

## Influence of Development Environment Satisfaction on Turnover Intention of Young Doctoral Lecturers in Universities in Mianyang, China

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### Abstract

This article aimed to study the influence of young doctoral lecturers' development environment satisfaction on their turnover intention. The target population of 673 young doctorate lecturers who has been working in the public universities in Mianyang city, China, and whose age is younger than 45 years old. There were 384 samples selected by adopting purposive sampling method according to Yamane's Equation Formula. The instrument for collecting data was a questionnaire. This study was a quantitative research by using survey. The main tools of analysis were frequency, percent and linear regression analysis to test variables and to test hypothesis. All tests were based on 0.01 or 0.05 level of significance. From the analysis results, development environment satisfaction has a significantly negative influence on turnover intention. Organizational commitment has a significantly negative influence on turnover intention. Therefore, the universities could make efforts to increase satisfaction in growing-up environment and organizational commitment to prevent the generation of turnover intention. Universities should positively take more efforts to improve working environment and increase their satisfaction to stabilize talents and achieve the mutual development of young doctorate teacher and universities.

**Keywords:** DevelopmentEnvironment Satisfaction , TurnoverIntention,  
Organizational Commitment

### Introduction

Today's world is in the digital age and the competition of comprehensive strength among countries is more and more intense. As university is the main position of scientific research and talent training, the competition among universities is more intense. To build high-quality universities, it is necessary to build a team of university lecturers with dedication, high quality and excellent professional skills. young doctorate lecturers, as an important part of the university faculty, are important guarantee to promote the high-quality development of universities. Thus, to stabilize young university doctorate Lecturers team is a particularly urgent requirement. It has become a focus and a significant strategic task for universities to deeply study the influence of development environment satisfaction of young doctorate lecturers on

turnover intention with purpose to provide theoretical and policy support to avoid the job quitting of young doctorate lecturers.

Turnover intention is the lecturers' attitude and idea of leaving university, and it is the weathervane and the best predictor of lecturers' job-quitting behavior. (Alan Kirshenbaum, 2002), which can play a preventive role in the practice of job-quitting management. turnover intention can better reflect the university's ability to service and manage lecturers.

This study took the quantitative method to research the relationship between the satisfaction of development environment and organizational commitment on turnover intention of young doctorate lecturers in universities by making descriptive analysis, correlation analysis and linear regression analysis. Tett & Meyer(1993) found that organizational commitment is a "predictor" of turnover intention. Wong,Chun & Law(1996) showed that organizational commitment predicted turnover intention and was negatively correlated. Chen Xiaoping et al. (1998) found that both organizational commitment and growth environment satisfaction of employees in Chinese enterprises can affect turnover intention. Therefore, it is of positive significance to study the influence of young university doctorate lecturers' satisfaction of development environment on turnover intention which is helpful to improve social attention to young university doctorate lecturers' satisfaction of development environment and turnover intention, improve the young university doctorate lecturers' social status and recognition as well as sense of belonging to work, to create more favorable development opportunities and environment for young university doctorate lecturers, and improve the HRM, stabilize the talents and promote the development of universities as well.

## Research Objectives

To study the influence of development environment satisfaction, organizational commitment on turnover intention.

## Hypotheses of research

Based on analyses of previous researches, and taking account of characteristics of university doctoral lecturers, this study proposes the following two hypotheses.

H1: Development environment satisfaction has a significantly negative influence on turnover intention.

H2: Organizational commitment has a significantly negative influence on turnover intention.

## Literature Review

Degree of satisfaction in development environment belongs to the category of attitude variables which reflect the growth characteristics of young doctoral lecturers. Meyer et al. (1993), Hackman et al. (1976) proposed that employees can be emotionally attached

to the organization when their growth needs are met and talents are brought into play. In particular, if young university doctoral lecturers undertake important or challenging educational and scientific research tasks, match the values of their own units or teams, are able to give full play to their talents, and are recognized by leaders and colleagues to achieve faster growth, they will be satisfied with their growing environment, thus having a higher sense of identity with the university and willing to stay in the university. Therefore, the higher the degree of satisfaction in development environment is the higher the emotional commitment; and the lower the degree of satisfaction in development environment, the lower the emotional commitment. In the investigation of the Chinese Academy of Agricultural Sciences, Jiaxu (2017) found that the degree of satisfaction in development environment of young agricultural science and technology talents was negatively affected by the turnover intention. The higher the degree of satisfaction in development environment is the lower the turnover intention.

