



**A STUDY OF RISK MANAGEMENT OF TEACHING STAFF
CONSTRUCTION PROJECT IN YUNNAN TECHNOLOGY AND
BUSINESS UNIVERSITY**

**ZHU XINGRONG
6317195843**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
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This Independent Study has been Approved as a Partial Fulfillment of the
Requirements for the Degree of Master of Business Administration

Advisor:

(Dr. Zhang Li)

Date: 11 / 6 / 2024

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(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business Administration
Siam University, Bangkok, Thailand

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By: Zhu Xingrong

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(Dr. Zhang Li)

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ABSTRACT

With the popularization of higher education in China, the number of colleges and universities has increased dramatically, and the competition between colleges and universities has become increasingly fierce. Strengthening internal construction has become one of the effective means for private colleges and universities to cope with the competition, and teacher development is the foundation of the sustainable development of private colleges and universities. However, in recent years, private colleges and universities mainly focus on strengthening teaching and teachers' scientific management, neglecting the awareness and ability of risk management of the teachers' team, which leads to the difficulty of talent introduction and affects the healthy development of private colleges and universities.

This study took the faculty team of Yunnan Technology and Business University as the study subject, aiming: 1) To examine the effect of performance pay on resignation intention; 2) To examine the effect of faculty promotion on resignation intention; 3) To examine the effect of faculty recruitment on resignation intention.

To address the current challenges faced by private universities, especially the stability of the faculty, this paper adopted the quantitative research methodology to explore the impact of faculty resignation intention in private universities based on the risk management theory. A questionnaire survey of teacher personnel was conducted. A total of 300 questionnaires were distributed and recovered, and the risk management theory was applied to propose corresponding strategies. The findings of this study are as follows: 1) Resignation intention is negatively correlated with performance pay, indicating that the higher the performance pay, the lower the teachers' resignation intention; 2) Resignation intention is negatively correlated with

teachers' promotion, indicating that teachers are more willing to stay in their positions after promotion; 3) Resignation intention is positively correlated with teachers' recruitment, indicating that difficulties in recruiting teachers may lead to an increase in teachers' resignation intention.

This study provides a valuable reference for the risk status of teachers' resignation in private colleges and universities, and provides a reference for improving management strategies in private colleges and universities.

Keywords: risk management theory, resignation intention, performance pay, faculty recruitment

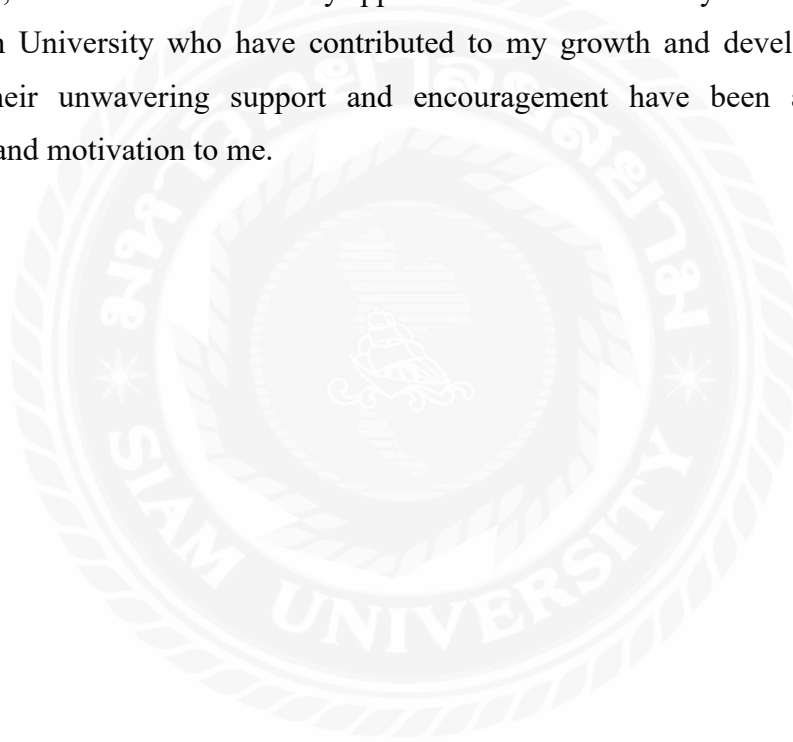


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Declaration

I, ZHU XINGRONG, hereby certify that the work embodied in this independent study entitled “A Study of risk management of teaching staff construction project in Yunnan Technology and Business University” is result of original research and has not been submitted for a higher degree to any other university or institution.

