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EXPLORING INTRINSIC FACTORS THAT AFFECT QUALITY JOB AND TURNOVER INTENTION IN THE CHINESE EDUCATIONAL SERVICES INDUSTRY

Abstract

Organizations must attain a sustainable competitive advantage via the workforce. Active employee engagement can foster motivation and provide intrinsic job satisfaction. This study aims to analyze the impact of prospective intrinsic factors on the turnover intention of academic staff in the educational service industry in Anhui, China. A quantitative study method was devised using the Daniel Pink's theory with a survey questionnaire consisting of 51 items. The study used a 5-point Likert scale. Nonprobability sampling with the snowball method was exercised for 403 fully completed responses for data analysis using the SPSS program version 23. The Pearson correlation analysis revealed a significant and robust inverse relationship between employee turnover intention and all of the independent variables examined ($r^2 = 55.06$ for managerial behavior empowerment, $r^2 = 54.76$ for psychological empowerment, $r^2 = 54.46$ for career growth opportunity, $r^2 = 63.84$ for organizational commitment, and $r^2 = 27.46$ for compensation). The multiple regression analysis was subsequently implemented. The model evaluation yields an adjusted R^2 value of 0.685, signifying that the independent variables collectively account for approximately 69% of the variance in the dependent variable, except for compensation, which exhibits a significant positive correlation with turnover intention. However, it is impossible to disregard the impact of compensation as the silence factor. Appropriate delivery of this baseline reward is necessary to ensure that it satisfies the fundamental requirements of the employee and fosters intrinsic motivation.

Keywords

employment, compensation, organizational
commitment, psychological well-being, empowerment

JEL Classification

M12, M54, O15

INTRODUCTION

Employee turnover is critical to organizations' operations, as it has detrimental effects on morale, productivity, and the bottom line. There has been a heightened emphasis on comprehending the intrinsic elements that contribute to the intention of employees to resign (Munir & Sudrajad, 2022). A worker's intention or propensity to depart from their employer or organization is referred to as their "turnover intention" (Lee et al., 2019). It is imperative for organizations to comprehend the determinants that affect turnover intention to efficiently manage their workforce and mitigate turnover rates.

According to Islam et al. (2016), Spreitzer et al. (1999), and Huang et al. (2006), intrinsic factors that influence employees' intention to leave are absolutely critical. Organizations can formulate effective strategies to improve employee engagement and retention, as well as resolve and alleviate performance and employee-related challenges, by gaining a comprehensive knowledge of the key stake-

holders. Organizations can foster a favorable work atmosphere, enhance employee contentment, and mitigate turnover rates by attending to the intrinsic elements that influence employees' intentions to leave (Munir & Sudrajad, 2022).

Internal elements that affect an employee's conduct, mindset, and goals in the work environment are referred to as intrinsic factors in human resource management (Rahman & Raju, 2020). Individual motivations, values, beliefs, and attitudes toward work are examples of such elements. It is imperative for human resource management to comprehend these intrinsic factors, as they have a direct influence on the job satisfaction, organizational commitment, and retention rate of employees (Islam et al., 2016; Huang et al., 2006; Parashakti et al., 2017).

1. LITERATURE REVIEW

Organizations across all industries consistently grapple with the challenge of employee turnover. High rates of employee attrition can result in the departure of experienced workers and generate job openings that can disrupt the overall efficiency of a business. The extent of managerial behavioral empowerment is a contributing factor to employee turnover intention (Niehoff et al., 2001). Managers who empower their staff through support, shared decision-making, promoting autonomy, and providing control over their jobs are more likely to decrease the desire of their employees to leave the company (Parashakti et al., 2017; Islam et al., 2016). When employees are given authority and autonomy, they have a feeling of ownership and influence over their tasks, leading to higher levels of job satisfaction and dedication. In addition, when managers provide support and empower their staff, it fosters a favorable work atmosphere where employees feel appreciated and acknowledged for their input (Parashakti et al., 2017).

