

Influence of Trust, Job Satisfaction, and Capacity Building on Teacher Retention

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Abstract

Attempts and endeavors in building China's educational system competitive with the whole international community of academic institutions, competitive curriculums, standards, and evaluations must be carefully planned and executed. Amidst educational improvements worldwide, faculty members are becoming affected and adhered to seemingly absurd expectations. The objective of this study is to determine the influence of trust, job satisfaction, and capacity building on teacher retention at a university in China. An electronic survey was given to 361 teachers to look at the perception of teachers in trust, job satisfaction, and capacity building. It tried to answer the profile of the teacher respondents; the relationship in the assessment; and this led to a proposed program for teacher retention. This study used quantitative methods to collect and analyze data. Quantitative studies involve comparing, contrasting, and categorizing data to test a hypothesis. This study made use of the partially adapted questionnaire with modifications by the current researcher to suit the present study, which determined the perceptions of teacher respondents on the influence of trust, job satisfaction, and capacity building in teacher retention. the result shows that the level of trust and job satisfaction was found to be moderately positive and statistically significant. This can be interpreted that an increase in the level of trust would lead to higher job satisfaction among university teachers. Based on the findings, It can be concluded that the majority of the responses that were contributed to this study came from the said group of people and different levels according to different factors were shown in the conclusion, including high level and the same level.

Keywords: Education; Teacher retention; Quantitative methods; Questionnaire; China