


# Teacher turnover intentions, satisfaction, and quality in Chinese Universities: Basis for professional development program

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## Abstract

This study determined the relationship among Chinese university teacher turnover intentions, satisfaction, and quality. As for the turnover intention, in this regard, the most important things for university teachers are job feeling, turnover tendency, institutional characteristics and working conditions. What needs to be noted here is that, according to the results of data analysis, female teachers pay more attention to work feelings and working conditions. They are more eager to get a sense of comfort, satisfaction and achievement at work to show their professional image in order to balance work and life. Next, it studied teachers' job satisfaction and the degree of attention of university teachers is in the following order: career development, workload, fringe benefits, interpersonal relationship and university management. Furthermore, in terms of teachers' quality, the content of this analysis includes teacher features, teaching abilities, teaching methods and teaching attitudes. All the four subdomains have the different level of assessment. Generally, due to the respondent's differences in sex, age, highest educational attainment and years in service, Chinese university teachers' turnover intention, satisfaction and quality have been influenced to some extent. There were significant differences in responses on the three variables when grouped according to sex. Meanwhile, the research investigated the relationship between Chinese college teachers' turnover intention, satisfaction and quality, which were verified to be all highly significant. Finally, based on the above research conclusions, I put forward a program for the professional development of Chinese university teachers. It is hoped that this study can help more Chinese universities to strengthen the construction of teaching staff and promote the professional development of university teachers to a great extent.

**Keywords:** Chinese university teachers, turnover intention, job satisfaction, quality, professional development

## **Teacher turnover intentions, satisfaction, and quality in Chinese Universities: Basis for professional development program**

### **1. Introduction**

In the 21st century, with the vigorous development of higher education in China, the thirst for talents in the field of higher education is increasing day by day, the turnover rate of university teachers is increasing, and the academic labor market is more prosperous than ever before. The free mobility of university teachers not only brings more development opportunities to teachers themselves, but also has an important impact on the cause of higher education and social development. A long-range program is based on education. The great plan of education is teacher-oriented. Vagi et al. (2019) proposed that the essence of international competition is the competition of talents, and the foundation of talent cultivating lies in education. Colleges are the important output terminal of talent training, so they are called the "power station" of modern social development. According to Dicker et al. (2019), with the continuous deepening of China's higher education management system and the continuous improvement of the academic labor market, the past planned teacher allocation model has long been broken, and the flow channels of university teachers are becoming more and more smooth. Today, with the rapid development of higher education, as an important human resource, college teachers are getting more and more attention and demand.

For Chinese universities, the core resource is teachers, and building an excellent team of teachers is one of the key tasks of human resources management in universities. In the meantime, Ellis et al.(2020) also investigated that college teachers play an important role in the development of higher education in China, which is not only the reserve force that must be relied on to promote discipline construction, but also the most important factor to promote the sustainable development of colleges. Additionally, Ödalen et al.(2020) proposed that for Chinese college teachers, they are not only the implementer of talent cultivation, but also the core force for the development of universities. Especially at present, "strengthening the school with talents" has become a consensus, and universities have actively implemented the policy of "introducing talents", so as to enrich their talent reserve and enhance their competitiveness. On the whole, Esteban et al. (2020) described that strengthening the construction of high-quality teachers is not only an important measure to serve a powerful country in education, the power of science, technology and the talents, but also the foundation for China to comprehensively improve the quality of personnel cultivating, strive to bring up top-notch and innovative talents, and the foundation of gathering talents from all over the world.

In recent years, the problems of university teachers' turnover intention, job satisfaction and teachers' quality have gradually become heated discussion issues in the field of higher education in China. The research on university teachers' turnover intention, job satisfaction and teachers' quality is extraordinary in line with the practical requirements of the development of higher education and the actual needs of optimizing the contingent of university teachers. Meanwhile, it also conforms to the development trend of the reform of personnel management system in Chinese universities.

In term of the turnover intention of university teachers refers to the tendency and willingness of university teachers to leave, change jobs or move to other universities. This concept covers teachers' thinking and decision-making process as to whether to stay in the current university or to seek other career opportunities. Graham et al. (2020)put forward that the formation of teachers' mobility intention is affected by many factors, including individual level, organizational level and external environment level. Besides, Vagi et al. (2019) through conducted study found that by comprehending and studying the movement intention of university teachers will help university leaders to better grasp the real needs of teachers, so as to provide them with more attractive working conditions and professional development opportunities. In order to improve the retention rate of university teachers and the overall teaching and research strength of the university.

Matosas-López et al. (2019) emphasized that by understanding and paying attention to the job satisfaction of university teachers, it is helpful for school administrators to better adjust and improve the working environment and provide more attractive working conditions, so as to boost teachers' input and work quality. And then improve the educational and scientific research level and comprehensive competitiveness of the whole university. Duraku et al. (2020), as well as from the macro viewpoint proposed that the quality of university teachers refers to the morals, capacity and characteristics shown by university teachers in many aspects, which contain many fields such as teaching, scientific research, management and social service. The quality of university teachers is directly related to the quality of education, academic level and the overall influence of the university. On this basis, Dicker et al.(2019) research showed that teachers code of morality , professional knowledge, teaching competence, scientific research level, innovative consciousness, professionalism, international vision, ability to serve society, continuous learning and self-improvement constitute the overall quality of university teachers. it is extremely important to the quality of higher education and the development of the college. It is greatly necessary for universities to promote the all-round improvement of the quality of college teachers by means of selection, training and evaluation. In this context, White et al. (2020) pointed out that it is necessary to constantly stimulate the "spirit" of teachers and transform the achievements of teaching staff construction into ideas and measures to promote the high-quality connotative development of colleges and universities. Also into the firm determination and vivid practice of building a world-class university with Chinese characteristics, constantly enhance teachers' sense of achievement, well-being and sense of security, and promote the professional development of university teachers. In addition, Bao(2020) advocated that guide the vast number of university teachers to strengthen their ideals and beliefs, continue their red blood, and contribute wisdom and strength to building a modern socialist country and promoting the great rejuvenation of the Chinese nation in an all-round way.

