

A COMPARATIVE STUDY OF TEACHERS' PERCEPTION OF RETENTION ACCORDING TO THEIR DEMOGRAPHIC FACTORS AT YUNNAN NORMAL UNIVERSITY BUSINESS SCHOOL IN YUNNAN PROVINCE, CHINA

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Abstract: The main purpose of this study aimed to compare the teachers' perception of retention according to their age, gender, marital status, major, education level, residence registration and income at Yunnan Normal University Business School, China in the academic year 2013-2014. A total number of full-time teachers at Yunnan Normal University Business School in Yunnan Province of China were surveyed for this study. The study utilized Frequency and Percentage, Mean and Standard Deviation, and The Independent Samples t-test to analyze the data. Dealing with the collected data, the study reported the demographic factors of teachers at the current school; identified the teachers' perception of retention at the current school; compared the teachers' perception of retention according to their demographic factors at the current school. The significant differences in teachers' perception of retention according to their demographic factors at Yunnan Normal University Business School in Yunnan Province, China were found by the study.

Keywords: Teacher, Perception, Retention, Independent College, Demographic Factors.

Introduction

The downward trend in a retention rate of teacher has become an essential concern for all educational organizations and leaders concerned with higher education in China nowadays since more and more schools suffer the shortage of qualified teaching for teaching. Fang, W (2013) stated that China's dense population has been a great challenge for education. Meanwhile, the burden of public education has been much heavier recently since there is a common phenomenon that parents have a higher expectation toward their children starting from their kindergarten has been another challenge to educators at all levels.

Ly, X (2008) presented that Chinese government plans to support the development of the Independent College strongly. Independent Colleges as brand new in higher education were set up in order to alleviate the pressure of public

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education, in the meantime, create more opportunities to students for receiving higher education.

However, there is a shortage of qualified teachers who are able to teach effectively in the Independent College according to the academic report of Fang and Wang (2013). Considering the situation of future development of Independent College, leaders shall have to take some workable measures to retain quality teachers for teaching and developing more detailed plans to function as effective strategies for all Independent Colleges to adopt. It has become more and more important and pressing in the development strategy of Independent College.

Research Objectives

There are three objectives:

1. To identify the teachers' demographic factors at Yunnan Normal University Business School, China.
2. To identify the teachers' perception of retention at Yunnan Normal University Business School, China.
3. To compare the teachers' perception of retention according to their age, gender, marital status, major, education level, residence registration and income at Yunnan Normal University Business School, China.

Literature Review

Retention of teachers in Independent College is a serious concern; low rate of retention of qualified teachers become a core challenge toward the development of Independent College in China. It likes a grave that build up for the quality school management, consistency, and constancy in the Independent Colleges. Horwitz (1991) pointed out low retention rate can enhance teachers' distrust of the school and has a negative impact on the motivation of teaching and working. Samuel and Chipunza (2013) where the viewed that teacher retention is one of the most challenges, issues facing school administrators because of the shortfall of qualified teachers' academic growth, and low teacher retention. If teachers were esteemed and were put high value in current school, moreover the teachers can fulfill their needs which they are expected; the teachers are more likely to remain teaching in the school for a long period.

Teacher retention rate usually influences by the grinding of the instructor and the mobility of teachers. However, the loss of instructors is the same results from these two kinds of teacher turnover. Best of all, to keep 100 percentages teacher retention rate is one of the most worthy goals for the growth of a school. As a matter of fact, this is almost impossible to attain as a certain quantity of teacher turnover is unavoidable due to retirement, health problems, family duties, relocations. Therefore, Selesho and Naile (2014) put forward without an appropriate understanding of teachers' expectation of their needs is a vital issue in Independent College. It has outstanding impact on whether the Independent College is able to germinate well or not. For this reason, the problem of teacher retention is a cosmopolitan one, which bears on both developers and non-originating nations.

