

Organizational equity, job performance and turnover intention among teachers in Chinese private universities: Based on employee retention framework

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Abstract

The purpose of this study is to describe the organizational equity, job performance and turnover tendency of teachers in private colleges and universities in China, so as to provide a basis for the development of employee retention plans in private colleges and universities. Specifically, it will determine the situation of organizational equity and the related situation of its four dimensions of distributive equity, procedural equity, interpersonal equity and information equity. By means of questionnaire survey, this paper collects 328 teachers' questionnaires from private undergraduate universities in China, and deeply analyzes the results of the questionnaire data. This paper uses quantitative analysis method and SPSS28 software to conduct multivariate statistical analysis of the questionnaire feedback data content, including descriptive analysis, correlation analysis and regression analysis. The research results show that teachers in private undergraduate universities in China disagree with organizational equity and its related dimensions, disagree with job performance and its related dimensions, and agree with turnover intention and its related dimensions. The research shows that organizational justice is significantly positively correlated with job performance, organizational justice is significantly negatively correlated with turnover intention, and job performance is significantly negatively correlated with turnover intention.

Keywords: organizational justice, job performance, turnover intention, employee retention plan

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1. Introduction

With the rapid development of China's higher education, China's private colleges and universities have also seen rapid growth and progress in the past 30 years. China's private higher education has become an important part of China's higher education and has made important contributions to the country's educational development (Joo, 2018). As of December 2022, there are 764 private colleges and universities in China, accounting for 25.37% of the total number of colleges and universities in China, according to the website of the Ministry of Education of China.

The teachers of private colleges and universities are an important force to ensure the rapid and healthy development of private colleges and universities. How to mobilize the enthusiasm of private colleges and universities and improve their job performance has become the top priority of private colleges and universities management. The research object of this paper is the teachers of private colleges and universities. Compared with the employees of other enterprises, the teachers of private colleges and universities have their own characteristics. For example, they have basically received better higher education (the starting point for applicants is generally master's degree or above), and have strong professional level and skills. They show high potential and ability in education, teaching and scientific research. However, there are also some problems in the development of teachers in private colleges and universities. For example, the number of full-time teachers is not high, the teacher team is unstable, and the overall social status is not higher than that of teachers in public schools because of their professional titles, benefits and other reasons. Therefore, paying attention to the growth of the teachers in private colleges and universities and reducing the loss of the teachers have become an important issue for the management of private colleges and universities.

More than 2,000 years ago, Confucius, a great thinker in ancient China, once said: inequality is not the problem of scarcity. By "uniformity", I mean the pursuit of equity. It can be seen that organizational equity is the goal pursued by every organization and every person since ancient times. Organizational equity is regarded as a subjective feeling, which refers to the sense of equity that individuals feel when evaluating the internal and external systems, policies and measures of the organization according to their own value judgment and certain equity standards (Darolia et al., 2010). From the perspective of resource allocation, equity is related to everyone's interests; From the perspective of interpersonal relationship, equity is related to human dignity and social status; From the perspective of the relationship between individuals and organizations, organizational equity will affect the relationship between superiors and subordinates, employees' job attitude and performance, team cohesion, sustainable development of the organization, etc. From the perspective of social development, organizational equity will affect the long-term stability of the whole society. At present, China is making great strides toward the road of national rejuvenation. All people are united and forging ahead, and it needs social organization equity and equity as a strong backing. Only in this way can rapid social progress and development be achieved.

The characteristics of private colleges and universities also provide a realistic basis and exploration space for this study. Private colleges and universities have the dual characteristics of "private" and "universities". Private colleges and universities are generally funded by private enterprises, and many entrepreneurs of private enterprises tend to pay more attention to economic benefits, and the importance of employees as human resources is so important. Moreover, many private enterprises in China adopt the family management model, and the scientific ideas and methods of management are insufficient. In colleges and universities founded by enterprise managers, it is difficult for the management to regard employees as important resources for the development of enterprises, let alone pay attention to the development and management of human resources of

university teachers.

