

THE RELATIONSHIP BETWEEN THE RESOURCE-BASED VIEW AND TEACHER RETENTION AT HANDAN YUHUA MIDDLE SCHOOL

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ABSTRACT

This study investigates the relationship between the resource-based view of the firm and teacher retention at Handan Yuhua Middle School in China. The resource-based concept emphasizes the importance of internal resources that are valuable, unique, inimitable, and non-substitutable in maintaining a competitive edge. Using this theory in an educational setting, the study investigates how internal factors such as recruitment channels, remuneration and benefits, school reputation, and working conditions affect teacher retention. The study used a quantitative research approach, with a structured questionnaire distributed to 239 participants recruited from three campuses using stratified random sampling. The research instrument was divided into four sections, each assessing general respondent data, perceptions of resource-based view variables, and factors influencing teacher retention, such as opportunities for development, career advancement, support for further education, compensation, additional benefits, working conditions, workplace relationships, and policy transparency. Descriptive statistics and inferential approaches were used to investigate the associations between the independent and dependent variables. The findings show that resource-based factors such as a good school reputation, effective compensation systems, and positive working environments have a major impact on teachers' decisions to stay in their positions. The study highlights that schools that want to boost retention should invest in developing internal resources that match RBV requirements, resulting in an appealing and supportive environment. The findings provide practical insights for educational administrators seeking long-term staff stability and demonstrate RBV's potential as a strategic lens for human resource planning in education. The paper concludes with robust comprehensive suggestions for future qualitative research.

Keywords: Resource-Based View, Teacher Retention, Educational Administration, Internal School Resources

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INTRODUCTION

The correlation between teacher retention and internal school resources is increasingly important for education systems seeking long-term viability. Teacher turnover affects instructional consistency while putting a financial and emotional burden on institutions. Addressing this issue involves not only surface-level changes, but also strategic insights based on organizational theory.

The Resource-Based View (RBV), first proposed by Barney (1991), is a useful lens for understanding how school-level resources contribute to staff stability. Rather than relying primarily on external factors, RBV highlights the importance of distinctive and inimitable internal capabilities such as professional development programs, workplace environments, and recruitment methods in driving retention. These notions are especially applicable at Handan Yuhua Middle School, where teachers are seen as critical organizational resources with a direct impact on educational quality (Wang & Zhang, 2020).

Schools with successful remuneration, career advancement, and staff relationships are more likely to foster a strong internal culture. Research shows that when institutions engage in training and establish effective leadership structures, teacher retention improves (Johnson et al., 2012). Ingram and Sims (2017) believe that institutional culture serves as a strategic resource that strengthens teacher commitment. These findings apply to Handan Yuhua Middle School, where internal skills like mentorship and recognition systems can improve long-term engagement.

Teece (2007) broadens the RBV by introducing the idea of dynamic capabilities, which emphasizes an organization's ability to reconfigure resources in response to changing circumstances. For educational institutions, this includes tailoring professional development to the requirements of teachers and updating support systems to meet changing expectations. Schools that are both resource-rich and responsive are better able to retain staff under difficult circumstances (Zhao & Li, 2019).

The purpose of this research is to look at the relationship between the resource-based view of the firm and teacher retention at Handan Yuhua Middle School. By analyzing how internal resources influence retention, the study helps school leaders make strategic decisions that support stability and teaching excellence.

LITERATURE REVIEWS

Relationship between the Resource-Based View and Teacher Retention

The resource-based view, developed by Barney (1991), highlights that an organization's internal resources, when valued, scarce, unique, and non-substitutable, may be utilized to produce sustained performance and long-term strategic advantage. Teachers are recognized as vital internal resources in educational institutions like Handan Yuhua Middle School, and their retention is critical to maintaining consistent instructional quality. Scholars such as Wernerfelt (1984) and Peteraf (1993) argue that the ability to retain teaching faculty is dependent on how successfully institutions manage recruitment, salary, working conditions, and other support mechanisms that encourage loyalty and prevent turnover. If these internal resources are adequately developed, they can generate institutional value that others will find difficult to imitate. Breugh (2008) asserts that customised recruitment strategies aligned with institutional requirements can enhance candidate quality and decrease turnover rates. Resources such as strong corporate culture, internal promotion mechanisms, and teacher development programs are strategic assets that improve retention rates.

