



**THE FACTORS INFLUENCING TEACHER TURNOVER IN
WUXUAN EXPERIMENTAL PRIMARY SCHOOL**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
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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

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ABSTRACT

Teachers play an indispensable and important role in teaching. Nowadays, the phenomenon of teacher turnover has become an important issue in the field of education. The turnover rate of primary school teachers is increasing, especially in public primary schools. Therefore, this study took Wuxuan County Experimental Primary School as the research subject, and based on the ERG demand theory, explored the potential impact of existence needs, relationship needs, and growth needs on the turnover tendency of public primary school teachers. The objectives of this study were: (1) To explore the factors that influence teacher turnover in Wuxuan Experimental Primary School, (2) To propose effective countermeasures and suggestions to reduce teacher turnover rate.

This study adopted the quantitative research method. During the questionnaire survey, a total of 345 questionnaires were distributed, 345 valid questionnaires were obtained, and the recovery rate was 100%. This study found that the turnover of teachers in Wuxuan Experimental Primary School was greatly influenced by existence needs, relationship needs, and growth needs. Through analysis, the following suggestions are put forward: in terms of existence needs, the school should improve salary levels and welfare benefits, improve working environment, and relieve work pressure; in terms of relationship needs, the school should create harmonious campus interpersonal relationships, optimize the relationship between teachers and school leaders, and promote harmonious teacher-student relationships; in terms of growth needs, the school should provide professional development opportunities, clarify career development paths, encourage teaching reflection and practical innovation, and establish an incentive mechanism.

Through these measures, the professional development of teachers can be comprehensively promoted and the turnover rate can be reduced.

Keywords: teacher turnover, ERG demand theory, influencing factors, Wuxuan County Experimental Primary School

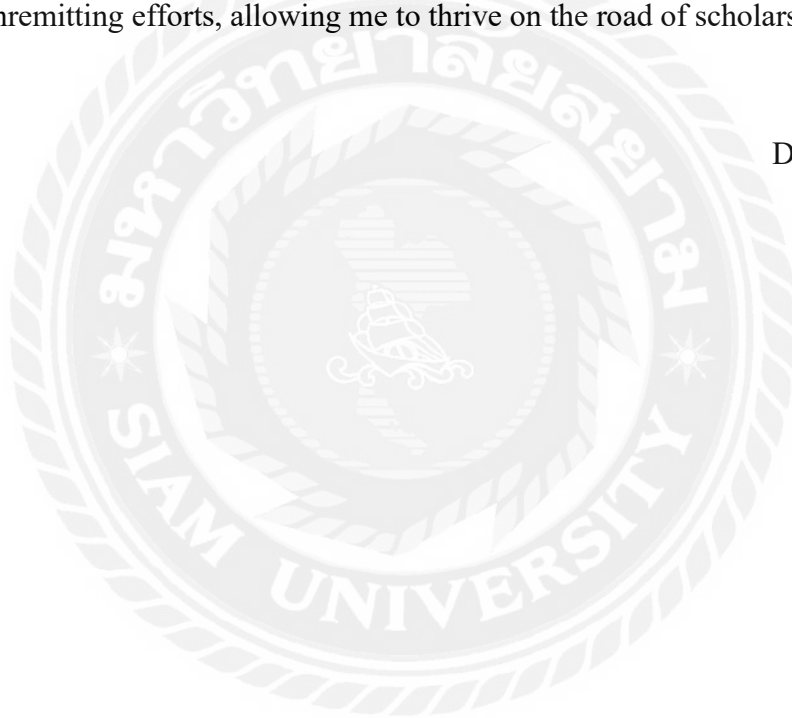
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DENG SIHUI



DECLARATION

I, DengSiHui, hereby certify that the work embodied in this independent study entitled “The Factors Influencing Teacher Turnover in Wuxuan County Experimental Primary School” is result of original research and has not been submitted for a higher degree to any other university or institution.

Deng Si Hui

(Deng SiHui)
Oct 10, 2024



CONTENTS

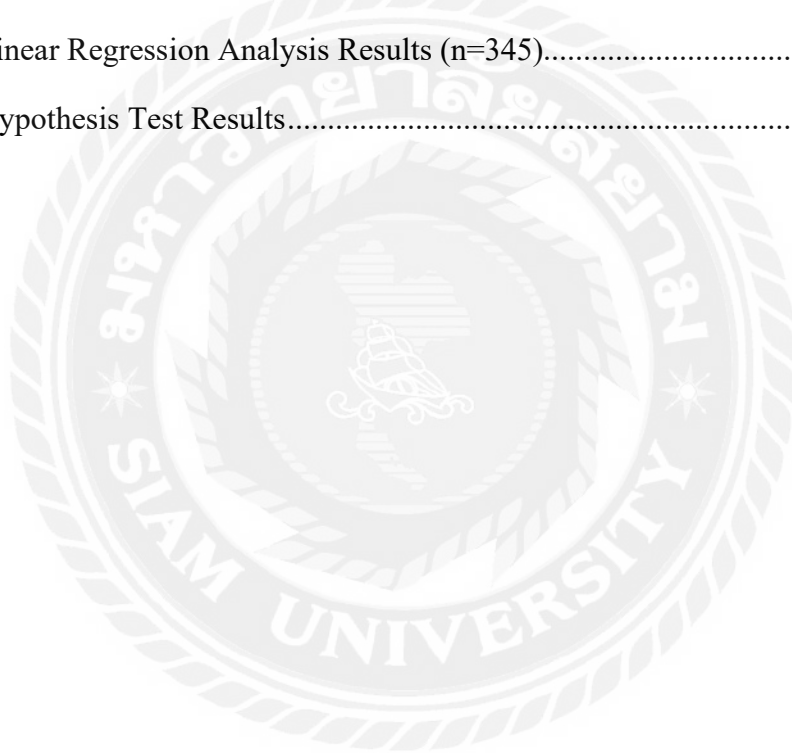
ABSTRACT.....	I
ACKNOWLEDGEMENT	II
DECLARATION	III
CONTENTS.....	IV
LIST OF TABLES.....	VI
LIST OF FIGURES	VII
Chapter 1 Introduction	1
1.1 Background of the Study	1
1.2 Questions of the Study	2
1.3 Objectives of the Study.....	3
1.4 Scope of the Study	3
1.5 Significance of the Study.....	3
1.6 Definition of Key Terms.....	4
Chapter 2 Literature Review.....	6
2.1 Introduction.....	6
2.2 Literature Review.....	6
2.3 Overview of Wuxuan County Experimental Primary School.....	11
2.4 Conceptual Framework.....	13
Chapter 3 Research Methodology.....	14
3.1 Research Design.....	14
3.2 Population and Sample	14
3.3 Hypothesis.....	14
3.4 Research Instrument.....	15
3.5 Reliability and Validity Analysis of the Scale.....	16
3.6 Data Collection	18

3.7 Data Analysis	18
Chapter 4 Findings and Discussion.....	20
4.1 Findings.....	20
4.2 Discussion	24
Chapter 5 Conclusion and Recommendation.....	26
5.1 Conclusion	26
5.2 Recommendation	26
5.3 Further Study	29
References.....	31
Appendix.....	33



LIST OF TABLES

Table 3.1 Measurement Items.....	15
Table 3.2 Reliability Analysis.....	17
Table 3.3 KMO and Bartlett's test	18
Table 4.1 Descriptive Statistical Analysis	20
Table 4.2 Correlation Between Variables (Pearson Correlation Matrix)	22
Table 4.3 Linear Regression Analysis Results (n=345).....	23
Table 4.4 Hypothesis Test Results.....	25



LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	13
Figure 3.1 Hypotheses.....	14



Chapter 1 Introduction

1.1 Background of the Study

At present, the importance of education is becoming increasingly prominent, especially in the field of basic education. Teachers not only play a core role in education work, but are also the main pillar of basic education. However, with the development of society and the increase in population mobility, the phenomenon of teacher turnover is becoming more and more common, and the situation of teacher supply exceeding demand often occurs. The "2024 turnover and Salary Adjustment Survey Report" released by the 51job Human Resources Research Center shows that the turnover rate of the culture, sports, education, and media industries was 21.1% in 2022 and 17.3% in 2023. The turnover rate of the culture, sports, education, and media industries in 2022 has decreased compared with 2023, but the turnover rate of this industry is still at the forefront of all overall industries (<https://mp.weixin.qq.com/s/fo4e61fGuXe8el6F2Q4PnA>).

According to the article "Statistics on the Development of National Education in 2023" released by the Nanxun District People's Government, the number of students enrolled in kindergartens, primary schools, junior high schools, and high schools in 2023 will increase compared with 2022, and the number of teacher recruitment will also increase(http://www.nanxun.gov.cn/art/2024/4/8/art_1229518565_3966243.htm).

