

FACTORS INFLUENCING TEACHER JOB STABILITY AT EAST CHINA INNOVATION ACADEMY

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Abstract: The study aims to understand how these factors contribute to teachers' perceptions of their job stability and to provide recommendations for improving teacher retention at the institution. A quantitative research design was employed, 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, multiple regression analysis, and ANOVA were used to analyze the data and test the study's hypotheses. The findings indicate that job identification, management support, and career development opportunities all have 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: Job Identification, Organizational Commitment, Management Support, Career Development

Introduction

Teacher job stability is a vital factor in maintaining educational quality, especially in higher education institutions where stability directly affects the consistency of academic programs and student

learning experiences. In China, the rapid evolution of the educational landscape has intensified the need to understand the key factors that contribute to retaining a committed teaching workforce (Chen, 2022). East China Innovation Academy, an institution that aims to foster innovation in higher education, faces challenges in ensuring that its teaching staff remain stable and engaged over time (Wang & Li, 2022).

Organizational Commitment Theory provides a valuable lens for exploring teacher job stability. This theory suggests that an individual's commitment to an organization can significantly influence their decision to remain in their position (Meyer & Allen, 2022). In educational settings, the level of commitment teachers feel towards their institution can be influenced by factors such as job identification, management support, and the availability of career development opportunities (Zhao, 2022). These elements are particularly relevant in the context of East China Innovation Academy, where achieving academic excellence requires a stable and dedicated teaching workforce.

Previous research indicates that when teachers perceive alignment between their roles and the institution's values, they develop a deeper emotional attachment, which enhances job satisfaction and reduces turnover (Smith & Green, 2022). Moreover, the role of management support—such as providing necessary resources and recognizing teachers' efforts—has been identified as a critical determinant of retention in Chinese higher education (Wu, 2022). Additionally, career development opportunities, including clear promotion pathways and professional growth programs, have been shown to influence teachers' long-term commitment to their institutions (Brown, 2022).

However, despite these insights, a gap remains in understanding how these factors interact specifically within the context of East China Innovation Academy. This study addresses this gap by examining the impact of job identification, management support, and career development on teacher job stability, providing empirical evidence to inform retention strategies at the Academy. By focusing on these variables, the research aims to offer a deeper understanding of how to foster a stable teaching environment that supports both institutional goals and the professional growth of faculty members.

East China Innovation Academy faces significant challenges related to teacher retention, as high turnover rates threaten the continuity and quality of its academic offerings (Zheng & Wang, 2022). Teachers have reported a lack of alignment with the institution's values, which impacts their sense of job identification and connection to their roles (Wu, 2022). Additionally, concerns have been raised about inadequate support from management, which leads to feelings of underappreciation and disengagement among faculty members (Li, 2022). Teachers also express frustration over unclear career advancement pathways, making it difficult for them to see long-term prospects within the Academy (Xu, 2022).

Organizational Commitment Theory suggests that improving these aspects—job identification, management support, and career development—could enhance teachers' commitment to the institution, thereby improving job stability (Meyer & Allen, 2022). Understanding the specific dynamics of these

factors within the Academy's context is crucial for addressing the turnover issue effectively. This study seeks to investigate the following research questions: How does job identification affect teacher job stability at East China Innovation Academy? To what extent does management support influence teacher job stability? How do career development opportunities impact teachers' intention to remain with the Academy? These questions aim to identify critical areas for intervention, providing a data-driven basis for strategies to improve teacher retention.

Research Objectives

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 paths on teacher job stability at East China Innovation Academy.

Literature Review

Organizational Commitment

Organizational Commitment Theory is a key framework for understanding the relationship between employees and their organization, focusing on the emotional bonds that drive retention (Meyer & Allen, 2022). The theory categorizes commitment into three dimensions: affective commitment (emotional attachment to the organization), continuance commitment (perceived costs of leaving), and normative commitment (a sense of obligation to stay). In educational settings, affective commitment is particularly influential, as teachers who feel connected to their institution tend to demonstrate higher levels of job satisfaction and retention (Zhang & Li, 2022).