American sociologists Becker (1962) studied the behavior of employee commitment in the organization and put forward the theory of “unilateral investment”. Meyer and Allen put forward the three-factor model of organizational commitment through empirical research that are, emotional commitment, continuance commitment and normative commitment. Atchison & Lefferts (1972), Kraut (1970) prove that there is a strong negative correlation between the clear willingness and commitment to stay in the organization and job-quitting. It means that employees who are highly committed to the organization and who are willing to make more efforts to achieve the organizational goals tend to stay in the organization to assist the organization to achieve the high evaluation goals (Porter et al., 1974). Porter et al., (1974); Steers (1977); Michaels & Spector (1982) also demonstrated that organizational commitment and job-quitting are significantly negative correlation; The higher the organizational commitment, the lower the tendency to quit. According to the three-factor theory of organizational commitment of Allen and Meyer (1990, 1991), organizational commitment is divided into emotional commitment, continuance commitment and normative commitment. The studies of Mathieu and Zajac (1990), Powell and Meyer (2004) indicate that organizational commitment is an important predictor of employee job-quitting. Meyer et al. (2002) found that organizational commitment has a significant negative impact on turnover intention. The higher the organizational commitment is, the lower the turnover intention. To sum up, organizational commitment is based on long-term observation and experience. The organization promises a more lasting subjective emotional attitude towards the organization and is a more stable predictor of turnover intention.

Mobley (1982) defines turnover intention as the process of termination of organizational membership by individuals who obtain material benefits from the organization. Turnover intention refers to the psychological intention of employees to leave automatically at an uncertain time in the future. Cai Kunhong (2000) thinks that there is difference between

turnover intention and turnover behavior. The former is an attitude intention and the latter is a practical behavior. Turnover intention is the last stage in which employees want to suspend and trying to find other jobs, which can best predict the occurrence of turnover behavior. Through the analysis of factors that may lead to employee turnover intention, different scholars obtain multivariate, multi-level models of factors that influence turnover intention. Roderick proposed a representative model, which attributed the main factors of employee's turnover intention to four aspects: personal variable, work related variable, environment variable and employee's intention. Bluedorn(1982) integrated the Price and Mobley's turnover model and the study of the relationship between organizational commitment and turnover, then he proposed an integration model. Bluedorn's integration model supports the degree of job satisfaction and organizational commitment, as well as the causal relationship between organizational commitment and turnover intention. Feng Dongyan (2007) and others studied the employees of state-owned textile enterprises and found that the main reasons for the boredom and the intention of staff turnover were: poor working environment, monotonous work, low salary and unfair distribution of human resources management, heavy family burden and lack of career development opportunities.

## Conceptual Framework

As shown in Figure 1, the conceptual framework refers to the researches of Meyer (1993), Qu Jing (2017) and Jiao Xu (2017) in order to study the university doctoral lecturers' turnover intention.

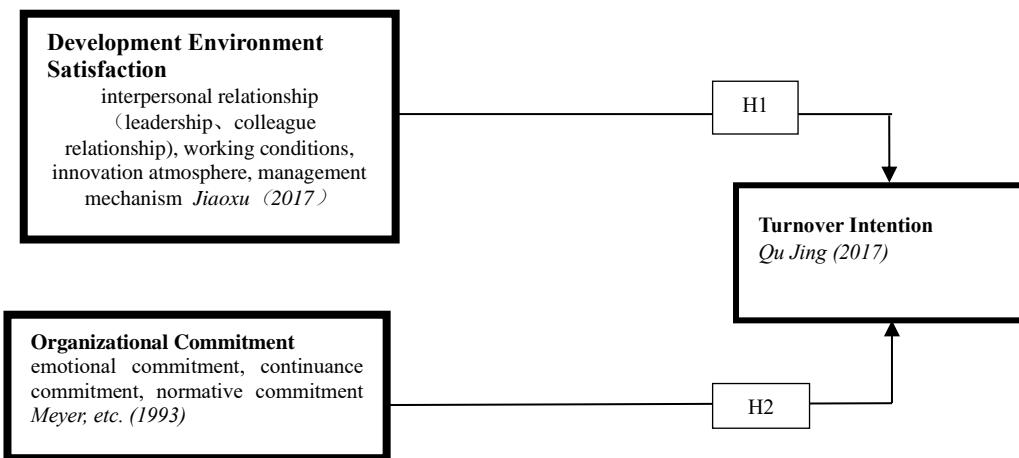


Figure 2 Conceptual Framework

## Research Methodology

This study is a quantitative research using survey questionnaire to collect data from 384 young doctorate teachers whose age are younger than 45 in 9 public universities in Mianyang City, China. Since the population were 673 young doctorate lecturers, the sample

size was calculated according to Yamane (1973), which was 384 according to Yamane's Equation Formula. The author applied purposive sampling to collect the data from the samples.

