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อิทธิพลของความพึงพอใจในแรงจูงใจที่ทำให้อาจารย์มหาวิทยาลัย
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อิทธิพลของความพึงพอใจในแรงจูงใจที่ก่อให้เกิดอาจารย์มหาวิทยาลัยเอกชนลาออก

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Received : April 25, 2021 Revised : May 25, 2021 Accepted : May 29, 2021

Abstract

5 As a powerful supplement to public higher education, private higher education plays an active role in promoting the popularization of Chinese higher education and training socialist economic construction talents with Chinese characteristics. A good and stable teaching staff is extremely important to the long-term development of private universities. However, there are some problems in many private universities, such as unstable teaching staff and low enthusiasm of teachers.

On the basis of understanding the incentive situation of private universities, this study attempts to explore whether the incentive satisfaction of teachers in private universities has an impact on their turnover intention, and to analyze whether there is a certain correlation between the two factors. Based on the relevant scientific job satisfaction scale and turnover intention scale, the questionnaires

suitable for this study were designed, and some teachers of Heilongjiang Province private universities were selected as the research objects.

Four factors of incentive satisfaction were identified by the literature study, including Salary and welfare satisfaction (SWS), Training and learning satisfaction (TLS), Environmental and relationship satisfaction (ERS), Evaluation and promotion satisfaction (EPS). Turnover Intention (TI) is studied as a dependent variable.

The author collected 404 valid questionnaire data and verified that four factors of teacher incentive satisfaction in private universities had a significant negative correlation with turnover intention through correlation analysis. The author found that salary and welfare satisfaction had the greatest influence on turnover intention among the four independent variables, followed by evaluation and promotion satisfaction, followed by environmental and relationship satisfaction. The least influential variables are training and learning satisfaction. The author also puts forward suggestions to improve teachers' incentive satisfaction.

Keywords : Incentive Satisfaction; Turnover Intention; Private Universities; Teachers

บทคัดย่อ

มหาวิทยาลัยเอกชนในฐานะที่ช่วยเสริมการศึกษาระดับอุดมศึกษาให้มีความสมบูรณ์ มีบทบาทสำคัญในการส่งเสริมความนิยมในด้านการศึกษาระดับอุดมศึกษาของประเทศจีน และช่วยฝึกอบรมผู้ที่มีความสามารถดีเด่นด้านการสร้างเศรษฐกิจสังคมนิยมที่มีคุณลักษณะแบบจีน บุคลากรด้านการสอนที่มีคุณภาพและอยู่ทำการสอนยาวนานมีความสำคัญอย่างยิ่งต่อการพัฒนามหาวิทยาลัยเอกชนในระยะยาว อย่างไรก็ตามมหาวิทยาลัยเอกชนหลายแห่งประสบปัญหา เช่น ความ



ไม่มั่นคงต่อเนื่องของบุคลากรด้านการสอนและบุคลากรด้านการสอนมีแรงจูงใจต่ำ เพื่อสร้างความเข้าใจพื้นฐานของสถานการณ์ด้านแรงจูงใจในการทำงานใน มหาวิทยาลัยเอกชน งานวิจัยชิ้นนี้มีวัตถุประสงค์เพื่อ ศึกษาความพึงพอใจใน แรงจูงใจของบุคลากรด้านการสอนในมหาวิทยาลัยเอกชนว่ามีผลกระทบต่อ การลาออกของบุคลากรด้านการสอนหรือไม่ และเพื่อวิเคราะห์ว่ามีสหสัมพันธ์ระหว่าง ความพึงพอใจในแรงจูงใจและการลาออกของบุคลากรด้านการสอนหรือไม่ เครื่องมือในการวิจัย ได้แก่ แบบสอบถามที่สร้างขึ้นจากแบบความพึงพอใจในงาน และแบบความตั้งใจลาออกของบุคลากรด้านการสอน กลุ่มตัวอย่างในงานวิจัยชิ้นนี้ คือ บุคลากรด้านการสอนจากมหาวิทยาลัยเอกชนในมณฑลเหอหลิงเจียง ประเทศ สาธารณรัฐประชาชนจีน จำนวน 404 คน