Through the in-depth research of university teachers' turnover intention, satisfaction and quality, we can further strengthen the construction of university teachers and stimulate the professional development of teachers themselves. Study by Latif et al. (2019) explained that it should be based on the historical height of the great rejuvenation of the Chinese nation, closely centering on the strategy of rejuvenating the country through science and education put forward in the report of the 20th CPC National Congress, and closely centering on doing a good job in education to the satisfaction of the people. Also should vigorously train leading talents, academic leaders, outstanding young talents and backbone teachers, and strive to build a team of teachers with noble ethics, superb business, reasonable structure, and full of vitality. Moreover, in the words of Key et al.(2021), as university leaders, they should also, with a more open mind focus on increasing the introduction and cultivation of high-end talents, attract a number of high-level discipline leaders, and concentrate building a number of high-level innovation teams and academic groups. Encouraging high-level talents to make breakthroughs in building high-end platforms, undertaking major projects, producing major achievements, and training outstanding talents.

Apart from the above discussion, the research on professional development has very rich achievements, and teachers' professional development also has rich connotations. Han et al. (2019) definition of teachers, as a profession, their practitioners need to have certain professional qualities, and this professional quality needs teachers to continue to improve and develop. Consequently, based on the existing concept of professional development of previous scholars, this study defines teachers' professional development as: individual teachers, as professionals, make use of their own education and teaching foundation and external environment support. Constantly refine and improve professional ability and literacy, so as to improve the sustainable development process of teachers' own professional level. In the meanwhile, Shibankova et al. (2019) put forward that teachers' professional development includes not only the progress of a certain ability obtained through a series of on-the-job training, but also the improvement of their goal consciousness, cooperation ability. Professional development requires continuous self-reflection and practice. From the perspective of Seyfried et al. (2020),“the key point of college teachers' professional development is to emphasize the growth and maturity of individual teachers' professional quality and emotional will”. Moreover, Alves et al. (2019) argue that “the professional development of university teachers is a process of continuous improvement and development, including

professional beliefs, professional knowledge and abilities, which will accompany university teachers all their lives”. Also as Chan et al. (2020) stated that “the professional development of university teachers includes four aspects: rich professional knowledge, skilled professional ability, firm professional affection and independent professional development consciousness”.

Through the carding and analysis of the above contents, researcher can see that in the rapid development of the higher education sector in China, there is a need to investigate the work satisfaction of the teachers in Chinese universities as dissatisfied teachers could lead to turnover intentions, and eventually affect the teachers' quality. The research on the turnover intention of university teachers is of great practical significance to the development of teachers and universities. For teachers: through the analysis of the relevant factors that affect their mobility intention, boost the work satisfaction and quality of university teachers, and then promote the professional development of teachers. For school themselves, universities should correctly grasp the current situation of teachers' mobility and the factors that affect teachers' mobility intention, and make timely changes and adjustments to reduce the turnover rate of university teachers, so as to ensure the stability of teachers and the quality of talent training. Based on this, the mobility intention, satisfaction and quality of university teachers have important research value.

**Objectives of the Study** - This research determined the relationship among teacher turnover intentions, satisfaction, and quality in China. More specifically, it sought to describe the profile of respondents in terms of sex, age, educational attainment, and years in service; assessed the teacher turnover intentions in terms of turnover tendency, job feeling, institutional characteristics and working conditions; identified the respondent's satisfaction with regard to university management, interpersonal relationships, fringe benefits, workload, and career development; determined the quality of teachers as regards teacher features, teaching abilities, teaching methods and teaching attitudes; tested the significant difference on teacher turnover intentions, satisfaction, and quality when respondents are grouped according to the profile variables; tested the significant relationship among the three variables; proposed a professional development program based on the results of the study.

## 2. Methods

**Research Design** - This study utilized descriptive research to determine the relationship among teacher's turnover intentions, satisfaction and quality in Chinese universities. According to Zook, et al., (2018), descriptive quantitative research is a systematic method of collecting, analyzing, and interpreting data to answer research questions and test hypotheses. It involves using measurable variables and statistical methods to collect objective and quantifiable data. This is the most suitable design as it can conduct a large-scale questionnaire survey to evaluate the teacher turnover intentions, satisfaction, and quality in Chinese university.

**Participants of the Study** - The participants of this research were 410 teachers from Chinese universities, who varied in sex, age, highest educational attainment, and years in service. To investigating and clarifying the potential moderating roles of sex, age, highest educational attainment, and years in service. At the same time, they have a very profound understanding and ideas about the three variables in this study, and they are very eager to express their thoughts on these three variables, so they are the best participants in this study. The sample size of 410 was calculated based on the total number of university teachers, using a Raosoft calculator with an error margin of 5% and a confidence level of 95. The total number of teachers from a university in Shaanxi Province, China is 1300. The randomly selected teachers in the survey are from the School of Mechanical Engineering, School of Electronic Information, School of Humanities and Education, School of Science, School of Accounting, School of Media, School of Design and Art, and School of Medicine.

**Instrument of the Study** - This investigation used an adapted questionnaire as the primary data collection tool. The survey questionnaire consists of four parts. The first part is a profile of the respondents, the second is the teacher turnover intentions, thirdly, the work satisfaction of teachers; the last part is about the quality of teachers. The four-point Likert scale questionnaire was mainly adapted from previously published studies. On

the teacher turnover intentions, most questionnaire items are based on the investigation results published by Smart (1990) in *Research in higher education*. The scholar mainly pay special attention to the similarities and differences between the four indicators (turnover tendency, job feeling, institutional characteristics, working conditions), and put forward the relative impact of these indicators on teachers' willingness to leave the current institution. Regarding the variable of teachers' satisfaction, most of the items were selected from the study results published by Li et al. (2018) in the journal of *Modern university education*. The author set five indicators (university management, interpersonal relationship, fringe benefits, workload, career development) to compare teachers' satisfaction according to different personal conditions, such as sex, age, highest educational attainment, years in service. For the third variable, teachers' quality, most of the indicators were selected from the research outcomes published by Liu et al. (2023) in the journal of *Educational Administration: Theory and Practice*. The writer focuses on the design of four important items (teacher features, teaching abilities, teaching methods, teaching attitudes). The purpose of this study is to investigate the impact of the improvement of college teachers' core quality on students' learning motivation and teachers' professional development, and to further explore the regulatory role of classroom well-being and research knowledge in these relationships. What is more, the most commonly used items were selected and other needed items in the survey were added.

