



**A CASE STUDY OF THE FACTORS INFLUENCING TEACHER
JOB STABILITY AT EAST CHINA INNOVATION ACADEMY**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
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Requirements for the Degree of Master of Business Administration

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ABSTRACT

Teacher job stability is critical for maintaining the quality and continuity of education, particularly in higher education institutions facing competitive pressures. This study investigated the factors influencing teacher job stability at East China Innovation Academy, focusing on the roles of job identification, management support, and career development opportunities. The objectives of this study were 1) To examine the relationship between job identification and teacher job stability at East China Innovation Academy. 2) To examine the impact of management support on teacher job stability at East China Innovation Academy. 3) To examine the influence of career development opportunities on teacher job stability at East China Innovation Academy.

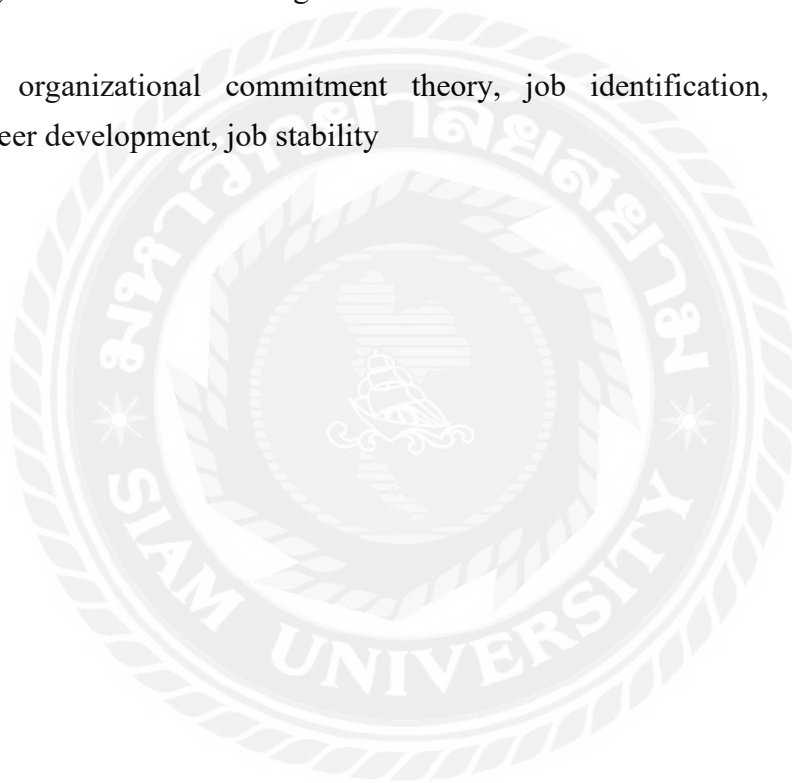
A quantitative research design was adopted, using a structured survey questionnaire to collect data from full-time teaching staff. The study's population included 320 teachers, with a stratified random sampling method used to ensure adequate representation of different academic ranks and departments. A total of 180 questionnaires were distributed, resulting in 150 valid responses. Descriptive statistics, Pearson correlation analysis, multiple regression analysis, and ANOVA were used to analyze the data and test the study's hypotheses.

The findings indicated that job identification, management support, and career development opportunities all had positive relationships with teacher job stability. Specifically, a moderate positive correlation was found between job identification and job stability, suggesting that teachers who feel aligned with their roles tend to perceive greater stability. Management support emerged as a significant predictor of job stability, with teachers who perceive higher levels of support reporting greater

security in their positions. Similarly, career development opportunities were shown to positively impact job stability, as teachers who see clear pathways for growth are more likely to remain committed to the institution.

The study concludes that enhancing job identification, providing robust management support, and expanding career development opportunities are effective strategies for improving teacher retention at East China Innovation Academy. Recommendations include fostering a sense of belonging among teachers, ensuring transparent communication and recognition from management, and offering professional development programs. These strategies can help create a positive work environment that supports a stable and committed teaching workforce, ultimately contributing to the institution's long-term success.

Keywords: organizational commitment theory, job identification, management support, career development, job stability



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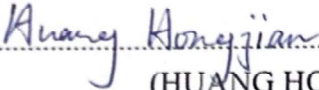
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HUANG HONGJIAN

DECLARATION

I, HUANG HONGJIAN, hereby declare that this Independent Study entitled “A CASE STUDY OF THE FACTORS INFLUENCING TEACHER JOB STABILITY AT EAST CHINA INNOVATION ACADEMY” is an original work and has never been submitted to any academic institution for a degree.


(HUANG HONGJIAN)

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Chapter 1 Introduction

1.1 Background of the Study

Teacher job stability has become a crucial aspect of maintaining educational quality and institutional success, particularly in the context of higher education. Research has shown that the stability of teachers directly influences the continuity of the educational process and the overall student learning experience (Chen, 2022). In China, the rapid expansion and evolution of educational institutions have placed greater emphasis on understanding the factors that contribute to teacher job stability, especially in innovative and competitive environments like the East China Innovation Academy (Wang & Li, 2022).

Organizational Commitment Theory has been widely used to explore the relationship between employee attitudes and retention across various sectors, including education (Meyer & Allen, 2022). This theory posits that an individual's commitment to an organization significantly impacts their intention to remain with the institution. In the context of education, teachers' commitment can manifest through a strong identification with their institution, perceived support from management, and clear career development paths (Zhao, 2022). These elements are particularly pertinent in the case of East China Innovation Academy, where maintaining a stable and committed teaching workforce is essential to achieving academic excellence and fostering innovation.

Job identification, defined as the degree to which employees align their personal goals and values with those of the organization, is considered a vital factor in retaining talent (Liu, 2021). When teachers perceive their roles as meaningful and aligned with their professional identity, they are more likely to exhibit higher levels of job satisfaction and stability (Smith & Green, 2022). Moreover, management support, including clear communication, resources, and emotional backing, is recognized as a significant contributor to reducing turnover intentions among teachers (Wu, 2022). In recent years, the role of career development opportunities has also been emphasized as a crucial driver of employee retention, particularly in the educational sector (Brown, 2022).

Despite the existing literature, there remains a gap in the application of Organizational Commitment Theory to the context of Chinese educational institutions,

particularly in the study of job stability among teachers. Previous studies have focused predominantly on Western contexts, with limited emphasis on the unique cultural and structural factors that shape the experiences of teachers in China (Li & Zhang, 2022). This study aims to bridge this gap by investigating the factors that influence teacher job stability at the East China Innovation Academy through the lens of Organizational Commitment Theory.

1.2 Questions of the Study

In recent years, the East China Innovation Academy has faced challenges related to the retention and stability of its teaching staff. As the Academy strives to maintain its competitive edge in the field of higher education, it has become increasingly evident that fluctuations in teacher turnover rates pose a significant threat to the continuity and quality of its academic programs (Zheng & Wang, 2022). Many teachers have reported feeling a lack of alignment with the institution's values and goals, which affects their sense of job identification. Without a strong sense of connection to their roles and the organization, teachers may become more inclined to seek opportunities elsewhere, leading to increased turnover rates (Wu, 2022). Moreover, there are indications that insufficient management support has contributed to feelings of underappreciation among faculty members, which further undermines their commitment to the institution (Li, 2022). Lastly, teachers have highlighted the limited availability of clear career development paths, making it difficult for them to envision long-term growth within the Academy (Xu, 2022).

Organizational Commitment Theory provides a valuable framework for addressing these challenges by emphasizing the importance of fostering a strong emotional bond between employees and their organization. This theory suggests that when teachers perceive high levels of support, opportunities for growth, and alignment with institutional values, their commitment to the organization strengthens, reducing their likelihood of leaving (Meyer & Allen, 2022). Addressing these issues through the lens of Organizational Commitment Theory could potentially improve the Academy's ability to retain qualified and dedicated faculty members. In this context, understanding the specific factors that influence teacher job stability becomes critical for formulating effective strategies to enhance teacher retention rates.

This study aims to address the following questions:

1. How does job identification affect teacher job stability at East China Innovation Academy?
2. To what extent does management support influence the stability of teachers at the institution?
3. How does the availability of a clear career development opportunities impact teachers' intention to stay at the Academy?

These questions are designed to identify key areas where improvements can be made, providing insights into the practical applications of Organizational Commitment Theory in the context of a Chinese educational institution.

1.3 Objectives of the Study

1. To examine the impact of job identification on teacher job stability at East China Innovation Academy.
2. To examine the impact of management support on teacher job stability at East China Innovation Academy.
3. To examine the impact of career development paths on teacher job stability at East China Innovation Academy.

1.4 Scope of the Study

This study focused on analyzing the factors influencing teacher job stability at East China Innovation Academy, specifically examining the relationships between job identification, management support, and career development paths and their impact on teachers' decision to remain with the institution. The research was conducted within the context of higher education in China, addressing the unique challenges and dynamics present at this particular academy. The study was restricted to full-time teaching staff employed at East China Innovation Academy, providing insights into their perceptions of the workplace environment and the factors that contribute to their commitment to the organization.

The study adopted a quantitative research approach, utilizing structured surveys to collect data from teachers regarding their experiences with job identification, perceived management support, and available career development opportunities. The analysis of this data aimed to establish a clear understanding of how these factors relate to teacher job stability, measured through indicators such as intent to stay, satisfaction with the workplace, and perceived job security. Data collection occurred

over a three-month period to ensure sufficient representation of the teaching staff's views and to account for any seasonal variations that might affect responses.

