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A Study on The Main Influencing Factors of Turnover Intention of College Teachers in Zhanjiang City, China

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Abstract

Purpose: This study examines the influencing factors of teacher turnover rate in Zhanjiang universities, China. Teacher affective commitment, burnout, continuance commitment, job dissatisfaction, and normative commitment are the independent variables, and turnover intention is the dependent variable. **Research design, data, and methodology:** Validity was measured using the project-objective agreement index (IOC), and Cronbach's Alpha was used as a pilot test (n=30). The significant relationship between the variables was verified through 178 questionnaires and data statistics of Zhanjiang University teachers. This was followed by a 12-week Intervention Design Implementation (IDI) program for 30 college and university teachers. Then, the quantitative results were compared by a paired sample T-test after and before IDI. **Results:** According to multiple linear regression results, teacher's affective commitment, burnout, continuance commitment, job dissatisfaction, and normative commitment have a significant impact on teachers' turnover intention. Finally, the comparison results of the paired sample T-test show significant differences in the turnover intention of college teachers in the post-IDI and pre-IDI stages. **Conclusions:** According to the research results, teachers' emotional commitment, job burnout, continuous commitment, job satisfaction, and normative commitment are important factors that affect teachers' turnover intention.

Keywords : Affective Commitment, Burnout, Continuance Commitment, Job Dissatisfaction, Turnover Intention

JEL Classification Code: I23, J28, L2

1. Introduction

The quality of education in colleges and universities is related to the development of society, the country's future, and students' personal growth. It is one of the core issues of the existence and development of colleges and universities. In a high-quality education system, having a high-level and stable teaching staff is the key (Chankseliani et al., 2021). The instability and frequent turnover of teachers in colleges and universities have led to the constant upheaval of the teaching staff. Teachers are an important resource for colleges and universities, and their frequent turnover means that colleges and universities face challenges in cultivating stable and in-depth discipline teams. This affects the academic accumulation and innovation ability of colleges

and universities, brings uncertainty to students, and reduces the quality and stability of teaching (Gibbons et al., 2021).

The increase in colleges and universities in our country and the continuous advancement of social change led to fierce competition for talent. When choosing positions, college teachers pay more attention to the working environment, salary, and career development opportunities. In addition, social changes and scientific and technological progress have brought new career opportunities and development prospects (Parvazian et al., 2017). College teachers pay more attention to positions related to their professional fields while constantly pursuing personal development. This has made some faculty members more willing to seek opportunities that better match their personal interests and professional development needs, thus choosing

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to leave their current university positions (Kálmán et al., 2020). As a local university in Zhanjiang, the talent challenge and market competition are becoming increasingly fierce. There are four undergraduate colleges and universities in Zhanjiang, including Guangdong Ocean University, Guangdong Medical University, Lingnan Normal College, and Zhanjiang Institute of Science and Technology. It is the prefecture-level city with the largest number of undergraduate colleges and universities east and northwest of Guangdong, with 108,100 full-time students. There are two vocational colleges, Guangdong Vocational College of Arts and Sciences and Zhanjiang Preschool Teachers College, with 24,600 full-time students. How to retain excellent teachers and promote talent stability, academic prosperity, and quality improvement in Zhanjiang colleges and universities is an urgent issue for Zhanjiang University administrators to consider.

In recent years, universities in Zhanjiang have taken active measures to attract and retain excellent teacher resources. These measures cover many teachers' concerns, including housing, health care, children's education, and spouse employment. Take Zhanjiang Institute of Science and Technology as an example; the school provides teachers with housing subsidies and free apartments with four rooms and two halls or three rooms with one hall. In addition, the school also pays five insurance and one fund for the staff and provides places for the children of the staff to study in the talent training school. Still, many teachers choose to leave each year, resulting in schools having to invest a lot of workforce and resources to recruit new teachers. Therefore, to solve this problem, the main reasons for teachers to leave must be found. Through investigation and interviews, the researchers found that college teachers' affective commitment, burnout, continuance commitment, job dissatisfaction, and normative commitment are important factors influencing them to stay or go.