The questionnaires used in this research included four parts, respectively demographic profiles of respondents, their comments on satisfaction of growing-up environment, organizational commitment, and turnover intention which were measured by using the Likert-5 scale (Likert, 1967). This study adopted Jiao Xu's (2017) satisfaction of growing-up environment scale including interpersonal relationship, working conditions, innovation atmosphere, management mechanism. The scales of organizational commitment from Meyer (1993) include continuance commitment normative commitment and affective commitment. The comments of turnover intention are from Mobley (1978) &Grifeth (1986) including four questions, which are "I have almost never thought about leaving my current university", "I plan to make a long-term career development in my current university", "I often get bored and want to change my job", and "In the next year, I will probably leave my present university".

Descriptive statistics were applied to describe demographic variables whereas Correlation analysis and Linear Regression analysis were employed to test correlation and hypotheses.

## Findings

The results from descriptive analysis on the demographic profile found that majority of the respondents were males (54.2%), the age group was 25-30 years old (41.4%), majority of the respondents were unmarried (77.8%), intermediate professional title (31.2 %), working in the comprehensive universities (77.9%) and the working years of the majority of young doctorate teachers are 1-3years (79.4%).

The results from the frequency analysis as shown in Table1 revealed that the overall average score of turnover intention is 3.0931, which implies that the turnover intention of young doctorate teachers is at the average level.

Table 1 Descriptive Results of Turnover Intention

|                                                                       | Number of Cases | Minimum | Maximum | Average | Standard Deviation |
|-----------------------------------------------------------------------|-----------------|---------|---------|---------|--------------------|
| Turnover Intention                                                    | 384             | 1       | 5       | 3.0931  | 0.66424            |
| I will find other chance to work.                                     | 384             | 1       | 5       | 3.29    | 1.206              |
| I plan to make long-term career development in my present university. | 384             | 1       | 5       | 2.58    | 1.165              |
| I often get bored and want to change my work.                         | 384             | 1       | 5       | 3.17    | 1.199              |

|                                                               |     |   |   |      |       |
|---------------------------------------------------------------|-----|---|---|------|-------|
| If the opportunity comes, I will leave my present university. | 384 | 1 | 5 | 3.33 | 1.193 |
|---------------------------------------------------------------|-----|---|---|------|-------|

It can be found from Table2 that the average score of the “interpersonal relationships (leadership and colleagues relationship)”, the “management mechanism (evaluation, operation, incentive, training, and guarantee mechanism)” and “innovation atmosphere” are above 3.50, and the “working conditions” is the lowest one, which indicated that universities need to make more efforts to improve working conditions in order to increase the satisfaction of sample respondents.

Table2 Descriptive Results of Satisfaction of Growth Environment

|                            | Number of Cases | Minimum | Maximum | Average | Standard Deviation |
|----------------------------|-----------------|---------|---------|---------|--------------------|
| Interpersonal Relationship | 384             | 1       | 5       | 3.5439  | 0.9797             |
| Leadership                 | 384             | 1       | 5       | 3.5802  | 1.1362             |
| Colleague Relationships    | 384             | 1       | 5       | 3.4835  | 1.2213             |
| Working Conditions         | 384             | 1       | 5       | 3.4965  | 1.0827             |
| Innovation Atmosphere      | 384             | 1       | 5       | 3.5556  | 1.1333             |
| Management Mechanism       | 384             | 1       | 5       | 3.5161  | 0.8091             |
| Assessment Mechanism       | 384             | 1       | 5       | 3.5786  | 1.0921             |
| Operation Mechanism        | 384             | 1       | 5       | 3.5729  | 1.1397             |
| Training Mechanism         | 384             | 1       | 5       | 3.5898  | 1.0656             |
| Motivation Mechanism       | 384             | 1       | 5       | 3.4312  | 1.1296             |
| Guarantee Mechanism        | 384             | 1       | 5       | 3.4906  | 1.1024             |

The results from the frequency analysis as shown in Table3 revealed that the overall score of “organizational commitment” scale is 3.33, and its average score is between 2.61 and 3.40. The samples show a more neutral attitude in terms of organizational commitment, which implies that universities need to do more to improve the organizational commitment.

