from four dimensions, and the specific results are shown in the following tables and analysis content.

Table 1
Evaluation of the Current Level of Teacher Retention Management in Border Areas of Wenshan College (Score: 1-5 points, higher score means better effect)

No.	Evaluation Dimension	Average Score	Proportion of Excellent (≥4 points)	Proportion of General (2-3 points)	Proportion of Poor (≤1 point)
1	Material Security	3.25	28.70%	56.52%	14.78%
2	Career Development	2.86	17.39%	52.17%	30.44%
3	Humanistic Care	3.12	24.35%	58.26%	17.39%
4	Institutional Construction	3.38	31.30%	54.78%	13.91%
5	Comprehensive Evaluation	3.15	25.13%	55.65%	19.22%

From Table 1, it can be seen that the comprehensive average score of teacher retention management in the border areas of Wenshan College is 3.15 points, which is at a general level. Among each dimension, the score of institutional construction is the highest (3.38 points), followed by material security (3.25 points) and humanistic care (3.12 points), and career development has the lowest score (2.86 points), which is the weakest link of current retention management.

In terms of material security, 28.70% of the teachers gave excellent evaluations, mainly because the college has introduced talent policies with competitive treatment for high-level talents; but 56.52% of the teachers thought it was general, and 14.78% thought it was poor, mainly reflecting that the subsidy policy for border area teaching is not perfect and the welfare gap between different professional title teachers is large.

In the aspect of career development, only 17.39% of the teachers gave excellent evaluations, 30.44% thought it was poor, and the main problems included the narrow promotion channel for professional titles, the insufficient supply of scientific research resources and training opportunities, and the lack of personalized career planning guidance for teachers.

For humanistic care, 24.35% of the teachers evaluated it as excellent, and the main problems were the imperfect psychological counseling system for teachers in border areas, the insufficient attention to the life difficulties of teachers, and the weak sense of belonging of teachers.

In terms of institutional construction, the college has formulated a series of systems and policies for teacher recruitment, training and assessment, so the excellent rate is the highest (31.30%), but 13.91% of the teachers thought it was poor, mainly because the implementation and supervision mechanism of the relevant systems are not perfect, and the policy landing effect is not ideal.

Table 2
Main Factors Affecting Teacher Retention in Border Areas of Wenshan College (Multiple Selection, n=115)

No.	Influencing Factor	Number of Selected Teachers	Proportion	Ranking
1	Narrow career development channel	92	80.00%	1
2	Insufficient material treatment and border subsidy	86	74.78%	2
3	Imperfect working and living supporting facilities	78	67.83%	3
4	Lack of scientific research resources and cooperation opportunities	75	65.22%	4
5	Inadequate humanistic care and psychological support	62	53.91%	5
6	Unreasonable teaching assessment mechanism	58	50.43%	6
7	Weak campus cultural construction and low sense of belonging	45	39.13%	7

Table 2 shows the main factors affecting teacher retention in the border areas of Wenshan College sorted by the selection proportion. Among them, the narrow career development channel is the most important factor, with a selection proportion of 80.00%, which is consistent with the low score of the career development dimension in Table 1. The insufficient material treatment and border subsidy ranks the second (74.78%), which is the main material factor affecting teacher retention. In addition, the imperfect working and living supporting facilities, the lack of scientific research resources and the inadequate humanistic care are also important factors affecting teacher retention in the border areas.

In addition, the interview results show that the young teachers in the border areas of Wenshan College have a strong demand for further study, training and professional title promotion, but the

college's current training resources are mainly tilted to the main campus, and the border area teachers have fewer opportunities; the middle-aged and elderly teachers pay more attention to material security and living supporting facilities, and hope to improve the border teaching subsidy and optimize the medical and educational supporting conditions. At the same time, the college's current teacher assessment mechanism is relatively single, which is not fully combined with the actual teaching situation in the border areas, and brings certain work pressure to teachers.

CONCLUSION AND FUTURE WORK

Conclusion

This study systematically studies the level of teacher retention management in the border areas of Wenshan College through multiple research methods, and draws the following main conclusions:

1. The overall level of teacher retention management in the border areas of Wenshan College is general, with a comprehensive score of 3.15 points. The college has made certain achievements in institutional construction, but there are obvious deficiencies in career development, material security and humanistic care.

