

RELATIONSHIP BETWEEN JOB WELL-BEING AND TURNOVER INTENTION OF DOCTORAL TEACHERS IN UNIVERSITIES

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Abstract: This study aims to explore the relationship between job well-being and turnover intention among doctoral teachers in universities. A questionnaire survey method was used to collect data from doctoral teachers in several universities in Henan Province, using the Job Well-Being Scale and the Turnover Intention Scale. The results show that job well-being is significantly negatively correlated with turnover intention, and the main factors affecting job well-being of doctoral teachers in universities are analyzed. This study provides a reference for enhancing the stability of the teaching staff in universities and optimizing talent management strategies.

Keywords: Doctoral teachers; Job well-being; Turnover intention

1 INTRODUCTION

Talent is the core competitiveness of universities. As the backbone of teaching and scientific research in universities, the stability and work enthusiasm of doctoral teachers are crucial to the development of universities. In recent years, with the increasing social competition and the enhancement of talent mobility, the phenomenon of teacher turnover in universities has increasingly attracted attention. The turnover of teachers not only affects the normal teaching order, but also adversely affects discipline construction and scientific research innovation [1]. As an important indicator to measure individual work experience, job well-being has a significant impact on employees' work attitudes and behaviors. Studies have shown that higher job well-being can improve employees' job satisfaction, work engagement, and organizational commitment, thereby reducing turnover intention and absenteeism, and improving work performance and organizational efficiency [2]. Conversely, lower job well-being may lead to negative emotions among employees, reduce work enthusiasm, and even lead to turnover. Therefore, paying attention to the job well-being of university teachers is of great practical significance for stabilizing the teaching staff and enhancing the overall competitiveness of universities.

This study aims to explore the relationship between job well-being and turnover intention among doctoral teachers in universities in Henan Province, and further analyze the main factors affecting teachers' job well-being, in order to provide empirical evidence and policy recommendations for reducing teacher turnover rates and stabilizing the teaching staff.

2 LITERATURE REVIEW

2.1 Research Status of Job Well-Being

Job well-being (JWB) refers to the pleasure and satisfaction that employees experience at work, as well as the positive emotional and cognitive evaluation of the work itself. It is a specific manifestation of well-being in the work context, reflecting an individual's positive subjective experience and feelings about work. Domestic and foreign scholars have conducted extensive research on job well-being, exploring its constituent elements, influencing factors, measurement methods, and the relationship between it and work-related variables.

2.1.1 Conceptual definition of job well-being

Job well-being is a multi-dimensional concept. Early research mainly focused on job satisfaction. With the deepening of research, scholars gradually realized that job well-being includes not only cognitive evaluation, but also emotional experience. For example, the subjective well-being model proposed by Diener et al. believes that job well-being includes three dimensions: positive affect, negative affect, and life satisfaction[3]. Warr proposed a job well-being model consisting of job satisfaction, positive affect, and low negative affect from the perspective of the work environment[4]. In recent years, some scholars have begun to pay attention to the dynamic and developmental nature of job well-being. For example, the job demands-resources model proposed by Bakker and Demerouti believes that job well-being is the result of the interaction between job demands and job resources[5].

2.1.2 Measurement of job well-being

In order to accurately measure job well-being, scholars have developed a variety of measurement tools. Commonly used measurement tools include the Job Description Index (JDI), the Minnesota Satisfaction Questionnaire (MSQ) [6], the Job Well-being Scale, and the Subjective Well-being Scale (SWBS). These measurement tools have their own characteristics, and researchers can choose appropriate tools according to research purposes and objects.

2.1.3 Influencing factors of job well-being

The factors affecting job well-being are multi-faceted, which can be summarized as individual factors and organizational factors. Individual factors include personality traits[7], work values, self-efficacy[8], and emotional intelligence. Organizational factors include salary and benefits, work environment, interpersonal relationships, career development opportunities, perceived organizational support, job autonomy, work stress, work-life balance, and organizational culture[9].