Table3 Descriptive Results of Organizational Commitment

|                           | Number of Cases | Minimum | Maximum | Average | Standard Deviation |
|---------------------------|-----------------|---------|---------|---------|--------------------|
| Organizational Commitment | 384             | 1.67    | 4.39    | 3.3338  | 0.53397            |
| Emotional Commitment      | 384             | 1.83    | 5       | 3.2231  | 0.46302            |
| Continuance Commitment    | 384             | 1       | 5       | 3.4397  | 0.92128            |
| Normative Commitment      | 384             | 1.5     | 4.33    | 3.3385  | 0.65855            |

The results from the correlation analysis as shown in Table4 revealed that the correlation coefficient between “satisfaction in growing-up environment” and “turnover intention” is negative in all the nine sub-dimensions (interpersonal relationship (leadership and colleagues relationship), working conditions, innovative atmosphere, and management mechanism (evaluation, operation, incentive, training, and guarantee mechanism) showing significance at the level of 0.01 or 0.05. The correlation coefficient is between -0.239 and -0.043, indicating that “degree of satisfaction in growing-up environment” and “turnover intention” had a significant negative correlation.

Table4 The Correlation Analysis Results of Satisfaction in Growing-up Environment and Turnover Intention

| Variables               | Leadership   | Colleague Relationships | Working Conditions | Innovation Atmosphere | Evaluation Mechanism | Operation Mechanism | Training Mechanism | Incentive Mechanism | Guarantee Mechanism | Turnover Intention |
|-------------------------|--------------|-------------------------|--------------------|-----------------------|----------------------|---------------------|--------------------|---------------------|---------------------|--------------------|
| Leadership              | 1            |                         |                    |                       |                      |                     |                    |                     |                     |                    |
| Colleague Relationships | -<br>0.033   | 1                       |                    |                       |                      |                     |                    |                     |                     |                    |
| Working Conditions      | 0.004        | -0.06                   | 1                  |                       |                      |                     |                    |                     |                     |                    |
| Innovation Atmosphere   | 0.117        | 0.056                   | -<br>0.091         | 1                     |                      |                     |                    |                     |                     |                    |
| Evaluation Mechanism    | 0.086        | 0.076                   | -<br>0.074         | 0.067                 | 1                    |                     |                    |                     |                     |                    |
| Operation Mechanism     | -<br>0.029   | 0.026                   | 0.067              | -0.012                | -0.058               | 1                   |                    |                     |                     |                    |
| Training Mechanism      | 0.079        | -0.082                  | 0.078              | 0.196*                | 0.220**              | 0.172*              | 1                  |                     |                     |                    |
| Incentive Mechanism     | 0.145        | -0.087                  | 0.084              | -0.036                | 0.111                | 0.018               | -<br>0.016         | 1                   |                     |                    |
| Guarantee Mechanism     | -<br>0.091   | 0.024                   | 0.058              | -0.074                | -0.112               | 0.125               | -<br>0.047         | 0.099               | 1                   |                    |
| Turnover Intention      | -<br>0.205** | 0.176*                  | 0.228**            | -0.043                | -0.157*              | 0.239**             | 0.095              | -0.08               | -<br>0.121          | 1                  |

\*\* Significant correlation at the level of 0.01 (double-tailed), \* Significant correlation at the level of 0.05 (double-tailed)

The results from the correlation analysis as shown in Table5 revealed that the correlation coefficient between the three sub-dimensions of “organizational commitment” and “turnover intention” is negative with a significance at the level of 0.01, indicating that there is a significantly negative correlation between “organizational commitment” and “turnover intention”.

Table 5 Correlation Analysis Results between Organizational Commitment and Turnover Intention

| Variables              | Turnover Intention | Emotional Commitment | Continuance Commitment | Normative Commitment |
|------------------------|--------------------|----------------------|------------------------|----------------------|
| Turnover Intention     | 1                  |                      |                        |                      |
| Emotional Commitment   | -0.487**           | 1                    |                        |                      |
| Continuance Commitment | -0.323**           | 0.087                | 1                      |                      |
| Normative Commitment   | -0.325**           | 0.216**              | 0.099                  | 1                    |

\*\* A significant correlation at the level of .01 (double tails)

The results from the regression analysis as shown in Table6 revealed that the five dimensions of “leadership”, “colleague relationship”, “working conditions”, “evaluation mechanism” and “operation mechanism” have significant negative impact on “turnover intention”, while the other dimensions do not affect “turnover intention”. The results therefore accepted the H1: Satisfaction of growing-up environment has a significantly negative relationship on turnover intention.