Cooper & Alvarado (2006) noted different countries have different policies on teachers' treatment, and to be a teacher is one of the most attractive professions in

China, usually schools have small trouble with staffs. Other states, nevertheless, they are facing life-threatening situations because of diminishing qualified resource of teachers for certain disciplines or for high-needs schools, in particular for those schools which are individual arrangements such as Independent Colleges. Lack of teacher in the specific area is common exist concerning in the growth process of Independent College. But ensuring that classrooms are occupied by teachers is not enough; schools need quality teachers who can cultivate high standards of pupil achievement (Schleicher, Ed., 2012; TNTP, 2012; Bill & Melinda Gates Foundation, 2010). The retention of high quality teacher is the most significant principal element in deciding the resource for teachers (Schleicher, Ed., 2012; Vegas, et al., 2012; Cooper & Alvarado, 2006). On the other side, Ingersoll (2001) indicated that some teacher turnover would be beneficial for the growth of the school. Instructors who do not contribute to students produce high performance should leave the school, only unfortunately, teachers unqualified enough are not the sole ones who entrance, classroom through by the revolving door (Ingersoll, 2001, p. 499; Ingersoll, 2004). On the contrary, teachers those are high standards most tend to go away yet, they are the basement of corn competences underpinning attractive students who can foster them perform to a high criterion. (TNTP 2012; Johnson, et al., 2005; Ingersoll, 2001).

The low retention rate of quality teacher is a barrier can block the stability and sustainability of a school development process and the ability to create an effective learning environment. (Clotfelter, Ladd, Vigdor, and Wheeler, 2007; Boyd et al., 2009). The high rate of turnover also reduces decentralization and sense of communicating among teachers (Boyd et al., 2008). Grissom (2009) noted the low rate of retention among the talented teacher has negative impact on student performance, particular influence on poorer students and the students of minorities, and so low achievement schools are always having a negative influence by outstanding teacher turnover. These schools are in a vicious circle of turnover in which turnover would lead to lower student achievement, and lower student achievement, then further increases the turnover rate of quality teachers (Barnes, Crowe, and Schaefer, 2007).

Teacher retention is a complex phenomenon that has drawn a great deal of attention from educational researchers. Previous findings indicated that a variety of genes play important and unique roles in teachers determining whether to exit or remain in their current schools. The most commonly demonstrated of these can be split into two discrete categories: 1) Demographic factors: age (Ingersoll, 2001; Aldeman, 2014; Agyeman, C. & Ponniah, V, 2014), gender (Ingersoll, 2001; Perie, Baker, & Whitener, 1997; Hundera, M, 2014), marital status (Johnson & Birkeland, 2003; Koech, S., Tikoko, B. & Chemwei, B., 2014; Ghamrawi, N. & Jammal, K., 2013), education level (Boe et al., 1997; Stinebrickner, 2002), major (Ingersoll, R., 2001; Darling-Hammond & Skyes, 2003; Marvel & Rowland, 2007), 2) Work and work environment related factors: income (Alliance for Excellent Education Report, 2014), supporting and mentoring from administrators and colleagues (Barnett, Fuller & Williams, 2007; Branch, Hanushek & Rivkin, 2009), residence registration (Aynardi, M. et al., 2012)

Teachers are giving themselves to their teaching professions in China; in the meantime, they had to confront the challenge of low wages, inadequate benefits,

insufficient resources, and other ingredients, which disposed to become a barrier to their growths and successes in the future. To compare with teachers in developed areas and those in rural areas, with instructors in public schools and those in Min Ban or private schools such as Independent College, and with qualified teachers and in qualified teachers there is nevertheless a big interruption. (Sargent & Hannum, 2005).

The concept of hierarchy needs as an alternative to reviewing human motivation which was developed by Abraham Maslow (1954), and he suggested a concept describing the motivation of human beings in that there are five levels of human needs were categorized in a hierarchy of levels. Maslow (1954, 1970) maintained there are five basic human needs have impact on human motivation in the hierarchy were defined as physiological needs, safety needs, love needs, esteem needs, self-actualization or self-fulfillment needs.

Maslow (1954) indicated that the hierarchy of needs can serve as a human based on some needs are more important than others and must be met before the other needs. For illustration, the physiological needs have to meet before safety needs are triggered, and safety needs must be satisfied before other higher needs are triggered. The needs hierarchy presented human has five basic needs, and that heaters are activated in a hierarchical way. This entails that the needs are elicited in a specific order from lowest to highest, and that the lowest-order need must be met before the adjacent higher-order need is triggered, and thus alone.