Although the entire questionnaire consists of 65 items, the questionnaire design is simple and clear, and does not take up too much of the respondents' time. Among them, teacher turnover intentions and quality options are "strongly agree", "agree", "disagree", "strongly disagree". teacher's satisfaction options are "highly satisfied", "satisfied", "less satisfied", "not satisfied". The Cronbach's Alpha of each item is mainly manifested as turnover density (0.898), job feeling (0.869), institutional characteristics (0.915), working conditions (0.903), university management (0.863), interpersonal relationship (0.925), free benefits (0.870), workload (0.911), career development (0.926), and teacher features (0.879). The test of the questionnaire shows that Cronbach's  $\alpha$  and CR values of each variable are all higher than 0.861, indicating that the scale has good reliability.

**Data Gathering Procedure** - At the beginning of my research, researcher spent a lot of time creating and finalizing the questionnaire content by consulting relevant literature and consulting with research professors and consultants. After multiple careful revisions, a survey questionnaire consisting of four parts was finally determined. Then, input the questionnaire items into SurveyPlus, which is currently one of the most reliable online questionnaire distribution and collection platforms in China. This is followed by a test of the questionnaire, which is an indispensable step in the whole study. In this study, 30 teachers from a university in China who were not included in the large-scale questionnaire were selected to evaluate the effectiveness of the initial version of the questionnaire.

Test participants were asked to complete the questionnaire and make choices according to their own situation without having to worry about divulging personal information. They can inform the teacher who organizes the questionnaire of any ambiguities and problems that arise during the questionnaire process. The reliability results show that the Cronbach's alpha coefficients of validity are all above 0.8, indicating that it has high reliability. Accordingly, the researcher compiled a questionnaire containing 65 items. The scholar also examined the validity and wording of the questionnaire in English so as to improve the effectiveness of the survey. On this basis, a logically complete questionnaire is developed. After verifying, preliminary testing, and revising the instrument, researchers conducted a large-scale questionnaire survey using SurveyPlus with permission from university leaders. With the help of colleagues, 410 teachers were asked to fill out a questionnaire with 65 items, asking them to complete the questionnaire based on their actual situation rather than perception. After several weeks of data collection, a total of 410 completed questionnaires were collected. Then make a table of the answers in the questionnaire for statistical processing, and explain the results of the final data analysis. A suggested program was designed based on the research results.

**Data Analysis** - After organizing the responses of participants, the data collected in the study was statistically processed. Statistical tools such as frequency distribution and percentage distribution, weighted average, and correlation analysis were used in data processing. Use frequency and percentage distribution to

describe the demographic profile of respondents. The weighted average and multiple correlation coefficients are used to evaluate the correlation between three variables: teacher turnover intention, satisfaction and quality. Data processing involves the use of statistical tools such as frequency and percentage distributions, weighted averages, correlation analysis, and Pearson correlation coefficients. Use SPSS application to perform descriptive statistics on data. Including mean, standard deviation, and frequency. When the significance level is 0.05, one-way ANOVA (f-test) is used. Then, ANOVA or analysis of variance were used to determine demographic characteristics and significant differences in teacher turnover intention, satisfaction and quality among respondents, and Pearson correlation was used to determine the relationship between sex, age, highest educational attainment, years in service and the three variables.

**Ethical Considerations** - When conducting research, ethical factors were fully considered to ensure that any information obtained was only used for research purposes. The license to conduct this research has been obtained from university leaders. Respondent answers the questionnaire based on being informed of the research objectives. In addition, respondents were not asked to provide their names when filling out the questionnaire, which effectively protected their personal information from being leaked. Researchers also ensure that respondents voluntarily answer the content of the questionnaire survey with informed consent.

### 3. Results and discussion

**Table 1**

*Summary Table on Teacher Turnover Intentions*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Turnover Tendency	2.84	Agree	2
Job Feeling	2.90	Agree	1
Institutional Characteristics	2.83	Agree	3
Working Condition	2.79	Agree	4
Composite Mean	2.84	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 demonstrates a summary assessment of attitudes toward teacher turnover intentions. The composite average is 2.84, indicating that the various indicators are consistent. All items were evaluated in agreement, among which job feeling ranked first, with a weighted average score of 2.90. Job feeling is an important research concern. As shown in the results, teachers' turnover intentions seem to be significantly influenced by the job feeling. A recent research of Rave (2022) found that “work feeling involves many aspects, such as teachers' professional development, interpersonal relationships, work tasks and personal internal needs. First and foremost, college teachers think highly of their career development, including whether they have opportunities for promotion, whether they can participate in research projects, whether they are supported by scientific research funds. The lack of development opportunities may cause teachers to feel limited in their professional development, thus increasing the likelihood that they are willing to move”. Likewise, university teachers often need to face busy work, how to balance work and life will also have a direct impact on teachers' mobility intention. If there are too many negative emotions, the gap between ideal and reality is too large to meet the internal needs, resulting in unable to achieve a good work-life balance, teachers may also consider mobility. In addition, in the absence of a positive academic atmosphere and teamwork, teachers may feel isolated and not recognized and respected. On this basis, coupled with excessive work pressure and heavy tasks may lead to professional fatigue and health problems of college teachers, thus aggravating their mobility time in advance.

Followed by turnover tendency, the weighted average score is 2.84. It seems that the mobility trend of university teachers will have many effects on their own turnover intention, which depends on the cause of mobility, target location and individual career development planning (Yada et al., 2020). Furthermore, after previous research and careful thinking, most researchers found that the trend of teacher mobility in colleges and universities is mainly affected by the following aspects: If there is a large demand for university teachers in a certain region or field, it may be easier for teachers to find more attractive job opportunities. This may reduce

their satisfaction with their current position and increase their intention to leave. Teachers may pursue working in more prestigious universities to improve their personal and professional prestige. If they think that turnover can enhance their status in academia, their intention to leave is likely to increase.

