

MOTIVATION FACTORS AND PERCEIVED ORGANIZATIONAL SUPPORT THAT INFLUENCING TEACHER'S RETENTION: A CASE STUDY OF TRAINING INSTITUTIONS IN CHINA

Xuan WEI¹ and Sirikawin KRUTKRONGPAN^{2*}

1 Faculty of International Program, Thongsook College, Thailand;
weixuan531@qq.com (Corresponding Author)

2 Faculty of Educational Administration, Thongsook College, Thailand

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ABSTRACT

The purpose of this study is to gain insights into the factors influencing teacher retention in Chinese out-of-school training institutions. The research framework was constructed by reviewing relevant literature and using theories such as motivation theory, perceived organizational support, and so on. A total of 197 samples of teachers in the organizations where the authors had worked were included in the study, and probability random sampling and convenience sampling were used for data collection through an online questionnaire. Data analysis included frequency of use, percentage, mean and standard deviation, and hypothesis testing through multiple regression analysis.

The results of the study showed that most of the respondents were female, aged 31-40 years, married, with a bachelor's degree, working for 1-5 years with experience, and earning an average income of \$5,001-\$10,000 per month. In addition, motivational factors had a positive effect on teachers' retention in the training organization with statistical significance at the 0.05 level and a predictive power of 63%. Perceived organizational support factor has a positive effect on teachers' retention with statistical significance at 0.05 level and predictive power of 72.2%.

Keywords: Motivation Factors, Perceived Organizational Support, Teacher's Retention, Training Institutions

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INTRODUCTION

Since the 1980s, the education and training industry has been developing for more than 40 years. With the gradual improvement of China's education level, the full-scale development of quality education, and the expanding demand for higher education, it has become difficult for public education to meet the individualized and diversified needs of students (Chen, S. Y., 2017). In this situation, the "double reduction" policy was born and quickly implemented, one of the main elements of which is to reduce the number of teachers in out-of-school training institutions and increase the number of full-time or part-time teachers (Yang, Yue, & Ping, 2023). The reality is that many training institutions are faced with the dilemma of staff shortage. Additionally, the "double reduction" policy has also significantly impacted the careers of some front-line teachers. (Li, 2023).

After years of development, out-of-school training institutions are moving towards specialization, branding, and chaining, and competition is becoming increasingly fierce (Wang Qiang, 2022). The ability to have a stable, professional team of teachers has become the basis for out-of-school training institutions to gain a foothold in the education market (Wang, T. J., 2023). However, the uneven distribution of quality resources in China is not only found in public education resources, but also in out-of-school training institutions. The leading national training institutions, such as New Oriental and Xuezhhi, are mainly located in first-tier cities or provincial capitals across the country, and these leaders have a relatively stable supply of high-quality educational talents. (Li, 2015). The more backward county-level cities and towns, on the other hand, do not have well-known brands or reputable education and training institutions. These schools do not have professional education and teaching talents to support their own development and growth, not to mention helping local students with quality out-of-school supplemental education. In their place, there are small, scattered and unprofessional independent training institutions and teachers with low education or even professional mismatch training institutions (Xu, & Wei-Peng, 2023).

The reason the education and training industry is so fragmented and the market is difficult to form a chain of advantages is that many teachers of training institutions, will choose to quit and create independent institutions (Wu, 2021). There are three main reasons why this is the case: first, the organization has operating costs and has to profit from this move. Most teachers who go out and create their own training institutions believe that students are coming to the training based on their reputation, and therefore believe that they should receive a better deal from the institution. However, these teachers often overlook the value of the training provider itself (Hou, & Jianping, 2013). The value that teachers bring to training institutions is partly reflected in the reputation of the training institution in the market, and partly in the value of the teachers' own teaching ability (Fu, 2023). Secondly, the education and training industry has a relatively low entry barrier, and the risks involved are low compared to other industries. After teachers resign, they can enter the training industry relatively easily (Liu, 2021). Third, teachers are the core strength of training institutions, and they have a number of job skills. In particular, teachers who have been working in off-campus training institutions for a long time can basically do all the work in the training institutions independently (Huo, 2022). Therefore, even if a teacher resigns and creates a training institution on his or her own, he or she can take on multiple roles by himself or herself for a short period of time.