It can be seen that the overall turnover rate in the education industry still shows certain fluctuations, and the demand for talents in the education sector has also increased. Reducing the phenomenon of teacher turnover is crucial to the country's educational development.

Nowadays, the phenomenon of teacher turnover has become an important issue in the field of education. In the field of basic education, the turnover rate of primary school teachers has also increased year by year. Especially after the implementation of the double reduction policy, teachers are facing more and more challenges. Because the policy requires reducing the amount of written homework and restricting off-campus training, students need more in-school guidance, which increases the amount of homework grading and tutoring tasks for teachers. At the same time, education reform also requires improving the quality of teachers' teaching and participating in extracurricular activities, and has more stringent requirements on teachers' professional qualities and work. Therefore, some teachers choose to leave the education industry because they can't bear the burden of work and too much psychological pressure. Some teachers choose to resign because they think that the work tasks are heavy but the salary is not high, and the career development prospects are unclear. Some teachers just use the profession of teacher as a springboard. They don't love this profession, but just enjoy the preferential policies brought by this industry, such as settlement policies. Once the goal is achieved, they will easily resign. The increase in the teacher turnover rate has a negative impact on the teaching quality, school environment and student stability, thereby lowering the quality of school education. Therefore, it is urgent to reduce the turnover rate of primary school teachers.

Wuxuan County Experimental Primary School is a well-known local public primary school with three campuses: headquarters, east city, and south city. In such a school, the teacher turnover rate has been increasing in recent years. There have been phenomena such as publicly recruited teachers breaking their contracts after signing them, and teachers resigning voluntarily after serving for one or two years. This has led to problems such as teacher shortage and declining teaching quality in the primary school. This has not only affected the school's educational quality, increased the burden on teachers in school, but also had a certain impact on the future development of students.

Therefore, in order to solve this problem, this study is based on the ERG demand theory (existence needs, relationship needs, and growth needs), and aims to comprehensively analyze the intrinsic needs of primary school teachers through a systematic and in-depth investigation, and then reveal the main motivations for the phenomenon of teacher turnover.

The ERG demand theory provides us with a multi-dimensional analytical framework, which emphasizes the individual's desire for basic living conditions, social relationships, and personal growth and development in the work environment.

Therefore, the ERG demand theory is used in exploring factors that affect teacher turnover and explore the main reasons leading to teacher turnover, and provide effective countermeasures and suggestions for relevant departments.

1.2 Questions of the Study

As the phenomenon of teacher turnover continues to occur, it has also attracted the attention and exploration of some scholars. The researcher found through searching in CNKI and Google Scholar that there are many literatures with titles such as "teacher turnover" and "teacher loss", but most of them focus on the research of university teachers, special post teachers, rural teachers, private teachers and other subjects. There is almost no research on the factors affecting teacher turnover in public schools. Public schools are not only one of the main providers of basic education, but also play an important role in popularizing education, social inclusiveness and providing comprehensive educational development. It can be seen that improving the quality of public school education is crucial.

Therefore, this paper conducts a case study on Wuxuan County Experimental Primary School, explores the factors that affect the turnover of teachers in this primary school, analyzes the reasons leading to the turnover of teachers, and proposes certain countermeasures to help the primary school reduce the teacher turnover rate, thereby better improving the school's education quality and providing practical suggestions for public primary schools in other regions.

On this basis, more specific research questions are proposed as follows:

Question:

- (1) What are the factors that influence the turnover of teachers in Wuxuan Experimental Primary School?
- (2) What are the measures to reduce the teacher turnover rate at Wuxuan County

Experimental Primary School?

1.3 Objectives of the Study

This study aims to deeply explore the influencing factors of teacher turnover in Wuxuan County Experimental Primary School, and at the same time, put forward effective countermeasures and suggestions to reduce teacher turnover rate, and promote the stable development of the school and the improvement of education quality.

The research objectives are as follows:

(1) To explore the factors that influence teacher turnover in Wuxuan Experimental Primary School.

(2) To propose the effective countermeasures and suggestions to reduce teacher turnover rate.

1.4 Scope of the Study

The scope of this study was Wuxuan County Experimental Primary School. The research subjects were all teachers in Wuxuan County Experimental Primary School. This study used the ERG demand theory as the theoretical basis, reviewed 25 relevant documents, and conducted a survey on the turnover of primary school teachers from March to July 2024. The questionnaire was designed around the three dimensions of existence needs, relationship needs, and growth needs of the ERG demand theory. A total of 345 questionnaires were distributed. Through the survey, the factors affecting the turnover of primary school teachers were found and relevant countermeasures to reduce the teacher turnover rate were proposed.

1.5 Significance of the Study

1.5.1 Theoretical significance

The purpose of this study is to deeply explore the influencing factors of teacher turnover in Wuxuan County Experimental Primary School and provide theoretical support for school management. At the same time, this study provides reference and reference for Wuxuan County Experimental Primary School to reduce teacher turnover rate and improve the quality of education and teaching by proposing corresponding countermeasures .

1.5.2 Practical significance

In practice, this study helps Wuxuan County Experimental Primary School better understand and grasp the reasons and motivations for teachers to leave, provide a

basis for the group to formulate corresponding management measures, and improve the stability of the teaching staff and the level of education and teaching. At the same time, the results of this study can also provide reference and reference for other local public experimental primary schools, which has certain promotion value.

1.6 Definition of Key Terms

Teacher turnover intention refers to a potential psychological tendency or willingness to leave the current teaching position or school in the future due to dissatisfaction with working conditions, salary, career development, working environment, interpersonal relationships, etc. or the pursuit of better development opportunities during the teacher's career. This tendency is a teacher's personal expectation and evaluation of the future of his or her career, but it does not necessarily lead to actual turnover behavior immediately.

ERG demand theory, also known as Alderfer demand theory, is a new humanistic demand theory proposed by American scholar Alderfer based on Maslow's hierarchy of needs theory. The theory divides human needs into three core categories, namely existence needs, relationship needs, and growth needs.

Existence needs: Existence needs are the most basic and urgent needs of human beings. It involves the basic conditions that individuals must meet in order to maintain their lives. These conditions mainly include physiological needs, such as food, water, air, sleep, clothing and suitable housing, which are the basis for maintaining human life activities. In addition, existence needs also include the need for psychological and physiological safety, that is, individuals want to live in a stable and safe environment, free from harm and threats. Only when these basic existence needs are met can people further pursue other higher-level needs.

Relationship needs: Relationship needs are needs that arise after existence needs are met, and involve the sense of belonging and identity that humans seek in social interactions. This need reflects the characteristics of humans as social animals, that is, people are eager to establish meaningful connections and relationships with others and obtain emotional support and satisfaction. Relationship needs include various forms of social needs such as family, friendship, and love, as well as the need to gain respect, status, and belonging in society. By meeting relationship needs, people can establish harmonious interpersonal relationships, enhance social support networks, and improve the quality of life and happiness.

Growth needs: Growth needs are advanced needs for humans to pursue self-realization and potential development. This need reflects the human desire for self-growth and progress, including the improvement of personal abilities, the accumulation of knowledge and skills, the formation of values, and the process of self-realization. Growth and development needs involve the deepening of individuals' self-cognition,

the exploration of the external world, and the pursuit of the meaning of life. By meeting growth and development needs, people can continuously improve themselves, realize their personal potential, and achieve the goal of self-realization.



Chapter 2 Literature Review

2.1 Introduction

The literature review of this study is based on the ERG demand theory and analyzes the factors that affect the turnover of teachers in Wuxuan County Experimental Primary School. The literature review expounds on the ERG demand theory and the related research on the existence needs, relationship needs and growth needs of the ERG demand theory. According to the relationship between the variables, the influence of each factor on the turnover of teachers in Wuxuan County Experimental Primary School is determined.

2.2 Literature Review

2.2.1 Teacher turnover

(1) Concept of teacher turnover tendency

Teachers' turnover intention refers to a series of cognitive activities of teachers on the idea of turnover and the tendency to re-select positions. It is the last step of individual turnover cognition. turnover intention is the psychological preparation state before the turnover behavior occurs. It emphasizes the attitude tendency. turnover intention is not equivalent to turnover behavior, but it can effectively predict actual turnover behavior (Wang, 2023).

turnover intention goes through three stages: from initial dissatisfaction or discomfort with the current job, to the idea and plan of changing jobs after inner consideration, to active attention and seeking other job opportunities, and finally may lead to turnover behavior, which constitutes a dynamic progressive process of turnover intention from weak to strong (Zhang, 2011). turnover intention can be divided into two categories according to the different destinations of the resigners: one is to leave the unit and go to other industries; the other is to leave the unit and go to other units in the industry (Sun, 2021).