The overall trend of the education industry, such as policy changes and economic conditions, will also have an impact on teachers' mobility intention. For instance, some areas may provide more jobs as a result of education reform and attract the mobility of teachers. There is a proverb in China that has been around for thousands of years that “the sea is vast enough for fish to swim, the sky is high enough for birds to fly”. This fully shows that if college teachers think there are better career development opportunities in other places, including promotion and participation in more challenging projects, they may be more likely to leave their current jobs and go to a better platform to carry out their careers. As mentioned above, the movement tendency of university teachers will also have an impact on their turnover intention, but this impact is multifaceted and affected by many factors. In other words, each teacher's turnover intention will be affected by his or her individual characteristics, career targets and the current working environment and other factors.

Besides, institutional characteristics in terms of teacher turnover intentions ranked third, the weighted average score is 2.83. This also reflects this factor will also have a far-reaching impact on teachers' intention to leave. Institutional characteristics include career development channels, management and leadership styles, transparency of policies, and task allocation. AlHashmi et al. (2019) found that whether there is a clear and smooth career development channel in the system is also a key factor affecting teachers' turnover intention. If colleges and universities can provide a clear promotion path and professional title evaluation mechanism, it will make teachers more likely to feel that their career development is secure, thus reducing their intention to leave. Furthermore, the management style of university leaders will also have an impact on teachers' intention to leave. According to Burki et al. (2020), “positive and supportive leadership style helps to improve teachers' job satisfaction and reduce the possibility of teacher mobility”. Equally, task assignment and work stress management in the system will also have a direct impact on teachers. If the system can reasonably allocate tasks and provide support, teachers are more likely to stay in the current colleges and universities, otherwise, there will be different results. Generally speaking, the institutional characteristics of universities are directly related to the mobility intention of teachers. A system that can provide good career development opportunities and support system will help to reduce teachers' intention to leave and improve the stability and competitiveness of universities.

Working Condition receives the weighted mean of 2.79, Li, et. al., (2021) proposed that the working conditions of colleges are also one of the crucial factors that affect teachers' turnover intention, and the specific impact is also in many aspects, including individual life satisfaction, working environment quality, family needs. This item ranked last, which further illustrates that universities should make continuous efforts in this regard and continue to enhance the working conditions of teachers. Only by persisting in doing so can they have a positive impact on teachers' mobility intention, reduce teachers' turnover rate, and boost teachers' satisfaction and loyalty. Because good working conditions are not only related to teachers' daily work experience, but also reflect the importance that schools attach to teachers' welfare and professional development.

**Table 2**

*Summary Table on Teachers' Satisfaction*

Indicators	Weighted Mean	Verbal Interpretation	Rank
University Management	2.76	Satisfied	4.5
Interpersonal Relationship	2.76	Satisfied	4.5
Fringe Benefits	2.79	Satisfied	3
Workload	2.83	Satisfied	1.5
Career Development	2.83	Satisfied	1.5
Composite Mean	2.79	Satisfied	

Legend: 3.50 – 4.00 = Highly Satisfied; 2.50 – 3.49 = Satisfied; 1.50 – 2.49 = Less Satisfied; 1.00 - 1.49 = Not Satisfied

Table 2 reveals the summary of the assessment of respondents on teachers' satisfaction in terms of university

management, interpersonal relationship, fringe benefits, workload and career development. As discussed previously, Chinese teachers are generally satisfied with their work. The data evidence that the teachers' satisfaction is at a moderate level ( $M = 2.79$ ), and the workload ( $M = 2.83$ ), career development ( $M = 2.83$ ), fringe benefits ( $M = 2.79$ ), university management and interpersonal relationship also at a moderate level ( $M = 2.76$ ). This indicates that more adjustments and changes need to be made to improve the work satisfaction of respondents., meaning that Chinese college teachers hope to achieve greater satisfaction with their work.

Analyzing the questionnaires carefully, in terms of workload, universities need to continuously optimize and adjust the workload of university teachers, which will have a potential positive impact on the job satisfaction of university teachers and raise their work efficiency and quality. So that college teachers have more time to prepare courses, carry out teaching research and boost teaching methods, so as to enhance teaching quality. As Weldon(2019) advised that “more energy is devoted to scientific research, so as to promote academic innovation and the output of research results. Devote themselves to career development and continuing education activities so as to enhance the sense of professional achievement. Reduce work stress and prevent job burnout caused by excessive stress”.

According to Todd et al.(2019), it was worth noticing that “in terms of career development, university administrators can take a variety of positive and effective measures to enhance teachers' job satisfaction. Specifically, it can organize various kinds of training, seminars and workshops to help college teachers improve their teaching and research skills, and at the same time encourage teachers to participate in academic conferences to increase exchanges with their peers and broaden their horizons”.For this reason,universities should also support teachers in scientific research funds, facilities and platform resources, encourage them to try new approaches and ideas in teaching and research, and carry out more meaningful scientific innovation and practice. From the perspective of Xing et al. (2020),“set clear promotion criteria and procedures to let teachers know how to improve their professional levels and increase their professional sense of security and sense of achievement”. Equally, Pandey et al. (2019) concluded that quite apart from these measures, college leaders should also regularly consult teachers' opinions and suggestions so that they can fully take part in the school's decision-making process and upgrade their sense of participation and belonging, which will also play a positive role in promoting teachers' career development and job satisfaction.

The fringe benefits (2.79) ranked third, it reveals that it is also an important index affecting teachers' satisfaction. Wang, et. al., (2023) found that when teachers feel that their efforts have been rewarded accordingly, their satisfaction and happiness will be significantly improved, which will also be fed back to their work performance. Good welfare benefits can increase teachers' motivation to work and make them feel valued and respected. Likewise, Wang (2021) emphasized that In order to continuously enhance and maintain a high level of teacher satisfaction, colleges should take into account the diversity of teachers and provide a series of welfare options for teachers to choose the most suitable welfare programs according to their own needs and preferences. Allowing teachers to participate in the design and evaluation of welfare programs can ensure that welfare plans are closer to the actual needs of teachers and increase their satisfaction with welfare policies. In addition, effective communication can be used to ensure that teachers are fully aware of the available welfare resources, how to use them, and how to participate in the improvement of welfare programs.