Barney and Hesterly (2015) emphasize that long-term investments in resources such as teacher training and recognition systems help to maintain workforce stability. According to Newbert (2007), institutions must continually analyze and change their internal procedures to maintain a competitive advantage in staff retention. In the case of Handan Yuhua Middle School, the

resource-based view provides a realistic framework for examining how the strategic utilization of human capital might lead to greater educational consistency and performance. When teachers see possibilities for promotion, feel supported by leadership, and are fairly compensated, they are more likely to stay with the school community and contribute to its long-term success. This corresponds with the findings of Chen and Li (2022), which indicated that the strategic utilisation of internal school resources significantly impacted retention outcomes in Chinese middle schools.

H1: The resource based view has a positive relationship with teacher retention.

Relationship between Teacher Retention and Professional Development, Career Advancement, and Support Systems

Multiple internal organizational elements that support the resource-based paradigm have a significant impact on teacher retention. Guiake and Tian (2021) underline the importance of professional development opportunities, stating that instructors are more likely to stay when they have access to continuing training, mentorship, and skill enhancement programs. Kolb (1984) and Senge (1990) found that active learning settings and learning organizations increase loyalty by encouraging growth mindsets and personal development. According to Welch and Byrne (2001) and Branson (2008), planned career routes guarantee that teachers envision a future within the institution, motivating them to choose long-term roles rather than exploring possibilities elsewhere.

Support systems such as educational help, recognition campaigns, and wellness programs have also been shown to improve retention outcomes. According to Lyn Yates (2002) and Peter Jarvis (2007), individualized support and equitable access to learning opportunities boost job satisfaction while also contributing to better institutional loyalty. When schools foster settings that acknowledge professional accomplishments and encourage teacher well-being, they cultivate scarce and valuable resources that competitors find difficult to replicate. Integrating these aspects into strategic management procedures at Handan Yuhua Middle School improves the ability to retain talented teachers and fosters a culture of continuing educational excellence.

H2: Opportunities for development, career advancement, and support systems influence teacher retention.

Relationship between Compensation, Additional Benefits, and Teacher Retention

Compensation is one of the most important elements influencing teacher retention in educational institutions. According to Guiake and Tian (2021), teachers who are paid fairly and competitively are more likely to remain dedicated to their institutions. Branson (2014) and Mintzberg (1983) argue that linking compensation with employee performance and development promotes a culture of recognition and progress. Transparent and equitable compensation practices, as observed by McGregor (2007) and Ulrich and Brockbank (2005), help to increase work satisfaction by demonstrating that teachers' contributions are valued. Ulrich and Brockbank (2005) assert that aligning compensation with institutional strategy strengthens teacher commitment and improves school performance. Wrzesniewski and Tosti-Kharas (2013) back up this claim, arguing that remuneration linked to professional advancement enhances engagement and motivation, both of which are critical for retention.

In addition to compensation, non-monetary advantages have a substantial impact on retention. Smith and Johnson (2022) and Lee et al. (2021) found that benefits including flexible work arrangements, wellness programs, childcare support, and professional development financing improve overall job satisfaction. These services increase teachers' quality of life while instilling a sense of institutional care and dedication. Brown (2022) adds that recognition and incentive systems can increase morale and promote teachers' willingness to remain at the school. Handan Yuhua Middle School can use a well-rounded wage and benefits package to attract and retain high-quality teachers. While Branson (2014) contends that cultivating a culture based on shared purpose and values can elicit heightened commitment among educators.