Compared with employees in other industries, teachers in private colleges and universities also have their own characteristics. First of all, they have higher education level. In the process of forming their knowledge and ability, they have invested higher energy and cost, so they have a higher demand for cost return. Secondly, compared with producers in other industries, college teachers are more similar to the "knowledge jobers" in the words of management master Peter Drucker. Their job aims at innovation, and their job is highly complex and difficult to quantify, especially for innovation job, which often requires a long period. Therefore, it is difficult to quantify the daily performance of these teachers with clear performance appraisal data (Becker et al., 2018). At the same time, the job results of university teaching and scientific research teams are inseparable from the joint efforts of all team members, so it is difficult to measure the performance data of an individual member in the team results. Finally, compared with other posts whose main indicators are simply labor experience and physical effort, college teachers make more use of their intellectual resources, which can make them adapt to other posts quickly. If the external environment of private colleges and universities is inconsistent with the personal development standards of the teachers, it is easy to lead to the high turnover rate of teachers.

This study has good theoretical significance, mainly because existing researches on organizational equity are few in terms of employee types, and researches on organizational equity of teachers in private colleges and universities are even less common (Ahmady et al., 2016). Existing theoretical studies on the relationship between organizational equity and job performance are mostly conducted with leader-member exchange relationship as the intermediary. In fact, this study has not been tested by empirical studies, and the effect is not significant. In practice, organizational equity has a variety of influencing mechanisms on job performance. This paper takes organizational commitment as an intermediary variable, which can further enrich the relevant research on the effect of organizational equity on employee job performance. In the previous theoretical literature, "employee job attitude" is usually used as the moderating variable in the study of the relationship between organizational equity and job performance and turnover intention (Allen & Shanock, 2018). In this paper, when examining organizational equity in relevant private universities in China, the premise is that the relationship between the above three variables is actually influenced by organizational cultural values. Therefore, the moderating variable "power distance" is added in this paper, mainly to explore the moderating relationship between organizational equity, employee performance and turnover intention of the organization's system level and culture. In the study on the effects of organizational equity on employees' job performance and turnover intention, this paper adopts a two-way survey method, that is, there are questionnaires from teachers and employees themselves and paired questionnaires for their superior leaders' performance evaluation of employees, thus avoiding the deviation of common methods and ensuring the accuracy of research results (Mahal, 2017).

The research of this paper is also of practical significance. Teachers are the main body of human resources in private colleges and universities. Traditional personnel management does not regard employees as a resource, and the neglect of employees increases the sense of organizational inequity in their heart, affects their job performance, and even leads to their turnover. The research on organizational equity has changed the above two misconceptions, and the research in this paper can provide scientific theories and methods for the effective internal management of private universities in China.

The study aims to describe the organizational equity, job performance and turnover intention among teachers in private universities in China and will be the basis in developing Employee Retention framework. Specifically, it determined the organizational equity as to distributive equity, procedural equity, interpersonal equity and information equity; described the job performance in terms of employee task performance, learning performance and innovation performance; described the turnover intention from three aspects: the strength of turnover intention, the speed of turnover time, and the career direction of turnover. It also tests the relationships among the three variables and develops an Employee Retention framework.

2. Methods

Research Design - This paper mainly adopts the descriptive research method to determine the relationship among the three variables of organizational equity, teacher job performance and turnover intention in private colleges and universities. According to English et al. (2016), descriptive research method is a kind of scientific research method, which is also commonly referred to as narrative research. It is characterized by a summary description of various theoretical viewpoints. Its purpose is to discover the relationship and difference between the three selected variables, and to explain the overall situation of a thing by studying the relationship between the three variables, so as to ensure that the overall characteristics of things can be truly, objectively and accurately reflected. The characteristic of descriptive research is that its research is systematic, structural and comprehensive. The commonly used specific research methods include general investigation, sample investigation, comparative study, correlation analysis and a series of methods.

