

## **ENGAGEMENT AND ORGANIZATIONAL COMMITMENT ON INTENTION AMONG GENERATION Z TEACHERS IN Y COLLEGE IN GUANGXI, CHINA**

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### **Abstract**

This study focuses on Generation Z teachers (born between 1995 and 2009) at Y higher vocational education institutions in Guangxi, China, aiming to explore the effects of work engagement and organizational commitment on turnover intention. Adopting a theoretical perspective of educational management, the study utilized a questionnaire survey designed with a five-point Likert scale as the primary research tool. Data collected from the survey were analyzed using Statistical software through a series of methods, including reliability and validity testing, descriptive statistical analysis, correlation analysis, and multiple regression analysis. A relational model was constructed to examine the mechanism underlying the influence of work engagement and organizational commitment on turnover intention. The results reveal a significant negative correlation between work engagement and turnover intention, indicating that higher levels of work engagement are associated with lower turnover intention. Additionally, organizational commitment was also found to exhibit a significant negative impact on turnover intention, suggesting that teachers with stronger emotional attachment and a sense of responsibility toward their institutions are less likely to leave their positions. The findings enrich the theoretical framework on the psychology and behavior of teachers in higher vocational education, providing empirical evidence for future studies. From a practical perspective, this study offers valuable insights for improving teacher stability and formulating effective policies to motivate Generation Z teachers, contributing to sustainable development and quality enhancement in vocational education.

**Keywords:** Generation Z, Vocational Colleges, Teacher Work Engagement, Organizational Commitment, Intention

### **Introduction**

With globalization and technological innovation driving profound changes in the economy and society, education, as a crucial vehicle for human capital development, is increasingly gaining strategic significance. Especially in the context of promoting high-quality economic development, high-quality vocational education has gradually become a vital pillar of national economic competitiveness worldwide. In line with this trend, the Chinese government has introduced a series of initiatives to advance the high-quality development of vocational education. For instance, the "Implementation Plan for National Vocational Education Reform" proposes to "comprehensively enhance the quality of talent cultivation in vocational education and accelerate the training of a large number of high-quality technical and skilled professionals." "China's Education Modernization 2035" sets the goal of establishing a

modern education system that serves lifelong learning for all by 2035. These policies not only provide direction for the development of vocational education but also raise higher requirements for the construction of a high-quality vocational education teaching workforce.

In recent years, with the continuous deepening of China's socio-economic transformation and educational reform, the issue of teachers' turnover intentions in vocational colleges has gradually become apparent and has attracted attention. Teachers are the most valuable asset of a school. The stability of the teaching staff is related to the continuity of school education and teaching, the cultivation of high-quality technical and skilled talents, and the realization of educational equity. In 2019, a policy in China clearly pointed out that vocational education should "strengthen the construction of dual-qualified teachers," requiring teachers to not only have high theoretical literacy but also rich practical experience. However, in practice, the teaching staff of vocational colleges face the following major problems: First, the structure of the teaching staff is unreasonable, and teachers face great work pressure; second, affected by the macroeconomic environment, salary treatment and other factors, the turnover rate is high, which poses a severe challenge to the organizational management and educational quality of vocational colleges.

Generation Z, those born between 1995 and 2009, are the first generation of "digital natives" who have grown up with digitalization and globalization. They exhibit new characteristics in values, cultural identity, and behavior patterns, such as a high degree of self-awareness, emphasis on work-life balance, high acceptance of new things, and high expectations for organizational belonging. However, this generation also shows personality traits such as low job security and a high propensity to change jobs. In particular (Zhang, H. & Li, M., 2022), they show significant differences from previous generations in job stability, career development, and psychological contract fulfillment, and they have more personalized needs for the formation of organizational commitment. Traditional incentive mechanisms may not effectively enhance their job engagement, which, in turn may increase their turnover intentions. As more Gen Z talents enter the teaching workforce in vocational colleges, they bring vitality to the modernization of education but also pose challenges to traditional management models. How to leverage Gen Z teachers' positive adaptability to new skills and educational technologies while reducing their turnover intentions has become a new issue in educational management practice.

