

Analysis of the reasons and countermeasures for the high mobility of private international primary and secondary school teachers

Jiang Yiping

Lingnan University, Hong Kong, 511340, China
tankongjiang@126.com

Abstract: After the reform and opening up, with the introduction of foreign enterprises and increased diplomatic personnel, international schools have entered a reasonable development period. Since the beginning of the new century, private international schools have embarked on the road of rapid development. With the continuous promotion of deepening education reform and innovation, private international primary and secondary schools have been optimised in their development but also exposed some potential problems. Currently, most private international schools in the stage of compulsory education are faced with the problem of teacher construction, such as unstable teacher teams and a frequent flow of excellent teachers. This paper focuses on private international primary and secondary schools as the research object, organically combines existing literature research with the author's professional experience, analyses and expounds the main reasons for the high turnover of teachers in detail, and provides constructive opinions and suggestions for the healthy development of international schools.

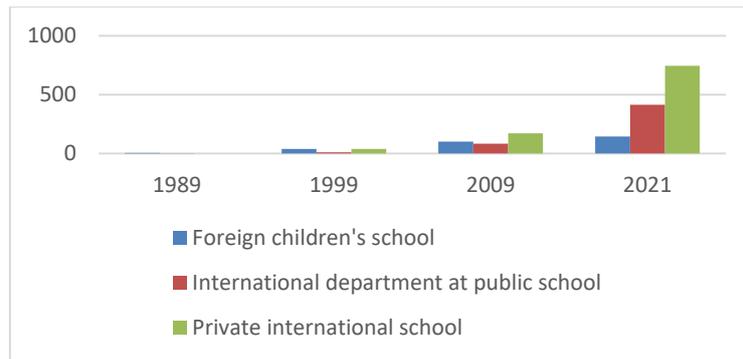
Keywords: international primary and secondary schools, High teacher mobility, Causes and countermeasures

1. Introduction

1.1 Background

1.1.1 International schools are developing rapidly in China

Since the reform and opening, private international education has developed significantly from scratch and from small to large. It has played an essential role in making up for the lack of national education funds, improving the supply capacity of education resources, providing diversified education services and promoting education reform. In 1989, there were about six international schools in the country. By 1999, there were 87 international schools in China, including ten public schools with international departments, 39 private international schools and 38 schools for foreign children. At the beginning of the new century, international schools in China began to enter the road of rapid development. This stage was characterised by the gradual establishment of international curriculum departments in public schools, such as the High School attached to the Renmin University of China. By 2009, there were 357 international schools in China, including 84 public schools with international departments, 172 private international schools and 101 schools for foreign children(Beijing International School 100, 2022). To support and guide the development of privately-run education, the government has successively issued various policies. The Decision on the Reform of the Education System, the Outline of China's Education Reform and Development, the Regulations on Running Schools by Social Forces, the Law of the People's Republic of China on the Promotion of Privately-Run Education, and the Regulations on the Implementation of the Law of the People's Republic of China on the Promotion of Privately-Run Education are the supportive documents and policies. By September 2021, there will be 1,304 international schools in total^[1]. The detailed statistics is illustrated in Fig.1 below.



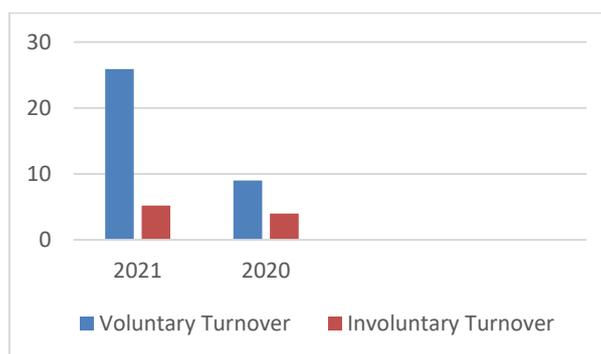
Note. The data comes from ChinaIRN.com's stock market analysis of international schools in 2021 and The development history of international schools in China published by the WeChat official account of Beijing International School 100