ปัจจัยด้านความพึงพอใจในสิ่งจูงใจ 4 ด้าน ได้แก่ ความพึงพอใจด้านเงิน เดือนและสวัสดิการ (SWS) ความพึงพอใจด้านการฝึกอบรมและการเรียนรู้ (TLS) ความพึงพอใจด้านสภาพแวดล้อมและความสัมพันธ์ (ERS) ความพึงพอใจต่อการ ประเมินผลและการส่งเสริมสนับสนุน (EPS) ความตั้งใจลาออกจากมหาวิทยาลัย เอกชน (TI) เป็นตัวแปรตาม

ผลการวิจัย พบว่า ปัจจัยของความพึงพอใจในแรงจูงใจทั้งสี่ด้าน มีความสัมพันธ์เชิงลบกับความตั้งใจในการลาออก ในปัจจัยทั้งสี่ด้าน พบว่า ความพึงพอใจ ต่อเงินเดือนและสวัสดิการมีผลกระทบสูงสุดกับความตั้งใจในการลาออก รองลงมา ได้แก่ ปัจจัยด้านการประเมินผลและการส่งเสริมสนับสนุน ปัจจัยด้านสิ่งแวดล้อม และความสัมพันธ์ และความพึงพอใจด้านการฝึกอบรมและการเรียนรู้ตามลำดับ ทั้งนี้ผู้วิจัยได้เสนอแนะให้มีการปรับปรุงความพึงพอใจในสิ่งจูงใจของบุคลากรด้าน การสอน

คำสำคัญ : แรงจูงใจ; ความตั้งใจในการลาออก; มหาวิทยาลัยเอกชน; อาจารย์

Introduction

Background

According to relevant data, as of April 2019, there were 1245 undergraduate universities in China, of which 419 were private

undergraduate universities, accounting for 33.7% (Ministry of Education, 2019). At the same time, the internal mechanism of private universities also has many problems restricting its development. Among them, teachers are unstable, mobility, work enthusiasm and other problems are particularly prominent. As the core resource of the universities, teachers are the foundation of the sustainable development of the universities.

Studies have shown that young teachers in universities face high standards of scientific research requirements, heavy teaching tasks, academic qualifications promotion, professional title evaluation, and the appointment system of “rising or walking “, which makes them the most stressed group among university teachers, and the problem of teachers leaving is more serious (Zeng Xiaojuan & Liu Chun, 2015). With the increasing competition between private universities and public universities, private universities are facing severe challenges. Cultivating and having a high-quality and relatively stable team of teachers is an effective means to deal with the challenges. However, the phenomenon of teacher loss in private universities, which makes the university unable to form a stable team of teachers with long-term goals, which has a serious impact on the continuity and consistency of teaching (Peng Lixia & Meng Huiling, 2017).

The development of private universities in China has made remarkable achievements. But the problem of teacher loss can not be ignored. Whether from the government, the public, private universities or teachers themselves, the construction of a stable contingent of teachers is a prerequisite for running private education (Xie shanshan, 2020).



Statement of the Problem

Private universities should have a relatively scientific and complete incentive mechanism (Chen Li, 2019), but judging from the current development status of most private universities in China, the existing teacher incentive mechanism is obviously not perfect, and there is a single incentive method. Insufficient intensity, lack of pertinence, and poor execution of the incentive system (Yang Liu, 2019). This has seriously affected teachers' enthusiasm for work and reduced teachers' satisfaction with their own professions, resulting in increased teacher turnover rate and instability of the teaching team. Universities have adopted a variety of incentive mechanisms, but how effective they are and whether they can play a role in reducing turnover intention is currently lack of specific research in this area.

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Research Questions

1. What is the relationship between teachers' incentive satisfaction and turnover intention in private universities in China?
2. Which incentive satisfaction of Chinese private university teachers has more influence on their turnover intention?

Research Objectives

1. To determine the main factors of private university teachers' incentive satisfaction.
2. To discover the relationship between incentive satisfaction and turnover intention of private university teachers.
3. To find ways to improve the satisfaction of teachers in private universities.

Significant of Research

Theoretically, this research can deepen the research of incentive theory, and try to put the concept of incentive satisfaction into the field of private universities for research and discussion, so as to further broaden the research on the mechanism of staff turnover and enrich the management theory of private universities, especially incentive theory and human resource management theory.

In practice, studying the relationship between the incentive satisfaction and turnover intention of private university teachers will have some enlightenment for other public management departments. This study will help managers discover the defects and deficiencies in the internal management mechanism of the organization in time, find problems in time and make effective adjustments and improvements to ensure the stability of the members of the organization, thereby further ensuring the organization's healthy growth.

