

The Analyse of Main Factors Which Impact on Employee Retention in High-educational Institution in China

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Abstract

The purpose of this project is to analyse of main factors which impact on employee retention in High-education institution in China by researching HRM practices in the organisation. The results of the study show that the Payment & Reward system; motivation predicted in the report will have an impact on the retention of employees in the organization. However, under the influence of China's unique environment and culture, China's relations have more significantly affected the retention of employees in higher education institutions.

Keywords

Human Resource Management; High-education institution; Employee retention.

1. Introduction

The project will look at the difference Human Resource Management practices in the high-education institution in China. The aim of this project is to analyze how to enhance human resource sustainability in university institutions and retain employees to ensure their competitiveness. In general, organizations will focus more on efficiency and customer satisfaction. Not only will it harm customer service, but also good employees will go to competitors and then improve the efficiency of competitors (Stewart & Brown, 2019). Therefore, it will focus on studying the main factors that affect employee retention by comparing different HRM practices. These factors are directly related to employees which can show their satisfaction and answer what factors have affected the retention of employees in higher education institutions to a greater extent.

2. Literature Review

2.1. Payment and Reward System

The payment and reward system are interlinked with the strategic organizational goals and apart from financial implications, the companies should also focus on the performance-related rewards system of the employees (Allui and Sahni 2016). This implies that apart from compensation the employers should also focus on the non-financial aspects that give motivation to the employees for effective performance. It found that teachers' work efficiency may be improved through higher salaries and performance-related pay. (Zhang et al., 2015) further adds that there is a linkage between the creativity and reward system in the Chinese institutions and pay for performance has important significance on the intrinsic motivation of the employees. This implies that when the employees get optimum and competitive payment and rewards, then they are more likely to be motivated in the workplace since they would trust the management more. However, Liu (2012) argues that the willingness of Chinese teachers to leave may come from teacher compensation benefits and institutional atmosphere. The compensation and benefits of higher education teachers should be proper, adequate and competitive as per industry standards so that they have the least tendency to leave the organization for higher compensation package.

2.2. Employee Motivation

Different from traditional HR practices, the modern management system, relies on motivating the employees so that they can have better strengthening of the human resources and the employees are able to give better output in the organization (Hu et al. 2018). Motivation is inter-linked with the learning process of employees and it affects the achievements and aspirations of the individuals (Gopalan et al. 2017). Feng (2012) performed mixed-method study to analyze the attitude of the Chinese teachers towards special education by connecting it with their career motivation. There is a positive correlation between the internal motivation of employees and the recognition in the organization, the nature of supervision, working patters and the reward system. (as shown in below illustration). (Shah et al., 2012)

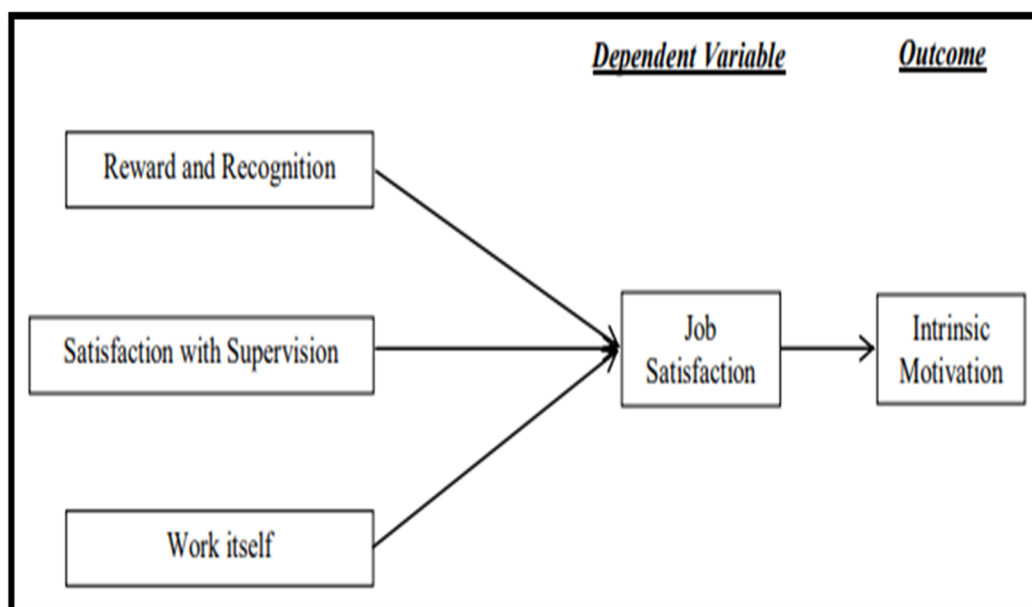


Figure 1. Relationship between job satisfaction and intrinsic motivation
(Source: Shah et al. 2012)

Andersen, Heinesen and Pedersen (2014) argue that public service motivation has direct impact on the teachers' performance and it also affects the academic performance of the students. This implies that enhanced motivation of the teachers is not only important for their own better performance but it also fosters improved performance of the students. However, Lin et al. (2012) criticise by saying that Chinese teachers view teaching profession as a low-demand profession as far as their return on investment is considered, which implies that they have overall low motivation levels. Hence, it needs to be motivated by focusing on employees' attitudes, values and different perspectives, which would significantly improve employee retention in the organization.

3. Conclusion

This project studied the factors that affect the retention of employees in high-educational institutions in China. Salaries and benefits of Chinese higher education institutions are adjusted under the standards set by the government (Wang, Lai & Lo, 2014). A higher level of incentives, effective use of the relationship between pressure management and Chinese culture shows an internal management of the organization. The organization provides good training resources to help employees stay in the organization. In Chinese high-educational institutions, the salary of employees is often related to their personal development, abilities, and job titles, which often

requires employees to motivate themselves to achieve the corresponding salary level. Culture cannot be ignored in human resource management as well. What organizations cannot ignore is that employees pay moderate attention to the well-being and the relationship between teachers, which also influence the employee retention.

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