Background of Yunnan Normal University Business School

Yunnan Normal University Business School is the most famous Independent College in China with the combination of sufficient resources and new administration and teaching system of higher education which was established in 2000. At present, the school had 86 full-time teachers and more than 9000 full-time students in the 16 bachelor programs in the academic year 2013-2014.

Conceptual Framework

Based on the research objectives, the conceptual framework was used to depict how each objective was developed and related to the others. As Figure 1 showed, the research objectives were in fact connected and the findings for each objective would be served as the feedbacks to Yunnan Normal University Business School.

(See Figure 1 on the next page)

Instrument

In order to conduct this study, a questionnaire consisting of two- parts was distributed to all the current students study in the academic year 2013-2014 in Yunnan Normal University Business School by hardcopies. The two parts of the questionnaire were:

1. The part one had 7 questions to surveyed the demographic factors of the respondents: age, gender, marital status, major, education level, residence registration and income.

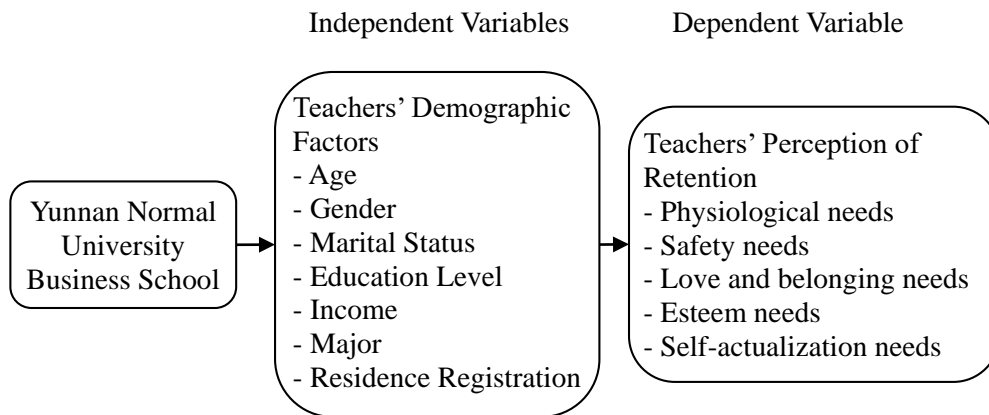


Figure 1: Conceptual Framework of The Study

2. The second part had 25 questions aimed at the teacher's perception of the retention according to their needs being met at their current school based on Maslow's Hierarchy of Needs Theory.

The reliability of the questionnaire was calculated by using Cronbach's Alpha, which reached .947 as the result.

Population

All the full-time teachers of academic year 2013-2014 in Yunnan Normal University Business School were used as the population for this study. The researchers started to distribute the questionnaires to all the teachers by hardcopies during March, 2015. Totally, 86 questionnaires were returned validly from the full-time teachers who were teaching at Yunnan Normal University Business School.

Findings

Based on the research objectives and analyzed data from instrument, this study had the following findings:

Part I: Findings about teachers' demographic factors including age, gender, marital status, major, education level, residence registration and income

Table 1: Age of Full-Time Teachers at Yunnan Normal University Business School

Age	No.	Percentage
30 or under	41	47.67
Above 30	45	52.33
Total	86	100.00

For the information about teachers' age, Table 1 showed that the percentage of full-time teachers who aged 30 years old and under the age of 30 years old, taking 47.67% in Yunnan Normal University Business School. Meanwhile, the percentage of

full-time teachers who aged above 30 years old was 52.23%. The results of teachers' age showed the results of percentage quite similar. But the majority of full-time teachers at Yunnan Normal University Business School aged the range of 30 or under years old.

Table 2: Gender of Full-Time Teachers at Yunnan Normal University Business School

Gender	No.	Percentage
Male	36	41.86
Female	50	58.14
Total	86	100.00

For the information about teachers' gender, Table 2 showed that the percentage of male and female at Yunnan Normal University Business School were different. The percentage of male respondents was 41.86% compared to female respondents was 58.14%. Therefore, the percentage in Table 5 indicated that the majority of full-time teachers at Yunnan Normal University Business School were female teachers.

