
Factors Influencing the Retention of Graduate Teachers in Jiangxi Province, China

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Abstract: *This study investigates the factors influencing the retention of graduate teachers in Jiangxi Province, China. In the context of rural terrain and the challenges faced by educational institutions in the province, this research delves into the reasons behind teacher turnover and the strategies necessary for retention.*

Methodology: The study utilizes a quantitative approach, employing a survey questionnaire to gather data from 200 graduate teachers. The analysis, supported by the Cronbach's Alpha reliability measure, examines various factors impacting teacher retention, including work-related challenges, positive factors within the educational environment, and strategies for teacher retention.

Results and Discussion: Key findings indicate that work-related obstacles such as administrative burden, resource scarcity, and high student-to-teacher ratios lead to teacher attrition. Conversely, positive factors like competitive salaries, opportunities for professional growth, supportive leadership, and a nurturing school culture enhance job satisfaction and commitment, thereby aiding in retention. Effective retention strategies identified include mentorship programs, flexible work arrangements, and community engagement initiatives tailored to the unique needs of Jiangxi's graduate teachers.

Conclusion: The study concludes that a supportive school environment, recognition of teachers' efforts, access to professional development, strong teacher-student relationships, and community involvement are crucial for retaining graduate teachers. These elements not only contribute to a teacher's decision to stay but also enhance the overall educational quality in Jiangxi Province.

Keywords: *Teacher Retention, Jiangxi Province, Graduate Teachers, Educational Challenges, Professional Development, School Environment, Teacher-Student Relationships, Community Involvement*

1. Introduction

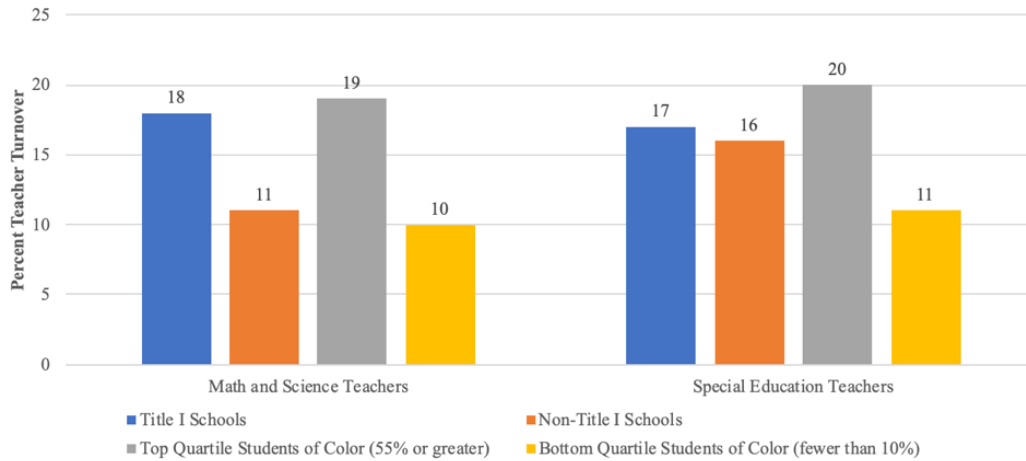
According to Acheampong and Gyasi (2019), Jiangxi Province is located in China's rural terrain, which is the reason why it is essential to pay special attention to the prevention of teacher employee turnover. Even in universities, there is a possibility that faculty members will desire to leave their positions and seek employment elsewhere, preferably in a location that offers superior amenities. The necessity of strategic approaches is a must in order to maintain the quality that has the potential to boost the reputation of the institution on a worldwide scale. Additionally, the goal must be such that the graduate who has graduated must develop the international standard and abilities in order to have a competitive edge on international platforms. The higher the degree to which the standard is maintained inside the educational institutions, the more significant the impact that the students' performance will have on their future achievement. In order for each student to be able to contribute to the gross domestic product of the nation, they have all received training on a global scale (Suárez & Wright, 2019). Students will build their professional dexterity and well-being through the ideal guidance of their teachers, which will allow for the development of the interplay between the two. As a result, Chinese governments, with the assistance of the CHIP data set of urban policy, conduct investigations into the career decisions made by the authority as well as the pertinent information regarding the wages that are asked by the teachers. The chronic chaos is a result of the intensification of the problems that are occurring in the provinces, which may be attributed to the lack of creativity in the policies and the lack of availability of resources.