There are many factors that make an employee stay with an organization, here are some common factors, company culture and values, development opportunities, fair and equitable compensation system, work environment and work atmosphere (Ke, & Ling, 2022). a reasonable flow of teaching talent can make the distribution of the original training and education resources more balanced, while enabling off-campus training institutions to adopt a more rational management style and form a more optimal staffing structure (Wang, P. J., 2021). Scientific and effective management of out-of-school training institutions not only helps to

strengthen teacher management and improve teachers' teaching skills, but also helps to motivate teachers to achieve self-worth (Xiang Yuan Yuan, 2023). Some out-of-school training institutions in less developed counties are prone to organizational and teacher management problems, such as poor career planning for teachers and low pay, performance and welfare standards. As a result, teachers' dissatisfaction is likely to lead to frequent resignations (Wu Di, 2019).

The training institution I work for is New Oriental Education Company, one of the top three in China, with its own training school in every province except Tibet and Qinghai. The institution has been experiencing teacher resignations since the double reduction, and it is getting worse (Xu Jing, 2023). It is undeniable that the loss of a small number of teachers is not a traumatic event for the operation of training institutions, but rather a positive boost in their growth. The vacant positions allow for a constant flow of fresh blood to the out-of-school training institutions. Quality educators, replacing underperforming teachers, can enhance the innovation and profitability of out-of-school training institutions. However, from the perspective of my training institution, the departure of teachers has seriously affected the normal operation of the institution and brought many negative impacts to their reputation. The author's initial realization that the high rate of teacher turnover in training institutions and the difficulty of operating training institutions due to teacher turnover is not a case in point has drawn the author's keen attention to this issue (Qiu Kaichen, 2019).

On the basis of the above, this study conducted an empirical investigation of teacher retention in training institutions outside the school, and tried to combine it with the ERG and POS on employee retention model to build a teacher turnover prevention and management mechanism suitable for this training institution, hoping to draw lessons from similar training institutions, reduce teacher turnover, and maintain a relatively stable market for off-campus training institutions. We want to provide a professional, quality and healthy environment for our students in external education.

LITERATURE REVIEWS

Concept and theory of motivation factors is a complex process that exerts influence and directs behavior in order to fulfill inherent needs. Maslow (1943) formulated a comprehensive theory, positing the interrelatedness of various dimensions of motivation, based on the premise that human behavior is driven by a limited number of fundamental needs which emerge and operate in a sequential manner (Navy, S. L, 2020). He coined this theory as "need hierarchy". Maslow's hierarchical model encompasses five levels/dimensions of motivation: physiological needs, safety, love and belongingness, esteem, and self-actualization. Once a lower-level need is satisfied or surpassed by a higher-level one, individuals are no longer motivated by fulfilling that particular need (Suyono & Mudjanarko, 2017). Moreover, individuals strive to meet the requirements of the subsequent level. According to Maslow's theoretical proposition, it is imperative for prepotent needs to be fulfilled before the emergence of next-level needs captures an individual's attention for satisfaction (Taormina & Gao, 2013).

Herzberg's theory refers to the two-factor motivation-hygiene theory proposed by Herzberg. This theory encompasses two distinct factors, namely motivation factors and hygiene factors. Motivation factors encompass elements such as achievement, recognition, positive feedback, increased responsibilities, career advancement, promotion opportunities, and intrinsic job satisfaction. On the other hand, hygiene factors include working conditions, salary structure, job security measures, company policies and procedures implementation effectiveness, as well as interpersonal relationships within the workplace setting. The theory posits that organizations should prioritize both motivation and hygiene factors in order to enhance employee motivation levels and overall productivity outcomes. When adequate motivation factors are present in the work environment, employees are more likely to experience higher levels of satisfaction and

motivation which ultimately leads to improved productivity levels. Conversely though if hygiene factors are lacking or insufficiently addressed within an organization's framework it can result in employee dissatisfaction along with subsequent declines in productivity (Herzberg, Mausner & Snyderman, 1959).

Expectancy theory is a theory of work motivation developed by Canadian psychologist Victor Vroom in 1964. The theory suggests that an individual's motivation to work depends on their expectations of work outcomes and the weighting of their expectations of the level of effort required to achieve those outcomes (Ke, 2021).