By concentrating on a single institution, the study aims to provide a detailed, context-specific understanding of the factors influencing teacher retention within a Chinese educational setting. However, this focus on one academy also means that the findings may have limited generalizability to other educational institutions in different regions or with different organizational cultures. Nonetheless, the study's insights are intended to offer valuable implications for similar institutions seeking to enhance teacher retention and foster a stable, committed workforce.

1.5 Significance of the Study

This study holds both practical and theoretical significance in the field of education management, particularly in understanding the factors that contribute to teacher job stability. Practically, the findings from this research can offer valuable insights to administrators and policymakers at East China Innovation Academy, as well as similar institutions, on how to improve teacher retention. By identifying the roles that job identification, management support, and career development play in influencing teachers' decisions to stay, the study provides actionable recommendations for enhancing teacher satisfaction and stability. For instance, the results could guide the development of targeted management strategies that focus on aligning teachers' values with the organization, providing adequate support, and creating clear pathways for career growth. Such improvements not only help to retain qualified educators but also contribute to maintaining a consistent and high-quality learning environment for students, ultimately supporting the institution's long-term goals.

Theoretically, this study contributes to the existing literature by applying Organizational Commitment Theory to the context of higher education in China, a field where research on teacher job stability remains relatively limited. By exploring how organizational commitment factors such as job identification, management support, and career development influence retention in a Chinese educational setting, this study extends the applicability of the theory beyond its common focus on Western contexts. The research enriches the understanding of how cultural and institutional factors interact with organizational commitment, offering new perspectives on the dynamics of teacher retention in China. Furthermore, the study's quantitative

approach and structured analysis can serve as a foundation for future research, encouraging further empirical studies that test and refine the relationships between organizational commitment and job stability in various educational settings. Through these contributions, the study aims to bridge the gap between theory and practice, offering a deeper understanding of how to sustain a stable teaching workforce in rapidly evolving academic environments.

1.6 Definition of Key Terms

Job Identification: In this study, job identification refers to the degree to which teachers perceive alignment between their personal values, goals, and the mission of East China Innovation Academy. It is measured through survey items assessing teachers' sense of belonging, pride, and commitment to their roles within the institution.

Management Support: Management support encompasses the assistance, guidance, and resources provided by the leadership of East China Innovation Academy to its teaching staff. This includes emotional support, access to necessary teaching resources, and opportunities for professional growth. It is measured using survey questions that evaluate teachers' perceptions of the adequacy of support provided by their supervisors.

Career Development Opportunities: Career development opportunities in this context refers to the opportunities available to teachers for advancing their professional skills, gaining promotions, and achieving long-term career goals within the Academy. It is measured through survey items that assess teachers' perceptions of clarity, accessibility, and fairness of these development opportunities.

Teacher Job Stability: Teacher job stability is defined as the likelihood that teachers will remain employed at East China Innovation Academy for an extended period. It is measured through indicators such as teachers' intention to stay, satisfaction with their current job, and their sense of job security within the institution.

Organizational Commitment Theory: Organizational Commitment Theory, as applied in this study, is a theoretical framework that examines the relationship between an employee's commitment to an organization and their intention to stay with the organization. It focuses on how factors such as job identification,

management support, and career development influence commitment levels and subsequently impact job stability.



Chapter 2 Literature Review

This chapter provides a comprehensive review of the existing literature relevant to the study of factors influencing teacher job stability at East China Innovation Academy, using Organizational Commitment Theory as the theoretical framework. The chapter is organized into several sections that explore the key concepts and variables addressed in the study. The first section reviews literature on Organizational Commitment Theory, focusing on its development, core principles, and applications in the educational sector. The following sections delve into the three key variables examined in this study: job identification, management support, and career development opportunities. Each of these sections discusses relevant research findings and theoretical perspectives, highlighting their significance in influencing job stability. The final section synthesizes the literature, identifying gaps and inconsistencies in previous studies and establishing the need for further research in the context of Chinese educational institutions. This review provides the foundation for understanding how these factors collectively impact teacher job stability, guiding the formulation of the study's hypotheses and research design.

2.1 Organizational Commitment Theory

Organizational Commitment Theory is a widely recognized framework for understanding the psychological bond between employees and their organizations. Developed by Meyer and Allen (1991), the theory categorizes organizational commitment into three dimensions: affective commitment, continuance commitment, and normative commitment. Affective commitment refers to an employee's emotional attachment to the organization, continuance commitment pertains to the perceived costs associated with leaving the organization, and normative commitment is based on a sense of obligation to remain (Meyer & Allen, 2022). In the context of higher education, these dimensions of commitment can significantly influence the stability of teaching staff, as they shape teachers' motivations to stay with or leave an institution.

In recent years, research on organizational commitment has expanded to explore its impact on employee retention and performance across various sectors, including education (Zhang & Li, 2022). Specifically, studies have shown that affective commitment plays a crucial role in the retention of educators, as teachers who feel emotionally connected to their institution are more likely to remain loyal, contributing

to lower turnover rates (Wu, 2022). This connection is particularly relevant in academic settings, where the quality of the student-teacher relationship and the overall learning environment can be directly influenced by the stability and continuity of the teaching staff (Chen, 2022).

In the Chinese educational context, organizational commitment has been identified as a key factor influencing teacher satisfaction and job stability. A study by Liu and Zhao (2022) found that teachers with higher levels of organizational commitment were more likely to exhibit a strong sense of loyalty and long-term dedication to their institutions. This finding suggests that fostering commitment among faculty members can be a strategic approach to addressing the challenges of teacher turnover in Chinese universities. Furthermore, the study highlighted the importance of aligning institutional values with those of the teaching staff to enhance affective commitment, thereby promoting greater job stability.

The role of organizational commitment extends beyond individual motivation, as it also interacts with broader institutional factors. For example, management practices that emphasize clear communication, support, and recognition can strengthen teachers' commitment levels, leading to a more stable and engaged workforce (Wang, 2022). This interaction between organizational support and employee commitment suggests that institutions can strategically improve retention by focusing on creating a supportive work environment that encourages a sense of belonging among teachers.

Despite the extensive research on organizational commitment, gaps remain in understanding how cultural and institutional differences influence its application in various educational settings. Much of the existing literature has focused on Western contexts, with relatively limited attention given to the unique cultural factors that shape organizational commitment in Chinese academic institutions (Xu, 2022). This study seeks to address this gap by applying Organizational Commitment Theory to the context of East China Innovation Academy, providing insights into how commitment influences teacher job stability in a Chinese educational environment.

Overall, Organizational Commitment Theory serves as a valuable framework for analyzing the factors that contribute to teacher retention. By understanding the dimensions of commitment and their impact on employee behavior, institutions like East China Innovation Academy can develop targeted strategies to improve teacher

job stability. This focus on fostering a committed and engaged teaching workforce not only benefits the institution but also enhances the overall quality of education delivered to students.

2.2 Job Identification

Job identification refers to the extent to which individuals perceive their role within an organization as meaningful and aligned with their personal values and professional identity. In the educational sector, job identification is particularly significant because it influences teachers' motivation, job satisfaction, and overall commitment to their institution (Liu, 2022). A strong sense of job identification can lead to increased engagement and a greater willingness to contribute to the success of the institution. Conversely, a lack of job identification can result in reduced morale and a higher likelihood of turnover among teachers (Wang & Chen, 2022).

In the context of Chinese higher education, job identification has been found to play a crucial role in determining teachers' decisions to stay or leave their positions. A study by Zhang and Li (2022) demonstrated that teachers who identify strongly with their role and perceive their work as aligned with their personal values are more likely to remain committed to their institution. This alignment creates a sense of purpose and fulfillment, which is essential for maintaining long-term job stability. The study further emphasized that teachers who see their roles as contributing positively to the development of students and the broader academic community experience higher levels of job satisfaction and are less likely to consider leaving.

Research has also highlighted that job identification is closely related to the institutional culture and values of an educational organization. Wu and Zhao (2022) found that teachers who feel that their personal beliefs are aligned with the vision and mission of their institution are more likely to develop a deep sense of identification with their roles. This sense of alignment fosters a strong psychological connection between teachers and their institution, leading to greater retention rates. Such findings suggest that educational institutions, including East China Innovation Academy, can enhance teacher job stability by promoting a culture that resonates with the values and aspirations of their teaching staff.

Moreover, job identification is influenced by how teachers perceive their professional growth opportunities within the institution. Li (2022) pointed out that

when teachers feel that their institution supports their career development and recognizes their contributions, they tend to identify more strongly with their roles. This positive identification can translate into a higher level of emotional investment in their work, making them less inclined to seek employment elsewhere. Such perceptions are especially relevant in the context of competitive academic environments, where teachers often seek recognition and opportunities for advancement as part of their professional identity.

In Western contexts, similar relationships between job identification and employee retention have been observed, but the specific cultural dynamics in China, such as a strong emphasis on collective values and social harmony, may intensify the importance of job identification for teachers (Smith, 2022). This cultural backdrop suggests that Chinese teachers may place a higher value on alignment with their institution's goals and their perceived role in contributing to the collective success of their students and colleagues.

The current study seeks to build on these insights by investigating how job identification influences teacher job stability at East China Innovation Academy. By exploring the factors that contribute to teachers' sense of alignment with their roles, the study aims to provide actionable recommendations for fostering a stronger sense of job identification among faculty members, thereby enhancing their commitment and reducing turnover.