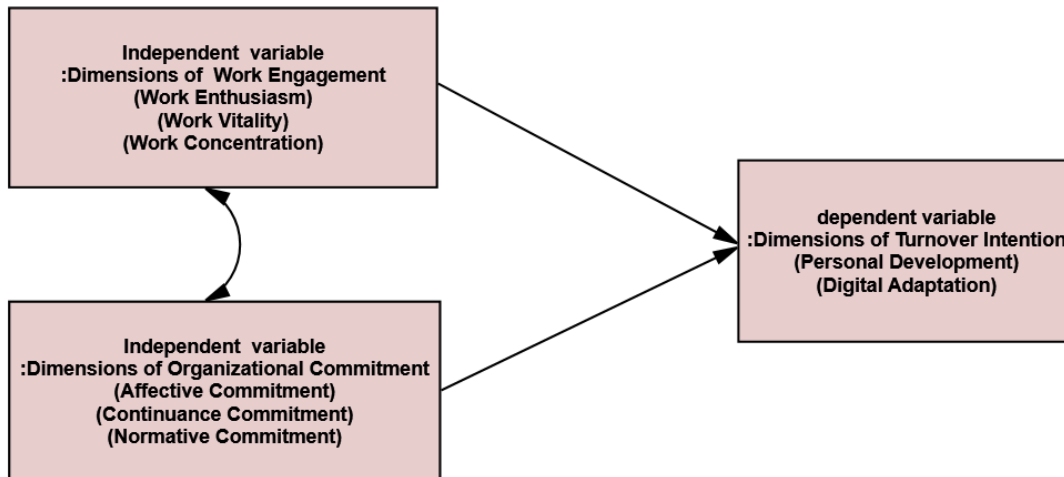
In the existing literature, scholars have extensively explored themes such as job engagement, organizational commitment, and turnover intention. However, current research on teachers in vocational colleges predominantly focuses on single variables, lacking a systematic analysis of the interplay among job engagement, organizational commitment, and turnover intention. Particularly, studies on Generation Z teachers, an emerging group, remain relatively scarce. Therefore, a systematic investigation into the job engagement and organizational commitment of Generation Z teachers in vocational colleges and their impact on turnover intention will help fill the research gap and reveal the underlying mechanisms.

### **Research Objectives**

1. To explore the specific impact of work engagement on turnover intention among Generation Z teachers in higher vocational colleges.
2. To analyze the influence of work engagement and organizational commitment on turnover intention among Generation Z teachers in higher vocational colleges.

## Scope of the Research

### Variable Scope



### Hypotheses

H<sub>1</sub>: Teachers' work engagement is significantly negatively correlated with turnover intention.

H<sub>2</sub>: Organizational commitment is significantly negatively correlated with turnover intention.

## Literature Review

### 1. Teacher Work Engagement

#### 1.1 Definition of teacher work engagement

Work engagement was first proposed by (Kahn, 1990) referring to the process where organizational members control themselves to align their personal identity with their job role. It emphasizes how individuals manage and express themselves at work, encompassing cognitive, emotional, and behavioral aspects. Teacher work engagement refers to the positive, focused, and energetic mental state that teachers exhibit in their work, which includes their enthusiasm for teaching, energy investment, and level of concentration. Work enthusiasm refers to a teacher's love and positive attitude towards teaching, willing to invest time and effort in exploring teaching methods and improving educational quality; work vitality means maintaining high energy levels and a good mental state while working, actively addressing various teaching tasks and challenges; work focus emphasizes the ability of teachers to concentrate fully during the teaching process, focusing on both the content and students to maximize teaching effectiveness.