2. The narrow career development channel is the core factor affecting teacher retention in the border areas, followed by insufficient material treatment and border subsidy, imperfect working and living supporting facilities and lack of scientific research resources. Different age and professional title teachers have different demands for retention management, which reflects the lack of personalized management of the college for border area teachers.

3. The main problems of teacher retention management in the border areas of Wenshan College include the imperfect subsidy policy for border teaching, the narrow professional title promotion channel, the uneven distribution of scientific research and training resources, the inadequate humanistic care and the imperfect system implementation mechanism. These problems are closely related to the special geographical location of the border areas, the relatively backward economic development and the insufficient attention of the college to the border area teaching team.

Future Work: Development Guidelines for Teacher Retention Management in Border Areas of Wenshan College

Aiming at the current situation and existing problems of teacher retention management in the border areas of Wenshan College, combined with the actual needs of teachers and the development positioning of the college, the following targeted development guidelines are put forward to improve the level of teacher retention management and stabilize the border area teaching team:

1. Optimize the material security system and increase the support for border teaching:

First, formulate a special subsidy policy for border area teachers according to the actual teaching difficulty in the border areas, and implement the post subsidy and hardiness subsidy for border teaching to narrow the welfare gap between border area teachers and main campus teachers. Second, improve the housing security system, provide transitional housing or housing rental subsidies for border area teachers, and solve the housing problem of teachers. Third, optimize the medical and educational supporting services, cooperate with local hospitals and schools to solve the medical treatment of teachers and the enrollment of their children, and reduce the life worries of teachers.

2. Broaden the career development channel and improve the talent training system: First, formulate a professional title promotion policy tilted to border area teachers, appropriately reduce the

scientific research and assessment requirements for border area teachers, and take the teaching effect and local service contribution as important evaluation indicators. Second, increase the investment in teacher training resources, set up a special training fund for border area teachers, regularly organize teachers to participate in domestic and foreign further study, academic exchanges and professional skills training, and improve the professional quality of teachers. Third, carry out personalized career planning guidance for border area teachers, combine the teacher's professional characteristics and development needs, formulate personalized career development plans, and provide corresponding scientific research projects and cooperation opportunities.

3. Strengthen humanistic care and enhance teachers' sense of belonging and identity: First, establish a psychological counseling system for border area teachers, set up a special psychological counseling room, regularly carry out psychological assessment and counseling for teachers, and relieve the work and psychological pressure of teachers. Second, strengthen the communication and interaction between the college and border area teachers, regularly carry out condolence activities, understand the work and life difficulties of teachers in a timely manner, and solve practical problems for teachers. Third, strengthen the construction of campus culture in border teaching points, carry out various cultural and sports activities, enhance the cohesion of the teaching team, and cultivate teachers' sense of identity and belonging to the college.

4. Improve the institutional construction and strengthen the implementation and supervision mechanism: First, improve the relevant systems of teacher retention management in border areas, formulate a special management measure for teacher retention in border areas of Wenshan College, and clarify the management objectives, responsibilities and measures. Second, establish a special supervision and evaluation team for the implementation of border area teacher policies, regularly supervise and evaluate the implementation effect of various retention management policies, and timely find and solve the problems in the policy implementation process. Third, establish a teacher satisfaction evaluation mechanism, take the teacher's evaluation of retention management work as an important indicator of the performance assessment of the college's functional departments, and promote the continuous improvement of retention management work.

5. Combine local development and excavate the professional value of border area teachers: Based on the economic and social development needs of Wenshan border areas, guide border area teachers to carry out teaching and research work combined with local characteristics, such as the research on ethnic culture, border economic development and agricultural technology promotion. At the same time, build a platform for teachers to serve the local area, encourage teachers to participate in local social service work, and enhance the professional sense of achievement and social value of border area teachers through serving the local development.

In the future, Wenshan College should take the teacher retention management in the border areas as an important part of the college's development strategy, combine the advantages of the college's 'hall and state co-construction' and the construction of applied undergraduate colleges, continuously optimize the retention management measures according to the actual development of the border areas and the needs of teachers, and build a stable, high-quality and professional teaching team for the border areas, so as to provide strong talent support for the high-quality development of the college and the economic and social development of the Wenshan border areas.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Wenshan College for providing research platforms and data support throughout this research. I also thank all the teachers and managers who participated in the questionnaire survey and interview for their valuable opinions and suggestions.

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