



**THE IMPACT OF TRAINING ON EMPLOYABILITY
AND TURNOVER INTENTION AMONG UNIVERSITY
STAFF IN SHANDONG PROVINCE, CHINA**

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Abstract:

As societal expectations for the quality and service level of higher education continue to rise, universities need to adapt to these changes through training, meet societal demands, and reduce staff turnover intentions. This study aims to investigate the impact of training on the employability and turnover intentions of administrative staff in Chinese higher education institutions. Based on the Social Exchange Theory and Conservation of Resources theory, a comprehensive research model is constructed to analyze the dynamics of relationships within educational settings. Data were collected from 500 faculty members at various universities in Shandong Province, China, using a structured questionnaire, and Structural Equation Modeling was employed to analyse the relationships between variables. The analysis reveals that training significantly enhances staff employability while concurrently diminishing their intentions to leave. Notably, it was found that employability inversely correlates with turnover intentions, highlighting employability's crucial mediating role between training and turnover intentions. The findings advocate for universities to revamp and innovate their training initiatives, ensuring these interventions are precisely tailored to the genuine needs of their academic and administrative staff. By bolstering employability through targeted training programs, universities can mitigate staff turnover intentions, thereby securing a stable teaching cohort and elevating the competitive edge of higher education institutions.

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1. Introduction

Education transcends the mere transmission of knowledge; it encompasses talent cultivation, knowledge innovation, and social development, with higher education playing an undoubtedly pivotal role (Kim & Maloney, 2020). In the context of the rapid advancement of the knowledge economy and the ever-changing demands of society, higher education institutions are confronted with a landscape replete with both unprecedented challenges and opportunities (Hamzah, 2020). The adoption of personnel control policies in Chinese higher education institutions has facilitated greater flexibility and dynamic adjustment capabilities in personnel management (Coates et al., 2022). This approach not only optimizes the allocation of talent resources and enhances the efficiency and expertise of both academic and administrative personnel but also lays a robust foundation for tertiary educational institutions to sustain and augment their competitive advantage in the knowledge economy era (Hong et al., 2021).

Despite these structural reforms, the increasing challenges faced by academic and administrative staff in higher education cannot be ignored. In the face of a rapidly changing external environment, it is crucial for staff to continually update their knowledge and skills to maintain their professional status and remain competitive in the fields of education and research (Tang et al., 2020). Effective training can significantly enhance the professional skills and knowledge of staff, strengthen their organizational commitment to the university, and thereby reduce their turnover intention (Szromek & Wolniak, 2020). Importantly, staff turnover intention serves as a key indicator of the effectiveness of human resource management within universities (Omar et al., 2020). High turnover intentions among staff can lead to a talent drain, increased recruitment and training costs, and potentially lower morale and productivity among the remaining personnel.

Given the current economic and policy landscape, there is an urgent need for academic and administrative staff to enhance their employability (Rao et al., 2021). Employability goes beyond individual career advancement and financial earnings; it is a crucial factor in attracting and retaining talent within universities (Khan, 2021). Improving the employability of staff involves equipping them with a broader skill set and deeper knowledge, which not only accelerates personal career development but also injects new vitality into the growth of universities (Coelho & Menezes, 2021). Conversely, as competition in the education sector intensifies, the pressure on academic and administrative staff to leave their positions also increases (Jerrim & Sims, 2022). Globally, the increased mobility of educators presents individuals with more career options but also poses significant challenges for universities (Li & Yao, 2022). Therefore, understanding and analyzing the turnover intention of academic and administrative

staff and its influencing factors is crucial for universities to develop effective human resource management and retention strategies.

This study addresses a gap in existing literature by focused on the subjective experiences of academic and administrative staff and their impact on attitudes and career decisions, in contrast to previous studies that have primarily focused on qualitative analysis (Martínez-Valdivia et al., 2020) and the employability of university students (Xia et al., 2020). It experiences the relationship between training and employability of academic and administrative staff in universities from a micro perspective, filling a critical void in the literature. By introducing employability as a mediating variable, this research constructs a model to explore the effects between training, employability, and staff attitudes, unveiling the mediating role of employability in the relationship between training and turnover intention in both logical and quantitative lenses. Furthermore, this investigation proposes a comprehensive set of strategies aimed at enhancing the employability of academic and administrative personnel, refining recruitment practices, mitigating workplace disputes, elevating job satisfaction, and reducing turnover propensity, thereby offering essential decision-making support for the governance of universities.

