

The Impact of Private University Teachers' Professional Identity on Turnover Intention: The Mediating Role of Job Satisfaction

^{1*}Jin Wang and ²Shun Chi Yu

*Corresponding author**

International College, Krirk University, Thailand

Email: ^{1*}497765167@qq.com, ²gavinee188@gmail.com

Received April 8, 2023; **Revised** May 17, 2023; **Accepted** June 26, 2023

Abstract

Work is crucial in our lives, and individuals' professional identities are vital. Job satisfaction and professional identity impact employee well-being and retention. Professors' professional identity and job satisfaction influence education quality. Teacher turnover is a common issue, particularly in competitive sectors. Private universities must address turnover to ensure teaching and management run smoothly.

This study aimed to provide empirical evidence and support for reducing teacher turnover among private university teachers in Guizhou by exploring the mediating effect of job satisfaction on the relationship between professional identity and turnover intention. Method: A survey was conducted on 515 private university teachers in Guizhou Province using the Professional Identity Scale, Job Satisfaction Scale, and Turnover Intention Scale. Results: This article discusses the relationship between teacher professional identity, job satisfaction, and turnover intention among teachers in private universities in China. It was found that teacher professional identity has a negative effect on turnover intention and a positive effect on job satisfaction. Improving teacher professional identity can promote job satisfaction, which in turn has a negative effect on turnover intentions. These findings are consistent with previous research on the subject. The study suggests that education managers and policymakers should pay attention to improving teacher professional identity, providing better working environments and conditions, and promoting their professional development and growth to reduce turnover. Understanding the impact of professional identity and

job satisfaction on turnover intention can help schools develop better human resource strategies and welfare plans to attract and retain excellent teachers.

Keywords: Private University Teachers; Professional Identity; Job Satisfaction; Turnover Intention

Introduction

Work is an important component of our lives, and for individuals, having a sense of identity with their profession is crucial (Skinner et al., 2021). Job satisfaction and professional identity are crucial to employee well-being and productivity, and these factors can impact employee retention (Jiang et al., 2019). University professors are a crucial part of higher education, and their professional identity and job satisfaction have a significant impact on the quality of education and student performance (Vizek Vidović & Domović, 2019). However, despite the relatively high compensation and job stability that university professors typically receive, there has been a persistent tendency to leave their jobs, particularly in the fiercely competitive education sector.

Under the background of job marketization, teachers' autonomy and opportunities have been increased, which also makes voluntary teacher mobility easier (Qin, 2021). At the same time, with the constantly changing social values, teachers have gained more sources of information, and the relationship between teachers and schools has become more flexible and sensitive. In this context, turnover has become a common problem that teachers and school administrators need to face (Rajendran et al., 2020), especially in private universities, where teacher mobility has become increasingly prominent (Yu, 2019). Therefore, private universities should pay close attention to the trend of teacher turnover. Only by actively facing and valuing the existing problems can personnel turnover be reduced, and the normal operation of teaching and management be ensured (Liu & Sammons, 2022). If the turnover issue is ignored or not given enough attention, the employee turnover rate will gradually increase, which will result in the inability of teaching and management to proceed normally in schools. This study believes that the turnover rate is an indicator of internal management in schools. A high turnover rate indicates that there are more problems in internal management, while a low turnover rate indicates relatively fewer problems.

Many studies have explored the relationship between professional identity and turnover intention and found that professional identity is one of the important factors in reducing turnover intention (French et al., 2020). Meanwhile, job satisfaction has been found to play a mediating role

between professional identity and turnover intention (Zhang et al., 2018). However, in the case of this particular group of university teachers, these relationships still need to be further investigated. Sun et al. (2022) found that teachers' professional identity positively influences job satisfaction. Anees et al. (2021), using partial least squares structural equation modeling, discovered that job satisfaction among university staff mediates the relationship between work stress, workload, and turnover intention, indicating that job satisfaction can reduce turnover intention. Kristanti et al. (2021) also confirmed that job satisfaction among private higher education lecturers effectively reduces turnover intention. Deng et al. (2021), focusing on Chinese pediatricians, revealed a negative correlation between professional identity and turnover intention, as well as a positive correlation between professional identity and job satisfaction. Furthermore, the study indicated that job satisfaction mediates the association between professional identity and turnover intention among Chinese pediatricians.

This study aims to explore the relationship between professional identity and turnover intention among university teachers, as well as the mediating role of job satisfaction in this relationship. By analyzing survey data of university teachers, we can better understand the impact of professional identity and job satisfaction on their turnover intention and provide valuable insights for improving their retention in universities.

Research Objectives

In summary, the aims of this study are as follows:

Objective 1: To explore the relationship between professional identity and turnover intention among private university teachers.

Objective 2: To investigate the relationship between professional identity and job satisfaction among private university teachers.