Item 1 and item 2 ranked the last with the weighted mean of 2.76, illustrating that respondents hope to make continuous improvement in both university management and interpersonal relationships. As mentioned in the previous section, Ng et al. (2019) pointed out that “the urgent task of universities is to establish an effective communication mechanism to ensure unimpeded communication between management layer and teachers. Through regular symposiums, school leaders can collect all kinds of opinions and suggestions of teachers and solve the practical problems they encounter in their work in a timely manner”. Furthermore, provide university teachers with superior working conditions, including suitable office facilities, laboratories and book resources. At the same time, pay attention to creating a positive and supportive academic atmosphere to support their academic research and professional development. (Jang, et. al., 2020)



Collectively, strengthen the training of university managers to enhance their leadership and communication skills, so as to more effectively support teachers and promote the sound and rapid development of the university. Just as Erum et al.(2020) stated, universities should put forth effort cultivate a energetic campus culture, strive to create an open, inclusive and respectful working environment, and encourage positive exchanges and cooperation among teachers. According to Erdis, et. al., (2019), “the leadership should set up a good model of interpersonal relationship for teachers through their own behavior, treat each teacher fairly, show their good communication skills, and make teachers feel satisfied from the bottom of their heart”.Such as Cangiano et al.(2019) pointed that “colleges should recognize the personality and characteristics of each teacher and fully respect their different needs and opinions. By organizing team-building activities, it can enhance the mutual understanding and trust among university teachers. It is also necessary to establish an effective mechanism to resolve conflicts and contradictions in the workplace in time to ensure a harmonious relationship between teachers”. As well as, Fauth et al. (2019) discovered that “by sharing teaching resources and research results, it can enhance the sense of cooperation and team spirit among university teachers, and then improve their job satisfaction, so that they can enjoy the process of work and find pleasure in it”.

**Table 3**

*Summary Table on Teachers' Quality*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teacher Features	2.82	Agree	1
Teaching Abilities	2.81	Agree	2
Teaching Methods	2.76	Agree	3
Teaching Attitudes	2.75	Agree	4
Composite Mean	2.79	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 reveals a summary evaluation of teachers' quality. The composite average is 2.79, manifesting that the various indicators are consistent. All items were evaluated in agreement, among which teacher features ranked first, with a weighted average score of 2.82. It is an important research concern. As shown in the results, teachers' quality seem to be significantly influenced by the teachers' own characteristics. In terms of teachers' features, it directly affects the way they interact with the students, the teaching effect and the classroom atmosphere. Teachers' affinity, communication skills, exemplary role, behavior and familiarity with technology are all the key factors to improve teachers' quality and teaching quality. (Yin et al.,2020) Specifically, college teachers with affinity can more easily win the trust and respect of students and establish a positive relationship between teachers and students. Affinity makes students feel more comfortable and confident in the learning process, so they are more willing to participate in classroom activities and discussions.

Good communication skills and the ability to understand students are very important for college teachers. This helps teachers to convey knowledge and ideas more effectively, while at the same time better understanding the needs and challenges of students, thus providing appropriate guidance and support. Similarly, college teachers are not only disseminators of knowledge, but also models of morality and behavior. By showing good behavior, they can set a positive example for students and influence their values and codes of conduct. The behavior of civilization and respect for others can not only create a positive and harmonious teaching environment, but also an important part of college teachers' professional ethics. Civilized behavior helps to maintain classroom discipline and enhance mutual respect between teachers and students. Correspondingly, in the modern educational environment, university teachers need to use a variety of technologies and software to improve teaching efficiency and quality. Teachers who are proficient in the use of office software and educational technology can organize curriculum content more effectively, carry out innovative teaching, and interact effectively with students.

Secondly, the weighted average score of teaching abilities is 2.81 Through this survey, it can be seen that the teaching capability and level of university teachers is a vital part of their professional quality, which directly affects the teaching quality, students' development, their own career and the overall level of the higher education

system. Hence, it is a crucial task for every university teacher to continuously improve the teaching ability and level.

Van Den Beemt et al. (2020) held the same opinion, “teaching ability and level are the most direct factors affecting teaching quality. College teachers' mastery of knowledge, the application of teaching methods, the ability of interaction and communication with students are directly related to the effect of teaching and students' learning achievements”. According to Supriyanto et al.(2020), “strong teaching ability determines students' learning experience to a great extent, which can stimulate students' interest in learning, enhance their learning motivation, and promote students to learn more deeply and actively. In the whole process, empowering learners on their education journeys, and beyond whilst fueling the learner’s knowledge ecosystem”. In a nutshell, The teaching level of university teachers is directly related to the level of knowledge and skill training of students. The excellent performance of teachers in the teaching process can ensure that students learn valuable knowledge and skills necessary for survival, and make full preparations and lay a solid foundation for their future career development.

Followed by teaching methods, the weighted average score is 2.76. It seems that college teachers are eager to boost and optimize their teaching methods. Through continuous learning and mastering a variety of teaching methods, university teachers can always maintain teaching vitality and enthusiasm, constantly improve their teaching skills and professional level, and then choose the most appropriate teaching methods according to different teaching contents, students' characteristics and learning environment. This can not only increase the effectiveness of teaching, but also improve students' interest and participation in learning. At the same time, with the help of multimedia tools and online learning platform, they can greatly enhance the interaction and interest of classroom teaching. Teaching attitude receives the weighted mean of 2.75, which indicated that participants were keen to change their teaching attitude and make their quality better. Research by Brevik et al.(2019) found that the teaching attitude of university teachers not only affects their own teaching effect, but also sets an example for students. Enthusiastic, conscientious and responsible teachers can encourage students to form good learning attitudes and habits, and create a positive learning environment by encouraging, supporting and respecting students' attitude. This is conducive to the promotion of students' enthusiasm and the development of comprehensive capacity”.

In general, by changing and correcting the teaching attitude in time, we can not only improve the teaching level and professional quality of university teachers, but also create a better teaching environment and promote the all-round development of students. In order to adapt to the next stage of continuous change in the field of higher education.