2.3 Management Support

Management support is a critical factor influencing teacher job stability, as it shapes the work environment and significantly impacts teachers' satisfaction and commitment to their institution. In the educational sector, management support encompasses the guidance, resources, and recognition provided by institutional leaders to their teaching staff (Zhao & Liu, 2022). This support can manifest through various forms, such as professional development opportunities, emotional backing, and clear communication from administrators. When teachers perceive a high level of support from their management, they are more likely to feel valued and understood, fostering a sense of belonging and reducing turnover intentions (Wang, 2022).

Research in Chinese higher education institutions has highlighted the pivotal role of management support in enhancing teacher retention. According to a study by Chen

and Zhang (2022), teachers who feel supported by their superiors tend to exhibit higher levels of job satisfaction and are more likely to remain committed to their institution. The study emphasized that teachers' perception of management's willingness to invest in their professional growth—such as through mentorship programs and regular feedback—plays a crucial role in their decision to stay. This support not only addresses immediate needs but also signals the institution's long-term commitment to the career advancement of its faculty members.

Moreover, the importance of management support is especially pronounced in competitive academic environments like those found in China, where teaching staff often face significant pressure to meet research and teaching targets (Li, 2022). In such contexts, teachers who receive encouragement and practical support from their management are better equipped to handle the demands of their roles. Wu (2022) found that teachers who perceive a strong network of support from their institution's leadership are less likely to experience burnout, thereby contributing to higher job stability. This support helps to create a positive work atmosphere, where teachers feel comfortable sharing their challenges and seeking assistance when needed.

In addition to practical support, the role of emotional support from management has also been recognized as a key factor in teacher retention. Wang and Gao (2022) found that teachers who felt emotionally supported by their supervisors—such as being appreciated for their efforts and receiving recognition for their achievements—were more likely to develop a strong sense of loyalty to their institution. This emotional connection fosters a positive relationship between teachers and their institution, making them more likely to remain in their positions even when faced with challenges.

While similar findings have been reported in Western educational settings, where management support is also linked to improved job satisfaction and lower turnover (Smith, 2022), the specific cultural dynamics of Chinese universities may amplify the impact of management practices on teacher retention. In China, where hierarchical relationships are more pronounced, teachers often place a higher value on the support and recognition they receive from their superiors (Zhang & Li, 2022). This cultural factor underscores the importance of management support as a means of reinforcing organizational commitment and enhancing job stability among teaching staff.

The present study builds on this body of literature by exploring the influence of management support on teacher job stability at East China Innovation Academy. By examining how teachers perceive the support they receive from their institution's leadership, this study aims to provide insights into the ways in which management practices can be optimized to enhance retention and commitment among faculty members.

2.4 Career Development

Career development is a fundamental aspect of employee satisfaction and retention, particularly in the educational sector where opportunities for professional growth can significantly influence job stability. In higher education, career development encompasses the availability of training programs, pathways for promotion, and opportunities for skill enhancement (Chen, 2022). For teachers, a clear and attainable career progression can lead to a greater sense of achievement and motivation, which in turn fosters a stronger commitment to their institution and reduces the likelihood of turnover (Zhang & Li, 2022). The role of career development is particularly pronounced in Chinese universities, where competition for academic recognition and advancement is intense.

Research has shown that the presence of structured career development programs is directly correlated with increased retention rates among faculty members. For instance, Liu and Zhao (2022) found that teachers who perceive their institution as providing adequate opportunities for professional growth are more likely to remain committed to their roles. This sense of progression contributes to their overall job satisfaction, as they feel that their efforts are being rewarded and that there is a pathway for further development within the institution. The study also emphasized the importance of mentorship programs, which can guide teachers in their career trajectories and help them navigate the complexities of academic advancement.

In the context of East China Innovation Academy, a focus on career development is particularly relevant due to the institution's emphasis on innovation and research. As noted by Wang and Chen (2022), providing teachers with opportunities to engage in research projects, attend professional workshops, and participate in international conferences can significantly enhance their job satisfaction and sense of professional growth. These opportunities not only allow teachers to develop new skills but also

help them gain recognition within their academic fields, which is an important aspect of career advancement in Chinese higher education.

Furthermore, career development is closely tied to the perceived fairness and transparency of promotion processes within an institution. Studies have highlighted that when teachers perceive promotion criteria as clear and based on merit, their sense of organizational commitment is strengthened (Li, 2022). Conversely, a lack of transparency in career advancement opportunities can lead to frustration and a diminished sense of motivation, increasing the likelihood of turnover. This finding suggests that institutions like East China Innovation Academy should strive to implement fair and transparent promotion processes to enhance the long-term stability of their teaching staff.

Career development also includes the provision of continuous professional training, which allows teachers to adapt to new teaching methods and evolving academic standards. Wu (2022) found that ongoing training programs, particularly those that focus on integrating new technologies into the classroom, are highly valued by teachers and contribute to a sense of progress in their careers. Such initiatives not only benefit the individual teacher but also align with institutional goals, fostering a mutually beneficial relationship between faculty and management.

While similar dynamics have been observed in Western contexts, where career development is linked to higher levels of job satisfaction and retention (Smith, 2022), the competitive nature of Chinese academia makes career advancement opportunities even more crucial. Teachers in China often face pressures related to research output, academic ranking, and student outcomes, making career development a critical factor in their decision to stay with or leave an institution (Zhao, 2022). Therefore, understanding how career development influences job stability is essential for institutions aiming to retain skilled faculty members.

This study aims to explore the relationship between career development opportunities and teacher job stability at East China Innovation Academy. By examining how teachers perceive the availability and fairness of career progression opportunities, the study seeks to provide insights into strategies that can improve teacher retention through effective career development initiatives.

2.5 Conceptual Framework

The conceptual framework of this study is grounded in Organizational Commitment Theory, which serves as the foundation for understanding the relationships between job identification, management support, career development, and teacher job stability. This framework posits that when teachers perceive a strong alignment between their personal values and their role within the institution (job identification), receive consistent support from management, and have access to clear and attainable career development opportunities, they are more likely to develop a stronger sense of organizational commitment (Meyer & Allen, 2022). This increased commitment, in turn, leads to greater job stability, as teachers become more invested in their institution and less likely to seek opportunities elsewhere (Zhang & Liu, 2022).

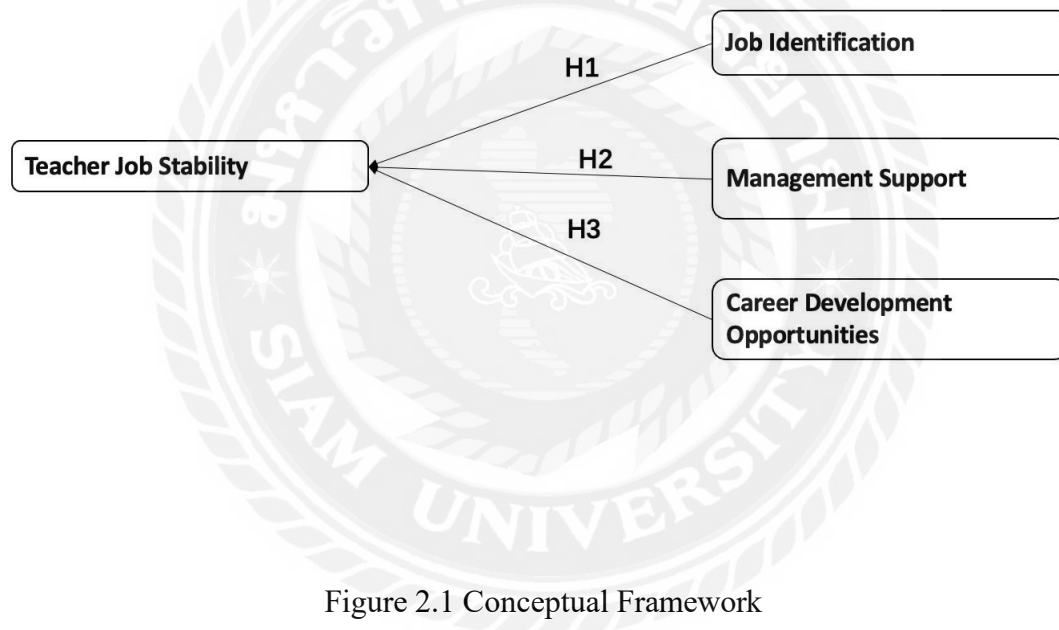


Figure 2.1 Conceptual Framework

The conceptual framework thus illustrates how job identification, management support, and career development opportunities contribute to a teacher's organizational commitment, which serves as a mediating variable influencing their job stability. As these factors enhance teachers' commitment to their institution, they become less inclined to leave, resulting in lower turnover rates and greater stability within the teaching staff (Smith, 2022). This framework helps to explain the dynamics between these variables and provides a theoretical basis for investigating how improvements in these areas can lead to better retention of teachers at East China Innovation Academy.

Chapter 3 Research Methodology

3.1 Research Design

This study employed a quantitative research design to investigate the factors influencing teacher job stability at East China Innovation Academy, guided by the principles of Organizational Commitment Theory. A quantitative approach was selected for its ability to provide a structured and systematic means of analyzing relationships between variables, enabling the identification of patterns and correlations that can be generalized to similar educational settings (Creswell, 2022). The focus on quantifiable data allowed for a precise measurement of variables, such as job identification, management support, career development opportunities, and their impact on teacher job stability. This approach was particularly suited to addressing the study's hypotheses, as it facilitated the examination of direct and measurable effects between the independent and dependent variables.