Table 3: Marital Status of Full-Time Teachers at Yunnan Normal University Business School

Marital Status	No.	Percentage
Single	30	34.88
Married	56	65.12
Total	86	100.00

For the information about the teachers' marital status, Table 3 showed that the percentage of teachers who are single at Yunnan Normal University Business School was 34.88%. Meanwhile, the percentage of married teachers were 65.12%. Which meant that the majority of full-time teachers at Yunnan Normal University Business School were married.

Table 4: Education Level of Full-Time Teachers at Yunnan Normal University Business School

Education Level	No.	Percentage
Bachelor Degree	22	25.58
Higher Bachelor Degree	64	74.42
Total	86	100.00

As for the information about teachers' education level, Table 4 showed that the percentage of full-time teachers who had the bachelor degree at Yunnan Normal University Business School was 25.58%, and 74.42% teachers had degrees higher the bachelor degree. In other words, teachers who had degree above the bachelor degree were the main resource at Yunnan Normal University Business School.

Table 5: Residence Registration of Full-Time Teachers at Yunnan Normal University Business School

Residence Registration	No.	Percentage
Local	49	56.98
Non-local	37	43.02
Total	86	100.00

Teachers' residence registration information was presented in Table 5: there were 56.98% teachers were local residents of Yunnan Province, at Yunnan Normal University Business School, and the percentage of teachers as non-local residents was 43.02%. The result meant that most full-time teachers who were working at Yunnan Normal University Business School were local residents of Yunnan Province.

Table 6: Major of Full-Time Teachers at Yunnan Normal University Business School

Major	No.	Percentage
Educational	29	33.72
Non-Educational	57	66.28
Total	86	100.00

Table 6 showed teachers' major. The percentage of teachers who graduated with educational major was 33.72%. In comparison, there were 66.28% teachers graduated with non-educational major, which indicated that the majority full-time teachers at Yunnan Normal University Business School graduated from non-educational major.

Table 7: Income of Full-Time Teachers at Yunnan Normal University Business School

Income	No.	Percentage
3000 or less	16	18.60
3000 higher	70	81.40
Total	86	100.00

For the information about teachers' major, Table 7 showed that there were 18.60% teachers monthly income was 3000 RMB or less, and there were 81.40% teachers had the income higher than 3000 RMB per month. The result indicated that most full-time teachers working at Yunnan Normal University Business School had the income above 3000 RMB.

Part II: Findings about the teachers' perception of retention according to Maslow's Hierarchy Needs Theory in Yunnan Normal University Business School in China

Table 8 presented the summary of the overall ratings of the teachers' perception of retention based on Maslow's Hierarchy Needs in Yunnan Normal University Business School. The overall scores of the teachers' perception of retention based on Maslow's Hierarchy Needs were 3.41, in the scale of 2.51-3.50, according to the criteria of interpretation; it meant teachers' perception of retention based on Maslow's Hierarchy Needs at Yunnan Normal University Business School were regarded as neutral.

Table 8: The Summary of the Overall Rating of the Teachers' Perception of Retention Based on Maslow's Hierarchy Needs at Yunnan Normal University Business School

Items	Mean	S.D.	Interpretation
Qian Self- Actualization Needs	3.65	0.74	Satisfied
Self-esteem Needs	3.62	0.77	Satisfied
Loved and Belonging Needs	3.49	0.84	Neutral
Physiological Needs	3.33	0.90	Neutral
Safety Needs	2.95	0.86	Neutral
Overall	3.41	0.82	Neutral

According to the finding, the teachers' perception of retention, ranked from the highest to the lowest, were satisfied with self-actualization needs with the mean of 3.65, satisfied with self-esteem needs with mean of 3.62, neutral on loved and belonging needs with mean of 3.49, neutral on physiological needs with mean of 3.33, and neutral on safety needs with mean of 2.95.

Among these five needs, the teachers had the highest mean on self-actualization with 3.65 and the lowest mean score on safety needs with 2.95.