Scope of Research

This study will take all private university in Heilongjiang Province, China as an example. The research population includes teachers who are full-time teaching staff in 10 private universities in Heilongjiang Province. A sample of about 5000 teachers is randomly selected for investigation and research.

Variables

According to the study of literature, the independent variables are Salary and welfare satisfaction (SWS), Training and learning satisfaction (TLS), Environmental and relationship satisfaction (ERS), Evaluation and promotion satisfaction (EPS). Turnover intention (TI) is a dependent variable.



Research Conceptual Framework

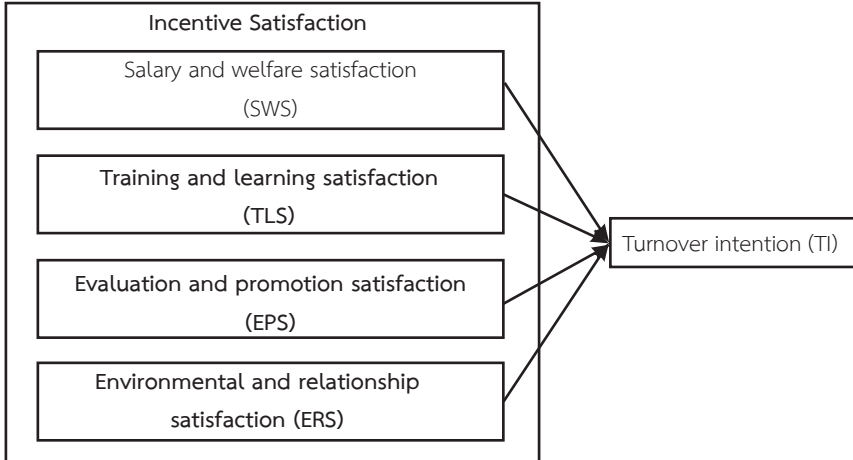


Figure 1. Research Conceptual Framework

Related Theories and Research Hypothesis

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Related Theories

Social exchange theory

Social exchange theory provides an important theoretical basis for our understanding of the employment relationship. He proposed that in an organization, employees cooperate with the organization, the organization provides inducement, and employees make contributions (Blau, 1964). The theory of social exchange has aroused extensive discussion in the academic circle, and has provided a new theoretical basis for scholars to study employment and turnover.

Although scholars still have many different views on the theory of social exchange, it is generally believed that there is a series of interactions in the process of social exchange, which ultimately promote the formation of mutual responsibilities and obligations. Essentially, the employment relationship is an exchange between

an organization and its employees. Three aspects are essential, including : relationship, reciprocity and exchange (Cropanzano. R, M.S. Mitchell, 2005). The emergence of social exchange relations begins when one party gives the other a certain benefit. If the beneficiary accepts and rewards it, a series of exchanges of benefits will continue to occur, and the two parties must therefore bear corresponding responsibilities and obligations (Eisenberger R, Kuhlman DM, 1992).

Incentive theory

What is incentive? American management scholar Steiner, GA, & Berelson, B. (1964) state: “All the conditions, hopes, desires, and incentives that the innermost strive for constitute an incentive for people. It is an inner state of human activity “ All human actions are caused by a certain motive. Incentive is a mental state, which stimulates, promotes, and strengthens human actions.

The incentive theories used in the existing literature research mainly include content-based incentive theory, process-based incentive theory, behavioral transformation incentive theory and comprehensive incentive theory. Herzberg (1959) proposed in the two-factor theory that incentive factors such as job accomplishment, career prospects, and job promotion can produce satisfaction, and health care factors such as working environment, salary, and superior-subordinate relationship can only eliminate people's dissatisfaction. But it will not produce satisfaction. Vroom (1964) expectation theory puts forward that the level of incentives depends on the product of the expected value and the target valency, and believes that to maximize the motivational power, it is necessary to take into account personal effort, performance, and organizational rewards, remuneration and the relationship between needs to be satisfied. Porter & Lawler



(1968) comprehensive incentive theory constructs a virtuous circle from the degree of effort to work performance, rewards (intrinsic rewards and external rewards), job satisfaction and the degree of effort returned from job satisfaction. The feedback route takes into account various comprehensive factors such as reward content, reward and punishment system, goal orientation, and leadership recognition.