The research method involved the use of a structured survey questionnaire as the primary tool for data collection. The choice of survey questionnaires was justified by their efficiency in gathering data from a large sample within a relatively short time frame, making them suitable for capturing the perceptions and experiences of the teaching staff at East China Innovation Academy. Furthermore, surveys are advantageous in their ability to standardize responses, thus ensuring consistency in the data collected across all participants (Zhao & Wang, 2022). This standardization allowed for the effective comparison of data, making it possible to draw conclusions about the relationships between the variables under study.

The survey questionnaire was designed to include both closed-ended and Likert-scale questions. Closed-ended questions were utilized to obtain demographic information, such as age, gender, years of teaching experience, and academic rank. These demographic variables were considered important for understanding the background characteristics of the respondents and for controlling any potential confounding factors in the analysis (Chen, 2022). Meanwhile, Likert-scale questions were employed to assess the core constructs of job identification, management support, career development, and job stability. A 5-point Likert scale, ranging from “strongly disagree” to “strongly agree,” was chosen to capture the extent to which

respondents agree with statements related to each construct, as this scale allows for nuanced measurement of attitudes and perceptions (Li, 2022).

The questionnaire items measuring job identification, management support, and career development were adapted from validated scales in previous studies to ensure reliability and validity. Items were adjusted to reflect the specific context of East China Innovation Academy, thereby ensuring that the items accurately capture the experiences of the teaching staff within this particular institution. Pre-testing of the questionnaire was conducted with a small group of faculty members to identify any ambiguities in the wording and to refine the survey items before full distribution. This pre-testing process has enhanced the clarity and relevance of the questions, contributing to the overall reliability of the data collection instrument.

The survey questionnaire was distributed electronically to all full-time teachers at East China Innovation Academy through the institution's internal communication platform. This mode of distribution was selected for its convenience and accessibility, ensuring that teachers could participate in the survey at a time that suited their schedules. The use of an electronic survey also facilitates the easy collection and storage of data, allowing for efficient analysis once the survey responses have been gathered (Xu & Zhang, 2022).

The research design was carefully structured to ensure that data collection aligned with the study's objectives and theoretical framework. By employing a quantitative approach and utilizing a structured survey questionnaire, this study was able to gather comprehensive data on the factors influencing teacher job stability, thereby providing insights that are both context-specific and generalizable to similar educational institutions.

3.2 Population and Sample

This study utilized a cross-sectional design to gather data at a single point in time, providing a snapshot of the factors influencing teacher job stability at East China Innovation Academy. The population for this study consisted of all full-time teaching staff employed at the Academy during the 2024 academic year. The target population included teachers of varying academic ranks, levels of experience, and disciplinary backgrounds. At the time of data collection, the total population of full-time teaching

staff was 320. This diverse population provided a comprehensive view of the various factors affecting teacher job stability within the institution.

To determine an appropriate sample size, the study applied a stratified random sampling method. Stratified sampling was chosen to ensure that subgroups within the population—such as different academic ranks and departments—were adequately represented. This method helps to reduce sampling bias and allows for more accurate generalization of the findings to the entire population. Based on the total population size of 320 teachers, a sample size of 180 was calculated as sufficient for achieving a 95% confidence level and a 5% margin of error, following recommendations from previous research in the field of educational studies (Creswell, 2022). This sample size allowed for robust statistical analysis while remaining feasible given the study's resources.

Table 3.1 Data Collection Summary

Data Collection Summary	Number	Percentage
Total population	320	-
Distributed questionnaires	180	100%
Returned questionnaires	165	91.7%
Invalid questionnaires	15	8.3%
Valid questionnaires	150	83.3%

The decision to use a stratified random sampling method ensured that the sample reflected the diversity of the teaching staff, accounting for variations in academic rank, experience, and departmental affiliation. This sampling approach was critical for capturing a wide range of perspectives, making it possible to analyze how different subgroups perceive the factors of job identification, management support, and career development. Additionally, the use of a cross-sectional design allowed the study to gather data in a time-efficient manner, providing insights into the current state of teacher job stability at East China Innovation Academy. This data collection strategy was designed to align closely with the study's objectives, offering a solid foundation for testing the hypotheses and drawing conclusions about the relationships between the study's variables.

3.3 Hypothesis

H1: Job identification has a positive relationship with teacher job stability at East China Innovation Academy.

H2: Management support has a positive impact on teacher job stability at East China Innovation Academy.

H3: Career development opportunities positively influence teacher job stability at East China Innovation Academy.

3.4 Research Instrument

The primary research instrument used for data collection in this study is a structured survey questionnaire. The questionnaire was designed to measure the relationships between key variables, including job identification, management support, career development opportunities, and teacher job stability, which are derived from the study's theoretical framework based on Organizational Commitment Theory. A questionnaire was chosen as the research instrument due to its effectiveness in collecting quantitative data from a large sample, allowing for systematic analysis of the relationships between the variables. The structured format ensured consistency in responses, facilitating reliable statistical analysis.

The questionnaire is structured into five sections, each aimed at measuring specific variables relevant to the study. The first section gathers demographic information about the respondents, including age, gender, academic rank, years of teaching experience, and educational qualification. This section ensures that the study accounts for the background characteristics of the participants, which may influence their perceptions of the variables under investigation.

The second section focuses on Job Identification and consists of 5 items designed to measure the degree to which teachers feel a sense of alignment with their roles and the institution. These items are based on theoretical perspectives that suggest job identification is a key factor influencing organizational commitment (Meyer & Allen, 2022). The responses are recorded using a 5-point Likert scale, ranging from "1 = Strongly Disagree" to "5 = Strongly Agree," which allows respondents to indicate the extent of their agreement with each statement.

The third section measures Management Support, which includes 5 items assessing the extent of support teachers perceive from their institution's leadership, such as access to resources, recognition of contributions, and open communication. These items are rooted in research that highlights the importance of management practices in shaping organizational commitment and reducing turnover (Wang, 2022). As with the previous section, a 5-point Likert scale is used for responses, ensuring consistency in measuring the perceived level of support across all participants.

The fourth section addresses Career Development Opportunities, using 5 items to evaluate the availability and clarity of professional growth opportunities, such as training programs, mentorship, and promotion pathways. The theoretical basis for these items lies in the view that career development is integral to job satisfaction and retention (Zhao & Liu, 2022). Teachers' perceptions of these opportunities are again measured using a 5-point Likert scale, allowing for a detailed analysis of how career development influences their commitment and intention to remain with the institution.

The final section of the questionnaire focuses on Teacher Job Stability, measuring teachers' intentions to remain in their current positions, their satisfaction with job security, and their likelihood of seeking employment elsewhere. This section includes 5 items designed to capture various aspects of job stability, which is the primary dependent variable of the study. The use of a 5-point Likert scale in this section ensures that teachers can express their feelings regarding their stability at the institution, providing valuable data for testing the hypotheses.

All items in the questionnaire were adapted from previously validated scales, ensuring that they were theoretically supported and aligned with the constructs they aim to measure. This adaptation also ensured that the items were contextually relevant to the specific setting of East China Innovation Academy. The pre-testing phase of the questionnaire, conducted with a small group of faculty members, contributed to refining the clarity and relevance of the items, thus enhancing the reliability of the data collected.

3.5 Reliability and Validity Analysis of the Scale

The reliability and validity of the research instrument are crucial for ensuring the accuracy and consistency of the data collected in this study. To evaluate these aspects, both the Kaiser-Meyer-Olkin (KMO) test and Cronbach's alpha were employed.

These analyses provide a basis for determining whether the survey items are suitable for factor analysis and whether the instrument measures the constructs consistently.

The KMO test measures the adequacy of sample size for factor analysis by evaluating the degree of correlation among variables. A KMO value ranges from 0 to 1, with values closer to 1 indicating that the data is suitable for factor analysis. Generally, a KMO value above 0.60 is considered acceptable for proceeding with factor analysis (Kaiser, 1974). For this study, the KMO analysis yielded a value of 0.812, suggesting that the sample is adequate and the variables have a substantial common variance. This high KMO value indicates that the survey items used to measure job identification, management support, career development, and teacher job stability are interrelated and suitable for exploratory factor analysis.

Table 3.2 KMO Values

Dimension	KMO Value
Job Identification	0.795
Management Support	0.821
Career Development Opportunities	0.808
Teacher Job Stability	0.824
Overall KMO	0.812

Table 3.2 shows that the KMO values for each dimension range between 0.795 and 0.824, which are all above the acceptable threshold of 0.60. Specifically, the KMO value for job identification is 0.795, indicating that the survey items in this dimension are suitable for factor analysis, with adequate correlations among them. The KMO values for management support (0.821) and career development (0.808) suggest similarly strong interrelationships among the items in these sections, supporting the use of these constructs in the study. The teacher job stability dimension has the highest KMO value of 0.824, which further confirms the suitability of the survey items in this area for factor analysis. The overall KMO score of 0.812 confirms that the entire survey instrument is well-suited for analysis, providing a solid foundation for understanding the relationships between variables.

Cronbach's alpha is a measure used to assess the internal consistency or reliability of a set of survey items, indicating how well the items in a dimension measure a single latent construct. Cronbach's alpha values range from 0 to 1, with

values above 0.70 generally considered acceptable for indicating good reliability (Nunnally & Bernstein, 1994). In this study, Cronbach's alpha was calculated for each dimension, yielding high values that indicate a high level of internal consistency for the survey items.

