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An Analysis of Factors Affecting the Turnover Intention of Private University Teachers in Xi'an, China

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Abstract

Purpose: This study aims to investigate the job burnout of teachers in private colleges and universities by analyzing the significance of five independent variables, person-job fit, person-organization fit, workplace incivility, job satisfaction, and promotion, on the dependent variable of turnover intention. **Research design, data and methodology:** Taking private colleges and universities in Xi'an as the research subjects, questionnaires were distributed using purposive sampling. The validity and reliability of the tool were evaluated using the Index of Item-Objective Congruence (IOC) method and Cronbach's Alpha coefficient in a pilot test (n=40). Multiple linear regression analysis was then conducted on 80 valid responses to identify key factors affecting turnover intention and propose targeted intervention measures. A paired-sample t-test was used to verify the effectiveness of these intervention measures. **Results:** The analysis from multiple linear regression revealed that all five factors proposed in the study significantly impact turnover intention. Furthermore, paired-sample t-test results indicate significant differences in person-job fit, person-organization fit, workplace incivility, job satisfaction, promotion, and turnover intention between the current situation and the expected situation of the strategic plan. **Conclusions:** The study has successfully achieved its research objective by identifying the significant factors affecting turnover intention. Based on the analysis results, the findings contribute to promoting teachers' well-being and the sustainable development of higher education.

Keywords: Turnover Intention, University Teacher, Higher Education, Intervention Design and Implementation

JEL Classification Code: A20, D91, I23, J63

1. Introduction

The loss of teachers in private colleges and universities in China has become a significant issue affecting the stability and development of these institutions (Ministry of Education of the People's Republic of China, 2023). With the expansion of private higher education, these institutions face challenges in retaining teachers due to policy constraints, financial limitations, and an unbalanced faculty structure. The high turnover rate, particularly among young teachers and those with master's degrees, undermines teaching quality and the long-term development of private universities (Chen, 2023). Under China's evolving education investment system, the number of private universities has increased significantly, yet the gap between public and

private institutions persists, especially in faculty development. Private universities often rely on part-time teachers, retired professionals, and recent graduates, leading to an unstable workforce (Wang & Chen, 2022). The lack of a long-term retention strategy exacerbates this issue, with annual turnover rates sometimes exceeding 20%, hindering educational effectiveness and threatening institutional sustainability (Li et al., 2022).

Teacher turnover is influenced by multiple factors, with particularly high rates among male teachers, educators under the age of 35, and those holding intermediate academic titles. Many teachers view private universities as a stepping stone to better positions in public institutions or government departments, driven by the lack of career development opportunities and economic incentives (Wang

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& Chen, 2022). Despite policy support and the increasing demand for highly skilled professionals, private universities struggle to recruit and retain qualified teachers as disparities between public and private institutions widen (Ministry of Education of the People's Republic of China, 2023). Furthermore, the growing enrollment in public universities intensifies competition for educators, complicating recruitment efforts for private institutions (Chen, 2023).

Compared to public universities, private institutions have lower social prestige, which negatively impacts teacher retention. Many educators perceive their roles as temporary until better opportunities arise, a perspective reinforced by limited investment in faculty development, scarce professional advancement opportunities, and heavy workloads (Wang & Chen, 2022). Moreover, salaries and benefits in private universities are often less competitive than those in public institutions, contributing to dissatisfaction and high turnover rates (Chen, 2023). The demanding teaching responsibilities without corresponding rewards further dampen teachers' motivation and commitment (Li et al., 2022).

Addressing the issue of faculty turnover in private universities requires comprehensive reforms, including improving training programs, strengthening incentives, and enhancing long-term career development opportunities. Ensuring the stability of the teaching workforce is crucial for the sustainable development of private higher education in China.