Existence, Relatedness, and Growth Theory (ERG) is a theory of need and motivation developed by psychologist Clayton Alderfer in 1969. The ERG theory is an improvement and extension of Abraham Maslow's hierarchy of needs, which divides human needs into three main levels: existence, connection, and growth (Liu, 2022).

ERG theory divides human needs into three levels: existence needs, relationship needs and growth needs, which can be interchanged between these three levels. The theory suggests that when one need cannot be met, people will turn to other needs. For example, when a person's growth needs cannot be met, he may turn to relationship needs or existential needs. ERG theory can be applied to study the impact of employee retention by analyzing employees' willingness to stay at the three levels of existential, relationship and growth needs. Employee retention intentions and behavior can be predicted by evaluating the degree to which employees' presence, relationship, and growth needs are satisfied (Lee, L., & Chen, L. F, 2018).

Goal setting theory is a psychological theory of motivation and performance developed by Edwin Locke and Gary Latham in the 1960s. The theory emphasizes that setting clear and challenging goals can motivate employees to perform better (Mann, T., De Ridder, D., & Fujita, K., 2013).

Concept and theory of perceived organizational support

The Perceived Organizational Support (POS) Theory is a psychological and organizational theory that focuses on the extent to which employees perceive their organization's recognition of their contributions and concern for their well-being (Neves, P., & Eisenberger, R., 2014). It posits that employees who perceive higher levels of support from their organization are more likely to experience job satisfaction, organizational commitment, and motivation, thereby exhibiting positive workplace behaviors (Liu, 2022).

The fundamental components and theoretical constructs of the Perceived Organizational Support (POS) Theory encompass:

Perceived Support: The central tenet of POS Theory revolves around the perception of support, encompassing employees' beliefs regarding their organization's appreciation for their contributions, attentiveness to their concerns, and commitment to their well-being (Dajani, D. M. A. Z., 2015).

Reciprocity: According to POS Theory, employees who perceive organizational support are more inclined to reciprocate by demonstrating commitment towards the organization, engaging in positive behaviors beyond their formal job roles (Citations, 20XX).

Organizational Citizenship Behavior (OCB): Employees with a high level of perceived organizational support are more likely to exhibit organizational citizenship behaviors that entail discretionary actions benefiting the organization, such as assisting colleagues, volunteering for additional tasks, and contributing towards fostering a positive workplace culture (Akgunduz, Y., & Sanli, S. C., 2017).

Job Satisfaction: A strong association exists between high levels of perceived organizational support and increased job satisfaction since employees who feel supported tend to experience greater contentment with both their work and the overall organization (Wen, J., Huang, S. S., & Hou, P., 2019).

Employee Loyalty and Retention: When employees perceive that their organization provides adequate support, they are more inclined to remain loyal and committed over time, thereby reducing turnover rates (Iqbal, S., & Hashmi, M. S., 20XX).

Psychological Contract: The perception of organizational support significantly influences the psychological contract between employees and the organization by reinforcing mutual obligations between both parties (Kim, K. Y., Eisenberger, R., & Baik, K., 2016).

Sources of Support: Perceived organizational support can originate from various sources including supervisors, coworkers, as well as the entire organization itself.

POS Theory finds extensive application within fields such as organizational psychology, human resources management aiming at comprehending employee-organization relationships while facilitating improvements in these dynamics. Organizations can enhance perceived organizational (Eisenberger et al., 1986).

The concept of perceived organizational support (POS) has significant theoretical implications. Firstly, it posits that employees who perceive high levels of support from their organization are more likely to reciprocate by increasing their work effort and commitment. This reciprocal relationship can result in elevated levels of job satisfaction, organizational commitment, and performance. Secondly, POS is expected to have a mitigating effect on employee absenteeism. When employees feel supported by their organization, they develop a stronger belief that their efforts will be rewarded, thus motivating them to attend work regularly and reducing absenteeism. Lastly, the impact of POS on employee outcomes is anticipated to be particularly pronounced for individuals with a strong exchange ideology-the belief that work effort should be exchanged for material and symbolic benefits. Such individuals are more likely to value the support and rewards provided by the organization; hence, the influence of POS on their attitudes and behaviors is expected to be amplified. In summary, understanding POS holds great significance in comprehending employee attitudes and behaviors as it influences factors such as effort exertion, commitment level, job satisfaction, and absenteeism rates all varying based on an individual's exchange ideology (Cheng, J. C., & Yi, O., 2018).