This paper adopts the questionnaire survey method of this research. Filstad, et al 2019) argued that questionnaire is the most commonly used method in quantitative research of management. It has two main advantages: (1) It can collect data quickly. (2) The data result is realistic and feasible. (3) The survey cost is relatively low. There are two commonly used methods for questionnaire design: one is to follow the existing classic scale. Since the development of modern management, a large number of scientific research scales have been created through the assiduous study and careful demonstration of countless researchers. These scales often have high reliability and validity, and have important reference significance and practical use value for scientific research. However, there are certain limitations in the scale itself. For example, although the scale has general characteristics, it does not pay enough attention to the characteristics of national traditional culture and the differences in thinking and life styles among people of different nationalities. As a result, when the general scale, especially the western scale, is combined with the culture with Chinese characteristics, it will inevitably produce incompatible characteristics. At the same time, due to the continuous progress and development of The Times, today's society is undergoing rapid changes, how to fully integrate the original classic scale with the things of the new era. Thus, it can also be an important reference for the new things and new features of today, which is also a problem faced in the development. Another method is the self-designed scale. Desson, K, & Clouthier, J.(2017) believe that in management research, new concepts or scales will be developed when the existing scales cannot meet the research needs, or in order to test whether the scales originating from the West have cross-cultural properties. The questionnaire in this paper follows the existing authoritative scale, and some deletion and modification are made according to the actual needs.

Participants of the Study - This questionnaire was mainly conducted in 5 private undergraduate colleges and universities in Anhui and Jiangsu provinces of China. The objects of the survey were mainly teachers (the main organization) and teaching assistant management personnel (a small organization) in these private colleges and universities. A total of 350 questionnaires were distributed to teachers and teaching assistant personnel, and 328 valid questionnaires were finally collected. The effective recovery rate was 93.71%. The limitation encountered in the study was that some potential respondents refused to participate in the study. However, the researchers did their best to cover a reasonable area and improve the study.

Data Gathering Instrument - In this variable measurement, three different Likert scale designs were used to measure different variables. The items of each tool were presented in the form of descriptive research. Organizational equity scale design, mainly for distribution equity, procedural equity, interpersonal equity and information equity four dimensions of the design of the scale. Among them, the distributive equity scale design adopts the scale compiled by Colquitt (2001). In the design of job performance scale, it adopts the performance scale prepared by Williams (1991) and the learning performance scale of London (1996). Turnover intention scale design. It adopts the scale compiled by Rosin and Likert4 scale scoring method, which mainly measures the three dimensions of turnover intention intensity, turnover speed and career direction after resignation.

Data Gathering Procedure - In order to ensure the reliability and validity of the questionnaire, the

researchers in this paper refer to a large number of relevant literature as an important reference for the questionnaire content. In addition, during the collection of relevant data and information, the teachers of relevant universities were interviewed and interviewed on the spot, in order to obtain more accurate reference sources of information. During the interview, some teachers expressed their doubts and worries about the questions related to the questionnaire. The researchers in this paper also gave patient answers and effectively adjusted the questions in the design of the questionnaire. After clarifying the contents of the questionnaire, in order to better collect information, the researcher in this paper obtained the qualification to issue the questionnaire by visiting the teacher in person, introducing him to a friend, and contacting the teacher in charge of the human resource management department of the university. In order to ensure the quality of the questionnaire feedback, each university has identified a direct contact person for the questionnaire distribution and recovery. The researchers in this paper distributed questionnaires from different institutions from September to November 2022, and collected the questionnaires according to the agreed time. This time, a total of 350 questionnaires were distributed to 5 private colleges and universities, and 328 valid questionnaires were finally recovered, with an effective recovery rate of 93.71%.

Ethical Considerations - Prior to the start of this questionnaire, this research has obtained the permission of the relevant universities to be surveyed, and signed a confidentiality agreement with the human resources department of the relevant universities. Moral and ethical issues were also fully considered in the process of the questionnaire survey to ensure that all the information collected would be kept strictly confidential and could only be used in academic research. All respondents were also informed that the answers were anonymous to ensure that the answers were voluntary and truthful, thus fully protecting the dignity and privacy of the respondents.

Data Analysis - This paper uses weighted average and ranking method to determine the variable -- organizational equity, which includes four dimensions: distributive equity, procedural equity, interpersonal equity and information equity. Variable 2 job performance is described from three aspects: task performance, learning performance and innovation performance. And variable three turnover intentions are described from three aspects: the strength of turnover intention, the speed of turnover time and the career direction of turnover. In addition, the correlation analysis method is also adopted in the research process of this paper. Pearson Correlation Analysis is used to analyze the three variables of organizational equity, job performance and turnover intention. Pearson r was used to determine significant relationships. Regression analysis was used to identify significant predictors of business diversification, and case diagnosis was used to identify outliers.