2. Literature Review

2.1 Turnover Intention (TI)

Employees' turnover intention often stems from job dissatisfaction, leading to thoughts of resignation and potential withdrawal behavior (Porter & Steers, 1973). The concept of resignation can be understood from two perspectives: broad and narrow. In a broad sense, Price (1989) defines resignation as an individual's departure from an organization due to subjective and objective factors. This definition includes external turnover, internal mobility (such as demotion and job transfer), and better reflects the overall concept of employee turnover (Price, 1989). In contrast, Mobley (1977) defines resignation more narrowly as the act of an individual terminating their employment with a company that provides salary and benefits. Unlike Price's definition, Mobley focuses only on external turnover in for-profit organizations but includes resignations due to natural causes such as retirement or death. Most academic studies adopt Mobley's definition, categorizing resignation into two types: involuntary resignation, where employees are dismissed or laid off by the company, and voluntary

resignation, where employees leave due to personal factors such as dissatisfaction with salary, work environment, or career growth (e.g., resignation or job-hopping).

Turnover intention serves as a predictive measure of actual turnover, influenced by both organizational factors and personal motivations. A mismatch between employees' expectations and their work environment, limited career advancement, and dissatisfaction with compensation are primary drivers of turnover intentions. In the context of this study, Turnover Intention is hypothesized to be influenced by Person-Job Fit, Person-Organization Fit, Workplace Stability, Job Satisfaction, and Promotion Opportunities.

2.2 Person Job Fit (PJF)

Person-Job Fit (P-J Fit) refers to the alignment between an individual's characteristics and job requirements (Edwards, 1991). A strong match occurs when an individual has the necessary skills to perform a job effectively or when the job meets the individual's needs. Lauver and Kristof-Brown (2001) expanded this concept by incorporating individual preferences, abilities, knowledge, and technical skills, making the assessment of job fit more comprehensive. Person-Job Fit focuses on how well an individual's capabilities align with job demands, ensuring compatibility between personal traits and job characteristics (Brown et al., 2005). Misalignment between an individual and their work environment can lead to negative reactions, which can be mitigated by achieving overall fit. Person-Job Fit is particularly relevant in moderating the relationship between a hierarchical plateau and job satisfaction. Employees facing a hierarchical plateau with high Person-Job Fit are likely to experience greater job satisfaction compared to those with low fit. Conner (2013) suggested that Person-Job Fit may moderate the impact of a hierarchical plateau on job attitudes and behaviors, such as absenteeism or withdrawal.

Person-Job Fit is a crucial factor influencing employee retention and turnover intention. When employees perceive that their skills, abilities, and job requirements are well-matched, they are less likely to consider leaving the organization. Conversely, poor alignment increases the likelihood of turnover due to job dissatisfaction and unmet expectations. Therefore, in this study, it is hypothesized that:

H1: Person job fit has a significant impact on turnover intention.

2.3 Person Organization Fit (POF)

Person-Organization Fit (P-O Fit) explores the compatibility between individuals and organizations. Chatman (1989) proposed that P-O Fit should be understood through interaction, constructing a model of person-organization interaction. Similarly, Caplan (1987)

emphasized complementary matching and categorized it into two dimensions: demand-supply matching and demand-ability matching. P-O Fit plays a crucial role in employee recruitment, job performance, efficiency, retention, and turnover intention (Cable & Judge, 1996). Research indicates that the primary driver of turnover is the lack of advancement opportunities, while a strong P-O Fit enhances employee retention. Emotional regulation also reduces turnover intentions (Jin et al., 2018). Jin et al. (2018) further examined how employee followership and job satisfaction mediate the relationship between P-O Fit and turnover intention, highlighting its importance for leadership and HR strategies. Similarly, Zhang et al. (2017) found that P-O Fit is negatively correlated with turnover intention. Their study also revealed that job satisfaction partially moderates the impact of P-O Fit on turnover intention.

Person-Organization Fit is a critical determinant of employee retention and turnover intention. High levels of P-O Fit enhance job satisfaction, commitment, and emotional attachment to the organization, thereby reducing employees' intentions to leave. Conversely, poor alignment with organizational culture and values increases the likelihood of turnover. Therefore, in this study, it is hypothesized that:

H2: Person organization fit has a significant impact on turnover intention.