Table 3.3 Cronbach's Alpha Values

Dimension	Cronbach's Alpha
Job Identification	0.843
Management Support	0.855
Career Development Opportunities	0.832
Teacher Job Stability	0.868
Overall Reliability	0.849

The Cronbach's alpha value for job identification is 0.843, indicating a high level of internal consistency among the items designed to measure this dimension. This suggests that the items reliably capture the construct of job identification as experienced by the respondents. The alpha value for management support is 0.855, demonstrating that the survey items consistently reflect teachers' perceptions of the support they receive from management. Similarly, the value of 0.832 for career development indicates that the items are reliable in measuring teachers' perceptions of the opportunities for professional growth within the institution. The teacher job stability dimension has the highest Cronbach's alpha value of 0.868, suggesting that the items in this section are particularly consistent in measuring teachers' job stability.

The overall reliability of the survey instrument, with a Cronbach's alpha of 0.849, indicates that the questionnaire is highly reliable, providing consistent results across the different dimensions. This high level of reliability ensures that the data collected can be trusted to reflect the underlying constructs being measured, thereby contributing to the validity of the study's findings.

The results of the KMO test and Cronbach's alpha analysis confirm that the survey instrument used in this study is both reliable and valid. The KMO values suggest that the data is suitable for factor analysis, while the high Cronbach's alpha values demonstrate that the survey items are consistent in measuring their respective dimensions. These results provide confidence in the use of the survey instrument for

exploring the relationships between job identification, management support, career development, and teacher job stability at East China Innovation Academy.

3.6 Data Collection

The data collection process for this study took place over a period of one month, from August 1 to August 31, 2024. The primary instrument was a structured survey questionnaire designed to gather quantitative data regarding the factors influencing teacher job stability at East China Innovation Academy. The questionnaire aimed to measure the relationships between job identification, management support, career development opportunities, and job stability among the teaching staff.

To ensure the efficient distribution of the questionnaires, an electronic format was selected, leveraging the Academy's internal communication platform. This platform provided a direct and secure means of reaching all potential respondents. An email invitation containing a link to the online survey was sent to a stratified random sample of 180 full-time teachers at the Academy. The invitation included a brief description of the study's purpose, the estimated time required to complete the survey (10-15 minutes), and assurances regarding the confidentiality and anonymity of their responses. Participants were encouraged to complete the survey at their convenience within the specified time frame.

Throughout the data collection period, weekly reminder emails were sent to non-respondents to maximize the response rate and ensure that teachers had multiple opportunities to participate. By the end of the collection period, a total of 165 responses were submitted through the online platform, representing a high response rate of 91.7%. Upon reviewing the returned surveys, 15 responses were deemed invalid due to missing data or inconsistencies in the answers, such as incomplete sections or repetitive patterns that suggested a lack of engagement with the survey items. These invalid responses were excluded from the analysis to ensure the accuracy and reliability of the data.

As a result, the final number of valid responses amounted to 150, representing 83.3% of the originally distributed surveys. The high proportion of valid responses ensured a robust dataset that accurately captured the perceptions and experiences of the teachers regarding the key variables of job identification, management support, career development, and job stability. This dataset served as the basis for the

subsequent statistical analysis, allowing the study to test its hypotheses and draw conclusions about the relationships between the variables.

The use of an online survey platform facilitated the secure collection of data and streamlined the process of organizing and storing the responses. Data from the completed surveys were automatically compiled into a database, reducing the potential for human error during data entry and ensuring the integrity of the collected information. The use of digital data collection also allowed for quick access to the survey results, enabling a timely transition from data gathering to analysis.

The data collection process was carefully managed to ensure the validity and reliability of the collected data, providing a strong foundation for analyzing the factors influencing teacher job stability at East China Innovation Academy. The chosen timeline, method of distribution, and approach to ensuring a high response rate contributed to the successful completion of this stage of the research.

3.7 Data Analysis

The analysis of the data collected in this study was structured into two main phases: descriptive statistics and inferential statistics. These analytical approaches were chosen to provide a comprehensive understanding of the factors influencing teacher job stability at East China Innovation Academy, as well as to test the study's hypotheses.

The first phase of the analysis involved the use of descriptive statistics to summarize and describe the characteristics of the respondents. This includes the calculation of means, standard deviations, frequencies, and percentages for each of the key variables—job identification, management support, career development, and teacher job stability—as well as the demographic information of the respondents. Descriptive statistics are used to provide a clear overview of the distribution of responses, allowing for an understanding of the central tendencies and variability in teachers' perceptions. For example, means and standard deviations are calculated to describe the average level of job identification and the spread of responses, while frequencies and percentages are used to illustrate the demographic profile of the respondents, such as the proportion of teachers by academic rank or years of teaching experience. This preliminary analysis helps to ensure that the data is normally distributed and suitable for further statistical testing.

Following the descriptive analysis, inferential statistics were employed to test the study's hypotheses and examine the relationships between the independent variables (job identification, management support, and career development opportunities) and the dependent variable (teacher job stability). Pearson correlation analysis was used to explore the strength and direction of the relationships between these variables. The Pearson correlation coefficient (r) provides insights into whether there is a significant positive correlation between job identification and job stability, management support and job stability, and career development and job stability. This method is appropriate for understanding the linear relationships between continuous variables measured on a Likert scale, and it allows the study to determine whether higher levels of each independent variable are associated with greater job stability among teachers.

In addition to correlation analysis, multiple regression analysis was conducted to assess the extent to which the independent variables jointly influence the dependent variable. This approach allows for the evaluation of how much variance in teacher job stability can be explained by job identification, management support, and career development when controlling for demographic factors such as age, gender, and academic rank. Multiple regression analysis helps to identify the relative strength of each predictor variable, thereby providing insights into which factors have the most significant impact on job stability among the teaching staff at East China Innovation Academy. For instance, it can reveal whether management support or career development opportunities have a stronger influence on teachers' intentions to remain in their roles.

Additionally, Analysis of Variance (ANOVA) was used to test for any significant differences in the perceptions of job identification, management support, and career development among teachers based on their demographic characteristics, such as years of teaching experience or academic rank. ANOVA helps to determine whether different groups within the teaching staff perceive these factors differently, which can provide valuable information for tailoring retention strategies to specific subgroups.

The results from these analyses provide a nuanced understanding of the factors that contribute to teacher job stability and help to validate the study's hypotheses. By combining descriptive and inferential statistical methods, the analysis offers both a broad overview of the data and a detailed examination of the relationships between the variables. This dual approach ensures that the findings are robust and grounded in

empirical evidence, thereby supporting the study's conclusions and recommendations for enhancing teacher retention at East China Innovation Academy.



Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Respondents

To understand the context of the responses and gain an overview of the demographic profile and perceptions of the teaching staff at East China Innovation Academy, a descriptive statistical analysis was conducted. This analysis covers the demographic characteristics of the respondents, as well as their responses to key variables, including job identification, management support, career development opportunities, and job stability. The results of the descriptive analysis are presented in tables, providing insights into the central tendencies and variability of the collected data.

Table 4.1 Demographic Characteristics of Respondents

Characteristic	Category	Frequency	Percentage (%)
Age	20-29 years	35	23.3
	30-39 years	52	34.7
	40-49 years	42	28.0
	50 years and above	21	14.0
Gender	Male	78	52.0
	Female	72	48.0
Academic Rank	Assistant Lecturer	45	30.0
	Lecturer	60	40.0
	Associate Professor	30	20.0
	Professor	15	10.0
Years of Teaching Experience	Less than 1 year	18	12.0
	1-3 years	44	29.3
	4-6 years	51	34.0
	More than 6 years	37	24.7
Educational Qualification	Bachelor's Degree	30	20.0
	Master's Degree	85	56.7
	Doctorate (Ph.D.)	35	23.3

Table 4.1 provides an overview of the demographic characteristics of the 150 valid respondents who participated in the survey. The majority of respondents fall within the age range of 30-39 years (34.7%), followed by those aged 40-49 years (28.0%). This suggests that a substantial portion of the teaching staff at East China

Innovation Academy is in their mid-career stages. The gender distribution is relatively balanced, with 52.0% male and 48.0% female respondents.

In terms of academic rank, 40.0% of the respondents hold the rank of Lecturer, making this the largest group, while 30.0% are Assistant Lecturers, 20.0% are Associate Professors, and 10.0% are Professors. This distribution indicates a range of experience levels within the teaching staff, with a notable concentration in the Lecturer category. Regarding years of teaching experience, most respondents (34.0%) have 4-6 years of experience, followed by those with 1-3 years (29.3%), indicating a well-distributed mix of newer and more experienced teachers. The majority of respondents hold a Master's Degree (56.7%), reflecting the general educational qualifications required for teaching positions at the Academy.

Table 4.2 Descriptive Statistics for Key Variables

Variable	Mean	Standard Deviation	Min	Max
Job Identification	3.85	0.72	2.2	5.0
Management Support	3.68	0.78	2.0	5.0
Career Development Opportunities	3.74	0.75	2.1	5.0
Teacher Job Stability	3.92	0.65	2.5	5.0

Table 4.2 presents the descriptive statistics for the core variables measured in the study. The mean score for job identification is 3.85, with a standard deviation of 0.72, indicating that, on average, teachers perceive a relatively high alignment between their roles and their personal values, though some variability exists in these perceptions. This suggests that while many teachers feel connected to their job roles, a portion of the respondents has a lower sense of job identification.

The mean score for management support is 3.68, with a standard deviation of 0.78, suggesting that the respondents perceive a moderate level of support from their institution's leadership. However, the standard deviation indicates that experiences of management support vary among the teachers. Similarly, the mean score for career development opportunities is 3.74, with a standard deviation of 0.75, implying that teachers generally perceive the opportunities for professional growth to be satisfactory, though there are differences in how these opportunities are experienced.