In summary, this study aims to address the following questions:

RQ1: What is the impact of training on the turnover intention of academic and administrative staff in Shandong Province's higher education institutions?

RQ2: What is the impact of training on the employability of academic and administrative staff in Shandong Province's higher education institutions?

RQ3: What is the impact of employability on the turnover intention of academic and administrative staff in Shandong Province's higher education institutions?

RQ4: How does the employability of academic and administrative staff in Shandong Province's higher education institutions mediate the relationship between training and turnover intention?

2. Literature Review

2.1 Training and Turnover Intention

Ahmed et al. (2020) argue that training can increase employees' job satisfaction, career development opportunities, and compensation levels, which usually reduces their turnover intention. This is because training makes employees feel valued and supported, thereby enhancing their loyalty and sense of belonging to the organization (Dhir et al., 2020). However, Tessema et al. (2022) note that training also increases employees' market value and competitiveness, potentially encouraging them to seek better opportunities in the job market, thereby increasing the likelihood of turnover.

The link between training and the intention to leave one's job does not follow a straight line but instead displays an inverted U-shaped curve (Yu et al., 2021). Moderate training can reduce turnover intention, but excessive training may lead employees to feel overly competitive and dissatisfied with current working conditions, thus increasing the likelihood of turnover (Rahayu et al., 2019). This suggests that there is an

optimal balance point for training—neither excessive nor insufficient—to avoid increasing turnover intention (Schmiedehaus et al., 2023).

At the same time, the importance of training content and quality cannot be ignored. Jahya et al. (2020) emphasize that training with high practicality and relevance more effectively reduces employee turnover intention. This indicates that academic and administrative staff prefers training that provides practical skills and knowledge, increasing job satisfaction and career development opportunities.

H1: Training of academic and administrative staff in Shandong Province's higher education institutions has a negative impact on turnover intention.

2.2 Training and Employability

Glerum and Judge (2021) contend that training can enhance employees' knowledge and skills, improve job performance, and increase adaptability to career development. Behera and Gaur (2022) further emphasize that training enhances employees' competitiveness in the job market, boosting their confidence and professional identity. Martini et al. (2023) identified a markedly positive correlation between engagement in training programs and the employability of employees, noting that through their participation, individuals acquire new skills and insights, thus enhancing their competitive edge. Tam et al. (2024) argue that training provides opportunities to enhance professional qualifications and skills, adapting to the rapidly changing work environment.

Research by Neroorkar and Gopinath (2020) demonstrates that training participants show higher job satisfaction and engagement, thereby enhancing performance and career development opportunities. This reflects how training indirectly boosts employability by increasing job satisfaction and engagement. Smaliukienė et al. (2024) note that training improves employees' self-directed learning abilities, which are crucial for continuous development and coping with change.

The investigation by Ramírez-Montoya et al. (2021) further substantiates both the direct and nuanced impacts of training on amplifying employee employability. This encompasses enhancements in job satisfaction, work commitment, as well as skills in self-directed learning and adaptability. Training enhances employees' career competitiveness by providing necessary knowledge and skills (Ho et al., 2023).

H2: Training of academic and administrative staff in Shandong Province's higher education institutions has a significant positive impact on employability.

2.3 Employability and Turnover Intention

Social Exchange Theory suggests that the bond between employees and organizations is founded upon reciprocal exchange (Blau, 1964). Employees who perceive themselves as highly employable and capable of making significant contributions to the organization may expect corresponding rewards, such as higher pay and opportunities for promotion (Huang et al., 2022). If these expectations are met, their turnover intention is likely to decrease; otherwise, it may increase (Talluri & Uppal, 2023).

