The Influencing Factors of Teachers' Creativity in Private Higher Education Institutions in Guangdong Province

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Abstracts: With the popularization and development of private higher education, private higher education institutions (PHEIs) in Guangdong Province play significant role in the education cause. The teachers' creativity is an important driving force to promote the development of PHEIs. The purpose of this study is to explore the factors affecting the teachers' creativity in PHEIs in Guangdong Province. Through literature analysis, this study finds that teachers' creativity is affected by multiple factors from individual, organizational, social and policy aspects. This study reveals the specific contents of these influencing factors, which provides a theoretical basis for improving the teachers' creativity in PHEIs in Guangdong Province, and also provides a useful reference for the formulation and implementation of relevant education policies, to improve the teacher team building, so as to promote high-quality development of PHEIs in Guangdong Province.

1. INTRODUCTION

In recent years, the high-quality, innovative and sustainable development has been the overall development goal of China's PHEIs. With the support of national policies, more PHEIs have completed the transformation and development, which committed to the construction of high-quality and double-qualified teams. Especially, application-oriented personnel training and the construction of high level and quality institution. In the new development situation of higher education, the teachers' creativity in PHEIs is the key to achieve development goals, but they still face dilemmas about competition obstacles in the private higher education. More scholars advocate the promotion of the core value of the institution brand, to obtain the competitive market advantage; seek a new road of development through institution-enterprise cooperation and international exchanges; increase the introduction high-level talents; and stimulate teachers' creativity to enhance the teacher team building and competitiveness of PHEIs in China [1].

However, what most scholars agree on is that, compared with public institutions, the construction and development of high-quality teachers faculty is the most prominent challenge facing China's PHEIs [2]. Building an excellent, competitive and creative teachers faculty is crucial to the development of China's PHEIs, and helps to enhance their long-term competitiveness [3]. In view of this, scholars who focus on the research of creativity domain point out that teachers' creativity is an important standard to develop the quality and personality of teachers. Governments and educational institutions around the world are calling for a shift from traditional teaching methods and standardized tests to more creative educational paradigms, and teachers' creativity plays a leading role in the development of educational innovation, because the high-quality of higher education is always closely related to the quality of teachers [4].

The research on teachers' creativity in education domain has gradually become a hot topic paid attention by researchers all over the world. Some researchers point out that the current education system urgently needs to pay attention to how teachers can support creative learning and promote the young teachers' creativity [5]. During the COVID-19 pandemic, not all teachers are able to manage distance learning, and students may not learn well because distance limits teacher interaction with students and teachers are unable to use all teaching methods [6]. Therefore, it is necessary to creatively use different teaching methods, such as blended learning methods, to cope with situations in special periods. In addition, teachers' creativity helps to effectively exert their creative potential and

achieve a high level of creativity in their professional activities. In the special period, online teaching replaces face-to-face teaching methods. In view of the different characteristics of students, the teaching process requires teachers to use methods, time and materials to generate creativity, guarantee the quality of the process and improve high-quality learning results [7]. Therefore, teachers' creativity is a necessary condition for the professional development of modern educators.

Guangdong province, as one of the most economically developed areas in China, its higher education also presents a diversified development trend. Among them, PHEIs occupy an important position in the higher education system, and have trained a large number of applied talents for Guangdong province and even the whole country. However, with the increasingly fierce competition in higher education, how to improve the education quality and innovation ability of PHEIs has become an urgent problem to be solved in the current education field. As the main body of higher education teaching, teachers' creativity directly affects the teaching quality and innovation ability of the institution. Compared with public higher education institutions, PHEIs still have a certain gap in teachers faculty, scientific research ability and so on. To improve the education quality and competitiveness of PHEIs, teachers need to constantly improve their creativity to adapt to the changing educational environment and students' needs in their study. Therefore, through literature review, this study explores the influencing factors of teachers' creativity from individual, organizational, social and policy aspects, which is of great significance for improving the teaching quality and teacher team, building characteristic innovation and high-quality development of PHEIs in Guangdong province.

2. LITERATURE REVIEW

2.1. Opportunities and challenges for the development of PHEIs

With the continuous reform and development of China's education system, more and more scholars pay attention to research on the development of China's PHEIs and the construction of their teaching staff. To meet the needs of adaptive development of education, China's PHEIs are actively seizing reform opportunities such as restructuring, application-oriented, adaptive development and high-quality development. These reforms aim to improve the teaching quality, scientific research ability and social service level of PHEIs, so as to better meet the diverse needs of society for higher education [8]. Some scholars stressed that developing the core values of PHEIs' brands is crucial for high-quality development. By clarifying the institution's positioning, highlighting professional characteristics, strengthening institution-enterprise cooperation and international exchanges, which can gradually establish brand advantages and enhance their competitiveness in the higher education landscape [9].