According to a variety of cross-sectional studies and empirical data, the infrastructure of the country and the financial state of the country are the factors that are responsible for the turnover of teachers. The method utilized by the tracking panel in China is helpful in the study of the reasons behind the teacher's departure on an annual basis as well as the underlying problems. In light of the fact that the findings are connected to the career paths that the educators have chosen, it is not difficult to understand them.

Maready, Cheng, and Bunch (2021) state that alternative career professions are responsible for the generation of wage satisfaction, which the academic sector is unable to build up at times. This, in turn, pushes the faculty to continue working in their current positions. The circumstance arises when the professors decide to take leave on their own accord, which has the potential to disturb the continuous learning process of the students. The mobilization for rescues is incredibly advantageous in terms of making the collaboration between student performance and pleasure easier to do. It is now possible to optimize the quality of teachers and the remuneration they receive, which has the effect of increasing the likelihood that the instructors in the province of Jiangxi will continue their family tradition.

There are some colleges that choose to disregard the Law of Compulsory Education, 2006, despite the fact that it ensures a favorable and standard wage for the security personnel as well as benefits of social security for both the teachers and the students. In accordance with the requirement of the law, it was announced that the average salaries of teachers were comparable to those of public officials. The first figure is a discussion of a few statistics.

Figure 1: Retention Graph



Source: (Winginstitute, 2022)

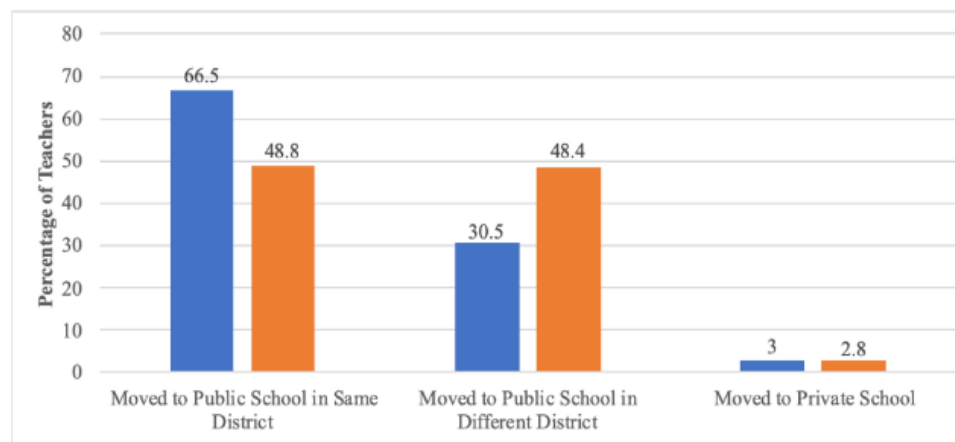
The socio-economic conditions of the province of Jiangxi in China have not been conducive to the retention of students in the institutions throughout the province. There were problems with the infrastructure of universities, which resulted in students dropping out of school. The fact that teachers have no interest in improving the quality of the institution is another factor that contributes to the high rate of teacher turnover (Toropova, Myrberg, & Johansson, 2021).

Their interests in running the firm have been diminished as a result of the advancement of the utilitarian motive, which has become more prominent. It is possible for those with better prospects to transition from one career to another, and they do not evaluate transitions from a moral standpoint. Learners lose their motivation and the growing process is halted as a result of the leaving. The challenges that are associated with the expansion and development of infrastructure have been investigated in this research. There is a correlation between the inevitable backgrounds and the gap in income or compensation acquired by the university teachers, which is degenerating to the point where it poses issues for the successful reshare retention rate.

The government is unable to completely exercise the financial support, which is the reason why the institution had to give up the developmental activities due to a shortage of resources. The disinterest of the government and the incompetence of the administration are also factors that

contribute to the situation. These individuals have also raised their voices in reference to the pay return that they have experienced (Helgetun & Mentor, 2022). The deficiency in financial resources has made the situation even more dire. As a result of the system's lack of adaptability, the students are forced to act as guinea pigs for the experiments that they choose on their own. There are occasions when teachers are forced to leave their job, and there are also times when they are intentionally treated cruelly. As a result of the pressure exerted by the management, a significant number of the students who had previously left the organization have remained.

Figure 2: Teacher Turnover Analysis



Source: (Winginstitute, 2022)

The main objective of the study is given below:

RO1: To explore the work-related challenges faced by graduate teachers in Jiangxi province.

RO 2: To examine the positive factors that contribute to the retention of graduate teachers in Jiangxi province.

RO 3: To identify the appropriate strategies needed to retain graduate teachers in Jiangxi province.