**Table 4**

*Relationship Between Teacher Turnover Intentions and Teachers' Satisfaction*

Turnover Tendency	r-value	p-value	Interpretation
University Management	.947**	0.000	Highly Significant
Interpersonal Relationship	.904**	0.000	Highly Significant
Fringe Benefits	.933**	0.000	Highly Significant
Workload	.938**	0.000	Highly Significant
Career Development	.934**	0.000	Highly Significant
<b>Job Feeling</b>			
University Management	.912**	0.000	Highly Significant
Interpersonal Relationship	.850**	0.000	Highly Significant
Fringe Benefits	.900**	0.000	Highly Significant
Workload	.885**	0.000	Highly Significant
Career Development	.928**	0.000	Highly Significant
<b>Institutional Characteristics</b>			
University Management	.939**	0.000	Highly Significant
Interpersonal Relationship	.883**	0.000	Highly Significant
Fringe Benefits	.922**	0.000	Highly Significant
Workload	.912**	0.000	Highly Significant
Career Development	.945**	0.000	Highly Significant

Teacher turnover intentions, satisfaction, and quality in Chinese Universities

Working Condition			
University Management	.903**	0.000	Highly Significant
Interpersonal Relationship	.856**	0.000	Highly Significant
Fringe Benefits	.896**	0.000	Highly Significant
Workload	.903**	0.000	Highly Significant
Career Development	.891**	0.000	Highly Significant

Legend: Significant at  $p$ -value < 0.01

Table 4 displays the association between Chinese university teachers' mobility intention and job satisfaction based on professional development program. It was observed that the computed  $r$ -values indicate a very strong direct correlation, and the resulted  $p$ -values are all less than the alpha level. This means a significant relationship exists and reveals that the higher the turnover intentions, the more that they are satisfied. The correlation analysis of this study shows that there is a significant positive correlation between Chinese college teachers' turnover intention and work satisfaction. Although many previous studies are not focused on the field of this. The following is a detailed explanation of this conclusion:

Getenet (2020) noted that “the increase of mobility intention of college teachers may be related to their search for better career development opportunities. If a college teacher feels that his or her career development at the current university is limited, they may be more motivated to look for other opportunities. In the new working environment, teachers may find more challenges and extensive development space, thus boosting their job satisfaction”. From the perspective of Taimalu et al. (2019), “if teacher think they can get better pay and better benefits in other schools, it will increase their mobility intention. Choosing more competitive salaries and benefits may make teachers more satisfied in the new environment”. Additionally, findings of the present study are in line with previous ones conducted on teachers' satisfaction of Georgiou et al. (2019). They argued that “the working atmosphere of the university plays a vital role in teachers' job satisfaction. If a school has a poor working atmosphere, such as poor management, strained colleagues. Hence, teachers may be more willing to consider mobility. Instead, they may find higher job satisfaction in a more friendly and supportive work environment”.

The quality of educational resources and facilities will also affect teachers' mobility intention. If a college can provides more advanced educational technology, library resources, laboratory equipment, and more foreign exchange and learning opportunities, teachers may be more willing to stay in the school and thus improve job satisfaction. Apart from this, university teachers usually attach importance to their own teaching and scientific research achievements. If their teaching and scientific research achievements in a school are recognized and supported, it will increase their satisfaction with the school. On the other hand, if the results of teaching and scientific research are not given due attention, they may be more inclined to look for more valuable job opportunities (Abacioglu et al., 2020).

It can also be inferred that college teachers may want to have more autonomy and development opportunities in teaching and research. If they feel that the current school support for personal development is insufficient, they may be more inclined to look for schools that can provide more development opportunities, so as to improve their job satisfaction. Generally speaking, the relationship between university teachers' turnover intention and satisfaction is a complex multi-factor problem. Because individual differences, school environment, personal values and other factors will affect this relationship, it is necessary to comprehensively consider a number of factors in the specific situation to understand and explain this argument more comprehensively.

Table 5 displays the association between Chinese university teachers' turnover intention and quality based on professional development program. It was observed that the computed  $r$ -values indicate a very strong direct correlation, and the resulted  $p$ -values are all less than the alpha level. This means a significant relationship exists and implies that the higher the turnover intentions, the better is the quality. According to Prenger et al. (2019), “college teachers with high quality usually have a higher pursuit of their own professional development. They are more inclined to look for more academic challenges and development opportunities in different academic environments in order to enhance their influence in the academic field. Therefore, the high mobility

intention may reflect their positive attitude towards professional development and life pursuit”.

**Table 5***Relationship Between Teacher Turnover Intentions and Teachers' Quality*

Turnover Tendency	r-value	p-value	Interpretation
Teacher Features	.933**	0.000	Highly Significant
Teaching Abilities	.924**	0.000	Highly Significant
Teaching Methods	.912**	0.000	Highly Significant
Teaching Attitudes	0.055	0.266	Not Significant
<b>Job Feeling</b>			
Teacher Features	.904**	0.000	Highly Significant
Teaching Abilities	.890**	0.000	Highly Significant
Teaching Methods	.905**	0.000	Highly Significant
Teaching Attitudes	0.055	0.265	Not Significant
<b>Institutional Characteristics</b>			
Teacher Features	.925**	0.000	Highly Significant
Teaching Abilities	.930**	0.000	Highly Significant
Teaching Methods	.923**	0.000	Highly Significant
Teaching Attitudes	0.047	0.343	Not Significant
<b>Working Condition</b>			
Teacher Features	.880**	0.000	Highly Significant
Teaching Abilities	.900**	0.000	Highly Significant
Teaching Methods	.853**	0.000	Highly Significant
Teaching Attitudes	0.035	0.475	Not Significant

Legend: Significant at  $p$ -value < 0.01

In addition, some studies have been examined by Ye et al. (2019) mentioned that “university teachers with high quality may be more willing to carry out interdisciplinary research and teaching in different fields in order to broaden the scope of their knowledge. They have a strong desire for knowledge, are good at learning, and are more eager to seek schools that can provide more opportunities for interdisciplinary cooperation, which leads them to consider turnover more frequently”. High quality teachers usually have strong innovation and adaptability. They may be more likely to adapt to new teaching methods, technologies and educational research policies, so they are more likely to perform well in the new work environment after movement. According to Amhag et al. (2019), teachers with high quality often pay more attention to academic exchange and cooperation. They may want to establish connections in the wider academic circle and associate with better people. Hence, they may be more tended to move between different universities in order to seek a wider range of cooperation opportunities and bring their lives to new heights.