2.4 Workplace Incivility (WI)

Workplace incivility, also known as workplace rudeness, was first introduced by Andersson and Pearson (1999). Common uncivil behaviors include rudeness, condescension, and interruptions (Cortina et al., 2017). Unlike overt aggression, incivility is often overlooked due to its low intensity and ambiguous nature, making it a hidden but significant threat to employee well-being and organizational stability (Loh et al., 2021). Workplace incivility significantly reduces self-efficacy and increases turnover intention, with self-efficacy playing a mediating role in this relationship (Riadi et al., 2019). Devan and Naik (2021) found that workplace incivility severely impacts nurses' mental health, disrupting their daily activities and lead to moderate intentions to leave their jobs. Incivility is recognized as a major workplace issue, contributing to negative employee outcomes, including increased turnover intention. Research also suggests a strong positive correlation between perceived workplace incivility and turnover intention, with variations across different sectors and regions. Namin et al. (2021) observed that supervisor and coworker incivility may interact, and that the impact of workplace incivility on turnover intention is more pronounced in the academic sector compared to other industries.

Workplace Incivility is a critical factor influencing employee turnover intentions. Its subtle nature often masks its negative impact, contributing to reduced job satisfaction, mental well-being, and self-efficacy among employees. Persistent incivility fosters a toxic work environment, pushing employees toward resignation. Therefore, in this study, it is hypothesized that:

H3: Workplace incivility has a significant impact on turnover intention.

2.5 Job Satisfaction (JS)

The concept of job satisfaction was first introduced by Taylor (1912) and later refined by Hoppock (1935), who defined it as an individual's physical and psychological satisfaction with their work environment. Herzberg (2017) identified two factors influencing job satisfaction: hygiene factors, which prevent dissatisfaction but do not enhance satisfaction, and motivators, including achievement, work itself, responsibility, recognition, and progress, which directly impact job satisfaction. Job satisfaction and turnover intention remain central to sustainable human resource management studies. Andoh et al. (2021) applied the motivator-hygiene theory to examine how job satisfaction affects turnover intentions among faculty members at private universities, finding that job satisfaction negatively correlates with turnover intention and positively with organizational commitment. Empirical evidence consistently supports this relationship (Karsh et al., 2005), as higher job satisfaction improves employee performance and retention. Kim et al. (2005) found that job satisfaction significantly reduces turnover intention among employees in recreational chain restaurants, while Chen (2006) observed a similar effect among flight attendants. Yang (2010) confirmed that higher job satisfaction among hotel restaurant employees lowers turnover intention, a trend further validated by studies in the hospitality industry (Zopiatis et al., 2014).

Job Satisfaction is a critical determinant of employee retention and turnover intention. Higher levels of job satisfaction, influenced by both hygiene factors and motivators, significantly reduce employees' intentions to leave their jobs. Satisfied employees are more committed, perform better, and are less likely to seek alternative employment. Therefore, in this study, it is hypothesized that:

H4: Job satisfaction has a significant impact on turnover intention.

2.6 Promotion (PMT)

Heery and Noon define promotion as "the act of moving an employee from a lower level to a higher level in the company hierarchy, with increased responsibilities, salary,

and status.” Promotion plays a vital role in employee satisfaction and organizational success, enhancing an organization’s reputation and employee commitment. Burakova et al. (2022) found that salary, promotion, and perceived organizational politics indirectly influence French firefighters’ resignation intentions, with salary and promotion having a stronger impact than general workplace politics. Emotional organizational commitment and job satisfaction mediate the effect of perceived organizational politics on turnover intention. Unmet employee expectations often lead to frustration and resignation. Similarly, Shah et al. (2010) emphasize that adherence to workplace rules reduces turnover, while committed and motivated employees are essential for organizational stability. Universities, in particular, rely on dedicated employees to foster institutional growth (Maqbool et al., 2012).

Promotion is a critical determinant of employee retention and turnover intention. The opportunity for career advancement enhances job satisfaction, organizational commitment, and loyalty, reducing employees’ intentions to leave their positions. Conversely, the absence of clear promotional pathways can lead to frustration, disengagement, and increased turnover. Therefore, in this study, it is hypothesized that:

H5: Promotion has a significant impact on turnover intention.