In the ever-changing labor market environment, an employee's employability becomes especially important. Research by Baranchenko et al. (2020) points out that employees with higher employability face more choices and opportunities throughout their careers, which reduces their dependence on any single job and may increase their turnover intention. Such employees may believe that it is relatively easy for them to find new, more satisfying job opportunities due to their cross-industry and functional skills (Martin et al., 2021). Furthermore, Kim et al. (2019) emphasize the important role of training systems and career development practices in maintaining employee loyalty and reducing turnover intention. By offering continuous opportunities for learning and development, organizations not only improve employee employability but also boost job satisfaction and organizational loyalty, which are crucial elements in minimizing the intention to leave (Moreira et al., 2020).

H3: The employability of academic and administrative staff in Shandong Province's higher education institutions has a significant impact on turnover intention.

2.4 The Mediating Role of Employability

The job market viability of academic and administrative personnel plays a pivotal role in establishing their market position. This viability reflects not only their professional expertise, skills, and holistic capabilities but also their flexibility in navigating future employment prospects and market competition (Omar et al., 2020). As the pace of knowledge renewal and technological progress intensifies, academic staff in higher education face both challenges and opportunities. Higher education institutions, by providing ongoing training opportunities, are committed not only to enhancing the professional skills of their staff but also to fostering their career development, thus influencing their turnover intention (Tang et al., 2020).

From one perspective, training that enhances the personal competitiveness and market appeal of academic staff may encourage them to seek better career opportunities, potentially increasing their propensity to leave (Szromek & Wolniak, 2020). However, from another perspective, staff with high employability typically possess stronger career adaptability and market value, making it easier for them to find jobs that match their abilities and interests, thereby potentially reducing their turnover intention. Furthermore, employability can diminish the inclination to leave by enhancing the emotional connection and sense of identity that academic staff feel towards the organization (Yan et al., 2021). This indicates that investments by universities in their staff are not only a support for personal development but also a strategy for maintaining organizational stability.

More importantly, training is not only about enhancing professional knowledge and skills; it also boosts the confidence of academic staff, making them feel valued and supported by the organization, thereby strengthening their commitment to the organization and reducing the likelihood of leaving (Haque et al., 2019). This positive feedback loop fosters a mutually beneficial relationship between academic staff and universities, aiding in personal career development and bringing a more stable and loyal faculty to the universities.

H4: The employability of academic and administrative staff in Shandong Province's higher education institutions mediates the relationship between training and turnover intention.

2.5 Research Model

Social Exchange Theory (SET), rooted in social psychology by Blau (1964), explains human social interactions based on anticipated gains versus losses, aiming to maximize benefits while minimizing costs (Cropanzano et al., 2017). SET suggests that these calculations influence personal and professional decisions. In organizational behavior, SET provides a framework for understanding employee-employer interactions. This paper argues that by offering training, organizations create beneficial social exchanges that enhance employee employability. Training and development are seen as investments in employees' growth, improving their skills and making them more valuable in the job market, thus increasing their employability.

Integrating Conservation of Resources (COR) Theory helps understand the impacts of training on employability and turnover intention. Developed by Hobfoll (1989), COR theory posits that individuals strive to obtain and protect valued resources. Training, seen as a valuable resource, enhances employees' skills, increasing their value within and outside their organization. This acquisition of resources buffers against job insecurity and improves coping with job demands, leading to a positive spiral of resource gain, well-being, and job satisfaction (Chen et al., 2024). Regarding turnover intentions, COR theory suggests that when organizations provide training, they increase employees' resource reservoirs, reducing the likelihood of turnover. Additionally, perceived organizational support aligns with the resource caravans concept, where supportive environments foster resource accumulation and protection, further enhancing job satisfaction and reducing turnover intentions (Liao et al., 2022).

By integrating SET and COR theories, training is not only a means to enhance employability but also a strategic tool for retaining talent. Training programs create a positive cycle of resource acquisition and social exchange, fostering a mutually beneficial relationship between employers and employees. Therefore, this paper proposes the following research model. See Figure 1.