#### 1.2 Factors influencing work engagement of teachers in vocational colleges

The work engagement of teachers in higher vocational colleges is influenced by various factors. From an individual perspective, personal traits such as personality, professional values, and self-efficacy can affect the level of their work engagement. For example, teachers with a positive and optimistic personality and strong professional identity are more likely to be engaged in their work. From an organizational perspective, factors such as the school's organizational atmosphere, leadership support, working conditions, and compensation benefits

significantly impact teachers' work engagement. A good organizational atmosphere can enhance teachers' sense of belonging and identity, while leadership support and encouragement can boost their enthusiasm for work. Superior working conditions and reasonable compensation benefits provide teachers with material security and motivation. Additionally, student factors such as learning attitudes and classroom participation can also influence teachers' work engagement to some extent.

## **2. Organizational commitment**

### **2.1 Definition of organizational commitment**

Organizational commitment refers to the relative intensity of an individual's identification and involvement with a specific organization. This concept was first proposed by an American sociologist (Becker, 1960), who argued that it is a psychological phenomenon where employees, as their investment in the organization increases, feel compelled to remain within it. Commitment is defined as the maintenance resulting from one-sided investment. Organizational commitment represents an employee's attitude and emotional attachment to the organization, reflecting their identification, investment, and level of loyalty. For teachers at higher vocational colleges, organizational commitment means their sense of belonging to the college, willingness to contribute to its development, and desire to stay even when faced with external opportunities. Organizational commitment is a multidimensional concept, encompassing aspects such as affective commitment, continuance commitment, and normative commitment.

### **2.2 Organizational commitment characteristics of teachers in higher vocational colleges**

The organizational commitment of teachers at higher vocational colleges has some unique characteristics. On one hand, due to the emphasis on practical teaching and school-enterprise cooperation in higher vocational colleges, teachers may develop emotional and sustained commitment to the school because of their cooperative relationships with enterprises, and their pursuit of professional development. For example, the platforms and opportunities provided by the school for cooperation with enterprises can enhance teachers' sense of identity and dependence on the school. On the other hand, the career development paths of teachers at higher vocational colleges are relatively diverse; they may seek development in areas such as academic research, enterprise practice, and teaching reform. This makes their organizational commitment influenced by multiple factors and can vary significantly among different individual teachers.

## **3. Turnover tendency**

### **3.1 Definition of job-hopping tendency**

Job-hopping tendency refers to an individual's desire and likelihood of leaving their current organization. For teachers, this tendency manifests as a thought, plan, or readiness to take corresponding actions to leave their vocational college. Job-hopping tendency is a latent variable influenced by various factors and may, to some extent, predict actual job-hopping behavior.

### **3.2 Factors influencing the tendency to leave**

The tendency to leave is influenced by multiple factors, including individuals, organizations, and external environments. Individual factors include the age, gender, job satisfaction, and career development expectations of teachers. For example, younger teachers may have a higher tendency to leave due to stronger career development needs; teachers with

low job satisfaction are also more likely to consider leaving. Organizational factors mainly involve the schools management style, compensation and benefits, work environment, and career development opportunities. Unreasonable management practices, low salary levels, poor working conditions, and limited career advancement can all increase teachers tendency to leave. External environmental factors such as job postings from other schools, industry trends, and regional economic development levels can also impact teachers turnover intentions. When there are more attractive job opportunities externally, teachers tendency to leave may increase.

#### **4. Related research status**

##### **4.1 Domestic research on the relationship between teachers work commitment, organizational commitment and turnover tendency**

Domestic scholars have conducted extensive research on the relationship between teacher work engagement, organizational commitment, and turnover intention. Some studies show that there is a positive correlation between teacher work engagement and organizational commitment; teachers with high work engagement often have high organizational commitment, are more willing to contribute to their school, and exhibit higher loyalty to it. At the same time, work engagement and organizational commitment are negatively correlated with turnover intention; teachers who have high work engagement and high organizational commitment tend to have lower turnover intentions. For example, one study found through surveys at multiple vocational colleges that teachers' enthusiasm and focus can significantly enhance their level of organizational commitment, thereby reducing turnover intention. However, other studies suggest that this relationship may be moderated by other factors, such as the schools organizational culture and teachers' work pressure, which could lead to different relationships among these three factors in various contexts.