Table 6 Regression Analysis Results of Degree of Satisfaction in Growing-up Environment and turnover intention

| Variables           | Non-standardized |                | Standardized     | t      | p     |
|---------------------|------------------|----------------|------------------|--------|-------|
|                     | B                | standard Error | Coefficient Beta |        |       |
| (Constant)          | 4.050            | 0.297          |                  | 13.623 | 0.000 |
| Leadership          | -0.067           | 0.026          | -0.190           | -2.581 | 0.011 |
| Colleague           |                  |                |                  |        |       |
| Relationships       | -0.058           | 0.023          | -0.187           | -2.573 | 0.011 |
| Working Conditions  | -0.072           | 0.026          | -0.206           | -2.808 | 0.006 |
| Innovation          |                  |                |                  |        |       |
| Atmosphere          | -0.013           | 0.025          | -0.038           | -0.514 | 0.608 |
| Evaluation          |                  |                |                  |        |       |
| mechanism           | -0.053           | 0.026          | -0.153           | -2.042 | 0.043 |
| Operation Mechanism | -0.067           | 0.024          | -0.206           | -2.802 | 0.006 |
| Training Mechanism  | 0.002            | 0.028          | 0.005            | 0.064  | 0.949 |
| Incentive Mechanism | -0.014           | 0.028          | -0.039           | -0.517 | 0.606 |
| Guarantee           |                  |                |                  |        |       |
| Mechanism           | -0.035           | 0.026          | -0.097           | -1.325 | 0.187 |
| R2                  |                  |                | 0.256            |        |       |
| Changed R2          |                  |                | 0.181            |        |       |
| F                   |                  |                | 3.434            |        |       |
| P                   |                  |                | 0.000            |        |       |

a. Predictive variables: (constant), evaluation mechanism, colleague relationships, innovation atmosphere, operation mechanism, leadership, working conditions, guarantee mechanism, incentive mechanism.

b. Dependent variable: turnover intention

The results from the regression analysis as shown in Table7 revealed that “emotional commitment”, “continuance commitment” and “normative commitment” have a significant negative impact on “turnover intention”. The regression coefficients of the three dimensions of “emotional commitment”, “continuance commitment” and “normative commitment” are in significance, in which, the regression coefficients are respectively -0.152,-0.114,-0.084; the P values of emotional commitment and continuance commitment are both 0.000; and the P value of normative commitment is 0.007. Therefore, “emotional commitment”, “continuance commitment” and “normative commitment” all have a negative impact on “turnover intention”. The higher the sample’s acceptance of “emotional commitment”, “continuance commitment” and “normative commitment” is the lower the “turnover intention”. The results therefore accepted the H2: Organizational commitment has a significantly negative relationship on turnover intention.

Table 7 Regression Analysis Results of Organizational Commitment and turnover intention

| Variables              | Non-standardized |                                  | Standard |        | t     | p     |
|------------------------|------------------|----------------------------------|----------|--------|-------|-------|
|                        | B                | Coefficient<br>standard<br>Error | Error    | Beta   |       |       |
| Emotional Commitment   | -0.152           | 0.024                            | -0.414   | -      | 6.411 | 0.000 |
| Continuance Commitment | -0.114           | 0.027                            | -0.264   | -      | 4.168 | 0.000 |
| Normative Commitment   | -0.084           | 0.030                            | -0.183   | -      | 2.754 | 0.007 |
| R2                     |                  |                                  |          | 0.388  |       |       |
| Changed R2             |                  |                                  |          | 0.353  |       |       |
| F                      |                  |                                  |          | 11.000 |       |       |
| P                      |                  |                                  |          | 0.000  |       |       |

a. Predictive variables: (constant), normative commitment, continuance commitment, emotional commitment.

b. Dependent variable: turnover intention

In summary, all the hypotheses have been accepted as shown on Table 5.

Table 6 Summary of all the hypotheses

| Hypothesis                                                                                            | Results  |
|-------------------------------------------------------------------------------------------------------|----------|
| H1:Development environment satisfaction has a significantly negative influence on turnover intention. | Accepted |
| H2:Organizational commitment has a significantly negative influence on turnover intention.            | Accepted |

## Conclusion and Discussion

This article aimed to study the influence of young doctoral lecturers' development environment satisfaction on their turnover intention. We concluded our findings as follows.

