

Employee motivation, job satisfaction and talent retention among college teachers in local university in Shandong Province, China: Basis for talent strategies framework

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Abstract

This study aimed to examine the employee motivation, job satisfaction and talent retention among college teachers in Shandong Province, China and developed a Strategy Retention framework for teachers. The researchers used a descriptive correlation method to determine the relationship between the three variables. Descriptive research method is a simple research method that describes and explains existing phenomena through one's own understanding and verification. The participants in this study are 350 teachers from five local universities in Shandong Province, Qufu Normal University, Liaocheng University, Zaozhuang College, Heze University, and Ludong University. This study utilized a questionnaire as the data collection tool. Based from the results of the study, the respondents have moderate agreement on their level of motivation as to promotion, salary increase, leader- support and career prospects. The respondents also have moderate level of satisfaction in terms of nature of their job, working load and employees' welfare. They agreed that family and life factors, work environment and policy support are the personal factors affecting talent retention in most universities. The study indicated a strong direct relationship among the sub variables of employee motivation and job satisfaction. There is a very strong direct relationship among the sub variables of employee motivation and personal factors affecting job retention. A significant relationship existed between job satisfaction and personal factors affecting job retention. A talent strategy framework was developed for university teachers in Shandong, China. This study may help universities in Shandong Province, China to develop more effective talent strategies. The research findings may be used to identify the factors that motivate and satisfy college teachers in Shandong Province, China, and to develop strategies to retain these talented employees.

Keywords: employee motivation, job satisfaction, talent retention, talent strategies framework

Employee motivation, job satisfaction and talent retention among college teachers in local university in Shandong Province, China: Basis for talent strategies framework

1. Introduction

At present, the world's higher education has made great development, the teaching scale is expanding, and scientific research has achieved fruitful results. Colleges and universities play an important role in China's higher education, and play an important role in local education and social and economic development. The quality of higher education mainly depends on the quality and level of the teachers in colleges and universities, so all colleges and universities attach great importance to the construction of teachers (Yi & Wei, 2016). Talent retention is a very important subject in the process of personnel management in ordinary colleges and universities. As the leading force of colleges and universities, teachers are the key and decisive factor to improve the quality and level of college education. According to the research results, only by establishing a stable team of talents can universities improve the overall teaching and research level (Berry, et al., 2012).

With the vigorous development of open innovation, scientific and technological talents also flow in a more and vast knowledge space and regional space. The difference of regional development and the volatility of the supply and demand situation of regional scientific and technological talents further have a continuous and cumulative impact on the regional flow of scientific and technological talents. College teachers are the key factors of regional education, scientific research, economic development and the transformation of innovation achievements. Their reasonable flow can effectively provide the necessary intellectual support for the regional implementation of innovation-driven strategy, and help the regional education development, economic transformation and industrial upgrading. The flow of talents has been around for a long time, and in the higher education system, university teachers can get sufficient opportunities to enter the intercollegiate communication, so that the cross-school flow occurs smoothly.

In the process of talent flow, college talents are affected by the pressure and factors from all sides, thus shifting from the "vulnerable group" to a favorable environment for themselves (Fan et al., 2022). However, due to the derivative effect of market economy, teachers have begun to show different degrees of disorderly flow trend in recent years. The unreasonable talent flow will have a negative impact on the development of local university education (Mainali, 2020), which weakens the core competitiveness of local colleges and universities, leads to university reputation, student quality, funding sources, facilities construction, daily management into trouble and form a vicious circle (Cowan et al., 2019; Zhou et al., 2018; Chu et al., 2022).

Different teaching years, salaries and benefits, title promotion, career development and academic atmosphere are all factors affecting the mobility of academic careers. Most of them are young and middle-aged teachers. Especially for those with less academic experience, it is important to use their mobile phone experience to build a more pronounced career development advantage. Young talent flows to universities outside the region, and most of the lost teachers will choose to work in economically developed areas to obtain better development opportunities. Excellent young teachers have become the key goal of universities with their outstanding scientific research ability, which is conducive to the construction of universities.

Employee motivation is the targeted encouragement of schools to teachers, including material incentive, spiritual incentive and professional title incentive. Due to the geographical location and other factors, the local colleges and universities have no advantage under the objective conditions. In order to make up for the objective deficiency, schools can adopt appropriate incentive policies to retain talents (Engidaw, 2021; Forson et al., 2021). Good promotion channels of professional title will improve teachers' work enthusiasm to a great extent, and teachers with high enthusiasm will also improve the stability of teachers. Normal flow has evolved into a battle for high salaries, and academic resources and treatment have become the bargaining chips to attract talent.