Perceived Organizational Support (POS) can exert a substantial influence on employee retention, as employees who perceive their organization's recognition of their contributions and concern for their well-being are more likely to develop an affective attachment to the organization and possess higher expectations regarding effort-outcome relationships. Consequently, this enhanced attachment may lead to increased dedication towards achieving organizational goals, resulting in improved attendance and performance levels that contribute positively to employee retention (Nazir, O., & Islam, J. U., 2017).

The Survey of Perceived Organizational Support (SPOS) can be utilized to assess Perceived Organizational Support (POS). This questionnaire comprises statements that represent various evaluative judgments and discretionary actions the organization may take in different situations to benefit or harm employees. Employees rate their agreement with each item on a 7-point Likert scale. Factor analysis can be applied to analyze the SPOS. Additionally, a five-item exchange-ideology questionnaire using Likert-type scales can measure an employee's belief in work effort depending on treatment by the organization. The exchange-ideology questionnaire can test whether perceived support affects absenteeism based on an employee's strength of exchange ideology (Eisenberger, R., Rhoades Shanock, L., & Wen, X., 2020).

Perceived organizational support (POS) can significantly impact employee retention by fostering emotional attachment to the organization and higher expectations of effort-result relationships when employees perceive that their contributions are valued and well-being is prioritized. This, in turn, promotes greater commitment to organizational goals, improved attendance, and performance (Castillo, C., & Fernández Alarcón, V., 2017). Moreover, our study reveals that superior support perception (PSS) increases POS perception among employees which further reduces turnover rates as they infer the level of organizational support

from their superiors based on position within the organization. Thus, enhancing employees' sense of responsibility and affective commitment to the organization through POS theory achieves its effect on employee retention. When employees perceive high-level support from their superiors, it enhances loyalty and willingness to stay with the organization (Eisenberger et al., 2002).

In summary, the Perceived Organizational Support Theory plays a pivotal role in examining employee retention and performance. Specifically, the theory posits that employees' perception of organizational support influences their affective attachment and effort-outcome expectations, thereby promoting employee retention.

Concept and theory of employee retention

Social Exchange Theory (SET) is a social psychological theory developed by Peter Blau in the 1960s. It describes the process of exchange in interpersonal relationships and explains how individuals make trade-offs between costs and benefits in social interactions (Wan, W. H., & Antonucci, T. C., 2016).

The central idea of social exchange theory is that people exchange with each other in social relationships in order to receive rewards associated with each other's interactions. These rewards can be material, such as money, resources, or services, or non-material, such as emotional support, respect, or social recognition (Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S., 2013).

The following are the key assumptions and concepts of social exchange theory:

Exchange Relationships: social exchange theory recognizes interpersonal relationships as exchange relationships. The interaction between individuals and others is an interdependent exchange process in which each person tries to get more in return than he or she gives (Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S., 2013).

Proportional Fairness: social exchange theory emphasizes the individual's sense of fairness regarding exchange relationships. Individuals compare whether their give-and-take is equal, or whether the exchange relationship is fair in comparison to others. If it does not feel fair, the individual may take action to restore the balance (Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S., 2013).

Costs and benefits: Social exchange theory suggests that individuals consider costs and benefits when engaging in exchange. Costs are the resources, efforts, or sacrifices that individuals make in order to participate in an exchange, while benefits are the rewards that individuals receive from the exchange (Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S., 2013).

Social Capital: An important concept in social exchange theory is social capital. Social capital refers to the trust, reciprocity, and support that an individual accumulates in social relationships, and these resources contribute to good exchange relationships (Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S., 2013).

According to social exchange theory, individuals tend to interact with exchange relationships that offer more reward or fairness. They are likely to maintain closer relationships with those who are able to fulfill their needs and provide support and rewards (Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S., 2013).

Social exchange theory is widely used in the fields of organizational behavior, human resource management, family relationships, and social psychology. It provides a framework for understanding interpersonal relationships and organizational behavior and helps explain how people make decisions and behavioral choices in exchange relationships. Understanding social exchange theory can help organizational managers and individuals to better understand and manage interpersonal relationships and promote the formation and maintenance of positive exchange relationships (Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S., 2013).