H3: Compensation and additional benefits have a positive influence on teacher retention.

Relationship between Working Conditions, Workplace Relationships, and Teacher Retention

Working conditions have a direct impact on teachers' job satisfaction and desire to stay with their institution. According to Guiake and Tian (2021), safe, well-resourced, and supportive workplaces greatly increase retention rates. Davis and Blake (2018) underline the importance of clean facilities, ergonomic settings, and a safe working environment in reducing stress and increasing focus. Furthermore, maintaining sustainable workloads and providing continual professional development opportunities are essential components of fostering a happy work environment (Smith, 2020). A stable and secure employment environment enables teachers to engage more in their professional development and develops greater loyalty to the organization (Johnson 2019). Institutions that proactively maintain high-quality working conditions have reduced turnover and a more dedicated teaching staff.

Along with the physical environment, workplace connections play an important role in teacher retention. Positive interactions among coworkers, administrators, and students foster a sense of belonging and community at the institution. Kram and Isabella (1985) and Liden and Maslyn (1998) found that collegial support and mentorship lead to better levels of engagement and pleasure. Open communication, trust, and teamwork create an environment in which teachers feel valued and respected. Guiake and Tian (2021) emphasize that schools that prioritize relationship-building initiatives boost worker morale and foster a culture of mutual support. For Handan Yuhua Middle School, strengthening both the working environment and interpersonal dynamics will be critical methods for promoting long-term teacher retention.

H4: Working conditions and workplace relationships positively influence teacher retention.

Figure 1.

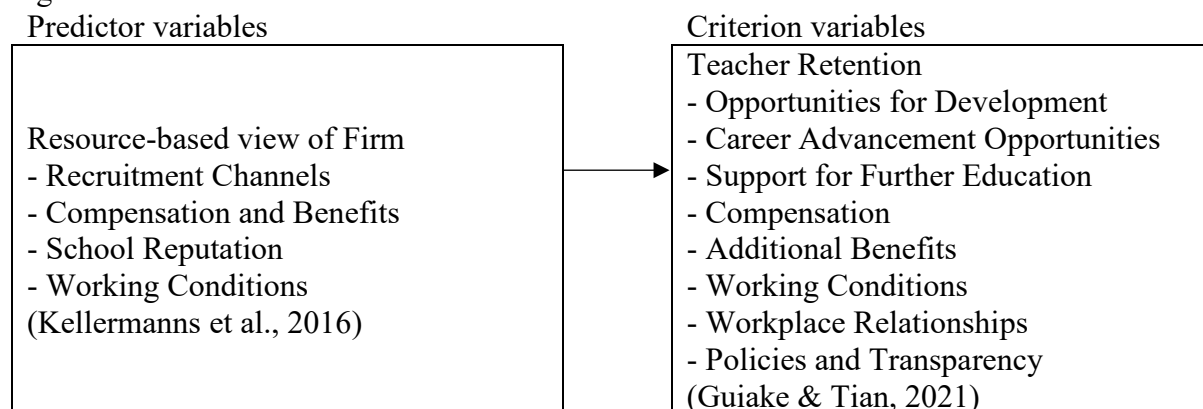


Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

This study used a quantitative survey research design to look at the relationship between the Resource-Based View (RBV) and teacher retention at Handan Yuhua Middle School. The overall population consisted of 590 people, including current teaching staff from STEM, Humanities, and English, administrative professionals in charge of recruitment, and former instructors who had resigned within the previous five years. Using Yamane's method (1967) at a 95% confidence level and a 5% margin of error, the optimum sample size was determined to be 239 people. A stratified random sample procedure was employed to assure representation throughout the school's three campuses, with 54 participants from Campus A, 113 from Campus B, and 72 from Campus C.

