

An Empirical Investigation and Reflection on the Job Hopping Intention of Young Teachers in Colleges and Universities in Western China

Yong Liu

Personnel Department,
China West Normal University,
No.1 Shi Da Road, Nanchong, 637009,
Sichuan, China
Email: liuyong007688@126.com

Abstract

The job hopping of young teachers in colleges and universities has an important impact on the stability of college teachers and the development of the universities. Through the analysis of 227 network questionnaires data, which shows that the job hopping intention of young teachers in the western China is in a moderate low level. Organizational support, job satisfaction and job hopping intention were negatively correlated. Job satisfaction has more predictive power for job hopping intention comparing to organizational support. Organizational support has an indirect effect on job hopping intention through job satisfaction.

Key words: *colleges and universities; job hopping intention; organizational support; job satisfaction*

1. Introduction

The university teacher profession already is a recognized high knowledge density, high pressure profession in China. They are facing the pressure of high standards of scientific research requirements, heavy teaching tasks, academic qualifications, professional title assessment and so on. So they are the groups who bearing the most pressure in colleges and universities (Zeng Xiao-juan,2010). Long term excessive work pressure will not only worsen the physical and mental health of teachers, but also cause teachers' discontent mood and high job hopping rate, which has become the concerns for the development of higher education in China.

2. Literature Review and Historical Research

Job hopping is a neutral word, and there is no inherent negative meaning. Mobley believes that job hopping refers to the termination process of obtaining material benefits from the organization and of the member relationship of the organization (Mobley W H,1978). Employees' job hopping are generally divided into active and passive job hopping. The two types of job hopping have different impact on organizations. The negative impact of a large number of employees' active job hopping are more significant.

Perceived organizational support is proposed by a social psychologist Eisenberg in 1986 at the University of Delaware, refers to the staff's perceptions and opinions to the organization how to treat their contributions and cares about their interests. Eisenberg believes that employees will speculate the degree that organizations attach importance to their contribution and concern for their interests, this subjective judgment and perception will affect their return, commitment and job performance on the organization. When they feel the organizational support, organizational identification, job satisfaction and job performance therefore increase; when do not feel the organization support, absenteeism and job hopping rate will rise(Eisenberger,1986). Job satisfaction is an important psychological factor which affects the work efficiency and the quality of work. The job satisfaction of teachers refers to their total and emotional feeling and perception of work and the situation. Employee's satisfaction means approval to the organization, which is an important manifestation of the value of the organization. Job satisfaction will affect absenteeism, job hopping, organizational commitment, job efficiency, and ultimately affect the work performance.

The relationship between job hopping intention and organizational support, job satisfaction has been studied, there is a significant negative correlation between organizational support and job hopping intention, and the positive correlation between job satisfaction and job satisfaction. Eisenberg and Wayne both believe that organizational support will allow employees to generate less career mobility and job hopping behavior (Wayne A H,2003). After analyzing over 70 literatures of perceived organizational support, Rhoades and Eisenberger believed that, organizational support can improve employees' mood, job satisfaction, organizational commitment, and increase the work engagement, improve the in role performance and extra role performance, reduce the job hopping intention(Rhoades L,2002).

3. The Results of the Study

After a network questionnaire survey of young teachers in three colleges and universities in the western region among those who are under the age of 40, the author got the data of the relationship among job hopping intention, perceived organizational support and job satisfaction. There are 227 people participated the survey, 107 male teachers, 120 female teachers; 24 undergraduates, 142 masters, 61 doctor degree; 30 assistants, 126 lecturers, 51 associate professors, 20 professors; 121 sciences, 106 liberal arts. There are 185 persons under the age of 35, 23 persons are 35 to 40 years old, 19 persons over the age of 40. The survey sample selection is of strong randomness and wide coverage, thus in order to draw some reliable conclusions. The following conclusion are drawn from the statistics on the questionnaire.

3.1 Current Situation of Job Hopping Intention, Perceived Organizational Support and Job Satisfaction

Through the analysis of survey data, it showed that the young teachers' organizational support and job satisfaction in a moderate degree. Teachers' perceived organizational support and job satisfaction were significantly different in different subjects. The science teacher's perceived organizational support and job satisfaction level were higher than that of the liberal arts teachers'. With job hopping intention level, the under 35 years old teachers' were higher than 35 to 40 years old teachers', the liberal arts teachers' were higher than science teachers'.