ERG needs theory is a kind of content incentive theory. Alderfer, C. P. (1969), proposed a new theory of human needs based on Maslow's hierarchy of needs theory. It is a new model containing three levels of needs : Existence Needs, Relatedness Needs, and Growth Needs. However, this hierarchy is not rigid, and there is no strict hierarchical relationship between the three needs, which is different from Maslow's view.

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Incentive satisfaction

At present, there are relatively few studies on incentive satisfaction. Scholars Zeng Tiejing and Zhao Feng (2004) believe that incentive satisfaction is the degree of satisfaction of employees with the company's incentive system. Li Zhongheng and Xu Min (2010) defined employee incentive satisfaction as : employee's attitude or emotional intention towards the company's incentive mechanism. The employee's incentive satisfaction can be defined as : the employee's attitude, perception or emotional intention towards the organization's incentive mechanism.

Turnover intention

Turnover intention refers to the employee's thoughts and willingness to leave the organization. It is the last psychological state of the employee before leaving the job. It is a summary of a series of influencing factors related to employee turnover (Mobley, 1977).

Miller & Katerberg (1979) proved that turnover intention can predict turnover behavior. Based on the unpredictability of turnover behavior, Price et al. (1981, 2001) suggest using turnover intention instead of actual turnover behavior when conducting research.

Past research on teachers' incentive satisfaction and turnover intention

In the past, there were more studies on the relationship between job satisfaction and turnover intention, but less on incentive satisfaction and turnover intention, especially for teachers in private universities in China.

Shah, N. H., & Jumani, N. B. (2015) pointed out, there was a strong relationship between job satisfaction and its indicator (pay) with turnover intention among private secondary school teachers. However, it was found that promotion, work itself and supervision showed moderate relationship with turnover intention among the teachers.

Li Baihong (2016) believes that employee satisfaction with incentive factors includes three aspects of work environment and atmosphere, learning development and work itself. There is a negative correlation between satisfaction with incentive factors and their turnover intention.

Xu Xiongwei & Zhang Guoping (2017) found that different types of incentives in private universities have different ways and effects on teachers' teaching. Among them, direct non-economic incentives have the most significant effects, while indirect economic incentives are relatively weak. Torre-Ruiz, J. M. (2017) discussed the three dimensions of interests level, interests management, interests-determined satisfaction, and turnover intention. They believed that there is a negative correlation.



A study by Addai, P. (2018) shows that teacher turnover intention is negatively correlated with organizational justice and job satisfaction. Regarding the components of job satisfaction, the only salary makes a big difference in their intention to leave. Among the components of organizational justice, distribution and procedural justice also affect turnover intention.

Rathakrishnan, T., Imm (2016) examined the factors that determine the intention of the loss of lecturers in private universities in Malaysia. A total of 253 lecturers from private universities around Clarang Valley participated in the survey. Using social exchange, fairness, expectation and Herzberg's two-factor theories, six structures are determined-job security, supervisor support, salary satisfaction, job autonomy, key performance indicators achievability and job satisfaction. The results show that only four factors : salary satisfaction, job autonomy, KPI achievability and job satisfaction explain the willingness to leave.

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Research variables and Hypothesis

Research variables

Based on the above theory and related literature research, this research will study the relationship between satisfaction with incentive factors and turnover intention of private university teachers. Teacher incentive factor satisfaction includes four variables, Salary and welfare satisfaction (SWS), Training and learning satisfaction (TLS), Environmental and relationship satisfaction (ERS), Evaluation and promotion satisfaction (EPS). Turnover intention (TI) is studied as a dependent variable.

Hypothesis

H1 : Salary and welfare satisfaction has a significant negative impact on turnover intention;

H2 : Training and learning satisfaction have a significant negative impact on turnover intention;

H3 : Environment and relationship satisfaction have a significant negative impact on turnover intention;

H4 : Evaluation and promotion satisfaction have a significant negative impact on turnover intention.