(2) Teachers' turnover intention and turnover behavior

Teacher turnover behavior refers to the actual behavior of leaving the organization, while turnover intention is a psychological state that teachers experience before considering leaving their current positions. It is reflected in the potential psychological preparation and attitude tendency for turnover behavior. This tendency is a precursor to turnover behavior, but it is not equivalent to actual turnover behavior. Instead, it reflects the psychological reaction of teachers to dissatisfaction or expected changes in their current work status, career development, work environment, etc. turnover intention is the teacher's inner evaluation and consideration of the possibility of turnover, rather

than the actual action that has been taken (Sun, 2021). In the process of exploring changes in teacher behavior, turnover intention is regarded as the direct driving force for the generation of specific turnover behavior. Given the many challenges and difficulties in directly observing and measuring teachers' actual turnover behavior, researchers have turned their attention to the pre-psychological state of turnover intention, which is regarded as a key indicator for predicting the possibility of turnover behavior. Although turnover intention itself is not directly equivalent to the implementation of turnover behavior, it has a significant influence and predictive effect on the latter.

Therefore, this study on teacher turnover is mainly a study of teachers' turnover tendencies rather than a study of teachers' specific turnover behaviors. The author defines teacher turnover as a situation where teachers may choose to leave their current school or education system at some point in the future to seek other job opportunities due to personal or other reasons.

2.2.2 ERG Demand Theory

(1) Concept of ERG demand theory

The ERG theory is named after the initials E, R, and G of the three English words Existence, Relatedness, and Growth. It was proposed by Yale University psychologist Clayton Alderfer in 1965. It originated from an in-depth analysis of Maslow's hierarchy of needs theory and is more in line with the development trend of the current era. Based on Maslow's hierarchy of needs theory, he integrated the five needs into three types: survival, relationship, and growth, forming the ERG theory (Wang, 2024). existence needs refer to the provision of a basic material living environment, which includes the physiological needs and safety needs that Maslow believes. Relationship needs refer to people's needs to maintain important interpersonal relationships, which coincides with the external factors in Maslow's love needs and respect needs. Growth needs are people's inner desire to develop, which includes the internal factors of Maslow's respect needs and the various contents of self-realization needs. These three needs have no clear boundaries and show continuity, and are not arranged in a strict sense (Wang & Xie, 2023). The ERG theory believes that more than one need may be in effect at the same time, and multiple needs can act as motivating factors at the same time. Needs of various levels may exist at the same time, and corresponding management strategies should be formulated according to the different needs of each person at different times. The satisfaction of low-level needs will stimulate people's strong pursuit of high-level needs. The more fully the low-level needs are met, the stronger the high-level needs will be. This is the concept of need enhancement in the ERG theory (Jia, 2020). For teachers, we should not only pay attention to their needs at different times of employment, but also meet their material needs, stimulate their strong motivation to pursue high-level needs, and actively exert their personal potential at work.

Regarding research on the ERG demand theory, many scholars have explored the influencing factors of teacher turnover based on the ERG demand theory, and

emphasized that the degree of satisfaction of needs in these three dimensions has a great impact on teachers' career stability and decision-making on whether to leave or stay.

(2) Existence needs

Existence needs are represented by the letter "E" in the ERG demand theory, that is, to provide a basic material living environment. This basic living environment includes physiological needs and safety needs as considered by Maslow (Wang et al., 2023). These needs involve the basic survival and sense of security of individuals, such as food, water, air, sleep, and physical protection. Only when the existence needs of individuals are met can they feel at ease and stable, and thus pay better attention to other needs.

For teachers, existence needs are related to their professional treatment and job stability. Through literature review, the author found that there are few papers directly on the theme of "existence needs and teacher turnover", but the connection between existence needs and teacher turnover can also be reflected from related topics such as teacher working environment, workload and occupational stress. Only when these needs are met can teachers feel at ease and stable, and thus better perform their teaching duties. If teachers' existence needs are not met, they may feel work pressure and dissatisfaction, which in turn affects their work efficiency and teaching quality.

Regarding the study of existence needs, some scholars pointed out that unsatisfactory welfare benefits, unsatisfactory living and working environment, unreasonable assessment and evaluation system, and imperfect teacher incentive system are key factors affecting teacher turnover (Wang, 2023). It was found that teachers have low satisfaction with wages, welfare benefits, professional title evaluation, and assessment system, and pointed out that improving teachers' salaries and improving the assessment system are the key to reducing teacher turnover (Zou, 2022). Increasing teachers' income and creating a harmonious working environment for teachers are crucial to reducing teacher turnover (Chen, 2022). Salary is not only a factor in the turnover of rural teachers, but also a reason for the turnover of teachers in private schools (Gao, 2015). In addition, some scholars have shown that work intensity and salary income have a significant positive impact on teachers' intention to leave, that is, the greater the work intensity, the more likely teachers are to have the intention to leave; the worse the salary, the more likely teachers are to have the intention to leave (Wang, 2023). Occupational stress includes other stresses such as work pressure, and it is also related to existence needs. High work pressure, work burnout and high workload will have a great impact on teachers' physical and mental health, and thus affect teachers' turnover (Yeh & Lo, 2024). At present, primary school teachers have unreasonable workloads in terms of working hours and work content. The main manifestation of working hours is that the working hours seriously exceed the labor hours stipulated by the law, and the main manifestation of work content is that there are many unreasonable educational and teaching work and non-educational and teaching work (Huang, 2023). Some scholars have also studied the relationship between teachers' workload and turnover tendency, and found that the teaching practice time,

student life time and miscellaneous time in teachers' workload directly or indirectly affect teachers' turnover tendency (Zhou & Xu & Wang, 2023). When exploring the relationship between psychological resilience, occupational stress and intention to leave among primary school teachers, the study showed that occupational stress was positively correlated with intention to leave, that is, the higher the level of occupational stress felt by primary school teachers, the stronger their intention to leave was. In other words, as teachers' occupational stress increased, their willingness to leave their current teaching positions also increased significantly (Liu, 2022).

(3) Relationship needs

Relationship needs are represented by the letter "R" in the ERG demand theory. This level of needs emphasizes the individual's desire to establish deep interpersonal relationships, gain recognition from others, love and be loved. Only when these relationship needs are met can individuals feel a sense of belonging, security and emotional satisfaction, thus laying a solid foundation for the further development of their psychological and social functions.

For teachers, relationship needs are directly related to their interpersonal relationships. Through literature review, the author found that there are few papers directly on the theme of "relationship needs and teacher turnover", but there is a certain connection between professional satisfaction, teaching effectiveness, social status and honor, family life and other aspects and relationship needs. Only when the relationship needs of teachers are met can they obtain enough psychological resources to expand their horizons, deepen their understanding of themselves and others, and then continue to pursue higher achievements and satisfaction in their life journey.

Regarding the study of relationship needs, some scholars pointed out that poor working atmosphere and low cooperative relationship with partners are the main factors affecting teacher turnover (Ya et al., 2024). Relationship needs such as school management methods and teacher evaluation also have an important impact on teachers' willingness to resign (Wang, 2023). Interpersonal relationships are the main factors affecting teachers' turnover. Relationship needs such as relationships between teachers and colleagues and parents also have a certain impact on teachers' turnover. Teachers' turnover tendency is affected by many factors such as personal background, work environment, and social support. Among them, the degree of satisfaction of relationship needs is an important aspect affecting the turnover tendency (Chen, 2024). Some scholars have pointed out that interpersonal relationships have a significant positive impact on teachers' turnover intention. The more tense the interpersonal relationships are, the more likely teachers are to have the intention to resign and then resign (Wang, 2023). In addition to the work atmosphere and interpersonal relationships mentioned above, social status, family life, and social support also reflect relationship needs to a certain extent. Some scholars have found that social status and honor, family life and feelings have a significant impact on teachers' turnover, pointing out that social status and honor have the greatest impact on the elderly teacher group, and family life and feelings have the greatest impact on the middle-aged and young teacher group (Shang

et al. 2023). Social support can make teachers feel respected and cared for, mobilize other resources and master new skills, provide new perspectives for work-related issues, and increase teachers' professional happiness and sense of belonging. Studies have shown that social support is significantly negatively correlated with turnover intention, and social support is the main factor leading to teachers' turnover tendency (Sun, 2021). In the study of the relationship between organizational commitment and teacher turnover, although organizational commitment itself has no direct connection with relationship needs, the emotional commitment, normative commitment and other dimensions of organizational commitment are closely related to teachers' relationship needs, which also indirectly reflects the impact of relationship needs on teachers' turnover tendency (Liu, 2021).

(4) Growth needs

Growth needs are represented by the letter "G" in the ERG demand theory. This need refers to the individual's inherent desire to pursue self-development.