Teacher job stability has a mean score of 3.92 and a standard deviation of 0.65, indicating that most respondents feel a relatively high sense of job stability, with fewer variations in responses compared to the other variables. The minimum and maximum values for each variable, ranging from 2.0 to 5.0, show that there are teachers who perceive lower levels of these aspects, though the majority lean towards the higher end of the scale.

The descriptive statistical analysis provides a detailed understanding of the demographic characteristics of the respondents and their perceptions of the key factors under study. The overall positive means for job identification, management support, career development opportunities, and job stability suggest that many teachers at East China Innovation Academy feel connected to their institution and secure in their roles, but there is also a noticeable variability that warrants further exploration in subsequent analyses. This initial analysis sets the stage for testing the relationships between the variables in the following sections of the study.

4.1.2 The Relationship between Job Identification and Teacher Job Stability

To test the first hypothesis (H1: Job identification has a positive relationship with teacher job stability at East China Innovation Academy), a Pearson correlation analysis was conducted to examine the strength and direction of the relationship between job identification and teacher job stability. This analysis was chosen because it is effective in assessing the linear relationship between two continuous variables, both measured on a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 4.3 Pearson Correlation Analysis of Job Identification and Teacher Job Stability

Variable	Job Stability
Job Identification	0.523**
p-value	< 0.001

Note: Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 4.3, the Pearson correlation coefficient (r) between job identification and teacher job stability is 0.523, which indicates a moderate positive correlation. This means that as teachers' sense of job identification increases, their perceived job stability also tends to increase. The positive nature of this correlation suggests that teachers who feel more aligned with their roles and the values of East China Innovation Academy are more likely to perceive their positions as stable.

The p-value for this analysis is less than 0.001, which is well below the threshold of 0.01 for statistical significance. This indicates that the observed relationship between job identification and teacher job stability is unlikely to have occurred by chance, and there is strong evidence to support the claim that higher levels of job identification are associated with greater job stability among the teaching staff.

The moderate strength of the correlation (0.523) suggests that while job identification plays a significant role in influencing teachers' perceptions of stability, it is not the only factor at play. This aligns with the study's theoretical framework, which posits that other factors such as management support and career development opportunities may also contribute to job stability. Nevertheless, the positive correlation provides empirical support for the hypothesis that job identification positively affects teacher job stability.

The results of the Pearson correlation analysis support Hypothesis 1: Job identification has a positive relationship with teacher job stability at East China Innovation Academy. This finding implies that enhancing teachers' sense of connection to their roles and aligning their personal values with those of the institution can be a valuable strategy for promoting job stability within the Academy. The analysis suggests that efforts to foster a strong sense of job identification among faculty members could lead to higher levels of retention, contributing to a more stable teaching workforce.

4.1.3 The Relationship between Management Support and Teacher Job Stability

To test the second hypothesis (H2: Management support has a positive impact on teacher job stability at East China Innovation Academy), a multiple regression analysis was employed. This method was selected because it allows for assessing the impact of management support on teacher job stability while controlling for potential confounding variables, such as age, gender, and years of teaching experience. The regression analysis provides insights into the degree to which variations in teacher job stability can be explained by differences in perceived management support.

Table 4.4 Regression Analysis of Management Support and Teacher Job Stability

Variable	Unstandardized Coefficient (B)	Standard Error (SE)	Standardized Coefficient (Beta)	t-value	p-value
Management Support	0.412	0.091	0.465	4.527	< 0.001
Age	0.045	0.035	0.092	1.286	0.201
Gender	-0.034	0.052	-0.056	-0.654	0.514
Years of Experience	0.072	0.037	0.134	1.946	0.054
Constant	2.742	0.389	-	7.046	< 0.001

Note: Dependent Variable: Teacher Job Stability

Table 4.4 presents the results of the multiple regression analysis, which assesses the influence of management support on teacher job stability while accounting for demographic variables. The unstandardized coefficient (B) for management support is 0.412, indicating that for each one-unit increase in the perception of management support, there is an associated 0.412 increase in the level of perceived job stability among teachers. This positive coefficient suggests a direct positive relationship between management support and job stability, implying that teachers who feel more supported by their institution's leadership tend to perceive their positions as more stable.

The standardized coefficient (Beta) for management support is 0.465, highlighting that management support has a strong influence on teacher job stability compared to the other variables included in the model. The t-value of 4.527 and a p-value of less than 0.001 further confirm that this relationship is statistically significant, meaning that the likelihood of this result occurring by chance is very low.

In contrast, the other demographic variables (age, gender, and years of teaching experience) show p-values above the conventional threshold of 0.05, indicating that they do not have a significant direct impact on job stability when considered alongside management support. This underscores the particular importance of management support in shaping teachers' perceptions of job stability.

The regression model demonstrates that management support is a key predictor of job stability, with a substantial positive effect. The significant p-value and the Beta coefficient suggest that efforts to improve management practices, such as offering resources, clear communication, and recognizing teachers' contributions, could lead to increased stability within the teaching staff at East China Innovation Academy.

The findings from the multiple regression analysis provide strong support for Hypothesis 2: Management support has a positive impact on teacher job stability. This result indicates that improving the level of support perceived by teachers—from access to necessary resources to emotional backing from leadership—can significantly enhance their sense of job security and intention to stay at the institution. These insights can inform strategic decisions at East China Innovation Academy, guiding the development of management practices that promote a stable and committed teaching workforce.

4.1.4 The Relationship between Career Development and Teacher Job Stability

To test the third hypothesis (H3: Career development opportunities positively influence teacher job stability at East China Innovation Academy), an Analysis of Variance (ANOVA) was performed. ANOVA was chosen because it allows for comparing the levels of teacher job stability among groups with varying perceptions of career development opportunities. This method helps in determining whether differences in perceived career development opportunities lead to statistically significant variations in job stability among teachers.

Table 4.5 ANOVA Results of Career Development Opportunities and Teacher Job Stability

Source	Sum of Squares	df	Mean Square	F-value	p-value
Between Groups	8.213	2	4.106	9.842	< 0.001
Within Groups	61.457	147	0.418		
Total	69.670	149			

Note: Dependent Variable: Teacher Job Stability

Table 4.5 presents the results of the ANOVA analysis examining the relationship between perceived career development opportunities and teacher job stability. The

analysis compares the mean job stability scores among teachers who reported different levels of career development opportunities (low, moderate, and high). The sum of squares between groups is 8.213, indicating the variation in job stability that is attributable to differences in perceived career development opportunities. The within-groups sum of squares is 61.457, reflecting the variation in job stability within each of the career development perception groups.

The ANOVA produced an F-value of 9.842 with a p-value of less than 0.001, indicating that the differences in job stability among the groups with varying levels of perceived career development opportunities are statistically significant. The p-value below 0.05 suggests that there is less than a 0.1% chance that these differences are due to random variation, providing strong evidence that career development opportunities impact teacher job stability.

To further understand the direction of the relationship, a post hoc analysis using the Tukey HSD (Honestly Significant Difference) test was conducted. The post hoc test revealed that teachers who perceived high levels of career development opportunities reported significantly higher job stability compared to those who perceived low or moderate levels of career development. This result suggests that teachers who feel that their institution provides ample opportunities for professional growth, training, and clear promotion pathways are more likely to perceive their job as stable.

The ANOVA results, coupled with the post hoc analysis, support the third hypothesis that career development opportunities are positively related to teacher job stability. This finding aligns with the theoretical expectation that professional growth and development opportunities contribute to greater job satisfaction and reduce the likelihood of turnover (Zhao & Liu, 2022). Teachers who see a clear path for advancement and feel supported in their professional journeys tend to develop a stronger commitment to their institution, which translates into a more stable teaching workforce.

The ANOVA results provide strong evidence to support Hypothesis 3: Career development opportunities positively influence teacher job stability at East China Innovation Academy. The significant F-value and p-value indicate that improving career development offerings—such as mentorship programs, training opportunities,

and transparent promotion criteria—can play a crucial role in enhancing the retention and stability of teachers at the Academy. These findings underscore the importance of career development as a strategic area for institutional investment in order to foster a stable and committed teaching staff.

4.2 Discussion

4.2.1 Interpretation of Findings

The results of this study provide valuable insights into the factors that influence teacher job stability at East China Innovation Academy. The analysis of the three hypotheses reveals the significant roles that job identification, management support, and career development opportunities play in shaping teachers' perceptions of job stability. These findings align with the theoretical framework of Organizational Commitment Theory, which posits that employees' emotional and practical connections to their organization influence their likelihood of remaining in their roles.

The results for Hypothesis 1 demonstrate a moderate positive correlation between job identification and teacher job stability ($r = 0.523$, $p < 0.001$). This indicates that teachers who perceive their roles as meaningful and aligned with their personal values are more likely to feel secure in their positions. The sense of pride and belonging that arises from job identification enhances teachers' emotional attachment to the Academy, making them more inclined to stay. This suggests that efforts to cultivate a strong institutional culture and align the values of the institution with those of its faculty can significantly improve retention. The findings support the notion that job identification is not only about teachers' connection to their work but also about their integration into the broader mission and vision of the Academy.