Figure 1 Statistics on the Development of International Schools in Chinese Mainland

1.1.2 The current situation and problems of Private International Primary and Secondary Schools Teachers

The vigorous development of private international primary and secondary schools in China has expanded the comprehensive educational resources, increased students' choice opportunities, and promoted investment reform in the education system. It provides the majority of primary and secondary school teachers with the opportunity to choose schools. It forms the phenomenon of teacher mobility between public schools, private schools and private international schools. The proper flow of teachers can not only bring impetus to the reform and innovation of schools but also help schools to build a team of high-quality teachers. However, excessive teacher turnover will damage the school's social reputation and lead to operational difficulties^[2].

The author finds that many young teachers, especially those with overseas study experience, choose private international schools. They generally do not consider long-term stay, and They regard international primary and secondary schools as their temporary foothold because of the severe pressure of employment. A group of teachers with 3 to 5 years of teaching experience are moving between international schools. They primarily consider and compare the benefits of different schools and look for better opportunities to jump ship. Another group of young and middle-aged teachers who have been engaged in international education for more than 5 to 20 years seek a higher school management platform to achieve their career aspirations. Only a small number of foreign teachers with teaching experience change jobs to other international schools to seek a higher development platform. The detailed statistics is illustrated in Fig.2 below.



Note. The data chart is derived from Top's 2021 International School Salary Talent Trends Report.

Figure 2 Teacher Turnovers of International Schools

Private and public schools supplement each other, become an organic part of our country's education, and contribute positively to the cause of socialist education. Suppose private international schools want to develop healthily and sustainably. In that case, they must pay attention to teaching quality, and the improvement of teaching quality is closely related to the construction of teachers—stable, high-quality teachers for the development of the school significantly. However, due to the influence of the system and the current relevant policies, private international primary and secondary schools generally need better teacher stability.

1.2 Research problem

Due to the high mobility of international schools in China, the author wants to figure out the main reasons. In this study, the author collects and sorts out library books, periodicals, magazines, dissertations and other literary materials and combines them with the teacher flow situation of international primary and secondary schools in Beijing, Shanghai, Guangzhou and Shenzhen. The aim is to analyse the leading causes of the current high teacher mobility phenomenon of private international primary and secondary schools and explore effective methods to solve the high teacher mobility. Put forward feasible countermeasures for building stable and high-quality teachers.

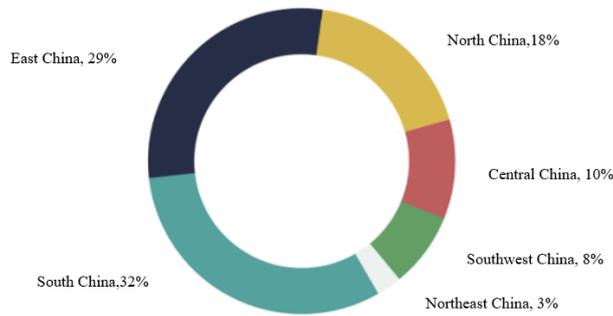
2. Findings

2.1 Analysis of the reasons for the high mobility of private international primary and secondary school teachers

2.1.1 Social reason

There is no policy guarantee. Currently, compulsory education's primary and secondary schools include public and private. Most international middle and primary schools belong to private schools. Compared with public schools, teachers in private schools enjoy much less social welfare security. For example, professors in private schools cannot enjoy the same medical insurance, pension insurance, unemployment insurance and housing provident fund as teachers in public schools^[3]. Take Shenzhen as an example. In 2015, the average monthly salary of teachers in private primary and secondary schools in Shenzhen was 3,934 RMB and 4,485 RMB, respectively, which were only 55% and 57% of the financial appropriations standard (including five social insurance and one fund) for temporary teachers in public schools. The considerable gap seriously affected the stability of teachers in private schools^[4]. Secondly, teachers in private schools do not have personnel establishment, and the relationship with private schools is only maintained by signing a 1 to a 2-year contract. Moreover, the government does not treat public and private schools equally in policy and tends to "emphasise public schools over private schools". Some crucial educational work conferences and the selection of excellent teachers are not fair to citizens. However, private schools often take the lead in implementing educational reform and undertaking teaching activities. Finally, the professional title evaluation and household registration of teachers in private schools are also reasons for teacher mobility. Although the Law of Promotion of Private Education and the Implementation Regulations make some provisions on teachers' management of private schools, the implementation of these policies needs to be in place, and private international primary and secondary schools need to pay more attention to the teacher's title evaluation.