##### **4.2 Foreign studies on the relationship between teachers' work input, organizational commitment and turnover tendency**

Research abroad started early and has yielded rich results. Many foreign scholars believe that teacher job engagement is a significant antecedent to organizational commitment. Job engagement can influence teachers' emotional, cognitive, and behavioral responses to the school, thereby enhancing their organizational commitment. At the same time, organizational commitment acts as a mediator between job engagement and turnover intention, meaning that job engagement increases organizational commitment and thus reduces turnover intention. For example, a study on teachers in foreign vocational colleges found that job engagement in teaching innovation significantly enhances emotional commitment to the school, effectively reducing turnover intention. Additionally, foreign research has also examined differences in the relationship between teacher job engagement, organizational commitment, and turnover intention across different cultural contexts, providing valuable insights for cross-cultural studies.

##### **4.3 Research status of teachers in higher vocational colleges**

In the relevant research on teachers in higher vocational colleges, scholars have mainly focused on the characteristics of these teachers, their career development, teaching methods, and work pressure. Research has found that due to the special nature of their teaching subjects and content, the factors influencing work engagement and organizational commitment for teachers in higher vocational colleges differ from those in regular universities. For example, teachers in higher vocational colleges place greater emphasis on enhancing practical teaching skills and cooperation with enterprises, which significantly impact their work engagement and organizational commitment. At the same time, the turnover tendency of teachers in higher

vocational colleges is also influenced by factors such as the closeness of cooperation between schools and enterprises, and industry development prospects. Additionally, with Generation Z gradually becoming an important part of the faculty at higher vocational colleges, studies targeting Generation Z teachers are increasing. These studies aim to gain a deeper understanding of the needs and characteristics of Generation Z teachers, providing targeted suggestions and strategies to improve their work engagement and organizational commitment and reduce turnover tendencies.

## Research Methodology

### 1. Population and Sample

This study focuses on the impact of work engagement and organizational commitment among Generation Z teachers at vocational colleges on their turnover tendency. The subjects are Generation Z teachers born between 1995 and 2009 at Y Vocational College in Guangxi, China. According to survey statistics, the total number of teachers at this college who meet the definition of Generation Z is 70. To ensure the completeness and scientific nature of the research results, this study adopted purposive sampling, which involves conducting a comprehensive survey of all eligible teachers in the overall population, rather than using random sampling.

This study selected all 70 Generation Z teachers from Y Vocational College in Guangxi as the target group. Instead of using probability sampling, a non-probability sampling design with full participation was adopted. This method not only effectively covers the characteristics of the overall population but also significantly enhances data representativeness. Full-sample coverage is typically applicable when the research population is small but the target group has distinct characteristics (for example: a specific age group of teachers).

### 2. Research instruments

This study, in response to potential questionnaire invalidation, actually distributed questionnaires to all 70 teachers, including 5 teachers who were on their way out and later could not be reached due to information interruption. During the survey period, both online questionnaire platforms and offline paper distribution methods were used to ensure comprehensive coverage of the sample, aiming to maximize the response rate. The final results of actual questionnaire recovery and validity processing are as follows:

Number of questionnaires distributed: 70

Number of returned questionnaires: 65

Number of valid questionnaires: 60

Questionnaire efficiency: 85.7%

After questionnaire sorting and analysis, it is ensured that the effective samples fully cover the characteristic distribution of Generation Z teachers in Y vocational colleges in Guangxi, including the following main characteristics:

1) Teaching age distribution: The sample covers z generation teachers from new to more than 5 years of teaching, showing certain differentiated characteristics of professional age.

2) Title distribution: The titles of teachers include both junior and some intermediate and senior titles for Generation Z teachers, ensuring the diversity and accuracy of the data.

3) Distribution of teaching specialties: The sample involves multiple disciplines, including engineering, economics and management, as well as mainstream majors such as

liberal arts, reflecting the wide range of professional activities of teachers in higher vocational colleges.

4) Educational background: The educational level of the sample teachers is concentrated in bachelor's degree and master's degree, which reflects the mainstream educational characteristics of the faculty in China's higher vocational colleges.

