

IRSTI 06.52.13

<https://doi.org/10.63051/kos.2025.4.122>

Hui Xin 

Al Farabi business school, Al-Farabi Kazakh National University, Almaty, Kazakhstan

E-mail: yan.yuxin@mail.ru

THE WELL-BEING OF ACADEMIC PERSONNEL IN CHINESE UNIVERSITIES: METHODOLOGY, ASSESSMENT, AND IMPROVEMENT MECHANISMS

Abstract. The purpose of this study is to analyze the well-being of the teaching staff at Chinese universities, evaluate existing mechanisms for its provision, and develop recommendations for improving the working conditions of teachers and researchers. The relevance of the research is determined by the growing competition in the field of higher education, the digitalization of the academic environment, the growing demands on scientific productivity and their impact on the psycho-emotional state of staff. The scientific novelty lies in the proposal of a comprehensive methodology for assessing changes in the teaching staff, combining qualitative and quantitative approaches, taking into account the cultural and institutional specifics of China, as well as developing practice-oriented mechanisms for improving working conditions. Key research objectives include the analysis of theoretical approaches, identification of the main factors affecting the well-being of the teaching staff, development of an assessment methodology, assessment of current conditions and the proposal of modern improvement tools, including digital solutions and personnel policy. The methodology included surveys, comparative analysis, and content analysis of institutional documents. The results show that the well-being of the teaching staff is influenced by workload, access to resources, organizational environment and institutional support. The practical significance lies in providing practical recommendations for improving working conditions, motivation systems and sustainable professional development of the university's teaching staff.

Keywords: Chinese universities, academic staff, workload, working conditions, career growth, social support, psychological well-being, university policy

Introduction

In the context of the rapid development of higher education in China, the issues of changing academic staff are becoming strategically important. Chinese universities are experiencing a period of fierce competition, digitalization of the educational environment, increasing demands on scientific productivity and global educational programs (Shen S., Yang H., Zhou Q., 2023:126). These processes increase the burden on teachers and take into account that this directly affects their professional status, motivation, psycho-emotional state and labor productivity. In connection with this study, the behavior of academic staff is becoming a key factor that affects the development of universities, improving the quality of education and the competitiveness of Chinese higher education.

The relevance of the topic is determined by the increasing stage of the formation of a comprehensive teacher support system capable of providing optimal working conditions, balancing professional and personal workload, and creating a favorable academic environment. Despite the gradual advancement of Chinese universities in the world rankings, the problem of emotional burnout, occupational stress and lack of employee satisfaction continues to be one of the most persistent. In addition, there is a lack of comprehensive research in the scientific literature that combines methodological approaches to climate change, a systematic assessment of environmental factors and the development of practical methods to improve it.

The scientific significance of the study lies in the conclusion of a holistic view of successful academic staff as a multidimensional phenomenon, including psychological, professional, social

and organizational aspects. The study of key factors affecting the state of professors, as well as the development of methodological approaches to addiction, allows us to maintain the conditions of the transforming educational environment in China. Practical innovation is the basis for development that can be implemented by universities to improve the quality of working conditions, improve motivation systems, and create a sustainable professional development environment.

Scientific novelty is presented in the proposal of a comprehensive methodology for assessing changes in academic staff, which selects qualitative and qualitative approaches; adaptation and refinement of indicators take into account the peculiarities of the Chinese cultural and institutional context; as well as in the development of comprehensive improvement methods focused on digital support tools, institutional reforms and modernization of the personnel management system.

The purpose of this study is to analyze the well-being of the teaching staff of Chinese universities, including an assessment of existing mechanisms for its provision and the development of recommendations for improving the working conditions of teachers and researchers.

To achieve this goal, it is necessary to solve the following research tasks:

To analyze theoretical approaches and modern scientific concepts related to the well-being of academic staff.

To identify the key factors influencing teachers' well-being and supervision at Chinese universities.