Objective 3: To examine the relationship between job satisfaction and turnover intention among private university teachers.

Objective 4: To explore the mediating role of job satisfaction in the relationship between professional identity and turnover intention among private university teachers.

Literature Review

Private Universities in China

Chinese higher education institutions are mainly divided into two categories: public universities and private universities (Han, 2019). Public universities are funded and managed by the government, supported and subsidized by the national and local governments, and have relatively stable funding sources and resource allocation. On the other hand, private universities are established by social forces and are usually funded by private enterprises, civil society organizations, individuals, or other social organizations. Private universities mainly rely on market mechanisms and social capital, and their funding sources are relatively unstable.

Compared with public universities, private universities have certain differences in some aspects (Ni, 2021). Private universities have greater autonomy in running their institutions, and their decisions regarding enrollment, recruitment, and education are more flexible. However, private universities have relatively weaker faculty resources due to the lack of direct government funding and support, which makes it difficult for them to attract and retain high-level teachers and researchers. In addition, the level of campus facilities, faculty resources, and discipline construction at private universities is relatively unstable, and there are certain differences in their educational quality and academic standards.

The Relationship Between Professional Identity and Turnover Intention

Professional identity refers to individuals' sense of identity and belongingness to their chosen profession (Noonan, 2019). The strength and stability of professional identity have important impacts on individuals' behaviors and decisions throughout their careers. When individuals are satisfied with and have a strong sense of belongingness to their profession, they tend to demonstrate stronger work engagement and loyalty. Teachers' professional identity can enhance their sense of responsibility and identification with the education profession, leading to more active engagement in their work (Foster & Shah, 2020). On the contrary, lacking professional identity can increase teachers' job stress, resulting in lower job satisfaction. Teachers may lose confidence in the quality of their education and teaching ability, ultimately leading to turnover intention (Steinert et al., 2019).

When teachers' personal values do not match the organizational culture, their professional identity may be negatively affected (Garner & Kaplan, 2019). For example, if a teacher's educational philosophy does not align with the school's educational direction, the teacher may feel unable to adapt to the organizational culture and develop turnover intention. Therefore,

mismatched professional identity is also one of the reasons for turnover intention among teachers (Skinner et al., 2021).

Some studies have also demonstrated the negative impact of professional identity on turnover intention among teachers. For instance, one study found that professional identity significantly and negatively affected turnover intention, with lower professional identity leading to higher turnover intention (Andreasen et al., 2019). Another study also found that professional identity was an important factor affecting turnover intention (Räsänen et al., 2020). Based on the above, the following hypothesis is proposed in this paper:

H1: The negative effect of professional identity on turnover intention among private university teachers.

The Relationship between Professional Identity and Job Satisfaction

Professional identity of teachers refers to their sense of identification and belongingness to the profession they are engaged in, and is an important foundation for their professional development (Foster & Shah, 2020). The strength and stability of teachers' professional identity have significant effects on their job satisfaction, work engagement, and career development (Huang et al., 2019).

Teachers' professional identity is closely related to their work motivation and engagement. When teachers feel a sense of identification and belongingness to their educational work, they exhibit higher work motivation and engagement. They pay more attention to students' learning and growth, actively explore teaching methods and strategies, and constantly improve their teaching skills. This work motivation and engagement can enhance teachers' job satisfaction and promote their career development (Toropova et al., 2021). Teachers' professional identity is also closely related to their sense of responsibility and mission in their work. When teachers feel a sense of identification and belongingness to their educational work, they view education and teaching as an important social responsibility and mission. This sense of responsibility and mission can strengthen teachers' job satisfaction, enhance their career development, and improve their social reputation (Song et al., 2020).

Several studies have also confirmed the positive impact of teachers' professional identity on their job satisfaction. For example, one study found that teachers' professional identity is positively correlated with their job satisfaction, with higher levels of professional identity leading to higher job satisfaction (Lu et al., 2019). Another study indicated that the degree of teachers'

professional identity is one of the important factors affecting their job satisfaction (Butakor et al., 2021). Based on the above, this article proposes the following hypothesis:

H2: The positive effect of professional identity on job satisfaction among private university teachers.

Relationship between Job Satisfaction and Turnover Intention

Job satisfaction is a key factor in determining whether teachers stay at a school. When teachers are dissatisfied with their work, they may develop a tendency to leave (Räsänen et al., 2020). For example, dissatisfaction with salary, work pressure, and job content may all affect a teacher's job satisfaction and turnover intention. Therefore, a decrease in job satisfaction among teachers may lead to an increase in turnover intention. Some studies have also confirmed the negative impact of job satisfaction on turnover intention among teachers. For instance, one study found that job satisfaction had a negative predictive effect on turnover intention, with higher job satisfaction leading to lower turnover intention (French et al., 2020). Another study also found that the impact of job satisfaction on turnover intention among teachers was significant (Madigan & Kim, 2021).