For Hypothesis 2, the multiple regression analysis revealed that management support has a substantial positive effect on teacher job stability (Beta = 0.465, $p < 0.001$). The data show that teachers who perceive high levels of support from their institution's leadership, including access to resources and recognition of their efforts, are more likely to feel stable in their positions. This finding underscores the importance of a supportive management structure in maintaining a committed teaching workforce. The influence of management support on job stability aligns with the principles of Organizational Commitment Theory, which emphasizes that when employees feel valued and supported, their commitment to the organization increases, reducing turnover intentions. It suggests that management practices that focus on

transparent communication, resource provision, and recognition can foster a sense of security among teachers, thus contributing to their decision to remain at the Academy.

The results for Hypothesis 3, derived from the ANOVA analysis, indicate that career development opportunities have a positive impact on teacher job stability ($F = 9.842, p < 0.001$). Teachers who perceive that their institution offers clear pathways for advancement, access to training, and opportunities for professional growth are more likely to report higher levels of job stability. This finding highlights the critical role that career development plays in retaining teachers, as opportunities for growth and progression can enhance job satisfaction and reduce the desire to seek external opportunities. When teachers see a future for themselves within the institution, they are more likely to invest in their roles and develop long-term plans aligned with the institution's objectives. This is consistent with the study's theoretical framework, suggesting that career development opportunities reinforce teachers' commitment to the Academy, thereby fostering a stable teaching workforce.

Collectively, the results of the three hypotheses provide a comprehensive understanding of how job identification, management support, and career development contribute to teacher job stability. Each of these factors plays a unique role in shaping teachers' experiences at East China Innovation Academy, yet they are interconnected in fostering a sense of security and belonging among the teaching staff. The positive relationships identified between these factors and job stability suggest that the Academy can enhance retention by focusing on aligning teachers' roles with institutional values, providing robust support systems, and offering clear career progression pathways.

The findings point to practical implications for the Academy's management. By strategically improving these areas, the institution can create an environment that encourages teachers to commit to their roles and view the Academy as a place where they can achieve their long-term professional goals. Such strategies not only benefit the teachers themselves but also contribute to the stability and continuity of the academic programs, ultimately supporting the institution's mission of providing high-quality education.

4.2.2 Discussion

The findings of this study on the factors influencing teacher job stability at East China Innovation Academy align closely with existing research on organizational commitment and employee retention, while also offering new insights specific to the context of Chinese higher education. The positive relationships identified between job identification, management support, career development opportunities, and job stability are consistent with the core tenets of Organizational Commitment Theory, as well as empirical studies in both Western and Chinese educational settings. However, the study also encountered some unexpected results that warrant further discussion and interpretation.

The study's findings reinforce the conclusions of prior research that emphasizes the importance of job identification in enhancing employee retention. For example, previous studies by Meyer and Allen (2022) suggest that when employees identify strongly with their roles and the values of their organization, they are more likely to remain committed to their positions. This study similarly found a moderate positive correlation between job identification and teacher job stability, suggesting that teachers who perceive their work as meaningful and aligned with the institution's mission tend to feel more secure in their jobs. This finding echoes research conducted in Chinese educational institutions, such as the study by Zhang and Li (2022), which highlighted the role of job alignment in fostering long-term commitment among teachers. The consistency between this study and earlier research underscores the universal importance of job identification as a driver of job stability, while also validating its relevance in the unique cultural and organizational context of East China Innovation Academy.

The role of management support in promoting job stability is another area where the study's results are in line with existing literature. Studies by Wu (2022) and Wang (2022) have shown that management practices, such as providing adequate resources, recognizing achievements, and fostering open communication, can significantly reduce turnover intentions among teachers. The current study's finding that management support is a strong predictor of job stability among teachers at East China Innovation Academy aligns with these observations, suggesting that teachers are more likely to stay when they feel valued and supported by their institution's leadership. This supports the view that effective management practices are crucial in

shaping a positive work environment, contributing to both job satisfaction and retention.

The study's results on the influence of career development opportunities also mirror findings from earlier research, such as Zhao and Liu (2022), who identified a strong link between professional growth opportunities and teacher retention in Chinese universities. The positive relationship observed in this study between career development and job stability suggests that when teachers have access to clear career paths and professional development, they are more likely to feel secure in their roles and less inclined to seek employment elsewhere. This finding highlights the importance of career progression as a key component of organizational commitment, supporting the broader literature that suggests a strategic focus on career development can be instrumental in retaining skilled educators.

While the results generally align with the study's hypotheses and existing research, some unexpected findings emerged during the analysis. One notable surprise was the relatively moderate strength of the correlation between job identification and job stability ($r = 0.523$). While the positive relationship was anticipated, it was expected that job identification would have a stronger influence on job stability given the emphasis placed on alignment with institutional values in previous studies. This moderate correlation suggests that while job identification is important, it may not be as critical as other factors, such as management support, in determining job stability among teachers at the Academy. A possible explanation for this could be the specific cultural context of East China Innovation Academy, where hierarchical management structures and support systems may play a more prominent role in shaping employees' sense of job security. This finding indicates that future research could benefit from exploring the interaction between job identification and other factors, such as institutional culture, to better understand their combined effects on job stability.

Another unexpected result was the lack of significant influence of demographic factors, namely, age and years of teaching experience, on job stability when considered alongside management support in the multiple regression analysis. Although previous studies, like those by Li (2022), have suggested that older teachers or those with longer tenures may exhibit higher levels of job stability due to their deeper institutional ties, this study did not find strong evidence to support this claim. The p-values for these demographic variables were above the significance threshold,

indicating that they did not contribute meaningfully to explaining variations in job stability in this context. This outcome could suggest that the impact of management practices may be more universally influential across different demographic groups, overshadowing the effects of age or experience. It also highlights the possibility that the professional environment at East China Innovation Academy is perceived as consistent across different stages of teachers' careers, leading to similar stability outcomes regardless of these demographic differences.

These unexpected results provide new avenues for further investigation into the dynamics of teacher job stability at Chinese educational institutions. They suggest that while job identification, management support, and career development are critical factors, their interplay with cultural and organizational characteristics may vary, influencing the extent to which each factor impacts job stability. Future studies could explore these interactions in more depth, examining how cultural norms and management structures specific to Chinese higher education shape the relationship between commitment factors and retention. These insights not only deepen the understanding of teacher retention in the context of East China Innovation Academy but also contribute to the broader discourse on the factors that sustain a committed and stable teaching workforce.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study aimed to explore the factors influencing teacher job stability at East China Innovation Academy, with a focus on job identification, management support, and career development opportunities. The research sought to understand how these factors contribute to teachers' perceptions of their job stability, addressing the challenge of retaining a committed teaching staff in the competitive environment of higher education. By examining these relationships, the study aimed to provide insights that could help the Academy foster a more stable and dedicated faculty, ultimately contributing to the continuity and quality of its academic programs.

The study employed a quantitative research approach, using a structured survey questionnaire to collect data from full-time teaching staff at East China Innovation Academy. A stratified random sampling method ensured that various subgroups within the teaching staff were adequately represented, resulting in 150 valid responses for analysis. Descriptive statistics provided an overview of the respondents' demographic characteristics and their perceptions of the key variables, while Pearson correlation, multiple regression, and ANOVA analyses were conducted to test the study's hypotheses. This combination of analytical methods allowed for a detailed examination of the relationships between job identification, management support, career development, and job stability.

The findings of the study revealed that all three factors—job identification, management support, and career development—positively influence teacher job stability. The analysis showed that teachers who perceive a strong alignment between their roles and their personal values are more likely to feel secure in their positions, indicating that job identification plays a significant role in fostering job stability. The results also demonstrated that management support is a critical factor, with teachers who receive adequate resources and recognition from their institution's leadership reporting higher levels of job stability. Furthermore, the study found that career development opportunities, such as access to professional training and clear promotion pathways, significantly contribute to teachers' perceptions of job stability, as these opportunities allow teachers to envision a long-term future at the Academy.

The key findings of the study suggest that East China Innovation Academy can enhance teacher retention by focusing on these areas. First, fostering a sense of job identification among teachers can strengthen their connection to the institution, making them more likely to remain in their roles. Second, providing robust management support, including clear communication and recognition of contributions, can create a positive work environment that encourages stability. Finally, offering career development opportunities that align with teachers' professional aspirations can ensure that teachers see the institution as a place where they can grow and achieve their goals.

Overall, this study provides a comprehensive understanding of the factors that contribute to teacher job stability at East China Innovation Academy. By identifying the key drivers of retention, the research offers practical insights for the Academy's management, helping them to develop targeted strategies to retain qualified and committed educators. Through these findings, the study contributes to the broader literature on organizational commitment and employee retention in the context of Chinese higher education, highlighting the critical role of aligning institutional practices with the needs and expectations of the teaching staff.

5.2 Recommendation

Based on the findings of this study, several recommendations can be made to improve teacher job stability at East China Innovation Academy. These recommendations focus on enhancing job identification, strengthening management support, and expanding career development opportunities, all of which have been shown to play crucial roles in fostering a stable teaching workforce.

First, the Academy should prioritize initiatives that strengthen job identification among its teaching staff. This could involve promoting a shared sense of purpose and aligning teachers' values with the institution's mission. For example, the Academy can organize workshops and seminars that emphasize the institution's goals and values, creating opportunities for teachers to see how their work contributes to the broader vision of the Academy. Additionally, highlighting the achievements of individual teachers in relation to institutional success can help them feel more connected to their roles and the mission of the Academy. By fostering a stronger sense of pride and belonging, the Academy can increase the likelihood that teachers will remain committed to their positions.