A favorable work environment decreases the likelihood of employees wanting to leave the firm, as they are more inclined to remain in a workplace where they feel valued and assisted. In contrast, managers who adopt ineffective leadership styles, such as authoritarian or transactional methods, might contribute to higher rates of employee turnover. They can establish an adversarial work atmosphere in which employees have a sense of powerlessness, feel underappreciated, and have little authority over their tasks. This can result in diminished job satisfaction, less organizational dedication, and, ultimately, an increased intention to leave the organization. Employees who sense a dearth of support and lack independence from

their managers are more inclined to pursue alternatives, resulting in elevated rates of employee turnover (Parashakti et al., 2017; Islam et al., 2016). Moreover, the influence of empowering management goes beyond individual employees and affects the entire business culture. When managers delegate authority to their staff, it cultivates a culture characterized by trust, transparent communication, and cooperation (Vroom & Yetton, 1973; Schermerhorn et al., 1998). Consequently, this improves staff morale and job satisfaction, resulting in decreased turnover intention and increased retention rates.

To effectively address employee turnover, organizations need to prioritize the significance of managerial behavioral empowerment. This entails equipping managers with the appropriate training and resources to foster empowering leadership styles. Organizations can reduce turnover intention and improve the work environment for employees by promoting a culture of empowerment and support. Research has shown that the assessment of managerial behavior empowerment often relies on supervisors' actions toward their employees (Niehoff et al., 2001). These actions include creating a positive work environment, acknowledging and motivating employees' performance through rewards, demonstrating confidence and trust in employees, and fostering their initiative and responsibility (Conger & Kanungo, 1988; DuBrin, 1998).

Psychological empowerment refers to an individual's perception of their ability to control and exert influence over their work environment. It is a notion that encompasses one's belief in one's own competence and capacity to achieve success. The notion has four parts that reflect an individual's perspective on their job: competence, impact, sig-

nificance, and autonomy in the cognitive process (Seibert et al., 2011; Islam et al., 2016; Spreitzer et al., 1999; Huang et al., 2006). This concept encompasses feelings of competence, self-reliance, importance, and authority. Employees who feel psychologically empowered are more likely to demonstrate engagement, motivation, and contentment (Seibert et al., 2011). Empowerment has a beneficial effect on job performance and productivity, and it also reduces turnover intention (Conger & Kanungo, 1988; Griffeth et al., 2000). Therefore, it is essential to understand and promote psychological empowerment in employees to decrease turnover intention and improve organizational success (Ak, 2018).

Further, research has revealed other elements contributing to employees' tendency to leave their jobs. The parameters encompassed job satisfaction, job stress, organizational culture, organizational commitment, remuneration, organizational justice, promotional possibilities, demographic variables, leadership styles, and organizational climate (Huang et al., 2006; Conger & Kanungo, 1988; Griffeth et al., 2000). Organizations can cultivate an atmosphere that promotes psychological empowerment by addressing and enhancing these characteristics. This may decrease turnover intention and improve the ability to retain talented personnel. Enhancing employees' perception of autonomy, competence, and relatedness in the workplace can reduce turnover intention within organizations (Ak, 2018; Conger & Kanungo, 1988; Griffeth et al., 2000). When employees have a sense of empowerment, they are more inclined to assume responsibility for their tasks and contribute constructively to the corporate mission. This fosters a culture characterized by trust, collaboration, and innovation within the firm (Seibert et al., 2011; Islam et al., 2016). As a result, active participation in problem-solving, showing initiative, and demonstrating proactive actions takes place, contributing to job performance and productivity and promoting a culture of ongoing improvement and adaptability inside the organization (Seibert et al., 2011; Islam et al., 2016).

Another intrinsic aspect that can affect an individual's intention to leave a job is the chance for career advancement. Employees who perceive a lack of opportunities for career progression within their current position are more inclined to contemplate quitting the firm (Kim et al., 2016; Lee et al., 2019).

Professional progression prospects significantly influence employees' intention to depart from their current employer (Kim et al., 2016; Lee et al., 2019). Employees who believe they have few chances for career progression within their current business are more inclined to contemplate leaving for better prospects elsewhere. On the other hand, companies that place importance on and provide assistance for the advancement of employees' careers are more inclined to keep their best employees and cultivate a feeling of loyalty and dedication among them.

Comprehending the complex correlation between career advancement prospects and the desire to leave a job is essential for firms aiming to decrease employee turnover and retain important staff members. Organizations can reduce turnover intention and foster a motivated and engaged workforce by investing in employee development and establishing clear career advancement opportunities. This, in turn, contributes to organizational growth and helps retain valuable talent (Kim et al., 2016; Lee et al., 2019).

