Vol.5 Iss.4 2024 Communication & Education Review
https://doi.org/10.37420/j.cer.2024.052

The Relationship between Emotional Leadership and Retention Intention of Preschool Teachers in Private Kindergartens: Mediated by Organizational Commitment

Jing-yu Xiu[1], Dongling Zhang[2], Yuna Yao[1,3*]

1 Shan Dong Yingcai University, Jinan, China
2 Qilu Normal University, Jinan, China
3 Stamford International University of Thailand, Bangkok, Thailand
***Corresponding author, E-mail: yaoyuna@sdycu.edu.cn**

Abstract:
The study employed questionnaires on emotional leadership, organizational commitment, and retention to investigate the relationship between emotional leadership, organizational commitment, and retention among 380 preschool teachers in private kindergartens. The research findings indicate a positive correlation between emotional leadership and both organizational commitment and retention. Organizational commitment serves as a significant mediator between emotional leadership and retention. Emotional leadership can enhance retention , both directly and indirectly through organizational commitment. Demographic characteristics of the preschool teachers in private kindergartens were considered to understand the sample features. The results highlight the crucial role of emotional leadership in fostering organizational commitment and enhancing retention among preschool teachers, providing a theoretical basis for improving their job satisfaction and stability. Additionally, this study offers practical guidance for administrators of private kindergartens, suggesting that by cultivating and enhancing the emotional leadership of preschool teachers, their commitment to the organization can be strengthened, which further enhances retention, reduces staff turnover, and ensures stable and continuous improvement of educational quality.

Keywords:
Emotional leadership, Organizational commitment, Retention

1 Introduction

Preschool education, as a pivotal stage of individual development, exerts a profound impact on future achievements (Sierens et al., 2020). The quality of education during this period is contingent upon the quality of the curricula and teaching methods employed (Greaves & Bahous, 2021) , as well as the professional contributions of the preschool teachers themselves (Moazami-Goodarzi et al., 2021) . As the fundamental human resource in the provision of preschool education services, the quality of work performed by preschool

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

teachers is directly associated with children's development and educational outcomes. However, the high rate of turnover among preschool teachers worldwide has emerged as a pressing concern, as evidenced by a growing body of research (Ingersoll et al., 2014; Latham & Vogt, 2007; Perrachione et al., 2008) . It is notable that researchers posit that the root of this problem does not lie in an insufficiency of teacher supply but rather in the inability to effectively retain those who are well-trained (Darling-Hammond, 2006) . In China, the issue of poor stability among preschool teachers has become a matter of great urgency for private kindergartens. In particular, the rate of recruiting new teachers in private kindergartens is unable to keep pace with the rate of teacher turnover, which presents a considerable challenge to the sustained and healthy development of these institutions (Guo & Sun, 2018).

The role of private kindergartens in developing preschool education in China cannot be overstated. Recent educational statistics indicate that the proportion of private kindergartens among all kindergartens remains considerable. In 2021, they accounted for 56.54% of all kindergartens, 55.49% in 2022, and 54.48% in 2023 (PRC, 2022, 2023, 2024) . The data unequivocally demonstrate that private kindergartens are not merely an integral component of preschool education; their considerable prevalence substantially influences the educational decisions of families and young children in general.

The departure of preschool teachers from their posts could result in significant human and material costs for the kindergartens in which they have been employed. These costs may include increased economic expenditures associated with recruiting and training new staff (Barnes, 2007) . Furthermore, the departure could have a detrimental effect on the quality of education. It can reduce the quality of education and care that children receive, undermining secure attachment and organizational stability (Barnes, 2007). Furthermore, it can have an additional impact on student achievement and the full implementation of school programs (Goldhaber & Cowan, 2014).

Previous research has fully demonstrated that the factors influencing teachers' retention are diverse and complex. The focus of studies on teacher turnover has undergone a significant shift from individual to organizational factors (Durodoye et al., 2020) . In early studies, demographic variables such as gender, race, age, marital status, number of newborns, and number of children in the family were considered vital factors influencing teachers' turnover intention (Borman & Dowling, 2008; Nguyen et al., 2020).However, recent explorations have increasingly focused on organizational or work-related factors, which encompass a wide range of aspects such as work stress, salary levels, social status, performance evaluation, working environment, school atmosphere, rest and vacation, job security, professional recognition, working conditions, and job satisfaction(Lanas, 2017; Madigan & Kim, 2021; McCarthy et al., 2010).Against the backdrop of this series of research advancements, in addition to tangible conditions like material and working environment, the profound impact of soft factors on teachers' retention is also receiving increasing attention. In particular, the emotional leadership of kindergarten administrators has become a crucial factor influencing the retention of preschool teachers(Won & Goo, 2020).