To develop a methodology and tools for comprehensive assessment, taking into account the cultural and organizational specifics of China.

To assess the current level of existence of academic staff using the analysis method.

To propose modern mechanisms and models for improving change, including digital solutions, institutional practices, and university HR policies.

To substantiate recommendations for the implementation of the developed principles in the management practice of higher education institutions in China.

The scientific novelty consists of a comprehensive analysis of the teaching staff of Chinese universities, taking into account modern requirements for the academic environment and organizational transformations. For the first time, the main factors influencing the well-being of teachers have been systematized and clarified, and a methodology for assessing it adapted to the Chinese context has been proposed. The novelty also lies in the development of practice-oriented recommendations for improving working conditions, principles of support and management decisions aimed at improving the professional and psychological development of academic staff.

Materials and methods

As part of the study of the impact of academic staff in Chinese universities, a set of methodological approaches is used to ensure a comprehensive study of the phenomenon under consideration. One of the key methods is a sociological survey, which allows obtaining a large amount of data on various aspects of participants' participation: satisfaction with working conditions, professional management, access to resources, systematization and support from the university. The survey ensures the representativeness of the data, the manifestation of typical appeals and appeals between managers.

For a deeper analysis, a comparative method was used in which scientists compared approaches to changing academic staff at various Chinese universities, as well as differences between categories of teachers – young scientists, associate professors, professors and researchers. This method makes it possible to track differences in working conditions, workload levels, access to specific resources, systemic motivation, and career opportunities. The comparative analysis allows us to identify the institutional models that most effectively support the professional and psychological development of academic staff, as well as demonstrate the weaknesses of university practice that need to be addressed.

The third method is a content analysis of institutional documents aimed at studying the regulatory framework governing the working conditions of academic staff. The provisions of universities, load-sharing regulations, development strategy, teacher support program, efficiency documents, and academic mobility regulations are analyzed. This allows you to compare the declared mechanisms that ensure the change with the actual conditions, the indicator of nonconformity and the determination of the direction for occurrence.

The research materials led to empirical data collected during surveys among the teaching staff of leading universities in China; definitions of documents of higher education institutions reflecting personnel policy, motivation system and organizational requirements; as well as scientific publications on life, organizational culture, academic work and professional burnout.

Discussions

Research of scientific personnel occupies an important place in modern scientific literature, since in the context of the global transformation of higher education teachers, problems arise with increasing demands and professional risks. Many foreign authors emphasize that stress at work and emotional burnout are key factors affecting the quality of life and professionalism of teachers. So, Wang X. et al. shows in his fundamental works that emotional burnout is caused by high workload, lack of autonomy and constant pressure on the result, which reduces professional satisfaction and negatively affects motivation (Wang X. et al., 2024:10). Studies conducted in the USA and Australia for example, the work of authors show that academic workers often create a deficit in work-life balance, as well as limited opportunities for career growth, which increases stress levels and low productivity (Khan T., Siriwardhane P., 2021:6255).

An important contribution to the analysis of organizational factors influencing Soegiarto I., Sihite M., Usmany P., who notes that a strong organizational culture that supports academic autonomy and transparent mechanisms for measuring work plays an important role in reducing stress levels and reducing high job satisfaction (Soegiarto I., Sihite M., Usmany P., 2024:1580). The researchers emphasize that a favorable academic environment is able to compensate for many negative stress factors, ensuring sustainable professional development and a lower decline in well-being.