3. Research Methods and Materials

3.1 Research Framework

Pariyanti et al. (2022) examined the relationships between person-organization fit (P-O Fit), person-job fit (P-J Fit), and turnover intention, along with the moderating effect of kinship. Based on prior research, this study considers P-J Fit and P-O Fit as key variables. Chen and Wang (2019) investigated turnover intention in the hotel industry, analyzing the effects of workplace incivility and job satisfaction on chefs in tourist restaurants. This study similarly includes job satisfaction and workplace incivility as factors influencing teachers’ turnover intention. Busari et al. (2017) found that promotion affects teachers’ resignation intentions, specifically in higher education institutions in Khyber Pakhtunkhwa, Pakistan. His study revealed a negative correlation between promotion and turnover intention, with a weak correlation between promotion and analytical cognitive style. Based on this, promotion is included as a key factor affecting private university teachers’ turnover intention.

Building on the existing literature, this study develops a research framework (Figure 1) illustrating the relationships

among these variables. It examines five key factors influencing turnover intention among teachers in Xi’an’s private universities: person-job fit, person-organization fit, workplace incivility, job satisfaction, and promotion.

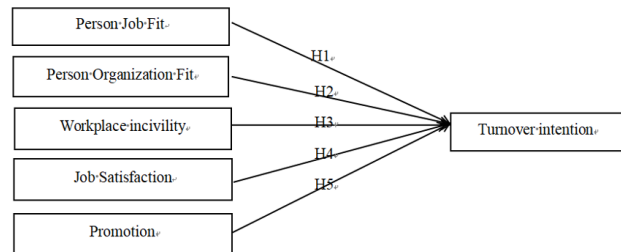


Figure 1: Conceptual Framework

3.2 Research Methodology

This study is divided into three phases: pre-SP, SP, and post-SP. The pre-SP phase focuses on diagnosing the current situation, identifying necessary changes, conducting a SWOT analysis, and establishing a conceptual framework. Research tools are validated through questionnaire surveys and the Item-Objective Congruence (IOC) index. A preliminary study assesses test reliability using Jamovi. Data is collected from 80 randomly selected private university teachers in Xi’an, along with interviews with 10 teachers to explore career development opportunities and turnover intentions. Multiple linear regression (MLR) analysis tests the hypotheses, followed by the development of an intervention tool. In the SP phase, interventions are designed and implemented to reduce teachers’ turnover intention. The post-SP phase evaluates the intervention’s effectiveness using qualitative and quantitative methods. Participants retake the questionnaire, and follow-up interviews are conducted. Data is analyzed and compared, with a paired-sample t-test used to assess the intervention’s impact. Finally, conclusions are drawn, and recommendations are provided for future improvements.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

This study focuses on full-time teachers employed at private colleges and universities in Xi’an in 2022. To ensure representativeness, the researcher selected five institutions from a total of 27 private universities: Xijing University, Xi’an International University, Xi’an Eurasia College, Xi’an Fan Yi University, and Xi’an Peihua University.

Purposive sampling was chosen to specifically target institutions that are representative of the diversity and

academic structure of private universities in Xi'an, ensuring that the sample captures a broad spectrum of experiences and institutional characteristics. A total of 80 teachers were purposively selected from these institutions as illustrated in Table 1.

Table 1: Research Population

Universities	Number of Teachers	Research Population
Xijing University	1264	20
Xi'an International University	1185	19
Xi'an Eurasia College	982	15
Xi'an Fan Yi University	872	14
Xi'an Peihua University	793	12
Total	5096	80

Note: Data from official website, a university in Xi 'an.

3.3.2 Sample Size

Researchers suggest that a sample size of 6 to 80 participants is sufficient for most studies. Hill (1998) supports this claim, indicating that sample sizes between 30 and 80 participants are generally adequate for most behavioral research studies, particularly when focusing on specific subgroups. This recommendation is further supported by Dattalo (2008), who asserts that for small to moderate effect sizes, sample sizes ranging from 30 to 100 are typically sufficient for statistical testing and hypothesis validation. In line with these guidelines, this study included different sample sizes for various testing phases. A total of 36 teachers participated in the reliability test to evaluate the internal consistency of the measurement instruments. This sample size aligns with DeVellis (2017), who suggests that 30 or more participants are generally adequate for assessing reliability. Following reliability and validity assessments, 80 teachers participated in the Multiple Linear Regression (MLR) test. This figure is well within the recommended range cited by Hill (1998) and Dattalo (2008) for behavioral research and hypothesis testing.