3. Results and Discussion

Table 1

Organizational equity

Indicator	Weighted Mean	Verbal Interpretation	Rank
Distributive equity	1.97	Disagree	1
Procedural equity	1.90	Disagree	2
Interpersonal equity	1.86	Disagree	3
Information equity	1.81	Disagree	4
Composite Mean	1.89	Disagree	

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 combined weighted average of the four dimensions in the organizational equity variable and their rankings. The table shows that the overall weighted average for the above four dimensions is 1.89, verbally interpreted as "disagree". This indicates that among private undergraduate universities in China, the overall rating of teachers' perception of organizational equity is low. The overall level of "organizational equity" in China's private colleges and universities is not enough. They believe that teachers in private colleges and universities have a strong need to realize their self-worth. They are not satisfied with simply executing school orders and tasks as controlled objects. They need higher participation and the right to control information, they

hope to maintain adequate information communication with schools, and they are eager to obtain more equitable and reasonable resources in income distribution.

In this table, the distributive equity dimension ranks first, with a score of only 1.97; Followed by procedural equity, with 1.90; Interpersonal equity, with 1.86; And the fourth dimension of information equity, with a score of 1.81. This shows that teachers in private undergraduate universities in China are most dissatisfied with the dimension of distribution equity. As mentioned by Colquitt, (2016), teachers in private colleges and universities are a special organization compared with other traditional positions. Compared with ordinary enterprise employees, they have richer educational background and knowledge, stronger self-cognition and awareness, and are more sensitive to the equity of the organization. Compared with the higher social status and superior social welfare level of teachers in public colleges and universities, teachers in private undergraduate colleges and universities get less preferential treatment, their salary and personal career development space are also limited, so these teachers have higher requirements for organizational equity. When teachers face the dilemma of private colleges and universities with higher sensitivity and needs, their sense of organizational equity will be greatly reduced.

Table 2

Job Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
Task performance	1.73	Disagree	2
Learning performance	1.70	Disagree	3
Innovation performance	1.73	Disagree	1
Composite Mean	1.72	Disagree	

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

Table 2 presents the three variables of task performance, learning performance and innovation performance among the job performance variables and their rankings. The table shows that the overall weighted average of the above four dimensions is 1.72, verbally interpreted as "disagree". This indicates that in China's private undergraduate universities, teachers' overall recognition of job performance is low. Just as expert Silverthorne, (2018) believes that when evaluating employees' job performance, organizations should mainly pay attention to employees' contributions to the organization, that is, they should pay attention to employees' abilities, attitudes and job results that contribute to the improvement of job performance. This paper holds that the overall job performance of employees can be obtained by examining their task performance, learning performance and innovation performance from the above perspectives. In this table, the innovation performance dimension ranks first, with a score of only 1.73, which is verbally explained as "disagree". This indicates that the overall situation of teachers' innovation performance in China's private undergraduate universities is not good. This may be due to the lack of teachers' attention to the concept of "performance innovation", or the lack of personal ability and methods in performance innovation. Administrators of private colleges and universities need to seriously think about how to improve the performance innovation ability of grassroots teachers and constantly optimize the performance innovation methods, so as to better promote the future sustainable development of private colleges and universities. As Suparno, (2018) believes, the performance innovation of an organization is of great significance to the competitiveness and future sustainable development of the organization.

This is followed by task performance, with a score of 1.73, which is verbally interpreted as "disagree". This indicates that teachers' recognition of task performance is also low in private colleges and universities. In the study of this paper, it is found that teachers in private colleges and universities do not recognize task performance on the whole. They do not have confidence in the quality of their overall job, and do not think that their job results are important to the improvement of the team's overall job performance. Yavuz (2016) believes that for knowledge jobers, task performance is the core job performance, and by improving the task performance of all employees, the overall job performance of employees can be greatly improved.

The third is learning performance, with a score of 1.70, which is verbally interpreted as "disagree". This

indicates that the overall learning performance of teachers in China's private colleges and universities is low. Teachers in private colleges and universities are generally weak in improving their learning from job and applying the newly learned knowledge to job, which will be a major obstacle for teachers in private colleges and universities to improve their performance. As discussed by experts Zeqiri and Alija, (2020), learning performance should be the main criterion to measure the job performance of knowledge jobs. In his opinion, in today's era of rapid development of productivity, new knowledge and new technology, employees must keep pace with the development of The Times if they want to improve their job performance. This requires employees to constantly learn new knowledge, new technology and new skills, and fully apply the learned knowledge, technology and skills to daily job, so as to achieve rapid improvement in job performance. In these aspects, website owners can improve user satisfaction, engagement and ultimately increase brand familiarity and customer loyalty.