Research design

Research method

This study uses quantitative research methods. On the basis of reading and sorting out relevant domestic and foreign documents, research the related theories of incentive satisfaction and the concept of turnover intention, and clarify the current incentive of private university teachers and the concept of turnover intention. Determine the measurement dimensions, indicators and questions. Collect adequate and effective data by designing a reasonable questionnaire. The statistical software SPSS was used to carry out descriptive statistics and reliability and validity tests on the data collected from the questionnaire. The correlation analysis between each factor of incentive satisfaction and turnover intention was carried out, and on this basis, regression analysis was carried out to try to find out some factors that have greater influence on teacher turnover intention. This further verifies the relationship between incentive satisfaction and turnover intention of private university teachers. Research the degree of correlation between different dimensions of incentive



satisfaction and turnover intention. Based on related theories, combined with the empirical results of this research, relevant countermeasures and suggestions are put forward for the improvement and perfection of current private university teachers' incentive measures.

Samples and sampling

This study takes Heilongjiang Province in China as the study area. Heilongjiang Province has an area of 450,000 square kilometers and a total population of 38 million. Its economic development is at the average level in China. In Heilongjiang Province, there are 10 private universities with qualifications for issuing bachelor's degree. The level of private university is at a medium level in the whole country and is representative. Random sampling survey was carried out through the contacts of each university.

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Research Instrument

A questionnaire is one of the effective methods to obtain research data. Since incentive satisfaction is included in the scope of job satisfaction, the incentive satisfaction scale in this study uses the mature scale of employee job satisfaction : Minnesota Satisfaction Question naire, (MSQ), and alsouses the incentive satisfaction questionnaire compiled by Liu Qinghua (2013) Scale. The incentive satisfaction questionnaire includes 4 variables including salary and welfare satisfaction, training and learning satisfaction, environment and relationship satisfaction, evaluation and promotion satisfaction, and each variable has 4 questions. The turnover intention questionnaire uses a scale developed by Mobley (1979), with a total of 4 items, which is also a scale generally recognized by the academic community at present. The author has made some modifications. The

questionnaire is designed using Likert's five-point scoring method 1) is strongly disagree 2) is disagree 3) is between agree and disagree 4) is relatively agree and 5) is strongly agree.

Data collection and processing

The author randomly distributed the online questionnaire through the contacts of various private universities, and recovered 404 valid questionnaires. Since the option must be filled out before submission is set, the data is relatively complete and there are no missing items. After analysis, the reliability and validity of the questionnaire are very good.

Results

Descriptive analysis

Analysis of demographic variables

Among the 404 samples, there are more women (54.2%) than men (45.8); teachers aged 31-40 are the most (49%), and teachers older than 50 are the least (3.7%), master degree is relatively high (88.1%), The proportion of doctors is relatively low (11.9%), the number of lecturers is the most (52.2%) and the professors are the least (3.7%).

Table 1 Frequency of demographic variables

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	male	185	45.8	45.8	45.8
	female	219	54.2	54.2	100.0
	Total	404	100.0	100.0	

**Table 1** Frequency of demographic variables

		Frequency	Percent	Valid Percent	Cumulative Percent
Age	<=30	87	21.5	21.5	21.5
	31-40	198	49.0	49.0	70.5
	41-50	104	25.7	25.7	96.3
	>=51	15	3.7	3.7	100.0
	Total	404	100.0	100.0	
Educational level	Master	356	88.1	88.1	88.1
	Doctor	48	11.9	11.9	100.0
	Total	404	100.0	100.0	
Professional Title	Assistant Professor	71	17.6	17.6	17.6
	Lecturer	211	52.2	52.2	69.8
	Associate Professor	107	26.5	26.5	96.3
	Professor	15	3.7	3.7	100.0
	Total	404	100.0	100.0	

Difference Analysis

Table 2 is the comparison result of the differences in satisfaction and turnover intention for different gender. Based on the results of independent samples t test, SWS $P > 0.05$, indicating that there is no significant difference in salary and welfare satisfaction of different gender; $P < 0.05$ of TLS and ERS, indicating that different gender have significant differences in training and learning satisfaction and Environmental and relationship satisfaction; TI's $P > 0.05$, indicating there was no significant difference in turnover intention between male and female teachers.

