



## RESEARCH ARTICLE

# The Mediating Role of Family Support Supervisor Behavior in Work Family Conflict and Turnover Intention in Higher Vocational Colleges

Yang Yang Zhou<sup>1</sup>, Man Jiang<sup>2\*</sup><sup>1,2</sup> Dhurakij Pundit University**ARTICLE INFO****ABSTRACT**

Received: Nov 26, 2024

Accepted: Jan 13, 2025

**Keywords**

Teachers in Higher Vocational Colleges

Work-Family Conflict

Teachers' Turnover Intention

Family Supportive Supervisor Behaviors

This study aims to explore the relationship between Family Supportive Supervisor Behaviors and The impact of work family conflict on teachers' willingness to resign. A survey was conducted on 420 vocational college teachers from 11 cities in Jiangsu Province. Reliability and validity tests, as well as structural equation modeling, indicate that work family conflict has a positive impact on teachers' intention to resign. In addition, Family Supportive Supervisor Behaviors plays a partial mediating role between work family conflict and turnover intention. This study enriches the understanding of the relationship between work family conflict and turnover intention, highlights the mediating role of Family Supportive Supervisor Behaviors, further expands the applicability of Family Supportive Supervisor Behaviors theory, provides theoretical basis for subsequent research, and provides substantive teacher management suggestions for school managers. By reducing work family conflicts and optimizing school leadership and Family Supportive Supervisor Behaviors, the turnover rate of teachers can be reduced.

**\*Corresponding Author:**

man.jia@dpu.ac.th

**1. INTRODUCTION**

Strengthening the teaching workforce is essential for educational development, and maintaining its stability is particularly crucial (Ye, 2020). High teacher turnover directly impacts the quality of educational activities and, consequently, students' academic progress (Xu, 2018). Teachers often face significant work-family conflicts and psychological pressures, leading to emotional fluctuations and a higher turnover rate in higher vocational colleges (Li et al., 2019). This indicates a concerning lack of stability among teachers, with resignations being very common. Addressing teacher turnover has thus become a pressing issue in educational practice, highlighting the importance of studying turnover intentions. According to Griffeth et al. (2020), turnover intention is the most accurate predictor of actual turnover behavior among organizational members.

Teachers play a crucial role in the development and advancement of education. They, like other employees, must navigate the dual responsibilities of work and family. Work-family conflict not only impacts the teachers' personal lives and turnover intentions but also has broader implications for the educational system (Obrenovic et al., 2020).

At present, with the continuous increase of information age and market competitiveness, enterprises need to improve organizational stability by reducing employee turnover intentions. Similarly, in order to maintain the stability of the teaching staff, schools have increasingly higher requirements for school managers and leaders (Jeung & Chang, 2018). Theoretical studies have shown that family supportive supervisors can better perceive employee emotional changes, adjust leadership behavior,

create a positive organizational atmosphere, alleviate work family conflicts, and provide employees with more flexibility and freedom. Family Supportive Supervisor Behaviors (Abbreviated as FSSB) can help reduce employee turnover intentions (Lee & Chelladurai, 2018).

Previous research has not extensively explored the impact of work-family conflict on teachers' turnover intention (Agarwal et al., 2022; Schaufeli, 2002; Silvia et al., 2021). This study aims to address this gap in theory and practice. Specifically, we reviewed literature on teachers' work-family conflict, Family Supportive Supervisor Behaviors, and turnover intention to understand these factors comprehensively. Our goal is to provide insights that can help reduce teacher turnover, improve educational quality, and enhance school management.

## **2. LITERATURE REVIEW**

### **2.1 Theoretical foundation**

This study utilizes social interaction theory to investigate teachers' turnover intention, work-family conflict, and Family Supportive Supervisor Behaviors. Social exchange theory, when viewed from a micro perspective, draws on psychology, economics, sociology, and other disciplines to examine human behavior (Homans, 1958). The relationship between micro and macro aspects in social exchange theory helps to explain interactions both at the individual level and among collective actors (Cropanzano et al., 2017).