In the ERG theory, growth needs also have a motivating effect, which can promote the continuous development and growth of individuals. Teachers' growth needs are extensive and multidimensional, mainly including personal career planning and emotional intelligence development, teacher professional identity, self-value realization and other aspects.

In the process of in-depth research on the ERG theoretical system, the academic community has conducted some discussions on the dimensions of individual growth needs.

Through literature review, it is found that there are few papers directly on the theme of "growth needs related dimensions and teacher turnover", but the connection between growth needs and teacher turnover can also be reflected from related topics such as teacher professional identity, career development and turnover intention.

Regarding the research on growth needs, teacher professional identity belongs to the category of growth needs. It refers to a teacher's view and attitude towards his or her profession, and can clarify the value of the teaching profession, and then recognize the role and status of this profession. It is the teacher's internal value recognition of the profession he or she is engaged in. In the relationship between teacher professional identity and turnover tendency, the study pointed out that the teacher's professional turnover tendency has a certain relationship with the teacher's professional identity and is negatively correlated (Guo, 2020). People of different genders, positions and titles have obvious differences in professional identity (Guo & Wang, 2020). Some scholars also divide professional identity into five dimensions: professional will, professional cognition, professional emotion, role cognition, and professional expectations, and explore the current status of teachers' professional identity. They found that teachers have weak professional will and unclear career planning (Sun, 2023). In addition, some scholars have studied the relationship between teachers' self-efficacy, professional burnout and turnover tendency from the perspective of teachers' professional autonomy development, pointing out that teachers' self-efficacy is an important internal driving

mechanism for teachers' professional autonomy development, and professional burnout is an important factor restricting teachers' professional autonomy development. The study found that teachers' self-efficacy is significantly negatively correlated with their professional burnout and turnover tendency (Hong, 2021). This also shows that teachers' professional autonomy development will have an important impact on teachers' turnover, and teachers' autonomous development belongs to growth needs, which also reflects from the side that teachers' growth needs are related to teachers' turnover.

2.3 Overview of Wuxuan County Experimental Primary School

Wuxuan County Experimental Primary School is a comprehensive educational entity integrating education, scientific research and management, and is a public welfare institution. The group consists of three campuses: the headquarters campus, the Chengdong campus and the Chengnan campus, each of which has its own unique school characteristics and advantages.

2.3.1 Group Overview

Wuxuan County Experimental Primary School includes three campuses: the headquarters campus, the Chengdong campus and the Chengnan campus. Each campus undertakes different educational tasks and together constitutes the overall education network of the group. The group has six departments, including the administrative office, teaching department, general affairs department, moral education department, funding office and finance department, to ensure the efficiency and orderliness of the group's daily operations.

2.3.2 Campus Introduction

(1) Headquarters Campus: The Headquarters Campus of Guangxi Wuxuan County Experimental Primary School. Since its establishment in 1996, it is located on Shushan Road in the northwest of the county, adjacent to the Qianjiang River, integrating the beauty of nature and the charm of humanity. As the core of the school, the campus has 42 teaching classes, bringing together 2,145 students to build knowledge dreams and growth paths.

The teaching staff is strong, with 115 faculty members, including 94 full-time teachers, among whom senior teachers and intermediate teachers account for a significant proportion. They pave the way for students to learn knowledge with their professionalism and dedication. Adhering to the concept of "green, scholarly, and clean", the campus environment is elegant and scholarly. The stone carvings of the school motto lead the way, book reading integrates the interest of nature, and the studio becomes a stage for students to show off their talents.

What's more worth mentioning is that the campus develops special education and sets up farming bases and botanical gardens, allowing students to experience the beauty

of labor in practice, explore the mysteries of nature, cultivate comprehensive abilities, and promote all-round development. These measures not only enrich campus life, but also add luster to students' growth path.

(2) Chengdong Campus: The shining pearl of Wuxuan Primary School Group. Since its establishment in 2018, it has attracted attention with its unique table tennis characteristics. Located on Lijing Road, it is not only a solid backing for poverty alleviation and relocation, but also an educational sanctuary for dreams. It has 43 classes, 2,318 students, and 116 teachers, of which more than 90% are undergraduate teachers, showing the strength of the teaching staff. There are 75 excellent teachers and backbones at all levels, who illuminate the future of students with their professionalism and love.

Adhering to the concept of "table tennis promotes the school, and the national sport educates people", the Chengdong Campus has built a professional table tennis team, developed school-based courses, and cultivated students' team spirit, tenacity and positive attitude. On and off the court, students have repeatedly achieved good results and won honors for the school. In this vibrant land, students are exploring the sea of learning, and also playing the table tennis stage to show their youth and achieve their dreams. The future is promising.

(3) Chengnan Campus: With a long history and profound cultural heritage, it has been located at No. 42, Wuxuanqian Road since its establishment in 1983. It is now a member of Wuxuan Experimental Primary School Group. The campus has 30 teaching classes, where teachers and students build a palace of knowledge and are committed to the all-round development of students. The faculty is strong, with a high proportion of teachers with undergraduate and college degrees, and there are also associate professors and first-level teachers leading the way, escorting students' journey of knowledge with professionalism.

The school not only focuses on imparting knowledge, but also pays more attention to the cultivation of students' talents and potential. It offers a variety of interest classes to allow students to grow happily. The campus culture is unique, integrating the heritage of Xiancheng Academy, taking Confucian culture as the theme, creating a simple and elegant learning environment, and inheriting excellent traditional culture.

With the joint efforts of teachers and students, Chengnan Campus has achieved fruitful results, students have won many awards in competitions, and teachers have been widely praised. The school is developing steadily, writing a new chapter of glory in inheritance and innovation, and lighting up the light of dreams for more students.

2.3.3 School Achievements and Honors:

The campuses of Wuxuan County Experimental Primary School have achieved remarkable results in education and teaching, and have won many awards and honors at all levels. For example, the main campus has been rated as a demonstration school for basic education reform in Laibin; the Chengdong campus has achieved excellent results in table tennis special courses and won many honors; the Chengnan campus has

made significant achievements in campus culture construction and student talent cultivation. With results.

To sum up, Guangxi Wuxuan County Experimental Primary School has won wide recognition and praise from all walks of life for its high-quality educational resources, advanced school-running concepts, rich school-running characteristics and remarkable school-running achievements, and is worthy of study.

2.4 Conceptual Framework

Based on the ERG demand theory and literature review, this study determined the conceptual framework of this study, as shown in Figure 2.1.

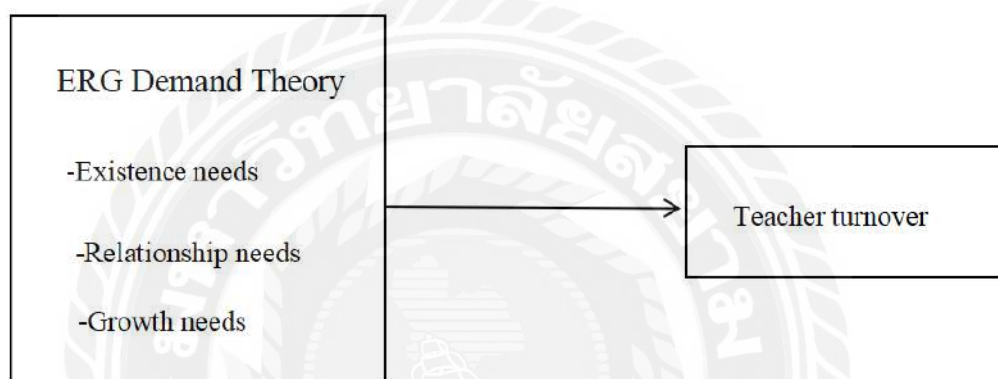


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

The study designed a conceptual model of factors affecting the turnover of teachers in Wuxuan County Experimental Primary School, which included three independent variables, namely existence needs, relationship needs and growth needs, and one dependent variable, namely teacher turnover. This study used a questionnaire survey method to collect data and conducted quantitative analysis. A questionnaire was designed consisting of three parts, with a total of 35 questions.

3.2 Population and Sample

This study selected Wuxuan County Experimental Primary School as the subject. The school has three campuses and a total of 345 teachers. A horizontal data collection method was used to distribute online questionnaires to all teachers in the three campuses through cluster sampling. A total of 345 questionnaires were distributed to collect data on teachers' existence needs, relationship needs, and growth needs.

3.3 Hypothesis

This study aims to verify the specific impact of existence needs, relationship needs, and growth needs on the turnover of teachers in Wuxuan County Experimental Primary School through empirical analysis, and to provide theoretical support and practical guidance for specific strategies to reduce the turnover rate of primary school teachers in the future. Therefore, this study proposes the following hypotheses:

H1: Existence needs have a significant impact on the turnover of teachers in Wuxuan County Experimental Primary School.