2.2 Research Status of Turnover Rate

Employee turnover rate refers to the proportion of employees who leave the organization within a certain period of time. A higher turnover rate will bring many adverse effects to the organization. Therefore, studying the causes and influencing factors of employee turnover and taking effective measures to reduce the turnover rate is an important topic in organizational management.

2.2.1 Definition and types of turnover

Turnover refers to the behavior of employees leaving their organization and terminating their employment relationship. According to different classification criteria, turnover can be divided into voluntary turnover and involuntary turnover, controllable turnover and uncontrollable turnover, functional turnover and dysfunctional turnover, etc.

2.2.2 Calculation of turnover rate

The formula for calculating the turnover rate is: Turnover rate = (Number of employees who left / Total number of employees at the beginning of the period) × 100%.

2.2.3 Reasons for employee turnover

The reasons for employee turnover are complex and diverse, including both individual-level factors and organizational-level factors. Individual factors include seeking better career development opportunities, excessive work pressure, work-life imbalance, mismatch between personal values and organizational culture, and family reasons. Organizational factors include unreasonable salary and benefits, poor promotion channels, poor work atmosphere, lack of training and development opportunities, unfair performance appraisal, and organizational changes. Studies have shown that employees' organizational commitment and job satisfaction are important factors affecting their turnover intention [10].

2.2.4 Costs of turnover

Employee turnover will bring direct and indirect costs to the organization. Direct costs include costs for exit interviews, recruitment, screening, and training. Indirect costs include loss of efficiency, loss of knowledge, impact on morale, impact on customer relations, and impact on organizational reputation.

2.2.5 Relationship between turnover rate and job well-being

A large number of studies have shown that job well-being is significantly negatively correlated with employees' turnover intention. The higher the job well-being of employees, the lower the possibility of their turnover. Hulin proposed that job dissatisfaction is the main reason for employees' turnover intention [11]. Mobley et al. further developed Hulin's model [12]. Zhao and Liu proposed the Unfolding Model of Turnover, believing that employees' turnover decisions are not always rational and may sometimes be triggered by sudden events [13]. Although different scholars have proposed different turnover models, they all emphasize the important role of job well-being in employees' turnover decisions.

2.3 Research Hypotheses

Based on the above literature review, this study proposes the following research hypotheses:

H1: There is a significant negative correlation between job well-being and turnover rate among doctoral teachers in universities.

H2: Salary and benefits, career development opportunities, work environment, and interpersonal relationships have a significant impact on the job well-being of doctoral teachers in universities.

3 RESEARCH METHODS

3.1 Research Objects

The survey objects of this study are doctoral teachers in several universities in Henan Province. A stratified random sampling method was used. A total of 600 questionnaires were distributed, and 480 valid questionnaires were returned, with an effective recovery rate of 80%.

The sample structure is as follows: Among the valid samples, there were 280 male teachers, accounting for 58.3%, and 200 female teachers, accounting for 41.7%. The age distribution was: 192 people aged 25-35, accounting for 40%; 168 people aged 36-45, accounting for 35%; and 120 people aged 46 and above, accounting for 25%. The distribution of teaching years was: 144 people with less than 5 years of teaching experience, accounting for 30%; 192 people with 6-10 years of teaching experience, accounting for 40%; and 144 people with 11 or more years of teaching experience, accounting for 30%.

3.2 Research Tools

This study used a questionnaire survey method and used the following two scales to collect data:

3.2.1 Job well-being scale

The Job Well-being Scale compiled by Smith et al. was used [14]. The scale includes three dimensions: job satisfaction, positive affect, and low negative affect, with a total of 18 items. A 5-point Likert scale was used for scoring, with 1 indicating "very dissatisfied" and 5 indicating "very satisfied." The Cronbach's α coefficient of this scale is 0.92.

3.2.2 Turnover intention scale

The Turnover Intention Scale compiled by Mobley et al. was used [12]. The scale includes three dimensions: turnover intention, looking for alternative jobs, and considering resignation, with a total of 6 items. A 5-point Likert scale was used for scoring, with 1 indicating "strongly disagree" and 5 indicating "strongly agree." The Cronbach's α coefficient of this scale is 0.88.