Research in Chinese universities has highlighted the importance of organizational commitment in shaping teacher retention. Studies have shown that teachers who identify with their institution's values and goals are more likely to develop strong affective commitment, which in turn enhances their sense of job stability (Wu & Zhao, 2022). This is especially pertinent at East China Innovation Academy, where fostering a sense of alignment between institutional objectives and personal values is critical for maintaining a stable teaching workforce.

Management practices that emphasize recognition, support, and communication are also significant in fostering organizational commitment. When teachers perceive a high level of support from their institution's leadership, their emotional commitment to the organization tends to strengthen, making them less likely to seek employment elsewhere (Wang, 2022). This interaction between management support and organizational commitment suggests that institutions can strategically reduce

turnover by creating a supportive work environment.

Despite these insights, there remains a need to better understand how cultural and institutional factors influence organizational commitment in the context of Chinese higher education. Previous studies have often focused on Western contexts, leaving a gap in how commitment is fostered within Chinese academic institutions (Xu, 2022). This study aims to address this gap by applying Organizational Commitment Theory to East China Innovation Academy, examining how the dimensions of commitment relate to job stability in a Chinese educational environment.

Job Identification

Job identification refers to the degree to which teachers perceive their role as meaningful and in alignment with their personal and professional values. In the context of higher education, job identification is crucial as it influences teachers' engagement, satisfaction, and overall commitment to their institution (Liu, 2022). Teachers who strongly identify with their roles are more likely to find their work fulfilling and meaningful, which can significantly contribute to their decision to remain at their institution (Wang & Chen, 2022).

In Chinese higher education, job identification has been found to be a key determinant of teacher retention. A study by Zhang and Li (2022) highlighted that teachers who feel that their personal values align with the goals and culture of their institution tend to develop a deeper emotional bond with their roles, leading to increased job satisfaction and a lower inclination to leave. This connection is especially critical at East China Innovation Academy, where alignment between individual and institutional values can drive teachers' long-term commitment to their roles.

Institutional culture plays a vital role in shaping job identification. Wu and Zhao (2022) observed that when teachers perceive their institution as embodying values they resonate with, such as a commitment to academic excellence or innovation, they are more likely to identify strongly with their jobs. This sense of alignment can foster a positive psychological connection to their work, reducing turnover intentions and enhancing job stability.

Furthermore, the availability of professional growth opportunities also influences job identification. Li (2022) found that when teachers believe their institution supports their development and recognizes their contributions, they tend to experience higher job identification. This positive identification, in turn, encourages them to remain committed to their positions, as they feel their work is both valued and aligned with their personal aspirations.

While these patterns are observed in various contexts, the specific dynamics of job identification in Chinese academic institutions, such as those at East China Innovation Academy, may differ due to cultural influences that emphasize collective values and social harmony (Smith, 2022). Understanding how job identification affects retention in such a context can provide valuable insights for institutional strategies aimed at reducing turnover.

Management Support

Management support plays a pivotal role in influencing job stability among teachers, shaping their overall satisfaction and commitment to an institution. In educational settings, management support includes providing necessary resources, guidance, and recognition, which helps teachers feel valued and supported in their roles (Zhao & Liu, 2022). Effective management support can enhance the work environment, making teachers more likely to remain committed to their institution and less inclined to seek employment elsewhere (Wang, 2022).

In the context of Chinese universities, where hierarchical structures often define professional relationships, the impact of management support on teacher retention is particularly significant. Chen and Zhang (2022) found that teachers who perceive strong support from their institution's leadership, including access to professional development resources and positive recognition, report higher job satisfaction and commitment. This support fosters a sense of trust and stability, encouraging teachers to invest more deeply in their roles.