Additionally, 10 teachers were interviewed to provide insights and recommendations for the intervention process. Creswell and Poth (2017) indicate that 5 to 10 participants are generally adequate for qualitative interviews to achieve thematic saturation, ensuring that the gathered insights are both deep and representative. For the intervention study, 40 teachers were selected to complete the same questionnaire before and after the SP phase. This sample size aligns with Gall et al. (2007), who suggest that 30 to 50 participants are effective for measuring pre- and post-intervention differences. To complement the intervention analysis, the same 10 teachers were re-interviewed to share their perspectives on the intervention's impact, allowing for reflective analysis of the changes observed.

3.3.3 Sampling Procedure

In the sampling procedure of this study, 36 teachers participated in a pre-test to verify reliability. Following reliability and validity assessments, 80 teachers were tested using multiple linear regression (MLR). These participants were randomly selected from five private universities in Xi'an, and the questionnaire was distributed via the online survey platform WJX. Additionally, 10 teachers were interviewed to provide insights. The MLR results contributed to the development of the final intervention design and implementation model. During the SP stage, 40 teachers from the five universities were selected for the intervention to examine the factors influencing turnover intention. In the post-SP stage, the same 40 teachers completed the questionnaire again to evaluate the intervention's impact. The same 10 teachers were also re-interviewed to share their perspectives on the outcomes.

3.4 Research Instruments

3.4.1 Questionnaire Design

The questionnaire design involves developing a measurement tool, a critical component of any study. This study's questionnaire was based on prior research and structured into three sections and six dimensions. The first section collects basic demographic information, including gender, age, and university affiliation. The second section examines five factors influencing teachers' turnover intention: Person-Job Fit, Person-Organization Fit, Workplace Incivility, Job Satisfaction, and Promotion. The third section assesses teachers' turnover intention.

A five-point Likert scale was used to evaluate responses, ranging from strongly disagree (1) to strongly agree (5), ensuring a structured and objective measurement of the study variables.

3.4.2 IOC Results

The Index of Item-Objective Congruence (IOC) was used to assess the validity of the questionnaire. The evaluation items included turnover intention, job matching, organizational matching, workplace incivility, job satisfaction, and promotion, all measured using a five-point Likert scale. The scoring criteria were as follows: items consistent with the measurement structure and objective were marked "+1"; items with ambiguous alignment were marked "0"; and items inconsistent with the measurement concept and objective were marked "-1".

Three experts, including a lecturer and two assistant professors, evaluated the items using the IOC method. According to Carlson and da Silva (2003), items scoring below 0.67 require revision, while those scoring 0.67 or higher can be retained. Based on the results, one item failed to meet the IOC threshold and was removed from the questionnaire during the pretest stage.

3.4.3 Reliability and Validity

A pretest was conducted on six dimensions, job matching, organizational matching, workplace incivility, job satisfaction, promotion, and turnover intention, with a sample of 40 participants. The results indicate that the questions in each dimension demonstrated high reliability and validity, requiring no adjustments. Cronbach's alpha coefficient was used to assess the internal consistency of each dimension. As shown in Table 2, the values are greater than 0.7 and close to 1, indicating that the questionnaire has high reliability and validity (Nunnally & Bernstein, 1994).

Table 2: Pilot Test Result (n=40)

Variable	Source of Questionnaire (Measurement Indicator)	No. of Items	Cronbach's Alpha	Strength of Association
PJF	Vogel and Feldman (2009)	3	0.822	Good
POF	Vogel and Feldman (2009)	3	0.906	Excellent
WI	Chen and Wang (2019)	5	0.923	Excellent
JS	Pariyanti et al. (2022)	5	0.930	Excellent
PMT	Busari et al. (2017)	3	0.831	Good
TI	Chen and Wang (2019)	3	0.885	Good

4. Results and Discussion

4.1 Demographic Profile

In this section, the data are presented using frequencies and percentages. The entire research population (n=80) and the participants for the intervention selected from one of the author's classes (n=40). The details are provided in Table 3 below.