The regression analysis of organizational support on job hopping intention shows that the job satisfaction of young college teachers is negatively correlated with job hopping intention. Young teachers in colleges and universities as a high-end talent, they have higher achievement motivation and the pursuit of self value realization. If not satisfied with the work, in order to with the current situation of professional development consistent, they are more inclined to choose to implement the growth of knowledge and add personal value through the job hopping.

3.2 The Predictive Effect of Organizational Support and Job Satisfaction on Job Hopping Intention

The results of correlation analysis showed that organizational support and job satisfaction showed significant positive correlation, which indicated the positive correlation between job satisfaction and organizational support. The university organization has a direct impact on the job satisfaction of young teachers through the recognition of the work value of the teachers. If the teachers are satisfied with the work reward and value and the concern of university organization, they will rarely have the job hopping intention.

3.3 The Mediating Effect of Job Satisfaction on the Relationship between Organizational Support and Job Hopping Intention

Through data analysis, job satisfaction in the relationship between organizational support and job hopping intention, played a partial intermediary role, that is to say, the intermediary role of organizational support through job satisfaction, weakening the degree of job hopping intention. There was a positive correlation between organizational support and job satisfaction, and the support from the welfare reward and job satisfaction had a direct impact on the job satisfaction of teachers. Organizational support was negatively correlated with job hopping intention, but also has indirect effect on job hopping intention through job satisfaction. Job satisfaction and job hopping intention showed negative correlation. Performance recognition, the implementation of university policy and the satisfaction of the achievement had the most predictive power of job hopping intention. Job satisfaction is more predictive than the perceived organizational support in the job hopping intention of young teachers.

4. The Enlightenment of the Research Results

It is necessary and beneficial to maintain appropriate job hopping rate of college teachers, which is conducive to the reallocation of talent resources, to facilitate the selection of the most suitable teachers in colleges and universities, and to improve the competitiveness of the organization. However, a large number of teachers' job hopping not only bring financial burden, the loss of human capital to the universities, but

also undermine the universities' culture and cohesion., Under the background of system reform of universities and social transformation in China, the research on teachers' psychological environment, organizational support and job satisfaction, and job hopping have practical significance to solve the management problems.

According to the principle of reciprocity social exchange, the support of the organization of teachers, through meeting the teacher's respect, achievement, attribution of social need and promote their energy input, so that they have a sense of strong organization sense of ownership and responsibility, to improve the organization's performance. Colleges and universities should give more concern and support to the teachers' identification and investment, which can not only emphasize teachers' loyalty and commitment to the organization. In the era of big science, university teachers engaged in scientific research, not only need to be provided appropriate research material conditions, but also need a loose academic atmosphere, a good science team, and need more policy support which conform to the laws of scientific research. Only by paying attention to the reasonable needs of teachers', can we really mobilize the enthusiasm of teachers, increase their sense of identity and loyalty to the organization.

In addition, the direct effect of job satisfaction on job hopping intention and the mediating effect of organizational support on job hopping intention show that improving the teachers' job satisfaction is still a valid strategy to retain talent in the competitive environment. The research results show that the factors which have significant predictive power on job hopping intention are the welfare payment and recognition of job performance. According to expectations theory and equity theory, teachers feel that if they are not directly proportional to the pay and return, there will be a strong sense of frustration, which will produce the job hopping intention.

Therefore, the management of organization payment should adhere to the external competition and the inner justice. As a professional, university teacher has the most understanding of the subject and its correct definition of the standard, and has the most authoritative decision on the subject of scientific research and teaching plans. If teachers are able to participate in the formulation of the system and norms related to their interests, it is not only conducive to increase teachers' sense of fairness and job satisfaction, but also help to improve job performance. Only with a full understanding and a careful analysis of the teacher's needs, improvement of salary and welfare, can we maximally retain talent, so as to give full play to their enthusiasm for work, and may create a higher, more excellent performance.

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