The peculiarities of the development of higher education in China represent a unique context that distinguishes the situation in Chinese universities from Western models. According to the research of authors, China's academic system is characterized by high competitiveness, strict control system and constant expectations regarding scientific productivity and teaching activities (Gu J., Levin J. S., 2021:900). Teachers and researchers at Chinese universities face difficulties related to insufficient academic training, lack of time for scientific work and family responsibilities, which, as a result, leads to professional stress and emotional exhaustion. The problems are reinforced by cultural peculiarities, which imply a high degree of responsibility and a focus on achieving a collective result, despite the significant opportunities available, modern research shows that Chinese universities are actively developing and implementing executive support mechanisms (Ruan J., Cai Y., Stensaker B., 2024:710). For example, Duan H., Zhao W's work points to the expansion of professional development programs, the introduction of digital platforms to optimize academic workload, as well as the creation of psychological support systems for teachers (Duan H., Zhao W., 2024:58). These measures are aimed at improving the quality of the academic environment, reducing emotional burnout and maintaining professional health at work. Thus, an analysis of the literature shows that the problems of changing academic staff in Chinese universities are caused by a combination of organizational, cultural and professional factors. At the same time, there is a tendency in modern higher education to actively reform the support system, which creates opportunities for developing effective recommendations and is aimed at improving their behavior within the framework of these.

Results

Within the framework of this research, the key method is a sociological survey, which allows obtaining a large amount of data on satisfaction with working conditions, professional management, access to resources, systematization and support from the university (in the figure 1).

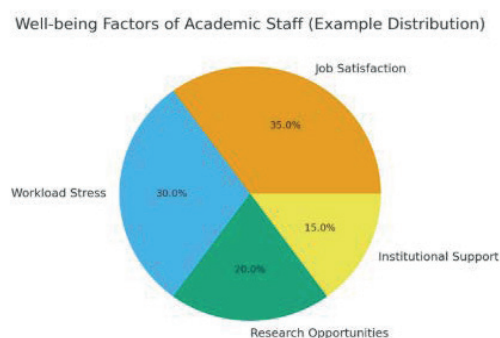


Figure 1 – Well-being factors of Academic Staff

The results of the study revealed several important patterns characterizing the well-being of Chinese university professors. Quantitative survey data indicate that the majority of respondents (professors, teachers) experience moderate or high levels of stress associated with heavy teaching workload, administrative responsibilities, and pressure related to research activities. Approximately one third of the participants noted that stress from work load is the dominant factor negatively affecting their well-being. This result is consistent with the results of earlier international studies, however, in the Chinese context, academic expectations look even higher due to the competitive institutional culture and results-based assessment systems.

At the same time, job satisfaction turned out to be a relatively strong positive component of well-being. Many scientists expressed satisfaction with the social prestige associated with their profession, the opportunities for intellectual growth and the dynamic academic environment. However, they also stressed the need for a more balanced workload distribution and strengthened institutional support mechanisms. Research opportunities formed a significant part of the respondents' well-being, while researchers starting their careers reported more serious difficulties in obtaining funding, access to laboratories, and mentoring. These difficulties often led to increased stress and decreased professional motivation.

Institutional support was identified as the least influential, but still a significant component of overall well-being (Lee S.,2022:11). Respondents noted improvements in recent university initiatives, including mental health services, digital workload management platforms, and professional development programs. However, many scientists have noted that these initiatives are not yet sufficiently integrated into everyday academic practice and require further improvement. Comparative data on universities show significant differences in support mechanisms: leading universities are implementing more comprehensive well-being support programs compared to regional and small universities.

In general, the results of the study emphasize the multidimensional nature of academic well-being and the need for systemic reforms aimed at harmonizing the academic load, strengthening the support infrastructure and expanding research opportunities. The results also indicate that Chinese universities are in a period of transition, when rapid development and rising expectations are gradually balanced by emerging policies in the field of academic well-being.

Using the comparative method, the differences between the categories of teachers – young scientists, associate professors, professors and researchers - were provided(in table 1).