Organizational commitment is the extent to which employees feel a strong sense of affiliation and loyalty toward their organization. The employee's dedication is seen in their active participation and contribution toward the organization's goals and success (Blau, 2003; Sagas & Cunningham, 2004; Lee et al., 2019). Organizational commitment can be viewed as an inherent element in an employee's intention to leave the company. Organizational commitment refers to the level of dedication and loyalty an individual has toward their organization, motivating them to stay with the organization and work toward achieving its goals and objectives (Ak, 2018; Blau, 2003; Sagas & Cunningham, 2004; Lee et al., 2019). Strong organizational commitment decreases the likelihood of people wanting to leave their current position, as highly dedicated individuals are more motivated to remain with their organization, especially when presented with possible job prospects elsewhere. This significantly influences an employee's decision-making process. The concept can be simplified as three main elements: affective commitment, continuation commitment, and normative commitment (Felfe & Yan, 2009; Deloitte Global, 2024).

Affective commitment denotes the emotional bond that an employee experiences toward the organi-

zation. An emotional connection is established when employees see that they are appreciated, assisted, and content with their work surroundings (Felfe & Yan, 2009; Deloitte Global, 2024; Allen & Meyer, 1991). It results in a strong inclination to stay with the organization because of a sincere affection for the job and the organization. In contrast, continuity commitment is rooted in the perceived expenses linked to departing from the organization. Employees who have a strong sense of continuity commitment may believe that if they were to leave the firm, they would forfeit certain advantages, such as pension plans, seniority, or financial security (Felfe & Yan, 2009; Deloitte Global, 2024; Allen & Meyer, 1991). Consequently, individuals might remain with the firm due to obligation rather than genuine personal inclination or emotional connection.

Normative commitment is driven by a strong sense of obligation and duty toward the organization. Employees who possess a strong normative commitment remain with the organization due to their sense of moral duty (Ak, 2018; Felfe & Yan, 2009; Deloitte Global, 2024; Allen & Meyer, 1991). This may be attributed to the organization's allocation of resources toward training and development, a strong sense of allegiance to the company, or a conviction in the organization's mission and values. Gaining a comprehensive understanding of the various aspects of organizational commitment allows for a more profound understanding of how it influences an employee's intention to leave the company. The statement highlights the intricate interaction between emotions, perceived expenses, and moral duty that influence employees' choice to maintain their association with the firm.

In addition, there are several issues associated with staff turnover. Employee turnover intention can be significantly influenced by compensation. Compensation refers to the monetary rewards and perks that employees receive in return for their services (Parashakti et al., 2017; Ak, 2018). The term "compensation" includes basic income as well as supplementary benefits, such as bonuses, stock options, retirement plans, and healthcare packages (Parashakti et al., 2017). Examining the various forms of remuneration and their influence on employee turnover intention is crucial. Employee satisfaction and retention are influenced by vari-

ous factors, including monetary pay, non-monetary rewards like recognition, possibilities for professional growth, and a pleasant work-life balance (Rickne, 2014; Carter & Lynch, 2004).

Employees who perceive their compensation as equitable are more inclined to stay with their present firm (Carter & Lynch, 2004). Moreover, the way employees perceive fairness in their remuneration, meaning that they feel their pay is in line with their hard work and accomplishments, greatly affects their decision to either remain with or go from the firm (Rickne, 2014; Carter & Lynch, 2004). To fully comprehend the connection between compensation and turnover intention, it is crucial to examine both the quantitative factors, such as salary levels and bonus structures, as well as the qualitative factors, such as the perceived fairness of the compensation system and how well it aligns with individual performance and market standards.

The underpinning theory of Daniel Pink revealed the concept of Motivate 3.0, which encompasses three key factors: autonomy, mastery, and purpose (Wong et al., 2015; Huang et al., 2017). By understanding and implementing these factors, individuals can enhance their intrinsic motivation and overall satisfaction in various areas of life, such as education, work, and personal goals (Wong et al., 2015; Huang et al., 2017). In an organization, by providing individuals with autonomy or the power to determine their actions and methods, they are more likely to feel motivated and engaged in what they are doing about mastery, which refers to the acquisition and development of skills and competence in a particular domain (García & Pintrich, 1996). This sense of mastery can be achieved through deliberate practice, challenging oneself, and seeking growth opportunities as for the factor of purpose in Motivate 3.0, which relates to having a clear sense of direction, understanding the purpose and significance of one's actions, and connecting them to personal values and goals (Pink, 2009).