H2: Relationship needs have a significant impact on the turnover of teachers in Wuxuan County Experimental Primary School.

H3: Growth needs have a significant impact on the turnover of teachers in Wuxuan County Experimental Primary School.

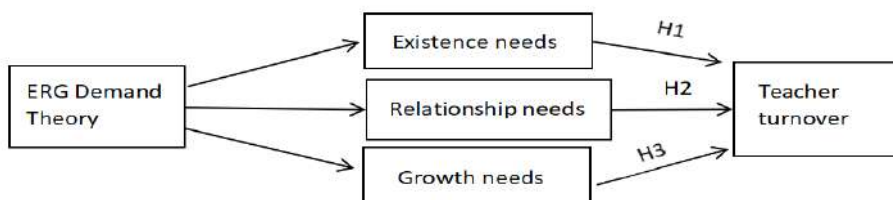


Figure 3.1 Hypotheses

3.4 Research Instrument

In order to understand the factors affecting the turnover of teachers in Wuxuan County Experimental Primary School, the study designed a questionnaire by reviewing relevant literature and adopted the ERG demand theory. The questionnaire consists of three parts. The first part is personal basic information, including gender, age, education, subject areas, working hours and position. The second part is the current status of teacher needs. This part uses the three dimensions of the ERG demand theory to design a questionnaire. Among them, existence needs include 9 questions from salary, benefits, job stability and other aspects to understand the survival status of teachers; relationship needs include 6 questions from the two aspects of colleague relationship and superior-subordinate relationship; growth needs include 9 questions from the three aspects of professional development opportunities, career promotion path, and work challenges. The third part is a survey on teachers' intention to leave. This part is designed with 3 questions in order to gain a deeper understanding of teachers' thoughts. For each variable, a question item was designed, and the coding of the items is shown in Table 3.1.

Table 3.1 Measurement Items

Measurement Item	NO.
Existence needs	
I think my salary is commensurate with my workload	Q1
I am satisfied with the growth rate of my salary	Q2
I think my salary can meet the quality of life needs of me and my family	Q3
I am satisfied with the medical insurance and pension plan provided by the school	Q4
I think the employee benefits provided by the school meet my needs	Q5
I think the school's benefits policy is fair and competitive	Q6
I feel confident about the long-term stability of my job	Q7
I think the school's environment is stable and is unlikely to have frequent layoffs or reorganizations	Q8
I believe my job is secure as long as I perform well	Q9
Relationship needs	
I am able to easily establish and maintain good working relationships with my colleagues	Q10
I receive support and help from my colleagues at work	Q11
I consider my colleagues to be cooperative and respectful	Q12
Communication between me and my supervisor is open and honest	Q13
I feel that my supervisor gives a fair evaluation of my work performance	Q14
I believe that my supervisor can provide the support and guidance I need for my career development	Q15
Growth needs	
I think the school provides enough professional development and training opportunities	Q16
I think I have the opportunity to learn new teaching methods and techniques	Q17

I believe the school's training and development programs will help my career	Q18
I have a clear understanding of the school's career advancement channels	Q19
I feel that I have the opportunity to get promoted and have more responsibilities	Q20
I think the school's promotion policy is fair and transparent	Q21
I think the job provides enough challenges to keep me interested and motivated	Q22
I think I have the opportunity to try new teaching strategies and innovations at work	Q23
I believe my job allows me to continue to learn and grow	Q24
Teachers' intention to leave	
If I had the opportunity, I would consider leaving my current teaching job in the near future	Q25
I often think about other career opportunities	Q26
I am not satisfied with my current job and may look for a new job	Q27

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Questionnaire Reliability Analysis

Cronbach alpha is an indicator for testing the reliability of questionnaires and is widely used in the analysis of empirical data.

Generally speaking, when the Cronbach alpha value of the scale designed by the questionnaire is lower than 0.7, it means that the internal consistency of the variables of the scale is poor and the scale needs to be recompiled; when the Cronbach alpha value of the scale is higher than 0.7, it means that the internal consistency of several variables constructed by the scale is good; if the Cronbach alpha value of the scale is higher than 0.9, it means that the internal consistency of the variables designed by the scale is excellent.

This study used the corrected item-total correlation (CITC) to measure the reliability of a single question item. In the study, a question item should be deleted when the following two conditions are met: (1) the overall correlation coefficient CITC of a question item is less than 0.4; (2) the Cronbach alpha coefficient of the scale after deleting the question item is greater than the value of the Cronbach alpha coefficient of the corresponding dimension.

According to data analysis, the Cronbach's Alpha values of the four dimensions of existence needs, relationship needs, growth needs, and teacher turnover intention are 0.829, 0.764, 0.846, and 0.803 respectively. The internal consistency of the questionnaire is good, and the reliability of the questionnaire is high, as shown in Table 3.2.

Table 3.2 Reliability Analysis

	Item	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Existence needs	Q1	0.671	0.748	0.829
	Q2	0.695	0.724	
	Q3	0.644	0.776	
	Q4	0.669	0.656	
	Q5	0.587	0.744	
	Q6	0.612	0.719	
	Q7	0.702	0.740	
	Q8	0.689	0.754	
	Q9	0.657	0.784	
Relationship needs	Q10	0.646	0.725	0.764
	Q11	0.676	0.690	
	Q12	0.610	0.760	
	Q13	0.644	0.721	
	Q14	0.633	0.732	
	Q15	0.645	0.719	
Growth needs	Q16	0.680	0.729	0.846
	Q17	0.649	0.761	
	Q18	0.665	0.744	
	Q19	0.686	0.745	
	Q20	0.660	0.771	
	Q21	0.684	0.747	
	Q22	0.711	0.739	
	Q23	0.686	0.765	
	Q24	0.665	0.786	
Intention to leave	Q25	0.636	0.745	0.803
	Q26	0.640	0.741	
	Q27	0.671	0.708	

3.5.2 Questionnaire Validity Analysis

The Kaiser-Meyer-Olkin value (KMO) compares the simple and partial correlation coefficients between variables, ranging from 0 to 1. The KMO value should be greater than 0.7, and a KMO value above 0.9 indicates that the data of the scale is "very suitable" for factor analysis. The survey data shows that the overall KMO value is 0.891, which is greater than 0.7, meeting the prerequisites for factor analysis, indicating that the data can be used for factor analysis research.

Table 3.3 KMO and Bartlett's test

KMO value		0.891
Bartlett's test of sphericity	Approximate Chi-Square	4226.141
	df	351
	p-value	0.000

3.6 Data Collection

This study took all teachers of Wuxuan County Experimental Primary School as the subject, and the data collection period was from March 2024 to July 2024. The research team designed a questionnaire covering three aspects: existence needs, relationship needs, and growth needs. With the cooperation of school leaders, the study took all in-service teachers in the three campuses as the survey subject. It was distributed to each grade group in the form of an online questionnaire, and the purpose and filling requirements of the questionnaire were explained in detail to the teachers to ensure that the teachers could accurately understand and fill it out carefully, and ensure the quality and authenticity of the data.

During the questionnaire collection process, the research team conducted a strict inspection and eliminated invalid questionnaires, including questionnaires with incomplete questionnaires or obviously inconsistent answers. In the end, a total of 345 questionnaires were distributed and 345 valid questionnaires were collected, with an efficiency of 100%. The efficient questionnaire collection process ensured the adequacy and representativeness of the data, providing a solid foundation for subsequent analysis. In this process, the research team successfully obtained a large amount of valuable data, which not only provided a solid foundation for in-depth analysis of the effectiveness of the school's teacher turnover coping strategies, but also clearly demonstrated the actual implementation results of the control measures taken.