Low social reputation. The relationship between private international schools and teachers is ultimately employable and employed, and their responsibilities and rights are based on 1 to 2-year contracts. Therefore, if teachers want to work in a private international school for a long time, they need strong business ability and home-school communication ability, which can make school leaders, parents and students satisfied and recognised. According to the statistics of TopSchools research, among the 38 newly added schools with international characteristics in Chinese mainland in 2022, the increase mainly comes from South China and East China, with 12 and 11 schools added, respectively, contributing 32% and 30% of the new scale of schools with international characteristics. South China has been the fastest-growing region in 2021 and 2022^[5]. The detailed statistics is illustrated in Fig.3 below. It can be seen that the pressure on industry competitiveness is increasing. For the long-term development of schools, student security is the top priority. Therefore, when recruiting students, the school will also lower the threshold, a part of rich but poor learning foundation, bad behaviour habits, low physical and mental quality of students will also smoothly enter the school. This phenomenon leads parents and students to believe that the primary purpose of international schools is to make profits and that teachers are merely paid, employees. Parents and students ignore teachers' professional dignity and even speak ill of teachers. Then, the relationship between teachers and students, so that the authority of teachers in the students are despised and threatened so that teachers feel that they are the real "wage boy".



Note. The figure is from the 2022 "Annual Development Report of Chinese International Schools with Characteristics" released by Apex, and the author translates it.

Figure 3 2022 the Increment Distribution of International Schools in Different Regions of China.

2.1.2 School reason

Lack of scientific management concept. Schools and teachers are a community of interests, scientific management is to constantly meet the needs of teachers to carry out teaching and professional development. The curriculum of private international schools is more diversified than that of public schools. Therefore, the administrative and teaching management structure of private international schools are more complex.

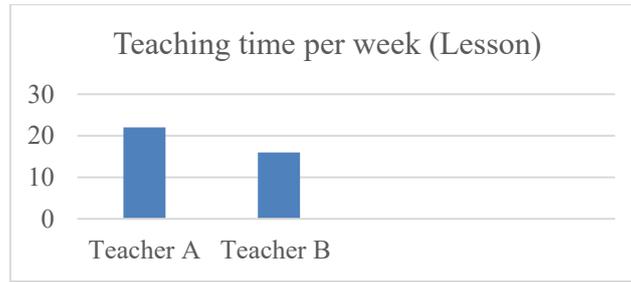
The management of private schools is mainly centralised. That means the management rights are under the command of the chairman or donors, and the latter cultural level, management concept, education knowledge, and other qualities lack, often make the management of private schools and "scientific, democratic, humanistic" and other management ideas far apart. The evaluation system lacks a scientific, reasonable and open assessment system, so teachers' enthusiasm, autonomy, and creativity are suppressed^[6]. At the same time, private schools are susceptible to the needs of the education market because they are born to meet the needs of selective education. In order to survive, they often cater to the public voice and meet the needs of parents that do not conform to the rules of education. For example, to meet domestic parents' needs, most international schools have to carry out international education while taking into account exam-oriented education. International schools should not only guarantee the teaching quality of national introductory courses but also pay attention to the effective implementation of international education concepts. In order to achieve the goal of walking on two legs, teachers have to be in a state of overload for a long time. In interviews with teachers in two private international primary schools in Guangzhou and Foshan, it is easy to find that most of their working hours last from 7 a.m. to after 10 p.m., plus lesson preparation, tutoring, activities, regular home visits, teaching and research, and training. The overloaded work occupies almost all of the teachers' time, making the teachers physically and mentally tired and overwhelmed. The detailed statistics is illustrated in table.1 below.