Table 2 Difference analysis of gender

	Gender	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Salary and welfare satisfaction (SWS)	male	185	3.0797	1.06867	-1.571	.117
	female	219	3.2409	.99132		
Training and learning satisfaction (TLS)	male	185	3.3973	1.03944	-2.274	.024
	female	219	3.6164	.89764		
Environmental and relationship satisfaction (ERS)	male	185	3.2203	.82944	-3.410	.001
	female	219	3.4555	.54711		
Evaluation and promotion satisfactionm (EPS)	male	185	3.1878	.77200	-5.038	.000
	female	219	3.5377	.62351		
Turnover intention (TI)	male	185	2.8811	.90892	.589	.556
	female	219	2.8322	.76031		

The results of the ANOVA test showed that with ages as the grouping variable, SWS's $P < 0.05$, indicating that there are significant differences in salary satisfaction among different age groups, and middle-aged teachers' satisfaction is higher; TLS's $P < 0.05$, indicating training in different age groups There is a significant difference in satisfaction. Teachers below 30 years old have the lowest satisfaction with training; ERS $P < 0.05$, indicating that different age groups have significant differences in satisfaction with the environment and relationships. Teachers older than 50 years old have the lowest satisfaction with the environment and relationships. Satisfaction is the highest; $P > 0.05$ for EPS indicates that there is no significant



difference in satisfaction with evaluation and promotion among different age groups; $P < 0.05$ for TI indicates that there is a significant difference in the turnover intention of teachers of different age groups. Teachers who are over 50 years old have the highest tendency to leave their jobs.

Table 3 Difference analysis of ages

		N	Mean	Std. Deviation	Std. Error	F	Sig.
Salary and welfare satisfaction (SWS)	<=30	87	2.4914	1.06711	.11441	21.080	.000
	31-40	198	3.2538	1.00427	.07137		
	41-50	104	3.5721	.77638	.07613		
	>=51	15	3.1333	.84445	.21804		
	Total	404	3.1671	1.02931	.05121		
Training and learning satisfaction (TLS)	<=30	87	3.0144	1.04224	.11174	11.490	.000
	31-40	198	3.6124	.99156	.07047		
	41-50	104	3.7620	.71850	.07045		
	>=51	15	3.4500	.79732	.20587		
	Total	404	3.5161	.97011	.04826		
Environmental and relationship satisfaction (ERS)	<=30	87	3.2557	.53643	.05751	4.388	.005
	31-40	198	3.3144	.76939	.05468		
	41-50	104	3.5361	.63515	.06228		
	>=51	15	3.0167	.76454	.19740		
	Total	404	3.3478	.69985	.03482		
Evaluation and promotion satisfaction (EPS)	<=30	87	3.3477	.79182	.08489	1.209	.306
	31-40	198	3.4242	.76979	.05471		
	41-50	104	3.3558	.51986	.05098		
	>=51	15	3.0833	.67259	.17366		
	Total	404	3.3775	.71615	.03563		
Turnover intention (TI)	<=30	87	3.2385	.93999	.10078	9.550	.000
	31-40	198	2.7159	.80357	.05711		
	41-50	104	2.7596	.66457	.06517		
	>=51	15	3.1167	.88573	.22870		
	Total	404	2.8546	.83096	.04134		

According to the level of education, the difference analysis is carried out. The independent sample t-test results show that the P values of satisfaction of different educational background groups are all less than 0.05, indicating that the satisfaction of teachers with

different educational backgrounds is significantly different, and the performance of doctors in each satisfaction is higher than Teachers with master's degree and below. For turnover intention, Master and below teachers are significantly lower than doctoral teachers.

Table 4 Difference analysis of educational level

	Educational level	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Salary and welfare satisfaction (SWS)	Master and below	356	3.1053	1.03706	.05496	-3.324	.001
	Doctor	48	3.6250	.84740	.12231		
Training and learning satisfaction (TLS)	Master and below	356	3.4621	.99416	.05269	-3.079	.002
	Doctor	48	3.9167	.64687	.09337		
Environmental and relationship satisfaction (ERS)	Master and below	356	3.3216	.72174	.03825	-2.053	.041
	Doctor	48	3.5417	.47078	.06795		
Evaluation and promotion satisfaction (EPS)	Master and below	356	3.3497	.73295	.03885	-2.131	.034
	Doctor	48	3.5833	.53924	.07783		
Turnover intention (TI)	Master and below	356	2.8855	.83354	.04418	2.047	.041
	Doctor	48	2.6250	.78211	.11289		

The results of the one-way ANOVA analysis showed that in all dimensions of incentive satisfaction, the differences between different professional titles are significant, the satisfaction of assistant professor and professors in all aspects are low, and the satisfaction of lecturers and associate professors is high. In terms of turnover intention, assistant professor and professors have the highest turnover intention level, while lecturers and associate professors have lower turnover intention.