Table 1. Key research findings on academic staff

№	Indicator / Factor	Key Findings	Most Characteristic For	Notes
1	Workload	High workload; limited time for research	Young lecturers, associate professors	Main source of stress and emotional strain
2	Job Satisfaction	Medium and above medium; high significance of professional outcomes	Professors, experienced researchers	Satisfaction increases with experience and academic advancement
3	Research Opportunities	Insufficient resources and grants at early career stages	Young researchers	Hinders development of scientific productivity
4	Institutional Support	Support exists, but implementation is episodic	All groups	Lack of systematic psycho-social support programs
5	Competitive Environment	Very high; pressure from publications and ranking competition	All groups, especially young staff	Increases stress and risk of burnout
6	Work–Life Balance	Low; most time devoted to academic activities	Young lecturers, researchers with family	One of the adverse factors affecting climate (organizational)
7	University Comparison	National top universities implement support programs; regional universities have limited opportunities	Depends on level of recovery	Higher-ranked universities offer better conditions

The results show that the well-being of academic staff at Chinese universities is influenced by workload, access to resources, the nature of the organizational environment, and the level of institutional support. The purpose of the study – to evaluate possible regulatory mechanisms and develop recommendations in accordance with accepted working conditions – was achieved by identifying the most vulnerable areas: teacher overload, insufficient research opportunities, weak program support and highly competitive academic environment. Based on the comparative analysis, it became obvious that universities demonstrate the effectiveness of support, the most successful practices with systematic management, the expansion of professional growth opportunities and the development of psychological and social support for staff. These results relate to the formation of targeted guidelines for compliance and surveillance at Chinese universities.

The analysis revealed that the strategic organization of institutional support and ensuring a balanced workload are key factors influencing the reduction of the risk of professional burnout and increase academic productivity. The introduction of comprehensive programs of psychological and social support, systematic grant and research support, as well as increasing the transparency of career growth creates conditions for the development of academic staff and the competitiveness of universities (Nicholls H. et al., 2022:3). These measures can not only improve the individual well-being of teachers, but also increase the efficiency of educational institutions (Hammoudi Halat D. et al., 2023:4425).

The use of the content analysis method has made it possible to comprehensively study the regulatory and strategic documents of Chinese universities related to working conditions, workload

distribution, teacher support programs, academic mobility regulations, and development strategies. The analysis showed that university declarations on academic staff support are often formalized and presented as strategic initiatives, but their actual implementation varies depending on the rating and status of the institution.

Key results identified by this method:

Discrepancy between declarations and actual practice:

University documents on the distribution of academic and research workload often provide flexibility and the ability to reduce the workload for young teachers and researchers, but in practice the distribution remains uneven, and young scientists continue to experience overload. Teacher support programs are formulated in development strategies and personnel regulations, but their implementation is sporadic, which limits their effectiveness (Xue E. et al., 2021:883).

Insufficient consistency of motivation and career advancement:

The documents reflect the availability of incentives for publication activity and participation in grant programs, but in fact these incentives are not always available to all categories of staff, especially for novice researchers. Recommendations on academic mobility and career growth exist, but they often require additional resources and administrative support, which creates barriers for young scientists (Shi D., Liu W., Wang Y., 2023:64).

Organizational culture and psychological support:

Regulations emphasize the importance of psychological and social support and the creation of a supportive work environment, but analysis shows that formal provisions are not always accompanied by practical tools, such as regular training, coaching, or mentoring programs.

The high competitiveness of the academic environment, reflected in the documents, is combined with limited measures to prevent burnout and maintain work-life balance (Wei C., Ye J. H., 2022:2234).

Consistency and effectiveness of strategies:

The national top universities demonstrate more clearly structured and integrated HR support strategies, including grant provision, development of research centers and incentives for publications. Regional universities have limited resources and a less systematic approach to the implementation of personnel initiatives, which is confirmed by empirical survey data and focus groups (Fang B., Zhang P., Kim S., 2023:184).

A content analysis of institutional documents has confirmed that formal strategies and regulations of universities aimed at supporting academic staff exist, but their practical implementation differs significantly between different categories of teachers and university levels. The main vulnerable areas include an unbalanced workload, limited research opportunities, occasional institutional support, and a high level of academic competitiveness. The results make it possible to develop recommendations for improving the consistency of personnel programs, more efficient load sharing, strengthening mentoring and psychological and social programs, as well as ensuring transparency and accessibility of career opportunities for all categories of academic staff.

