

Analysis of Current Teacher Turnover Intention in Higher Vocational Colleges and The Strategies to Respond by Transformational Leadership

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Abstract

This paper first analyzes the characteristics of teachers in higher vocational colleges, introduces the manifestations of higher vocational colleges teacher' turnover intention in higher vocational colleges, then explains the concept, dimensions, and antecedent and outcome variables of transformational leadership, and proposes strategies to deal with teacher turnover in higher vocational colleges from the perspective of transformational leadership.

Keywords

Higher Vocational Colleges Teachers; Turnover Intention; Transformational Leadership.

1. Introduction

In current, many higher vocational colleges and higher education institutions are facing the problem of teachers teachers' turnover. There are many factors that lead to the departure of higher education teachers, and unreasonable leadership style is one of the most important factors. For this, transformational leadership has an essential value.

2. Analysis of Teacher Turnover Intention in Higher Vocational Colleges

2.1. Characteristics of teachers in higher vocational colleges

Teachers in higher vocational colleges belong to the category of knowledge-based employees. At present, there are two paradigms in the academic field about the definition of knowledge-based employees: one is to give essential regulations from the characteristics of knowledge-based employees, such as Francis Hereby defines knowledge-based employees as "those who use thinking logic and good creativity and judgment to work and get money" [1]. Second, from the employees' occupation, we define certain positions, such as top managers, university teachers and researchers, as knowledge-based employees. The characteristics of teachers in higher vocational colleges as knowledge-based employees are mainly three. Firstly, they have high education level. Rich knowledge reserve is a pre-condition of knowledge-based employees, and good education is the main source of knowledge reserve of knowledge-based employees. Most of the teachers in higher vocational colleges have received higher education, among which, a considerable part of them has master or doctoral degree. Secondly, they have outstanding work performance. The comprehensive quality of teachers in higher vocational colleges is more outstanding, not only can complete the work within the scope of this job, but also have the consciousness of self-development and improvement, and can carry out self-learning with the needs of job and the direction of enterprise development. Thirdly, they have complex personal needs. The needs of teachers in higher vocational colleges are more complex and diversified. In

addition to the material needs, teachers in higher vocational colleges pay more attention to the spiritual needs and try to realize their self-value in their work.

2.2. Performance of teacher turnover intention in higher vocational colleges

The relationship between employees and the organization is a two-way selection relationship, and employee turnover is a common behavior in the modern market economy. Employee turnover includes employee inflow and employee outflow, while employee departure belongs to the category of employee outflow. Compared with other groups, there are three main manifestations of teacher turnover intention in higher vocational colleges. Firstly, the phenomenon of turnover is more common. As high-quality talents, the employment field of teachers in higher vocational colleges is broader with more choices, which makes teachers in higher vocational colleges dare to depart. At the same time, teachers in higher vocational colleges have more complex needs for the organization, not only about the material compensation of the organization, but also about the organization's values, development vision and organizational culture, etc. Once the organization can hardly meet their needs, teachers in higher vocational colleges will leave. Secondly, teachers in higher vocational colleges are more willing to depart. The higher education level of teachers, the higher their willingness to leave, and the willingness of teachers with doctoral degrees is significantly higher than that of teachers with master's degrees. Thirdly, there is the phenomenon of group turnover. Group turnover is the main phenomenon in the turnover of teachers in higher vocational colleges, which refers to the loss of teachers in higher vocational colleges in formation. Take the project team as an example, once there is a phenomenon of losing the teachers in higher vocational colleges, it will often lead to the overall loss of the whole team of teachers in higher vocational colleges.