2. Literature Review

2.1 Affective Commitment

Affective Commitment" is a term in organizational behavior that refers to how emotionally invested and attached an employee is to an organization. The concept was first proposed by Meyer and Allen (1991). Affective Commitment is one of the three components of organizational Commitment, the other being Continuance Commitment and Normative Commitment. The concept of Affective Commitment is significant for understanding employee loyalty and Commitment to an organization as it relates to an individual's emotional experience and deep connection to the organization. Based on their feelings and

affection for the organization, employees are willing to continue to stay in the organization and make positive contributions to it. This Commitment is closely related to the emotional experience of employees. It, therefore, has important implications for understanding how loyal and invested employees are in the organization. As a result, the following hypothesis is posited:

H1: Affective commitment has a significant impact on teacher' intent to leave.

2.2 Burnout

Burnout as an occupational phenomenon has a definition that dates to the 1970s. Early researchers often described it as physical and mental exhaustion caused by overwork, stress, and fatigue. Maslach and Jackson (1981) describe Burnout as "a state of physical and mental exhaustion in an occupation caused by over-commitment to work." They identified Burnout as having three dimensions: emotional exhaustion, depersonalization, and reduced personal fulfillment. Schaufeli and Enzmann (2020) propose that Burnout is a "state of physical and mental exhaustion resulting from a chronic inability to cope with the stresses and demands of the workplace." The core characteristics of Burnout are a loss of enthusiasm and reduced commitment to work. As a result, the following hypothesis is posited:

H2: Burnout has a significant impact on teacher' intent to leave.

2.3 Continuance Commitment

In organizational behavior and psychology, Continuance Commitment is a significant concept that explains why individuals continue to engage in certain behaviors or remain within a particular organization. Scholars have begun to define this concept from multiple perspectives in recent years. This commitment stems from the costs of leaving the organization, including the expected loss of personal investment and limited employment options (Allen & Meyer, 1990; Meyer & Allen, 1984). Continuance commitment refers to a psychological state exhibited by employees in their relationship with the organization, indicating their acknowledgment of the costs of leaving the organization. As defined by Meyer and Allen (1991), continuity commitment pertains to employees' tendency to remain with an organization due to the perceived costs associated with leaving, such as the loss of seniority, benefits, or investments made within the company. This commitment stems from Becker (1960) side-bet theory, which suggests that employees stay to retain accumulated additional side bets, such as benefits and pensions. Meyer and Herscovitch (2001) argue that organizational rewards and investments contribute to continuance commitment.

In contrast to affective commitment, which involves identification with a group, continuance commitment is characterized by a personal attachment to the organization if maintaining membership ensures continued rewards and prevents the loss of valuable investments. This attachment is particularly strong when pursuing alternatives deemed too costly due to limited job opportunities or high costs. Compliance and external motivation play significant roles in continuance commitment, as employees exhibit this commitment to gain organizational rewards and avoid punishment (Becker et al., 1996; Meyer et al., 2004). As a result, the following hypothesis is posited:

H3: Continuance commitment has a significant impact on teacher' intent to leave.

2.4 Job Dissatisfaction

Job Dissatisfaction describes an individual's emotional state of dissatisfaction, disappointment, and lack of satisfaction at work. This concept can be traced back to the research of industrial psychology at the beginning of the 20th century. However, job dissatisfaction was widely a concern in the middle of the 20th century, with the rise of organizational behavior and industrial/organizational psychology. Job dissatisfaction refers to dissatisfaction, unhappiness, or unpleasant emotions that a person experiences in the workplace or its environment. It is a characteristic of a negative emotional state (Henne & Locke, 1985). Job dissatisfaction, by definition, is inherently unpleasant and often triggers individuals to instinctively seek ways to alleviate their dissatisfaction (Afshar & Doosti, 2016; Okeke & Dlamini, 2013). According to Okeke and Mtyuda (2017), significant reasons for teacher dissatisfaction include insufficient resources, classroom overcrowding, and student discipline issues.

Moreover, dissatisfaction arises from managerial problems and a need for recognition from principals and parents for teachers' efforts. Furthermore, research indicates that job dissatisfaction contributes to disengagement among teachers, resulting in reduced dedication to professional duties and fostering a negative work environment. As a result, the following hypothesis is posited:

H4: Job dissatisfaction has a significant impact on teacher' intent to leave.