ZHU XINGRONG

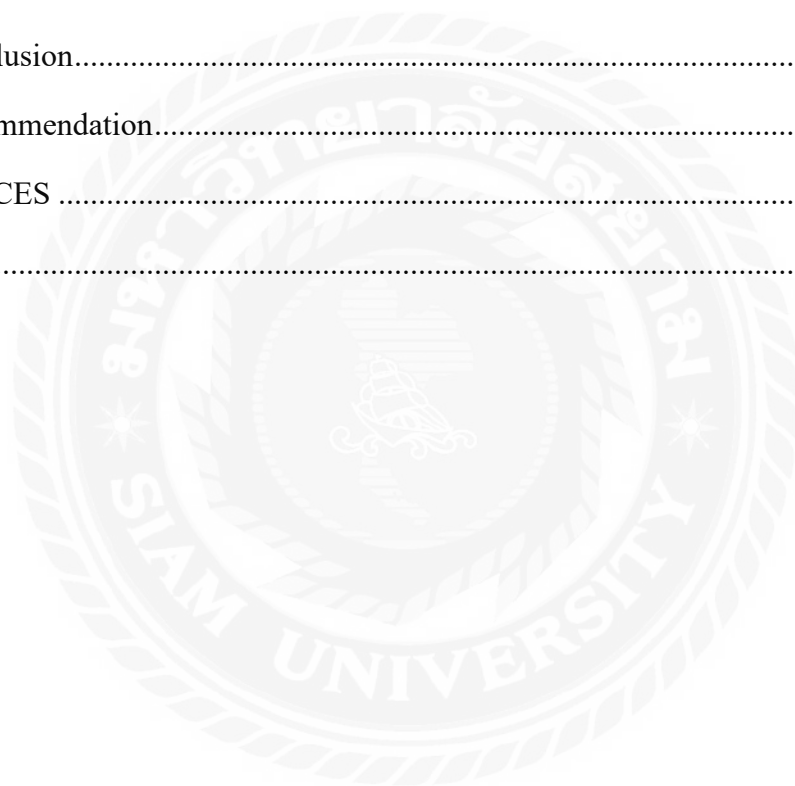
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CONTENTS

ABSTRACT.....	I
ACKNOWLEDGEMENT	III
Declaration.....	IV
CONTENTS.....	IV
LIST OF TABLES.....	VII
LIST OF FIGURES	VIII
Chapter 1 Introduction	1
1.1 Background of the study	1
1.2 Problems of the study.....	2
1.3 Objectives of the study.....	3
1.4 Scope of the study	3
1.5 Significance of the study.....	3
Chapter 2 Literature Review.....	5
2.1 Introduction.....	5
2.2 Private Universities	5
2.3 Teaching Staff Construction Projects.....	5
2.4 Risk Management Theory	6
2.5 Risk Assessment Theory	7
2.6 Resignation Intention	8
2.7 Past Research.....	8
2.8 Theoretical Framework	10
Chapter 3 Research Methodology.....	11
3.1 Research Design.....	11
3.2 Measurement of Study Variables	13
3.3 Hypothesis.....	13

3.4 Population and Sampling	13
3.5 Sample Size	13
3.6 Reliability Analysis of the Scale	13
3.7 Validity Analysis of the Scale	13
Chapter 4 Findings	15
4.1 Correlation Analysis.....	15
4.2 Hypothetical test.....	16
Chapter 5 Conclusion and Recommendation.....	18
5.1 Conclusion.....	18
5.2 Recommendation.....	18
REFERENCES	20
Appendix.....	24



LIST OF TABLES

Table 3.1 Measurement Items	12
Table 3.2 Reliability Analysis of the Scale	13
Table 3.3 KMO and Bartlett's Test ^a	14
Table 4.1 Correlations Analysis	15
Table 4.2 Results of Hypothesis Tests	16



LIST OF FIGURES

Figure 2.1 Conceptual Framework	10
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Chapter 1 Introduction

1.1 Background of the study

Since the establishment of the first private university in 1982, after decades of development and construction, private education has become a crucial component of China's education system, covering various fields such as preschool education, basic education, vocational education, and higher education. In this context, private universities referred to in this article are those with the qualification to confer academic diplomas, approved by the Ministry of Education, included in the national unified enrollment plan, and their students are counted within the statistics of higher education. As China enters a new era of socialism with Chinese characteristics, higher education is shifting from mass education to inclusive education and progressing from being a major higher education nation to becoming a strong one. In the 2020 government work report presented during the Two Sessions, the Premier emphasized the importance of enabling more young people to realize their life values through specialized skills and proposed the addition of one million more higher education institutions (Li, 2020).

According to the 2022 National Education Development Statistics Bulletin, there are 764 private colleges and universities, accounting for 25.36% of the total number of higher education institutions in the country. This includes 390 regular undergraduate institutions, 22 undergraduate vocational schools, 350 higher vocational (associate degree) schools, and 2 adult higher education institutions. The total enrollment in private regular and vocational undergraduate programs is 9.25 million, an increase of 791,500 from the previous year, accounting for 25.27% of the national total. The development of private colleges and universities is of significant contemporary significance for advancing the development, modernization, and popularization of higher education in China, thereby promoting economic and social development.

However, the expansion-oriented development of private higher vocational colleges can no longer meet the central theme of quality development in the later stage of massification in higher education. Strengthening the quality and characteristics of private higher vocational colleges, particularly enhancing faculty construction, is urgent.

Currently, strengthening faculty construction, improving the quality of talent cultivation, and running schools that satisfy the people are the top priorities for various levels and types of higher education institutions. With the implementation of a categorized management model for public universities and increased financial input by the government, there is a continuous effort to enhance the quality of talent cultivation. An essential component of the connotation construction of higher education institutions

is faculty construction, and this is particularly crucial for private universities, where competition mainly revolves around the competition for teaching resources (Xu, 2006). However, compared to public universities, private universities lag significantly behind in terms of faculty strength, and this issue cannot be ignored.