2. Literature Review

On a global scale, there have been concerns voiced concerning the rate of teacher retention in the current context. During a time when the epidemic is causing suffering all across the world, studies are being utterly pushed to the back burner. The teachers who are teaching the students who are learning from home are not particularly excited about their studies, and the teachers are not driven to continue working in their particular field. Both the students and the teachers are not very happy about attending school. Because graduate instructors are looking for ways to leave their current posts and have started looking for work in other industries, the retention of teachers is a concern in today's society. This is because graduate instructors are trying to find a way out of their current professions.

It is estimated that roughly 35 percent of teachers in China leave their positions each year. This is a very high rate. Based on this information, it can be deduced that approximately 35 teachers out of every 100 quit their professions and hunt for employment in diverse sectors of the economy. It would appear that the prospects for the children's futures are not looking good at the moment, given the fact that teachers are leaving their jobs and leaving the profession completely. This should be a matter of the utmost importance.

When it comes to the retention of graduate teachers in China, the primary purpose of this unit is to undertake an analysis of the multiple elements that have an impact on the retention of these teachers. A variety of separate factors that will contribute to the retention of teachers who would otherwise leave their employment and migrate to new sectors of the economy will be explored over the course of the research. These factors will be investigated while the research is being conducted.

According to Gillies et al. (2021), the term "teacher retention" refers to the practise of ensuring that teachers remain in the same job for an extended period of time without any changes in opposition. After a maximum of two years of employment at the institute, it has been noticed that teachers leave their positions. This is mostly due to the fact that they are departing because they are obtaining better possibilities from other institutes, which is the primary reason for their departure. It is necessary to keep instructors because many children form ties to them, and as a result, they frequently become stuck in their behavior. This is why it is essential to keep teachers.

According to Perryman and Calvert's research from 2020, teachers are the persons who are accountable for shaping the behaviors, manners, and talents of their students.

It was found in a study that was conducted in the year 2020 by Miller and colleagues that the most important factor in keeping teachers is salary. In circumstances in which the workplace is able to supply the Teacher with an adequate number of resources, the Teacher will have a tendency to remain in the workplace and will give the information that they have received to the institute on a regular basis. The employee's performance is taken into consideration when determining the number of incentives that are included in their remuneration, in addition to the regular income.

There is a correlation between a useful remuneration and an increase in the motivation of the Teacher to carry out their responsibilities in a more efficient manner. Teachers who are paid less than their peers have a tendency to put in less effort and structure their responsibilities less when it comes to their career. Teachers are more likely to put in more effort and accomplish their duties in a more effective manner if they are reimbursed for their job.

A healthy workplace is one that consistently invigorates the spirit of the Teacher with the goal of working there without any stumbling blocks. It is plainly apparent that a lack of equilibrium and detrimental working conditions in the workplace may have an impact on the morale of the instructor, as stated by Holmes, Parker, and Gibson (2019). This is the conclusion that can be drawn from the findings of them. It is possible for a teacher to provide pupils with high-quality views and perspectives; yet, if the teacher is grappling with moral doubts, it may be difficult for them to adjust to the environment in which they are working. It has been seen that the existence of biases and politics in the workplace has a detrimental impact on the spirit of the teachers, which ultimately leads to them abandoning their professions in order to prevent more uncertainty. This is one of the things that has been observed.

3. Methodology

A strategy that is quantitative has been chosen in order to accomplish the goals of this study. We are going to use a questionnaire for the survey. For the purpose of gathering the information that was required for this experiment, the researchers made use of a questionnaire that they had developed in their leisure time. There will be a collection of data concerning the factors that

influence the retention of graduate teachers in the province of Jiangxi in China. The sample will be selected through the use of random sampling, and it will consist of 200 graduate teachers. Prior to putting their stamp of approval on the questionnaire, we made certain that it had been properly evaluated by a panel of five specialists who looked it over to ensure that the questions that were included on it were accurate. Cronbach's Alpha was utilized in order to assess the survey's validity, and the resultant value was found to be 0.85.

The research that was conducted utilized a questionnaire that was designed in the form of a survey. A Likert scale with five points is used for each and every question in the survey. Factors Influencing the Retention of Graduate Teachers in Jiangxi Province, China will be the subject of all of the questions that will be asked in relation to the research issue. A question ranging from 1 to 5 will be posed to graduate teachers, and they will be asked to respond. A questionnaire is a collection of questions that are used in research and are intended to elicit specific replies from the individuals who are the subject of the investigation under investigation. An SPSS is the primary instrument that is utilized for the purpose of data analysis. This data analysis tool will assist in the execution of a wide variety of statistical tests, each of which is designed to determine the nature of the relationship that exists between the independent variable and the dependent variable.