Defects in the wage distribution system in local universities can also lead to the loss of academic professionals. In the long run, financial motivation is the most important motivating factor, a fact that has been confirmed by previous studies (Carmen et al., 2018; Munir et al., 2017). A large number of targeted surveys found that nearly half of the respondents thought they would leave because of their salaries. The lower the salary satisfaction, the easier it is to leave (Shafagatova et al., 2023). Salary incentive is the most direct and concerned issue for teachers. Clear salary incentive policies and more salary incentive channels will increase teachers' income and improve their work enthusiasm (Hitka et al., 2023).

Job satisfaction is an intuitive sense of the work experience. Teacher satisfaction with the university is a key factor in predicting the decision to leave academic work (Spence, 2017). Job satisfaction had a significant impact on the turnover intention of academic professionals (Patro, 2022). The lower the job satisfaction, the higher the level of individual demand for the turnover rate (Halim et al., 2021). Whether they are satisfied with their work will directly affect the stability of teachers, and to a large extent determine the future of talents (Bala & Venkatesh, 2017). Job satisfaction is affected by many factors, such as the specific content of the work, working environment, working atmosphere, salary and treatment (Rasheed et al., 2016). Employee motivation is an important factor that affects teachers' job satisfaction. At the same time, employee motivation and job satisfaction also determine the stability of the talent team and the talent retention rate (Hitka et al., 2023).

Personal factors influencing talent retention include the individual level needs, demand satisfaction, loss motivation, values and so on (Nezhina et al., 2021; Potgieter & Snyman, 2018). It specifically covers self-realization, living and medical care, children's schooling, spouse employment, work and family coordination (Choy & Kamoche, 2021; Hagen et al., 2020; Heady et al., 2020). School culture reflects the values and spiritual quality of universities. Fairness and justice represents the academic atmosphere and environment of universities. Scientific research environment and development space determine the height of talent development, etc. Evaluation and assessment and salary distribution affect the work efficiency and creative power of talents (Popoola & Fagbola, 2023). The urban environment, economic level, the quality of public service determines the high-level talent living and working outside conditions, on the basis of the financial policy represents the hard power of the city, the polarization of regional economic development effect makes the external gap widening, cause regional talent value and benefits (Mgammal & Al-Matari, 2021; Zhao et al., 2016). With the same efforts and achievements, individual talents hope to flow to the areas with higher income to realize the unity of their own value and benefits.

In recent years, local colleges and universities have been in the period of transformation and construction of comprehensively improving the connotation quality of running schools and deepening the innovation system and mechanism. For local development, the key lies in education, and higher education plays an important leading and driving role. The key to higher education is talent, and talent is the strategic resource for development. Considering the law of talent growth and the development of higher education, the fundamental point of talent team construction in colleges and universities lies in talent training. The serious brain drain of talents in local universities has affected their teaching operation order, core competitiveness, quality of talent training and sustainable and healthy development. Retaining talents is the primary problem facing local universities, and ensuring the sufficient stock of high-quality teachers on the basis of talent retention. How to make good use of talents and retain talents has become a major problem to maintain the stability of local colleges and universities. Referring to the aforementioned literatures, employee motivation, job satisfaction and personal factors have influences to the talent retention of local university, therefore, determining the effect of these variables on college teacher retention of local university will be a good reference for the improvement of teaching level, core competitiveness, quality of talent training and sustainable and healthy development.

This study analyzes the influence of talent retention in colleges and universities from the aspects of employee motivation, job satisfaction and personal factors, in order to provide talent retention strategies for the planning level of local universities, put forward reasonable suggestions for retaining talents in colleges and universities, and avoid the risk of loss scientifically. The researcher also through this study can promote the work

engagement, employee stability and work performance among college teachers. This study can be used by the colleges to create a positive work environment that motivates college teacher to perform at their best. This can lead to increased invention and creation, improved teaching and education, provided better service to society, and got greater results and success.

Objectives of the study - This study aimed to examine the employee motivation, job satisfaction and talent retention among college teachers in Shandong Province, China and developed a strategies retention framework for teachers. Specifically, it determined the employee motivation as to promotion, salary increase, leader support and career prospects; assessed the level of job satisfaction in terms of job nature, working load, and employee's welfare; described the personal factors affecting talent retention as to family and life factors, work environment, and policy support; tested the relationship between employee motivation, job satisfaction and personal factors affecting talent retention and developed a talent strategies framework for teachers.