1.2 Problems of the study

For a long time, private universities have been relying on their own strength and using market-regulated mechanisms to run their own education, which has strongly complemented the shortcomings of higher education in China. Private universities have been strengthening their internal construction, enhancing the management of their teaching staff, applying modern management concepts, and improving their management level, with the intention of narrowing the gap with public universities in terms of teaching staff. However, there are still a lot of risks in the management of the teaching staff, and they are losing a lot of the excellent teachers they have trained. At the same time, private universities have great difficulty in recruiting talent, as their ideology, management methods, growth environment, welfare policies, research conditions and government support are not comparable to those of public universities (Wang, 2014). The structure of teachers in private universities is out of balance, with most of the teachers with high titles being retired teachers from other public universities; on the one hand, young teachers are responsible for a large number of teaching tasks, but on the other hand, they lack sufficient research experience and training experience; and the loss of teachers with high titles and professional backbone teachers trained by themselves has caused a regression in professional construction, which greatly restricts the development of private universities (Yu, 2013).

Therefore, in order to break through the current bottleneck, private colleges and universities must work hard on talent resources and solve the various crises that exist in the process of faculty construction, in order to better improve the overall quality of the faculty and further strengthen the internal construction; to deepen the introduction of talents and strengthen the construction of high-level talents; to strengthen the cultivation of talents, optimize the structure of the faculty and promote the rapid growth of the professional academic echelon; to build a structured and professional academic team (Tang, & Zhou, 2018). It is only by strengthening the cultivation of talents, optimizing the structure of the faculty and promoting the rapid growth of professional academic echelons that a stable faculty with reasonable structure and

quantity, vigorous and good quality can be built, thus realizing the healthy and benign development of private universities (Li, 2019).

1.3 Objectives of the study

By achieving these objectives, the study aims to provide a detailed understanding of the factors affecting faculty resignation intention and offer practical solutions to improve staff retention through effective risk management. Based on the findings related to performance pay, promotion, and recruitment, propose comprehensive risk management strategies aimed at mitigating resignation risks. Formulate actionable recommendations to enhance faculty retention and stability within the university. Therefore, the following objectives are proposed:

- 1) To examine the effect of performance pay on resignation intention.
- 2) To examine the effect of faculty promotion on resignation intention.
- 3) To examine the effect of faculty recruitment on resignation intention.

1.4 Scope of the study

This study aimed to explore several critical areas impacting faculty retention and satisfaction. The research scope included a comprehensive assessment of performance pay structures and their influence on faculty's intention to resign. The study examined the effect of faculty promotion systems on resignation intention and analyzed the impact of faculty recruitment on resignation intention.

Overall, the study aimed to provide a comprehensive understanding of the factors influencing faculty retention and offer insights into improving risk management strategies for the university's teaching staff construction project.

1.5 Significance of the study

The theoretical significance of this study extends the risk management theory to the context of higher education, specifically in the management of faculty retention. By examining the specific factors influencing resignation intention, this research contributes to the understanding of faculty behavior and motivation in academic institutions. The study integrates human resources management with risk management, providing a novel approach to managing faculty retention risks.

The practical significance of this study offers practical risk management solutions that can be implemented to mitigate the risks associated with faculty turnover. The results can inform university policies on performance pay, promotions, and recruitment, ensuring they align with retention goals. The findings will help

Yunnan Technology and Business University develop effective strategies to retain faculty members, thereby enhancing educational quality and institutional stability.



Chapter 2 Literature Review

2.1 Introduction

Risk management theory provides a powerful framework for addressing faculty retention in higher education. As a result of identifying and mitigating risks associated with merit pay, faculty promotion, and faculty recruitment, colleges and universities can develop effective strategies to retain faculty.

2.2 Private Universities

Private universities in China have emerged as significant players in the country's higher education landscape. Despite being relatively new compared to their public counterparts, these institutions have gained prominence and faced unique challenges. This literature review provides an overview of research on Chinese private universities, highlighting key themes and findings.

Private universities in China have witnessed rapid growth in recent decades, driven by various factors such as increasing demand for higher education, government policies encouraging private investment, and market-oriented reforms in education (Wu, 2019). However, they face challenges related to funding, quality assurance, and institutional autonomy (Huang & Liu, 2018).

2.3 Teaching Staff Construction Projects

Teaching staff construction projects play a pivotal role in the development and enhancement of educational institutions worldwide. These projects encompass various activities aimed at recruiting, retaining, and developing a competent and diverse teaching faculty. This literature review provides an overview of research related to teaching staff construction projects, highlighting key themes and findings.

Teaching staff construction projects typically involve several stages, including needs assessment, recruitment strategies, hiring processes, onboarding procedures, professional development initiatives, and performance evaluation mechanisms. Each stage requires careful planning, coordination, and evaluation to ensure the success and sustainability of the project (Cheng & Brown, 2018).

Teaching staff construction projects play a crucial role in shaping the academic landscape of educational institutions. These projects involve the recruitment, development, and management of faculty members to meet the institution's academic needs and objectives.

Effective recruitment and selection processes are essential for building a high-quality teaching staff. Research has emphasized the importance of attracting

talented individuals who possess the necessary qualifications, expertise, and commitment to academic excellence (Bamberger & Meshoulam, 2000). Strategies for identifying and attracting suitable candidates, such as targeted advertising, networking, and rigorous selection criteria, have been explored (Rothwell & Kazanas, 2003). Once recruited, teaching staff members require ongoing professional development and training to enhance their teaching skills, subject knowledge, and pedagogical approaches. Retaining talented teaching staff is essential for the long-term success of educational institutions. Factors influencing faculty retention include job satisfaction, opportunities for career advancement, supportive leadership, and a positive work environment (Bleiklie & Kogan, 2007). Strategies for enhancing retention and engagement may include offering competitive salaries, recognizing and rewarding teaching excellence, and providing opportunities for professional growth (Becker & Huselid, 1998).

