

# The Influences of Teacher Job Satisfaction and Job Performance on Turnover Tendency: Private Universities in Guizhou

Zhang Hui, Faculty of Education, Bansomdejchaopraya Rajabhat University. Email: [1105526015@qq.com](mailto:1105526015@qq.com),

Assistant Professor Dr. Kanokkan Kanjanarat, Faculty of Education, Bansomdejchaopraya Rajabhat University. Email: [kanokkan.ka@bsru.ac.th](mailto:kanokkan.ka@bsru.ac.th)

Assistant Professor Dr. Sarayut Khan, Faculty of Science and Technology, Bansomdejchaopraya Rajabhat University. Email: [sarayut.kh@bsru.ac.th](mailto:sarayut.kh@bsru.ac.th)<sup>1</sup>

**Abstract:** *In this study, 412 valid questionnaires were collected from teachers in private colleges and universities in Guizhou, and the results showed that job satisfaction was significantly positively related to the job performance of private college teachers; job performance was significantly negatively associated with the tendency of private college teachers to leave; job satisfaction was significantly negatively related to the trend of private college teachers to leave; job performance played a mediating effect in the relationship between job satisfaction and the tendency of private college teachers to leave. Job performance plays a mediating role in the relationship between job satisfaction and teachers' propensity to leave in private colleges and universities. Through data analysis, it is found that the job satisfaction of teachers in private colleges and universities is not high, resulting in a decrease in teacher performance, which will eventually lead to an increase in teachers' tendency to leave.*

**Keywords:** *job performance, job satisfaction, turnover tendency*

## 1. Research Background

At present, in the context of the new economic era of global political, economic and cultural integration, there are few countries where only the teaching staff of public higher education institutions can take up the burden of national higher education, and the development of private higher education has made great contributions to education and to the promotion of social progress. The development of private higher education in China is a historical and inevitable choice to meet the needs of the socialist market economy. The co-development of private higher education and public higher education has become a necessary path of development. As a supplement to public higher education, private higher education mainly relies on private fundraising and organizers' input from enterprises and individuals as expenses for regular educational activities, which alleviates the pressure of government investment in higher education while relieving the contradiction of insufficient supply of talents and mismatch

---

<sup>1</sup> An earlier version of this paper was presented at the 6<sup>th</sup> International Conference on Sustainable Management held at Krirk University in April, 2023.

between supply and demand, and cultivates a large number of applied technical talents urgently needed by society.

However, the vigorous development of private higher education has also given rise to some problems, the most typical of which is the frequent departure of teachers in private colleges and universities, which has led to difficulties in the availability of teachers in private colleges and universities and serious loss of young and middle-aged key teachers, which endangers the long-term development of private education.

It is found that the reasons for the high departure rate of teachers in private colleges and universities mainly reflect the low job satisfaction of teachers in private colleges and universities, the low job performance of teachers in private colleges and universities, and the enhancement of teachers' tendency to leave, therefore, this study will focus on the relationship between job satisfaction, job performance and tendency to leave of teachers in private colleges and universities, in order to solve the problem of instability of teaching teams in private colleges and universities.

## **2. Objectives**

The objectives of this paper are as follows:

- To provide information for private universities to build a stable faculty;
- In order to improve the job satisfaction and job performance of teachers in private universities, enhance the initiative and motivation of individual teachers, strengthen the loyalty of teachers to the school, and make the management policy of the school more scientific and reasonable and
- In order to eliminate the dissatisfaction of private university staff, improve labour relations, reduce the turnover rate, and resist undesirable phenomena such as the loss of key talent, the university can maintain healthy and sustainable development.

## **3. Literature Review**

### **3.1. Job Satisfaction**

Job satisfaction is an important concept in the fields of human resource management and organizational behavior, and in the practical work of universities, job satisfaction is closely related to the management of universities. Therefore, it has been receiving a lot of attention from business and academia, and research on it has never stopped. The concept of job satisfaction was first introduced by Hoppock (1935). That is workers' subjective reactions to their work situation. In his book Job Satisfaction, he states that job satisfaction refers to employees' psychological perceptions and reactions to various factors outside of the job itself and the workplace. It is clear from the definition that job satisfaction is a subjective perception and is influenced by changes in mood. Rockefeller, the noted oil tycoon, once said, "To give full play to the talents of our workers, we must strive to improve their job satisfaction and give them more satisfaction in their work (Loborec & Weber, 2015)".