The results showed that a good growing-up environment is the cradle of the growth of youth doctorate teachers and an important external guarantee to stimulate the vitality of work and innovation. Young doctorate teachers with low satisfaction with university leaders showed strong turnover intention and strong correlation. This is because university leaders directly decide whether they can give young doctorate teachers more opportunities to exercise; whether they can fully respect and tolerate the personality and shortcomings of young doctorate teachers. Young doctorate teachers with low satisfaction with colleagues' relations showed strong turnover intention and strong correlation. This is because, as a key talent in teaching and scientific research, young doctorate teachers in universities can not achieve their personal development goals by fighting alone.

The results showed that youth doctorate teachers with low satisfaction with “emotional commitment” showed strong turnover intention and strong correlation. This is because when youth doctorate teachers’ growth needs are met, they produce positive energy and are more emotionally attached to the organization. If youth doctorate teachers undertake important or challenging teaching and research work, they can grow faster and are unwilling to quit their job. Similarly, youth doctorate teachers with low “continuance commitment” satisfaction showed strong turnover intention and strong correlation. This is because, with the rapid economic and social development, there is a lot of room of career choices for youth doctorate teachers, but youth doctorate teachers also clearly realize that it is not easy to find a job suitable for their own development. Therefore, when youth doctorate teachers develop well in existing jobs and are satisfied with the overall growth environment, they feel that the cost of quitting is obviously very high, and it is not cost-effective for them to quit. So they have to stay in their universities in order not to lose their existing positions and future development space. Youth doctorate teachers with low satisfaction with “normative commitment” showed strong turnover intention and strong correlation.

Therefore, from the findings of the research, the following suggestions are provided to universities in order to improve the management of young doctorate teachers in order to decrease the turnover intention. Strengthen monitoring and prevention firstly. Although the results of data analysis show that the turnover intention of youth doctorate teachers in public universities in Mianyang city is at a general level. However, with the further development of the market-oriented allocation of talent resources, the environment of talent competition has become more complex and unstable, and the competition for talents among universities has become more intense. The university should develop the management countermeasures of youth doctorate teachers from reducing the wastage rate to monitoring and managing the turnover intention, warning the brain drain crisis in time, making good plans ahead of time, and promoting the university to improve the talent growth environment. And universities need to improve the talent-growing environment and the management level, promoting the sustainable development of youth doctorate teachers.

Improve management level secondly. “Leadership”, “colleague relationship”, “working conditions”, “evaluation mechanism” and “operation mechanism” all have a significant negative impact on “turnover intention. In addition, “operation mechanism” has a significant positive impact on “continuance commitment”. The “guarantee mechanism” has a significant positive impact on the “normative commitment”. To a large extent, universities determine the direction of scientific research, resource allocation and the future development of talents. Therefore, university leaders should improve their own literacy, improve the growth environment, improve the management level, pay attention to youth doctorate teachers, timely discover and train outstanding youth doctorate teachers with great development potential, and provide a platform for youth doctorate teachers to start a business, stabilizing

the ranks of youth doctorate teachers from the perspective of “career retention”.

Strengthen humanistic care. “Organizational commitment” has a significant negative influence on “turnover intention”. “Leadership” and “colleagues” have a significant positive impact on “emotional commitment”. “Emotional commitment” is positively correlated with “working conditions”. Universities should care for youth doctorate teachers in life, help youth doctorate teachers in working conditions, actively create a vivid situation of “making the best use of people”, and stabilize the ranks of youth doctorate teachers in universities from the point of view of “emotional retention”.

## Recommendation

Based on the findings made from the study, the discussion of findings and the conclusion, we made the following recommendations:

Strengthen monitoring and prevention firstly. Although the results of data analysis show that the turnover intention of youth doctorate teachers in public universities in Mianyang city is at a general level. However, with the further development of the market-oriented allocation of talent resources, the environment of talent competition has become more complex and unstable, and the competition for talents among universities has become more intense. The university should develop the management countermeasures of youth doctorate teachers from reducing the wastage rate to monitoring and managing the turnover intention, warning the brain drain crisis in time, making good plans ahead of time, and promoting the university to improve the talent growth environment. And universities need to improve the talent-growing environment and the management level, promoting the sustainable development of youth doctorate teachers.

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teachers in working conditions, actively create a vivid situation of “making the best use of people”, and stabilize the ranks of youth doctorate teachers in universities from the point of view of “emotional retention”.

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