2. Methods

Research Design - The researcher used a descriptive correlation method to determine the relationship between the three variables. Descriptive research method is a simple research method that describes and explains existing phenomena, laws and theories through one's own understanding and verification. The researcher distributed questionnaires through the online survey platform "Wen Juanxing" to collect information from respondents. This has been tested and has the ability to provide basic information about the nature of the subject. This description is used to effectively collect data from respondents. This gives the relationship between the three variables of employee motivation, job satisfaction, and personal factors.

Participants - The participants in this study were five local universities in Shandong Province: Qufu Normal University, Liaocheng University, Zaozhuang College, Heze University, and Ludong University. These five universities have a strong influence in Shandong Province, they not only have great advantages in teaching and scientific research, but also have their own characteristics of running schools. These schools are all local universities in Shandong Province and are evenly distributed in Shandong Province, so the teachers at the above universities are widely representative of the survey subjects. To identify respondents at the five universities, the authors sent a letter of request to each of the universities surveyed asking about the number of teaching staff and researchers at that university. Seventy teachers from each of the five universities were selected for a questionnaire survey. Among the 8,700 teachers in these five universities in Shandong Province, the sample size was 350, using Google Raosoft, the effect size was 0.50, the power probability was 0.95 or 95 percent, and the alpha level was 0.05 or 5 percent.

Instrument - This study used a questionnaire as a data collection tool. The questionnaire is divided into the following four components, which are evaluated based on the basic information of the respondents and different research variables. Part I: Demographic Variables. By collecting the basic information of the respondents, the differences in employee motivation, job satisfaction, and personal considerations on talent retention among teachers with different individual characteristics (including gender, age, marital status, education level, professional title and research field) were analyzed. Part II: Employee motivation scale. The subject questionnaire referred to the scale developed by Demerouti (2001) and corresponded to four variables: Promotion, Salary increase, Leader support, and Career prospects. The Likert 4-point scale is used for evaluation. The higher the score, the higher the motivation for teachers, otherwise the lower the motivation. Part III: Job satisfaction scale. There are three variables: Job nature, Working load, and Employee's Welfare. The scale has been verified many times and has high reliability and validity in the Chinese context. The assessment was performed using the Likert 4-component scale. The higher the score, the higher the teacher's job satisfaction; otherwise, the less satisfied the job. Part IV: Personal Factors Affecting Talent Retention Scale. It mainly includes the following three themes: Family and life factors, Work environment and Policy support. The Likert 4-point scale is used for evaluation, the higher the score, the lower the employee's willingness to leave; Otherwise, the higher the employee's willingness to leave.

Data Gathering Procedure - The researchers sought permission from the head of the human resources department to allow the faculty to answer the questionnaire. The questionnaire was distributed and collected using a software called Questionnaire Star, which was filled out by teachers from five universities. After completing the questionnaire, the researchers collected the data and counted, interpreted and analyzed the data. To ensure the reliability, stability and consistency of our questionnaires and scales. Cronbach's alpha analysis was used to test the internal consistency and reliability of the questionnaire samples. Cronbach's alpha value of 0.9 which signifies good in the rule of thumb. Thus, this set of questionnaire is considered valid for use.

Data Analysis - Weighted averages and grades were used to evaluate employee motivation, including promotion, salary increase, leader support, and career prospects. Determine the relationship between job satisfaction and job nature, working load and employee's welfare. Personal factors were evaluated in three aspects: Family and life factors, work environment, and policy support affecting talent retention. The results of the Shapiro-Wilke test show that all variables have p-values less than 0.05, which means that the data set is not normally distributed. Therefore, Spearman rho is used as part of a nonparametric test to determine significant relationships. All analyses were performed using SPSS Version 28.

Ethical Consideration - The researcher considered ethical factors such as informed consent and information disclosure when conducting research. The researchers provided respondents with a letter seeking permission to participate in the study before they answered the questionnaire. Participants have every right to refuse to participate or answer questions that make them feel uncomfortable. The researcher has fully complied with the law and keep personal information strictly confidential.