### **3.2. Job Performance**

Job performance is an indispensable indicator for measuring employee productivity and output, and is the specific contribution of employees to the goals of the company. In the process of human resource management, the most fundamental purpose of a company is to improve the job performance of its employees. Therefore, job performance has always been an important factor in the field of human resource management. Hall and Goodale (1986) consider performance as a behaviour, including work methods, self-directed learning ability, interpersonal relationships, and other forms of behaviour. Fang and Luo (2012) observed that the changing understanding of the concept of performance stems from the expansion and deepening of academic research and management and practice. From the current point of view, there are different views on defining the concept of performance as a result, performance as behaviour, performance as behaviour and result, and performance as trait, behaviour, and result.

### **3.3. Propensity to Leave**

Since the beginning of the last century, economists have been studying the issue of faculty turnover, and in the 1970s, scholars in the field of organizational behaviour and industrial psychology studied the issue of employee turnover rates, which has become an important research topic (Zhang & Zhang, 2003). The propensity to leave can also be referred to as the intention to leave, which is a retreating behaviour that occurs after an employee encounters dissatisfaction or disapproval in the work process, which leads to the possibility that the individual may choose to change jobs within a certain period of time, and it is the most effective variable for measuring separation behaviour (Hom *et.al.*, 2012). Michaels and Spector (1982) proposed an analytical model of the exit path, which validated pre-employment expectations, perceptions of job characteristics, leadership relationship considerations, and age as antecedent measures that influenced two employee attitude variables, job satisfaction, and organizational commitment. The findings indicate that job satisfaction influences the propensity to leave, which is a predictor variable of turnover behaviour.

## **4. Research Hypotheses and Research Methodology**

### **4.1. Relationships between the Variables**

Sun (2018) and Feng (2015) in studies of young university teachers concluded that job satisfaction has a positive predictive effect on job performance, while job satisfaction mediates between job motivation and job performance. Abou (2022), in terms of factors and relationships affecting job satisfaction and job performance of primary and secondary school teachers, found that there is a significant correlation between overall job satisfaction and job performance of teachers. Chen and Yang (2017) survey of 286 special education teachers in Sichuan and Chongqing found that their professional identity was significantly and negatively related to their propensity to leave and job satisfaction. Yu, (2010) found that the study indicated that employee job satisfaction is positively related to its dimensions and job performance, employee job satisfaction is negatively related to its dimensions and propensity to leave, job performance is negatively associated with the propensity to leave, and job performance has a mediating effect in the effect of job satisfaction on the propensity to leave.

In summary, this paper will examine the following hypotheses:

H1: Job satisfaction is positively correlated with job performance

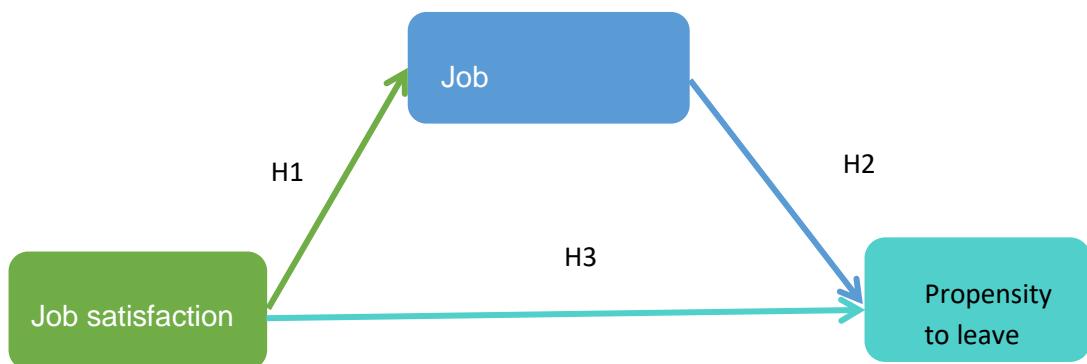
H2: Job performance is negatively related to the propensity to leave

H3: Job satisfaction is negatively related to the propensity to leave

H4: There is a full mediating effect of job performance when job satisfaction affects the propensity to leave

#### 4.2. Research Model

Based on the review of previous literature and theories, this paper constructs a research model of the relationship between employees' job satisfaction and job performance on employees' willingness to stay in their jobs. Therefore, the structure of the research constructed in this study is shown in Figure 1.