To achieve the study's aims, a structured questionnaire was constructed using relevant literature and theoretical frameworks. The questionnaire has three primary sections. Part 1 gathered demographic and professional information such as gender, age, education level, pay, and work

experience. Part 2 assessed Resource-Based View variables, which included 16 items divided into four dimensions: recruiting channels, remuneration and benefits, school reputation, and working conditions. Part 3 centered on teacher retention, with 32 items organized into eight dimensions: professional development, career prospects, assistance for further education, salary, supplementary benefits, working conditions, workplace relationships, and institutional regulations. All items were scored on a five-point Likert scale from 1 (lowest level) to 5 (highest level), with interpretation intervals specified by a class interval of 0.8. Pilot testing with three instructors and one administrator was used to ensure validity and dependability. Cronbach's alpha values for different components ranged from 0.829 to 0.945, and the total dependability score was 0.981.

Data was collected using Google Forms, which contained both Likert-scale and open-ended questions. The characteristics of the respondents were summarized using descriptive statistics such as frequency, percentage, mean, and standard deviation. To test the main hypothesis, multiple regression analysis with the Enter method was used to determine the impact of RBV dimensions on teacher retention. In addition to the survey, document analysis was conducted to analyze policies such as the Rural Teacher Living Subsidy Policy and internal school hiring and turnover records from 2020 to 2024. This offered contextual information and aided in triangulation. These data sources were used to assess the alignment of recruitment techniques, resource-based tactics, and teacher retention outcomes at Handan Yuhua Middle School.

RESEARCH RESULTS

Perceptions of Resource-Based View Factors in Teacher Recruitment

The findings revealed that respondents at Handan Yuhua Middle School assessed the internal resource aspects associated with the Resource-Based View (RBV) to be applied at a moderate level. Table 4.6 shows that the total mean score across the four RBV dimensions was 3.39, indicating that the sample group had a moderate perception. Among them, school reputation obtained the highest mean score of 3.47, placing it in the "high" category. This was followed by working conditions (mean = 3.38), recruitment channels (mean = 3.37), and compensation and benefits (mean = 3.36), all of which were moderately agreed upon.

The findings indicate that, while respondents acknowledged the existence of strategic recruitment-related resources, they were not regarded to be particularly powerful or competitive across all dimensions. The relatively high ranking of school reputation reflects a positive public view, which could help recruitment efforts.

However, the middling ratings for other dimensions indicate areas that require targeted improvement, particularly compensation packages and recruitment channel accessibility. The proximity of averages reflects a generally balanced but unexceptional use of RBV principles throughout the institution. Overall, the data shows that, while the school has solid internal resources, their optimization remains an area for improvement in long-term teacher recruitment tactics.

Table 1 Show mean, standard deviation Opinions about Resource-based view

Opinions about Resource-based view	\bar{X}	S.D.	mean
1) Recruitment Channels	3.37	0.98	Moderate
2) Compensation and Benefits	3.36	0.93	Moderate
3) School Reputation	3.47	0.94	High
4) Working Conditions	3.38	0.97	Moderate
Total	3.39	0.95	Moderate

Note: Each item was scored on a five-point Likert scale, with one being the lowest level of execution and five representing the most. Mean scores were classified using a class interval approach to assess if replies showed the lowest, low, moderate, high, or maximum degree of agreement.

Perceptions of Teacher Retention Factors

The results reveal that respondents evaluated teacher retention elements at Handan Yuhua Middle School to be applied at a moderate to high level. As indicated in Table 4.7, the overall mean score across all eight dimensions was 3.45, indicating a high level of opinion given the study's interpretation range. Support for further education scored the highest mean of 3.55 out of the eight subcategories, indicating that respondents believe the school fosters academic growth and training. This was followed by opportunities for development (mean = 3.51), career progression opportunities (mean = 3.47), and compensation (mean = 3.46), all of which contributed to a moderate to high level of satisfaction with professional development.