**Table 5** Difference analysis of professional title

		N	Mean	Std. Deviation	Std. Error	F	Sig.
Salary and welfare satisfaction (SWS)	Assistant Professor	71	2.2359	1.01760	.12077	52.423	.000
	Lecturer	211	3.1481	.93238	.06419		
	Associate	107	3.8879	.61644	.05959		
	Professor	15	2.7000	.89243	.23042		
	Total	404	3.1671	1.02931	.05121		
Training and learning satisfaction (TLS)	Assistant Professor	71	2.7641	.99273	.11782	32.419	.000
	Lecturer	211	3.5261	.98888	.06808		
	Associate	107	4.0561	.46998	.04543		
	Professor	15	3.0833	.72375	.18687		
	Total	404	3.5161	.97011	.04826		
Environmental and relationship satisfaction (ERS)	Assistant Professor	71	3.1162	.49250	.05845	20.285	.000
	Lecturer	211	3.2737	.76728	.05282		
	Associate	107	3.7313	.46034	.04450		
	Professor	15	2.7500	.76765	.19821		
	Total	404	3.3478	.69985	.03482		
Evaluation and promotion satisfaction (EPS)	Assistant Professor	71	3.2007	.79801	.09471	11.522	.000
	Lecturer	211	3.3424	.75419	.05192		
	Associate	107	3.6519	.44874	.04338		
	Professor	15	2.7500	.59010	.15236		
	Total	404	3.3775	.71615	.03563		
Turnover intention (TI)	Assistant Professor	71	3.4613	.90104	.10693	32.855	.000
	Lecturer	211	2.8282	.78250	.05387		
	Associate	107	2.4065	.52025	.05029		
	Professor	15	3.5500	.80844	.20874		
	Total	404	2.8546	.83096	.04134		

Correlation analysis

The author conducted a correlation analysis on the four variables of incentive satisfaction and turnover intention. The results of the analysis are shown in the following table 6. The Pearson coefficient between the independent variable and the dependent variable is above 0.8, indicating a very strong correlation. The four variables of

incentive satisfaction and turnover intention are all negatively correlated at the level of 0.01. The correlation analysis results verify the hypothesis of this study.

Table 6 Correlation analysis of incentive satisfaction and turnover intention

		Salary and welfare satisfaction	Training and learning satisfaction	Environmental relationship satisfaction	Evaluation and promotion satisfaction	Turnover intention
Salary and welfare satisfaction (SWS)	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	404				
Training and learning satisfaction (TLS)	Pearson Correlation	.949**	1			
	Sig. (2-tailed)	.000				
	N	404	404			
Environmental and relationship satisfaction (ERS)	Pearson Correlation	.884**	.895**	1		
	Sig. (2-tailed)	.000	.000			
	N	404	404	404		
Evaluation and promotion satisfaction (EPS)	Pearson Correlation	.832**	.851**	.921**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	404	404	404	404	
Turnover intention (TI)	Pearson Correlation	-.939**	-.917**	-.864**	-.875**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	404	404	404	404	404

** . Correlation is significant at the 0.01 level (2-tailed).



Regression analysis

This study uses multiple linear regression analysis to compare the impact of 4 incentive satisfaction on turnover intention. The method of “forward style” is used to establish a multiple regression equation.

Table 7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.939a	.882	.882	.28561
2	.954b	.910	.910	.24958
3	.956c	.915	.914	.24363
4	.957d	.916	.915	.24172

- a. Predictors: (Constant), Salary and welfare satisfaction
- b. Predictors: (Constant), Salary and welfare satisfaction, Evaluation and promotion satisfaction
- c. Predictors: (Constant), Salary and welfare satisfaction, Evaluation and promotion satisfaction, Environmental and relationship satisfaction
- d. Predictors: (Constant), Salary and welfare satisfaction, Evaluation and promotion satisfaction, Environmental and relationship satisfaction, Training and learning satisfaction

The model has been fitted 4 times, and the result of model 4 shall prevail. The model summary result is a test of the fitting effect of the equation. R Square is the coefficient of determination, indicating the amount of information that contains all the variation, and represents the size of the equation fitting effect. After incorporating all the variables into the regression model, adjusted R Square is 0.915. It shows that in the model, the interpretation of turnover tendency by four independent variables is 91.5%.