Liu et al. (2021) found that satisfaction with leadership management and job satisfaction had a significant positive impact on the organizational commitment level of private school teachers, while salary and benefits, work environment, and interpersonal relationships had no significant impact. The coefficient of the impact of leadership on teacher turnover intention was the largest, indicating that the leadership style of schools, internal promotion, and democratic participation of teachers in school management can enhance teachers' sense of job achievement. Toropova et al. (2021) found a correlation between the job satisfaction and turnover intention of school teachers who received training, with higher job satisfaction leading to lower turnover intention, and lower job satisfaction leading to higher turnover intention. Based on the above, this study proposes the following hypothesis:

H3: Job satisfaction negatively affects the turnover intention of private university teachers.

The Mediating Effect of Job Satisfaction on the Relationship between Professional Identity and Turnover Intention

Some studies have shown that professional identity has a positive effect on job satisfaction among teachers (Lu et al., 2019; Butakor et al., 2021). When teachers are satisfied with their career development and growth, they may become more engaged in their work, thus increasing job satisfaction. Job satisfaction has a negative effect on teachers' turnover intention (Liu et al.,

2021; Toropova et al., 2021). When teachers are satisfied with their job, they are more likely to stay in their current position. Conversely, when teachers are dissatisfied with their job, they may have a tendency to leave. Several studies have also demonstrated the mediating effect of job satisfaction on the relationship between professional identity and turnover intention. For instance, one study found that job satisfaction mediated the relationship between professional identity and turnover intention among hotel employees (Wang et al., 2020). Another study also found that job satisfaction mediated the relationship between professional identity and turnover intention among township health supervisors in China (Zhang et al., 2018).

In summary, professional identity has a positive effect on job satisfaction among teachers, while job satisfaction has a negative effect on turnover intention. Therefore, when teachers are satisfied with their career development and growth, they are more likely to have a positive attitude towards their work, increase their job satisfaction, and reduce their turnover intention. This paper proposes the following hypothesis:

H4: Job satisfaction of private university teachers plays a mediating role in the relationship between their professional identity and turnover intention.

Conceptual Framework

Based on social identity theory, this paper argues that an individual's self-concept is formed based on their role and identity identification in society, and this identification will influence their behavior and decision-making (Tajfel & Turner, 1986). Professional identity is an important aspect of self-concept and is related to an individual's identification and sense of value in their work. When an individual strongly identifies with their occupation, they are more likely to exhibit high levels of commitment and investment in their work and are more willing to stay in their profession. However, job satisfaction is also an important factor. Job satisfaction can affect the relationship between professional identity and turnover intention. If an individual is satisfied with their job, they are more likely to have a sense of professional identity and be more willing to stay in their profession. On the contrary, if someone is dissatisfied with their job, they may feel a lack of professional identity and are more likely to consider leaving their job. Based on this, the research model in Figure 1 is proposed.

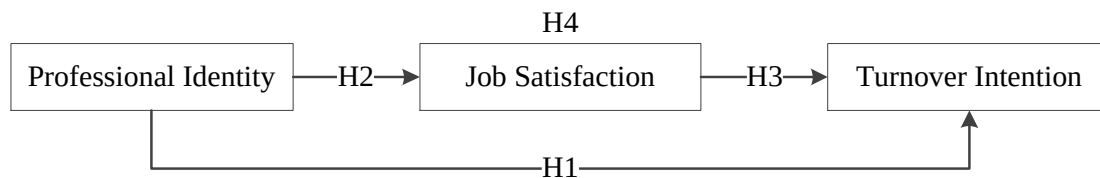


Fig.1 Research Model

Research Methodology

This study employed SPSS 26.0 and AMOS 26.0 software for data analysis and preprocessed the data. Specific statistical analysis methods used included reliability analysis, validity analysis, correlation analysis, and structural equation modeling.

Measures

The study utilized Canrinus et al.'s (2012) Professional Identity Scale, which consists of 20 measurement items. Professional identity is composed of four dimensions: professional role, professional behavior, professional values, and professional belonging, with Cronbach's α values of 0.857, 0.915, 0.888, and 0.881, respectively, and an overall Cronbach's α value of 0.907. A Likert 5-point scale was used, with higher scores indicating higher levels of teachers' professional identity.

The study utilized Leung et al.'s (2000) Job Satisfaction Scale, which consists of 18 measurement items, was used to measure job satisfaction. The job satisfaction variable was mainly composed of four dimensions: salary and benefits, leadership and management, working environment, and social recognition, with Cronbach's α values of 0.722, 0.937, 0.757, and 0.885, respectively, and an overall Cronbach's α value of 0.892. A Likert 5-point scale was used, with higher scores indicating higher levels of teachers' job satisfaction.