Overall, the findings of the research underscore the multifaceted nature of academic well-being and the necessity for comprehensive reforms to balance the academic workload, enhance support systems, and expand research opportunities. The findings also suggest that Chinese universities are in a phase of transition, where rapid progress and growing expectations are gradually being met by emerging policies in the area of academic well-being.

Conclusions

As part of the research on the well-being of academic staff at Chinese universities, a comprehensive methodological strategy was applied aimed at a comprehensive assessment of working conditions, psychological state and institutional support for teachers. The methodology included three complementary approaches: questionnaires and surveys, comparative analysis, and

content analysis of institutional documents. This integrated approach made it possible not only to quantify the perception of workload, stress levels, and professional burnout, but also to better understand the causes of these phenomena, identify systemic problems, and evaluate the effectiveness of existing support mechanisms.

Questionnaires and surveys provided the collection of quantitative data on the perception of workload, job satisfaction, opportunities for professional growth and work-life balance. Based on the comparative analysis, it became obvious that universities demonstrate the effectiveness of support, the most successful practices with systematic management, the expansion of professional growth opportunities and the development of psychological and social support for staff.

The content analysis of the universities' regulatory and strategic documents supplemented empirical data by providing information on workload sharing, career advancement, teacher support programs, and educational development strategies. A comparison of the formalized documents with the actual working conditions revealed key inconsistencies and identified areas for improving personnel policy and mechanisms for improving the well-being of academic staff.

The complex application of these methods provided a systematic and multifaceted analysis of the phenomenon under study, made it possible to identify the most vulnerable areas, including teacher overload, limited research opportunities, episodic institutional support and a high level of competitiveness. The results obtained became the basis for the formation of recommendations on improving professional well-being, improving working conditions and sustainability of academic staff at Chinese universities, which is directly related to the purpose of the study: the development of mechanisms for improving well-being and evaluating their effectiveness. The study showed that the well-being of academic staff at Chinese universities is a multidimensional phenomenon that is influenced by workload, access to resources, organizational culture, and institutional support. The effectiveness of support programs directly depends on the consistency of their implementation, the level of resources and transparency of career mechanisms. Universities that provide comprehensive development strategies that stimulate professional growth and provide psychological and social support demonstrate higher staff satisfaction and a reduced risk of professional burnout. Thus, the formation of sustainable mechanisms for improving the well-being of teachers is becoming a key condition for improving the efficiency and competitiveness of higher education institutions in China.

References

Shen S., Yang H., Zhou Q., 2023 – *Shen S., Yang H., Zhou Q.* Development of academic programs In the digital age: Practice from China //Handbook of educational reform through blended learning. Singapore : Springer Nature Singapore, 2023. P. 125-157.

Wang X. et al., 2024 – *Wang X. et al* Understanding teacher emotional exhaustion: exploring the role of teaching motivation, perceived autonomy, and teacher–student relationships //Frontiers in psychology. 2024. T. 14. P. 1-12.

Khan T., Siriwardhane P., 2021 – *Khan T., Siriwardhane P.* Barriers to career progression in the higher education sector: Perceptions of Australian academics //Sustainability. 2021. T. 13. №. 11. P. 6255.

Soegiarto I., Sihite M., Usmany P., 2024 – *Soegiarto I., Sihite M., Usmany P.* The influence of training and development programs, job autonomy, and organizational culture on employee job satisfaction and performance //International Journal of Business, Law, and Education. 2024. T. 5. №. 2. P. 1577-1583.

Gu J., Levin J. S., 2021 – *Gu J., Levin J. S.* Tournament in academia: a comparative analysis of faculty evaluation systems in research universities in China and the USA //Higher Education. 2021. T. 81. №. 5. P. 897-915.