Table 3: Demographic Information

Entire Research Population (n=80)		Frequency	Percentage
Gender	Male	35	43.8
	Female	45	56.2
IDI Participants (n=40)		Frequency	Percentage
Gender	Male	15	37.5
	Female	25	62.5

4.2 Multiple Linear Regression

In the multiple linear regression analysis, the influence of independent variables on teachers' turnover intention is examined. Severe collinearity is indicated if tolerance is less than 0.1 or if the variance inflation factor (VIF) exceeds 10. As shown in Table 4., no collinearity issues were detected among the variables as all VIF values were below 5 (Hair et al., 1995), allowing for straightforward analysis.

Table 4: The Multiple Linear Regression of Five Independent Variables on Turnover Intention

Variable	Standardized Coefficients Beta Value	t-value	p-value	VIF	R ²
Person Job Fit	0.272	3.91	<0.001*	1.77	0.796
Person Organization Fit	0.402	4.90	<0.001*	2.47	
Workplace Incivility	0.188	3.57	<0.001*	1.02	
Job Satisfaction	0.325	4.74	<0.001*	1.72	
Promotion	-0.105	-1.99	0.050	1.02	

Dependent Variable: Turnover Intention

Note: p-value <0.05*

The R-squared (R²) value of the multiple linear regression model is 0.796, indicating that the independent variables explain 79.6% of the variation in the dependent variable. The statistical values indicate that person job fit, person organization fit, workplace incivility, and job satisfaction significantly impact teachers' turnover intention (p < 0.001), while promotion does not have a significant effect (p = 0.050). Standardized estimates show that the effects of job matching, organizational matching, workplace incivility, and job satisfaction on turnover intention are 0.272, 0.402, 0.188, and 0.325, respectively, while the effect of promotion is -0.105. Consequently, H1, H2, H3, and H4 are supported, whereas H5 is not.

After conducting the multiple linear regression (MLR) test, the Strategic Plan Intervention (SP) was implemented to assess the mean differences for each variable between the current and expected situations. Consequently, the hypotheses were revised as follows:

H6: There is a significant difference between Current situation- and Expect situation-Strategic plan for Person Job Fit

H7: There is a significant difference between Current situation- and Expect situation-Strategic plan for Person Organization Fit.

H8: There is a significant difference between Current situation- and Expect situation-Strategic plan for workplace incivility.

H9: There is a significant difference between Current situation- and Expect situation-Strategic plan for Job Satisfaction.

H10: There is a significant difference between Current situation- and Expect situation-Strategic plan for Promotion.

H11: There is a significant difference between Current situation- and Expect situation-Strategic plan for Turnover Intention.

4.3 Strategic Plan Intervention Model

The final intervention design and implementation model is based on changes observed before and after the SP intervention. According to the results of multiple linear

regression (MLR), the intervention primarily focuses on Person-Job Fit, Person-Organization Fit, Workplace Involvement, Job Satisfaction, and Promotion. The strategic planning stage lasted for 12 weeks, with the following details in figure 2. During this period, interventions related to Person-Job Fit, Person-Organization Fit, Workplace Initiative, and Job Satisfaction were implemented.

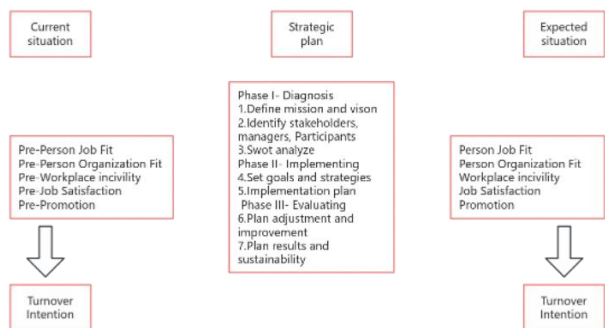


Figure 2: Strategic Plan

4.4 Results Comparison between Current and Expected Situation

A paired-sample t-test was conducted on all five variables to determine whether significant differences existed between the current and expected situations. Table 5 below present the results of the paired-sample t-test analysis for each variable:

Table 5: Paired-sample T-test Results

Variable		Mean	SD	t-value	p-value
Person Job Fit	Pre-SP	1.73	0.586	-18.23	0.000
	Post-SP	3.88	0.445		
Person Organization Fit	Pre-SP	2.20	0.589	-7.119	0.000
	Post-SP	3.38	0.706		
Workplace Incivility	Pre-SP	2.33	0.574	-11.690	0.000
	Post-SP	3.69	0.455		
Job Satisfaction	Pre-SP	2.13	0.514	-13.035	0.000
	Post-SP	3.69	0.483		
Promotion	Pre-SP	1.95	0.690	-13.930	0.000
	Post-SP	3.61	0.675		
Turnover Intention	Pre-SP	2.03	0.575	-11.25	0.000
	Post-SP	3.51	0.544		

Table 5 presents the results of the paired-sample t-test analysis comparing pre-SP and post-SP stages.

Before the implementation of Person-Job Fit (PJF) (M = 1.73, SD = 0.586), the mean value of this variable was relatively low. However, after the implementation of PJF (M = 3.88, SD = 0.445), the mean value significantly increased; $t(39) = -18.23, p = 0.000 (<0.05)$, with an average difference of -2.15. This indicates a statistically significant improvement in PJF after the intervention.

Similarly, there is a significant difference in the mean value of Person-Organization Fit (POF) before (M = 2.20, SD = 0.589) and after (M = 3.38, SD = 0.706) the intervention; $t(39) = -7.119, p = 0.000 (<0.05)$, with an average difference of -1.18. This confirms a statistically significant improvement in POF.

For Workplace Incivility (WI), a significant difference is observed between the pre-SP stage (M = 2.33, SD = 0.574) and the post-SP stage (M = 3.69, SD = 0.455); $t(39) = -11.690, p = 0.000 (<0.05)$, with an average difference of -1.36. This suggests a notable reduction in workplace incivility following the intervention.

A significant difference is also noted in Job Satisfaction (JS) before (M = 2.13, SD = 0.514) and after (M = 3.69, SD = 0.483) the intervention; $t(39) = -13.035, p = 0.000 (<0.05)$, with an average difference of -1.56, indicating a substantial increase in job satisfaction.

For Promotion (P), a significant difference is observed between the pre-SP stage (M = 1.95, SD = 0.690) and the post-SP stage (M = 3.61, SD = 0.675); $t(39) = -13.930, p = 0.000 (<0.05)$, with an average difference of -1.66, demonstrating a marked improvement.

Finally, Turnover Intention (TI) shows a significant difference before (M = 2.03, SD = 0.575) and after (M = 3.51, SD = 0.544) the intervention; $t(39) = -11.250, p = 0.000 (<0.05)$, with an average difference of -1.48, confirming a statistically significant reduction in turnover intention.

In conclusion, these quantitative results indicate significant differences between the pre-SP and post-SP stages in Person-Job Fit, Person-Organization Fit, Workplace Incivility, Job Satisfaction, Promotion, and Turnover Intention, demonstrating the effectiveness of the intervention.

5. Conclusions and Recommendation

5.1 Conclusions

With the continuous development of China's education system, private universities are playing an increasingly significant role in higher education. However, the high turnover rate of teachers in these institutions has become a pressing issue. This study aims to explore the factors influencing teachers' turnover intention in private universities to reduce turnover rates, improve faculty stability, and support the development of private universities.