Emotional leadership is an essential leadership style that emphasizes the use of emotional intelligence and related skills by kindergarten administrators in their organizations to effectively manage and motivate the emotional experiences of their staff (Grandey, 2000) . Its essence lies in the ability of kindergarten administrators to effectively manage the positive and negative emotions of organizational members through emotion

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

recognition, emotion understanding, and emotion management, to regulate and guide teachers' emotions effectively, and to create an organizational climate that is both energetic and harmonious(Jin, 2010; Wong & Law, 2002; Yao & Wu, 2024) . Emotional leadership is an artistic and scientific approach that requires administrators to become emotional listeners, understanders, and guides and to co-create an ideal environment that promotes teachers' professional growth and well-being by building positive emotional connections. Research also suggests that emotional leadership has a positive impact on staff retention (Merida-Lopez et al., 2020; Ouakouak et al., 2020).

Retention intention and organizational commitment are two variables that are closely related and have a significant impact on preschool teacher stability. Retention intentions refer to teachers' intention to stay in their current kindergarten job, directly reflecting their job satisfaction and loyalty to the kindergarten(Geiger & Pivovarova, 2018). On the other hand, organizational commitment reflects early childhood teachers' sense of identity and belonging to the kindergarten to which they belong and reflects the psychological bond between the teacher and the kindergarten. Researchers have categorized it into three dimensions: affective commitment, normative commitment, and continuance commitment (Meyer & Allen, 1991) . Affective commitment refers to teachers' emotional affiliation and loyalty to the kindergarten. Teachers with high affective commitment are emotionally dependent on the organization and voluntarily contribute to its development(Mercurio, 2015). Preschool teachers requires a high level of affective commitment and a deep teacher-student relationship with children. Therefore, teachers who enjoy their work may develop a strong sense of belonging and identity and want to stay in the organization voluntarily. Normative commitment is based on a sense of moral or ethical obligation to be loyal to the organization and is closely related to teachers' professional ethics (Dunham et al., 1994). Continuance commitment is based on a cost-benefit analysis where teachers choose to stay because of the high cost of quitting (Li et al., 2021) Over the course of a preschool teacher's career, if they have invested a great deal of time and energy in their current organization, such as building stable teacher-student relationships and becoming familiar with the teaching environment, they may prefer to stay in their current organization because of concerns about the cost of leaving their current organization.

In the preschool field, preschool teachers' retention intention and organizational commitment are strongly influenced by leadership style. Based on research with other groups□Kim & Jung, 2010□we hypothesized that when kindergarten administrators demonstrate emotional leadership, pay attention to and understand the emotional needs of teachers, and actively create an organizational climate that is both dynamic and harmonious, teachers are more likely to feel a strong sense of identification and belonging to the kindergarten, and thus be willing to stay for an extended period in order to provide children with stable and high-quality educational services. However, there are few empirical studies on emotional leadership in the preschool teacher population, and it is incredibly scarce in the private kindergarten teacher population. Therefore, an in-depth exploration of how kindergarten administrators' emotional leadership affects early childhood teachers' retention is essential to the existing body of research and a vital part of a deeper understanding and optimization of teacher stability strategies.

Given the significant role of private kindergartens, the current issues of teacher turnover, and the stability they face, conducting a thorough investigation into the intention to stay of teachers in private kindergartens

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

is particularly urgent and essential. Such research not only aids in deeply analyzing the underlying reasons behind teacher turnover but also provides robust data support and theoretical basis for formulating practical strategies to retain teachers, thereby ensuring the sustained and stable development of private kindergartens and promoting the overall enhancement of preschool education quality in China. By delving into concepts such as emotional leadership, organizational commitment, and retention intention among preschool teachers, this study offers a more comprehensive perspective for understanding the stability and professionalism of the preschool teaching force. It not only contributes to a fuller understanding of the professional psychological characteristics of Chinese preschool teachers but also provides solid theoretical support and practical guidance for enhancing the stability and professionalism of the teaching force. Furthermore, examining these concepts within the context of Chinese culture can offer new perspectives and insights for cross-cultural psychological research, further advancing our ability to better support and promote preschool teachers' mental health and career development across different cultural backgrounds.