2.4 Risk Management Theory

Risk management theory is essential in various fields, including finance, engineering, and management. Its application in the context of higher education, particularly in managing faculty retention, is relatively novel and holds significant potential. This literature review explores the fundamental concepts of risk management theory and its relevance to higher education, focusing on the factors influencing faculty resignation intentions.

Risk management involves identifying, assessing, and prioritizing risks, followed by coordinated efforts to minimize, monitor, and control the probability or impact of unforeseen events (Hopkin, 2018). Traditional risk management approaches are rooted in financial risk management, where risks are quantified and mitigated through strategic planning (Jorion, 2007). Enterprise Risk Management (ERM) expands this by integrating risk management across all organizational levels, aligning risk appetite and strategy (Lam, 2014). In the context of human resources, risk management has been applied to manage workforce-related risks, such as turnover, skills shortages, and employee dissatisfaction (Becker & Smidt, 2016). Effective human resource risk management involves identifying factors that contribute to employee turnover and developing strategies to mitigate these risks (Cappelli, 2008). In the context of human resources, risk management has been applied to manage workforce-related risks, such as turnover, skills shortages, and employee dissatisfaction (Becker & Smidt, 2016). Effective human resource risk management involves identifying factors that contribute to employee turnover and developing strategies to mitigate these risks (Cappelli, 2008).

2.5 Risk Assessment Theory

Risk assessment is an important component of risk management, aiming to identify, analyze, and evaluate potential risks to provide a basis for effective risk mitigation measures. There are various methods and techniques for risk assessment, categorized into qualitative, quantitative, and semi-quantitative types based on different assessment objectives, standards, and data sources. The theoretical foundations of risk assessment include probability theory, statistics, decision analysis, and systems analysis (Aven, 2016; Bedford & Cooke, 2001; Kaplan & Garrick, 1981).

Risk assessment methods and techniques can be classified based on different dimensions. One common classification is whether the results of risk assessment are qualitative, quantitative, or semi-quantitative. Qualitative risk assessment uses descriptive language or rankings to represent the magnitude and significance of risks, such as high, medium, low, etc. (Clemen & Reilly, 2014; Vose, 2008).

Quantitative risk assessment uses numerical values or probabilities to express the magnitude and significance of risks, such as risk values, risk indices, risk levels, etc. (Clemen & Reilly, 2014; Vose, 2008).

Semi-quantitative risk assessment is a compromise method between qualitative and quantitative risk assessment, considering both the uncertainty of risks and retaining the quantitative characteristics of risks. It simplifies the risk assessment process while enhancing its effectiveness and is suitable for situations where data is partially available or trustworthy (Clemen & Reilly, 2014; Vose, 2008).

Risk assessment finds wide applications in various fields, including engineering projects, financial markets, environmental protection, and public health. In engineering projects, risk assessment helps identify and evaluate technical, schedule, cost, and quality risks, supporting project planning, design, implementation, control, and evaluation (Zou, Zhang, & Wang, 2007; Zeng, An, & Smith, 2007). In financial markets, risk assessment aids in identifying and evaluating market, credit, liquidity, operational risks, supporting financial institutions' investments, loans, risk management, and regulation (Jorion, 2007; McNeil, Frey, & Embrechts, 2015). In environmental protection, risk assessment assists in identifying and evaluating potential impacts of environmental pollution, ecological damage, climate change, on human health and socio-economic aspects, supporting the formulation, implementation, and evaluation of environmental policies (Linkov et al., 2006; Morgan, 1998). In public health, risk assessment helps identify and evaluate potential threats to public health, such as infectious diseases, food safety, occupational hazards, supporting public health prevention, control, and intervention (Haas, Rose, & Gerba, 1999; Wilson & Crouch, 2001).

Risk assessment is a vital scientific method that helps people better understand and respond to uncertain risks, providing effective information and recommendations for decision-making and management in various fields. There are many aspects of risk assessment theory and practice that warrant further exploration and improvement, such as the definition and measurement of risk, risk data and models, risk communication, and dissemination, which require continuous research and innovation to adapt to the ever-changing risk environment and demands.

2.6 Resignation Intention

Resignation intention refers to an employee's subjective inclination or plan to leave an organization and serves as a precursor and predictive indicator of actual turnover behavior (Mobley, 1977). Resignation intention is influenced by various factors, including individual, job-related, and environmental factors (Griffeth, Hom, & Gaertner, 2000). Faculty Resignation intention in higher education refers to the subjective inclination or plan of university faculty members to leave their current positions, serving as a precursor and predictive indicator of faculty turnover behavior (Mobley, 1977). The intention of faculty members to leave is influenced by various factors, including individual, job-related, and environmental factors (Griffeth, Hom, & Gaertner, 2000). The Resignation intention of university faculty has negative implications for both the development of the institution and the career trajectory of the faculty, such as increased human resource costs, decreased teaching quality, damage to academic reputation, and impact on faculty career satisfaction and growth opportunities (Holtom, Mitchell, Lee, & Eberly, 2008). Therefore, understanding and predicting faculty Resignation intention and implementing effective intervention measures are of significant importance for university management and faculty retention (Allen, Bryant, & Vardaman, 2010). Therefore, understanding and predicting employees' Resignation intentions and implementing effective intervention measures are of significant importance for organizational management and employee retention (Allen, Bryant, & Vardaman, 2010).