Table 3

Turnover Intention

Indicator	Weighted Mean	Verbal Interpretation	Rank
Strength of intention to leave	3.06	Agree	2
Turnover rate	2.74	Agree	3
Choose a career path after leaving your job	3.15	Agree	1
Composite Mean	2.98	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 displays three variables of turnover intention intensity, turnover speed and post-employment direction in turnover intention variables and their rankings. The table shows that the overall weighted average of the above four dimensions is 2.98, which is verbally interpreted as "agree". This indicates that in China's private undergraduate universities, teachers' turnover tendency has a higher degree of overall consent. As expert Kurumlarinda (2017) pointed out, the main problem affecting the stability of teachers in China's private colleges and universities at this stage is the large turnover of teachers. In this table, the first one is the dimension of choosing career direction after leaving a job, with a score of 3.15, which is verbally interpreted as "agree". This indicates that for teachers who have the intention of leaving, the career direction after leaving is the main influencing factor. Llobet and Fito (2015) believed that the career direction of employees after leaving is related to their career planning. Mercurio (2018) believed that employees' career choice direction after resignation is influenced by multiple factors such as social and cultural atmosphere and personal career planning.

The second factor was the intensity of resignation intention, with a score of 3.06, which was verbally interpreted as "consent". This indicates that among the factors affecting turnover intention, turnover intention intensity is the second most important index. Meyer and Parfyonova (2019) believe that, generally speaking, the stronger the employee's turnover intention, the higher the turnover intention. Nasem, (2016) believes that the period when the turnover rate of teachers in private colleges and universities is relatively high is generally at the end of each semester, which is closely related to the overall high turnover tendency of teachers in this period. The third is the speed of turnover, with a score of 2.74, which is verbally interpreted as "agree". This index ranks the lowest among turnover intention variables, indicating that it is the last factor considered by teachers in private colleges and universities in generating turnover intention. Through empirical research, experts Okunamiri. and Ajoku (2016) found that there was a positive correlation between employee turnover speed and turnover intention, but the degree of influence was weak compared with other influencing factors.

The overall results shows that the calculated r values between the various dimensions of organizational equity and the various dimensions of job performance variables range from 0.504 to 0.775, indicating that there is a moderate to strong direct relationship between the subvariables of organizational equity and job performance. Since r value is positive and P is less than 0.01, there is a significant positive correlation between organizational equity and job performance variables. In other words, in private colleges and universities, the better the degree of organizational equity, the higher the level of teachers' job performance. This view has also been unanimously recognized by experts and scholars. According to Etcuban (2018) believes that administrators of many private

colleges and universities tend to allocate salaries according to their subjective impressions, and give more material rewards to teachers who are close to leaders and good at showing themselves. Paramita et al., (2016) believed that some private colleges and universities pay in secret, and their salaries are not open and transparent. Arousing suspicion among teachers. Knowing that other teachers in the same position are paid more than you will breed resentment and reduce job efficiency.

Table 4*Relationship Between Organizational Equity and Job Performance*

Distributive equity dimension	rho-value	Assumed value	Interpretation
Task performance	0.573 **	0.000	Very important
Learning performance	0.504 **	0.000	Very important
Innovation performance	0.537 **	0.000	Very important
Procedural equity dimension			
Task performance	0.572 **	0.000	Very important
Learning performance	0.545 **	0.000	Very important
Innovation performance	0.563 **	0.000	Very important
Interpersonal equity dimensions			
Task performance	0.691 **	0.000	Very important
Learning performance	0.655 **	0.000	Very important
Innovation performance	0.656 **	0.000	Very important
Information equity dimension			
Task performance	0.775 **	0.000	Very important
Learning performance	0.702 **	0.000	Very important
Innovation performance	0.739 **	0.000	Very important

** Correlation is significant at 0.01 level

Nordin, N. (2017) believes that procedural equity, interpersonal equity and information equity in private universities have a significant impact on job performance. The private enterprises or private colleges and universities treat their employees as human costs and only want to make the best use of their knowledge and skills, instead of treating them as human resources. They plan for teachers' development space and provide necessary training. As a result, young teachers and employees cannot meet their own development requirements, which affects the performance of their job. From the overall results presented in the table 5, the R-values between the calculated dimensions of organizational equity and the dimensions of turnover intention variable range from -0.396 to -0.741, indicating that there is a weak to strong indirect relationship between the subvariables of organizational equity and turnover intention. As the obtained P-value is less than 0.01, there is a statistically significant negative correlation between organizational equity and turnover intention.