2 Research objectives

This study focuses on private kindergarten teachers in Jinan, China, and seeks to elucidate the intrinsic links between emotional leadership, organizational commitment, and retention. The study selected retention intention as the dependent variable and emotional leadership and organizational commitment as the independent variables to elucidate the interactions and influences of three variables in early childhood education. In particular, the study outlines the basic profile of the respondents in terms of gender, age, educational level, and marital status and examines the interactions between these three variables. The study aimed to investigate the mediating role of organizational commitment in the relationship between emotional leadership and respondents' retention intentions.

3 Methods

3.1Research Design

The researcher used structural equation modeling in this study to determine the relationship between private kindergarten directors' emotional leadership and teachers' retention intentions.

Firstly, after collecting the data, data cleaning and pre-processing work is done, which includes checking the completeness of the data, dealing with missing values, and identifying outliers. Upon completing these pre-processing tasks, the data is imported into SPSS 26.0, which provides a complete set of statistical tools, including descriptive statistical analysis, reliability, and validity analyses to ensure that the constructed scales have good measurement properties.

Furthermore, the data is analyzed using PLS-SEM 4.0, an advanced multivariate analysis method. This method is particularly well-suited for this study, as it is adept at handling small sample data and non-normally distributed data. It is also effective in assessing causal relationships between variables and validating the assumptions of the theoretical model.

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

3.2 Participants

To ensure the representativeness of the sample and the accuracy of the study, the most recent data on the total number of kindergarten teachers provided by the Jinan Municipal Bureau of Education was used as the base and combined with the sample statistics method proposed by Krejcie and Morgan (1970). Three hundred eighty preschool teachers were eligible for the sample size of this study. A convenience sampling method was used to recruit 412 private kindergarten teachers from Jinan, China. Invalid data were excluded, and the final sample size was 380.

3.3 Measures

The Emotional Leadership scale was used to measure emotional leadership in this study from an external perspective by integrating related researchers' scales (Boyatzis, 2001; Jin, 2010; Jordan et al., 2002). It encompassed three dimensions: emotion recognition, empathy, and emotion management. The questionnaire had a total of 14 questions. It was scored on a seven-point Likert scale, with values 1-7 ranging from "strongly disagree" to "strongly agree". Sample items such as "The principal can recognize my emotions" were included. The Cronbach's alpha values for these dimensions in the current study were0.926,0.945, and 0.945, respectively.

The Organizational Commitment scale utilized was Meyer and Allen's Scale (Meyer & Allen, 1991). However, due to the significant association between the continued commitment scale and the dependent variable of this study, the focus was primarily on affective and normative commitment. These sections included a total of eight items. It was scored on a seven-point Likert scale, with values 1-7 ranging from "strongly disagree" to "strongly agree". Statements such as "I am content to continue working at the kindergarten until retirement" were included. The affective and normative commitment subscales showed satisfactory internal consistency reliability, with respective Cronbach's α values of .936 and .938.

The retention intention scale developed by Guo and Sun (2018) was utilized in this study to explore preschool teachers' retention intentions. The main content of the questionnaire concerns the likelihood of continuing a career as a preschool teacher. The scale comprised four items, such as "I plan to continue my career as an early childhood education teacher."(Guo & Sun, 2018). It was scored on a seven-point Likert scale, with values 1-7 ranging from "strongly disagree" to "strongly agree." In this study, internal consistency performed better for this scale, for example, Cronbach's α was 0.913.

3.4 Procedure

This study aimed to investigate the relationship between kindergarten principals' emotional leadership, organizational commitment, and private kindergarten teachers' willingness to stay in the profession. The researcher used a quantitative research method using questionnaires. Prior to administering the questionnaire, all research instruments were appropriately reviewed and required ethical approvals were obtained. In addition, the researcher was responsible for protecting the participants' privacy and the data's confidentiality during the data collection process. Considering the language and cultural differences, the Chinese version of the questionnaire was chosen to ensure that participants could understand it.