2.3. The hazards of teacher turnover intention in higher vocational colleges

There are two main hazards of teacher turnover intention in higher vocational colleges. Firstly, it increases the employment cost of the organization. Teachers in higher vocational colleges are mostly working in more important positions, such as teaching positions, management positions, technical positions, etc., and their job substitutability is low. The turnover of teachers in higher vocational colleges will inevitably lead to job vacancies, which will require the organization to recruit new talents to supplement, thus increasing the recruitment cost of the organization. The newly introduced talents also need the necessary pre-service training before they start to work, which will generate training costs. As mentioned above, there is a phenomenon of group turnover among teachers in higher vocational colleges, and once the phenomenon of group turnover occurs, the organization cannot introduce new talents that are suitable or comparable to the scale of the departed talents in a short time, which will further increase the overall cost of the organization. Secondly, it affects the performance of teachers. The turnover of the teachers in higher vocational colleges will shake the sense of belonging to the organization of other teachers and affect the performance of other teachers. Moreover, the turnover of the teachers in higher vocational colleges will form a demonstration effect among other teachers in higher vocational colleges and even general employees, which will lead to the problem of collective turnover of employees and affect the stability of the organizational team.

3. Explanation of Transformational Leadership

3.1. The concept and dimensions of transformational leadership

The concept of transformational leadership was first introduced by Downton in 1973. Burns (1978) first elevated transformational leadership to a theoretical level and explained transformational leadership as follow. In the process of organizational change, leaders guide, spur and encourage employees to develop a deep understanding of the meaning and value of

their work, thus increasing their self-awareness. Yukl (2006) interpreted transformational leadership from the perspective of demonstration effect, defining transformational leadership as a leader who causes followers to follow his or her own behavior, drives followers to do their jobs better, and promotes the unity of followers' self-development and organizational development. According to Liu Fang, and Wang Huan (2023), transformational leadership is a type of leadership that uses its own influence to bring itself closer to its own employees and motivate them to reshape their values and transform their work behaviors [2].

Bass, B. M., Avolio, B (1996) not only constructed a theoretical system of transformational leadership, but also reconstructed the theoretical model of transformational leadership by developing the Multifactor Leadership Questionnaire (MLQ), which classified transformational leadership into four dimensions: leadership charisma, inspirational power, intellectual stimulation, and personalized care. Li Chaoping and Shi Kan believe that transformational leadership has cultural differences. From the perspective of Confucianism, they developed a localized transformational leadership questionnaire based on Chinese culture, and divided the dimensions of transformational leadership into four elements: visionary motivation, virtuous example, leadership charisma, and personalized care. Based on the study of Li Chao-ping and Shi Kan, Meng Hui et al. (2013) proposed a second-order and four-factor model of transformational leadership, in which influence, visionary motivation, personalized care, and intellectual stimulation are considered as four major dimensions of transformational leadership, and each dimension is divided into two smaller dimensions, namely: virtuous quality and leadership charisma; vision and recognition; developmental care and life care; and innovation and admonition [3].

3.2. Antecedent and outcome variables of transformational leadership

The antecedent variables of transformational leadership include two main categories: individual factors and situational factors. Individual factors refer to the factors that are personal to the leader, which include the correctional environment, work situation, emotional intelligence, etc. [4]. Mederian, Sosisk (1996) viewed emotional intelligence as a necessary factor for leaders to become transformational leaders. The roles of emotional intelligence such as empathy and self-awareness in the prediction of transformational leadership behavior were explored separately. Situational factors refer to the factors of the leader's environment, including peer leader factors, subordinate factors, etc. Bommera (2004) found that at the peer leader level, leaders with a transformational leadership style were able to influence other peer leaders and drive other peer leaders to become transformational leaders. Hautala (2005) explored the influence of subordinates on transformational leaders and found that extroverted, high growth demand subordinates were more likely to drive leaders to become transformational leaders.

The outcome variables of transformational leadership are mainly reflected at both individual and organizational levels. From an individual perspective, transformational leadership enhances employee motivation, increases employee satisfaction, and leads to innovation. Amabile T M, Conti R (1999) found that transformational leadership can reshape the work environment as a whole to make work more challenging and motivating, thus releasing employees' work momentum and stimulating their creative behavior. Li Dandan (2020) analyzed the impact of transformational leadership on employees' innovative actions and found that transformational leadership has a significant positive relationship on employees' innovative actions, while employees' proactive personality and work enthusiasm play a moderating mediating role. From the organization's perspective, transformational leadership helps to drive the organization toward a learning and innovative organization and enhance organizational cohesiveness. Focusing on the state of the leaders themselves, Zhang Jun and Wang Guo Hong (2020) argue that transformational leaders are able to convey positive

emotions to employees, which helps to build friendly social circles within employees, thus promoting them to work harder and achieve organizational goals.