**Figure 1:** Research Model; **source:** Original Research

In this paper, about 7,000 active teachers in 15 private institutions of higher education in Guizhou, China, were selected as the study population, and about 400 teachers were selected as the study sample based on the Taro Yamane sampling equation ( $n = 412$ ), mainly to explore the effects of job satisfaction and job performance on the propensity of private university teachers to leave their jobs. The questionnaire was distributed between October 2021 and June 20<sup>th</sup>, 2022. Considering the authenticity of the sample collection, in order to collect the questionnaires more effectively, this study was conducted through various forms such as online and offline distribution of questionnaires, and the personnel offices of private universities in Guizhou were entrusted to distribute and collect the questionnaires. This study uses the sample calculation formula derived by Bowker and Dillman (2000), and the effective sample size needs to be 412 under the 95% confidence level with a sampling error of no more than 5% and the parent range at an acceptable value. A total of 500 copies were distributed and achieved an effective response rate of 82.4%.

### **4.3. Research Methodology**

This study used the SPSS 27.0 statistical analysis tool to analyze the data obtained from the questionnaire survey and tests conducted included reliability and validity analysis, correlation analysis, and regression analysis to explore the mechanisms of job satisfaction and job performance on retention intention. The job satisfaction questionnaire has a total of 15 questions in three dimensions: satisfaction with salary and benefits, satisfaction with organizational management, and satisfaction with the work environment; job performance has a total of 12 questions in three dimensions: teaching task performance, research task performance, and classroom management performance; and tendency to leave the company has a total of 6 questions.

## **5. Research Data Analysis**

### **5.1. Reliability and Validity Analysis**

In this study, the results of the reliability analysis can indicate whether the measured variables are stable and consistent, while the validity analysis can indicate whether the data analysis tool can measure one degree of the things measured by the evaluator. This study validates the reliability of the variables and dimensions of job satisfaction, job performance on the propensity to leave, of the theoretical model according to Table 1, job satisfaction consists of three dimensions, which are compensation and benefits satisfaction, organizational management satisfaction and work environment satisfaction, their Cronbach's values were 0.825, 0.959 and 0.872, respectively. The  $\alpha$  values of each dimension are greater than 0.6 above, the KMO values are 0.800, 0.907, and 0.824, and the KMO values are greater than 0.7; the reliability and validity test values of job satisfaction are 0.958 and 0.956 respectively, which indicate that the reliability of job satisfaction variables is significant, and these data results indicate that the job satisfaction model is credible.

The job performance variables mainly consisted of three dimensions: teaching task performance, research task performance, and classroom management performance, and their reliability Cronbach's values were 0.885, 0.968, and 0.892; KMO values were 0.813, 0.865, and 0.749, and all KMO values were greater than 0.6. The collation shows that the reliability of job performance is 0.957 and the validity test value is 0.944. It indicates that the reliability of job performance variables is internally consistent and valid between the variables.

In summary, the analysis of the data shows that the reliability test values of job satisfaction and job performance on the propensity to leave are 0.958, 0.957, and 0.836, respectively; the validity test results are 0.956, 0.944, and 0.734, respectively. In this study, Cronbach's  $\alpha$  value was used to measure the internal consistency of each dimension item, and as shown in Table 1, the Cronbach's of all variable dimensions were greater than 0.6, and Nunnally (1978) considered that a Cronbach's value greater than 0.6 is an acceptable criterion, so the reliability of this questionnaire is acceptable.