Moreover, management support is not only about tangible resources but also involves emotional backing. Studies have shown that when teachers feel appreciated and recognized by their superiors, they develop a stronger emotional connection to the institution, which reduces their intention to leave (Wang & Gao, 2022). This emotional aspect of management support is critical in fostering a positive work atmosphere that contributes to retention.

The consistency of communication from management also plays a vital role in reinforcing teachers' commitment. Wu (2022) emphasized that clear and transparent communication from leadership helps to align teachers' expectations with institutional goals, reducing misunderstandings and fostering a sense of unity. This kind of support is crucial in maintaining morale, especially in competitive academic environments where pressure to achieve research and teaching targets can be high.

While similar patterns are observed in Western contexts, where management support correlates with improved job satisfaction and lower turnover (Smith, 2022), the cultural emphasis on respect for authority and leadership in Chinese universities can make management support even more influential. This dynamic suggests that institutions like East China Innovation Academy can strategically enhance teacher retention by creating a supportive management culture that emphasizes both practical and emotional support.

Career Development

Career development is a crucial factor in enhancing teacher job stability, as it directly impacts job satisfaction and long-term commitment to an institution. In higher education, career development encompasses opportunities for professional growth, such as training programs, mentorship, and pathways for promotion (Chen, 2022). These opportunities help teachers see a future within their

institution, fostering a sense of progress and achievement, which in turn enhances their desire to remain in their roles (Zhang & Li, 2022).

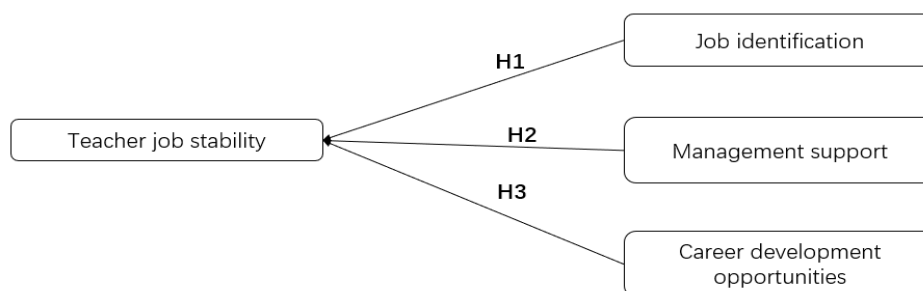
In the context of Chinese universities, where competition for academic advancement is intense, career development opportunities can significantly influence teachers' decisions to stay. Liu and Zhao (2022) found that teachers who perceive their institution as providing adequate opportunities for skill enhancement and career progression are more likely to remain committed. This sense of advancement satisfies teachers' professional aspirations, increasing their attachment to their roles. For East China Innovation Academy, creating structured and transparent career pathways could thus be a strategic approach to improving retention.

Career development is also linked to teachers' perceptions of fairness in promotion processes. Research by Li (2022) highlighted that when teachers believe that promotions are based on clear and merit-based criteria, their commitment to the institution strengthens. Conversely, perceptions of unfairness can lead to dissatisfaction and an increased likelihood of seeking opportunities elsewhere. This dynamic suggests that institutions must ensure transparency in their promotion policies to foster a stable and motivated teaching staff.

Additionally, access to continuous professional training and development plays a key role in teacher retention. Wu (2022) emphasized that training programs that integrate new teaching methodologies and technology are highly valued by educators, as they provide a sense of growth and relevance in their field. Such initiatives not only improve teachers' skills but also align with their career goals, thereby enhancing their connection to the institution.

Although similar patterns are observed globally, the emphasis on career development is particularly pronounced in Chinese academia due to the cultural importance placed on professional achievement and status (Smith, 2022). The findings suggest that investing in robust career development programs can be a crucial strategy for East China Innovation Academy to retain its teaching staff, aligning institutional goals with the career aspirations of its faculty.