2.5 Normative Commitment

Normative Commitment is a concept derived from organizational psychology, which was developed by studying the relationship between employees and organizations. This concept means that employees decide to

stay in the organization because they feel a sense of obligation and responsibility to the organization. This kind of Commitment mainly comes from the social responsibility formed under the long-term social influence of employees. Normative Commitment was first proposed by Canadian scholars Meyer and Allen (1991), who made a comprehensive analysis and review of research on organizational Commitment and then proposed a three-factor model of organizational Commitment based on their empirical research. In this model, normative Commitment reflects the employee's obligation to remain in the organization. In addition, their follow-up study (Meyer et al., 2002) refined normative Commitment through meta-analysis, revealing its association with other dimensions of Commitment. By examining construct validity, Allen and Meyer (1996) clarified the concepts of affective, continuance, and normative Commitment and provided clear definitions. Finally, Meyer and Herscovitch (2001) provide a general model of organizational Commitment, including normative Commitment, highlighting the perception that employees choose to stay in an organization based on moral obligation. As a result, the following hypothesis is posited:

H5: Normative commitment has a significant impact on teacher' intent to leave.

2.6 Intent to Leave

The intention of teachers to leave is a withdrawal behavior, which refers to a series of attitudes and behaviors displayed by employees when they retain their positions but choose to be less engaged (Kaplan et al., 2009). This cognitive process reflects teachers' dissatisfaction with their jobs and lack of loyalty or trust in the organization. Teacher turnover intention directly impacts teacher performance, student learning outcomes, and organizational stability (Qadach et al., 2020). "Intention to quit" occurs when employees remain in their jobs despite being unhappy and facing the risk of leaving. Teachers considering leaving may need more motivation in their work than before. Those who consider leaving are usually excellent individuals who have more opportunities to choose other jobs, which may harm the organization's interests and affect their colleagues' work motivation (Josephson et al., 2008; Parry, 2008). Studies have shown that employee turnover intention stems from a variety of factors, including limited career development opportunities, limited career development autonomy, insufficient salary, and job dissatisfaction (Fochsen et al., 2005; Morrell, 2004; Zembylas & Papanastasiou, 2004).

3. Research Methods and Materials

3.1 Research Framework

The researchers employed three theoretical models by Sass et al. (2011), Timothy et al. (2019), and Clugston (2000). All three of these theoretical frameworks supported and further developed the conceptual framework depicted in Figure 1.

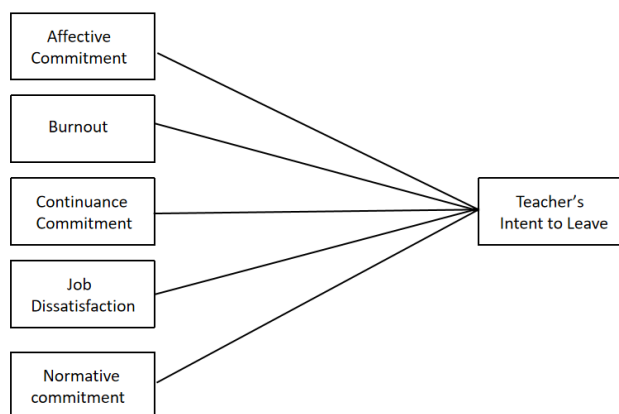


Figure 1: Conceptual Framework

H1: Affective commitment has a significant impact on teacher' intent to leave.

H2: Burnout has a significant impact on teacher' intent to leave.

H3: Continuance commitment has a significant impact on teacher' intent to leave.

H4: Job dissatisfaction has a significant impact on teacher' intent to leave.

H5: Normative commitment has a significant impact on teacher' intent to leave.

3.2 Research Methodology

The study consists of four main phases:

The first stage was the comprehensive investigation phase. During this stage, the researchers conducted a thorough investigation of the research subjects (n=180) to ensure the accuracy and completeness of the data. Initially, the researchers gathered rich and comprehensive data using questionnaire surveys, interviews, and observations. Subsequently, all hypotheses underwent rigorous multiple linear regression tests to determine their significance when $p < 0.05$. At this stage, hypotheses that received support were retained, while those that did not meet the criteria were discarded.