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

A convenience sampling method was used to recruit 412 participants for this study. Participants were invited to complete the questionnaire online to gain insight into the opinions and attitudes of frontline teachers in private kindergartens in Jinan. In order to ensure the scientific design of the questionnaire and the convenience of its implementation, the researcher chose the fully functional and user-friendly questionnaire platform "Questionnaire Star" to create and distribute the questionnaire to ensure the effective collection and management of data. The researcher worked closely with local kindergartens as the main distribution points regarding the questionnaire distribution strategy. For example, Questionnaire Star was used to communicate with kindergarten teachers in the partner organizations during the university students' internship period and to distribute the questionnaires during teachers' meetings or teacher training activities. This approach not only increases the completion rate of the questionnaire but also ensures the quality of the data and the authenticity of the completed questionnaire.

3.5 Data analysis

The data collected was analyzed using statistical software such as SPSS 26.0 and PLS-SEM 4.0. Preliminary analyses using SPSS 26.0 would provide the necessary statistical information for subsequent model testing and hypothesis validation. PLS-SEM 4.0 would further estimate the path coefficients to reveal the direct, indirect, and total effects between the theoretical constructs. Through these data analysis methods, the researcher would reveal the factors that influence preschool teachers' retention intention in the profession and the headteacher's emotional leadership and organizational commitment role in this process. Ultimately, these analyses would provide insights to help develop more effective human resource management strategies and practical measures to improve the retention of kindergarten teachers.

4 Results and Discussion

4.1 Profile of the Respondents

Table 1. Demographic characteristics of participants(N=380)

Profile		Frequency	Percentage
Sex	Male	31	8.16
	Female	349	91.84
Age	<25	165	43.42
	25-29	98	25.79
	30-34	44	11.58
	35-39	34	8.94
	>39	39	10.26
Educational level	High school or vocational high school	27	7.10
	Junior college degree	125	32.89
	Undergraduate degree	215	56.58
	Master's degree	13	3.42
Marital status	Married	158	41.58
	unmarried	222	58.42

Table 1 outlines the characteristics of the study sample, encompassing four aspects: gender, age, education level, and marital status. Regarding gender, males account for 8.16%, while females constitute 91.84%. This

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

data effectively represents the gender ratio within the profession of preschool teachers.

Regarding age, 43.42% are below 24 years old, 25.79% are between 25 and 29, 11.58% are between 30 and 34, 8.94% are between 35 and 39, and 10.26% are above 40. This distribution indicates a gradual decrease in the proportion of preschool teachers in the workforce as age increases.

Regarding education level, 7.10% have completed high school or vocational high school, 32.89% are college students, 56.58% are undergraduates, and 3.42% are graduate students. This distribution reflects the diversity in the educational background of preschool teachers, which may also influence the breadth and depth of the study. Individuals with different levels of education may exhibit varying perceptions of emotional leadership, understandings of organizational commitment, and retention intentions in their positions. For instance, teachers with higher educational backgrounds may possess a deeper understanding and higher expectations of emotional leadership, and their organizational commitment and retention intention may also be more complex and multifaceted.

As far as marital status is concerned, 41.58% are married, and 58.42% are unmarried. Marital status is an influential factor that cannot be ignored. Married teachers may be more stable and more committed to their jobs and organizations as they may need to consider their families' financial and livelihood stability. On the other hand, unmarried teachers may be more flexible and have higher expectations and demands for career development and work environment. This difference may affect their acceptance of emotional leadership and retention intention in the profession. Therefore, in examining the relationship between emotional leadership and retention intentions and the mediating role of organizational commitment, we also need to consider the variable of teachers' marital status.

The sample for this study consisted of 380 preschool teachers from a private kindergarten in Jinan, China. The gender distribution was uneven, with significantly more females than males, consistent with the current gender differences in the profession of kindergarten teachers in China. In terms of educational background, the majority were specialists and undergraduates, a distribution that is common in the preschool education industry, lending reliability to the study's findings. There were also relatively small proportions of vocational and high school students and master's degree holders.

Overall, this demographic characteristic of the occupational group of early childhood teachers in Jinan, China, demonstrates the diversity of their educational backgrounds and the distribution of gender, age, and marital status in line with the actual situation. This characteristic not only enriches the sample base of this study but also ensures its authenticity and credibility.