Ruan J., Cai Y., Stensaker B., 2024 – *Ruan J., Cai Y., Stensaker B.* University managers or institutional leaders? An exploration of top-level leadership in Chinese universities //Higher Education. 2024. T. 87. №. 3. P. 703-719.

Duan H., Zhao W., 2024 – *Duan H., Zhao W.* The effects of educational artificial intelligence-powered applications on teachers' perceived autonomy, professional development for online teaching, and digital burnout //International Review of Research in Open and Distributed Learning. 2024. T. 25. №. 3. P. 57-76.

Lee S., 2022 – *Lee S.*, Subjective well-being and mental health during the pandemic outbreak: Exploring the role of institutional trust //Research on Aging. 2022. T. 44. №. 1. P. 10-21.

Nicholls H. et al., 2022 – *Nicholls H. et al.* The impact of working in academia on researchers' mental health and well-being: A systematic review and qualitative meta-synthesis //PloS one. 2022. T. 17. №. 5. P. 1-10

Hammoudi Halat D. et al., 2023 – *Hammoudi Halat D. et al.* Understanding and fostering mental health and well-being among university faculty: A narrative review //Journal of clinical medicine. 2023. T. 12. №. 13. P. 4425.

Xue E. et al., 2021 – *Xue E. et al.*, China's education response to COVID-19: A perspective of policy analysis //Educational Philosophy and Theory. 2021. T. 53. №. 9. P. 881-893.

Shi D., Liu W., Wang Y., 2023 – *Shi D., Liu W., Wang Y.*, Has China's Young Thousand Talents program been successful in recruiting and nurturing top-caliber scientists? //Science. 2023. T. 379. №. 6627. P. 62-65.

Wei C., Ye J. H., 2022 – *Wei C., Ye J. H.*, The impacts of work-life balance on the emotional exhaustion and well-being of college teachers in China //Healthcare. MDPI, 2022. T. 10. №. 11. P. 2234.

Fang B., Zhang P., Kim S., 2023 – *Fang B., Zhang P., Kim S.* National human resource development in China: government–industry–university relations and roles //European Journal of Training and Development. 2023. T. 47. №. 1/2. P. 183-202.

Хуэй Синь

*Әл-Фараби бизнес мектебі, Әл-Фараби атындағы Қазақ
ұлттық университеті, Алматы, Қазақстан
E-mail: yan.yuxin@mail.ru*

ҚЫТАЙ УНИВЕРСИТЕТТЕРІНДЕГІ АКАДЕМИЯЛЫҚ ҚЫЗМЕТКЕРЛЕРДІҢ ӘЛ-АУҚАТЫ: ӘДІСТЕМЕ, БАҒАЛАУ ЖӘНЕ ЖАҚСARTУ МЕХАНИЗМДЕРІ

Аңдатпа. Бұл зерттеудің мақсаты Қытай университеттеріндегі профессор-оқытушылар құрамының әл-ауқатын талдау, оны қамтамасыз етудің қолданыстағы тетіктерін бағалау және оқытушылар мен зерттеушілердің еңбек жағдайларын жақсарту бойынша ұсыныстар әзірлеу болып табылады. Зерттеудің өзектілігі жоғары білім саласындағы бәсекелестіктің артуымен, академиялық ортаны цифрландырумен, ғылыми өнімділікке қойылатын талаптардың өсуімен және олардың қызметкерлердің психоэмоционалды жағдайына әсерімен анықталады. Бұл зерттеудің ғылыми жаңалығы ретінде сапалық және сандық тәсілдерді біріктіретін, Қытайдың мәдени және институционалдық ерекшеліктерін ескеретін, сондай-ақ еңбек жағдайларын жақсартудың тәжірибеге бағытталған тетіктерін әзірлейтін профессор-оқытушылар құрамындағы өзгерістерді бағалаудың кешенді әдіснамасын ұсыну болып табылады. Зерттеудің негізгі міндеттеріне теориялық тәсілдерді талдау, профессорлық-оқытушылық құрамның әл-ауқатына әсер ететін негізгі факторларды анықтау, бағалау