2.2 The present situation and dilemma of teachers' development in PHEIs

Although PHEIs have made certain achievements in the transformation and development process, they still face many challenges in the construction of teacher team. Limited by history, resources, social cognition factors, PHEIs have difficulties in attracting and retaining outstanding talents. At present, the teaching team of PHEIs is mainly composed of part-time teachers hired back by public institutions after retirement and fresh postgraduate students who lack teaching experience. This kind of teacher structure limits lead to the teaching quality and innovation ability of PHEIs are extent insufficient [10]. However, it is these challenges that provide opportunities for the construction of teachers in PHEIs. By increasing investment, optimizing the salary and welfare system, and strengthening knowledge training and academic program support, PHEIs can gradually improve the overall quality and teachers' creativity in their working. Especially in the context of "double first-class" construction, scholars suggested PHEIs should seize the crucial period of supply-side reform and build a competitive teaching team through recruitment, introduction, training, optimization and adjustment strategies [11].

2.3 The significance of teachers' creativity to PHEIs

Enhancing the teachers' creativity is an important cornerstone of the adaptive development of PHEIs, and also the key to gaining competitive advantages in the higher educational industry. Teachers' creativity is not only related to individual teaching level and career development, but also has an important impact on the overall innovation and competitiveness of higher educational institutions [6,12]. A creative team of teachers can provide students with a

more colorful learning experience, and promote the continuous innovation of the institution in educational concepts, teaching methods and curriculum settings. This creativity will directly translate into a competitive advantage for PHEIs, helping them stand out in the fierce higher education market [13]. In addition, PHEIs should also pay attention to the cultivation of teachers' dynamic competitiveness. In a rapidly changing market environment, PHEIs need to respond to market demand in a timely manner and adjust their teaching strategies and professional settings. By strengthening institution-enterprise cooperation, promoting international exchanges and encouraging teachers to participate in enterprise practice, which can cultivate a team of teachers with dynamic competitiveness, so as to better adapt to the needs of social development and enhance the overall competitiveness of institution [14]. It is worth noting that PHEIs should avoid the tendency of over-enterprise in their management mode. While an enterprise-oriented management model can improve efficiency to a certain extent, over-emphasizing profits while neglecting teaching quality may harm a institution's long-term development [8]. Therefore, PHEIs need to explore a management model suitable for their own development on the premise of ensuring teaching quality.

2.4 The influencing factors of teachers' creativity in PHEIs

Teachers with open and curious personalities tend to be more creative in their teaching. They are more likely to experiment with new teaching methods and strategies, and are open to feedback and suggestions from their students and colleagues. Teachers who are motivated to innovate and try new things are more likely to be creative in their teaching. This intrinsic motivation can come from a variety of sources, such as a desire to improve student learning outcomes, a passion for teaching, or a sense of professional fulfillment [3,15]. Teachers who have a deep understanding of their subject matter and teaching methods are more likely to be creative in their teaching. This expertise allows them to adapt and modify existing teaching methods to meet the needs of their students, and to develop new and creative teaching strategies. Teachers who believe in their ability to be creative are more likely to take on new challenges and try new teaching methods. This self-efficacy can be developed through professional development opportunities, mentor-ship, and support from colleagues and leaders [16].

The culture of the organization can have a significant impact on teachers' creativity. Organization that value innovation, experimentation, and collaboration are more likely to foster creative teaching practices. Leaders can play a key role in shaping this culture by encouraging teachers to share their ideas and experiment with new teaching methods, and by providing support and resources for professional development [17]. Leaders who support and encourage teachers to be creative can have a significant impact on teachers' creativity. This can include providing opportunities for professional development, creating a supportive organizational culture, and recognizing and rewarding teachers who engage in creative teaching practices [18]. The availability of resources such as technology, materials, and time can impact teachers' ability to be creative in their teaching. Organizations that provide adequate resources and support for teachers to experiment with new teaching methods are more likely to foster creative teaching practices. Opportunities for teachers to collaborate and share ideas with their colleagues can foster their creativity. This can include team teaching, professional learning communities, and other forms of collaboration. When teachers have the opportunity to work together and share their ideas, they can learn from each other and develop new and creative teaching strategies [10,19].

The values and beliefs of the society in which the institution is located can impact teachers' creativity. Societies that value innovation, creativity, and education are more likely to foster creative teaching practices. Policies and regulations that encourage creativity and experimentation in teaching, such as providing funding for professional development or creating incentives for teachers to develop new teaching methods, can foster creative teaching practices [8,20]. Communities that value education and support teachers' professional development are more likely to foster creative teaching practices. Technology provides new tools and platforms for teachers to creative and experiment with their teaching methods, such as online learning platforms, interactive whiteboards, and multimedia resources. Teachers who have access to these technologies and are trained to use them effectively are more likely to engage in creative teaching practices [21].