3. Results and discussion

Table 1

Summary Table on Employee Motivation

Key Result Areas	Composite Mean	VI	Rank
Promotion	3.13	Agree	3
Salary Increase	3.28	Agree	1
Leader Support	3.04	Agree	4
Career Prospects	3.20	Agree	2
Grand Composite Mean	3.16	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 1 shows the Employee Motivation Summary Table with a composite average of 3.16, indicating that all indicators of Employee Motivation are consistent. Research shows that colleges and universities should increase salaries, benefits, and career development opportunities to improve employee retention (Simmons, 2020) In the Employee Motivation dimension, Salary Increase scored the highest at 3.28. This means that salary increases have the greatest impact on staff incentives, and for young teachers, what is most needed at this stage is salary increases, salary increases have the strongest incentive effect, higher incomes will make their lives more comfortable, and at the same time motivate them to constantly strive to obtain higher incomes. In addition, compensation will have a positive impact on attracting and retaining loyal employees (Heimerl et al., 2020) When teachers are not motivated, they may not be able to focus on their work, which can lead to teaching accidents and reduced research output. In addition, when teachers are less motivated, they are more likely to leave their jobs and look for new jobs. The findings of Rasheed et al. show that compensation packages and financial incentives are important factors for employees in a competitive market environment in higher education, but other factors such as work environment, performance management systems, training and development are also important (Rasheed et al., 2016).

Table 2 shows a summary table of Job Satisfaction with a composite average score of 3.36, interpreted orally as agreeing. When teachers find a college that aligns with their values, personality, skills, and job satisfaction, their willingness to stay at that institution increases (Simmons, 2020) Among the dimensions cited, Working Load has the highest weighted average (3.37). Work pressure is the most common problem at work, moderate

work pressure can motivate teachers to work better to a certain extent, have more scientific research output, excessive workload will make them feel anxious, serious physical overdraft, and even depression and other diseases, so that they produce burnout, thereby increasing the risk of leaving.

Table 2*Summary Table on Job Satisfaction*

Key Result Areas	Composite Mean	VI	Rank
Job Nature	3.35	Agree	3
Working Load	3.37	Agree	1
Employee's Welfare	3.36	Agree	2
Grand Composite Mean	3.36	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 3*Summary Table on Personal Factors Affecting Talent Retention*

Key Result Areas	Composite Mean	VI	Rank
Family and Life Factors	3.19	Agree	3
Work Environment	3.22	Agree	2
Policy Support	3.35	Agree	1
Grand Composite Mean	3.25	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 3 shows a summary table of Personal Factors Affecting Talent Retention and finds Family and Life Factors, Work Environment, and Policy Support and The impact on Talent Retention is consistent. The impact of personal feelings on talent retention is very subjective, and each teacher's situation is different, and their family situation and response measures should also be different, so as to achieve flexible policy adjustments. Personal factors on whether employees leave the company, may be a combination of multiple personal factors, or a key factor may cause employees to have the idea of leaving, whether it is family, or working atmosphere, will affect the employee's retention to a certain extent. Some faculty members decide how to pursue academic careers based on family needs (Kulp et al., 2022) and these findings are consistent with those found (Britton, 2014) In addition, the research literature suggests that measuring work/life satisfaction as well as parenthood are important variables to consider (Denson & Szelényi, 2022).

Table 4*Relationship Between Employee Motivation and Job Satisfaction*

Variables	rho	p-value	Interpretation
Promotion			
Job Nature	0.563**	0.000	Highly Significant
Working Load	0.542**	0.000	Highly Significant
Employee's Welfare	0.528**	0.000	Highly Significant
Salary Increase			
Job Nature	0.603**	0.000	Highly Significant
Working Load	0.588**	0.000	Highly Significant
Employee's Welfare	0.568**	0.000	Highly Significant
Leader Support			
Job Nature	0.507**	0.000	Highly Significant
Working Load	0.513**	0.000	Highly Significant
Employee's Welfare	0.470**	0.000	Highly Significant
Career Prospects			
Job Nature	0.568**	0.000	Highly Significant
Working Load	0.570**	0.000	Highly Significant
Employee's Welfare	0.539**	0.000	Highly Significant

** . Correlation is significant at the 0.01 level

Policy Support had the highest average score of 3.35. Each teacher pays attention to different points of policy support, such as: whether it can provide a job for the family, whether it can quickly upgrade the title, whether it can provide housing, whether it can quickly raise salary, etc., policy support is very important for young teachers, good policy support can increase teachers' good impression of the school, and work hard for it,

without a good policy support school, teachers' favorability to the school will be reduced, resulting in the idea of leaving.