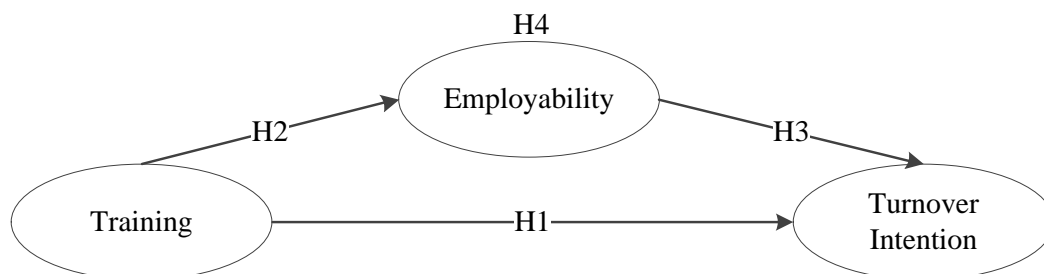


Figure 1: Research model

3. Methodology

3.1 Research Design

This study selected academic and administrative staff from universities in Shandong, China, as the subjects of this research. These staff members play a crucial role within the universities of Shandong Province, being responsible for imparting knowledge, guiding students, and advancing academic research. Drawing on the sampling guidelines suggested by Ghiselli et al. (1981), the study's sample size should be no less than ten times the aggregate number of scale items. According to this standard, with 4 scales totaling 46 items in this study, at least 460 valid samples are required. To account for potential invalid questionnaires, the sample size was increased to over 600, and data were collected through an online survey using convenience sampling.

In selecting the universities for the study, we drew 600 in-service academic and administrative staff from universities in Shandong Province. Shandong is one of China's pilot provinces for education policy, boasting a rich and comprehensive education system. Each school was expected to draw 60 staff members, aiming for a total of 600 research subjects. These staff members had the opportunity to participate in the study, exploring relevant academic issues and promoting the development of education.

The period for gathering questionnaires spanned from August to October 2023. Following the exclusion of invalid questionnaires due to overly consistent answers, missing responses, or exceptionally brief completion times, 500 questionnaires were deemed valid, resulting in an effective response rate of 83.33%. Concerning the demographic details of the respondents, the survey encompassed both academic and administrative staff across varied genders, types of employment sectors, and lengths of professional experience. Specifically, the gender distribution was 198 males (39.6%) and 302 females (60.4%). With respect to the type of employment institution, 298 respondents were affiliated with public universities (59.6%), while 202 were with private universities (40.4%). Regarding work experience, 135 staff members had under 5 years of experience (27%), 168 had 6 to 10 years (33.6%), 142 had 11 to 15 years (28.4%), and 85 had more than 16 years (17%).

3.2 Measurement

The Training Scale developed by Cagri and Osman (2010) was utilized to measure the training status of academic and administrative staff in higher education institutions in Shandong Province, China. This scale consists of 22 items covering four dimensions: training willingness, training opportunities, training benefits, and supervisor support. Specifically, items 1 to 5 measure training willingness, items 6 to 8 measure training opportunities, items 9 to 16 measure training benefits, and items 17 to 22 measure supervisor support. A Likert 5-point scoring system is used, with higher scores indicating greater training willingness. The Cronbach's α values for the sub-scales ranged between 0.688 and 0.872, achieving an aggregate Cronbach's α for the entire scale of 0.857. The indices assessing model fit exhibited χ^2/df at 2.852, RMSEA at 0.048,

GFI at 0.948, AGFI at 0.919, and SRMR at 0.036, signifying the scale's robust reliability and validity.

The study adopted the Turnover Intention Scale by Mobley et al. (1979), a unidimensional scale consisting of four items: I often think about quitting, I will likely leave this university soon, I do not plan to stay at this university long-term, and I see no future for myself at this university. A Likert 5-point scoring method is used, with higher scores indicating stronger turnover intentions. The Cronbach's α for the scale stands at 0.903. Fit indices for the model show χ^2/df at 2.620, RMSEA at 0.041, GFI at 0.954, AGFI at 0.881, SRMR at 0.045, and CFI at 0.923, indicating the scale's strong reliability and validity.