4. Transformational Leadership's Solution Strategies Based on Teacher Turnover Intention in Higher Vocational Colleges

4.1. Improving leadership methods

There is a direct relationship between the turnover of the teachers in higher vocational colleges and the organization's failure to be people-oriented. In this regard, the organization should improve and optimize the leadership style from the perspective of being people-oriented. Firstly, establish the awareness of transformational leadership. Transformational leaders regard employees as the most valuable resources of the organization, and are not only able to give employees good work support, but also willing to communicate with them, listen to their opinions, and help them form a good team cohesion. The management should establish the awareness of transformational leadership and regard themselves as the service providers of higher education teachers. Secondly, focus on communication with teachers in higher vocational colleges. Communication is both an important means to form a close relationship with employees and a basic way for leaders to grasp employees' demands, so it is necessary to make communication with teachers in higher vocational colleges as the focus of people-oriented. For example, the principal's mailbox is set up, and teachers can use the anonymous delivery method to inform the organization of their demands. For the problems with more common feedback from senior teachers, we should communicate with them at the first time and put forward corresponding improvement plans to enhance the effect of communication.

4.2. Improve the motivation methods

Teachers in higher vocational colleges have more complex needs. It is necessary to improve the motivation methods from the needs of teachers in higher vocational colleges. Firstly, improve the material incentive further. The importance of salary to employees determines that salary is the core element of organizational motivation mechanism, and motivating salary not only can effectively mobilize employees' work enthusiasm, but also has an important value to the cultivation of employees' organizational identity. The organization should optimize the salary structure of teachers in higher vocational colleges and increase the proportion of performance pay, so that teachers in higher vocational colleges can get a reasonable return from their own efforts [5]. Secondly, give full play to the complementary role of spiritual motivation. Based on the psychological needs of teachers in higher vocational colleges, spiritual motivation is used as a supplement to material motivation. Finally, provide conditions for teachers in higher vocational colleges to realize their self-value. The loyalty of teachers in higher vocational colleges to professional development and technical progress is higher than that to the organization. The organization should start from the characteristics of teachers in higher vocational colleges and provide conditions for the realization of their self-worth, for example, strengthen the training of teachers in higher vocational colleges and continuously improve the quality of teachers in higher vocational colleges

4.3. Fostering organizational culture

Currently, there is a great relationship between the turnover of the teachers in higher vocational colleges and the lagging construction of organizational culture. In response, the cultivation of organizational culture must be a key element in the response to the turnover of the teachers in higher vocational colleges. Firstly, the development vision and values of the organization should be clarified. Organizational culture is a compound concept, and spiritual culture is the core of organizational culture. For this, the development vision and values, which are highly concerned by teachers in higher vocational colleges, should be the focus of

organizational culture construction. Secondly, strengthen the propaganda and education of organizational culture. On the one hand, make good use of traditional propaganda media, such as internal journals of the organization, to provide convenience for teachers in higher vocational colleges to understand the organizational culture, on the other hand, from the changes of the information access of teachers in higher vocational colleges in the information age, strengthen the role of various types of new media, such as WeChat, Tiktok and MicroBlog, in the propagation of organizational culture, so that teachers in higher vocational colleges can understand and identify with the organizational culture in a deeper way. The cultivation and education of organizational culture can enhance the consistency between the personal development goals of teachers in higher vocational colleges and the organizational development goals, so as to enhance the sense of belonging of teachers in higher vocational colleges and effectively alleviate the problem of the turnover of the teachers in higher vocational colleges.

5. Conclusion

The turnover of the teachers in higher vocational colleges is an important factor that restricts the operational development of higher vocational colleges and the high-quality development of higher education, while transformational leadership plays an important role in reducing teacher turnover intention, and dealing with the turnover of the teachers in higher vocational colleges. In this regard, good strategies should be adopted from the perspectives of improving the leadership style, improving the motivation style and cultivating the organizational culture.

6. Author Biography

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