Teachers with high professional quality may pay more attention to their teaching quality and their value and influence on college students. If they think that they can give better play to their teaching potential and improve students' academic performance in other universities, they may be more willing to consider mobility. Consistent with this situation, teachers with high professional quality may pay more attention to their teaching quality and their value and influence on college students. If they think that they can give better play to their teaching potential and improve students' academic performance in other universities, they may be more willing to consider movement. In the opinion of Tsybulsky et al. (2019), “high quality university teachers usually have strong leadership and management skills. They are more eager to play a leading role in a more challenging educational environment, so they are more likely to consider looking for opportunities in a highly mobile academic environment to give full play to their outstanding teacher”.

It is worth noting that although there may be a strong correlation between teacher turnover intentions and teachers' quality, it does not mean that every teacher with high mobility intention has high quality. Meanwhile, individual differences, academic background, personal values and other factors will also affect this relationship, so it is necessary to comprehensively consider a number of factors in the specific situation to understand and explain this argument more comprehensively.

Table 6 evidence the association between Chinese university teachers' satisfaction and quality based on

professional development program. It was observed that the computed r-values indicate a very strong direct correlation, and the resulted p-values are all less than the alpha level. This means a significant relationship exists and manifests that the teachers are satisfied, the better is the quality. This argument shows that there is a positive correlation between college teachers' satisfaction and their quality.

Research by Gess-Newsome et al. (2019) revealed that “college teachers with high job satisfaction may be more likely to devote themselves to teaching and scientific research, showing greater enthusiasm for teaching. They may be more concerned about students' academic achievements and personal development, so they may prefer to improving their teaching standards, so as to enhance their professional quality”. In the view of Oddone, et. al., (2019), “teachers with high job satisfaction may be more willing to join in professional development activities, such as academic research, teaching and training. By constantly boosting their professional literacy, they can better adapt to the development of disciplines and new educational ideas, so as to improve the level of quality”.

Mentors with high job satisfaction are more willing to take part in innovation and education reform. They dare to try new teaching methods and techniques, and actively get involved in education reform projects, so as to continuously elevate their professional level in the field of education. her scholars also proved in the research that if educators with high satisfaction are more willing to participate in innovation. They think they are knowledge seeker, can unlocking student potential. They dare to try new teaching methods and techniques, and actively work for educational reform projects, so as to continuously improve their professional level in the field of education (Azorin et al., 2020). Quite apart from this, tutors with high job satisfaction are more likely to form a positive teamwork atmosphere with their colleagues. By sharing experiences, helping peers and supporting each other, they can grow up in a good academic community, thus improving the quality of the whole team.

**Table 6**

*Relationship Between Teachers' Satisfaction and Teachers' Quality*

University Management	r-value	p-value	Interpretation
Teacher Features	.936**	0.000	Highly Significant
Teaching Abilities	.937**	0.000	Highly Significant
Teaching Methods	.950**	0.000	Highly Significant
Teaching Attitudes	0.055	0.265	Not Significant
<b>Interpersonal Relationship</b>			
Teacher Features	.877**	0.000	Highly Significant
Teaching Abilities	.891**	0.000	Highly Significant
Teaching Methods	.888**	0.000	Highly Significant
Teaching Attitudes	0.028	0.573	Not Significant
<b>Fringe Benefits</b>			
Teacher Features	.913**	0.000	Highly Significant
Teaching Abilities	.921**	0.000	Highly Significant
Teaching Methods	.916**	0.000	Highly Significant
Teaching Attitudes	0.045	0.367	Not Significant
<b>Workload</b>			
Teacher Features	.893**	0.000	Highly Significant
Teaching Abilities	.924**	0.000	Highly Significant
Teaching Methods	.875**	0.000	Highly Significant
Teaching Attitudes	0.043	0.381	Not Significant
<b>Career Development</b>			
Teacher Features	.927**	0.000	Highly Significant
Teaching Abilities	.933**	0.000	Highly Significant
Teaching Methods	.924**	0.000	Highly Significant
Teaching Attitudes	0.061	0.215	Not Significant

*Legend: Significant at p-value < 0.01*

Last but not least, some research have been examined by Collins (2019) pointed that “teachers with high satisfaction can often establish a positive teacher-student relationship, which has a greater impact on students' educational achievement. They always think that one idea, at a time—lighting the path forward for research and education, tearing down barriers to society’s advancement, and giving student the help they need to turn their

steps into strides. By paying attention to students' learning progress, they may have more motivation to continuously improve their educational level, and then improve their professional quality”.

In a word, the relationship between teachers' satisfaction and quality is complex and comprehensive, involving many aspects, such as teaching, research, social service. Different teachers and different subject areas may have different influencing factors, so it is necessary to consider multiple factors in specific situations to understand and explain this argument more comprehensively.

### Chinese University Teachers' Professional Development Program

On the basis of the results of this research, the researchers proposed the professional development plan of Chinese university teachers. This solution mainly involves three key results areas, namely teacher turnover intentions, satisfaction and quality. The goal is to gradually strengthen the construction of Chinese university teachers by taking a series of effective measures to promote the professional development of teachers. In order to achieve the expected purpose, this plan also specifically mentioned the important parameters of the departments that require joint participation and the target. This study hopes that this plan can effectively affect the career development of Chinese university teachers.