The concept of Motivate 3.0 hinges upon individuals' intrinsic motivation and how it can be optimized in various aspects of life (Pink, 2009). Autonomy is about giving individuals the freedom to make choices and control their actions

(Pink, 2009). This empowerment fosters a sense of ownership and responsibility and increases motivation and engagement (Chiat & Panatik, 2019; Effendi & Etikariena, 2018). Mastery plays a pivotal role in intrinsic motivation; individuals are motivated when they feel a sense of progress and improved skills. Deliberate practice, setting challenging goals, and seeking opportunities to develop expertise is essential to fostering this sense of mastery (Chiat & Panatik, 2019; Effendi & Etikariena, 2018). The purpose serves as a driving force behind intrinsic motivation. Understanding the why behind one's actions and connecting them to personal values and long-term goals can significantly enhance motivation and satisfaction. Pink's Motivate 3.0 framework provides valuable insights into understanding and leveraging intrinsic motivation for personal and professional development. Individuals can optimize their motivation levels and achieve greater satisfaction by integrating autonomy, mastery, and purpose.

An organization that provides opportunities and responsibilities can enhance employee job satisfaction and engagement, leading to lower turnover. With all the qualities put forward on managerial behavior empowerment, psychological empowerment, career growth opportunity, organizational commitment, and compensation, it is essential to be seen by the employees as the perceived organizational support. Employees who feel supported by their organization are more likely to be committed and less inclined to leave. From this aspect, it can be aligned with organizational culture and values for employee retention.

Based on the phenomena described above, this study examines the effect of intrinsic factors on academic staff turnover intention in the Chinese province of Anhui's educational services sector. Numerous research on turnover intention has already been conducted in China (Wong et al., 2015; Huang et al., 2017; Yuan et al., 2014), but relatively few have focused on the educational service sector, which is referred to as China's "growing demand with AI technology" (Deloitte China, 2019). Additionally, research findings in China do not include the Daniel Pink's theory. With that, this study seeks to shed light on managerial decision-making and academic literature.

The objective of this study is to examine the effect of intrinsic factors affecting academic staff's turnover intention in the Chinese province of Anhui's educational services sector. The following hypotheses were proposed:

- H1: *Within the Chinese education industry of Anhui province, there exists a negative correlation between managerial behavioral empowerment and employee turnover intention.*
- H2: *Psychological empowerment is inversely connected to employee turnover intention in the Chinese education industry of Anhui province.*
- H3: *In the Chinese education industry of Anhui province, career growth opportunities inversely impact employee turnover intention.*
- H4: *Organizational commitment is negatively related to employee turnover intention in the Chinese education industry of Anhui province.*
- H5: *Within the education industry of Anhui province in China, compensation demonstrates an inverse relationship with employee turnover intention.*

2. METHODOLOGY

Exploratory research is used to establish and explain the causal linkages between variables from cross-sectional data with a non-probability sampling technique. China has 518,500 educational institutions of all kinds and all levels with the number of full-time teaching staff 18,803,600, according to ministry of education, People's Republic of China from the Statistical report on China's educational achievements in 2022. Out of these, Anhui has roughly 5,000 organizations with 350,000 employees (Ministry of Education, People's Republic of China, 2023). For a decent sample size for the study, 500 respondents were targeted using the snowball method with an online survey link named Wen Juan Xing (Questionnaire star). The study managed to obtain 403 fully completed responses with a Chinese-translated survey questionnaire advertised through social media, particularly WeChat, QQ,

and emails. The questionnaire was organized with a five-point Likert scale measurement. It was adopted and adapted from prior validated scales (Spreitzer, 1995; Nouri & Parker, 2013; Parashakti et al., 2017).

In addition, ethical considerations and the respondents' protection in the context of individual autonomy were given a central position. The participants were informed about the purpose, procedure, and structure of the research, and all respondents were assured that the data or information obtained would remain anonymous.