Second, enhancing management support is critical to improving teacher retention. The findings suggest that teachers who perceive higher levels of support from leadership are more likely to feel secure in their jobs. To achieve this, the Academy should ensure that its management practices are transparent, consistent, and responsive to the needs of faculty members. This can include providing regular feedback on teachers' performance, offering constructive guidance, and recognizing their contributions publicly. Moreover, the Academy should ensure that teachers have access to the resources they need, such as updated teaching materials, technology support, and a conducive work environment. Establishing regular channels for communication, such as faculty meetings or one-on-one sessions between teachers and administrators, can help address any concerns promptly, thus fostering a supportive atmosphere.

Third, expanding career development opportunities is crucial for retaining teachers who are eager to grow professionally. The study highlighted that when teachers perceive clear paths for advancement, their job stability is enhanced. The Academy should develop and maintain a transparent promotion policy that clearly outlines the criteria for career progression. Additionally, offering more opportunities for professional development, such as training programs, workshops, and conference participation, can help teachers acquire new skills and stay updated with the latest developments in their fields. The creation of mentorship programs, where senior faculty guide and support junior teachers in their career trajectories, can further enrich the professional growth environment at the Academy. These initiatives will not only increase teachers' job satisfaction but also encourage them to see their long-term future at the institution.

Lastly, the Academy should regularly evaluate its retention strategies through surveys and feedback mechanisms to ensure that the needs of the teaching staff are being met. By regularly assessing teachers' perceptions of job identification, management support, and career development, the Academy can identify emerging issues and adapt its strategies accordingly. This proactive approach will help maintain a stable teaching workforce that feels valued, supported, and invested in the Academy's success.

Implementing these recommendations can help East China Innovation Academy cultivate a committed and stable teaching staff, contributing to the continuity and quality of its educational programs. By focusing on the key drivers of job stability identified in this study, the Academy can create a positive work environment that supports both the professional growth of its faculty and the long-term goals of the institution.

5.3 Further Study

Future research on teacher job stability may explore additional variables that were not included in this study but could potentially impact retention. For example, researchers should consider examining the role of work-life balance in influencing teachers' decisions to stay, as balancing personal and professional responsibilities can be crucial for job satisfaction. Including this variable may provide a more holistic understanding of the factors that contribute to job stability among educators.

Additionally, further studies could employ longitudinal research designs to observe changes in job stability over time. A longitudinal approach may help to capture how teachers' perceptions of job identification, management support, and career development evolve throughout different stages of their careers. This would offer deeper insights into how these factors influence retention in the long run, beyond the snapshot provided by a cross-sectional study like the current one.

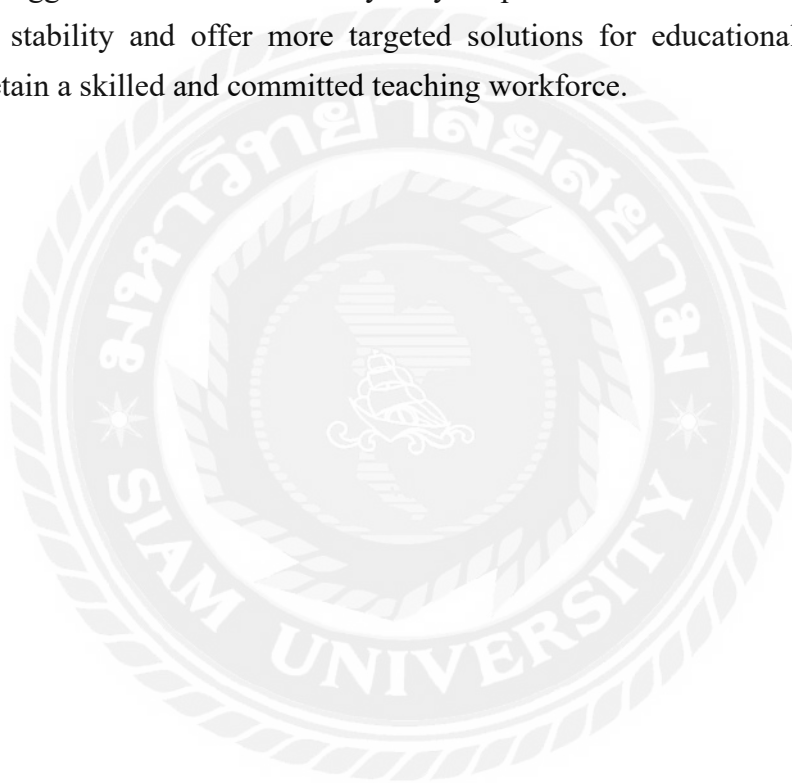
Future research could also expand the scope to include comparative studies across different types of educational institutions, such as public universities and private colleges. This approach could help to determine whether the factors influencing job stability differ significantly across various organizational contexts. Such comparisons may provide valuable insights for developing tailored retention strategies that align with the unique needs of different institutions.

Moreover, researchers should consider employing mixed-methods approaches that combine quantitative and qualitative data. While this study relied on quantitative methods to assess relationships between variables, incorporating interviews or focus groups could provide richer, more nuanced insights into teachers' experiences and perspectives. Qualitative data could help to identify specific

challenges or motivations that influence teachers' perceptions of job stability, adding depth to the statistical findings.

Lastly, future studies may investigate the impact of external factors, such as changes in educational policies or economic conditions, on teacher job stability. Understanding how external factors interact with internal organizational variables could help institutions anticipate challenges and adapt their strategies more effectively. By considering both internal and external influences, researchers could offer a more comprehensive framework for improving teacher retention in higher education settings.

These suggestions for further study may help to broaden the understanding of teacher job stability and offer more targeted solutions for educational institutions aiming to retain a skilled and committed teaching workforce.



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Appendix

Questionnaire

Factors Influencing Teacher Job Stability at East China Innovation Academy

Dear Participant,

Thank you for taking the time to participate in this survey. This research is being conducted to understand the factors that influence teacher job stability at East China Innovation Academy, specifically focusing on job identification, management support, and career development opportunities. Your responses will remain confidential and will be used solely for academic purposes. Please answer each question honestly based on your personal experiences and perceptions. This survey should take approximately 10-15 minutes to complete.

1. **What is your age?**
 - ☐ 20-29 years
 - ☐ 30-39 years
 - ☐ 40-49 years
 - ☐ 50 years and above
2. **What is your gender?**
 - ☐ Male
 - ☐ Female
 - ☐ Prefer not to say
3. **What is your academic rank?**
 - ☐ Assistant Lecturer
 - ☐ Lecturer
 - ☐ Associate Professor
 - ☐ Professor
4. **How many years have you been teaching at East China Innovation Academy?**
 - ☐ Less than 1 year
 - ☐ 1-3 years
 - ☐ 4-6 years
 - ☐ More than 6 years
5. **What is your highest educational qualification?**
 - ☐ Bachelor's Degree
 - ☐ Master's Degree

○ Doctorate (Ph.D.)

Please indicate how much you agree with the following statements about your job at East China Innovation Academy. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

6. I feel that my work at this institution is meaningful.

- 1
- 2
- 3
- 4
- 5

7. I strongly identify with the values and goals of East China Innovation Academy.

- 1
- 2
- 3
- 4
- 5

8. My job aligns with my personal values and professional identity.

- 1
- 2
- 3
- 4
- 5

9. I take pride in telling others that I work at this institution.

- 1
- 2
- 3
- 4
- 5

10. I feel a strong sense of belonging to this institution.

- 1
- 2
- 3
- 4
- 5

Please indicate how much you agree with the following statements about the support you receive from the management at East China Innovation Academy. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

11. The management at this institution provides the resources I need to perform my job effectively.

- 1
- 2
- 3
- 4
- 5

12. I feel supported by the management when facing challenges in my job.

- 1
- 2
- 3
- 4
- 5

13. My contributions and efforts are recognized by the management.

- 1
- 2
- 3
- 4
- 5

14. The management communicates openly and clearly with the teaching staff.

- 1
- 2
- 3
- 4
- 5

15. I feel that the management is genuinely concerned about my well-being.

- 1
- 2
- 3
- 4

- 5

Please indicate how much you agree with the following statements about the career development opportunities available at East China Innovation Academy. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

16. I am provided with opportunities for professional training and development.

- 1
- 2
- 3
- 4
- 5

17. The criteria for promotions and career advancement are clear and transparent.

- 1
- 2
- 3
- 4
- 5

18. There are opportunities for me to grow and advance in my career within this institution.

- 1
- 2
- 3
- 4
- 5

19. I have access to mentorship programs that help me achieve my career goals.

- 1
- 2
- 3
- 4
- 5

20. My career aspirations are supported by the opportunities provided by the institution.

- 1
- 2

- 3
- 4
- 5

Please indicate how much you agree with the following statements about your intentions and feelings regarding your job stability at East China Innovation Academy.
(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

21. I intend to continue working at this institution for the foreseeable future.

- 1
- 2
- 3
- 4
- 5

22. I feel secure in my current position at this institution.

- 1
- 2
- 3
- 4
- 5

23. I am satisfied with my job at East China Innovation Academy.

- 1
- 2
- 3
- 4
- 5

24. I rarely think about leaving this institution for another job.

- 1
- 2
- 3
- 4
- 5

25. I believe that my long-term goals can be achieved at this institution.

- 1
- 2
- 3
- 4

Thank you for completing this survey. Your responses are greatly appreciated and will contribute to the understanding of the factors influencing teacher job stability at East China Innovation Academy. If you have any questions or would like to know more about the results of this study, please feel free to contact the research team.

We sincerely appreciate your time and effort in participating in this study.