Social exchange theory helps to understand the interaction and decision-making in interpersonal relationships, including friendships, family relationships, work relationships, etc. (Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S., 2013).

The theory emphasizes the importance of reciprocity and balance to maintain positive social relationships. In organizational management, social exchange theory can also explain the interaction and commitment between employees and employers, as well as the degree of employee loyalty to the organization. By considering costs and benefits, organizations can better understand the needs and expectations of their employees, leading to a better work environment and support (Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S., 2013).

The significance of Social Exchange Theory (SET) lies in its provision of a comprehensive framework and cognitive approach for comprehending interpersonal relationships and organizational management dynamics (Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S., 2013).

SET finds application across various domains, including organizational behavior, human resource management, marketing, among others (Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S., 2013).

. In terms of revelation and guidance within the realm of interpersonal relationships and organizational management, SET underscores the importance of interdependence and reciprocity in interactions while serving as a reminder to consider others' needs and interests for fostering enduring relationships (Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V., 2017). Within the context of organizational management, SET prompts managers to prioritize employees' emotions and requirements to enhance job satisfaction levels and overall organizational performance. Additionally, SET offers specific models such as Perceived Organizational Support (POS) and Leader-Member Exchange (LMX), which equip individuals with valuable tools for better understanding and practical application of SET theory (Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V., 2017).

Social Exchange Theory (SET) can be measured using a variety of tools and methods. For instance, exchange relationships within organizations can be assessed through scales such as Perceived Organizational Support and Leader-Member Exchange. Furthermore, the application of SET extends to domains like organizational behavior (Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V., 2017), human resource management, and marketing where measuring SET aids in comprehending and applying the theory effectively (Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V., 2017). In terms of human resource management, the Leader-Member Exchange scale can gauge the exchange relationship between leaders and employees. Similarly, customer satisfaction surveys in marketing can measure the exchange relationship between customers and businesses. Henceforth, measuring SET holds significant importance for understanding and applying this theory (Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V., 2017).

The factors influencing employee retention in organizations can be explained by Social Exchange Theory (SET) through the lens of exchange relationships and resource allocation (Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V., 2017). SET posits that employees establish social exchange relationships with their employers based on the reciprocal exchange of resources, characterized by mutual investment and rewards. To assess employee perceptions of the organization and leader-employee exchange relationships, various measurement tools can be employed (Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V., 2017). One commonly utilized tool is the Organizational Commitment Questionnaire (OCQ), which evaluates an employee's commitment to the organization. Another tool is the Leader-Member Exchange (LMX) scale, which measures the quality (Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V., 2017).

In summary, social exchange theory provides a powerful framework for understanding employee retention, emphasizing the interaction and exchange between individuals and organizations. By applying social exchange theory to employee retention research, researchers can better understand the impact of employee retention motivation and organizational support on employee satisfaction and loyalty, which in turn can help develop more effective employee retention strategies.

Research hypothesis

H1: The motivation factors have positive influencing teacher's retention of training institutions in China.

H2: The perceived organizational support has positive influencing teacher's retention of training institutions in China.