Table 1 The Workload of Teachers in Two Private International Primary and Secondary Schools in Guangzhou and Foshan

The workload of teacher A in Guangzhou City						The workload of teacher B in Foshan City					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Monday	Tuesday	Wednesday	Thursday	Friday
07: 50-08: 10		Chinese		Chinese		08: 15-08: 55	Math		Math		Math
08: 20-08: 55	Flag raising Ceremony			UOI		09: 10-09: 50			Math	Math	
08: 55-09: 20	class meeting	Exercise				10: 05-10: 45		Math		Math	Math
09: 20-09: 55	Chinese	UOI	Chinese	IU		10: 55-11: 35		Math		Math	
09: 55-10: 10						14: 25-15: 00	Math	Math	Club		
10: 10-10: 45	Administration meeting	Homeroom teachers' meeting				15: 15-15: 50	Labor education				
10: 55-11: 30						16: 00-16: 35			Labor		Security education
11: 35-12: 10		Moral Education		UOI		16: 40-17:40	teachers' meeting		Math collaboration		
14: 30-15: 05	Grade Collaboration	Chinese	UOI	Chinese	UOI	Position: Math Teacher					
15: 15-15: 50			CU								
15: 50-16: 05											
16: 05-16: 40	UOI	Club		Club	UOI						
17: 00-17: 30	Chinese		Chinese								
19:20-20:00			Chinese								

According to the total amount of fixed work (except temporary tasks and various activities) of the above two teachers, including morning and evening self-study and after-school service, the total number of class hours is 16 and 22, respectively. Teachers A and B have nearly eight classes on their busiest day,

including meetings. Although the class hours of these courses are small, teachers need a certain amount of teaching preparation time, such as lesson preparation and courseware making. The detailed statistics is illustrated in Fig.4 below.



Note. The author makes this figure. The date is from the two teachers' schedules.

Figure 4 The Statistic of Weekly Teaching Hours of Two Teachers

Lack of teacher professional development plan. For private international primary and secondary schools, a large amount of financial expenditure is needed for the professional development of teachers, whether it is to invite experts to school or send teachers to study and train in other places. In particular, the cost is higher to participate in international concept training abroad. Take the training fee of an international primary school in Guangzhou, for example, and It cost 195,066 RMB for teachers' training in 2015.(see Table 2) It is a high cost and expense for the schools. Therefore, the human resources department of most international schools is more willing to adopt the "take over" approach when hiring teachers, that is, to recruit mature teachers to contribute to the development of the school and reduce the financial pressure brought by the training expenditure. From teachers' perspective, international schools only emphasise utilisation rather than training and development^[7]. In addition, most international schools believe that sending teachers out for training not only increases the school's operating costs but also delays teachers from completing their Workload on time. At the same time, schools are also worried that they will be cultivating talented teachers and cadres for their competitors if they become more competent and move on to other jobs. Due to various reasons, most private international schools need to pay attention to the professional development planning of teachers, which makes teachers lose the opportunity to develop and improve.

Table 2 Training Budget of an International School (Note. This table is collected from a private international school in Guangzhou.)