The second stage is the pre-IDI investigation phase. The

researchers conducted pre-IDI surveys on the remaining 180 students to further clarify the direction and objectives of the study. They organized and categorized the collected data, utilized statistical methods for data analysis, and provided the basis for subsequent intervention strategies. Necessary information was also provided for the design and implementation of subsequent interventions.

The third stage is the intervention plan implementation phase. The researchers implemented intervention measures on 30 voluntary college teachers. Based on the data analysis results from the previous stage, targeted intervention strategies were developed and put into practice. During this stage, the researchers continuously observed and recorded the implementation of intervention measures and the research subjects' responses to ensure the interventions' effectiveness and safety.

In the final stage, a post-IDI survey was conducted on these 30 participants after completing the IDI to collect necessary data for subsequent paired sample t-tests. By comparing the results before and after the IDI, the effectiveness of the intervention measures was evaluated. This series of processes enabled a thorough examination of whether the research objectives and hypotheses were validated.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

The researchers selected 180 teachers from universities in Zhanjiang City, Guangdong Province, China, as participants. Among them were 79 teachers from Zhanjiang University of Science and Technology, 43 from Lingnan Normal College, and 58 from Zhanjiang Preschool Education College. Questionnaires were distributed to these teachers via Wenjuanxing, and 178 valid questionnaires were collected, yielding a response rate of 98.89%.

3.3.2 Sample size

In the study design, factors such as effect size, level of significance, and statistical power were considered to determine the appropriate sample size to support hypothesis testing in the study. The researchers first conducted a pilot survey, randomly selecting 30 teachers from three universities in Zhanjiang City for reliability testing. Then, 180 teachers were selected for research, and 178 valid questionnaires were obtained. Then, multiple linear regression analysis is used to determine the relationship between the independent and dependent variables. Finally, the researchers selected 30 teachers who volunteered to participate in the IDI intervention phase of the experiment.

3.3.3 Sampling Procedures

The study randomly selected 180 teachers from three universities in Zhanjiang City. The questionnaire was made using the "Questionnaire Star" app, and a QR code poster was generated, which was sent to teachers via WeChat and invited to fill in. A total of 178 valid questionnaires were collected, covering both public and private university teachers to ensure the representativeness of the results, which will be used to formulate subsequent research plans. In the IDI stage, 30 voluntary teachers were randomly chosen from the three schools as participants, representing different age groups. Following the IDI phase, these 30 teachers were surveyed again using questionnaires.

3.4 Research Instruments

3.4.1 Design of Questionnaire

The researchers designed the questionnaire in three steps.

Step 1: Identification of questionnaire sources for four published articles (Allen & Meyer, 1990; Ford et al., 2020; Zhou & George, 2001).

Step 2: Adjust and present the background survey questionnaire for college teachers in Zhanjiang, China.

Step 3: Implementing IOC.

3.4.2 Components of Questionnaire

The questionnaire consists of the following two parts:

Part 1: Basic information issues. Some questions need to obtain basic information on the study population, including gender, age, job title, etc.

Part 2: Pre-survey questions. To understand the current class of 180 students from Zhanjiang University of Science and Technology, Lingnan Normal College, and Zhanjiang Preschool Education College conducted a pre-questionnaire on the level of independent variable (IV) and dependent variable (DV) of teachers.

3.4.3 IOC Results

The researchers invited all Chinese professors, professors, and five independent experts, academics, or doctors to implement the International Olympic Committee (project-Goal et al.). In this IOC process, independent experts, academics, or doctors mark +1 as consistent, 0 as suspicious, and -1 as inconsistent. In this study, there were 37 questionnaire items, among which the Cronbach's Alpha of 33 items was greater than 0.67, and that of 4 items was less than 0.67. Therefore, the researchers retained these 33 questionnaire items.

3.4.4 Pilot survey and Pilot test results

The researchers conducted a pilot survey on 30 randomly selected teachers randomly selected teachers, requesting them to fill out the questionnaire and provide feedback. Subsequently, the researchers carried out Cronbach's Alpha's internal consistency and reliability test, where the value should be equal to or greater than 0.7 (Nunnally & Bernstein, 1994). Therefore, the table below presents the approved results for the high reliability of each construct.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Affective Commitment	7	Meyer and Allen (1984)	0.940	Excellent
Burnout	5	Melamed et al. (2006)	0.925	Excellent
Continuance Commitment	6	De Clercq (2019)	0.918	Excellent
Job Dissatisfaction	3	De Clercq (2019)	0.836	Very Good
Normative commitment	7	Allen and Meyer (1996)	0.914	Excellent
Intent to Leave	5	Kaplan et al. (2009)	0.894	Very Good

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

The researchers presented the demographic characteristics of the entire study population (n=178), followed by the selected group of school teachers (n=30) who participated in the IDI, as shown in Table 2.