The study utilized Orpina and Jalil's (2022) Turnover Intention Scale, which consists of 5 measurement items, was used to measure turnover intention. The scale is unidimensional with a Cronbach's α value of 0.922. A Likert 5-point scale was used, with higher scores indicating higher levels of teachers' turnover intention.

Sampling

This study targeted full-time teachers in private universities in Guizhou Province, China. A convenience sampling method was used to collect data through an electronic questionnaire. A total of 537 questionnaires were collected, of which 515 were valid, yielding a valid response rate of 95.90%. Among the respondents, there were 287 male full-time teachers and 228 female full-

time teachers; 213 young full-time teachers aged 35 years old or below, 179 middle-aged full-time teachers aged between 35 and 45, and 123 elderly full-time teachers aged between 46 and 60. In terms of academic titles, there were 37 assistant professors, 256 lecturers, 132 associate professors, and 90 professors.

Analysis of Basic Characteristics of Variables

To confirm whether the collected sample data follows a normal distribution, skewness and kurtosis tests were conducted on all observed variables. The Mardia coefficient was used to determine if all sample data could meet the assumption of multivariate normal distribution. Kline (1998) suggested that absolute skewness values less than 3 and absolute kurtosis values less than 10 can be considered as normal. Therefore, the sample data in this study conforms to the distribution of univariate normality.

Maximum likelihood estimation was used for the confirmatory factor analysis and structural equation model tests in this study. The main limitation of this method is that the sample data must follow multivariate normal distribution. Thus, the Mardia coefficient was used to test the multivariate normality of the sample data. When the Mardia coefficient is less than $p^*(p+2)$ (p is the number of observed variables), the data is considered to have multivariate normality (Bollen, 1989). The number of observed variables used in this study is 13, and the calculated reference value is $13*(13+2)=195$. As shown in Table 1, the Mardia coefficient is 47.516, which is less than 195. Therefore, although the sample distribution in this study is not a multivariate normal distribution, it is still appropriate to use the maximum likelihood estimation method preset by the structural equation model for estimation.

Table 1 Tests for Univariate and Multivariate Normality

Variable	min	max	skew	c.r.	kurtosis	c.r.
Turnover Intention 1	1	5	.030	.182	.125	.380
Turnover Intention 2	1	5	-.323	-1.967	-.321	-.978
Turnover Intention 3	1	5	-.350	-2.128	-.436	-1.326
Turnover Intention 4	1	5	-.050	-.303	-.524	-1.592
Turnover Intention 5	1	5	.112	.684	-.518	-1.577
Salary and Benefits	1	5	-.449	-2.734	1.362	4.142
Leadership and Management	1	5	-.332	-2.020	.355	1.081
Working Environment	1	5	-.488	-2.969	-.050	-.151
Social Recognition	1	5	-.038	-.231	.137	.417
Professional Role	1	5	-.143	-.868	.843	2.565
Professional Behavior	1	5	-.867	-5.273	1.155	3.513
Professional Values	1	5	-.705	-4.288	.834	2.537
Professional Belonging	1	5	-.848	-5.158	1.141	3.471
Multivariate	-	-	-	-	125.959	47.516

Research Results

Confirmatory Factor Analysis

This study employed AMOS 26.0 software to perform confirmatory factor analysis, which can better examine the fit between data and the model. As shown in Figure 2, a confirmatory factor model was established with a chi-square to degrees of freedom ratio (χ^2/df) of 2.288, a Goodness of Fit Index (GFI) of 0.953, an Adjusted Goodness of Fit Index (AGFI) of 0.932, a Comparative Fit Index (CFI) of 0.959, a Root Mean Square Error of Approximation (RMSEA) of 0.066, and a Parsimony Comparative Fit Index (PCFI) of 0.762. These fit indices suggest a good match between the data and the model.