3. RESULTS

Table 1 shows a negative correlation between managerial behavioral empowerment and employee turnover intention, $r = -.742$, $n = 403$, $p < 0.01$. As for the variance shared between the two variables, the coefficient of determination ($r^2 = 55.06$) indicates that managerial behavioral empowerment helps explain nearly 55% of employee turnover intention variance. It is a relatively high amount of variance. This correlation indicates that a higher level of managerial behavioral empowerment for the academic employee means a lower turnover intention, so the employee will prefer to stay at the current company.

In reference to the relationship between psychological empowerment and employee turnover intention, the findings highlight a significantly strong

negative relationship. The value of the correlation coefficient between psychological empowerment and employee turnover intention is -0.740 . As for the variance shared between the two variables, the coefficient of determination ($r^2 = 54.76$) indicates that psychological empowerment explains nearly 54% of employee turnover intention variance. It is a relatively high amount of variance. It further reinforces the negative association between psychological empowerment and employee turnover intention. The correlation coefficient indicates that the employee turnover intention will be lower with more positive psychological empowerment.

As for the relationship between career growth opportunity and academic employee turnover intention, the research demonstrates a significant and robust negative relationship between career growth opportunity and academic employee turnover intention in educational service in Anhui, China. The association between career growth opportunities and employee turnover intention is -0.738 . As for the variation shared between the two variables, the coefficient of determination ($r^2 = 54.46$) reveals that the career growth potential explains roughly 54% of employee turnover intention variance. It is a rather significant level of variance. This shows that employees will feel less about leaving the organization with a superior professional progression potential.

Regarding the relationship between organizational commitment and employee turnover intention, the finding reveals a sizeable negative relation-

Table 1. Correlations

Independent variable		Dependent variable: Turnover intention
Managerial behavioral empowerment	Pearson Correlation	-.742**
	Sig. (2-tailed)	.000
	N	403
Psychological empowerment	Pearson Correlation	-.740**
	Sig. (2-tailed)	.000
	N	403
Career growth opportunity	Pearson Correlation	-.738**
	Sig. (2-tailed)	.000
	N	403
Organizational commitment	Pearson Correlation	-.799**
	Sig. (2-tailed)	.000
	N	403
Compensation	Pearson Correlation	-.524**
	Sig. (2-tailed)	.000
	N	403

Note: **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

ship with a correlation coefficient value of -0.799 , meaning organizational commitment can be seen as a critical factor influencing employee turnover intention. As for the variance shared between the two variables, the coefficient of determination ($r^2 = 63.84$) indicates that organizational commitment explains nearly 64% of employee turnover intention variance.

The results indicate a negative correlation -0.524 between compensation and employee turnover intention. The coefficient of determination ($r^2 = 27.46$) suggests a significant negative correlation between compensation and employee turnover intention, indicating a substantial amount of shared variance between the two variables. This finding indicates that improved compensation within a business is associated with a decrease in employee turnover intention.

3.1. Model evaluation

The R^2 quantifies the ability of the model to explain the variability in the turnover intention variable. The R^2 value was .689, whereas the Adjusted R^2 value was .685, as shown in Table 2. The modified R^2 statistic is utilized for model evaluation

Table 2. Model summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.830 ^a	.689	.685	2.827

Note: a. Predictors: (Constant), Compensation, Career growth opportunity, Organizational commitment, Psychological empowerment, Managerial behavioral empowerment, b. Dependent Variable: Turnover intention, c. 95.0% Confidence Level.

Table 3. ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	7033.749	5	1406.750	176.014	.000 ^b
	Residual	3172.921	397	7.992		
	Total	10206.670	402			

Note: a. Dependent Variable: Turnover intention, b. Predictors: (Constant), Compensation, Career growth opportunity, Organizational commitment, Psychological empowerment, Managerial behavioral empowerment, c. 95.0% Confidence Level.