Table 2: Demographic Profile

Entire Research Population (n=178)		Frequency	Percent
Gender	Male	86	48.31%
	Female	92	51.69%
Age	Under 30 years old	44	24.72%
	Between 30 and 40 years old	39	21.91%
	Between 41 and 50 years old	49	27.53%
	Over 50 years old	46	25.84%
University	Zhanjiang University of Science and Technology	77	43.26%

Entire Research Population (n=178)		Frequency	Percent
	Lingnan Normal University	43	24.16%
	Zhanjiang Preschool Education College	58	32.58%
Academic title	Teaching Assistant	77	43.26%
	Lecturer	73	41.01%
	Associate Professor	11	6.18%
	Professor	17	9.55%
Teaching years	Less than 5 years	37	20.79%
	5-10 years	55	30.9%
	11-15 years	62	34.83%
	Over 15 years	24	13.48%
Total		178	100%
IDI Participants (n=30)		Frequency	Percent
Gender	Male	19	63.33%
	Female	11	36.67%
Age	Under 30 years old	5	16.67%
	Between 30 and 40 years old	21	70%
	Between 41 and 50 years old	2	6.67%
	Over 50 years old	2	6.67%
University	Zhanjiang University of Science and Technology	15	50%
	Lingnan Normal University	7	23.33%
	Zhanjiang Preschool Education College	8	26.67%
Academic title	Teaching Assistant	5	16.67%
	Lecturer	13	43.33%
	Associate Professor	6	20%
	Professor	6	20%
Teaching years	Less than 5 years	6	20%
	5-10 years	12	40%
	11-15 years	7	23.33%
	Over 15 years	5	16.67%
Total		30	100%

4.1.2 Results of multiple linear regression

Multiple linear regression (MLR) analysis was performed on 178 questionnaire results to test whether each hypothesis was supported. There are five hypotheses in the study, which are related to the dependent variable turnover intention (IL). Based on the research conclusion of variance inflation factor (VIF), if all VIFs are less than 10 (strictly 5), it indicates that the model has no multicollinearity problem and the model is well constructed (Johnston, 1984). In a multiple linear regression model with five independent variables, the r-squared value is 0.529, indicating that the independent variable accounts for 52.9% of the dependent variable. In addition, the significant value ($P < 0.05$) results showed that all independent variables impacted the teacher's intent to leave.

Table 3: The multiple linear regression of five independent variables on teacher' intent to leave.

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R ²
Affective Commitment (AC)	0.195	2.718*	0.007	1.65	0.529
Burnout (B)	0.184	2.852*	0.005	1.59	
Continuance Commitment (CC)	0.238	2.768*	0.006	2.07	
Job Dissatisfaction (JD)	0.183	2.909*	0.004	1.54	
Normative Commitment (NC)	0.206	2.968*	0.003	1.58	

Note: p-value < 0.05 *

The first five hypotheses support H1, H2, H3, H4 and H5. Therefore, based on multiple linear regression analysis results, the hypothesis is proposed in stages. IDI then makes the following assumptions:

H6: Affective Commitment had a significant mean difference between before and after IDI.

H7: Burnout had a significant mean difference between before and after IDI.

H8: Continuance Commitment had a significant mean difference before and after IDI.

H9: Job Dissatisfaction has a significant mean difference between before and after IDI.

H10: Normative commitment has a significant mean difference between pre- and post-IDI in.

H11: Intent to leave has a significant mean difference between before and after IDI.

4.2 IDI Intervention Stage

Based on the data collected during the pre-IDI phase, the researchers designed a 12-week intervention program. The intervention plan is designed around five variables: Affective Commitment, Burnout, Continuance Commitment, Job Dissatisfaction, and Normative Commitment. The aim is to reduce the turnover willingness of college teachers. Figure 2 below depicts the overall action research design.