**Table 1:** Summary Table of Confidence and Validity Analysis; **source:** Original Research

Change	Dimensionality	Cronbach	Confidence	KMO	Validity
	Compensation and benefits satisfaction	0.825	0.958	0.800	0.956
Job satisfaction	Organizational management satisfaction	0.959		0.907	
	Work environment satisfaction	0.872		0.824	
	Teaching task performance	0.885	0.957	0.813	0.944
Job Performance	Research Task Performance	0.968		0.865	
	Classroom Management Performance	0.892		0.749	
Propensity to leave	Propensity to leave	0.836	0.836	0.734	0.734

Note: P  $\leq$  0.05\*; P  $\leq$  0.01\*\*; P  $\leq$  0.001\*\*\* ; N = 412

## 5.2. Correlation Analysis between Variables

In this study, the mean, standard deviation, and Pearson's correlation coefficient were used to analyze the distribution of each item of the job satisfaction, job performance, and propensity to leave constructs and their overall relationship. The correlation analysis explains whether there is a relationship and the closeness of the relationship between the two phenomena, although the presence of a causal relationship cannot be established. Measuring the proximity between variables through correlation coefficients is known as correlation analysis. The correlation coefficient refers to the interval between -1 and 1. Positive correlation refers to when the correlation coefficient is greater than 0 and negative correlation refers to when the correlation coefficient is less than 0. (Su, 2000). The Spearman coefficient is used to measure the closeness between variables in this paper. From Table 2, the variables between job satisfaction and job performance include the following: job satisfaction variables are: satisfaction with compensation and benefits, satisfaction with organizational management, and satisfaction with the work environment; job performance variables are: teaching task performance, research task performance, and classroom management performance. According to the diagonal of the table, it can be learned that the diagonal mean extraction variables are 0.866\*\*, 0.872\*\*, 0.586\*\*, 0.758\*\*, 0.780\*\*, 0.268\*\*, and the squared values of their two conformational correlation coefficients are smaller than the diagonal mean compared to the diagonal mean, indicating that they meet Locker's (1976) standard values for judging differential validity, which illustrates that the theoretical model has a significant correlation between job satisfaction and job performance, since each of the constructs has a value of greater than 0.7 or more, i.e. P  $<$  0.01\*\*. According to the analysis in Table 2, it can be seen that there is a strong correlation between job satisfaction and job performance dimensions on the propensity to leave.

**Table 2:** Job Satisfaction, Job Performance, and Propensity to Leave Related Analysis; **source:** Original Research

Structure	AVE	S.d	MYD1	MYD2	MYD3	GZJX1	GZJX2	GZJX3	LZQX
MYD1	2.91	0.84	1						
MYD2	2.89	0.95	0.866**	1					
MYD3	2.72	0.94	0.828**	0.872**	1				
GZJX1	3.29	0.77	0.597**	0.578**	0.586**	1			
GZJX2	2.85	0.99	0.583**	0.587**	0.676**	0.758**	1		
GZJX3	3.11	0.85	0.620**	0.624**	0.649**	0.818**	0.780**	1	
LZQX	3.34	0.85	0.399**	0.351**	0.240**	0.395**	0.172**	0.268**	1

Note: MYD1-Compensation and benefits satisfaction; MYD2-Organizational management satisfaction; MYD3-Work environment satisfaction; GZJX1-Teaching task performance; GZJX2-Research Task Performance; GZJX3-Classroom Management Performance; LZQX-Propensity to leave

Note:  $P \leq 0.05^*$ ;  $P \leq 0.01^{**}$ ;  $P \leq 0.001^{***}$ ;  $N = 412$

### 5.3. Regression Analysis

On the mediating effect of job performance, this paper follows the recommendations of Kane and Baron (1986) when verifying the mediating effect with cascade regression analysis. The intermediary effect is established to meet the following conditions:

- the independent variable has a significant effect on the mediating variable;
- the independent variable has a significant effect on the dependent variable;
- the effect of the mediating variable having a significant effect on the dependent variable and
- in the regression model of the independent variable and the mediating variable on the dependent variable, the mediating variable needs to have a significant effect on the dependent variable, and the relationship between the independent variable and the dependent variable is weaker when the mediating variable is placed than when the mediating variable is placed.