2015 PYP Teachers' IB Training Budget at PCIS				
Date	Teacher and Content	City	Budget	
Year 2015	2-28 to 3-2	Joseph.Jack Assessment	Hong Kong	Transport: 150*4days*2people=1200RMB Training fee: 810SGD*2people=1620SGD (about 8061RMB) Accommodation fee: 700RMB*3nights*2people=4200RMB 100RMB*4days*2people=800RMB Total: about 14261RMB
	3-16 to 3-18	Alex. Yanni: Delivering the Middle Years Programme (MYP) Curriculum Cat 2	Macau	Transport: 150*4 days*2people=1200RMB Training fee: 810 SGD*2people=1620SGD (about 8061RMB) Accommodation fee: 1300RMB*3nights*2people=7800RMB 120RMB*4days*2people=960RMB Total: about 18021RMB
	3-28 to 3-29	90 teachers: Making the PYP happen in the classroom	In school	Training fee: 176SGD/person * 90people= 15840 SGD Workshop leader fee : 420SGD* 4peope *2days=3360SGD. about 86976RMB Transport: 4000RMB Accommodation fee: 2000RMB Total: 92976RMB
	6-27 to 6-29	Bobby, Jack, Stephen. Cassie, Justin, Kate: The learning environment Cat 3	Shanghai	Transport: 900*6people=5400RMB Training fee: 940SGD*6people=5640SGD (about 26508 RMB) Accommodation fee: 300 RMB*3nights*6people=5400RMB 100 RMB*4days*6people=2400RMB Total: about 39708RMB
	6-27 to 6-29	Jason, Alex Introduction to the IB for school owners cat3	Shanghai	Transport: 1500*2people=3000RMB Training fee: 1100 SGD*2 人=2200SGD (about 10120 RMB) Accommodation fee: 1200RMB*2nights=2400RMB 150RMB*3days*2people=900RMB Total: about 16420RMB
	9-11 to 9-14	Bobby, Stephen: Assessment cat2 workshop	Hong Kong	Transport: 500 RMB*2people=1000RMB Training fee: 860SGD*2people=1720SGD (about 7880 RMB) Accommodation fee: 1200RMB*3nights=3600RMB 150 RMB*4days*2people =1200RMB Total: about 13680RMB
				Total: 195066 RMB

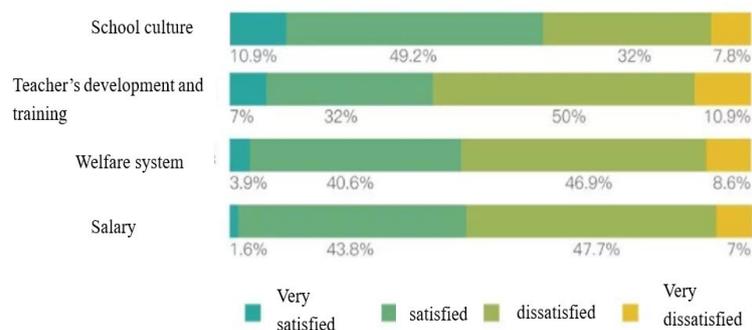
Ignore school culture construction. In 2020, the Ministry of Education and eight other departments jointly issued Several Opinions on Further Stimulating the vitality of primary and secondary school running, clearly stating: "Strengthen the leading role of school culture." Most primary and secondary

schools still need to establish a scientific and practical school culture construction mechanism. School culture construction depends on principals or experts^[8]. The principal leads the construction of school culture, mainly from the principal's enthusiasm for cultural construction; the culture built has a solid personal colour of the principal. However, only the school culture with the teachers' identification can maximise its function^[9]. The teachers of private international primary and secondary schools come from all over the world, and the flow is frequent. The construction and stability of campus culture are frequently impacted. Teachers grow up under the influence and restriction of their own regional culture, and their ideas and behaviours imprint the characteristics of regional culture. If the assimilation process is not smooth, it will impact the campus culture formed in private schools^[10].

2.1.3 Teacher reason

The particularity of the composition of teachers. Most international primary and secondary schools recruit foreign teachers with particular working experience. For these foreign teachers, their contract period is about one year. When they disagree with the school's management system and the working environment, they can always choose to quit and find another job. Teachers who have returned from overseas have high enthusiasm for work, but employment in this part could be more stable. Under the pressure of employment, some overseas teachers use private international primary and secondary schools as a springboard. After accumulated teaching experience, they will find ways to enter public or international schools with higher pay^[11]. Most of China's local teachers graduated from regular domestic colleges, and some teachers with teaching experience in traditional schools have rich experience in subject teaching. When such teachers feel that they are not suitable for school, they can quickly move into ordinary private schools, so the stability is not strong.