**Table 7**

*Chinese University Teachers' Professional Development Program*

Key Result Area & Objectives	Strategies	Success Performance Indicator	Persons Responsible
Teacher Turnover Intentions: Working Condition Objective: To create a comfortable and livable campus working and living area, and keep the annual turnover rate of university teachers below 5%.	<ul style="list-style-type: none"> <li>➤ Improve comfortable teachers' apartments or provide housing subsidies for teachers.</li> <li>➤ Provide on-campus transportation, such as electric bicycles, buses, teachers who live far away, and give them commuting subsidies.</li> <li>➤ Provide superior educational resources for teachers' children and cooperate with good schools to give teachers' children priority access to school.</li> <li>➤ Set up scientific research funds to encourage teachers to carry out innovative research.</li> </ul>	Teachers' satisfaction reached 90% or more, and school rankings increased by 3 places.	Human Resources Office, Academic Affairs Office, Scientific Research Office, Finance Department, Logistics Department
Institutional Characteristics Objective: To construct an institutional environment that comprehensively supports the professional development of university teachers and strengthen their sense of belonging	<ul style="list-style-type: none"> <li>➤ Provide teachers with diversified career development paths</li> <li>➤ Give career planning counseling services to help teachers define career goals, formulate and implement personal.</li> <li>➤ Offer a variety of contract types, including long-term contracts, short-term contracts and project contracts, according to the performance of teachers and the needs of schools.</li> <li>➤ Establish a comprehensive and fair teacher evaluation system.</li> <li>➤ Adjust the promotion criteria and mechanism to ensure that teachers have diversified development opportunities.</li> <li>➤ Build a reasonable performance management system to reward and motivate teachers according to their performance and contribution.</li> </ul>	The promotion rate of teachers is 90% or more.	Administrative Office, personnel Office, academic Affairs Office, Scientific Research Office
Teacher's Satisfaction 2.1 University Management Objective: To ensure that all college management decisions are made and implemented in an open, transparent and fair manner	<ul style="list-style-type: none"> <li>➤ Regularly review and update the rules and regulations of colleges to ensure that they reflect the best practices of current education and teaching.</li> <li>➤ Formulate and implement a long-term development plan to set a clear direction for</li> </ul>	95% of teachers have the right to give advice to the development of the school, and their suggestions can be	Development Planning Department, Labor Union, Teacher Development Center

Teacher turnover intentions, satisfaction, and quality in Chinese Universities

	<p>the development of universities.</p> <ul style="list-style-type: none"> <li>➤ Increase investment in teaching and research facilities.</li> <li>➤ Provide highly competitive compensation and benefits, including health insurance, retirement plans, housing subsidies.</li> </ul>	effectively responded to.	
<p>2.2 Interpersonal Relationship</p> <p>Objective: To establish an open communication mechanism, create a positive working atmosphere, and enhance teamwork and individual capability.</p>	<ul style="list-style-type: none"> <li>➤ Organize regular symposiums between school leaders and teachers so that they can listen to teachers' suggestions directly.</li> <li>➤ Weekly staff team building activities are held to enhance team cohesion and improve the relationship between colleagues.</li> <li>➤ Provide psychological counseling and emotional management services for teachers.</li> <li>➤ Set up an online communication platform to facilitate teachers to exchange information and opinions at any time.</li> </ul>	95% of teachers can work happily and their mental health indicators meet good standards	Administrative Department, Labor Union
<b>Teacher's Quality</b>			
<p>3.1 Teaching Attitudes</p> <p>Objectives: To build a teaching attitude of student-centered, learning achievement-oriented and continuous improvement.</p>	<ul style="list-style-type: none"> <li>➤ Teachers are encouraged to observe and teach each other, carry out teaching evaluation, and learn and boost from peer feedback.</li> <li>➤ Adopt interactive teaching models, for instance, group discussion and project learning to increase students' participation.</li> <li>➤ Through the anonymous student evaluation system, students' objective opinions and suggestions on teaching are collected as the basis for the improvement of teachers' teaching attitude.</li> <li>➤ Students with excellent performance and active participation in classroom activities can be given appropriate material or spiritual rewards.</li> </ul>	95% of the teachers' teaching attitude can be substantially changed and improved.	Academic Affairs Department, Student Affairs Office, Teaching quality Evaluation Office,
<p>3.2 Teaching Method</p> <p>Objective: To ensure that teachers can flexibly use a variety of teaching methods to meet the learning needs of different students</p>	<ul style="list-style-type: none"> <li>➤ Provide teachers with training in multiple teaching methods, such as flipped classroom, case teaching, group discussion.</li> <li>➤ The Set up a teaching innovation fund to support teachers' innovative attempts in teaching methods.</li> <li>➤ Encourage teachers to share excellent teaching materials and promote resource sharing and exchange.</li> <li>➤ Instruct students on how to learn independently effectively, including time management, data retrieval and other skills.</li> </ul>	90% of teachers get good results in teaching quality evaluation, and students' autonomous learning activity is 90% or more.	Library, Information Technology Department, Network Data Office

**4. Conclusions and recommendations**

Majority of the respondents were male, aged 31 to 35 years old, master's degree holders, and 6-10 years in service. The respondents agreed on the indicators under teacher turnover intentions having high regard to job feeling. In terms of the teacher satisfaction, the respondents agreed on all indicators giving high importance to workload and career development. As to teachers' quality, the respondents agreed on all the indicators particularly teacher features. There are significant differences in responses in teacher turnover intentions, satisfaction and quality when grouped according to sex. There is a highly significant correlation between teacher turnover intentions, satisfaction and quality. This implies that the lower the turnover intentions, the more that the teachers are satisfied with their work and the better is their quality. A professional development program to address and enhance Chinese teacher's turnover intentions, satisfaction and quality was proposed.

The teaching affairs office may strengthen the training and assessment of teacher ethics, establish a sound teacher ethics assessment mechanism, and promote the establishment of correct values and professional ethics of

universities, to improve the overall education level in the university. The university administrators may create a positive working environment and campus culture by conducting team building positive activities to help improve the teachers' work satisfaction. This will help form a team collaboration spirit, thereby reducing the teachers' turnover intention. The human resources department office may help develop a comprehensive incentive mechanism to better stimulate the enthusiasm of college teachers and improve their work satisfaction. They may also formulate differentiated compensation policies, give corresponding rewards and provide multi-level teacher career development opportunities. The university psychology center may provide psychological health services for teachers and set up professional psychological counseling teams to help teachers solve work and life problems to ensure that their mental health and work balance are taken into consideration at all times. Future researchers may conduct follow up studies and explore on other variables that may impact teacher turnover, satisfaction and quality such as work engagement, teaching effectiveness and organizational climate. The proposed professional development program may be tabled for discussion, implementation and further evaluation.

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