The remaining characteristics, such as workplace connections (mean = 3.41), working conditions (mean = 3.43), additional perks (mean = 3.42), and policies and transparency (mean = 3.41), also came into the high level range, albeit the lowest of the eight. This reflects the teaching staff's balanced but cautious attitude. While most retention-related aspects are evaluated positively, there is always opportunity for targeted improvement. These findings highlight the critical relevance of constantly supporting teachers' long-term development and ensuring that institutional policies fulfill both tangible and intangible requirements.

Table 2 Show mean, standard deviation Opinions about Resource-based view Recruitment Channels

Recruitment Channels	\bar{X}	S.D.	mean
1) The recruitment channels are easily accessible but often result in many unqualified applicants.	3.34	1.13	Moderate
2) The recruitment channels attract candidates who are well-prepared and interested in teaching roles.	3.30	1.15	Moderate
3) Recruitment through reputable institutions enhances the school's image and attracts high-quality applicants.	3.38	1.20	Moderate
4) Recruitment strategies promote diversity by engaging underrepresented communities.	3.43	1.18	High
Total	3.37	0.98	Moderate

Note: Each of the 32 items in the eight categories was assessed on a five-point Likert scale, with interpretation intervals indicating whether the scores reflected moderate or high levels of perceived school support.

DISCUSSION & CONCLUSION

This study sought to evaluate the relationship between the Resource-Based View (RBV) and teacher retention at Handan Yuhua Middle School. The data confirm the idea that internal resources such as school reputation, salary, working conditions, and strategic recruitment influence instructors' decisions to stay at the institution. Among the four RBV categories, school reputation received the highest rating, indicating that instructors regard a positive institutional image and supportive culture as critical resources. This lends credence to the notion that intangible assets, when linked with teachers' personal and professional values, can help to increase long-term retention.

On retention-related aspects, the study found that features such as additional perks, workplace relationships, and professional development chances received reasonably good marks. These findings demonstrate that tangible resources such as paid time off and fair salary, and intangible resources such as recognition and interpersonal support, play an equal role in fostering workforce stability. The overall findings are consistent with the research of Chen and Li (2022), who stressed the relevance of internal resources in retaining excellent instructors. Furthermore, the findings agree with Ofori and Appiah-Nimo (2022), who found that resource-based strategies influence institutional performance and staff commitment.

The positive relationship found between RBV and teacher retention suggests that Handan Yuhua Middle School's ability to retain a strong teaching workforce is dependent not only on providing basic compensation, but also on creating a culture that promotes continuous development and emotional well-being. This interpretation is supported by the fact that school policies and transparency, career development, and recognition are all viewed as important contributors to teacher loyalty. These elements indicate a holistic approach to human resource management that recognizes teachers as strategic assets. This supports Bovens' (2007) claim that transparent institutional processes are crucial for establishing trust and fostering long-term stakeholder commitment.

This study has significant implications for school administrators and policymakers. Administratively, it implies that enhancing internal organizational resources, particularly those that are aligned with teachers' needs and values, might boost retention while lowering recruitment costs. Practically speaking, it means that institutions should invest as much on professional development, recognition mechanisms, and school culture as they do in salaries and infrastructure. On the theoretical front, the findings confirm that the RBV may be successfully utilized in educational contexts, and that its principles can be extended to human resource practices in schools.

However, constraints must be addressed. The study focused primarily on one institution and employed only quantitative methodologies, limiting the depth and generalizability of the findings. To better understand instructors' opinions, future research could include qualitative methods such as interviews or focus groups. Furthermore, investigating new variables such as emotional intelligence, leadership style, and digital resource availability may improve the RBV model when applied to schooling. Comparative research of other locations or school types could also help corroborate findings in larger contexts.

In conclusion, this study indicates that the internal resources identified using the Resource-Based View have a direct impact on teacher retention at Handan Yuhua Middle School. Schools that deliberately manage and develop these resources can produce more stable, satisfied, and devoted teachers, assuring long-term educational achievement and institutional resilience.

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