Conceptual framework

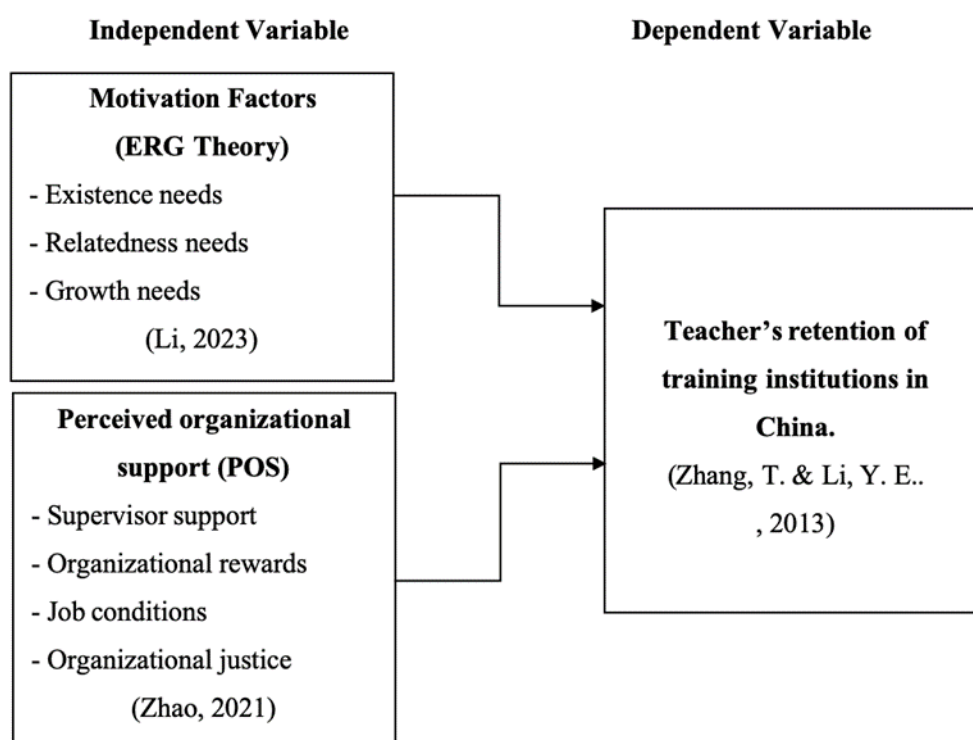


Figure 1 Conceptual framework

RESEARCH METHODOLOGY

The population used in this study consists of 390 teachers in off-campus training institutions of China New Oriental. The population figures were obtained through visits to administrators affiliated with the study.

The sample group used in this research consists of 197 teachers in off-campus training institutions of China New Oriental. Sample size by Yamane (1973) found 197 sample and using probability random sampling with convenience sampling.

Research tools used in this study included a questionnaire for data collection, which consisted of the following questions: The first part covers the relevant personal variables affecting college students' English learning, including gender, age, marital status, educational background and teaching experience. The second part examines the influential factors of incentive elements, encompassing existence needs, relatedness needs, and growth needs. The third section includes influences on perceived organizational support such as supervisor support, organizational rewards, Job conditions, organizational justice. The fourth part involves surveying participants on whether they intend to continue working at off-campus training

institutions. The second and fourth parts are closed questions in which a 5-point Likert scale is used to score. The fifth part includes their recommendations to the company. Together, these parts constitute the core content of the research questionnaire.

The Cronbach's Alpha method is employed for conducting reliability testing and its interpretation is based on the calculated value of Cronbach's Alpha. Typically ranging between 0 and 1, higher values of Alpha indicate enhanced internal consistency of the measurement instrument, while lower values suggest poorer consistency. An Alpha value exceeding 0.7 is generally considered acceptable. Based on the obtained Cronbach's Alpha value, a decision can be made regarding whether certain items should be eliminated, if adjustments to the measurement tool are necessary, or if it should remain unchanged. In case the Alpha value fails to meet the required criteria, modification or redesigning may need to be contemplated.

Data collection: In this study, the researcher used a questionnaires as a tool to collect data equal to the number of samples. The data collection methods were as follows.

- 1) Distribute the questionnaire and send the questionnaire online with explaining how to answer the questionnaire correctly to the teachers as well as explaining the objectives of this study.
- 2) Collect data from all manual questionnaires.
- 3) Bring the questionnaire to check for accuracy and count the number equal to the population. In case the questionnaire is incomplete or incomplete. The students had to distribute the questionnaire again. to obtain complete information
- 4) The data from the questionnaire was analyzed by statistical methods.

The data analysis and hypothesis testing in this study were conducted using computer software. The analysis consisted of two parts: descriptive statistics and inferential statistics. Firstly, descriptive statistics involved examining the preliminary data from the sample group. It presented the data in the form of frequency, percentages, means, and standard deviations to provide an overview of the characteristics of the sample group. Secondary, inferential statistics were used to test the research hypotheses at a significance level of 0.05. The hypothesis testing was performed using multiple regression analysis

RESEARCH RESULTS

The results of the study found that the respondents were predominantly female, 115 (58.4%), aged 31-40 years, 103 (52.3%), married 115 (58.4%), bachelor's degree 87 (44.2%), with 1-5 years of work experience 62 (31.5%) , the average monthly income of 5,000-10,000 yuan 91 (46.2%).