As seen in table 4, the computed rho-values ranging from 0.470 to 0.603 indicate a moderate to strong direct relationship among the sub variables of employee motivation and job satisfaction. There was a statistically significant relationship between employee motivation and job satisfaction because the obtained p-values were less than 0.01. The calculated rho value is between 0.528 and 0.563, indicating a direct relationship with a moderate degree of correlation between the Promotion and Job Satisfaction. Since the obtained p-value is less than 0.01, there is a statistically significant relationship between the Promotion and Job Satisfaction. Title promotion will increase teachers' satisfaction with the job, for teachers, the level of the title is very important, the level of the title is not only directly related to income, but also related to their career prospects and future, so the promotion of the title will increase their job satisfaction, the title is not promoted will reduce the teacher's satisfaction with the job (Bao, 2021).

On the other hand, rho values calculated from 0.568 to 0.603 indicate a moderate to strong direct relationship between the Salary Increase and Job Satisfaction. Since the obtained p-value is less than 0.01, there is a statistically significant relationship between the Salary Increase and Job Satisfaction. An increase in salary increases teacher job satisfaction, and every teacher wants their salary to be raised, which will improve their quality of life, which can be used in diet, fitness and travel. If income doesn't improve, job satisfaction decreases, and turnover rates increase (Dasanayaka et al, 2021).

The calculated rho value is between 0.47 and 0.513, indicating a direct relationship with a moderate degree of correlation between the Leader Support and Job Satisfaction. Since the obtained p-value is less than 0.01, there is a statistically significant relationship between the Leader Support and Job Satisfaction. Having the support of the leader at work will make the work smoother, while avoiding a lot of unnecessary work arrangements, being able to do the work in your field with peace of mind, and corresponding job satisfaction will increase (Hou, 2021). Meanwhile, the calculated rho value is between 0.539 and 0.57, indicating a direct relationship with a moderate degree of correlation between the Career Prospects and Job Satisfaction. Since the obtained p-value is less than 0.01, there is a statistically significant relationship between the Career Prospects and Job Satisfaction. A career platform that promotes the personal growth and development of teachers in local colleges and universities is an important measure to improve teachers' job satisfaction (Hou, 2021).

Table 5

Relationship Between Employee Motivation and Personal Factors Affecting Talent Retention

Variables	rho	p-value	Interpretation
Promotion			
Family and Life Factors	0.821**	0.000	Highly Significant
Work Environment	0.849**	0.000	Highly Significant
Policy Support	0.465**	0.000	Highly Significant
Salary Increase			
Family and Life Factors	0.876**	0.000	Highly Significant
Work Environment	0.873**	0.000	Highly Significant
Policy Support	0.513**	0.000	Highly Significant
Leader Support			
Family and Life Factors	0.769**	0.000	Highly Significant
Work Environment	0.814**	0.000	Highly Significant
Policy Support	0.451**	0.000	Highly Significant
Career Prospects			
Family and Life Factors	0.850**	0.000	Highly Significant
Work Environment	0.901**	0.000	Highly Significant
Policy Support	0.496**	0.000	Highly Significant

As seen in table 5, the computed rho-values ranging from 0.451 to 0.901 indicate a moderate to very strong direct relationship among the sub variables of employee motivation and personal factors affecting talent retention. There was a statistically significant relationship between employee motivation and personal factors

affecting talent retention because the obtained p-values were less than 0.01. Whether teachers can devote themselves to various tasks in a balanced manner will not only have a direct impact on their own professional development, but also have a profound impact on educational development, and the implementation of effective incentive mechanisms will improve teachers' work initiative and enthusiasm, as well as professional satisfaction (Zheng et al, 2021). Meanwhile,

The calculated rho values ranged from 0.465 to 0.849, indicating a direct relationship between moderate to very strong correlation between the Promotion and Personal Factors Affecting Talent Retention. Since the obtained p-value is less than 0.01, there is a statistically significant relationship between the Promotion and Personal Factors Affecting Talent Retention. Personal factors will affect the promotion of professional titles to a certain extent, especially personal emotional factors, subjectivity is strong, the title promotion process is not only based on personal performance, and personal emotional factors also have a certain relationship. Personal factors will affect the promotion of professional titles to a certain extent, especially personal emotional factors, subjectivity is strong, the title promotion process is not only based on personal performance, and personal emotional factors also have a certain relationship. At the same time, teachers can only quickly achieve results in a good working environment if they solve family and life worries, thus affecting the speed of promotion (Sabagh et al, 2018).