2.7 Past Research

Tanner (1991) examines what human resource risk management in higher education institutions is, how human resource managers influence risk management and their responsibilities for risk management, and analyses the types of human resource risks in higher education institutions from the perspective of human resource management in higher education institutions. McMullan (1994) discusses the risks of employment discrimination in educational institutions and explores how educational

institutions can address risks in teacher employment from a risk management perspective. It identifies the limited awareness of universities, staff and students of the risks they face and the environment they live in, and analyses measures to change this situation. Campo (2009) identifies ways in which public and private university leaders can resolve conflict, avoid litigation, limit the risk factors that contribute to institutional risk, policies and practices from a risk management perspective. Campo (2009) identifies ways, policies and procedural responsibilities of public and private college leaders to resolve conflict, avoid litigation, limit institutional risk factors, identify means to appropriately mitigate risk, and suggest approaches to crisis management, faculty dismissal, tenure, and student advocacy.

Wang and Liu (2005) point out that although private universities have become an important part of China's higher education system, faculty members are an intrinsic constraint to their development and there are many problems in their recruitment, use and stability. Wang (2005) reveals many problems in human resource management in private universities in China and discusses their causes on the basis of these problems, and further proposes feasible countermeasures. Jiao (2009) analyzed the current situation of private universities in China and pointed out that they are backward in concept, unreasonable staff structure, unscientific talent flow, unsound assessment and incentive mechanism, unscientific administrative human resources management, backward logistic human resources management and backward Informa ionization level of human resources and put forward targeted solutions. Zhang (2011) pointed out that the frequent turnover of teachers and the lack of stability in the employment mechanism are the prominent problems faced by the fast-growing private colleges and universities. Chen (2009) pointed out that the core competition among private colleges and universities in the new era is the competition of talents and believed that talent management is crucial to private colleges and universities, and proposed measures to solve the problems of talent motivation. Wang (2011) revealed the current situation of human resource management in private universities and analyzed the causes of the problems of insufficient total human resources, unreasonable structure, inadequate system, backward management methods and insufficient investment in retraining. He also points out the problems in the management system, such as the lack of scientific concepts and awareness of human resources management managers who are eager to make quick profits. Xu (2008) believes that it is necessary for universities to assess and analyze the risk factors and response strategies they face, apply the principles and methods of risk management and internal control, actively analyze, research and build theories, models and frameworks of risk assessment, and establish an assessment system suitable for universities.

2.8 Theoretical Framework

Due to the needs of the teacher workforce development project, this study, based on the risk assessment theory, selected three dimensions: performance pay, faculty promotion, and faculty recruitment, to investigate the influencing factors of teacher resignation intention. The following theoretical framework was designed:

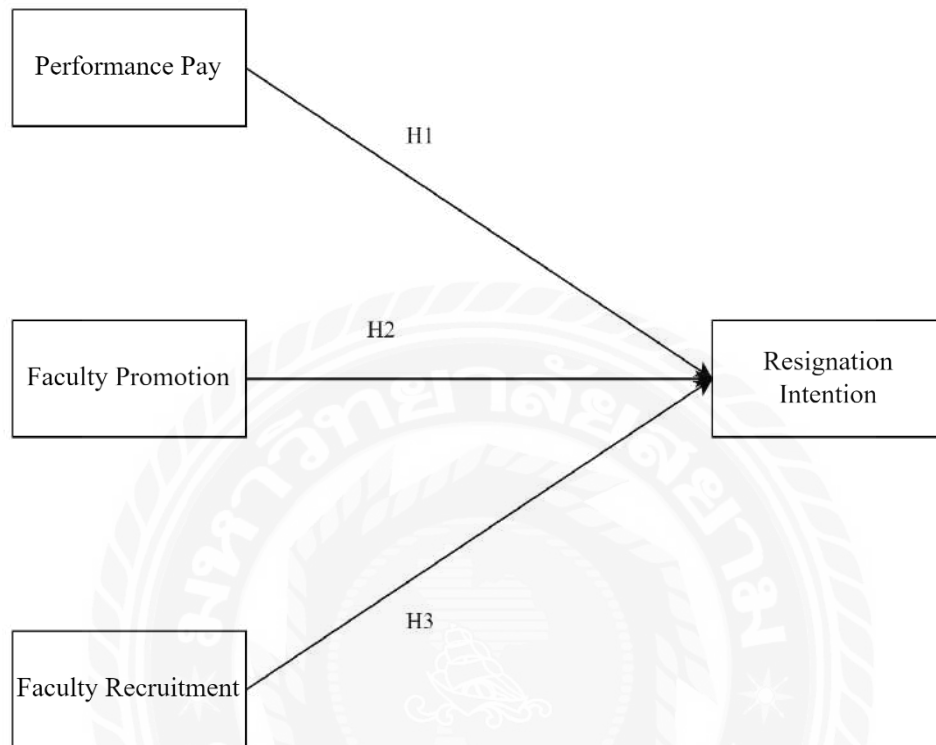


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

The study employed the quantitative research methodology to investigate the risk management strategies associated with the Faculty Building Project of Yunnan College of Business Management. The rationale for adopting the quantitative approach lies in its ability to generate measurable data and facilitate objective analysis of the relationships between various variables outlined in the conceptual framework: resignation intention, performance pay, faculty promotion, and faculty recruitment.

A questionnaire was structured to collect data on the project's risk management strategies, focusing on resignation intention, performance pay, faculty promotion, and faculty recruitment. To ensure comprehensive coverage of the study's key themes, the questionnaire was divided into four main sections, each corresponding to one of the primary variables.