The analysis of the respondents' opinions showed that the overall opinions of the respondents on the motivational factors (ERG) were at a high level ($\bar{X} = 4.02$, $SD = 0.68$), and in the order of highest to lowest mean value: Relatedness needs, Growth needs, and Existence needs. Next, respondents' opinions on perceived organizational support (POS) were at a high level overall ($\bar{X} = 3.86$, $SD = 0.78$), and in descending order of highest to lowest were as follows: Job conditions, Organizational rewards, Supervisor support, and Organizational justice, as well as an overall rating of teacher retention in Chinese training institutions at a high level ($\bar{X} = 3.89$, $SD = 0.84$).

Results of Hypothesis Testing

- 1) motivational factors such as need for relevance and need for growth have a positive effect on teacher retention in Chinese training institutions, with statistical significance at the 0.05 level and a predictive power of 63%. As shown in Table 1.

Table 1 Shows the hypothesis testing of motivation factors have positive influencing teacher's retention of training institutions in China

Motivation Factors (ERG Theory)	b	Std. Error	β	t	p-value	Tolerance	VIF
Constant	.345	.077	.312	4.478	.000*	.389	2.572
- Existence needs	.084	.081	.075	1.031	.304	.357	2.798
- Relatedness needs	.537	.077	.480	6.946	.000*	.395	2.533
- Growth needs	.345	.077	.312	4.478	.000*	.389	2.572
R = 0.797, R ² = 0.635, Adjusted R ² = 0.630, SE _{EST} = 0.501, F = 112.142, p-value = .000*							

* p-value < .05

2) Perceived organizational support including Supervisor support, Organizational rewards, Job conditions and Organizational justice have a positive effect on teacher retention in Chinese training institutions, with statistical significance at the 0.05 level and a predictive power of 72.2%. As shown in Table 2.

Table 2 Shows the hypothesis testing of perceived organizational support has positive influencing teacher's retention of training institutions in China

Perceived organizational support (POS)	b	Std. Error	β	t	p-value	Tolerance	VIF
Constant	.462	.161		2.867	.005*		
- Supervisor support	-.080	.069	-.081	-1.151	.251*	.286	3.492
- Organizational rewards	.317	.078	.317	4.073	.000*	.233	4.287
- Job conditions	.262	.075	.255	3.510	.001*	.268	3.735
- Organizational justice	.387	.074	.408	5.220	.000*	.232	4.310
R = 0.853, R ² = 0.728, Adjusted R ² = 0.722, SE _{EST} = 0.441, F = 128.479, p-value = .000*							

* p-value < .05

DISCUSSION & CONCLUSION

Conclusion

1) Summary of the results of the general data analysis of the respondents. It can be concluded that the majority of the respondents are female, aged 31-40 years old, have married status, have a Bachelor's degree education, have 1-5 years of work experience, and have an average monthly income of 5,001-10,000 yuan

2) Summary of the results of the Motivation factors data analysis. It can be concluded that the majority of respondents had opinions overall and in each aspect at a high level. When considering the average, it was found that most respondents had the highest opinion of Relatedness needs, followed by Growth needs, and least Existence needs. The details for each aspect are as follows.

3) Summary of the results of the analysis of Perceived organizational support data. It can be concluded that the majority of respondents have opinions in general and in each aspect at a high level. When considering the average, it will be found that most respondents had the highest opinion of Job conditions, followed by Organizational Rewards and the least. Organizational justice: Details in each area are as follows.

4) Summary of the results of the data analysis of Teacher's retention of training institutions in China. It can be concluded that the majority of respondents have a high level of opinion. When considering the average, it will be found that Most respondents were of the opinion that The support and professional development opportunities offered by the school make me want to stay the most, followed by The school's leadership and administration are effective in

addressing teachers' concerns, which encourages me to stay, and the least. You believe that the organization's compensation and benefits system is in line with your expectations and makes you want to stay in the job

Discussion

The motivation factors include Relatedness needs and Growth needs have positive influencing teacher's retention of training institutions in China with statistical significance at the .05 level with a predictive power of 63%. Based on the data analysis we conclude that motivational factors have a significant impact on teacher retention. This conclusion is supported by the results of other related studies, Mertler, C. A (2016) in her study found that teacher retention is influenced by a variety of factors, motivational factors being one of them, the most desired motivational factor for teachers is an increase in salary, followed by a better working environment and better leadership management. Relatedness needs and Growth needs stand out as critical motivational factors influencing the retention of teachers in training institutions across China. Relatedness needs, rooted in Self-Determination Theory, underscore the significance of interpersonal connections, social integration, and a sense of belonging in the workplace. Recent scholarly research supports the idea that teachers who perceive a strong sense of relatedness are more likely to be satisfied with their work environment, fostering a positive atmosphere that correlates with long-term retention (Shikalepo, 2020).