4.2 Reliability and validity

Table 2. Reliability and validity results.

Variable	Cronbach's α	CR	AVE
Emotional leadership	0.952	0.955	0.659
Retention intention	0.913	0.914	0.794
Organizational commitment	0.898	0.917	0.504

Cronbach's Alpha is an index used to measure the internal consistency of a set of test questions or measure-

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

ment items. In this study, an α greater than 0.7 indicates good internal consistency among the measurement items.Composite Reliability (CR) represents the consistency of internal variables. A higher CR value for a latent variable suggests a higher degree of measurability of the latent variable and a higher correlation among its measurement variables. Therefore, the CR value must be above the threshold of 0.7. In this study, the CR values of all latent variables are greater than 0.9, indicating that the constructs in this study have good consistency. In terms of convergent validity, if the Average Variance Extracted (AVE) of all constructs is greater than 0.5 and the reliability is greater than 0.7, then the construct is considered to have good convergent validity. Table 2 shows that all constructs meet the recommendations proposed by Fornell & Larcker (1981), indicating good convergent validity(Fornell & Larcker, 1981). Furthermore, the square root of AVE was tested to determine whether it is more significant than the structural correlation coefficients, thereby confirming discriminant validity.

Table 3 Heterotrait-monotrait ratio(HTMT)

	Emotional leadership	Retention intention	Organizational commitment
Emotional leadership			
Retention intention	0.848	0.794	
Organizational commitment	0.843		

Table 4 Discriminate validity(Fornell–Larcker criterion)

	Emotional leadership	Retention intention	Organizational commitment
Emotional leadership	0.812		
Retention intention	0.798	0.891	0.710
Organizational commitment	0.763	0.704	

Discriminant validity refers to the extent to which it can distinguish one variable from another. HTMT values less than 0.85 are usually considered as evidence of discriminant validity. The data in Table 3 are all less than 0.85, indicating that the study has reasonable discriminant limits. The Fornell-Larcker criterion is also the primary measure of discriminant validity. According to the Fornell-Larcker criterion, the diagonal value of each factor in Table 4 should be greater than the correlation coefficient of the corresponding row. The data of this questionnaire meets the above requirements. Therefore, all the research instruments in this study have good discriminant validity.

4.3 Structural Model Assessment

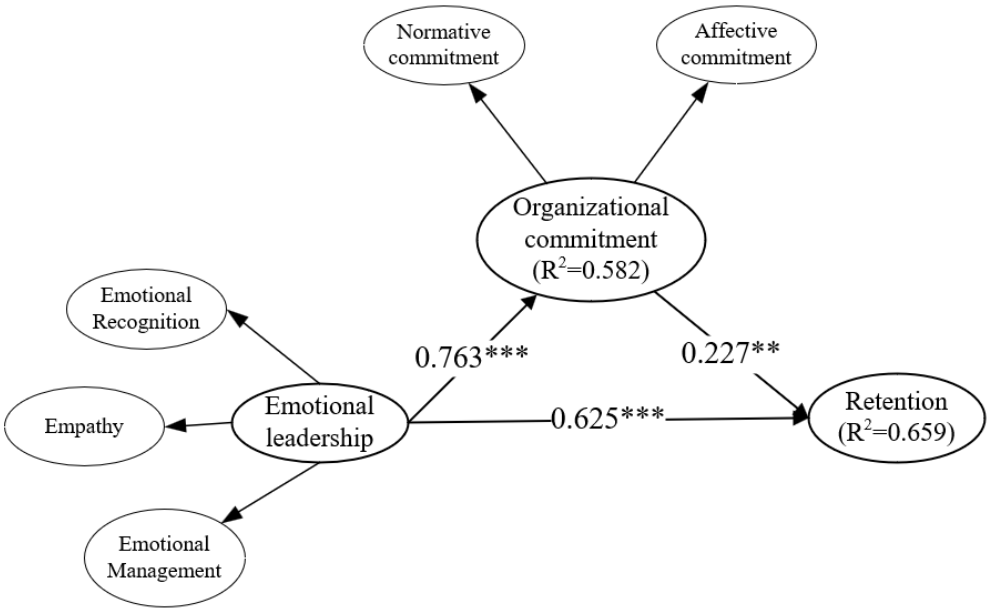
The internal model was evaluated using the bootstrap procedure and blindfolding procedure with 10,000 resamples, by employing Smart-PLS 4.0 software. The obtained values for standard β, t-values, p-values, and coefficient of determination (R2) are presented(Hair et al., 2017). The results of the hypothesis testing are shown in Table 5 and Fig. 2.