Based on Table 3 the  $\beta$ -values ( $P < 0.001^{***}$ ) of the regression analysis of each dimension of the independent variable job satisfaction on the propensity to leave were  $0.399^{***}$ ,  $0.351^{***}$ , and  $0.240^{***}$  showing significant effects, and both F-values were higher than the defined values, indicating that the H3 hypothesis is valid.

**Table 3:** Regression Analysis of Job Satisfaction and Propensity to Leave; **source:** Original Research

Independent variable	Dimensionality	Propensity to leave		
		Compensation and benefits satisfaction	Organizational management satisfaction	Work environment satisfaction
Job satisfaction	Compensation and benefits satisfaction	0.399***	-	-
	Organizational management satisfaction	-	0.351***	-
	Work environment satisfaction	-	-	0.240***
R <sup>2</sup>		0.160	0.124	0.058
ΔR <sup>2</sup>		0.160	0.124	0.058
F value		77.823***	57.778***	25.119***
VIF value		1.000	1.000	1.000

**Note:** P ≤ 0.05\* ; P ≤ 0.01\*\* ; P ≤ 0.001\*\*\* ; N = 412

As can be seen from Table 4, the independent variables of job performance dimensions are teaching task performance, research task performance, and classroom management performance involved in the  $\beta$  value ( $P < 0.001***$ ) of 0.395\*\*\*, 0.172\*\*\*, and 0.268\*\*\* respectively, representing significant effects, according to the verification of the cascade regression analysis proposed by Kane and Baron (1986). It can be seen that the mediating variable has an effect of significant influence on the dependent variable, indicating that the H2 hypothesis is valid.

**Table 4:** Regression Analysis Table of Job Performance and Propensity to Leave; **source:** Original Research

Independent variable	Dimensionality	Tendency to leave		
		Teaching task performance	Research Task Performance	Classroom Management Performance
Job Performance	Teaching task performance	0.395***	-	-
	Research Task Performance	-	0.172***	-
	Classroom Management Performance	-	-	0.268***
R <sup>2</sup>		0.156	0.030	0.072
ΔR <sup>2</sup>		0.156	0.030	0.072
F value		75.824***	12.479***	31.822***
VIF value		1.000	1.000	1.000

**Note:** P ≤ 0.05\* ; P ≤ 0.01\*\* ; P ≤ 0.001\*\*\* ; N = 412

When job satisfaction and job performance are simultaneously used as predictive variables for the regression analysis of the propensity to leave, job performance must have a significant effect on the propensity to leave. As can be seen from Table 5, in the regression analysis of job satisfaction and job performance on the propensity to leave, after adding the mediating variable job performance in this stratified regression analysis, it can be seen from model one that the β-value (P < 0.001\*\*\*) of job satisfaction on the propensity to leave is 0.345\*\*\* with a very significant effect. Secondly from model two, it can be seen that since job performance has a significant explanatory power (ΔR<sup>2</sup> is positive and significant) on the propensity to leave and the regression coefficient is 0.262\*\*\* which has a highly significant effect. And the condition also satisfies Kane and Baron (1986) so the mediating condition is proposed.

**Table 5 :**Regression Analysis of Job Satisfaction, Job Performance and Propensity to Leave; **source:** Original Research

Independent variable	Dependent variable: Propensity to leave	
	Model 1	Model 2
Job satisfaction	0.345***	0.262***
Job Performance	-	0.120*
R <sup>2</sup>	0.119	0.126
ΔR <sup>2</sup>	0.119	0.126
F value	55.262***	29.542***
VIF value	1.000	1.000

**Note:** P ≤ 0.05\* ; P ≤ 0.01\*\* ; P ≤ 0.001\*\*\* ; N = 412

In summary, based on several conditions proposed by Kane and Baron (1986), the regression analysis between the variables conducted in this study is summarized as follows. In the regression model, the regression coefficients of job performance and job satisfaction on the propensity to leave must be smaller than the regression coefficients when making satisfaction alone predict the willingness to leave, or even become an insignificant effect. As can be seen from Table 5, after adding the mediating variable (job performance) in the regression model, the prediction of job satisfaction decreased from 0.345\*\*\* (significant) to 0.262\*\*\* (significant), and the explanatory power  $R^2$  decreased slightly from 0.262\*\*\* to 0.120\* ( $\Delta R^2$  was positive and the F-value was 29.542\*\*\* was significant).