This research also utilized the Employability Scale by Rothwell and Arnold (2007), which is divided into two dimensions: internal employability (items 1-5) and external employability (items 6-10), totaling 10 items. A Likert 5-point scoring system is employed, with higher scores indicating stronger employability. The Cronbach's α values for the sub-scales varied from 0.803 to 0.865, culminating in a total scale Cronbach's α of 0.922. The fit indices for the model included χ^2/df at 2.022, RMSEA at 0.044, GFI at 0.953, and AGFI at 0.970, reflecting the scale's high reliability and validity.

3.3 Research Ethics

This research conformed to the stipulations of the "National Policy Guidelines for Human Research, 2015," established by the National Research Council of Thailand (NRCT), particularly adhering to sections 3.6.3(1) and 3.2.3(20) of the guidelines. Throughout the study, the ethical tenets of respect, justice, and goodwill were meticulously upheld. Respondent privacy was safeguarded during the survey process, with the survey's introductory page clearly explaining the research objectives, its applications, and pertinent considerations. In line with section 3.2.2(10) of the guidelines, informed consent was duly acquired, ensuring participants understood their right to disengage from the survey at any point without facing any negative repercussions. Prior to initiating the survey, the study obtained approval from the Academic Research Ethics Committee at Dhurakij Pundit University, Thailand.

4. Analysis

4.1 Common Method Bias

Common Method Bias (CMB) refers to the association among various indicators due to the use of the same assessment tools, assessors, timing, and location, affecting the interpretation and generalizability of research findings.

In this study, confirmatory factor analysis was conducted using Amos software to test the structural validity of each variable. Initially, a three-factor model (Training, Employability, Turnover Intention) was established. Subsequently, fit indices such as χ^2 , RMSEA, CFI, GFI, and NFI were utilized to demonstrate the model's fit. As shown in Table 1, the three-factor model exhibited a good fit with $\chi^2=776.440$, RMSEA=0.057, CFI=0.927, GFI=0.903, and NFI=0.915. This study also validated an alternative model:

Model 2, which combined Training, Employability, and Turnover Intention into a single factor. By comparing the fit indices of these two models, it was found that Model 1 provided a better fit to the data than Model 2. Burnham et al. (2010) introduced an index for model comparison and selection: $\Delta AIC = AIC - AIC_{min}$, where AIC_{min} represents the smallest AIC value among a series of related models. This transformation indicates that the best model has a ΔAIC value of 0, with all other models having positive numbers. Within a series of related candidate models, ΔAIC can provide adequate evidence for model comparison. The interpretation rules for AIC are as follows: When $\Delta AIC \leq 2$, there is substantial support for the model; when $4 \leq \Delta AIC \leq 7$, there is considerably less support for the model; and when $\Delta AIC \geq 10$, the model is no longer supported. With a ΔAIC value of 0 for Model 1, the distinctiveness of the three variables in this study is well supported (Burnham et al., 2010).

Table 1: Multi-factor model analysis

Model	Factor	χ^2	df	RMSEA	CFI	GFI	NFI	ΔAIC
1	Three-Factor	776.440	280	0.057	0.927	0.903	0.915	0
2	Single Factor	1890.161	276	0.169	0.763	0.695	0.793	12.571

4.2 Correlation Analysis

To explore the relationship between training, employability, and turnover intention within higher education personnel, this study undertook a Pearson correlation analysis. The outcomes of this analysis are presented in Table 2.

The mean score for training stood at 3.870, accompanied by a standard deviation of 0.560, signifying a generally high valuation of training by respondents and a fairly tight clustering of scores. For employability, the mean score was 3.562 with a standard deviation of 0.684, indicating that employability was rated lower than training, and the scores were more widely spread. The mean score for turnover intention reached 3.667, with a standard deviation of 0.983, marking the broadest range of opinions among the three variables, reflecting diverse perspectives on the inclination to leave.

Training and employability were positively correlated ($r=0.338$, $p<0.001$), meaning that staff with higher levels of training also had stronger employability. Training and turnover intention were negatively correlated ($r=-0.275$, $p<0.001$), indicating that staff who received more training had a lower tendency to leave. Employability and turnover intention were negatively correlated ($r=-0.249$, $p<0.001$), implying that staff with stronger employability had a lower tendency to leave.