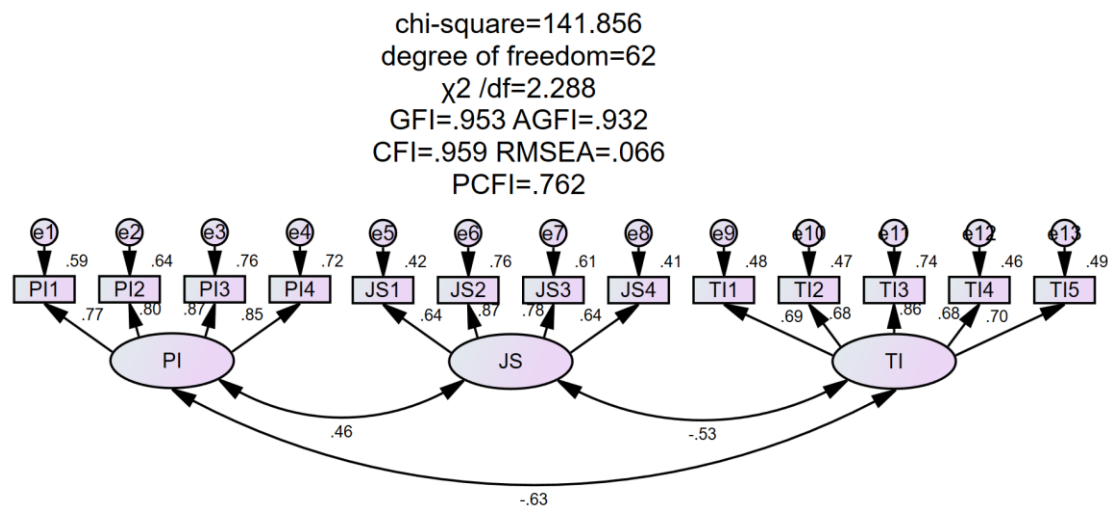


Fig. 2 Diagram of the Fit of the Confirmatory Factor Model

Note: PI=Professional Identity; JS=Job Satisfaction; TI=Turnover Intention

According to the suggestion of Fornell and Larcker (1981), three criteria are used to judge whether a measurement scale has convergent validity: standardized factor loadings greater than 0.5, CR greater than 0.6, and AVE greater than 0.5. This article advocates this viewpoint in the empirical research process. As shown in Table 2, the standardized factor loadings, CR, and AVE all meet the requirements. This indicates that the measurement scale used in this article has convergent validity.

Table 2 Summary of Confirmatory Factor Analysis (CFA)

Latent Variable	Observed Variable	Estimate	λ	S.E.	t	p	CR	AVE
PI	PI1	1	0.771				0.893	0.677
PI	PI2	0.917	0.797	0.035	26.087	***		
PI	PI3	1.032	0.872	0.036	28.661	***		
PI	PI4	1.043	0.848	0.037	27.834	***		
JS	JS1	1	0.644				0.826	0.547
JS	JS2	1.352	0.871	0.066	20.562	***		
JS	JS3	1.276	0.778	0.065	19.482	***		
JS	JS4	0.991	0.639	0.058	16.944	***		
TI	TI1	1	0.693				0.846	0.526
TI	TI2	0.982	0.683	0.051	19.434	***		
TI	TI3	1.320	0.860	0.057	23.166	***		
TI	TI4	0.983	0.676	0.052	18.811	***		
TI	TI5	1.194	0.698	0.062	19.348	***		

Notes: *** $p < 0.001$

The SEM model evaluation approach adopted in this study is based on the two-stage criteria proposed by Bollen (1989). First, the model is transformed into a CFA model, which measures only the variances and covariances among latent variables while ignoring the causal relationships between them, as shown in Figure 1. Then, the model is evaluated for its positive-definiteness (i.e., whether the model can be analyzed). Secondly, the original model of latent variables is tested, and if the correlation coefficient between the variables is too high (above 0.85), the relationships calculated between each construct may be affected by each other's high covariance, leading to unstable parameter estimates. Conversely, if the coefficient is too low, it is difficult to extract a stable set of factors for analysis.

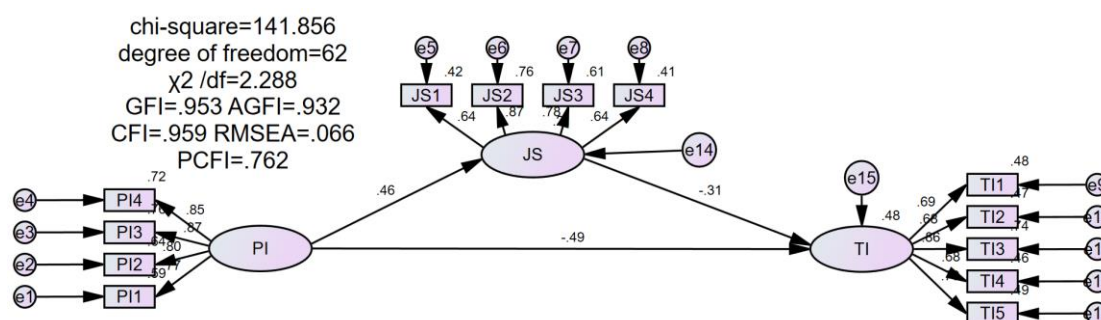
As shown in Figure 2 and Table 3, the standardized correlation coefficients between the three constructs are all less than 0.85, indicating that there is no serious collinearity among the variables and demonstrating that the variables have discriminant validity.