Life is stressful. In order to attract more students, schools must have a good social reputation and quality brand image. Therefore, to enhance brand competitiveness and optimise development, private international schools must pay more attention to brand building so that the pressure from society and parents will be transmitted to teachers through school administrators^[12]. Most teachers believe that the salary and welfare benefits of private international primary and secondary schools are not high, the balance of payments is not balanced, and the economic burden is heavy (The detailed statistics is illustrated in Fig.5 below). According to the 2019 International School Salary and Teacher Development Report released at 2019 TIDE, only 3.9% and 1.6% of teachers are delighted with their school's salary and welfare system^[13]. Teachers face relatively high living expenses, such as buying a home, starting a family, and caring for parents and children. Especially, with the rising prices of housing and daily necessities, the increasing cost of living, and the pressure of medical care and social security, teachers face increasing economic pressure^[14]. This series of problems make teachers tired and stressed every day. In the long run, the pressure of private international primary and secondary school teachers will be more and more liquidity.



Note. The figure is derived from the 2019 International School Salary and Teacher Development Report officially released at 2019TIDE by Ms Jia Yuan, HR Director of TopSchools.

Figure 5 Teacher Satisfaction in International Schools.

Relationships are strained. The group strength of teachers not only depends on the educational level and teaching ability of teachers but also on whether each team member can unite, form a rope, and form a battle fortress of unity and cooperation^[15]. Teachers generally adopt contract and appointment systems for the development of private primary and secondary schools, with a weak personnel foundation and a strong sense of crisis among teachers. The teacher-teacher relationship is more challenging to maintain than that in public schools. Most private international primary and middle schools are cooperative teaching or class management. Due to the differences in personal backgrounds and cultures, their ways of behaving and educating students are also very different. Generally speaking, foreign teachers give

students more space and let nature take its course, while Chinese teachers hope that students can make progress at the fastest speed. Both are reasonable, but there will be cultural conflicts in cooperation. In addition, foreign teachers work longer hours than Chinese teachers. However, their salaries are higher than Chinese teachers, and Chinese teachers bear the pressure of students' performance and communication between home and school. Therefore, this kind of conflict will gradually affect the harmonious coexistence of teacher teams, thus affecting the stability of teachers.

2.1.4 Parents reason

Different from domestic public schools, international education values the building of learner communities, namely schools, teachers, students and families. In addition to dealing with students, it is more critical for teachers in international schools to communicate with parents at home and school^[16].

Compared with other types of schools, the parent groups of international schools are more diversified. There are foreign parents, parents with an international background, parents who advocate elite education, and parents who are wealthy. Their educational ideas and educational purposes may be different. Their demands on schools and teachers will be more personalised, and the difficulty of teachers' work will increase accordingly.

Secondly, international schools' tuition fees are much higher than those of ordinary schools. Therefore, parents have higher requirements for schools and teachers. High tuition fees should provide parents and students with quality education and services. Therefore, some parents and teachers deal with and communicate with students' affairs, with a swaggering attitude to question and order teachers to pay attention to their children. If these conflicts are not effectively alleviated and avoided, it will directly lead to the high mobility of teachers. It makes teachers feel that their professional dignity is violated and dissatisfied with the working environment.

2.1.5 Student reason

At present, China's education policy stipulates that schools in the compulsory education stage recruit students by selecting schools in the nearest region, and the cost of international schools is high. As a result, international schools are passive in selecting students. In addition, as teachers, they do not have the right to choose excellent classes or students and can only carry out education and teaching according to the arrangement of the school. If there are some students in the class whose character needs to be improved, the teacher will have to deal with the daily workload of student affairs will be increased, and the work will also be more difficult. Secondly, in international schools, students' grades and teachers' honours are among the main factors for schools and parents to assess and evaluate teachers. In addition to fulfilling the teaching objectives and requirements of the school, teachers should undertake more tasks, such as training students to participate in competitions and grade examinations. Therefore, it is a complex problem for teachers to improve student's performance and ensure that they win prizes in various competitions at home and abroad^[17]. In addition, the relationship between teachers and students is also an essential factor affecting teachers' regular education and teaching work. A good teacher-student relationship can make the whole class full of cohesion—otherwise, students and teachers in all aspects of confrontation.

