



The Impact of Teachers' Job Demands and Job resources on Turnover Intention - In Private Universities in Guizhou, China

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Abstract

This study investigated the impact of job demands and job resources on teachers' turnover intention based on the Job Demands-Resources Model (JD-R Model) in private universities in Guizhou Province. A total of 361 valid questionnaires were collected from six private universities in Guizhou Province through stratified random sampling method, and the data analysis methods used were percentage, mean, standard deviation and multiple regression analysis. The results showed that the respondents in this study were slightly more male, primarily young teachers under 30 years of age with 1-5 years of teaching experience. The largest number of participants had intermediate titles, and fewer had senior titles. Their monthly salary ranged from 4,001 to 7,000 CNY. The hypothesis testing results revealed that job demands significantly and positively predicted turnover intention and job resources significantly and negatively predicted turnover intention. Therefore, private universities should make efforts to improve teachers' working environment, alleviate job demands, and provide sufficient job resources to continuously improve teachers' subjective well-being, promote teacher stability, and reduce turnover intentions.

Keywords: Job demands, Job resources, Turnover Intention, Private University

Introduction

As an important region for the development of higher education in Southwest China, Guizhou Province has seen rapid growth in the number of colleges and universities and the size of students in recent years, but the problem of teacher mobility has become increasingly prominent. The average annual departure rate of teachers in Guizhou province's colleges and universities reached 8.3 per cent in 2023, which is higher than the national average (6.5 per cent) (Guizhou Provincial Department of Education, 2023). The high mobility of teachers not only affects the quality of teaching but also exacerbates the imbalance in the distribution of regional educational resources (Feng & Sass, 2016).



Teachers' turnover is the result of multiple factors (Räsänen et al., 2020). The formation of private teachers' turnover intention in Chinese universities is influenced by their current work environment (Luo & Shen, 2017). The job demands - resources model is a widely adopted theoretical framework in the field of work environmental research. Therefore, this study aims to explore the impact of the job demands and job resources on turnover intention in private universities in Guizhou, China. The findings from this study can provide a theoretical basis for private universities to improve the stability of their teaching force.

Objectives

1. To examine the status of the job demands and job resources of private universities teachers.
2. To examine the status of teachers' turnover intention in private universities.
3. To explore the impact of teachers' job demands and job resources on turnover intention in private universities in Guizhou, China.

Literature Review

With the deepening of education reform, the work environment of teachers has gradually received extensive attention from all walks of life, and the high or low rate of teacher turnover is not only related to the quality of teaching and learning in schools, but also to the stability and development of the entire education system (Carver-Thomas & Darling-Hammond, 2017).

There are significant differences in the management of private and public universities. Private universities are most notably characterized by the need to be self-sufficient. Although private universities are more flexible in raising and spending funds, they also face greater pressures and challenges (Wang et al., 2020).

Job demands are defined in the job demands-resources (JD-R) model as aspects of a job that require sustained physical or mental effort and are therefore associated with certain physical and psychological costs (Schaufeli, 2017). As society's demands on teachers in private colleges and universities become higher and higher, the psychological pressure on teachers is also increasing. This not only affects work efficiency but may also have a negative impact on their physical and mental health.

However, research has shown that Job resources help to achieve work goals, reduce work demands and costs, and stimulate personal growth and development, co-worker and social support, and opportunities for advancement (Tummers & Bakker, 2021). Professional development activities in the form of induction training, seminars, and lectures organized by schools play a vital role in reducing teachers' turnover intention (Smith & Ingersoll,

2004). In addition, teachers' relationships with their leaders and colleagues are also important predictors of teachers' turnover intention (Simon & Johnson, 2015).

Related Research Theories

The theoretical foundations for understanding the impact of job demands and resources on turnover intention in private universities are the job demands-resources (JD-R) model and social exchange theory (SET). The JD-R is a widely adopted theoretical framework in the field of work environment research. Bakker and Demerouti (2017) stated that the work environment consists of job demands and job resources. It helps researchers gain a clearer understanding of the problems and challenges faced by teachers in their work environment, enabling the implementation of appropriate management strategies to reduce turnover intentions.

Social exchange theory (SET) originated in the 1920s (Tumin et al., 1956). Homans (1958) first introduced the concept of social behavior as exchange in literature. According to the SET, teachers' turnover intention is the result of teachers' assessment of the costs and benefits of the work relationship. When teachers perceive that the job resources provided their professional identity needs, it reinforces their intention to stay in the organization.