The perceived organizational support includes Supervisor support, Organizational rewards, Job conditions, and Organizational justice have positive influencing teacher's retention of training institutions in China with statistical significance at the .05 level, with a predictive power of 72.2%. Perceived Organizational Support (POS) plays a pivotal role in influencing the retention of teachers in training institutions across China. POS refers to employees' perceptions of the extent to which their organization values their contributions and cares about their well-being. The impact of POS on teacher retention is substantial, as it fosters a positive organizational climate and a sense of commitment among educators. Academic evidence supports the notion that when teachers perceive high levels of organizational support, they are more likely to experience job satisfaction and, consequently, exhibit a greater inclination to stay in their current positions (Shields, 2017).

Perceived Organizational Support (POS) comprises several integral components, namely Supervisor Support, Organizational Rewards, Job Conditions, and Organizational Justice, each playing a crucial role in shaping teacher retention in training institutions across China. Firstly, Supervisor Support reflects teachers' perceptions of the understanding, support, and responsiveness of their immediate superiors. Studies consistently show that robust supervisor support is linked to increased job satisfaction and decreased turnover intentions among teachers (Smit, W., Stanz, K., & Bussin, M., 2015). Secondly, Organizational Rewards pertain to teachers' perceptions of the fairness and adequacy of rewards provided by the institution. Research indicates that when teachers believe their efforts are valued and fairly compensated, it positively influences job satisfaction and commitment, contributing to higher retention rates (Alhmoud, A., & Rjoub, H., 2019). Thirdly, Job Conditions involve the perceived quality of the working environment, workload, and overall job conditions. Teachers who perceive favorable job conditions, including manageable workloads and supportive work environments, are more likely to remain in their positions (Alhmoud, A., & Rjoub, H., 2018). Lastly, Organizational Justice refers to the fairness perceived in decision-making processes and interpersonal treatment within the organization. When teachers perceive organizational procedures and interactions to be just and fair, it significantly contributes to job satisfaction and commitment, fostering a positive environment for retention (Imran, R., & Allil, K., 2016). In summary, these components collectively contribute to the influence of Perceived Organizational Support on teacher retention in Chinese training institutions. Academic evidence consistently demonstrates the importance of these components in affecting job

satisfaction, commitment, and the likelihood of educators remaining in their roles for an extended period. Addressing Supervisor Support, Organizational Rewards, Job Conditions, and Organizational Justice comprehensively is essential for creating a supportive organizational environment conducive to teacher retention.

Implications of the study

First, provide competitive salaries and benefits packages that meet the financial needs of teachers and increase their job satisfaction. This needs to be designed and implemented by the school management or educational institutions.

Second, provide good career development opportunities and training programs to help teachers upgrade their professional skills and advance in the field of education. School management can work with the education sector to develop training programs and encourage teachers to participate actively.

In addition, a supportive work environment, including a positive team atmosphere, flexible working arrangements and effective communication channels, should be established. This requires a concerted effort by school management and educational leaders to create a culture that encourages collaboration and sharing of experiences.

To ensure the effectiveness of these measures, an integrated research approach can be used, combining quantitative and qualitative research. Quantitative surveys are used to understand overall teacher satisfaction and retention, while qualitative research, such as in-depth interviews or focus group discussions, provides insights into teachers' feelings and expectations about motivators. Such a research approach can provide comprehensive data that can help formulate more effective policies and strategies to promote teacher retention.

Future Research

Future research on teacher retention in Chinese training organizations could explore a number of directions to gain insight into the problem and make recommendations for improvement. Explore the impact of culture and team climate in training organizations on teacher satisfaction and retention. To understand whether a supportive, collaborative and positive work environment exists and how this affects teachers' work experience.

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