Table 2: Correlations between constructs

Variables	M	SD	TR	EM	TI
TR	3.870	0.560	1		
EM	3.562	0.684	0.338***	1	
TI	3.667	0.983	-0.275***	-0.249***	1

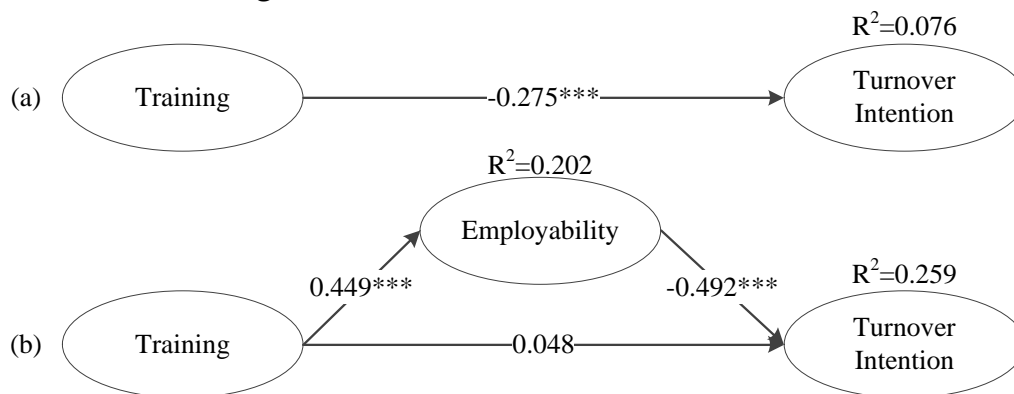
Note: TR (Training), EM (Employability), TI (Turnover Intention), *** $p<0.001$

4.3 Structural Model

This research utilized the stepwise procedure outlined by Baron and Kenny (1986) to investigate the presence of mediating effects. The stepwise approach encompasses four criteria: Criterion 1 entails a significant influence of the independent variable on the dependent variable. Criterion 2 requires the independent variable to significantly influence the mediating variable. Criterion 3 demands that the mediating variable has a significant effect on the dependent variable. Criterion 4 asserts that the introduction of the mediating variable results in a reduced effect size of the independent variable's influence on the dependent variable.

Applying the stepwise methodology of Baron and Kenny (1986), as depicted in Figure 2, this study initially formulated a direct model (a) highlighting the influence of the independent variable (training) on the dependent variable (turnover intention). Subsequently, an indirect model (b) was developed incorporating the mediating variable (employability). For model a, the fit indices recorded were: $\chi^2/df=2.861$, RMSEA=0.075, GFI=0.914, AGFI=0.880, SRMR=0.044; whereas for model b, they were: $\chi^2/df=4.699$, RMSEA=0.067, GFI=0.902, AGFI=0.854, SRMR=0.046. These fit indices signify a favorable alignment of the models with the empirical data.

Figure 2: Mediation Test Model Results



Note: (a) Direct path model; (b) Indirect path model; *** $p<0.001$

As shown in Table 3, the analysis of the direct path (a) model indicates that training for university faculty and staff has a significant negative effect on their intention to leave ($\beta=-0.275$, $p<0.001$, $CI=[-0.015, -0.163]$). This means that the participation of university faculty and staff in training activities significantly reduces their intention to leave. This finding supports H1, indicating that training for university faculty and staff can effectively reduce their intention to leave. It emphasizes the important role of training and development activities in improving employee satisfaction and loyalty, and reducing the intention to resign.