Table 4. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	35.855	.805		44.526	.000
	Managerial behavioral empowerment	-.071	.032	-.133	-2.241	.026
	Psychological empowerment	-.078	.034	-.130	-2.270	.024
	Career growth opportunity	-.205	.054	-.200	-3.785	.000
	Organizational commitment	-.269	.030	-.470	-8.861	.000
	Compensation	.070	.049	.055	1.432	.153

Note: a. Dependent Variable: Turnover intention, b. 95.0% Confidence Level, c. * $p < 0.05$; ** $p < 0.001$.

as it rectifies the value in the findings and provides a more accurate representation of the true population value. The model accounts for 68% of the variability in turnover intention, as indicated by the statistical analysis ($F(5, 397) = 176.014$, $p < 0.001$) (Table 3).

Table 4 highlights that the coefficient of each variable was statistically significant. The result indicates that quality jobs with a concentration of intrinsic factors significantly affect academic staff turnover intention in Anhui, China. The standardized coefficient of managerial behavioral empowerment is -0.133 ($p < 0.05$), indicating that with every increase of one standard deviation in managerial behavioral empowerment, the employee turnover intention is predicted to decrease by 0.133. This finding supports H1: Managerial behavioral empowerment is negatively associated with employee turnover intention in the Chinese educational services industry of Anhui province. Therefore, managerial behavioral empowerment is an indicator of reducing turnover intention.

As for psychological empowerment, the result reveals that in Anhui, China, the psychological em-

powerment of academic employees in the educational service industry significantly influences employee turnover intention. The standardized coefficient beta of psychological empowerment is -0.130 , indicating that with every increase of one standard deviation in psychological empowerment, the employee turnover intention is predicted to decrease by 0.130 . This finding supports H2: Psychological empowerment is inversely connected to employee turnover intention in the Chinese educational services industry of Anhui province. Thus, psychological empowerment is a significant predictor of turnover intention.

As for the career growth opportunities, the result shows that in Anhui, China, career growth opportunities significantly influence employee turnover intention. The standardized coefficient beta of career growth opportunity is -0.200 ($p < 0.05$), which indicates that with every increase of one standard deviation in career growth opportunity, the employee turnover intention is predicted to decrease by 0.200 . This model implies a significant negative relationship between career growth opportunities and employee turnover intention. The finding supports H3: Career growth opportunity is inversely connected to employee turnover intention in the Chinese educational services industry of Anhui province. Therefore, the organization must develop career growth opportunities to reduce employee turnover intention.

The finding shows that organizational commitment of academic employees significantly influences employee turnover intention. The standardized coefficient beta of organizational commitment is -0.470 ($p < 0.001$), which indicates that with every increase of one standard deviation in organizational commitment, employee turnover intention is predicted to decrease by 0.470 . This model implies a significant negative relationship between organizational commitment and employee turnover intention. The finding supports H4: Organizational commitment is negatively related to employee turnover intention in the Chinese educational services industry of Anhui province. Hence, organizational commitment could be the key indicator of reducing employee turnover.

Finally, as for compensation, the beta coefficient is 0.55 ($p > 0.05$). The result has indicated that

compensation has no significant relationship with employee turnover intention. With that, the study finding rejects H5: Compensation is negatively associated with employee turnover intention in the Chinese educational services industry of Anhui province. Thus, compensation appeared to be an insignificant predictor of employee turnover intention in this study. However, as far as the essential factors are concerned, compensation could be seen as a silent predictor because compensation fulfills the fundamental needs of an employee.

4. DISCUSSION

The study investigated managerial behavioral empowerment, psychological empowerment, which is related to the autonomy motivator, career growth potential, which belongs to the mastery motivator, and organizational commitment, which is the purpose motivator. The compensation serves as the valid interpretation of the minimum reward required for the Daniel Pink's theory application. This indicates that staff turnover could be reduced within a business with reasonable motivation effort.

To some extent, China is still a traditional country with hierarchical values. Employees in China respect authority and consider that the supervisors' directions are better for the organization and themselves (Hui et al., 2007). According to Hofstede (1983), there are five cultural dimensions; China has been classified as a collectivist culture, which is deference to authority and is keen on achieving harmony in the whole society. However, with the development of modern society, Chinese employees are now transferring from collectivism to individualism, especially the new generation, who have more egalitarianism, open-mindedness, self-reliance, assertiveness, and gender equality (Hui et al., 2007). Thus, the empowerment from the supervisor could play a significant role.