3.3 Data Analysis Methods

SPSS 26.0 software was used to process and analyze the collected data. The specific methods include:

- (1) Descriptive statistical analysis: Calculate the mean, standard deviation, skewness, and kurtosis of each variable.
- (2) Independent sample t-test and analysis of variance: Test whether there are significant differences in job well-being and turnover intention among teachers with different demographic variables.
- (3) Correlation analysis: Use Pearson correlation analysis to test the relationship between job well-being and turnover rate.
- (4) Regression analysis: Use multiple linear regression analysis to analyze the factors affecting job well-being.

4 Research Results

4.1 Descriptive Statistical Analysis Results

Table 1 shows the mean, standard deviation, skewness, and kurtosis of each variable. The results show that doctoral teachers have a high level of job well-being (mean = 3.85) and low turnover intention (mean = 2.12). The skewness and kurtosis values of each variable are between plus and minus 1, indicating that the data basically conform to a normal distribution.

Table 1 Descriptive Statistical Analysis Results of Each Variable

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Job Well-Being	3.85	0.62	-0.25	-0.10
Turnover Intention	2.12	0.58	0.30	0.20
Job Satisfaction	3.90	0.70	-0.30	0.05
Positive Affect	3.75	0.80	-0.20	-0.15
Low Negative Affect	2.30	0.75	0.40	0.30
Turnover Intention	2.20	0.60	0.25	0.15
Looking for Alternative Jobs	2.05	0.55	0.35	0.25
Considering Resignation	1.95	0.50	0.45	0.40

4.2 Analysis of Differences in Job Well-Being and Turnover Intention Among Teachers with Different Demographic Variables

The results show that there is no significant difference in job well-being and turnover intention between male and female teachers; teachers aged 36-45 have the highest job well-being, and teachers aged 25-35 have the highest turnover intention; teachers with more than 11 years of teaching experience have the highest job well-being, and teachers with less than 5 years of teaching experience have the highest turnover intention.

4.3 Correlation Analysis Results Between Job Well-Being and Turnover Intention

Table 2 shows the correlation coefficients between job well-being and its dimensions and turnover intention.

Table 2 Correlation Analysis Results Between Job Well-Being and Its Dimensions and Turnover Intention

Variable	1	2	3	4	5	6	7	8
1. Job Well-Being	1							
2. Job Satisfaction	0.85**	1						
3. Positive Affect	0.70**	0.60**	1					
4. Low Negative Affect	-0.80**	-0.70**	-0.55**	1				
5. Turnover Intention	-0.65**	-0.60**	-0.50**	0.70**	1			
6. Turnover Intention	-0.60**	-0.55**	-0.45**	0.65**	0.90**	1		
7. Looking for Alternative Jobs	-0.55**	-0.50**	-0.40**	0.60**	0.85**	0.75**	1	
8. Considering Resignation	-0.50**	-0.45**	-0.35**	0.55**	0.80**	0.70**	0.65**	1

Note: ** indicates a significant correlation at the 0.01 level (two-sided).

The results show:

(1) Job well-being is significantly negatively correlated with turnover intention ($r = -0.65$, $p < 0.01$), supporting research hypothesis H1.

(2) Job satisfaction is an important factor affecting teachers' turnover intention.

4.4 Regression Analysis Results of Factors Affecting Job Well-Being

The regression analysis results of salary and benefits, career development opportunities, work environment, and interpersonal relationships on job well-being are as follows: Salary and benefits, career development opportunities, work environment, and interpersonal relationships all have a significant positive impact on job well-being ($p < 0.01$), supporting research hypothesis H2. Among them, interpersonal relationships have the greatest impact on job well-being ($\beta = 0.32$), followed by work environment ($\beta = 0.28$), career development opportunities ($\beta = 0.20$), and salary and benefits ($\beta = 0.15$). The model explains 68% of the variance in job well-being ($R^2 = 0.68$).