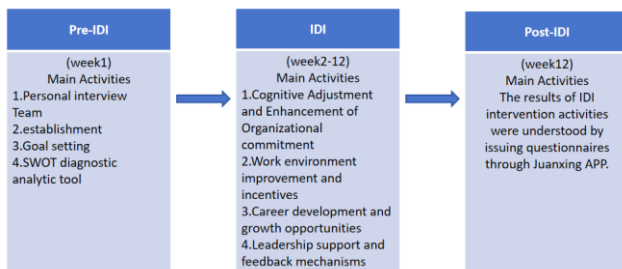


Figure 2: IDI Activities

4.3 Results Comparison between Pre-IDI and Post-IDI

The researchers conducted a paired sample T-test analysis for all six variables to determine Affective Commitment, Burnout, Continuance Commitment, Job Dissatisfaction, Normative Commitment, and Teacher's intent to leave the difference between the six variables in the pre-and post-IDI phases. The analysis results of paired sample t-test are shown in Table 5 below:

Table 5: Paired-Sample T-Test Results

Variables	Mean	SD	SE	p-value
Affective Commitment				
Pre-IDI	2.48	0.498	0.0910	p<0.001
Post-IDI	4.68	0.297	0.0542	
Burnout				
Pre-IDI	2.45	0.580	0.106	p<0.001
Post-IDI	4.64	0.254	0.0464	
Continuance Commitment				
Pre-IDI	2.61	0.496	0.0906	p<0.001
Post-IDI	4.70	0.305	0.0556	
Job Dissatisfaction				
Pre-IDI	2.61	0.547	0.0999	p<0.001
Post-IDI	4.81	0.286	0.0522	
Normative Commitment				
Pre-IDI	2.57	0.516	0.0942	p<0.001
Post-IDI	4.78	0.244	0.0432	
Intent to Leave				

Variables	Mean	SD	SE	p-value
Pre-IDI	2.59	0.501	0.0914	p<0.001
Post-IDI	4.71	0.343	0.0627	

The degree of Affective Commitment increased significantly in the post-IDI stage (M=4.68, SD=0.297, SE=0.0542) and pre-IDI stage (M=2.48, SD=0.498, SE=0.0910), $P < 0.001$, and the mean difference between the post-IDI stage and the pre-IDI stage was 2.2. Therefore, H6 is supported by a significant mean difference in pre - and post-IDI Affective Commitment.

Burnout increased significantly after IDI (M=4.64, SD=0.254, SE=0.0464) compared to before IDI (M=2.45, SD=0.580, SE=0.106), $P < 0.001$, with a mean difference of 2.19. As a result, H7 is supported with significant mean differences in pre - and post-IDI Burnout.

Continuance Commitment showed a significant increase in post-IDI (M=4.7, SD=0.305, SE=0.0556) compared to pre-IDI (M=2.61, SD=0.496, SE=0.0906), $P < 0.001$, and the mean difference between post-IDI and pre-IDI was 2.09. Thus, H8 is supported by the Continuance Commitment, which shows a significant mean difference between before and after IDI.

Job Dissatisfaction is significantly more dissatisfaction after IDI (M=4.81, SD=0.286, SE=0.0522) than before IDI (M=2.61, SD=0.547, SE=0.0999), $P < 0.001$, with a mean difference of 2.2. Therefore, H9 is supported, and there is a significant mean difference between Job Dissatisfaction before and after IDI.

Normative Commitment significantly increased in the post-IDI stage (M=4.78, SD=0.244, SE=0.0432) compared to the pre-IDI stage (M=2.57, SD=0.516, SE=0.0942), with a mean difference of 2.21, $p < 0.001$. Hence, H10 is supported, indicating a significant difference in mean Normative Commitment values between the pre-and post-IDI stages.

The degree of Teacher's Intent to Leave was significantly higher in the post-IDI stage (M=4.71, SD=0.343, SE=0.0627) than in the pre-IDI stage (M=2.59, SD=0.501, SE=0.0914), $P < 0.001$, and the mean difference between the post-IDI stage and the pre-IDI stage was 2.12. Therefore, H11 is supported, and there is a significant mean difference between the teacher's Intent to Leave before and after IDI.