When leaders improve their authority, decision-making ability, and employees' sense of responsibility, share information and support, and cultivate and guide employees' innovation performance, employees will feel a sense of control. They may feel engaged in their input, which will decrease their turnover intention.

According to the correlation findings, the proposed variables in this study – managerial behavioral empowerment, psychological empowerment, career growth opportunity, organizational commitment, and compensation – have a significant inverse relationship with the intention of employees to leave their jobs. However, compensation is an external factor. Multiple regression analysis also has demonstrated that all intrinsic elements have a strong negative link with the intention of employee turnover. This outcome has validated the Daniel Pink's idea.

According to the notion, for businesses to run smoothly and adapt to people's changing attitudes, Motivation 3.0 must offer employees autonomy, mastery, and purpose. Pink introduced two types of behavior – type X and type I – in the theory. Extrinsic desires and external rewards drive Type X conduct, whereas Type I behavior is more focused on the intrinsic satisfaction of the activity than the external reward (Pink, 2009). Type I (intrinsic) focuses more on academic employees in the educational sector (Chiat & Panatik, 2019).

The findings have contributed to understanding the core intrinsic factors that affect academic staff turnover intention in the educational services industry in Anhui, China. In the managerial perspectives on the Chinese educational service industry, this paper has identified five significant factors that influence academic staff turnover intention in the educational service industry in Anhui, China: managerial behavioral empowerment, psychological empowerment, career growth opportunity, organization-

al commitment, and compensation. Based on these factors, mastery can be applied to organizations' investment in comprehensive training programs and providing access to skill development resources. Pairing employees with mentors or initiating cross-functional projects can also facilitate skill enhancement. As for the purpose factor, leaders can regularly communicate the organization's mission and its impact on the larger community to help employees connect their work to a greater purpose.

Additionally, organizing volunteer or philanthropic activities can instill a sense of purpose and meaningful contribution. Implementing a structured feedback mechanism, such as regular performance evaluations and 360-degree feedback, can provide employees with valuable insights for improvement while acknowledging their contributions. In addition, putting forward intrinsic motivation by emphasizing personal development plans and wellness programs can foster a culture of self-improvement and holistic well-being, aligning with the principles of intrinsic motivation. Also, including cross-functional teams and involving employees in decision-making committees can contribute to a more inclusive workplace where diverse perspectives are valued and considered in the company's initiatives. By integrating these strategies, organizations can effectively leverage the Daniel Pink's theory to enhance employee motivation, drive overall organizational success, and avoid knowledge/talent drain in the educational service industry. This will contribute to building the organization's culture with trust and loyalty.

CONCLUSION

This study underscores the critical role of intrinsic motivators – managerial behavioral empowerment, psychological empowerment, career growth potential, and organizational commitment – in mitigating turnover intention among academic staff in the educational services industry of Anhui, China. The findings validate Daniel Pink's theory of motivation, emphasizing autonomy, mastery, and purpose as essential drivers of employee engagement and retention. Moreover, the evolving cultural landscape in China, transitioning from collectivism to individualism, accentuates the significance of empowerment from supervisors in fostering employee autonomy and reducing turnover intention. The correlation and regression analyses further corroborate the inverse relationship between intrinsic motivators and turnover intention, underlining the importance of addressing these factors to enhance employee satisfaction and retention.

To address turnover intention effectively, organizations can leverage the principles of intrinsic motivation by investing in comprehensive training programs, fostering mentorship initiatives, and aligning employees' work with the organization's mission and larger societal impact. Additionally, initiatives such as volunteer activities, structured feedback mechanisms, and wellness programs can further cultivate a culture of self-improvement, inclusivity, and holistic well-being. By integrating these strategies, as informed by Daniel Pink's theory, organizations in the educational services industry can effectively enhance employee motivation, drive organizational success, and mitigate knowledge/talent drain. Ultimately, fostering a culture of trust, loyalty, and intrinsic motivation will not only reduce turnover but also contribute to the long-term sustainability and success of educational service organizations in Anhui, China.

AUTHOR CONTRIBUTIONS

Conceptualization: Ganesh Ramasamy, Wu Mengling.

Data curation: Ganesh Ramasamy, Wu Mengling.

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Writing – original draft: Ganesh Ramasamy, Wu Mengling.

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