The first section of the questionnaire focuses on resignation intention, featuring questions about factors influencing faculty members' intentions to leave their current positions. The second section addresses performance pay, with questions designed to assess the effectiveness of compensation structures in mitigating resignation intention. The third section explores faculty promotion, asking respondents to detail their perceptions of the relationship between promotion opportunities and resignation intention. The final section delves into faculty recruitment, querying respondents about recruitment practices and their impact on resignation intention.

In this study, the quantitative method was used to conduct the study. By designing and distributing questionnaires, data were collected and analyzed to test the hypotheses and draw conclusions. The questionnaire, focusing on the dimensions of performance pay, promotion, and faculty recruitment, analyzed teachers' turnover tendencies and satisfaction. It employed closed-ended questions, and all multiple-choice questions used the Likert five-point scale, with scoring as follows: very satisfied (5 points), satisfied (4 points), uncertain (3 points), dissatisfied (2 points), very dissatisfied (1 point). Respondents were instructed to choose based on their actual experiences, thoughts, and personal perceptions. The questionnaire is available in the appendix.

The data collected through the questionnaires were analyzed to explore the relationships between the variables. This analysis aimed to validate the conceptual framework and provided empirical evidence on the effectiveness of different risk management strategies in mitigating risks associated with faculty building projects in Chinese private universities.

The four variables, performance pay, faculty promotion, faculty recruitment, and resignation intention, were all measured using the Likert five-point scale. The specific contents are as follows:

Table3.1 Measurement Items

Variable	Code	Measurement items
Performance Pay (PP)	PP1	Your perception of the risk of school faculty leaving due to better offers from other schools/companies.
	PP2	Your perception of the risk of school faculty leaving due to better platforms and development opportunities offered by other schools/companies.
	PP3	Do you think the current performance assessment at the school is reasonable?
	PP4	Do you think the current salary at the school meets your psychological needs?
Faculty Promotion (FP)	FP1	Do you believe your work can receive recognition from leadership?
	FP2	Are you satisfied with the promotion opportunities at the school?
	FP3	What do you think is the likelihood of your promotion?
	FP4	Do you think your current position at the school aligns with your job level?
	FP5	Do you think your current position at the school allows you to realize your personal value?
	FP6	Do you think your current job responsibilities at the school allow you to leverage your personal abilities?
Faculty Recruitment (FR)	FR1	You believe that the school recruits teachers of a high standard.
	FR2	You think the number of teachers recruited by the school is too low.
	FR3	You think the school is over recruiting for too many teachers.
Resignation Intention (RI)	RI1	Your perception of the likelihood of high-title teachers leaving the college.
	RI2	Your perception of the likelihood and impact of young core teachers leaving the college.
	RI3	Have you recently considered resigning?
	RI4	Your perception of the risk of school faculty leaving due to a poor school atmosphere and tense interpersonal relationships with colleagues.
	RI5	Your perception of the risk of school faculty leaving due to excessive current workload and lack of interest in the work.

3.2 Measurement of Study Variables

Building on mature scales from relevant studies, a Likert scale was designed for the four variables involved in this study, forming the basis for the survey questionnaire. The study involved four variables: performance pay (PP), faculty promotion (FP), faculty recruitment (FR), and resignation intention (RI).

3.3 Hypothesis

H1: Performance pay has a positive effect on resignation intention.

H2: Faculty promotion has a positive effect on resignation intention.

H3: Faculty recruitment has a negative effect on resignation intention.

3.4 Population and Sampling

The target population is the teachers of Yunnan Technology and Business University. The sampling method used was simple random sampling, meaning that 300 teachers were randomly selected directly from the survey population.

3.5 Sample Size

A total of 300 questionnaires were randomly distributed, all of which were collected. There were no invalid questionnaires, resulting in a 100% questionnaire validity rate. Data collection for this study was conducted through online platforms. The data from the survey were analyzed using the SPSS data analysis tool.

3.6 Reliability Analysis of the Scale

In this study, the Cronbach's α coefficient is adopted as the criterion for assessing the suitability of the scale. The results are as follows:

Table 3.2 Reliability Analysis of the Scale

Cronbach's α	Items
.942	8

From the above table, the reliability statistic of the whole scale is 0.942, which indicates that the homogeneity of the scale is relatively high and that the scale belongs to the ideal level according to the Cronbach coefficient evaluation scale.