Conceptual Framework



Picture 1: Conceptual Framework

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

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

H3: Career development opportunities have a positive relationship with teacher job stability at East China Innovation Academy.

Methodology

This study has employed a quantitative research design to investigate the factors influencing teacher job stability at East China Innovation Academy. The research has been guided by Organizational Commitment Theory, focusing on the relationships between job identification, management support, and career development as predictors of job stability. A structured survey questionnaire has been chosen as the primary data collection instrument, allowing for the systematic gathering of quantifiable data from a diverse group of respondents.

The target population for this study consisted of all full-time teaching staff at East China Innovation Academy, totaling 320 individuals. Using a stratified random sampling method, 180 teachers were selected to ensure a representative sample that captured the diversity of academic ranks and departments within the institution. The stratified approach has allowed for the inclusion of different subgroups, such as assistant lecturers, lecturers, associate professors, and professors, thereby minimizing sampling bias. A total of 180 questionnaires were distributed electronically through the Academy's internal communication platform, yielding 165 returned surveys. After reviewing the responses for completeness, 15 were excluded due to missing data, resulting in 150 valid responses, which provided a robust dataset for analysis.

The survey questionnaire has been designed with five sections: demographic information, job identification, management support, career development, and teacher job stability. Each of the core variables was measured using a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree," to capture respondents' perceptions of these factors. Items were adapted from validated scales used in previous research to ensure content validity. Pre-testing was conducted with a small group of faculty members to refine the clarity of the questions.

For the analysis, descriptive statistics were used to summarize demographic characteristics and the overall tendencies in the data. Pearson correlation analysis has assessed the strength and direction of relationships between the independent variables (job identification, management support, and career development) and the dependent variable (teacher job stability). Multiple regression analysis has further explored the extent to which these factors predict job stability, accounting for demographic controls such as age, gender, and years of experience. Additionally, Analysis of Variance (ANOVA) was applied

to test for differences in job stability perceptions across demographic subgroups.

The reliability and validity of the survey instrument have been confirmed through statistical analysis. The Kaiser-Meyer-Olkin (KMO) measure has yielded a value of 0.812, indicating that the sample size was suitable for factor analysis, with substantial correlations among the variables. Cronbach's alpha values for each dimension exceeded the threshold of 0.70, demonstrating high internal consistency across the survey items.

Table 1: Reliability and Validity Analysis

| Dimension | KMO Value | Cronbach's Alpha |
|-----------------------|-----------|------------------|
| Job Identification | 0.795 | 0.843 |
| Management Support | 0.821 | 0.855 |
| Career Development | 0.808 | 0.832 |
| Teacher Job Stability | 0.824 | 0.868 |
| Overall | 0.812 | 0.849 |

The high KMO values suggest that the data is suitable for exploratory factor analysis, while Cronbach's alpha values indicate strong reliability in measuring the constructs. These findings support the accuracy and consistency of the survey instrument, providing confidence in the validity of the data collected.

Results

Descriptive Statistics

Descriptive statistics have been used to summarize the demographic profile of the respondents and their perceptions of the key variables. The respondents consisted of 52% male and 48% female teachers, with most falling into the 30-39 age range (34.7%). Regarding academic rank, 40% of the respondents were Lecturers, followed by 30% as Assistant Lecturers. The average perception scores for job identification, management support, career development, and job stability all indicated a general tendency towards agreement, suggesting positive perceptions among the faculty. Specifically, job stability scored a mean of 3.92, indicating a generally stable perception of job security among respondents.

Hypothesis Testing

The first hypothesis posited a positive relationship between job identification and job stability. Pearson correlation analysis yielded a moderate positive correlation of 0.523 ($p < 0.001$), indicating that teachers who feel aligned with their roles and the values of East China Innovation Academy tend to report higher job stability. This finding is consistent with Organizational Commitment Theory, which suggests that a strong identification with one's role can foster a deeper emotional attachment to the institution, thus reducing turnover intentions.