3.7 Data Analysis

3.7.1 Descriptive Statistics

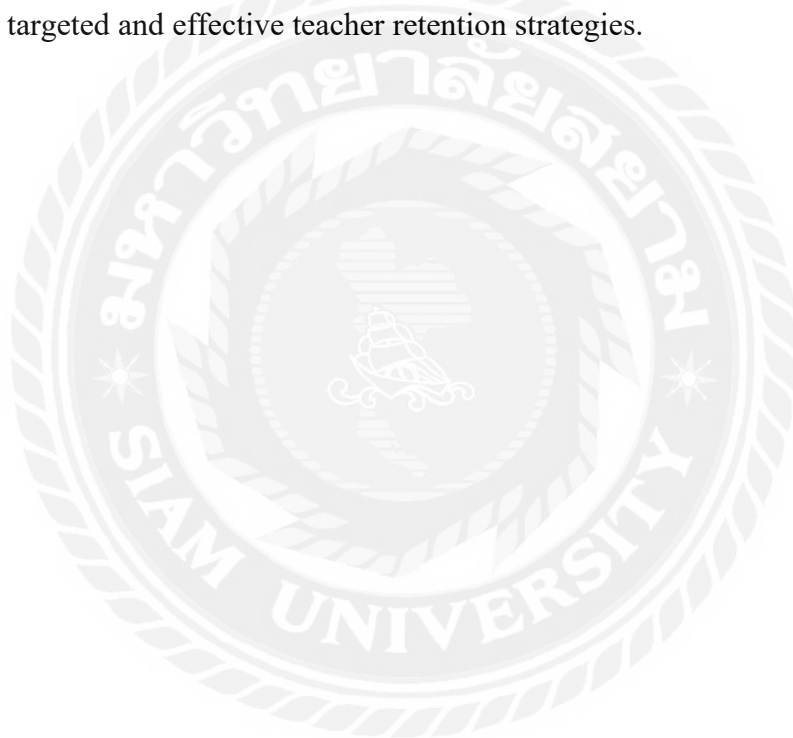
In this study, Excel and SPSS, two efficient data processing software, were used to perform descriptive statistical analysis. This process mainly focused on the detailed analysis of key variables and questionnaire survey results, including calculating the mean to gain insight into the central trend of the data, the standard deviation to measure the degree of dispersion of the data, and the percentage to reflect the distribution of specific characteristics. This series of descriptive statistical analyses laid a solid foundation for subsequent more complex data modeling and interpretation, and provided strong support for in-depth exploration of the relationship between variables.

3.7.2 Factor Analysis

Exploratory factor analysis was performed on the survey data through SPSS to determine the reliability and validity of the constructed model.

3.7.3 Multiple regression

In this study, multiple regression analysis, as a powerful and comprehensive analytical tool was used. This analysis effectively breaks the limitations of single variable model analysis, not only making the research content richer and more diverse, covering the comprehensive consideration of multiple influencing factors, but also greatly improving the accuracy of the results and the guiding significance in practical applications. Through multiple regression, we can more comprehensively understand how different demand factors (such as existence needs, relationship needs, and growth needs) interact with each other and jointly affect the turnover decisions of teachers in Wuxuan County Experimental Primary School, thereby providing a scientific basis for formulating targeted and effective teacher retention strategies.



Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Respondents

This study adopted the method of online questionnaire survey, and a total of 345 questionnaires were distributed, and 345 valid questionnaires were collected, with an effective rate of 100%.

Table 4.1 Descriptive Statistical Analysis

Item	Options	Frequency	Percent%
Gender	Male	180	52.17
	Female	165	47.83
Age	20-29	61	17.68
	30-39	139	40.29
	40-49	105	30.43
	Above 50	40	11.59
Education	High school and below	14	4.06
	College	122	35.36
	Undergraduate	161	46.67
	Graduate and above	48	13.91
Subject Areas	Chinese	53	15.36
	Mathematics	63	18.26
	English	89	25.80
	Science	51	14.78
	Social Sciences	20	5.80
	Arts	38	11.01
	Physical Education	23	6.67
	Other	8	2.32
Working hours	20-35 hours	19	5.51
	36-40 hours	111	32.17
	41-45 hours	147	42.61
	46 hours or more	68	19.71
Position	General teacher	183	53.04
	Class teacher	60	17.39
	Grade leader	44	12.75
	Academic administrator	47	13.62
	School leader	11	3.19
Total		345	100.0

According to Table 4.1, a total of 345 questionnaires were distributed in this study,

and 345 valid questionnaires were collected. Descriptive statistical analysis was performed on the collected data. The gender survey showed that there were 180 males (52.17%) and 165 females (47.83%). The gender distribution of the survey subjects in this study was relatively balanced. The ages of the respondents were mainly concentrated in 30-39 years old (40.29%) and 40-49 years old (30.43%), and these two age groups accounted for more than 70% in total. 20-29 years old accounted for 17.68%, and those over 50 years old accounted for 11.59%. The educational level distribution of the respondents was diversified, with undergraduates and above accounting for more than 60%, of which undergraduates accounted for the highest proportion (46.67%), and postgraduates and above accounted for 13.91%. College education accounted for 35.36%, and high school education and below accounted for only 4.06%. The subject distribution of the respondents is diversified, with English accounting for the highest proportion (25.80%), followed by mathematics (18.26%) and Chinese (15.36%). Science, art, sports and other subjects also account for a certain proportion, but relatively low. Social sciences and other subjects account for the smallest proportion. The working hours of the respondents are mainly concentrated between 36-45 hours, of which 41-45 hours account for the highest proportion (42.61%), and 36-40 hours account for 32.17%. 20-35 hours and more than 46 hours account for 5.51% and 19.71% respectively. The positions of the respondents are diversified, with ordinary teachers accounting for the highest proportion (53.04%), followed by class teachers (17.39%) and grade group leaders (12.75%). Academic administrators and school leaders account for 13.62% and 3.19% respectively.

The survey data of this study show that the gender distribution of the respondents is relatively balanced, and the distribution of age, education and subject areas, working hours and positions is diversified. In terms of gender, the distribution of men and women is relatively balanced. In terms of age, the distribution of all age groups is relatively even. In terms of education, all educational backgrounds are covered; in terms of subject areas, all subject areas from high to low are covered. The distribution of teachers' working hours and positions is also diversified. These diverse characteristics provide a comprehensive perspective for the study and help to deeply analyze the impact of teacher turnover.

4.1.2 Correlation Analysis

In statistics, the process of studying a problem usually starts with the analysis of a single variable, and further analysis of the relationship between two variables may also involve the analysis of the relationship between multiple variables. Correlation analysis, as a means and tool to measure the strength of the statistical relationship between things, aims to measure the strength of the linear correlation between variables. In correlation analysis, the focus is on the strength and direction of the direct linear correlation between two variables. In correlation analysis, both variables are result variables, regardless of primary or secondary. At the same time, the correlation coefficient R is generally used to describe the linear correlation between variables. The positive and negative values of the correlation coefficient R indicate the direction of the

direct linear correlation between the two variables. $R > 0$ is positive correlation, $R < 0$ is negative correlation, and $R = 0$ is zero correlation. The absolute value of R indicates the closeness of the linear correlation between the two variables. The closer the absolute value of R is to 1, the closer the closeness is; the closer the absolute value of R is to 0, the lower the closeness is. Pearson correlation coefficient, also known as product difference correlation coefficient, is a commonly used indicator to quantitatively describe the quality of linear correlation.

This study analyzed the relationship between existence needs, relationship needs, growth needs and intention to leave. The correlation coefficient explains the factors that affect teacher turnover. Correlation analysis was used to find the correlation between intention to leave and existence needs, relationship needs, and growth needs, and the Pearson correlation coefficient was used to indicate the strength of the correlation. Specific analysis shows that:

The intention to leave and the three variables of existence needs, relationship needs, and growth needs are all significant, with correlation coefficient values of -0.542, -0.494, and -0.602, respectively, and the correlation coefficient values are all less than 0, which means that there is a negative correlation between intention to leave and the three variables of existence needs, relationship needs, and growth needs. According to the analysis results of Table 4.2, the relationship between the variables is obtained.

Table 4.2 Correlation Between Variables (Pearson Correlation Matrix)

	Mean	Standard Deviation	turnover Intention	Existence needs	Relationship Needs	Growth Needs
Intention to leave	2.385	1.082	1			
Existence needs	3.621	0.824	-0.542**	1		
Relationship needs	3.767	0.808	-0.494**	0.481**	1	
Growth needs	3.669	0.844	-0.602**	0.619**	0.571**	1

NOTE: * $P < 0.05$, ** $P < 0.01$

4.1.3 Multiple Regression Analysis

The significance of the regression equation is $F = 52.273$, $p = 0.000 < 0.05$. The Durbin-Watson test value is 1.821, between 1.8 and 2.2. The data are independent of each other and conform to the law of linear regression.

Table 4.3 Linear Regression Analysis Results (n=345)

	Unstandardized coefficients		Standardized coefficient	t	p	Collinearity diagnostics	
	B	Standard error	Beta			VIF	Tolerance
constant	6.320	0.297	-	21.265	0.000**	-	-
Working hours	-0.098	0.054	-0.075	-1.811	0.071	1.028	0.973
Position	0.003	0.037	0.003	0.077	0.938	1.038	0.963
Existence needs	-0.308	0.070	-0.234	-4.380	0.000**	1.718	0.582
Relationship needs	-0.253	0.068	-0.189	-3.702	0.000**	1.572	0.636
Growth needs	-0.436	0.073	-0.340	-5.966	0.000**	1.956	0.511
R ²				0.435			
Adjusted R ²				0.427			
F			F (5,339)=52.273,p=0.000				
D-W value			1.821				

Note: Dependent variable = intention to leave

* $p < 0.05$ ** $p < 0.01$

From the above table, we can see that the linear regression analysis is performed with working hours, position, existence needs, relationship needs, and growth needs as independent variables, and the intention to leave as dependent variable.