Conceptual Framework and Research Hypothesis

Based on various phenomena and research results. Therefore, the research framework and research hypothesis are as follows:

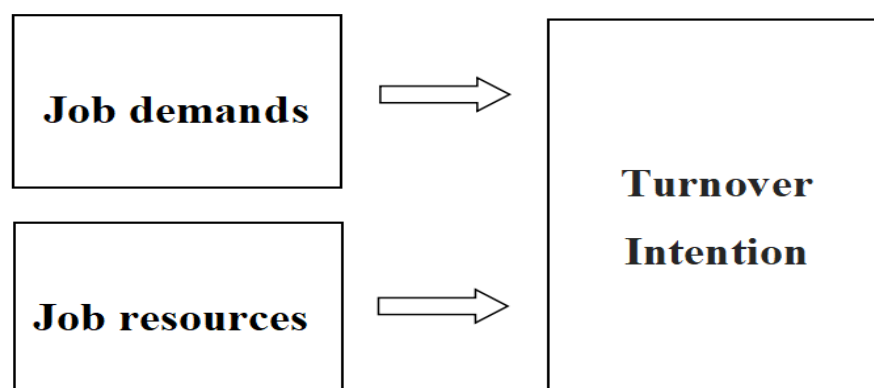


Figure 1: Conceptual Framework

Research hypotheses:

H1: Job demands have a positively significant impact on turnover intention.

H2: Job resources have a negatively significant impact on turnover intention.



Research Methodology

This study adopted quantitative research design with 3,659 teachers from private universities in Guizhou as the target population and collected questionnaire data through a stratified sampling method using the Questionnaire Star online survey. The questionnaire consists of four parts. The first part is about the demographic characteristics of the participants, including five questions. The second part is the nine questions about job demands, and the third part is the nine questions about job resources. The fourth part consists of eight questions about turnover intention.

Based on the evaluation conducted by three independent reviewers utilizing the Index of Content Validity (IOC) test, the questionnaire demonstrated an important level of validity with an IOC score of 0.951. The alpha coefficient method was used to assess the reliability of Cronbach's alpha, resulting in an overall score of 0.948.

The Yamane formula was used to calculate a sample size of 361. The data was statistically analyzed using percentage, mean, standard deviation, and multiple regression analysis.

Results

By analyzing the questionnaire survey of teachers from private universities in Guizhou, the following basic information about the respondents was obtained:

Table 1: Descriptive statistics on demographic information

Question	Frequency	Percentage (%)	Cumulative percentage (%)
Gender			
Male	187	51.80	51.80
Females	174	48.20	100.00
Age			
Under 30 years old	102	28.26	28.26
31-40 years old	97	26.87	55.12
41-50 years old	87	24.11	79.22
Above 50 years old	75	20.79	100.00
Teaching experience			
1-5 years	131	36.28	36.28
6-10 years	93	25.77	62.05
11-15 years	99	27.43	89.47
16-20 years	20	5.54	95.01
More than 21 years	18	4.97	100.00
Position			
Junior Title	118	32.69	32.69
Intermediate Title	154	42.66	75.35



Question	Frequency	Percentage (%)	Cumulative percentage (%)
Associate Title	71	19.67	19.67
Senior Title	18	4.99	100.00
Monthly salary			
Less than 4,000 CNY	42	11.63	11.63
4,001-7,000 CNY	166	45.98	57.63
7,001-10,000 CNY	120	33.24	90.86
More than 10,001 CNY	33	9.14	100.00

Table 1 shows that the respondents in this study were slightly more male, mostly young teachers under 30 years of age with 1-5 years of teaching experience. The largest number of participants had intermediate titles, fewer had senior titles, and received monthly salary between 4,001-7,000 CNY.

Table 2: Descriptive statistic on Job demands, Job resources and turnover intention.

	Mean	Standard deviation	Level of perception
X1 Job demands	3.45	0.93	agree
X2 Job resources	2.56	0.91	disagree
Y Turnover Intention	3.42	0.9	agree

Table 2 shows that the mean value of job demands is 3.45, indicating that respondents perceive job demands to be slightly higher, with a standard deviation of 0.93 reflecting greater inter-individual variability. The mean value of job resources is 2.56, indicating that respondents perceive job resources to be insufficient. The mean value of turnover intention is 3.42, indicating that respondents have a certain tendency to leave their jobs, with a standard deviation of 0.90 indicating that individual differences are obvious and that some respondents may have a higher turnover intention.

Table 3: Relationship between Job demands, Job resources and turnover intention.