Table 8 ANOVA^aRegression equation test

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	245.477	1	245.477	3009.325	.000b
	Residual	32.792	402	.082		
	Total	278.269	403			
2	Regression	253.290	2	126.645	2033.082	.000c
	Residual	24.979	401	.062		
	Total	278.269	403			
3	Regression	254.526	3	84.842	1429.358	.000d
	Residual	23.743	400	.059		
	Total	278.269	403			
4	Regression	254.956	4	63.739	1090.890	.000e
	Residual	23.313	399	.058		
	Total	278.269	403			

a. Dependent Variable: Turnover intention

b. Predictors: (Constant), Salary and welfare satisfaction

c. Predictors: (Constant), Salary and welfare satisfaction, Evaluation and promotion satisfaction

d. Predictors: (Constant), Salary and welfare satisfaction, Evaluation and promotion satisfaction, Environmental and relationship satisfaction

e. Predictors: (Constant), Salary and welfare satisfaction, Evaluation and promotion satisfaction, Environmental and relationship satisfaction, Training and learning satisfaction

The test result of the regression equation showed that $F=1090.890$, $P=0.000 < 0.05$, the difference was statistically significant, indicating that the equation is meaningful, and the partial regression coefficient of at least one independent variable is not 0. The test of the regression effect of the independent variables requires further analysis.

Table 9 Coefficients^a of variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	5.683	.067		84.432	.000	5.551	5.816
Salary and welfare satisfaction (SWS)	-.540	.038	-.669	-14.134	.000	-.615	-.465
Evaluation and promotion satisfaction (EPS)	-.479	.044	-.413	-10.992	.000	-.565	-.394
Environmental and relationship satisfaction (ERS)	-.282	.054	-.228	5.057	.000	-.166	-.376
Training and learning satisfaction (TLS)	-.116	.043	-.135	-2.712	.007	-.200	-.032

a. Dependent Variable: Turnover intention (TI)

5

The above coefficient table is the final analysis result of each independent variable. Among them, the variables finally left in the regression equation of Model 4 are all four independent variables, indicating that these four satisfactions are the main influencing factors of turnover intention. From the perspective of the signs of the partial regression coefficients, both satisfaction and turnover intention have a negative effect, that is, the higher the satisfaction, the lower the turnover intention, which is also consistent with the previous correlation analysis results. Since the absolute value of the standardized regression coefficient represents the degree of influence of the independent variable on the dependent variable, this regression result shows that salary and welfare satisfaction has the greatest influence on turnover intention among the four independent variables,

and salary and welfare satisfaction increases by one unit, turnover intention decreased by 0.669 units, as did the satisfaction of the other three. Finally, the regression equation can be derived:

$$TI=5.683-0.669*SWS-0.413*EPS-0.228*ERS-0.135*TLS$$

Conclusions and recommendations

Conclusions

Conclusions on research question 1

The analysis shows that salary and welfare satisfaction have a significant negative impact on turnover intention; training and learning satisfaction have a significant negative impact on turnover intention; environment and relationship satisfaction have a significant negative impact on turnover intention; evaluation and promotion Satisfaction has a significant negative impact on turnover intention. All hypotheses were accepted in this study.

Conclusions on research question 2

The multiple regression equation shows that salary and welfare satisfaction has the greatest influence on turnover intention among the four independent variables, followed by evaluation and promotion satisfaction, followed by environment and relationship satisfaction, and the least influential variable is training and learning satisfaction.

Recommendations

Leaders of private universities should pay attention to improving teacher incentive satisfaction. Conduct regular surveys and adjust incentive measures in time. This working attitude and state not only reflects the humanization of management, but also enables managers to fundamentally discover some shortcomings or shortcomings in the incentive mechanism, so as to adjust incentive measures in time



and improve the incentive mechanism. According to the conclusions of this research, private universities in China need to raise the level of wages and benefits, and improve the evaluation and promotion mechanism. University leaders should increase communication with teachers and discuss development plans and incentives.

Limitations

This research mainly focuses on the study of incentive factor satisfaction on turnover intention. In terms of the scope of research, there are regional limitations; in terms of variable relations, the mediation and adjustment effects of other factors are not considered; in terms of research, the perspective of organizational development is not considered.

Future research

In the future, research perspectives can be expanded and research on the mechanism of organizational factors, such as organizational learning, organizational climate, organizational support, organizational commitment, work self, self-efficacy, etc., can be used between satisfaction and turnover intention.

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