Part III: Findings about the teachers' perception of retention according to their demographic factors at Yunnan Normal University Business School in China

Table 9: Comparison between the Teachers' Perception of Retention and Teachers' Age at Yunnan Normal University Business School

No.	Teachers' Age	Mean	S.D.	t-test for equality of Means		
				t	df	Sig. (2-tailed)
1.	30 or under	3.71	0.61	3.99	84	0.000*
2.	Above 30	3.14	0.70			

* Sig. < 0.05

Table 9 revealed that the significant value was 0.000 which was smaller than the 0.05 level of significance. Therefore, there was a significant difference in teachers' perception of retention according to their age at Yunnan Normal University Business School, China.

Table 10: Comparison between the Teachers' Perception of Retention and Teachers' Gender at Yunnan Normal University Business School

No.	Teachers' Gender	Mean	S.D.	t-test for equality of Means		
				t	df	Sig. (2-tailed)
1.	Male	3.81	0.57	5.00	84	0.000*
2.	Female	3.12	0.68			

* Sig. < 0.05

Table 10 revealed that the significant value was 0.000 which was smaller than the 0.05 level of significance. Therefore, there was a significant difference in teachers'

perception of retention according to their gender at Yunnan Normal University Business School, China.

Table 11: Comparison between the Teachers' Perception of Retention and Teachers' Marital Status at Yunnan Normal University Business School

No.	Teachers' Marital Status	Mean	S.D.	t-test for equality of Means		
				t	df	Sig. (2-tailed)
1.	Single	3.85	0.58	4.57	84	0.000*
2.	Married	3.17	0.67			

* Sig. < 0.05

Table 11 revealed that the significant value was 0.000 which was smaller than the 0.05 level of significance. Therefore, there was a significant difference in teachers' perception of retention according to their marital status at Yunnan Normal University Business School, China.

Table 12: Comparison between the Teachers' Perception of Retention and Teachers' Major at Yunnan Normal University Business School

No.	Teachers' Major	Mean	S.D.	t-test for equality of Means		
				t	df	Sig. (2-tailed)
1.	Education Major	3.85	0.59	4.44	84	0.000*
2.	Non-Education Major	3.19	0.68			

* Sig. < 0.05

Table 12 revealed that the significant value was 0.000 which was smaller than the 0.05 level of significance. Therefore, there was a significant difference in teachers' perception of retention according to their major at Yunnan Normal University Business School, China.

Table 13: Comparison between the Teachers' Perception of Retention and Teachers' Education Level at Yunnan Normal University Business School

No.	Teachers' Education Level	Mean	S.D.	t-test for equality of Means		
				t	df	Sig. (2-tailed)
1.	Bachelor Degree	3.87	0.66	3.72	84	0.000*
2.	Higher Bachelor Degree	3.25	0.67			

* Sig. < 0.05

Table 13 revealed that the significant value was 0.000 which was smaller than the 0.05 level of significance. Therefore, there was a significant difference in teachers' perception of retention according to their education level at Yunnan Normal University Business School, China.

Table 14: Comparison between the Teachers' Perception of Retention and Teachers' Residence Registration at Yunnan Normal University Business School

No.	Teachers' Residence Registration	Mean	S.D.	t-test for equality of Means		
				t	df	Sig. (2-tailed)
1.	Local	3.62	0.61	3.37	84	0.001*
2.	Non-Local	3.13	0.76			

* Sig. < 0.05

Table 14 revealed that the significant value was 0.001 which was smaller than the 0.05 level of significance. Therefore, there was a significant difference in teachers' perception of retention according to their residence registration at Yunnan Normal University Business School, China.

Table 15: Comparison between the Teachers' Perception of Retention and Teachers' Income at Yunnan Normal University Business School

No.	Teachers' Income	Mean	S.D.	t-test for equality of Means		
				t	df	Sig. (2-tailed)
1.	3000 or less	3.79	0.72	2.39	84	0.019*
2.	3000 higher	3.32	0.69			

* Sig. < 0.05

Table 15 revealed that the significant value was 0.019 which was smaller than the 0.05 level of significance. Therefore, there was a significant difference in teachers' perception of retention according to their income at Yunnan Normal University Business School, China.