2.5 Research review

Some scholars focus on the relationship between teachers' creativity and the development of PHEIs from the macro level, we can further integrate the research results, combined with the actual situation of China's PHEIs, and explore more targeted strategies for improving teachers' creativity. More importantly, we should also pay attention to the relationship between teachers' creativity and teaching quality and the cultivation of students' innovative ability, so as to promote the continuous innovation and development of the entire education system by enhancing teachers' creativity. Research on influencing factors of teachers' creativity, scholars mainly discuss from the perspectives of individual, organizational and environmental. In aspect of individual factors, teachers' Personality traits, intrinsic motivation, knowledge and expertise, and self-efficacy are all considered to be important factors affecting teachers' creativity. In terms of organizational factors, the organizational culture, leadership, resources, and collaboration have an impact on teachers' creativity. In perspective of environmental factors, societal values, policies and regulations, community support, and technological advancements have a certain impact on teachers' creativity. Teachers' creativity is closely related to the actual development of PHEIs. Through in-depth analysis of the influencing factors of teachers' creativity, combined with the actual situation of PHEIs, and improvement strategies, can helpful to promote the high-quality development of PHEIs in China.

3. FINDINGS AND DISCUSSIONS

The findings of this study underscore the multifaceted nature of factors influencing teachers' creativity in PHEIs in Guangdong Province. The discussion section delves deeper into the implications of these factors and their interactions for enhancing teachers' creativity and promoting the high-quality development of PHEIs.

Firstly, teachers' personality traits, intrinsic motivation, knowledge and expertise, and self-efficacy are key determinants of their creative capacity. This highlights the need for PHEIs to invest in professional development programs that focus on nurturing these individual attributes. By providing opportunities for teachers to develop their expertise, strengthen their self-efficacy, and foster a growth mindset, PHEIs can create an environment conducive to creativity.

Secondly, the organizational culture, leadership, resources, and collaboration opportunities within PHEIs significantly impact teachers' willingness and ability to engage in creative teaching practices. Institution leaders have a unique opportunity to shape a culture that values innovation, experimentation, and collaboration. By creating a supportive environment, providing adequate resources, and recognizing and rewarding creative teaching efforts, leaders can foster a sense of belonging and motivation among teachers, ultimately enhancing their creativity.

Thirdly, the values and beliefs of the society, government policies, community support, and technological advancements all contribute to creating an enabling environment for teachers to be creative. This underscores the need for PHEIs to engage with their external stakeholders, advocate for supportive policies, and stay abreast of technological advancements to enhance their teaching practices.

Furthermore, it is crucial to recognize the interconnectedness of these factors. While individual, organizational, and environmental factors operate at different levels, they are not mutually exclusive but rather interdependent. For instance, a teacher's self-efficacy may be bolstered by a supportive organizational culture, which in turn may be shaped by societal values and government policies. Similarly, access to technological resources can enhance a teacher's ability to experiment with new teaching methods, but this requires both organizational support and individual expertise.

Therefore, PHEIs should adopt a holistic approach to enhancing teacher creativity by addressing these factors in a coordinated manner. This includes developing comprehensive professional development programs, fostering a culture of innovation and collaboration, securing adequate resources, engaging with external stakeholders, and staying at the forefront of technological advancements.

CONCLUSIONS

In conclusion, this study has identified multiple factors influencing teachers' creativity in PHEIs in Guangdong Province. These factors span individual, organizational, and environmental domains, and their interactions contribute to shaping the creative capacity of teachers. The findings of this study provide valuable insights into the complex nature of teachers' creativity and its significance for promoting the high-quality development of PHEIs.

To enhance teachers' creativity, PHEIs must adopt a multifaceted approach that addresses these factors simultaneously. This includes investing in professional development programs that nurture individual attributes such as personality traits, motivation, knowledge, and self-efficacy. Institution leaders should foster a culture of innovation, experimentation, and collaboration by providing support, resources, and recognition for creative teaching efforts. Additionally, PHEIs should engage with external stakeholders, advocate for supportive policies, and stay abreast of technological advancements to create an enabling environment for teachers to be creative.

In summary, the study highlights the critical role of teachers' creativity in promoting the high-quality development of PHEIs and provides practical recommendations for enhancing this capacity. By addressing the influencing factors at multiple levels, PHEIs can cultivate a team of creative teachers who are capable of driving innovation and enhancing the competitiveness of their institutions in the higher education landscape.

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