In other words, in China's private colleges and universities, the higher the degree of organizational equity, the lower the turnover tendency of teachers; The lower the degree of organizational equity, the higher the degree of teachers' turnover tendency. This view has also been unanimously recognized by experts and scholars. Darby, (2014) believes that for teachers in private undergraduate universities, teachers who can give full play to their professional expertise, achieve their educational cause and ideal, realize their career planning and professional value, and get recognized by their private undergraduate universities and the society, To obtain salary and welfare benefits that are positively related to efforts and efforts (distribution equity), to be familiar with the sound corporate decision-making system of the university (procedural equity), to be respected by superiors in their own positions, to have good interpersonal relationships in the university and to obtain comprehensive information about the organizational decision-making of the university (interpersonal equity and information equity). All these factors are highly valued by teachers in private undergraduate universities in China. Dermol (2016) believes that turnover tendency is the next withdrawal behavior when employees experience dissatisfaction. Desson & Clouthier (2017) also believe that organizational equity is of great significance in private undergraduate universities. If private universities are not satisfied in any aspect, teachers in private undergraduate universities will have a relatively strong turnover tendency. Faloye .(2016) found through regression analysis that organizational equity can significantly negatively affect turnover intention.

Table 5

Relationship Between Organizational Equity and Turn Over

Dimensions of distributive equity	rho-value	Assumed value	Interpretation
Turnover intention strength	0.586 **	0.000	Very important
Turnover speed	0.425 **	0.000	Very important
Choose a career direction after leaving your job	0.396 **	0.000	Very important
Procedural equity dimension			
Turnover intention intensity	0.634 **	0.000	Very important
Turnover speed	0.417 **	0.000	Very important
Choose a career direction after leaving your job	0.443 **	0.000	Very important
Interpersonal equity dimensions			
Turnover intention intensity	0.741 **	0.000	Very important
Turnover speed	0.526 **	0.000	Very important
Choose a career direction after leaving	0.602 **	0.000	Very important
Information equity dimension			
Turnover intention intensity	0.707 **	0.000	Very important
Turnover speed	0.510 **	0.000	Very important
Choose a career direction after leaving your job	0.638 **	0.000	Very important

** Correlation is significant at 0.01 level

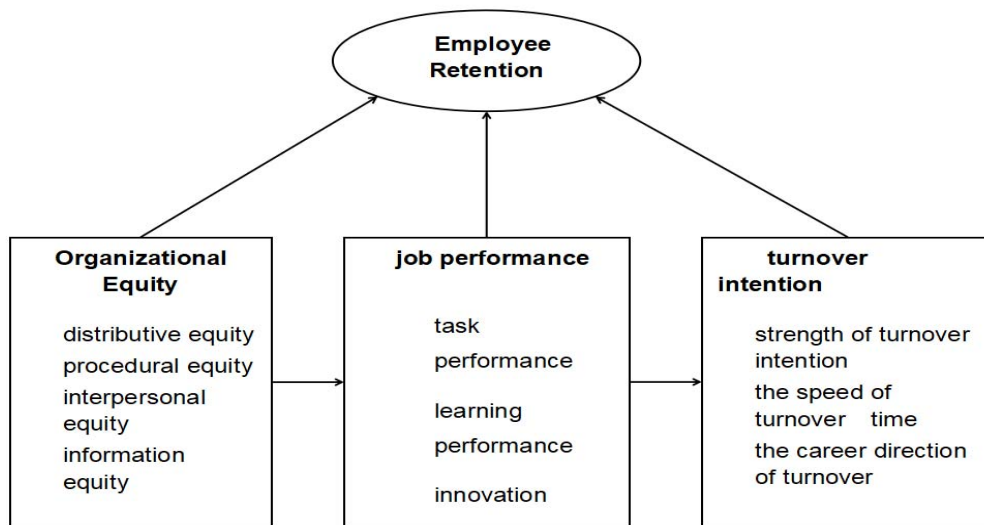
As can be seen from Table 6 the calculated R-values range from -0.379 to -0.681, indicating that there is a weak to strong indirect relationship between the sub-variables of job performance and turnover intention. As the obtained P-value is less than 0.01, there is a statistically significant negative correlation between job performance and turnover intention. In other words, in China's private colleges and universities, the higher the teacher's job performance, the lower the turnover intention; The lower the teacher's job performance, the higher the turnover tendency. The significant negative relationship between job performance and turnover intention has also been recognized by experts and scholars. Javier, (2017) believes that employees' job performance is affected by many factors, and performance is often the result of the joint action of environmental factors, individual factors and task factors. Through empirical research, Kadir& Nimota (2019) found that the job performance of teachers in private universities is negatively correlated with turnover intention. Private colleges and universities can achieve the purpose of staff retention by continuously improving staff performance and doing a good job in teacher performance management.