The researchers drew the following conclusions based on the paired sample T-test results. First, all six variables had significant mean differences between the post-IDI and pre-IDI stages. Secondly, the researchers found that the turnover intention of college teachers decreased significantly in the pre-IDI and post-IDI stages.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

This study explores the influence of five independent variables, affective commitment, burnout, continuance commitment, job dissatisfaction, and normative commitment, on one dependent variable of a teacher's intent to leave. This study surveyed questionnaires and interviews and conducted statistical data analysis, including descriptive statistical analysis, scale reliability and validity test, correlation analysis, and regression analysis, to draw meaningful conclusions.

The study design used the project-objective Agreement index (IOC) to measure validity, and Cronbach's Alpha was used as a pilot test to ensure the reliability of the measurement tool. This rigorous measurement method reinforces the credibility of the study. Data were collected from the valid responses of 178 teachers at Zhanjiang University of Science and Technology, and multiple linear regression analysis was performed to verify the significant relationship between independent variables and dependent variables. In addition, 30 teachers participated in a 12-week Intervention Design Implementation (IDI) and compared data before and after IDI using a paired sample T-test.

The results show that emotional commitment, job burnout, continuing commitment, job dissatisfaction, and normative commitment significantly affect teachers' turnover intention. The results of the paired sample T-test showed significant differences in teachers' turnover intention before and after IDI, indicating that the 12-week intervention design had a significant positive impact on teachers' turnover intention.

In general, by studying the turnover rate of college teachers in the Zhanjiang area, this study deeply discusses the various factors that affect the turnover rate of college teachers. It was found that the main factors affecting teacher turnover rate include affective commitment, burnout, continuity commitment, job dissatisfaction, normative commitment, and so on. These factors allow colleges and universities to formulate corresponding measures to improve teachers' satisfaction and loyalty and reduce the turnover rate. By implementing these measures, universities in Zhanjiang can better attract and retain excellent teacher resources, improve the quality of education and teaching, and make greater contributions to local economic development and social progress.

5.2 Recommendations

Higher education quality is crucial to a country or region, and the departure of teachers may lead to brain drain, affect

the quality and reputation of education, and save educational resources. With the change in educational concepts and social demands, the stability and development of college teachers are facing challenges. Therefore, studying the factors that affect the turnover of college teachers can deeply understand the current situation and problems of education management and provide references for education reform. This study aims to provide specific suggestions and references for education administrators and policymakers to promote the healthy development of higher education, promote the smooth progress of education reform, and realize the effective use of educational resources and the continuous progress of national education.

One of the suggestions of this study is to improve the emotional commitment of college teachers. Teachers' emotional commitment refers to the degree of teachers' emotional commitment to school and work, including the sense of identity and belonging to the school and the love and responsibility for education. Improving teachers' emotional commitment can reduce turnover and enhance their loyalty to education and work enthusiasm. Colleges and universities can strengthen the construction of organizational culture, create a good working atmosphere and humanistic care atmosphere, and enhance teachers' sense of belonging and identity. Holding team-building activities, teacher seminars and other forms promotes the exchange and communication between teachers and students and strengthens the spirit of cohesion and team cooperation among teachers. In addition, college administrators can attach importance to the professional development needs of teachers, provide good development opportunities and platforms for teachers, and encourage teachers to improve their self-ability constantly. This includes providing teaching research and research project support, organizing teachers to participate in academic conferences and training activities, and providing promotion and career development channels to stimulate teachers' work enthusiasm and motivation.

Job burnout will cause teachers in colleges and universities to gradually lose their enthusiasm for students and work, lead to the decline of teaching quality, and affect students' learning effect and performance. Secondly, the lack of sense of accomplishment makes teachers feel that their work is meaningless, which reduces their job satisfaction and professional identity and thus increases the possibility of turnover. Finally, reduced work engagement will affect teachers' work enthusiasm and creativity, leading to a decline in work efficiency, which will affect the educational quality and reputation of schools. Therefore, college administrators can take a series of measures to prevent and solve the problem of teachers' job burnout. For example, prevention and intervention training for job burnout should be carried out to help teachers establish a correct working attitude and mentality. Build a good relationship between teachers and

students, increase the interaction and communication between teachers and students, and enhance teachers' sense of accomplishment and job satisfaction; Provide suitable working environment and support, reduce teachers' work pressure, and improve their work enthusiasm and commitment.