In the indirect path (b) model, further analysis reveals how this effect is mediated through employability. The study finds that training for university faculty and staff has a significant positive impact on employability ($\beta=0.449$, $p<0.001$, $CI=[0.004, 0.130]$), and, in turn, employability has a significant negative impact on the intention to leave ($\beta=-0.492$, $p<0.001$, $CI=[-0.017, -0.160]$). This series of significant impacts not only supports H2

and H3 but also meets the criteria for verifying mediation effects proposed by Baron and Kenny, that is, the independent variable significantly influences the mediator, which in turn markedly impacts the dependent variable. By enhancing employees' employability, i.e., their competitiveness and adaptability in the job market, their intention to leave is significantly reduced. This may be because high employability not only enhances employee satisfaction and loyalty to their current positions but also provides them with more career development opportunities and choices.

After the introduction of the mediator variable, employability, the coefficient of the effect of university faculty and staff training on the intention to leave decreased from -0.275 in the direct path (a) model to 0.048 in the indirect path (b) model. This modification corroborates H4, demonstrating that the incorporation of the mediator variable diminishes the direct influence of the independent variable on the dependent variable, thus confirming the presence of a mediating effect. This outcome aligns with the fourth criterion of the stepwise approach outlined by Baron and Kenny (1986), namely, the significant alteration in the relationship between the independent and dependent variables due to the mediator's impact.

Table 3: Standardized Regression Coefficients

Model	Path	β	S.E.	t	p	Results
Direct path model (a)	TR→TI	-.275	.073	-5.125	***	H1 is support
Indirect path model (b)	TR→EM	.449	.094	8.741	***	H2 is support
	EM→TI	-.492	.058	-9.102	***	H3 is support
	TR→TI	.048	.093	0.758	.449	-

Note: Note: TR (Training), EM (Employability), TI (Turnover Intention), *** $p < 0.001$

5. Discussion

This research explored the dynamics between training and turnover intention among academic and administrative personnel within higher education settings, discovering that training markedly reduces the likelihood of staff leaving. This result aligns with the existing literature on educational management and human resource management (Ahmed et al., 2020; Dhir et al., 2020; Tessema et al., 2022), highlighting the importance of continuous professional development and skill enhancement in retaining key talent. When teachers perceive investment in their career development from their institutions, they tend to demonstrate reduced intentions to leave, as such investment not only enhances their professional capabilities but also strengthens their loyalty and sense of belonging to the institution.

The positive impact of training on employability further elucidates the compounded value of training for academic and administrative staff in higher education. This not only enhances teachers' professional skills but also boosts their market competitiveness, in alignment with contemporary literature on educational management and human resource management (Behera & Gaur, 2022; Glerum & Judge, 2021; Martini et al., 2023). The employability enhanced through training is extremely beneficial for the personal career development of teachers and also creates a more

dynamic, flexible, and adaptable faculty body for the institutions. In today's rapidly changing educational landscape, this enhancement not only helps teachers deal with the uncertainties of their future careers but also provides institutions with a key resource to maintain competitiveness in the global education market.

Additional examination of the substantial negative influence of employability on the intent to leave uncovers a noteworthy phenomenon: when teachers recognize their high employability, their satisfaction with their current position increases, and their intention to leave naturally decreases. This result is consistent with existing literature in educational management and human resource management (Baranchenko et al., 2020; Kim et al., 2019; Martin et al., 2021). This perceived high employability brings teachers more career opportunities and a sense of security, thereby reducing their motivation to seek external opportunities. Moreover, this recognition can also increase teachers' confidence and resilience when facing professional challenges, leading them to be more inclined to invest further in their present roles rather than seeking new prospects.

Ultimately, this research determined that employability serves as a mediator in the linkage between training and turnover intention, offering valuable strategic insights for higher education management and policymakers. This indicates that institutions should not only view training as a means to enhance teachers' professional skills but also as a strategic tool to indirectly reduce their turnover intention by enhancing their employability. Therefore, in designing and implementing training programs, institutions should ensure these programs adequately meet the current needs of the teachers and prepare them for future challenges. Through such strategies, institutions can not only enhance teacher satisfaction and loyalty but also maintain their competitive advantage in the fierce education market.