	Job demands	Job resources	Turnover Intention
Job demands	1	-.470**	.391**
Job resources	-.470**	1	-.423**
Turnover Intention	.391**	-.423**	1

** . The correlation is significant at the 0.01 level (two-tailed).



According to the analysis of the correlation coefficients of the variables in Table 3, the significant correlation between the core variables provides initial support for the hypothesis testing of the theoretical model in the next step.

Table 4: Regression analysis of Job demands Job resources and turnover intention.

	Unstandardized		Standardized		t	p	VIF	Tolerance
	Coefficients		Coefficients					
	B	Standard	Beta					
		Error						
Constant	3.37	0.272	-	12.404	0.000**	-	-	
X1 Job demands	0.241	0.051	0.247	4.696	0.000**	1.284	0.779	
X2 Job resources	-0.305	0.052	-0.307	-5.82	0.000**	1.284	0.779	

$R^2 = 0.226$, Adjusted $R^2 = 0.222$, $F = 52.402$, $p = 0.000$

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

According to the results of Table 4, the R^2 of the model is 0.226 and the adjusted R^2 is 0.222, which indicates that job demands, and job resources can explain 22.6% of the variance in turnover intention. $F = 52.402$, $p = 0.000$, which indicates that the independent variables have a significant effect on turnover intention. The VIFs are less than 10, and the tolerances are greater than 0.1, which indicates that there is no serious covariance problem between the independent variables (Ciobotaru & Mazza, 2022). The unstandardized coefficient of job demand, $B = 0.241$, and standardized coefficient, $Beta = 0.247$, $t = 4.696$, $p = 0.000$, indicate that job demand has a positively significant impact on turnover intention. The unstandardized coefficient of job resources is $B = -0.305$, $Beta = -0.307$, $t = -5.82$, and $p = 0.000$, indicating that job resources have a negatively significant impact on turnover intention. And the strength of the effect of job resources is slightly higher than job demands. Therefore, these results support hypotheses H1 and H2.

Conclusions and Discussion

Based on the data of 361 teachers from six private universities in Guizhou, this study explains the impact of teachers' job demands and job resources on turnover intention based on the JD-R Model and SET. It was found that job demands had a positively significant impact on turnover intention, job resources had a negatively significant impact on turnover intention. These findings are consistent with the conclusions drawn by Puma



et al. (2025) and Nogues and Tremblay (2025), who demonstrated that job demands, and job resources significantly impact turnover intention. Although the research subjects in these studies differ, the results align closely.

It is clear from the above results that job demands, and job resources are closely related to turnover intention. However, the impact of job demands and job resources on turnover intention does not exist in isolation but interact with each other. When job demands are too high and job resources are insufficient, teachers will feel stressed and lack support, and turnover intention will increase significantly. On the contrary, even if job demands are high, teachers may be more willing to stay in their positions if job resources are abundant and they can get enough support and help.

Therefore, to stabilize the teaching force, organizations should optimize job demands and increase job resources to encourage teachers to cope with their jobs positively and reduce turnover intention.

Recommendations

In view of the conclusions, the following recommendations are made:

1. Organizations should reduce the work pressure of teachers by optimizing work processes and improving work efficiency, adjusting job demands, scientifically distributing work tasks and avoiding excessive workload.
2. Organizations should increase investment in job resources and provide teachers with more social support, training opportunities and development space. Create a good team atmosphere, strengthen communication and collaboration among employees, establish a sound training system, and improve professional ability and comprehensive quality of employees.
3. Teachers themselves should continue to improve their own stress resistance and coping ability to better cope with the pressure brought about by the work requirements. At the same time, actively access to work resources, and colleagues and leaders to establish a good relationship, and strive for more support and help.

Research Limitations

This study focuses on the opinions of 361 teachers from private universities in Guizhou and analyzes their responses to items such as job demands and job resources on turnover intention. However, teachers' turnover intention may be influenced by multiple factors. In terms of data collection, questionnaires were used, a method that may be disturbed by teachers' subjective cognitive biases. In addition, teachers' job demands, and job resources are in a dynamic state of change, and this study failed to conduct in-depth



interviews and long-term follow-up observations of teachers, making it difficult to fully capture the dynamic evolution of teachers' turnover intention at dissimilar stages.

Research Suggestions for Future Research

Future research should consider more variables that impact teachers' turnover intention, such as work-family balance and digital transformation stress. In addition to questionnaires, in-depth interviews and other methods can be used to explore teachers' thoughts and emotions about their job demands, job resources, and turnover intention. Meanwhile, regular, and dynamic tracking of changes in job demands and job resources, as well as changes in their turnover intention, will help them to understand the complex impact between them more fully.

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