Research has shown that ongoing commitment between teachers and schools can increase trust and cooperation between each other, promote teachers' greater potential in teaching, improve teaching quality, and thus reduce the likelihood of turnover. For the situation of university teachers, university administrators can take a series of measures to improve their continuous commitment, for example, formulate a clear reward policy, take teachers' teaching achievements, scientific research achievements, and academic honors as evaluation criteria, and conduct evaluation and reward openly and transparently to ensure the fairness and fairness of the incentive mechanism. Secondly, colleges and universities can provide diversified incentive methods, including salary rewards, professional title promotion, etc., to meet the incentive demands of teachers at different levels and needs.

When teachers are dissatisfied with the working environment, treatment, career development, and other aspects, it will often affect their work enthusiasm and performance and increase the possibility of resignation. Job dissatisfaction may manifest as high teaching pressure, low salary, uncertain career prospects, etc. Therefore, when university administrators face teachers' job dissatisfaction, they should take active measures to solve this problem. First, it is important to listen carefully to the needs and opinions of teachers, understand the problems and difficulties they face, and establish effective communication channels to ensure that teachers can freely express their ideas and needs. Secondly, university administrators must strive to improve the working environment, provide good teaching facilities and working conditions, and create a comfortable, safe, and dynamic working atmosphere for teachers. Finally, university administrators should also pay attention to teachers' mental health status, provide them with necessary mental health support, and help them cope with work pressure and maintain mental balance. Through these measures, university administrators can effectively reduce the work dissatisfaction of teachers and improve their work enthusiasm and performance, thereby reducing the turnover rate of teachers and promoting the sustainable and stable development of universities.

The study also found that normative commitments play an important role in reducing the attrition rate of university faculty. Teachers with a high normative commitment firmly believe in the cause of education and see teaching as a responsibility rather than simply a means to earn a living.

The concept of education deeply influences these teachers, and they have a strong sense of responsibility and mission for education. Teachers leave for different reasons. When teachers doubt the values and codes of conduct of education or feel unable to follow the norms of education, they may choose to leave the profession. Therefore, university administrators should attach great importance to training and strengthening the normative commitment of teachers. This can be achieved by establishing sound disciplinary and management systems to ensure teachers comply with educational norms and codes of conduct. Secondly, teachers should fully respect the status and contribution of teachers and provide a good working environment and conditions so that they can fully play to their professional abilities and talents. Third, school leaders should establish a good relationship with teachers to win their respect and trust.

The results of this study reveal the key factors affecting the turnover rate of college teachers and provide valuable guidance for improving the teaching quality and scientific research level of colleges and universities. By establishing a good working environment, improving salary and welfare benefits, and paying attention to the needs of teachers' personal development and other measures, the turnover rate of teachers can be effectively reduced, and the stability and cohesion of teachers can be enhanced. A stable team of teachers can not only provide continuous and stable teaching services for students but also provide stable support and continuous motivation for scientific research to promote the continuous improvement of the teaching and scientific research level of colleges and universities and make greater contributions to cultivating outstanding talents and promoting the development of disciplines.

5.3 Limitations for Future Research

Although it is important to study the factors that influence the turnover rate of university teachers, some limitations in the research must be recognized, which also provides direction and challenges for future research.

Limitation of data sources: The data used in the research were mainly from three universities in Zhanjiang, which could not represent the situation of the whole group of university teachers, thus affecting the universality of the research results.

Period limitation: Studies may only cover data within a specific d and cannot capture long-term trends and changes, which may lead to time limitations in the analyzing affecting teacher turnover. Educational policies, economic situations, social culture, and other factors may affect teacher turnover rates, which may change over time. Therefore, analysis based on data in a specific period may need to fully

understand the changing trend and influencing factors of teacher turnover rate.

Variable selection limitation: The study may have considered only some of the factors that could influence teacher turnover rates, such as personal factors, family situations, etc.

Limitation of cultural differences: The research may not consider the differences in teacher turnover rates in different regions and cultural backgrounds, which limits the scope of application of the research results to a certain extent. Universities in different regions and with different cultural backgrounds may have different educational policies, working cultures, social values, and other factors that may affect the turnover rate of teachers.

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