From the above table, we can see that the model formula is: intention to leave = $6.320 - 0.098 * \text{working hours} + 0.003 * \text{position} - 0.308 * \text{existence needs} - 0.253 * \text{relationship needs} - 0.436 * \text{growth needs}$, and the model R-square value is 0.435, which means that working hours, position, existence needs, relationship needs, and growth needs can explain 43.5% of the changes in intention to leave. When the model was tested by F, it was found that the model passed the F test ($F = 52.273, p = 0.000 < 0.05$), which means that at least one of the working hours, position, existence needs, relationship needs, and growth needs have an impact on the intention to leave. In addition, the multicollinearity test of the model found that all VIF values in the model were less than 5, which means that there is no collinearity problem; and the D-W value is around 2, which means that there is no autocorrelation in the model, and there is no correlation between the sample data. The model is good.

According to the results of data analysis, the regression coefficient of working

hours is -0.098 ($t=-1.811$, $p=0.071>0.05$), which means that working hours do not affect the intention to leave.

The regression coefficient of position is 0.003 ($t=0.077$, $p=0.938>0.05$), which means that position does not affect the intention to leave.

The regression coefficient of existence needs is -0.308 ($t=-4.380$, $p=0.000<0.01$), which means that existence needs have a significant negative impact on the intention to leave, supporting hypothesis H1.

The regression coefficient of relationship needs is -0.253 ($t=-3.702$, $p=0.000<0.01$), which means that relationship needs have a significant negative impact on the intention to leave, supporting hypothesis H2.

The regression coefficient of growth needs is -0.436 ($t=-5.966$, $p=0.000<0.01$), which means that growth needs have a significant negative impact on turnover intention, supporting hypothesis H3.

Therefore, the analysis shows that existence needs, relationship needs, and growth needs have a significant negative impact on turnover intention. However, working hours and positions do not have an impact on turnover intention.

4.2 Discussion

4.2.1 Existence needs have a significant negative impact on the turnover of teachers in Wuxuan County Experimental Primary School

existence needs are an important factor affecting the turnover of teachers in Wuxuan County Experimental Primary school. The results show that the Pearson correlation coefficient between existence needs and teachers' intention to leave is -0.542 , and it is significant at the 0.01 level, indicating that there is a significant negative correlation between turnover intention and existence needs. The existence needs of teachers are the cornerstone of their careers and are closely linked to the stability of the teaching team. They also play a vital role in the achievement of educational goals and the long-term development of the school. By deeply analyzing the root causes behind the turnover of teachers, school management can keenly perceive the dynamic changes of the teaching team and focus more on meeting the existence needs of teachers, so as to formulate and implement more humane, scientific and reasonable teacher retention and development strategies.

4.2.2 Relationship needs have a significant negative impact on teacher turnover in Wuxuan County Experimental Primary School

Relationship needs are an important factor affecting the turnover of teachers in Wuxuan County Experimental Primary school. The results show that the Pearson correlation coefficient between relationship needs and teacher turnover is -0.494 , and it is significant at the 0.01 level, indicating that there is a significant negative correlation between turnover intention and relationship needs. Relationship needs occupy a core

position in shaping a positive educational ecology. It is not only the driving force for improving teachers' teaching quality and professional growth, but also the cornerstone for strengthening the cohesion and stability of the school team. It shows students a model of healthy interpersonal relationships, thereby attracting more high-quality resources and talents, and promoting the long-term and stable development of the school.

4.2.3 Growth needs have a significant negative impact on the turnover of teachers in Wuxuan County Experimental Primary School

Growth needs are an important factor affecting the turnover of teachers in Wuxuan County Experimental Primary school. The research results show that the Pearson correlation coefficient between growth needs and teachers' turnover intention is -0.602, and it is significant at the 0.01 level, indicating that there is a significant negative correlation between turnover intention and growth needs. Meeting teachers' growth needs is crucial to the sustainable development of education. It not only promotes the continuous improvement and updating of teachers' professional abilities, stimulates their teaching innovation and enthusiasm, but also ensures the continuous development and optimization of the teaching staff, provides students with higher quality education services, and ultimately promotes the overall progress and prosperity of education. As shown in Table 4.4.

Table 4.4 Hypothesis Test Results

NO.	Hypothesis	Result
H1	Existence needs have a significant impact on the turnover of teachers in Wuxuan County Experimental Primary School.	Supported
H2	Relationship needs have a significant impact on the turnover of teachers in Wuxuan County Experimental Primary School.	Supported
H3	Growth needs have a significant impact on the turnover of teachers in Wuxuan County Experimental Primary School.	Supported

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study used the quantitative research method to analyze the collected data. Descriptive statistics, correlation analysis, and regression analysis were performed on the data to understand the relationship between the variables. Through analysis, the hypotheses were verified and the interaction between the variables in the model was clarified.

The results show that existence needs, relationship needs and growth needs have a significant impact on the turnover of teachers in Wuxuan County Experimental Primary School.

existence needs are the basis for teachers to teach with peace of mind and focus on teaching, and are also the recognition of the value of teachers' labor. It is also the fundamental to attract and retain excellent teachers and ensure the quality of education.

Relationship needs are crucial to building a harmonious working environment and enhancing team cohesion. Good relationships between teachers and between teachers and students not only help to stimulate teachers' work enthusiasm and creativity, but also set a positive example of interpersonal communication for students and promote their all-round development. By promoting communication, strengthening teamwork, and establishing a supportive campus culture, teachers' relationship needs can be met, thereby building a positive educational ecosystem.

Growth needs are an important driving force for teachers' professional development. Providing teachers with opportunities for professional development, encouraging teaching research and innovation, and building a professional growth platform can help stimulate teachers' inherent potential and improve their professional quality and teaching ability. This not only helps teachers realize their personal values, but also injects a steady stream of vitality and innovation into schools, promoting the continuous progress and development of education.

Therefore, existence needs, relationship needs and growth needs are intertwined and work together, which has a profound impact on the stability and career development of teachers in Wuxuan County Experimental Primary School. Schools should attach great importance to and effectively meet these basic needs of teachers in order to build a high-quality and stably developing teaching staff and contribute to the all-round development of students and the prosperity of education.

5.2 Recommendation

5.2.1 Existence needs

(1) Improve salary levels

Teachers' salary and benefits are a direct reflection of their quality of life. For young teachers or newly employed teachers, salaries are often low, resulting in both work pressure and life pressure. Therefore, it is necessary to increase the basic salary level of teachers, especially in low-income areas or areas with unbalanced development.

Governments and schools at all levels should reasonably adjust teachers' salaries based on local economic levels and price indices to match the value of teachers' labor. For teachers who have been engaged in education for a long time and have made outstanding contributions, salary increases can be made based on factors such as years of service and professional titles, so as to encourage teachers to devote themselves to education for a long time.

(2) Improve welfare protection

In addition to wages, welfare systems are also an important part of teachers' existence needs. Schools and relevant departments should provide teachers with a full range of welfare protection, including a complete social insurance, medical insurance, housing provident fund and pension system. At the same time, considering the high work pressure of teachers, additional health examinations and psychological counseling services can be provided to teachers to ensure their physical and mental health. Some regions can also provide teachers with special benefits based on local characteristics, such as housing subsidies, transportation subsidies or free children's education opportunities, to further reduce the life pressure of teachers.

(3) Improve working environment

The working environment of teachers is directly related to their work efficiency and professional happiness. First, schools should provide teachers with comfortable and modern office facilities and teaching tools to ensure that teachers can complete their teaching tasks under relatively relaxed conditions. Second, school management should be humane, minimizing the extra workload of teachers, especially some administrative affairs unrelated to teaching, and giving teachers more time and space to focus on teaching and scientific research. At the same time, a good occupational safety and protection mechanism should be established in the school to ensure that teachers will not encounter injustice or be treated improperly during their work.

(4) Relieve work pressure

In many schools, teachers not only have to deal with heavy teaching tasks, but also often face a large amount of extracurricular work, such as exam grading, parent meetings, teaching plans, etc. In order to relieve teachers' work pressure, schools should optimize work processes and reasonably distribute workloads. For example, a scientific class time allocation system should be established to reduce meaningless repetitive work. At the same time, the education administration department should minimize the formalistic inspections that teachers need to deal with and streamline the evaluation items that are not related to teaching, thereby reducing the burden on teachers and improving job satisfaction.