Discussion

1. About the teachers' demographic factors at Yunnan Normal University Business School

Based on the results of this study, the researcher found that teachers' age, gender, marital status, major, education level, residence registration, and income have played a modest but significant effect on their perceptions of retention. There are different perceptions of job satisfaction and motivation across the demographic factors spectrum. The most previous study also indicated those teachers' demographic factors play important unique roles in teachers' decisions whether to leave or stay in their current school.

2. About the teachers' perception of retention at Yunnan Normal University Business School

As analysis of the collected responses from this study indicated that the teachers at Yunnan Normal University Business School, Yunnan Province, China, took neutral views on physiological needs, safety needs, and loved and belonging needs. For the self-esteem needs and self-actualization needs, the teachers felt satisfied with these two needs.'

Mostly important, according to the findings of this study, the researcher found that the teachers who were working at Yunnan Normal University Business School can meet the high needs of the hierarchy before they met the low needs, but it is not as Maslow (1943b) proposed that people must meet the low level of needs, after then the higher level of needs of the hierarchy will be met. The statement can be proved by Kaur, A. (2013) argued that the Maslow's Hierarchy of Needs Theory makes the unrealistic assumptions about employees such as there are all employees are similar and they are in the same situation, and there is only one best way to meet the needs, however, in the reality, it is difficult to follow the hierarchy of needs with step by step.

3. About the differences in teachers' perception of retention according to their demographic factors and the possible reasons at the Yunnan Normal University Business School

As the research findings of this study, the results of t-test indicated those teachers' significant score of age, gender, marital status, major, education level, residence registration and income are smaller than 0.05. So the findings accept the research hypothesis which means there was a significant difference in teachers' perception of retention according to their age, gender, marital status, major, education level, residence registration and income at Yunnan Normal University Business School, Yunnan Province, China in the academic year 2013-2014.

Based on analyzed the teachers' age, teachers were teaching at the school usually have many experiences in the teaching field, but they had a low rate of retention. They may expect to transfer to the better school or change their teaching professions. For the young generation teachers, their lack of experiences, but had a high rate of retention, may select the Independent College as first teaching job to practice their teaching skills and waiting for the better chance. The faculty of the school was unjustifiable and unstable.

In detailed finding of teachers' gender, the possible reasons based on the findings that the female is more likely to be a teacher than male. However, after a few years, the female teachers were more likely to leave teaching position than male teachers due to their life style had greatly changed such as married, pregnant, child-rearing, and so many reality situations.

For the marital status, the researcher illustrated the possible reasons may the single teachers may easily to adapt the working conditions and environment without the burden of the family. The teachers married meant they had to take care of a heavy burden from their own family, therefore, they had to look for a new job with higher salary and the workplace is closer to their house to support them look after the child more conveniently. The marital status of the teachers had a significant difference in teachers' perception of retention according to their marital status.

On the basis of the requirement issued by the Ministry of Education, teachers in China ought to graduate from normal university in the major of education or related to the education major. However, the majority teachers in the school graduated from non-education major would lead teach in unprofessional. And those most teachers were may look for another job in other areas. For the teachers graduated education major, they would like to be a teacher, and them usually treated the education career in the way of patient, positive, passionate, and love.

The researcher illustrated according to the results of the teachers' education level, it seemed that teachers with high degree had more chance to select. They may have open-minded and flexible; therefore, they perhaps will not stay in the same place for a long time. Once the good opportunities appear, they may disappear. On the contrary, teachers just with bachelor degree they would be worried about eliminated by the school one day, so how could they dream to the better workplace.

From the view of researcher based on the findings of the teachers' residence registration, the possible reasons may due to the one-child policy in China since 1980; the children were born after 1980 was the only child in a family. These children have grown and enter in into the workplace now. In the meantime, they have to look after their elderly parents by themselves because they were the only child in the family. More importantly, their social resources, family background in their hometown. Without these resources, they may take a heavy burden by themselves. Therefore, most of them may select a job near their home.

In a comprehensive analyzed the findings of the teachers' income, the possible reasons may although the teachers who got paid more the higher education level they held. They had the better chance to transfer to the better school or other workplaces; they may have the lowest rate of retention in the current school. The teachers with 3000RMB or less had the opposite view on the income. The income made them survive without live comfortably, but they had no other choices.

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