### **3. Data Collection**

This study adopted a combined online and offline questionnaire distribution method to ensure the broad coverage of the survey and improve the response rate. The online questionnaire was mainly pushed to Generation Z teachers at vocational colleges through platforms such as WeChat, web links, and teacher work groups, making it convenient for teachers to fill out the forms anytime and anywhere; offline questionnaires were distributed in places where teachers frequently gather (such as teacher offices and meeting rooms) and collected uniformly within a specified time frame. This combination of online and offline methods not only enhanced the flexibility and convenience of questionnaire distribution but also effectively increased the response rate.

After the questionnaires were collected, the research team conducted a rigorous screening and organization of the data. The criteria for determining invalid responses include the following situations: 1) a large number of questions left unanswered; 2) answers showing obvious patterns (such as all questions selecting the same option); 3) logical contradictions or other anomalies.

For the valid questionnaires screened out, professional data entry software was used to input the data into the system, and multiple verifications were conducted to ensure accuracy. After completing the data entry, preliminary descriptive statistical analysis was performed first to check the distribution of data, the proportion of missing values, etc., preparing for further in-depth analysis.

According to the research design and sample size calculation formula, this study distributed 70 questionnaires, with 65 actually recovered. Among them, 5 invalid responses were excluded, resulting in 60 valid responses, achieving an effective recovery rate of 85.7%. This data collection covered all Generation Z teachers at Y Higher Vocational College in Guangxi, with a sample coverage rate of 100%, providing comprehensive and reliable data support for the study.

If further research needs to expand the sample size to improve the universality and robustness of the research results, it is possible to consider expanding the survey scope to the Z generation teachers of other vocational colleges to further verify the applicability of the research conclusions.

### **4. Data Analysis**

The data analysis of this study proceeds according to the following logic: First, the scientific nature of questionnaire items is ensured through the Consistency Index (IOC). Second, raw data is cleaned and preprocessed to ensure data quality. Then, the reliability and validity of the questionnaire are sequentially tested, followed by descriptive data distribution and group differences. Finally, multiple statistical methods such as correlation analysis, regression analysis, and structural equation modeling (SEM) are used to explore the relationships and mechanisms between work engagement, organizational commitment, and turnover intention.

### Research Results

This study used data processing software to conduct reliability analysis on the survey, employing Cronbach's  $\alpha$  coefficient to test the internal consistency of each dimension of the scale. The results showed that all coefficients were greater than 0.9, indicating that the scale used in this study has high reliability and can serve as a basis for further analysis.

The KMO values of the three scales obtained from the validity test analysis were all above 0.7, and the p-values were all less than 0.01, indicating that there was a significant influence between the scales in this study. On the basis of the reliability of the measurement scales mentioned above, higher validity results were further obtained.

According to the analysis results in Table 1, it can be seen that in the path hypothesis test of this study, the knowledge-based positive prediction of self-actualization is significant ( $\beta=0.275$ ,  $P<0.001$ ), so Hypothesis H1 is valid. The knowledge-based prediction of health responsibility is not significant ( $\beta=0.049$ ,  $P>0.05$ ), so Hypothesis H2 is not valid.

Table 1: SEM path analysis results of the influencing factors of work engagement and organizational commitment

Path Relationship		Estimate	SE	CR	p
Personal development	<--- Work enthusiasm	0.667	0.23	13.579	***
Personal development	<--- Work vitality	-0.698	0.466	-7.678	***
Personal development	<--- focus on ones work	-0.065	0.162	-2.056	0.04
Personal development	<--- Emotional commitment	-0.06	0.123	-1.964	0.049
Personal development	<--- Continuance Commitment	-0.059	0.107	-1.916	0.055
Personal development	<--- norm commitment	0.247	0.172	6.073	***
Digital adaptation	<--- focus on ones work	-0.006	0.152	-0.16	0.873
Digital adaptation	<--- Work vitality	-0.674	0.381	-7.472	***
Digital adaptation	<--- Work enthusiasm	0.639	0.198	12.419	***
Digital adaptation	<--- Emotional commitment	-0.193	0.12	-5.306	***
Digital adaptation	<--- Continuance commitment	-0.013	0.1	-0.374	0.709
Digital adaptation	<--- Normative commitment	0.296	0.167	6.208	***