4. Results and Discussion

In Jiangxi province, the first research hypothesis proposed that a reduction in the number of problems associated to work would lead to an increase in the number of graduate teachers who remained in their positions. According to Schimmelpfennig and Hunt's 2020 research, the findings of the study provide substantial support for this hypothesis. Work-related obstacles, which may include concerns such as heavy administrative work, a lack of resources, high student-to-teacher ratios, and unrealistic performance expectations, have been recognized as important issues that discourage graduate instructors from entering the profession.

It is possible for these obstacles to lead to fatigue, dissatisfaction, and finally attrition if they become so burdensome that they become overwhelming. In the event that these work-related issues are addressed and mitigated, there is a greater possibility that graduate instructors will perceive the teaching environment to be more congenial and gratifying, which will ultimately lead to an increase in the percentage of retained teachers. In order for Jiangxi province to keep its graduate teachers, it is obvious that there is an urgent requirement to establish a working environment that reduces the number of stresses and increases the amount of assistance that is available.

On the other hand, the second study proposal proposed that an increase in the number of positive elements would lead to an increase in the number of graduate instructors who remained in the region. In addition, the findings of the study provided evidence in support of this claim. In the context of this discussion, the term "positive factors" refers to aspects such as competitive remuneration, chances for professional growth, recognition and incentives, supportive school leadership, and a positive school culture.

According to Setyaningsih and Sunaryo (2021), the existence of these elements has the potential to result in a considerable increase in job satisfaction and commitment among graduating instructors. It is more probable that teachers will remain in their professions and effectively contribute to the educational achievements of their pupils if they have the sense that they are valued, recognized, and supported. In light of this, enhancing these positive qualities is not only advantageous for the retention of teachers, but it is also advantageous for the overall quality of education in the province of Jiangxi.

It was the third and final study hypothesis that declared that the application of proper measures will boost the retention of graduate teachers in the province of Jiangxi. In accordance with the findings of the research conducted by Tortorella et al. (2021), this hypothesis is established. In this regard, strategies can involve a wide variety of interventions, ranging from mentorship Programmes for beginner teachers to flexible work arrangements, from community engagement projects to a variety of professional advancement opportunities. Identifying the individual requirements and preferences of the graduate teachers in Jiangxi province and adapting techniques to address these demands is the key to success in this endeavor. A method that is universally applicable is not likely to produce the outcomes that are sought. On the other hand, a nuanced and context-specific plan that is designed in conjunction with educators and stakeholders can pave the way for improved teacher retention.

5. Conclusion and Recommendations

In terms of retaining teachers, the study underscored the significance of a school atmosphere that is caring and encouraging. It was shown that graduate instructors who experienced feelings of being valued, appreciated, and supported by school officials, colleagues, and students were more likely to remain in their teaching roles. The presence of collaborative cooperation, strong teacher-student connections, recognition of teachers' efforts, and a sense of belonging within the school community were all factors that contributed to the establishment of a supportive school environment. The likelihood of teachers leaving their profession was lower for those who reported feeling satisfied in their jobs as a result of these variables.

The retention of instructors was significantly influenced by the manner in which they were recognized and appreciated for their efforts and accomplishments. Graduate educators who were recognized for their contributions to the field of education were more likely to be inspired to continue their careers in the teaching profession. In addition to public appreciation events, awards and honors were also included in the recognition procedures. Not only did these demonstrations improve the mood of the educators, but they also strengthened their dedication to the teaching profession.

Professional development options and training Programmes that were readily available had an impact on the number of graduate teachers who remained in their positions. It was found that those

who had access to opportunities for continuous learning, such as workshops and seminars, were more likely to remain in the teaching profession. Teachers' pedagogical expertise was improved through professional development, and they were also able to adapt to new educational practices and technologies with the assistance of this training. They were able to improve their job satisfaction and retention rates thanks to their versatility.

When it came to retaining teachers, the strength of the interactions between teachers and students was a factor. It was shown that graduate teachers who had contacts with their students that were both good and rewarding were more likely to remain in the teaching profession. The development of strong ties between teachers and students not only helped to create an atmosphere that was conducive to learning, but it also provided teachers with emotional rewards. It was believed that these ties were a contributing factor to both job satisfaction and motivation. Retention of teachers was found to be influenced by their level of involvement with the community in which they work. When teachers were actively involved in community events, volunteer work, and outreach Programmes, they experienced a better sense of connection to the communities that they were responsible for serving.

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