3.7 Validity Analysis of the Scale

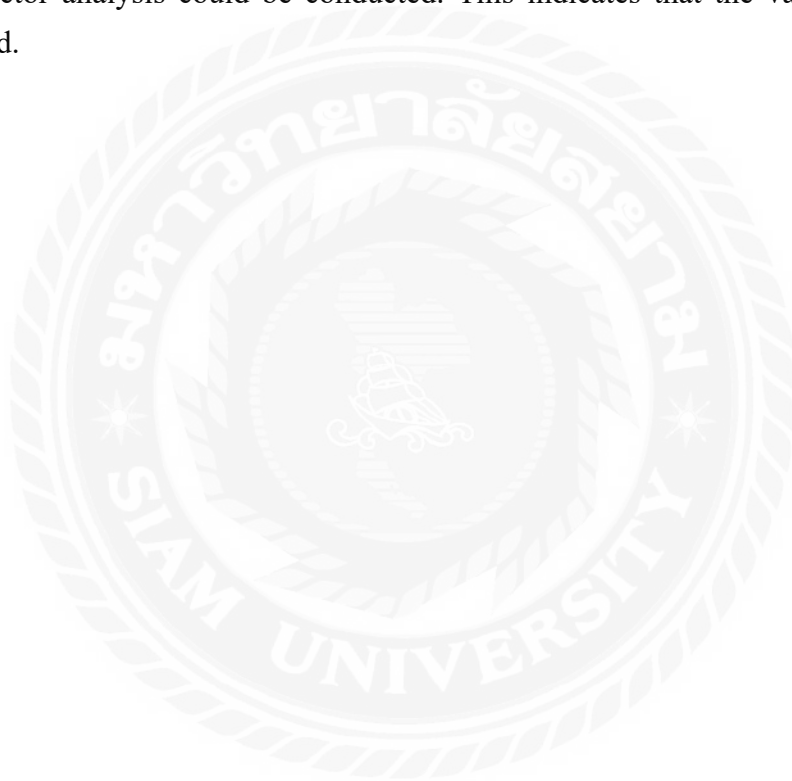
Validity analysis is primarily used to examine the effectiveness and accuracy of the scales in a questionnaire, assessing whether the questionnaire items are designed sensibly. The results are as follows:

Table 3.3 KMO and Bartlett's Test^a

Kaiser-Meyer-Olkin	Measure of Sampling Adequacy.	.861
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Bartlett's Test of Sphericity	Approx. Chi-Square	2428.136
	Df	253
	Sig.	.000

The KMO sampling fitness measure is an indicator used to compare the observed correlation coefficient values with the skewed correlation coefficient values, and the closer the value to 1, the better the factor analysis of these variables. Factor analysis of teacher loyalty resulted in a KMO value of 0.861, which is greater than 0.6, meaning that factor analysis could be conducted. The Bartlett's sphericity test showed that the Bartlett's value was 2428.136 and the probability of significance was 0.000, which is less than 0.05, meaning that the correlation matrix was not a unit matrix and therefore factor analysis could be conducted. This indicates that the validity of the scale is good.



Chapter 4 Findings

4.1 Correlation Analysis

Correlation analysis is commonly used to show non-deterministic relationship between variables. The degree of correlation is typically represented using the Pearson correlation coefficient, which is a statistical index of the degree of linear correlation between variables. The closer the absolute value of the coefficient is to 1, the stronger the correlation between the variables; the closer it is to 0, the weaker the correlation.

Table 4.1 Correlations Analysis

		Resignation intention	Performance Pay	Faculty Promotion	Faculty Recruitment
Resignation Intention	Pearson Correlation	1	-.749	-.328	.137
	Sig. (2-tailed)		.000	.000	.101
	N	144	144	144	144
Performance Pay	Pearson Correlation	-.749	1	.260	-.100
	Sig. (2-tailed)	.000		.002	.234
	N	144	144	144	144
Faculty Promotion	Pearson Correlation	-.328	.260	1	.015
	Sig. (2-tailed)	.000	.002		.856
	N	144	144	144	144
Faculty Recruitment	Pearson Correlation	.137	-.100	.015	1
	Sig. (2-tailed)	.101	.234	.856	
	N	144	144	144	144

The Pearson correlation coefficient between resignation intention and performance pay is -0.749, less than 0, indicating that there is a negative correlation between resignation intention and performance pay, and the corresponding significance probability is 0.000, less than 0.01, indicating that there is a significant correlation between resignation intention and performance pay.

The Pearson correlation coefficient between resignation intention and faculty promotion is -0.328, which is less than 0, indicating that the resignation intention and faculty promotion are negatively correlated, and the corresponding significance probability is 0.000, which is less than 0.01, indicating that there is a significant correlation between resignation intention and faculty promotion.

The Pearson correlation coefficient between resignation intention and faculty recruitment is 0.137, greater than 0, indicating that there is a positive correlation between resignation intention and faculty recruitment, and the corresponding significance probability is 0.101, which is greater than 0.05, indicating that there is no significant correlation between resignation intention and faculty recruitment.

4.2 Hypothetical test

The hypothesis is established or not, as shown in Table 4.6.

Table 0.2 Results of Hypothesis Tests

No.	Hypothesis	Established or not
H1	Performance pay has a positive effect on resignation intention.	Not established
H2	Faculty promotion has a positive effect on resignation intention.	Not established
H3	Faculty recruitment has a negative effect on resignation intention.	Not established

Based on this, the hypothesis H1 , H2 and H3 proposed in this study are not established.

Based on the hypotheses tested, the following conclusions have been drawn:

The hypothesis the positive effect of performance pay on resignation intention was not established. The study found a negative correlation between performance pay and resignation intention. This implies that higher levels of performance-based pay are associated with lower resignation intentions among teachers. It suggests that a well-structured and incentivizing performance pay system can effectively mitigate turnover risks by enhancing job satisfaction and motivation among faculty members.

The hypothesis the positive effect of faculty promotion on resignation intention was not established. The study revealed a negative correlation between faculty promotion and resignation intention. This indicates that teachers are more inclined to remain in their positions after being promoted. It underscores the significance of career advancement opportunities in fostering employee loyalty and retention within the university.

The hypothesis the negative effect of faculty recruitment on resignation intention was not established. The study found a positive correlation between faculty recruitment difficulties and resignation intention. This implies that challenges in recruiting teachers may lead to an increase in their resignation intention. It underscores the importance of effective recruitment strategies and processes in maintaining faculty stability and satisfaction.