The calculated rho values range from 0.513 to 0.876, indicating a direct relationship between moderate to very strong correlation between the Salary Increase and Personal Factors Affecting Talent Retention. Since the obtained p-value is less than 0.01, there is a statistically significant relationship between the Salary Increase and Personal Factors. Teachers' own factors include teachers' family, lifestyle, children's education, etc., a scientific and reasonable salary system can meet the basic living needs of teachers, not only to affirm teachers' efforts, but also to improve teachers' enthusiasm for work, and play a good incentive effect (Zhang, 2023). Meanwhile, The calculated rho values range from 0.451 to 0.814, indicating a direct relationship between the Leader Support and Personal Factors Affecting Talent Retention. Since the obtained p-value is less than 0.01, there is a statistically significant relationship between the Leader Support and Personal Factors Affecting Talent Retention. A harmonious working environment and platform at work is very important, and teachers' relationship with leaders at work will affect their inner emotions and thus their willingness to leave (Wu, 2022).

The calculated rho values ranged from 0.496 to 0.901, indicating a direct relationship between the Career Prospects and Personal Factors Affecting Talent Retention. Since the obtained p-value is less than 0.01, there is a statistically significant relationship between the Career Prospects and Personal Factors Affecting Talent Retention. College teachers are typical knowledge workers, in addition to material needs, they want good career development prospects. Diversified policy support such as out-of-home training and flexible working time arrangements according to teachers' needs not only meets the needs of individual teachers, but also enhances teachers' sense of identity and belonging to colleges and universities (Yang & Han, 2018).

Table 6

Relationship Between Job Satisfaction and Personal Factors Affecting Talent Retention

Variables	rho	p-value	Interpretation
Job Nature			
Family and Life Factors	0.523**	0.000	Highly Significant
Work Environment	0.541**	0.000	Highly Significant
Policy Support	0.822**	0.000	Highly Significant
Working Load			
Family and Life Factors	0.538**	0.000	Highly Significant
Work Environment	0.563**	0.000	Highly Significant
Policy Support	0.776**	0.000	Highly Significant
Employee's Welfare			
Family and Life Factors	0.504**	0.000	Highly Significant
Work Environment	0.504**	0.000	Highly Significant
Policy Support	0.851**	0.000	Highly Significant

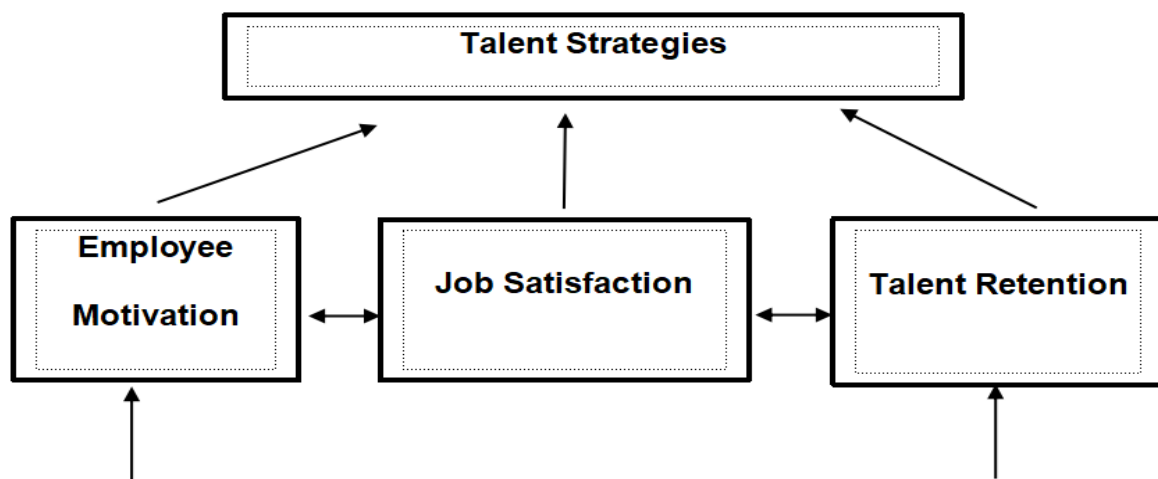
As seen in the table, the computed rho-values ranging from 0.504 to 0.851 indicate a moderate to very

strong direct relationship among the sub variables of job satisfaction and personal factors affecting talent retention. There was a statistically significant relationship between job satisfaction and personal factors affecting talent retention because the obtained p-values were less than 0.01. Personal factors include subjective feelings, family, life, working atmosphere and policy support, which are closely related to work acceptability (Preechawong et al, 2021).