Table 3 Confidence Intervals and Discriminant Validity of Correlation Coefficients

	Parameter	Estimate	Lower	Upper
Professional Identity	<--> Job Satisfaction	.463	.062	.180
Professional Identity	<--> Turnover Intention	.627	.091	.313
Job Satisfaction	<--> Turnover Intention	-.529	-.271	-.058

Structural Model and Hypothesis Testing

To address the four research objectives proposed in this study, we employed AMOS to establish a structural equation model for analysis and findings. A second-order model was used to test the fit, and the results are shown in the structural equation model fit diagram in Figure 3. The model fit indices were good, with a χ^2/df of 2.288, GFI of 0.953, AGFI of 0.932, CFI of 0.959, RMSEA of 0.066, and PCFI of 0.762, indicating a good match between the data and the model of the overall structural equation.

**Fig. 3** Standardized Structural Model

Note: PI=Professional Identity; JS=Job Satisfaction; TI=Turnover Intention

The standardized path coefficients analysis was conducted after the aforementioned fit indices test, as shown in Table 4, which presents the summary of standardized path coefficients. It indicates that the standardized path coefficient of occupational identification $\rightarrow$ turnover intention is -0.492 , with a p -value less than 0.001 , supporting the hypothesis H1. The standardized path coefficient of occupational identification $\rightarrow$ job satisfaction is 0.458 , with a p -value less than 0.001 , supporting the hypothesis H2. The standardized path coefficient of job satisfaction $\rightarrow$ turnover intention is -0.309 , with a p -value less than 0.001 , supporting the hypothesis H3.

Table 4 Standardized Path Coefficients Summary

Objective	Path	Estimate	S.E.	t	p	Result
Objective 1	PI→TI	-0.492	0.031	12.306	***	H1 is supported
Objective 2	PI→JS	0.458	0.035	11.270	***	H2 is supported
Objective 3	JS→TI	-0.309	0.033	8.114	***	H3 is supported

Note: ** $p < 0.01$

As shown in Table 5, 5000 bootstrap samples with a 95% confidence interval were set to observe the indirect effects in the structural equation model, in order to determine whether the mediating effect was established. The indirect effect of PI on TI through JS was -0.132, which was significant, supporting H4.

Table 5 Mediation Analysis Table

Objective	Mediation path	Indirect effect	p	95% CI		Result
				Lower	Upper	
Objective 4	PI→JS→TI	0.428×-0.309=- 0.132	0.000	-0.048	-0.116	H4 is supported

Discussions

The empirical analysis in this article found that negative effects of teacher professional identity on turnover intention, which is similar to the conclusions of scholars Andreassen et al. (2019), Garner and Kaplan (2019), Räsänen et al. (2020), and Skinner et al. (2021). Therefore, education managers and policy makers should pay attention to improving teacher professional identity, providing better working environments and conditions, and promoting their professional development and growth.

Teacher professional identity has a positive effect on job satisfaction, which is similar to the conclusions of scholars Lu et al. (2019), Song et al. (2020), Toropova et al. (2021), and Butakor et al. (2021). Improving teacher professional identity can promote their job satisfaction. Therefore, education managers and policy makers should strengthen their attention to teacher professional identity, provide better compensation and workload that match their work, build a good work attitude, and promote their professional development and growth.

Job satisfaction of teachers has a negative effect on turnover intention, which is similar to the conclusions of scholars Räsänen et al. (2020), French et al. (2020), Madigan and Kim (2021), Liu et al. (2021), and Toropova et al. (2021). Therefore, education managers and policy makers should focus on improving teachers' job satisfaction, providing better working environments and conditions, and promoting their professional development and growth.

Teacher professional identity can indirectly reduce turnover intention through job satisfaction, which is similar to the conclusions of scholars Zhang et al. (2018) and Wang et al. (2020). Therefore, education managers and policy makers should strengthen their attention to both teacher professional identity and job satisfaction.

Knowledge from Research

This study contributes valuable insights into the relationship between professional identity, job satisfaction, and turnover intention among teachers in private universities. The findings highlight that teacher professional identity positively influences job satisfaction and negatively affects turnover intention. Additionally, job satisfaction is shown to have a negative impact on turnover intention. The study emphasizes the importance of improving teacher professional identity and job satisfaction to reduce turnover and retain high-quality teachers. These findings provide education managers and policy makers with evidence-based strategies for creating supportive work environments, promoting professional development, and enhancing job satisfaction to attract and retain talented teachers.

Conclusion

This study explores the content and structure of the relationship between professional identity, job satisfaction, and turnover intention among teachers in private universities in China. The results of this study are consistent with previous research that turnover behavior is influenced by multiple factors related to professional identity and job satisfaction. The findings have important implications for the career development and human resource management of university teachers. Turnover intention among university teachers can have a negative impact on schools and students, and understanding the impact of professional identity and job satisfaction on turnover intention can help schools develop better human resource strategies and welfare plans to attract and retain excellent teachers. Moreover, the results of this study can provide reference and inspiration for human resource management in other industries.