2.2 Strategies to alleviate the high mobility of teachers in private international primary and secondary schools

2.2.1 To strengthen the government's attention to private international primary and secondary schools

Government Policy. The vigorous development of privately-run education is in line with the country's general policy of education development. In order to further strengthen the support and management of privately-run education in policy, the relevant education intelligence department should incorporate privately-run education into the national development plan. Conscientiously carry out and implement the guidelines of "actively encouraging, vigorously supporting, correctly guiding and managing according to law" adopted by the state for the cause of private teachers. In the past, most people believed that social forces ran private schools and that running schools' quality and management were the organiser's responsibility. Government departments only focused on managing public schools and supervised private schools only from the financial aspect. Private schools are an essential part of education and play an irreplaceable role. Government departments should adopt an "equal" attitude toward public and private schools so that teachers in private schools and public schools have equal opportunities regarding social status, social labour security, medical insurance, housing, professional title evaluation, evaluation and priority. Only in this way can private international schools' political and social

status be improved^[18].

The legal aspect. Laws and regulations such as the law on the Promotion of Private Education, the Labor Law and the Contract Law are taken as essential bases^[19] to improve the existing legal system further. The regulations and laws should make clear and precise limits on the rights and obligations of private school donors and teachers so that the rights of private school teachers can be fully guaranteed by law. Strengthen the supervision over the implementation of laws. Relevant government departments should include the employment management of private primary and secondary schools into their job responsibilities to prevent the occurrence of illegal and disciplinary phenomena, such as random dismissal of teachers and withholding of teachers' salaries in private primary and secondary schools. In this way, teachers' rights are guaranteed by law, and the pressure on teachers to survive can be effectively alleviated. Prevent the phenomenon of significant turnover of teachers.

2.2.2 Optimise the management system of private international primary and secondary schools

Scientific management and humanised management. The school should develop a scientific daily management system and effectively implement and implement the system so that everyone is equal before the system to ensure the fairness and justice of management. In terms of staff recruitment, performance appraisal, bonus and subsidy allocation, we will follow the rules and be fair and transparent. Besides considering their economic needs, they also have corresponding spiritual pursuits and career aspirations when working in private schools. Schools should strive to create a harmonious and democratic working atmosphere to enhance teachers' sense of belonging. First of all, school administrators should pay attention to communication with teachers, understand their problems in work and life, and try their best to help solve them. Secondly, schools should respect teachers to the utmost, fully recognise the dominant position of teachers in teaching, timely communicate with teachers when discussing teaching problems, exchange views and ideas, and finally reach a consensus. Finally, when recruiting teachers, the school's human resources department should strive to find talents that match the career expectations of teachers and the development aspirations of the school^[20].

Attach importance to teachers' professional development and physical and mental health. In the aspect of the professional development of teachers, we should attach equal importance to utilisation and cultivation. Schools also need to pay attention to the professional development of teachers. Each teacher should have a certain number of paid training days every year, and schools should have special funds to pay for part of the training costs. The school may suffer some losses in the short term, but it is beneficial to the long-term development of private schools^[21]. It can update teachers' professional knowledge and educational philosophy and make them feel their subjectivity is respected. In terms of teachers' physical and mental health, we should reduce pressure on teachers. Simplify cumbersome rules and regulations, keep teachers tight enough, give them a certain amount of personal space and time, and reduce working hours appropriately.

2.2.3 Improve the welfare benefits of teachers in private international primary and secondary schools

The welfare treatment of teachers refers to the material remuneration such as wages, welfare, allowances, subsidies and awards enjoyed by teachers through work according to law. The labour of teachers is extraordinary and cannot be replaced. Their work has an incomparable influence on young people and society^[22]. The quality of teachers' labour depends on their degree of devotion to their work, and an important factor affecting this degree of devotion is the corresponding remuneration teachers get. Suppose teachers are not paid adequately for their hard work. In that case, it will have a substantial negative impact on their motivation to work, which can devastate students, schools and even education. Therefore, the school should have a plan and reasonably increase the salary of teachers. The post allowance and holiday allowance that teachers should enjoy should be paid in place. The subsidies, salaries and rewards should be competitive among regional international schools. In addition to paying the "four gold funds" stipulated by the state, qualified schools should help teachers solve difficulties such as household registration and enrollment of children. Only by improving teachers' sense of happiness and achievement can teachers' mobility be reduced and more excellent teachers be attracted to join^[23].