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

Table 5 path coefficient

Hypothesis	Relationship	Standard path coefficient	Mean	STDEV	T	P	Decision
H1	EL -> RE	0.625	0.624	0.073	8.607	0.000	yes
H2	EL -> OC	0.763	0.763	0.026	29.500	0.000	yes
H3	OC-> RE	0.227	0.229	0.077	2.967	0.003	yes
H4	EL -> OC->RE	0.173	0.174	0.058	2.978	0.003	yes

Note: EL, Emotional leadership; OC, Organizational commitment; RE, retention



Research findings show that emotional leadership is positively correlated with organizational commitment (β=0.763, t=29.50, P<0.001). Emotional leadership (β=0.625, t=8.607, P<0.001), and organizational commitment (β=0.227, t=2.967, P<0.01) exhibit statistically significant differences with retention intention. R2 results show that emotional leadership explains 58.2% in organizational commitment. Emotional leadership and organizational commitment, account for 65.9% of the variation in retention. According to the values of (R2) suggested by Chin (Chin & Newsted, 1999), the R2 values obtained in this study are acceptable. The findings of this study indicate that organizational commitment mediate the relationship between emotional leadership and retention (β = 0.173, P = 0.003).

5 Conclusion

This study was conducted on early childhood teachers in private kindergartens. The structural equations results showed that these teachers' emotional leadership and organizational commitment had a positive effect on their retention intentions. Meanwhile, organizational commitment plays a mediating role between emotional leadership and retention intention.

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

6 Suggestion

Enhancing preschool teachers' retention intention hinges critically on strengthening their emotional leadership. Headteachers should undergo emotional leadership training to enhance their emotional intelligence, enabling them to understand better and support teachers. Through such training, head teachers can create a supportive and positive work environment where teachers feel respected, understood, and supported. Furthermore, head teachers should advocate open communication, foster team collaboration, establish incentive mechanisms, and attend to individual differences, enhancing teachers' satisfaction and sense of belonging.

Regularly organizing team-building activities is also an effective way to boost teachers' retention intention. These activities facilitate communication, trust, and collaboration among team members, enhance collective identity, and foster a shared team culture. Simultaneously, the relationship between head teachers and teachers should be regularly evaluated to promptly adjust work policies, training plans, and communication channels, ensuring that teachers' needs are met. Additionally, focusing on teachers' professional development is crucial. Measures such as providing professional training, collaborating with universities, establishing mentorship programs, and creating internal communication platforms enhance teachers' professional skills and pride, strengthening their retention intention.

Establishing clear retention policies and a comprehensive welfare system is imperative to retain outstanding teachers in the long term. It includes offering competitive salaries and substantial benefits, such as health insurance and flexible leave policies, to ensure teachers' material well-being and work-life balance. Meanwhile, maintaining open communication with teachers to understand their needs and concerns ensures retention policies are more targeted and effective. Through these initiatives, a stable and vibrant educational team can be forged, ultimately enhancing overall educational quality and effectively boosting teachers' retention intention.

Funding

The University level scientific research projects (Grant NO.YCXY22039) rendered support for the study conducted.

References

[1]Barnes, G., and Crowe, E. (2007). The Cost of Teacher Turnover in Five School Districts: A Pilot Study. https://files.eric.ed.gov/fulltext/ED497176.pdf

[2]Borman, G. D., & Dowling, N. M. (2008). Teacher Attrition and Retention: A Meta-Analytic and Narrative Review of the Research. Review of Educational Research, 78, 367 - 409. https://doi.org/10.3102/0034654308321455

[3]Boyatzis, R. E. (2001). How and why individuals are able to develop emotional intelligence. In C. C. D. Goleman (Ed.), The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations, (pp. 234-253).