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study focused on university teachers as research subjects, employing the risk assessment theory to investigate the impact of three independent variables – performance pay, faculty promotion, and faculty recruitment on the dependent variable of resignation intention. Data were collected through a questionnaire survey, and data analysis was conducted using SPSS. The hypothesis H1、 H2 and H3 proposed in this study were not established.

Based on conclusions, several recommendations can be made to enhance the risk management strategies for faculty retention at Yunnan Technology and Business University:

While performance pay was found to have a negative correlation with resignation intention, efforts should be made to optimize the performance pay structures to ensure fairness, transparency, and alignment with faculty expectations.

The negative correlation between faculty promotion and resignation intention highlights the importance of strengthening promotion practices. Providing clear pathways for career advancement and recognizing faculty achievements can enhance loyalty and retention.

Given the positive correlation between recruitment difficulties and resignation intention, the university should address recruitment challenges promptly. This may involve improving employer branding, enhancing candidate sourcing strategies, and offering competitive compensation packages.

5.2 Recommendation

While this study has to some extent revealed the influencing factors of the resignation intention of university teachers, there are still some shortcomings and limitations. It provides insights and suggestions for future research:

The study used cross-sectional data, which cannot reflect the dynamic changes in the resignation intention of university teachers. Future research could employ longitudinal data to explore the evolution process and influencing mechanisms of the resignation intention among university teachers.

The study only examined the impact of three independent variables – performance pay, title promotion, and faculty recruitment – on resignation intention. It did not cover all influencing factors of university teachers' resignation intention. Future research could include other potential factors such as teachers' personal

characteristics, work environment, career development, psychological states, etc., to construct a more comprehensive research model.

The study solely relied on quantitative research methods and did not delve into the intrinsic motivations and psychological processes of university teachers' resignation intention. Future research could employ qualitative research methods, such as interviews, observations, case analyses, etc., to understand more comprehensively the formation and changes of university teachers' resignation intention from their subjective perspectives.



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Appendix

1. Your gender:

- Male Female

2. Your age:

- Below 30 years old 31-40 years old 41-50 years old
 Above 51 years old

3. Your title:

- Senior Intermediate Junior No title

4. Your education:

- Doctoral degree Master's degree Bachelor's degree
 Associate degree

5. Your monthly income:

- Below 3000 RMB 3001-5000 RMB 5001-8000 RMB
 8001-10000 RMB Above 10000 RMB

6. Your perception of the risk of school faculty leaving due to better offers from other schools/companies:

- Very small (None at all) Comparatively small (Rarely)
 Moderate (Occasionally) Comparatively large (Sometimes)
 Very large (Frequently)

7. Your perception of the risk of school faculty leaving due to better platforms and development opportunities offered by other schools/companies:

- Very small (None at all) Comparatively small (Rarely)
 Moderate (Occasionally) Comparatively large (Sometimes)
 Very large (Frequently)

8. Do you think the current performance assessment at the school is reasonable?

- Very dissatisfied Comparatively dissatisfied Moderate
 Comparatively satisfied Very satisfied

9. Do you think the current salary at the school meets your psychological needs?

- Not at all Comparatively not Moderate
 Comparatively does Completely does

10. Do you believe your work can receive recognition from leadership?

- Not at all Comparatively not Moderate
 Comparatively does Completely does

11. Are you satisfied with the promotion opportunities at the school?

- Very dissatisfied Comparatively dissatisfied Moderate
 Comparatively satisfied Very satisfied

12. What do you think is the likelihood of your promotion?
- Very small Comparatively small Moderate
 Comparatively large Very large
13. Do you think your current position at the school aligns with your job level?
- Not at all Comparatively not Moderate
 Comparatively does Completely does
14. Do you think your current position at the school allows you to realize your personal value?
- Not at all Comparatively not Moderate
 Comparatively does Completely does
15. Do you think your current job responsibilities at the school allow you to leverage your personal abilities?
- Not at all Comparatively not Moderate
 Comparatively does Completely does
16. You believe that the school recruits teachers of a high standard.
- Strongly disagree Somewhat disagree Moderate
 Somewhat agree Strongly agree
17. You think the number of teachers recruited by the school is too low.
- Strongly disagree Somewhat disagree Moderate
 Somewhat agree Strongly agree
18. You think the school is over recruiting for too many teachers.
- Strongly disagree Somewhat disagree Moderate
 Somewhat agree Strongly agree
19. Your perception of the likelihood of high-title teachers leaving the college:
- Very small (None at all) Comparatively small (Rarely)
 Moderate (Occasionally) Comparatively large (Sometimes)
 Very large (Frequently)
20. Your perception of the likelihood and impact of young core teachers leaving the college:
- Very small (None at all) Comparatively small (Rarely)
 Moderate (Occasionally) Comparatively large (Sometimes)
 Very large (Frequently)
21. Have you recently considered resigning?
- Very small (None at all) Comparatively small (Rarely)
 Moderate (Occasionally)
 Comparatively large (Sometimes) Very large (Frequently)

22. Your perception of the risk of school faculty leaving due to a poor school atmosphere and tense interpersonal relationships with colleagues:

- Very small (None at all) Comparatively small (Rarely)
- Moderate (Occasionally) Comparatively large (Sometimes)
- Very large (Frequently)

23. Your perception of the risk of school faculty leaving due to excessive current workload and lack of interest in the work:

- Very small (None at all) Comparatively small (Rarely)
- Moderate (Occasionally) Comparatively large (Sometimes)
- Very large (Frequently)