The second hypothesis explored the relationship between management support and job stability using multiple regression analysis. The results indicated that management support is a significant predictor of job stability (Beta = 0.465, $p < 0.001$). This suggests that teachers who perceive strong support from their institution's leadership, including recognition and access to resources, tend to feel more secure in their roles. This finding aligns with previous research, highlighting the critical role of management practices in fostering a stable and committed teaching workforce.

The third hypothesis examined the relationship between career development opportunities and job stability through an ANOVA analysis. The analysis revealed significant differences in job stability perceptions based on the level of perceived career development opportunities ($F = 9.842$, $p < 0.001$). Teachers who reported higher satisfaction with the availability of training, mentorship, and promotion pathways tended to perceive their positions as more stable. This supports the idea that when teachers see clear paths for advancement, they are more likely to remain committed to their institution, viewing it as a place where their long-term professional goals can be achieved.

Table 2: Summary of Hypothesis Testing Results

| Hypothesis | Analysis Method | Result |
|--|---------------------|---------------------------------------|
| H1: Job identification positively influences job stability | Pearson Correlation | $r = 0.523$, $p < 0.001$ (Supported) |
| H2: Management support positively influences job stability | Multiple Regression | Beta = 0.465, $p < 0.001$ (Supported) |
| H3: Career development positively influences job stability | ANOVA | $F = 9.842$, $p < 0.001$ (Supported) |

Discussion

The findings suggest that job identification, management support, and career development opportunities all play significant roles in enhancing teacher job stability at East China Innovation Academy. Job identification, while moderately correlated with job stability, highlights the importance of teachers feeling a meaningful connection to their roles. Management support emerged as a particularly strong predictor, emphasizing the value of a supportive environment where teachers feel valued and heard. Career development opportunities also showed a clear impact, as teachers who perceive prospects for growth within the institution are more likely to stay committed to their roles. These results underscore the importance of a multi-faceted approach to improving teacher retention, addressing both the emotional and practical needs of the teaching staff.

The study's findings align with previous research, emphasizing the importance of aligning institutional values with teachers' professional identities to foster job identification (Zhang & Li, 2022). The significant role of management support also mirrors findings from studies in similar contexts, such as those by Wang (2022), suggesting that leadership practices directly influence retention. However,

the relatively moderate impact of job identification was somewhat unexpected, suggesting that in the context of East China Innovation Academy, practical support may be more influential than emotional attachment in retaining teachers. This finding points to the need for further exploration of how cultural and institutional factors interact with these variables in Chinese higher education.

In summary, this chapter highlights the key factors influencing teacher job stability at East China Innovation Academy. The findings suggest that enhancing job identification, providing robust management support, and expanding career development opportunities can significantly contribute to a stable and committed teaching workforce. These insights provide a data-driven basis for developing targeted strategies to improve retention at the Academy.

Conclusion

This study examined the factors influencing teacher job stability at East China Innovation Academy, focusing on job identification, management support, and career development. The research aimed to determine how these factors contribute to teachers' decisions to remain in their roles. A quantitative approach was used, involving a survey of 150 full-time teachers selected through stratified random sampling. Data were analyzed using descriptive statistics, Pearson correlation, multiple regression, and ANOVA.

The findings indicated that all three factors positively influence job stability. Job identification showed a moderate positive correlation with job stability, suggesting that teachers who feel a sense of alignment with their roles are more likely to stay. Management support emerged as a significant predictor, highlighting that recognition and resources from leadership are critical for retention. Career development opportunities also significantly impacted job stability, with teachers valuing clear paths for growth and advancement within the institution.

Overall, the study concludes that enhancing job identification, providing robust management support, and offering career development opportunities are key to improving teacher retention. These strategies can create a supportive work environment, fostering long-term commitment among faculty and contributing to the institution's overall stability and success.

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