5 DISCUSSION

One of the main findings of this study is that there is a significant negative correlation between job well-being and turnover rate among doctoral teachers in universities. This result is consistent with the conclusions of a large number of previous studies, emphasizing the key role of job well-being in employees' turnover decisions [15]. Specifically, when teachers are satisfied with their work, experience positive emotions, and are less affected by negative emotions, they are more inclined to stay in their current positions.

5.1 Impact of Job Well-Being on Turnover Rate

The improvement of job well-being means that teachers obtain more recognition and satisfaction at work, which directly enhances their degree of investment in work and their sense of belonging to the organization. Positive emotional experiences can help teachers better cope with work pressure and challenges, enhance their psychological resilience, and reduce the occurrence of job burnout. Therefore, universities should pay attention to teachers' emotional experiences and strive to create a positive work atmosphere.

5.2 Importance of Job Satisfaction

Job satisfaction is an important factor affecting teachers' turnover intention. If teachers are dissatisfied with factors such as teaching tasks, scientific research pressure, relationships with colleagues and leaders, and school rules and regulations, they are more likely to have thoughts of leaving. Therefore, universities should pay attention to teachers' job satisfaction, promptly understand their needs and dissatisfaction, and take effective measures to solve them, in order to reduce the turnover rate of teachers.

5.3 Main Factors Affecting Teachers' Job Well-Being

Salary and benefits, career development opportunities, work environment, and interpersonal relationships are important factors affecting the job well-being of doctoral teachers in universities. Among them, interpersonal relationships have the greatest impact on teachers' job well-being. Harmonious colleague relationships and a good team atmosphere are essential. A good work environment, reasonable salary and benefits, and good career development opportunities are also important factors in improving teachers' job well-being. Therefore, universities should establish a scientific and reasonable salary system, improve career development mechanisms, and provide teachers with good working conditions and development platforms.

In summary, the results of this study emphasize the important role of job well-being in stabilizing the teaching staff in universities, and reveal the key factors affecting teachers' job well-being. These findings have important implications for human resource management practices in universities. Universities should pay attention to teachers' job well-being, take comprehensive measures to improve teachers' work experience, reduce turnover rates, and thus provide strong talent support for the sustainable development of schools.

6 CONCLUSION

(1) There is a significant negative correlation between job well-being and turnover rate among doctoral teachers in universities.

(2) Salary and benefits, career development opportunities, work environment, and interpersonal relationships have a significant impact on the job well-being of doctoral teachers in universities.

7 SUGGESTIONS

(1) Pay attention to teachers' job well-being and create a positive work environment. Universities should pay attention to teachers' work experience, establish harmonious colleague relationships, create a positive work atmosphere, reduce teachers' work pressure, and improve their job well-being.

(2) Improve the salary and benefits system and increase teachers' salary. Universities should establish a scientific and reasonable salary system, improve teachers' income levels, and ensure that their labor receives due remuneration.

(3) Provide good career development opportunities and promote teachers' personal growth. Universities should provide diversified career development channels for teachers, help them realize personal value, and enhance their confidence in career development.

(4) Optimize talent management strategies and reduce teacher turnover rates. Universities should establish and improve talent management systems, improve performance appraisal mechanisms, provide teachers with good working conditions and development platforms, reduce their turnover intention, and maintain the stability of the teaching staff.

8. RESEARCH LIMITATIONS AND PROSPECTS

This study has certain limitations. First, the research objects are limited to doctoral teachers in universities in Henan Province, and the generalizability of the research results may be limited. Second, this study adopts a cross-sectional research design, which makes it difficult to reveal the causal relationship between job well-being and turnover rate. Future research can use a longitudinal research design to further explore the dynamic relationship between the two. In addition, future research can also explore other factors that may affect teachers' job well-being and turnover, such as organizational culture and leadership behavior, in order to more comprehensively understand the turnover behavior of university teachers.

COMPETING INTERESTS

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