The calculated rho values ranged from 0.523 to 0.822, indicating a direct relationship between the Job Nature and Personal Factors Affecting Talent Retention. Since the obtained p-value is less than 0.01, there is a statistically significant relationship between the Job Nature and Personal Factors Affecting Talent Retention. The nature of the work itself can have an impact on personal subjective factors. Longer holidays and higher social recognition of teachers can greatly increase the subjective favorability of individuals to work, thereby reducing the turnover rate (Zhang, 2020).

The calculated rho values ranged from 0.538 to 0.776, indicating a direct relationship with moderate to strong correlation between the Working Load and Personal Factors Affecting Talent Retention. Since the obtained p-value is less than 0.01, there is a statistically significant relationship between the Working Load and Personal Factors Affecting Talent Retention. A larger workload increases teacher dissatisfaction and further increases the pressure on teachers. At the same time, the larger workload will affect the harmony of the individual's family, and there is not enough time to accompany the family, which will cause family conflicts, and the individual's subjective attitude towards work will deteriorate, resulting in resignation (Wang, 2021).

The calculated rho values ranged from 0.504 to 0.851, indicating a direct relationship between moderate to strong correlation between the Employee's Welfare and Personal Factors Affecting Talent Retention. Since the obtained p-value is less than 0.01, there is a statistically significant relationship between the Employee's Welfare and Personal Factors Affecting Talent Retention. Staff benefits do not improve the quality of life and direct income of employees, but they can improve employees' satisfaction with their jobs to a certain extent, thereby subjectively generating a sense of belonging to their jobs, thereby reducing the turnover rate of teachers (Li, 2020).



Talent Strategies Framework

Figure 1. Talent Strategies Framework

The talent retention strategic framework is a set of principles and practices that local colleges and universities can use to attract and retain talent. The framework includes: Employee motivation, Job Satisfaction, and Personal Factors as drivers of talent retention. These factors are important when talent decides whether to

stay at a local university. Employee motivation includes promotion, salary increase, leader support and career prospects; Job satisfaction includes job nature, working load, and employee's welfare; Personal factors include family and life factors, work environment, and policy support.

Local colleges and universities must develop a retention plan. The retention plan outlines specific actions that local colleges and universities will take to improve talent retention. These include competitive promotion opportunities, compensation, reasonable work arrangements and the creation of a positive work culture. When monitoring and evaluating the program, local universities should track the effectiveness of their retention programs and make adjustments as needed.

Strategic framework for talent retention provided talent retention strategies for the planning level of local universities, put forward reasonable suggestions for retaining talents in colleges and universities, and avoid the risk of loss scientifically. This can promote the work engagement, employee stability and work performance among college teachers. This can be used by the colleges to create a positive work environment that motivates college teacher to perform at their best. This can lead to increased invention and creation, improved teaching and education, provided better service to society, and got greater results and success.

4. Conclusions and recommendations

The respondent revealed moderate agreement on their level of motivation as to promotion, salary increase, leader support and career prospects. Teachers have moderate level of satisfaction in terms of nature of their job, working load and employees welfare. Respondents agreed that family and life factors, work environment and policy support are the personal factors affecting talent retention in most universities. The study indicated a strong direct relationship among the sub variables of employee motivation and job satisfaction. There is a very strong direct relationship among the sub variables of employee motivation and personal factors affecting job retention. A significant relationship existed between job satisfaction and personal factors affecting job retention. A talent strategies framework was developed for teachers in China.

The HR manager may establish a scientific salary and allowance distribution system, and appropriately increase salary that can stimulate the enthusiasm and initiative of talents. The HR managers may strengthen the intensity of subsidies, improve welfare policies for different positions, implement humanized welfare subsidies, and set up some allowances and subsidies with special significance, fundamentally caring about the situation of talents in all aspects. The management may implement an improved training system for employees to improve their skills and enhance their confidence. The talent strategies framework was proposed for continuous development of employees. Future researchers may consider adding other dimensions to measure employee motivation, job satisfaction and other factors that may influence talent retention.

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