The research is conducted in three main stages: pre-SP, SP, and post-SP. In the pre-SP stage, the study focuses on diagnosing the current situation, identifying key areas for improvement, conducting a SWOT analysis, constructing a conceptual framework, and collecting and analyzing data in

preparation for the intervention phase. Through a literature review, variables related to job matching, organizational matching, workplace incivility, job satisfaction, and promotion are selected to develop the conceptual framework. A mixed-methods approach, combining quantitative and qualitative research, is employed. Data is collected through questionnaires and interviews, and multiple linear regression (MLR) analysis is used to test the hypotheses. The results indicate that job matching, organizational matching, workplace incivility, and job satisfaction significantly influence teachers' turnover intention, whereas promotion does not have a significant effect. Additionally, interviews with 10 teachers provide insights for designing the intervention process, culminating in the development of an intervention design and implementation model.

In the SP stage, a series of intervention measures are designed and implemented based on the findings from the previous stage. These interventions include personalized career development planning, strengthening teamwork, establishing workplace civility norms, improving salary and benefits, optimizing work-life balance, and enhancing transparency in the promotion mechanism. The goal of these interventions is to improve job and organizational matching, increase job satisfaction, reduce workplace incivility, and clarify career advancement paths to enhance professional stability among teachers.

In the post-SP stage, the effectiveness of the intervention measures is evaluated using a paired-sample t-test, and follow-up interviews are conducted to gather teachers' feedback and suggestions. The results indicate that the interventions significantly improve job matching, organizational matching, and job satisfaction while reducing workplace incivility. However, promotion opportunities still require further enhancement.

This study provides an in-depth analysis of the factors influencing teachers' turnover intention in private universities in Xi'an and develops targeted intervention measures aimed at reducing turnover rates, enhancing faculty stability, and ultimately fostering the long-term development of private universities.

5.2 Recommendations

Based on the research findings, several recommendations are proposed to enhance teachers' job satisfaction, reduce turnover intention, and support their professional development through targeted interventions.

To improve job and organizational fit, personalized career development planning should be provided, helping teachers align their work with their interests and abilities. Research suggests that tailored career paths enhance job satisfaction and loyalty, thereby reducing turnover intention (Allen & Eby, 2016). Strengthening communication and

collaboration through team-building activities and cross-departmental cooperation can also improve organizational fit. Enhanced teamwork fosters emotional commitment and a sense of belonging, contributing to lower turnover rates (Meyer et al., 2002).

Reducing workplace incivility is essential for creating a professional and respectful work environment. Implementing a zero-tolerance policy and clearly defining workplace incivility can improve psychological safety, job satisfaction, and reduce conflicts. Regular vocational training can enhance teachers' emotional management and conflict resolution skills, further minimizing uncivil behavior and fostering a more supportive workplace culture.

Job satisfaction can be improved by ensuring competitive salaries and comprehensive benefits. Regularly reviewing salary structures and offering attractive compensation packages have been shown to enhance job satisfaction and organizational commitment (Heneman & Judge, 2000). Providing flexible work arrangements, such as remote work and adjustable hours, can also improve work-life balance, reducing stress and increasing job engagement.

A clear and transparent promotion mechanism is crucial for job satisfaction and retention. Collaborating with teachers to establish fair promotion standards builds trust in the organization and strengthens job commitment (Eisenberger et al., 1997). Implementing a diversified evaluation system that considers teaching, research, and social service contributions can create more career advancement opportunities, motivating teachers and increasing their loyalty (Judge & Piccolo, 2004).

Supporting professional development is key to sustaining teacher engagement and effectiveness. Regular training sessions should focus on improving educational skills, interactive teaching methods, and psychological counseling abilities. Continuous professional development enhances teaching quality and satisfaction while fostering a culture of growth and learning. Encouraging reflective teaching practices and peer knowledge-sharing can further elevate instructional effectiveness, benefiting both teachers and students (Schön, 1983). By implementing these interventions, private universities can reduce turnover rates, enhance faculty stability, and promote long-term institutional development.

5.3 Limitation and Further Study

The sample is restricted to private university teachers in Xi'an, limiting generalizability. Future research should expand the sample to different regions and university types for broader applicability. The 12-week intervention period also limits the assessment of long-term effects. Future studies should explore sustained impacts and ways to

optimize interventions over time. Additionally, while progress was made in understanding promotion mechanisms, further research is needed to enhance fairness and transparency, better motivating teachers' professional development and retention.

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