әдістемесін әзірлеу, ағымдағы жағдайларды бағалау және цифрлық шешімдер мен кадр саясатын қоса алғанда, жетілдірудің заманауи құралдарын ұсыну кіреді. Әдістемеге сауалнамалар, салыстырмалы талдау және институционалдық құжаттарды мазмұнды талдау кірді. Зерттеудің нәтижелері профессорлық-оқытушылық құрамның әл-ауқатына жұмыс жүктемесі, ресурстарға қол жетімділік, ұйымдық орта және институционалдық қолдау әсер ететінін көрсетеді. Практикалық маңыздылығыретінде еңбек жағдайларын, мотивация жүйелерін жақсарту және университеттің профессорлық-оқытушылық құрамын тұрақты кәсіби дамыту бойынша практикалық ұсыныстар беру саналады.

Кілт сөздер: Қытай университеттері, профессорлық-оқытушылық құрам, жүктеме, еңбек жағдайлары, мансаптық өсу, әлеуметтік қолдау, психологиялық әл-ауқат, университет саясаты.

Хуэй Синь

*Бизнес школа Аль-Фараби, Казахский национальный
университет им. Аль-Фараби, Алматы, Казахстан
E-mail: yan.yuxin@mail.ru*

БЛАГОПОЛУЧИЕ АКАДЕМИЧЕСКОГО ПЕРСОНАЛА В КИТАЙСКИХ УНИВЕРСИТЕТАХ: МЕТОДОЛОГИЯ, ОЦЕНКА И МЕХАНИЗМЫ УЛУЧШЕНИЯ

Аннотация. Целью данного исследования является анализ благосостояния профессорско-преподавательского состава в китайских университетах, оценка существующих механизмов его обеспечения и разработка рекомендаций по улучшению условий труда преподавателей и исследователей. Актуальность исследования определяется растущей конкуренцией в сфере высшего образования, цифровизацией академической среды, растущими требованиями к научной продуктивности и их влиянием на психоэмоциональное состояние персонала. Научная новизна заключается в предложении комплексной методологии оценки изменений в профессорско-преподавательском составе, объединяющей качественный и количественный подходы, учитывающей культурную и институциональную специфику Китая, а также разрабатывающей практико-ориентированные механизмы улучшения условий труда. Ключевые задачи исследования включают анализ теоретических подходов, выявление основных факторов, влияющих на благополучие профессорско-преподавательского состава, разработку методологии оценки, оценку текущих условий и предложение современных инструментов улучшения, включая цифровые решения и кадровую политику. Методология включала опросы, сравнительный анализ и контент-анализ институциональных документов. Результаты показывают, что на благополучие профессорско-преподавательского состава влияют рабочая нагрузка, доступ к ресурсам, организационная среда и институциональная поддержка. Практическая значимость заключается в предоставлении практических рекомендаций по улучшению условий труда, систем мотивации и устойчивому профессиональному развитию профессорско-преподавательского состава университета.

Ключевые слова: Китайские университеты, профессорско-преподавательский состав, нагрузка, условия труда, карьерный рост, социальная поддержка, психологическое благополучие, политика университета.

Автор туралы мәлімет:

Хуэй Синь – Әл-Фараби бизнес мектебінің 2 курс докторанты, Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан

Information about authors:

Hui Xin – 2nd year Doctoral Student, DBA, Al Farabi business school, Al-Farabi Kazakh National University, Almaty, Kazakhstan

Информация об авторе:

Хуэй Синь – докторант 2 курса Бизнес-школы Аль-Фараби, Казахский национальный университет имени Аль-Фараби, Алматы, Казахстан