

ABSTRACT

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Using TF Theory to Examine Teacher Turnover Intention in China

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ABSTRACT

INTRODUCTION/ISSUE : In China, teachers from private higher education institutions (HEIs) account for 20% of all teachers in the whole higher education system in 2021. However, with the number of private HEIs increasing year by year, teachers from these institutions are showing an upward trend to leave the education sector. Teacher turnover has become a major concern.

AIM OF STUDY/OBJECTIVE : This paper aims to examine factors which affect teacher turnover intention using the TF theory.

METHODOLOGY/RESEARCH DESIGN: This study is a pilot study and uses a quantitative research method with a small sample size of 62 lecturers, and conducted in a private university in Sichuan, China.

FINDINGS/DISCUSSION: Results show that 77 % of the respondents are females, and more than half of these teachers are young and below 30 years old. Among the four hygiene factors examined namely leadership support, student discipline, workload, and institution resources; workload has a positive and significant relationship with teacher turnover intention while leadership support has a negative and significant relationship with teacher turnover intention. Among the two motivators namely, work and professional development; professional development is negatively related to teacher turnover intention.

IMPLICATIONS/RECOMMENDATIONS : Findings of this research could help reduce teacher turnover rate in private HEIs in China by improving teacher job satisfaction and improving motivators provided by the HEIs.

SIGNIFICANCE OF STUDY: The study contributes to enhancing student learning outcome, teachers' career development, private higher education institution development, and is in line with SDG4 which focusses on quality education.

Keywords: Teacher turnover intention, private higher education institutions (HEIs), tf theory, job satisfaction, SDG4