On the other hand, Filstad (2019) believe that task performance is an important part of traditional performance, including production quality, profit, productivity and other indicators used to measure task completion and goal achievement. Gbadamosi (2015) believe that teachers in private colleges and universities will often be rewarded with good performance appraisal if they perform well in their own jobs and perform well in performance appraisal. This reward, in turn, will encourage employees to job harder and make continuous performance innovation in new positions. In the long run, this will help organizations retain key employees.

Table 6

Relationship Between Organizational Equity and Turn Over

Task Performance	rho-value	Assumed value	Interpretation
Turnover intention strength	-0.681 **	0.000	Very important
Turnover speed	-0.439 **	0.000	Very important
Choose a career direction after leaving your job	-0.652 **	0.000	Very important
Learning performance			
Turnover intention intensity	-0.646 **	0.000	Very important
Turnover speed	-0.387 **	0.000	Very important
Choose a career direction after leaving	-0.665 **	0.000	Very important
Innovation performance			
Turnover intention intensity	-0.646 **	0.000	Very important
Turnover speed	-0.379 **	0.000	Very important
Choose a career direction after leaving your job	-0.642 **	0.000	Very important



Proposed framework for teacher retention frameworks

As can be seen from the above figure, an effective employee retention plan in colleges and universities requires college administrators to establish a fair management system in colleges and universities, continuously optimize the methods and jobflow of teacher performance management, and improve teacher performance, constantly reduce the turnover tendency and turnover rate of employees, and do a good job in the "selection and retention" of core talents. Thus, good ideas and methods are provided for the efficient and sustainable development of private colleges and universities in China.

4. Conclusions and Recommendations

With reference to a large number of professional literature and jobs at home and abroad, this paper systematically studies the three variables and their influencing factors based on the basic relationship between organizational equity, teachers' job performance and turnover intention in private colleges and universities. Through empirical analysis teachers of private undergraduate universities in China disagree with all four dimensions of organizational equity variables. Teachers in private undergraduate universities disagree with the three dimensions of job performance variables. Teachers in private undergraduate universities agree with the three dimensions of turnover intention variable. Among the three variables in this study, organizational equity is significantly positively correlated with job performance, organizational equity is significantly negatively correlated with turnover intention, and job performance is significantly negatively correlated with turnover intention. Established a multiple regression model of turnover intention and constructed a human resource management framework.

University administrators may give sufficient attention to distributive equity and fully do a good job in the fair distribution of salaries and benefits for teachers. Administrators of private undergraduate universities may pay attention to the importance of innovation performance to improve teachers' work performance, and strengthen the creation of innovative atmosphere and innovative education and training for teachers' work. Administrators of private undergraduate universities may give sufficient attention to the career planning and guidance of teachers to ensure reduce teacher turnover tendency. According to the phenomenon of "choosing career direction after leaving a job" among turnover tendency variables, the recognition degree is the highest. Administrators of private undergraduate colleges should give importance to teachers' career planning and guidance to reduce teachers' turnover tendency. Adopt the proposed human resource management framework based on employee retention plan to effectively reduce employee turnover in Chinese private universities. Future studies may introduce moderating variables and take organizational commitment or power distance as mediating

factors to explore and determine the influence of organizational justice and job performance on employees' turnover intention.

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