5.2.2 Relationship needs

(1) Create harmonious interpersonal relationships on campus

The relationship between teachers is an important factor affecting their professional happiness. Schools can promote exchanges and communication between teachers, enhance team cohesion, and reduce interpersonal conflicts and competition by organizing collective activities, teacher associations, or team building activities. Teachers should form a working atmosphere of mutual support and common progress, and encourage the exchange of experience and sharing of teaching resources. By establishing a mutual assistance mechanism, the team's collaboration ability can be improved, making teachers feel more at ease and happy at work.

(2) Optimize the relationship between teachers and school leaders

The role of leaders in schools is crucial, and their management style directly affects teachers' professional experience. School management should maintain transparent and open communication channels, attach importance to teachers' opinions and suggestions, and fully consider teachers' needs and ideas in the decision-making process. Teachers need to gain trust and respect from their superiors, especially in teaching methods, curriculum design and other issues. Leaders should give teachers more autonomy and innovation space. In addition, the leadership should pay attention to the psychological state of teachers in a timely manner, provide emotional support and encouragement, and help teachers better cope with professional pressure.

(3) Promote harmonious teacher-student relationships

Harmonious teacher-student relationships are the key to high-quality teaching. Teachers should actively establish a trusting relationship with students, understand students' needs, interests and individual development characteristics, and enhance students' trust and dependence on teachers. Schools can provide teachers with relevant training in psychology, communication skills, etc. to help them better deal with different types of students and handle complex teaching situations and conflicts between teachers and students. At the same time, teachers are encouraged to establish deeper interactions with students through extracurricular activities, so that teachers and students can have not only academic exchanges but also emotional care and understanding.

5.2.3 Growth needs

(1) Provide professional development opportunities

Teachers' professional growth cannot be separated from continuous learning and training. Schools should regularly provide teachers with various training and further study opportunities, including the latest teaching methods, educational technologies, and cutting-edge knowledge of disciplines. Teachers can continuously improve their teaching skills and academic level by participating in workshops, lectures, seminars, or cross-school exchanges. For teachers with academic pursuits, schools can provide scientific research funding support to encourage them to conduct research projects and academic innovation. At the same time, they can establish cooperation with universities

or educational institutions to support teachers to pursue higher degrees or participate in professional training.

(2) Clarify the career development path

Teachers' career development requires clear path planning. Schools should set up appropriate career development plans for teachers based on their personal characteristics and development needs, including promotion mechanisms, professional title evaluation, etc. Establish a fair and transparent professional title evaluation system so that teachers can obtain corresponding career promotion opportunities through hard work. At the same time, schools can encourage teachers to take on different positions, such as academic management, teaching guidance, etc., to broaden their career development channels.

(3) Encourage teaching reflection and practical innovation

Teaching reflection is an important way for teachers to grow. Schools should encourage teachers to reflect on their teaching regularly, summarize successful experiences and shortcomings in teaching, and promote self-improvement. Regular teaching evaluations, teacher-student feedback, open class demonstrations, etc. can help teachers find room for improvement in teaching. In addition, teachers are encouraged to innovate in teaching and try new teaching models and methods, such as information-based teaching, flipped classrooms, inquiry-based learning, etc., to improve classroom effectiveness and student participation.

(4) Establish an incentive mechanism

In order to motivate teachers to continuously pursue excellence, schools should establish a diversified incentive mechanism. In addition to financial rewards, teachers can also be given corresponding honors and recognition through awards such as outstanding teachers, outstanding courses, and scientific research achievements. Schools should also set up innovative teaching and scientific research project funding funds to encourage teachers to actively carry out teaching research and academic innovation. Through these incentives, teachers' sense of professional achievement and motivation for innovation can be enhanced.

5.3 Further Study

The limitations of this study are mainly due to the lack of in-depth research and the limitations of the data sample. When we deeply explore the complex factors of teacher turnover, we may not be able to conduct a detailed and profound analysis of each influencing factor such as existence needs, relationship needs, and growth needs due to time constraints and limited resources. These analyses mostly remain at a relatively superficial level and fail to fully reveal how they are subtly intertwined and work together on the teacher's turnover decision-making process.

In addition, there are limitations in the selection of data samples in this study. It is limited to Wuxuan County Experimental Primary School. Although this school has a certain typicality in the field of education, its singleness cannot fully reflect the diversity and complexity of public school teacher turnover in the country or a wider range. This regional and type limitation may weaken the universal applicability and representativeness of the research results, making it difficult to widely generalize to the phenomenon of teacher turnover in other contexts or situations.

Therefore, future research should:

(1) Deepen theoretical exploration and empirical research: further explore the ERG demand theory and its application potential in teacher turnover research, combine more relevant theories, adopt mixed research methods, and deeply analyze the interaction between various factors and their specific impact mechanism on turnover decisions.

(2) Expand data sources and sample diversity: Through extensive cross-regional and cross-school surveys, collect more diverse and representative data samples to enhance the universality and persuasiveness of research conclusions.

(3) Strengthen data collection and verification: Use multiple channels and tools to ensure that the collected data is both authentic and reliable and timely, and use scientific methods to verify and analyze the data to improve the accuracy and effectiveness of the research.

(4) Propose more targeted strategic recommendations: Based on in-depth understanding and extensive data, propose more refined and personalized strategic recommendations to reduce teacher turnover, aiming to fundamentally improve teachers' existence needs, relationship needs, and growth needs, thereby effectively reducing teacher turnover and promoting the stable development of education.

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Appendix

Dear teachers,

Hello! We are currently conducting a study on the factors influencing teacher turnover in Wuxuan County Experimental Primary School. This study aims to gain a deeper understanding of the various factors that affect teacher turnover so as to provide strategic recommendations to school management, improve teachers' working environment and career development paths, thereby reducing teacher turnover and improving education quality.

We attach great importance to your valuable opinions and promise that all your answers will be used only for academic research and kept strictly confidential. The questionnaire is expected to take 5-10 minutes. We sincerely hope that you can take the time to fill out the following questionnaire truthfully and objectively.

Section 1: Basic Information

Your gender

male

female

Your age

20-29 years old

30-39 years old

40-49 years old

Over 50 years old

What is your highest educational level?

High school and below

College

Undergraduate

Graduate students and above

What is your main subject area?

Language

math

English

science

Social Sciences

Art

physical education

other

Approximately how many hours per week do you work?

20-35 hours

36-40 hours
41-45 hours
More than 46 hours

What is your position in school?

Ordinary Teacher
head teacher
Grade Leader
Academic Affairs Manager
School Leadership

Which of the following factors do you think are most likely to cause teachers to leave their jobs? (Multiple choices are allowed)

Salary
Work Pressure
Career Opportunities
School Management
Colleague Relationship
Family reasons
other

What measures do you think schools can take to reduce teacher turnover? (Multiple choices are allowed)

Increase wages and benefits
Increase career development training
Improve the working environment
Strengthening teamwork
Providing psychological support
other

Part 2: The following will understand the teacher turnover situation from three aspects: existence needs, relationship needs and growth needs. Among them, 1-5 represents strongly disagree-strongly agree, please choose according to the actual situation.

Existence needs

1. I think my salary level matches my workload
2. I am satisfied with the rate at which my salary is increasing
3. I think my salary can meet the quality of life needs of me and my family.
4. I am satisfied with the medical insurance and pension plan provided by the school
5. I think the employee benefits provided by the school meet my needs
6. I think the school's welfare policy is fair and competitive
7. I feel confident about the long-term stability of my job

8. I think the school environment is stable and there is unlikely to be frequent layoffs or reorganizations.
9. I believe my job is secure as long as I perform well.

Relationship needs

10. I can easily establish and maintain good working relationships with my colleagues
11. I received support and help from my colleagues at work
12. I view my colleagues as cooperative and respectful
13. My communication with my supervisor is open and honest
14. I feel that my supervisor gives a fair evaluation of my work performance
15. I trust my supervisor to provide the support and guidance I need for my career development.

Growth needs

16. I think the school provides adequate professional development and training opportunities
17. I think I have the opportunity to learn new teaching methods and techniques
18. I believe the school's training and development programs will help me in my career
19. I have a clear understanding of the career advancement channels of the school
20. I feel I have opportunities for promotion and more responsibility
21. I think the school's promotion policy is fair and transparent
22. I think my work provides enough challenges to keep me interested and motivated
23. I think I have the opportunity to try new teaching strategies and innovations in my work
24. I believe my work allows me to learn and grow

Part Three: Survey on teachers' turnover levels . Among them, 1-5 respectively represent strongly disagree and strongly agree. Please choose according to the actual situation.

Intention to leave

25. If I have the opportunity, I will consider leaving my current education job in the near future
26. I often think about other career opportunities
27. I am not satisfied with my current job and may look for a new job