In this study, the hierarchical regression analysis confirmed the significant influence of job satisfaction, job performance, and propensity to leave. The explanatory strength of the model increased with the inclusion of the mediating variable (job performance), but the regression coefficients of job satisfaction, job performance, and propensity to leave were significantly affected but did decrease. The relationship between job performance and job satisfaction on the propensity to leave was found to be consistent with Kane and Baron's (1986) test for mediating variables. Therefore, it is confirmed that job satisfaction does have a significant effect on the propensity to leave through the mediating effect of job performance, and the mediating effect is a fully mediating effect. Therefore, the hypotheses H1, H2, H3, and H4 proposed in this study are all valid.

## 6. Research Results

### 6.1 Findings

Job satisfaction of teachers in private universities is generally low.

The job satisfaction of teachers in private colleges and universities in Guizhou is at a low level, as are the dimensions of satisfaction are satisfaction with salary and benefits, satisfaction with organization and management, and satisfaction with the work environment. In the survey, it is found that the lowest mean value of salary and welfare satisfaction among private university teachers is "the school's insurance, welfare benefits, and teachers' bonus are generous", which means that private university teachers in Guizhou generally think that the welfare benefits of private university teachers are low. The second part of satisfaction with organization and management, the lowest mean is "there are many promotion channels and opportunities for teachers", the mean is 2.81, which means that many teachers think that there is little room for promotion, and some teachers even say that there is no future in private colleges. From the section on satisfaction with the working environment, we can see that the mean value of "the school gives subsidies to teachers for training and further training" is 2.40, which means that most teachers in private universities do not have subsidies for training and further training, and some teachers said that the school does not have any incentive policy during their further training.

Private college teachers' job performance is generally low.

In terms of job performance, this study found that the mean of teaching performance was 3.29,

the mean of research performance was 2.85, and the mean of classroom management performance was 3.11. The mean of teaching performance was higher than the mean of research performance and also higher than the mean of classroom management performance, which in turn was higher than the mean of research performance. Thus, the teaching performance and class management performance of private university teachers are higher and research performance is relatively lower.

Private college faculty have a higher tendency to leave.

The highest score in the survey of private university teachers' tendency to leave is "salary and benefits affect my choice to stay or leave", with an average score of 3.75. This indicates that the teachers interviewed basically agree with the fact that the salary and benefits of private university teachers are low, which leads to the fact that many teachers in the private university have the desire to leave their units.

Therefore, in order to stabilize the teaching team and ensure the quality of education and teaching, it is necessary to reduce the departure rate of teachers in private colleges and universities, and at the same time to carry out corresponding work from two aspects of improving teachers' job satisfaction and job performance. (1) Establishing a sound salary system for teachers in colleges and universities (2) Improving the salary and welfare system of teachers and enhancing the leadership ability of management (3) Increasing the training of young teachers (4) Improving the supporting facilities around schools.

## **6.2. Study Limitations**

Considering that the study covers some sensitive contents, it has been difficult to conduct rigorous sampling work in this study, resulting in a less representative sample. This paper only analyzes 15 private colleges and universities in Guizhou with in-service teachers, and there is no differentiated analysis for various types of private colleges and universities in China, and there is no sufficient survey data to support the analysis. All these are the areas that need focus and attention in future research. The study was conducted using the questionnaire method, and there are shortcomings in that the sample used is cross-sectional data of non-random snowball sampling, and the valid data is only 412 to a certain extent affecting the generalizability of the study findings. Secondly, job performance is a mediating variable on the mechanism of employee propensity to leave, the interpretation strength is slightly thin.

## **6.3. Contribution to Knowledge**

The influence of teachers' job satisfaction and job performance on turnover intention is a research topic with important practical significance. By taking Guizhou private universities as an example, this study conducted an in-depth study on the relationship between teachers' job satisfaction, job performance and turnover intention, providing a new understanding and understanding of related issues in this field.