[4]Chin, W. W., & Newsted, P. R. (1999). Structural equation modeling analysis with small samples using partial least squares. Statistical strategies for small sample research, 1(1), 307-341. https://www.seman-

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

ticscholar.org/paper/Structural-equation-modeling-analysis-with-small-Chin-Newsted/24f639459862e-4194ba05a4b800675c996dd2f9e

[5]Darling-Hammond, L. (2006). Constructing 21st-century teacher education. Journal of Teacher Education, 57(3), 300-314. https://doi.org/10.1177/0022487105285962

[6]Dunham, R. B., Grube, J. A., & Castañeda, M. B. (1994). Organizational commitment: The utility of an integrative definition. Journal of Applied Psychology, 79, 370-380. https://doi.org/10.1037/0021-9010.79.3.370

[7]Durodoye, R., Gumpertz, M., Wilson, A., Griffith, E., & Ahmad, S. (2020). Tenure and promotion outcomes at four large land grant universities: Examining the role of gender, race, and academic discipline. Research in Higher Education, 61, 628-651. https://doi.org/10.1007/s11162-019-09573-9

[8]Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. Journal of Marketing Research, 18, 39-50. https://doi.org/10.1177/002224378101800104

[9]Geiger, T., & Pivovarova, M. (2018). The effects of working conditions on teacher retention. Teachers and Teaching, 24, 604 - 625. https://doi.org/10.1080/13540602.2018.1457524

[10]Goldhaber, D., & Cowan, J. (2014). Excavating the teacher pipeline: Teacher preparation programs and teacher attrition. Journal of Teacher Education, 65(5), 449-462. https://doi.org/10.1177/00224871145425

[11]Grandey, A. A. (2000). Emotion regulation in the workplace: a new way to conceptualize emotional labor. Journal of occupational health psychology, 5(1), 95-110. https://doi.org/10.1037/1076-8998.5.1.95

[12]Greaves, M., & Bahous, R. (2021). Adapting to change; Exploring early childhood educators' perceptions of a child-centered curriculum. EARLY CHILDHOOD EDUCATION JOURNAL, 49, 581-592. https://doi.org/10.1007/s10643-020-01077-x

[13]Guo, F., & Sun, K. (2018). Influencing factors of preschool education normal students' teaching career choice based on the empirical analysis of the FIT-choice model. J. Stud. Early Child. Educ, 5, 47-60.

[14]Hair, J. F., Hollingsworth, C. L., Randolph, A. B., & Chong, A. Y.-L. (2017). An updated and expanded assessment of PLS-SEM in information systems research. Ind. Manag. Data Syst., 117, 442-458. https://doi.org/10.1108/IMDS-04-2016-0130

[15]Ingersoll, R., Merrill, L., & Stuckey, D. (2014). Seven Trends: The Transformation of the Teaching Force. Updated April 2014. CPRE Report.# RR-80. CONSORTIUM FOR POLICY RESEARCH IN EDUCATION.

[16]Jin, Y. (2010). Emotional Leadership as a Key Dimension of Public Relations Leadership: A National Survey of Public Relations Leaders. Journal of Public Relations Research, 22, 159 - 181. https://doi.org/10.1080/10627261003601622

[17]Jordan, P. J., Ashkanasy, N. M., Härtel, C., & Hooper, G. S. (2002). Workgroup emotional intelligence: scale development and relationship to team process effectiveness and goal focus. Human Resource Management Review, 12, 195-214. https://doi.org/10.1016/S1053-4822(02)00046-3

[18]Lanas, M. (2017). Giving up the lottery ticket: Finnish beginning teacher turnover as a question of discursive boundaries. Teaching and Teacher Education, 68, 68-76. https://doi.org/10.1016/j.tate.2017.08.011

[19]Latham, N. I., & Vogt, W. P. (2007). Do professional development schools reduce teacher attrition? Evidence from a longitudinal study of 1,000 graduates. Journal of Teacher Education, 58(2), 153-167. https://doi.org/10.1177/0022487106297840

[20]Li, X., Guo, Y., & Zhou, S. (2021). Chinese preschool teachers' income, work-family conflict, organizational commitment, and turnover intention: A serial mediation model. CHILDREN AND YOUTH SERVICES REVIEW, 128, 106005. https://doi.org/10.1016/j.childyouth.2021.106005

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

[21]Madigan, D. J., & Kim, L. E. (2021). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. Teaching and Teacher Education, 105, 103425. https://doi.org/10.1016/j.tate.2021.103425