Suggestions

Education managers and policy makers should prioritize improving teacher professional identity as a means to reduce turnover intention among teachers in private universities. This can be achieved by providing better working environments, offering opportunities for professional development and growth, and creating supportive conditions that align with teachers' expectations. Attention should be given to enhancing job satisfaction among teachers. Education managers and policy makers can achieve this by addressing compensation and workload issues, fostering a positive work attitude, and promoting a culture of professional growth and recognition. Human resource strategies and welfare plans should be developed to attract and retain excellent teachers. This includes designing effective recruitment and retention policies, implementing fair compensation and benefits packages, and creating a supportive and engaging work environment. Suggestions for future research investigate the factors that influence teacher professional identity in greater detail, such as exploring the impact of organizational culture, leadership styles, and support systems on the development and maintenance of professional identity among teachers. Explore the role of additional variables that may mediate or moderate the relationship between professional identity, job satisfaction, and turnover intention. For example, the influence of organizational commitment, work-life balance, and professional support networks on teachers' career decisions and intentions. Conduct longitudinal studies to examine the long-term effects of professional identity and job satisfaction on turnover intention among teachers. This would provide valuable insights into the dynamic nature of these relationships and help identify effective interventions and strategies for long-term teacher retention.

Summary

This article examines the relationship between professional identity, job satisfaction, and turnover intention among teachers in private universities in China. The empirical analysis confirms previous findings that negative effects of teacher professional identity on turnover intention exist, highlighting the need for education managers and policymakers to improve professional identity, working conditions, and professional development opportunities for teachers. Furthermore, the study reveals a positive effect of teacher professional identity on job satisfaction, emphasizing the importance of strengthening attention to professional identity and providing appropriate compensation and workload for teachers. Additionally, the negative impact of job satisfaction on

turnover intention underscores the significance of enhancing teachers' job satisfaction through improved working environments and professional growth opportunities. The study also reveals that teacher professional identity indirectly reduces turnover intention through job satisfaction. These findings have important implications for career development and human resource management of university teachers, emphasizing the need for effective strategies to attract and retain exceptional educators. The study's outcomes can serve as a reference for human resource management in various industries, providing insights into the interplay between professional identity, job satisfaction, and turnover intention.

References

- Andreasen, J. K., Bjørndal, C. R., & Kovač, V. B. (2019). Being a teacher and teacher educator: The antecedents of teacher educator identity among mentor teachers. *Teaching and Teacher Education*, 85(2), 281–291.
- Anees, R. T., Heidler, P., Cavaliere, L. P. L., & Nordin, N. A. (2021). Brain Drain in Higher Education. The impact of job stress and workload on turnover intention and the mediating role of job satisfaction at universities. *European Journal of Business and Management Research*, 6(3), 1–8.
- Bollen, K. A. (1989). *Structural equations with latent variables*. John Wiley & Sons.
- Butakor, P. K., Guo, Q., & Adebajji, A. O. (2021). Using structural equation modeling to examine the relationship between Ghanaian teachers' emotional intelligence, job satisfaction, professional identity, and work engagement. *Psychology in the Schools*, 58(3), 534–552.
- Canrinus, E. T., Helms–Lorenz, M., Beijgaard, D., Buitink, J., & Hofman, A. (2012). Self–efficacy, job satisfaction, motivation and commitment: Exploring the relationships between indicators of teachers' professional identity. *European Journal of Psychology of Education*, 27(1), 115–132.
- Deng, W., Feng, Z., Yao, X., Yang, T., Jiang, J., Wang, B., & Xia, O. (2021). Occupational identity, job satisfaction and their effects on turnover intention among Chinese Paediatricians: A cross–sectional study. *BMC Health Services Research*, 21(1), 1–12.
- Foster, A., & Shah, M. (2020). Principles for advancing game–based learning in teacher education. *Journal of Digital Learning in Teacher Education*, 36(2), 84–95.