### Discussion

This research focuses on the work engagement, organizational commitment, and turnover intention of Generation Z teachers in Vocational College Y in Guangxi. In the

preliminary stage of the research, relevant theories and research status at home and abroad were reviewed to clarify the connotations and extensions of core concepts such as vocational colleges, Generation Z, teacher work engagement, organizational commitment, and turnover intention, and determine the research direction. Data were collected through a questionnaire survey. The study found that there is a significant negative correlation between work engagement and turnover intention. Work passion, vigor, and dedication affect turnover intention in different ways. Among organizational commitment factors, affective commitment significantly inhibits turnover intention, continuance commitment has limitations, and normative commitment plays a role based on professional ethics. Work engagement and organizational commitment promote each other, and organizational commitment plays a mediating role in the influence of work engagement on turnover intention. To further deepen the research and improve the stability of the teaching staff in vocational colleges.

## **Recommendations**

### **1. Expand the Research Scope**

1.1 Broaden the Sample Coverage: Increase the samples of teachers from different regions (eastern coastal areas, central inland areas, and less - developed western regions) and different types of vocational colleges (public, private, art - focused, medical - oriented, teacher - training, etc.). Compare the impacts of regional economic levels, educational resources, and college types on the work attitudes and turnover intentions of Generation Z teachers, so as to enhance the universality of research results.

1.2 Deep - Dive into Heterogeneous Groups: Focus on the heterogeneous characteristics of teachers from different disciplines (liberal arts, engineering, etc.), at different professional title levels, and with different teaching experience. Analyze their differences in work engagement, organizational commitment, and turnover intention, providing a basis for vocational colleges to develop refined management policies.

### **2. Enrich Research Variables**

2.1 Introduce Individual Psychological Trait Variables: Incorporate variables such as professional resilience, self - efficacy, work values, and psychological capital. Explore their regulatory effects on the relationship between work engagement and turnover intention. For example, teachers with strong professional resilience may have a lower turnover intention, and differences in work values may affect turnover willingness.

2.2 Pay Attention to Organizational Environment Variables: Study the influence mechanisms of organizational environment variables such as school management models, cultural atmospheres, fairness of resource allocation, leadership styles, team cooperation climates, and transparency of performance appraisal and salary distribution on teachers' behavior patterns. This helps to optimize the internal environment of schools, improve teachers' job well - being, and reduce turnover intention.

2.3 Introduce External Environment Factors: Consider macro - environment variables such as regional economic development levels, social recognition of vocational education, external competition pressure in teachers' career development, and changes in educational policies. Construct a more comprehensive theoretical model to enhance the explanatory and predictive power of the interaction mechanisms among variables.

### **3. Adopt Diverse Research Methods**

3.1 Integrate Qualitative Research to Reveal Teachers' Real Experiences: Use qualitative research methods such as in - depth interviews, case studies, and focus groups to obtain teachers' real - life career experiences. Understand the thoughts of teachers who have

changed jobs or left their positions, as well as those who have remained, and analyze the role of psychological traits in the formation of turnover intention, providing evidence for the hidden relationships among research variables.

3.2 Conduct Longitudinal Research to Observe Trends Dynamically: Adopt a longitudinal research design to track the changes in work engagement, organizational commitment levels, and turnover intentions of Generation Z teachers at different stages of their careers (early career, mid - career development, promotion stage). Reveal the complex interaction mechanisms among variables over time and provide forward - looking guidance for career management.

3.3 Use Multidimensional Data Analysis to Improve Research Quality: Combine multi - source data collection methods such as questionnaires, actual observation records, performance data, and organizational - level indicators. Apply cross - level analysis methods (hierarchical linear models, structural equation modeling) to accurately reveal the interaction mechanisms between individual and organizational variables, improve the detailed analysis of research variables, and construct a more scientific and efficient research framework.

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