First of all, through the investigation of teachers in Guizhou private colleges and universities, this study finds that there is a positive correlation between teachers' job satisfaction and job

performance. That is, the higher the teachers' job satisfaction, the better their job performance. This finding suggests that improving teachers' job satisfaction can promote the improvement of their job performance and thus improve the quality of education in the whole school.

Secondly, this study also found that there is a negative correlation between teachers' job satisfaction and turnover intention. In other words, the higher the teachers' job satisfaction, the lower their turnover tendency. This finding suggests that while improving teachers' job satisfaction, teachers' turnover tendency can be effectively reduced, so as to improve the stability and sustainable development of school staff.

Finally, the academic contribution of this study is to reveal the complex relationship between teachers' job satisfaction, job performance and turnover intention, which provides an important reference for educational administrators and policy makers. Based on the results of this study, schools can take measures, such as strengthening teachers' welfare benefits, improving the teaching environment, and providing career development opportunities to improve teachers' job satisfaction, thereby improving their work performance and reducing their turnover intention, so as to promote the sustainable development of schools.

All in all, this study has certain academic contributions in both theory and practice, and has important guiding significance for improving teachers' job satisfaction, job performance and reducing turnover tendency. It is hoped that the results of this study can provide useful reference for further research and practical work in related fields.

## 7. References

Abou, S. (2022). *Factors and relationships between job satisfaction and job performance of primary and secondary school teachers*. Huazhong Normal University.

Bowker, D. and Dillman, D.A. (2000). An experimental evaluation of left and right oriented screens for web questionnaires, *Paper presented at the 55th annual conference of American Association for Public Opinion Research* (Portland, Oregon, May 18-21<sup>st</sup>, 2000), available at: <http://survey.sesrc.wsu.edu/dillman/papers/AAPORpaper00.pdf>.

Chen, L. and Yang, J. (2017). A study on the relationship between professional identity and special education teachers' tendency to leave and job satisfaction. *Special Education in China* (2), 25-30.

Fang, Z.B. and Luo, H.Y. (2012). Government performance management innovation: construction of a Chinese model of the balanced scorecard. *Chinese Administration* (12), 5.

Feng, Hui. (2015). A study on the relationship between school environment and college physical education teachers' job satisfaction and job performance. *Shaolin and Taiji (Zhongzhou Sports)* (6), 13-16.

Hall, D.T. & Goodale, J.G. (1986). *Human resource management: Strategy, Design, and Implementation*. Glenview, IL: Scott, Foresman.

Hom, P.W., Mitchell, T.R., Lee, T.W., & Griffith, R.W. (2012). Reviewing employee turnover: focusing on proximal withdrawal states and an expanded criterion. *Psychological Bulletin*, 138(5), 831-858.

Hoppock, R. (1935). *Job satisfaction*. New York, NY: Harper & Brothers Publishers.

Kane L.G. & Baron. R. (1986). *Performance management*. London: The Cromwell Press.

Loborec, S.M. and Weber, R.J. (2015). Patterning your department after great leaders: John D. Rockefeller, *Hospital Pharmacy*, 50(3), 243-6. DOI: [10.1310/hpj5003-243](https://doi.org/10.1310/hpj5003-243).

Locke, E.A. (1976). The nature and cause of job satisfaction, in M.D. Dunnette, ed., *Handbook of industrial and organizational psychology*. Chicago, IL: Rand McNally, 35-42.

Michaels, C.E. and Spector, P.E. (1982). Causes of employee turnover: a test of the Mobley, Griffith, Hand, and Meglino model, *Journal of Applied Psychology*. 67, 53-59.

Nunnally, J. (1978). *Psychometric methods*, 2<sup>nd</sup> Edition. New York, NJ: McGraw Hill.

Su, J.M. (2000). A practical guide to statistical software SPSS for Windows. Beijing: Electronic Industry Press.

Sun, D. (2018). *A study on the relationship between job motivation, job satisfaction, and job performance of young teachers in higher education*. Baoding: Hebei University.

Yu, X.J. (2010). *A study on the correlation between employee satisfaction, job performance, and propensity to leave an enterprise*. Beijing: Beijing University of Chemical Technology.

Zhang, M. and Zhang, D. (2003). A study of factors influencing employee turnover in IT enterprises. *China Soft Science* (5), 5.