2.2.4 To guide private international primary and secondary school teachers to correct their work attitude

Be prepared mentally. Teachers should completely understand the working environment, nature and intensity of work before choosing international primary and secondary schools. At the same time, we should be prepared materially and spiritually for the competition and pressure of international schools and strive to improve our professional level and ability to bear the pressure. Once the teachers choose an international school, they should stabilise their minds and not quit easily.

Attach importance to personal vitality management. Vitality management uses dynamic behaviour to improve physical quality and mental state. Pressure at work often makes us feel suffocated. Everyone can find a way to relieve pressure according to their preferences and needs to achieve the effect of adjusting their mental state. For example, teachers can go to travel, park, camping and other activities on weekends or holidays to release pressure, adjust their mentality and get ready for the new working day. In addition, we also suggest that teachers strengthen their physical exercise to improve their physical quality. Several studies have shown that proper physical exercise can reduce the response to psychological stressors, relieve the negative mood brought by work, improve the long-term monotonous stimulation caused by physical and psychological fatigue, and improve and regulate brain function.

3. Conclusion

With the rapid development of the globalisation of education, private international primary and secondary schools have taken on the critical task of combining Chinese and Western talents in the crucial period when Chinese private education is gradually on the legal and international track. If private international primary and secondary schools want to develop nicely in the long term, the key is to build a stable teaching staff that matches the stage development in a planned way. Building a team of teachers will inevitably lead to a particular flow of teachers. Proper flow of teachers will help schools to optimise teachers' allocation further, improve teachers' enthusiasm and initiative, inject fresh blood into schools, enhance vitality and improve teaching quality. However, disordered and unreasonable frequent mobility would cause a severe loss of teachers, lead to the lack of teachers in the school, affect the quality of education and teaching, bring adverse impact and significant challenges to the development of the school, and more conducive to the rapid, healthy development of private internationalisation education in our country.

In order to avoid the unreasonable flow phenomenon of private international primary and secondary schools, the state and administrative departments at all levels, incredibly educational administrative departments, should strengthen their support and management of international private primary and secondary schools according to law and provide strong policy protection for the development of international education cause and teachers' rights and interests. Moreover, the government should strive to provide a fair environment for the healthy development of private international primary and secondary schools and gradually give private school teachers the same "status" and welfare benefits as public teachers in law. At the same time, school administrators should also attach great importance to the flow phenomenon of teachers, constantly explore scientific and diversified management modes, and deal with the construction of school teachers from the perspective of long-term vision and sustainable development. They should strive to provide adequate funding for the construction of teachers, improve the level of teachers' salaries, improve the teaching environment, and strengthen the education and training of teachers. The strategic development of the school can have an inexhaustible vitality and momentum by establishing a relatively stable, professional, reasonable structure for the teachers

4. Implication and limitations

This study focuses on the phenomenon of high mobility of private international primary and secondary school teachers to analyse the causes of high mobility and put forward constructive suggestions and suggestions to alleviate the phenomenon. In the investigation and research, the author combined his experience with the current situation of teacher mobility in international schools. Reflecting on the whole process of analysis and research, the author thinks the study should improve in the following two aspects.

First, private international primary and middle schools in our country currently include international schools with international characteristics and foreign children's schools. Because the children are overseas in foreign children's schools, Therefore, in this study, the author collected less data about schools for children of foreigners. Second, in international schools where foreign teachers dominate, teacher mobility may be more due to changes in international relations and foreign policies. In this paper, due to the research direction, the content of international relations needs to be further elaborated.

In future in-depth research on the mobility of private international primary and secondary school teachers, we should consider various factors more comprehensively. More diversified research methods should be designed to collect relevant data to obtain more accurate data and provide more basis for providing more effective strategies.

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