[22]McCarthy, C. J., Lambert, R. G., Crowe, E., & McCarthy, C. J. (2010). Coping, Stress, and Job Satisfaction as Predictors of Advanced Placement Statistics Teachers' Intention to Leave the Field. NASSP Bulletin, 94, 306 - 326. https://doi.org/10.1177/0192636511403262

[23]Mercurio, Z. A. (2015). Affective Commitment as a Core Essence of Organizational Commitment. Human Resource Development Review, 14, 389 - 414. https://doi.org/10.1177/15344843156036

[24]Merida-Lopez, S., Sanchez-Gomez, M., & Extremera, N. (2020). Leaving the Teaching Profession: Examining the Role of Social Support, Engagement and Emotional Intelligence in Teachers' Intentions to Quit [Article]. PSYCHOSOCIAL INTERVENTION, 29(3), 141-151. https://doi.org/10.5093/pi2020a10

[25]Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. Human Resource Management Review, 1, 61-89. https://doi.org/10.1016/1053-4822(91)90011-Z

[26]Moazami-Goodarzi, A., Zarra-Nezhad, M., Hytti, M., Heiskanen, N., & Sajaniemi, N. (2021). Training early childhood teachers to support children's social and emotional learning: A preliminary evaluation of Roundies program. International journal of environmental research and public health, 18(20), 10679. https://doi.org/10.3390/ijerph182010679

[27]Nguyen, T. D., Pham, L., Springer, M. G., & Crouch, M. (2019). The factors of teacher attrition and retention: An updated and expanded meta-analysis of the literature. Annenberg Institute at Brown University, 19-149. https://edworkingpapers.com/sites/default/files/ai19-149.pdf

[28]Nguyen, T. D., Pham, L. D., Crouch, M., & Springer, M. G. (2020). The correlates of teacher turnover: An updated and expanded meta-analysis of the literature. Educational Research Review, 31, 100355. https://doi.org/10.1016/j.edurev.2020.10035

[29]Nguyen, T. D., Pham, L. D., Springer, M. G., & Crouch, M. A. (2019). The Factors of Teacher Attrition and Retention: An Updated and Expanded Meta-Analysis of the Literature.

[30]Ouakouak, M. L., Zaitouni, M. G., & Arya, B. (2020). Ethical leadership, emotional leadership, and quitting intentions in public organizations. Leadership & Organization Development Journal, 41(2), 257-279. https://doi.org/10.1108/LODJ-05-2019-0206

[31]Perrachione, B. A., Rosser, V. J., & Petersen, G. J. (2008). Why Do They Stay? Elementary Teachers' Perceptions of Job Satisfaction and Retention. Professional Educator, 32(2), n2.

[32]PRC, M. o. (2022). 2021 National Statistical Bulletin on Education Development. Available online at:http://www.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/202209/t20220914_660850.html

[33]PRC, M. o. (2023). 2012 National Statistical Bulletin on Education Development. . http://www.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/202307/t20230705_1067278.html

[34]PRC, M. o. (2024). 2023 National Statistical Bulletin on Education Development. http://www.moe.gov.cn/fbh/live/2024/55831/sfcl/202403/t20240301_1117517.html

[35]Sierens, S., Van Avermaet, P., Van Houtte, M., & Agirdag, O. (2020). Does pre-schooling contribute to equity in education? Participation in universal pre-school and fourth-grade academic achievement. European Educational Research Journal, 19(6), 564-586. https://doi.org/10.1177/14749041209259

[36]Won, J.-H., & Goo, J.-d. (2020). The effects of authentic leadership and emotional leadership on organizational commitment and turnover intention. Hotel and Tourism Research, 22(2), 108-119. https://doi.

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

org/10.31667/jhts.2020.6.83.108
[37]Wong, C.-S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. Leadership Quarterly, 13, 243-274. https://doi.org/10.1016/S1048-9843(02)00099-1
[38]Yao, Y., & Wu, S. C. (2024). Examining The Influential Factors of Turnover Intentions Among Early Childcare Teachers in Jinan City, China: A Structural Modeling Approach. . UBRU International Journal, 4(1), 11-22. https://so04.tci-thaijo.org/index.php/ubruij/article/view/272237

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)