- French, K. A., Allen, T. D., Miller, M. H., Kim, E. S., & Centeno, G. (2020). Faculty time allocation in relation to work–family balance, job satisfaction, commitment, and turnover intentions. *Journal of Vocational Behavior*, 120, 103443.
- Garner, J. K., & Kaplan, A. (2019). A complex dynamic systems perspective on teacher learning and identity formation: An instrumental case. *Teachers and Teaching*, 25(1), 7–33.
- Han, X. (2019). Cross–field effect and institutional habitus formation: Self–reinforcing inequality in Chinese higher education system. *Journal of Education Policy*, 34(2), 267–294.
- Huang, X., Lee, J. C. K., & Yang, X. (2019). What really counts? Investigating the effects of creative role identity and self–efficacy on teachers’ attitudes towards the implementation of teaching for creativity. *Teaching and Teacher Education*, 84(2), 57–65.
- Jiang, H., Wang, Y., Chui, E., & Xu, Y. (2019). Professional identity and turnover intentions of social workers in Beijing, China: The roles of job satisfaction and agency type. *International Social Work*, 62(1), 146–160.
- Kline, R. B. (1998). Software review: Software programs for structural equation modeling: Amos, EQS, and LISREL. *Journal of Psychoeducational Assessment*, 16(4), 343–364.
- Kristanti, F. T., Prasetyo, A. P., Indiyati, D., & Madiawati, P. N. (2021). Turnover intention among lecturers in private higher education: the direct impact of financial rewards and mediation of job satisfaction and effective organizational commitment. *Jurnal Aplikasi Manajemen*, 19(2), 282–295.
- Leung, T. W., Siu, O. L., & Spector, P. E. (2000). Faculty stressors, job satisfaction, and psychological distress among university teachers in Hong Kong: The role of locus of control. *International Journal of Stress Management*, 7(2), 121–138.
- Liu, F., Chen, H., Xu, J., Wen, Y., & Fang, T. (2021). Exploring the relationships between resilience and turnover intention in Chinese high school teachers: Considering the moderating role of job burnout. *International Journal of Environmental Research and Public Health*, 18(12), 6418.
- Liu, H., & Sammons, P. (2022). The art of ‘being positive’: Narratives of transcendence and determination in a comparative study of teacher professional identities in state and private schools in mainland China. *Teachers and Teaching*, 28(3), 330–356.
- Lu, M. H., Luo, J., Chen, W., & Wang, M. C. (2019). The influence of job satisfaction on the relationship between professional identity and burnout: A study of student teachers in Western China. *Current Psychology*, 19(2), 1–9.

- Madigan, D. J., & Kim, L. E. (2021). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teaching and Teacher Education*, 105, 103425.
- Ni, C. (2021). Research on the training path of professional core literacy matching ability of private universities under the background of new liberal arts. *Open Journal of Social Sciences*, 9(10), 163–172.
- Noonan, J. (2019). An affinity for learning: Teacher identity and powerful professional development. *Journal of Teacher Education*, 70(5), 526–537.
- Orpina, S., & Jalil, N. I. B. A. (2022). Job satisfaction and turnover intention among Malaysian private university academics: Perceived organisational support as a moderator. *The South East Asian Journal of Management*, 16(1), 1–17.
- Qin, L. (2021). Country effects on teacher turnover intention: A multilevel, cross-national analysis. *Educational Research for Policy and Practice*, 20(1), 79–105.
- Rajendran, N., Watt, H. M., & Richardson, P. W. (2020). Teacher burnout and turnover intent. *The Australian Educational Researcher*, 47(3), 477–500.
- Räsänen, K., Pietarinen, J., Pyhältö, K., Soini, T., & Väisänen, P. (2020). Why leave the teaching profession? A longitudinal approach to the prevalence and persistence of teacher turnover intentions. *Social Psychology of Education*, 23(1), 837–859.
- Skinner, B., Leavey, G., & Rothi, D. (2021). Managerialism and teacher professional identity: Impact on well-being among teachers in the UK. *Educational Review*, 73(1), 1–16.
- Song, H., Gu, Q., & Zhang, Z. (2020). An exploratory study of teachers' subjective wellbeing: Understanding the links between teachers' income satisfaction, altruism, self-efficacy and work satisfaction. *Teachers and Teaching*, 26(1), 3–31.
- Steinert, Y., O'Sullivan, P. S., & Irby, D. M. (2019). Strengthening teachers' professional identities through faculty development. *Academic Medicine*, 94(7), 963–968.
- Sun, B., Zhu, F., Lin, S., Sun, J., Wu, Y., & Xiao, W. (2022). How is professional identity associated with teacher career satisfaction? A cross-sectional design to test the multiple mediating roles of psychological empowerment and work engagement. *International Journal of Environmental Research and Public Health*, 19(15), 9009.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7–24). Chicago, IL: Nelson-Hall.

- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97.
- Vizek Vidović, V., & Domović, V. (2019). Development of teachers' beliefs as a core component of their professional identity in initial teacher education: A longitudinal perspective. *Center for Educational Policy Studies Journal*, 9(2), 119–138.
- Wang, C., Xu, J., Zhang, T. C., & Li, Q. M. (2020). Effects of professional identity on turnover intention in China's hotel employees: The mediating role of employee engagement and job satisfaction. *Journal of Hospitality and Tourism Management*, 45(2), 10–22.
- Yu, K. (2019). Private Education. *Chinese Education & Society*, 52(2), 13–26.
- Zhang, W., Meng, H., Yang, S., & Liu, D. (2018). The influence of professional identity, job satisfaction, and work engagement on turnover intention among township health inspectors in China. *International Journal of Environmental Research and Public Health*, 15(5), 988–996.