5.1 Theoretical Implications

This study's findings contribute significantly to the theoretical understanding of the relationship between training, employability, and turnover intention within higher education settings. By integrating Social Exchange Theory, the research highlights the reciprocal nature of employer-employee relationships, emphasizing how institutional investments in staff development foster enhanced loyalty and reduced turnover. Furthermore, the identification of employability as a mediating factor between training and turnover intentions advances existing theories in educational management and human resource development, providing a nuanced understanding of how professional development initiatives impact staff retention. This theoretical framework can serve as a foundation for future research, encouraging further exploration into the dynamic interactions between employee development and organizational stability.

5.2 Practical Implications

The practical implications of this study are profound for higher education institutions aiming to enhance staff retention and performance. The findings suggest that continuous training programs are essential not only for improving job satisfaction and professional capabilities but also for fostering a sense of loyalty and belonging among

staff. By strategically investing in targeted training initiatives, institutions can significantly boost the employability of their academic and administrative personnel, thereby reducing turnover intentions. This approach not only enhances individual career prospects but also contributes to a more stable and committed workforce. Moreover, understanding the inverse relationship between employability and turnover intention allows institutions to design training programs that address current needs while preparing staff for future challenges. Implementing such comprehensive professional development strategies can help institutions maintain a competitive edge in the global education market by ensuring they retain skilled and dedicated employees.

5.3 Limitations and Recommendations for Further Research

This study has several limitations. First, it relies on self-reported data, which may introduce bias. Second, the sample is restricted to higher education institutions in Shandong Province, limiting the generalizability of the findings. Future research should consider longitudinal studies to examine changes over time and expand the sample to include diverse geographical regions. Additionally, qualitative methods such as interviews could provide deeper insights into the personal experiences of academic and administrative staff. Further exploration of the specific types of training that most effectively enhance employability and reduce turnover intentions is also recommended.

6. Conclusion

The study conclusively establishes that ongoing training significantly reduces turnover intentions among academic staff in higher education institutions, highlighting the indispensable role of continuous education and professional development in retaining staff. This research emphasizes the necessity of regular training programs that not only enhance the job satisfaction of academic personnel but also fortify their commitment to their institutions. By investigating the positive impacts of training, the research illustrates how it augments teachers' employability, thereby boosting their personal market value and broadening their career development opportunities. The enhancement of employability plays a pivotal role in elevating the professional stature and job security of educators, making them more resilient in the face of job market fluctuations and less likely to seek employment elsewhere.

The inverse relationship between employability and turnover intention is particularly noteworthy; as employability increases, the likelihood of staff departures decreases. This relationship supports the assertion that improving teachers' marketability through targeted training programs is a potent strategy to diminish their propensity to leave. In summarizing these findings, the study not only uncovers the mediating role of employability between training and turnover intentions but also provides new insights and empirical evidence that can guide human resource management strategies in higher education. These insights are crucial for developing effective training programs that aim to enhance skills and embed a sense of loyalty and

belonging among staff, thereby reducing turnover and fostering a more stable, committed workforce. This evidence underscores the strategic value of integrating comprehensive training and professional development initiatives within the strategic frameworks of educational institutions.

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Institutional Review Board Statement

The Ethical Committee of the Dhurakij Pundit University, Thailand, approved this study on July 9, 2022. (Reference number: DPU_BSH 090166/2565).

Transparency Statement

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study, that no vital features of the study have been omitted, and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request. These data are not publicly available due to privacy reasons.

Competing Interests Statement

The author declares that there are no conflicts of interest regarding the publication of this paper.

About the Authors

Xinyi Wang is a woman with a strong academic background in the field of education management. She has conducted in-depth research in various areas of education management and successfully published several academic papers. She is proficient in using various research tools and excels at analyzing problems from multiple perspectives, proposing innovative solutions. Her study experience in other countries has given her the opportunity to interact with classmates and professors from different cultural backgrounds, allowing her to learn how to communicate and collaborate effectively in a multicultural context. She is fluent in English and Thai, a cross-cultural communication skill that is particularly valuable in today's globalized world.

Man Jiang is an assistant professor at Dhurakij Pundit University. Holding a PhD in Education from the University of York, Dr. Man Jiang brings a wealth of expertise to the field of international students' psychological well-being and acculturation, with a particular focus on learning anxiety and academic adjustment.

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