Social Exchange Theory can be applied to various interpersonal relationships, such as those between organizations and employees, and between family members (Cropanzano et al., 2017). In the context of organizations and employees, employees trade their loyalty and work for the rewards provided by the organization (Ahmad et al., 2023).

Organizations create a supportive work environment for employees, and when employees feel understood, cared for, supported, and recognized by the organization, they tend to respond more positively. This positive response is evident through higher emotional attachment, better job performance, and lower turnover intention (Lee & Chelladurai, 2018).

Similarly, Social Exchange Theory helps family members understand the factors individuals consider when facing work-family conflict (Balogun & Afolabi, 2018). When deciding between work and family, individuals may weigh various costs such as time, energy, and psychological stress. If they feel that balancing work and family demands excessive costs, it may lead to increased work-family conflict (Yuh et al., 2017).

The theory of social interaction is often applied to explore the antecedent variables of certain variables, such as leadership characteristics, member characteristics, and organizational composition characteristics (Sha & Zhang, 2017). Turnover intention, as a direct predictor of employee turnover behavior (Reyes et al., 2019), is influenced by family supportive leadership behavior (Hamme et al., 2009).

From the perspective of social exchange, family supportive leadership behavior is more characterized by honesty and integrity, treating employees equally, balancing support for their families, buffering work family conflicts, increasing employee reciprocity beliefs, and reducing turnover intentions (Bagger & Li, 2014). Theoretical and empirical studies have shown that family supportive leadership behavior can influence employee work outcomes through social exchange processes. Family supportive leadership behavior provides the expected outcomes for subordinates, and employees will engage in behaviors that are beneficial to the organization and supervisors in return for their leaders. Based on social exchange theory, Bagger and Li (2014) found that high-quality leader member exchange leads to employees exhibiting higher performance levels, being willing to take on more responsibilities in the organization, and satisfying their emotional needs, thereby reducing turnover intention (Wei & Wang, 2019).

### **2.2 Work-family conflict and turnover intention**

Kossek et al. (2023) describe work-family conflict as the unavoidable challenge individuals face when work and family roles intersect, influencing each other and sometimes interfering with one another. According to Yang and Chen (2020), work-family conflict occurs when the demands of one domain

(family or work) make it difficult to fulfill responsibilities in the other domain (work or family), leading to internal conflict between an individual's two roles. Work-family conflict mainly manifests in three distinct types: time-based conflict, strain-based conflict, and behavior-based conflict.

The phenomenon of work interfering with family life has become a significant predictor of turnover intention, which is recognized as the most effective variable in forecasting turnover behavior (Huang & Zhu, 2020). Wen et al. (2018) suggest that turnover intention measures an individual's intent to resign from their current job and seek other employment. This intention reflects the relative strength of an individual's voluntary desire to leave the organization, where the intention is the cause and the actual turnover behavior is the result.

Shao (2021) research found that as employees experience work-family conflict, their job satisfaction decreases, while job burnout and turnover intention significantly increase. Carvalho et al. (2021) empirical research indicated a positive correlation between work-family interference and turnover intention. Ding et al. (2018) suggested that work-family conflict reduces job satisfaction, which subsequently leads to employee turnover. Vangapandu (2021) argued that work-family conflict can directly influence employees' turnover intention. Building on the findings of previous scholars, this study hypothesizes that work-family conflict is significantly positively correlated with turnover intention. When work demands interfere with family life, the most immediate outcome is an increased willingness to seek another job and possibly deciding to leave the organization (Zhang, 2020). Continued work that interferes with family responsibilities may lead individuals to believe that the only solution is to find another job, ultimately enabling them to better balance work and family demands. Absenteeism might be the only way to fulfill family needs. In summary, this study proposes the following hypothesis:

**H1:** Work-family conflict has a significant positive impact on turnover intention among teachers in higher vocational colleges in Jiangsu Province, China.

### **2.3 Research on the relationship between work-family conflict and family supportive supervisor behaviors**

Researchers have pointed out that leadership support is an important factor in predicting work family conflicts among employees. Thomas and Ganster (1993) were the first to propose the concept of "family supportive leadership" when studying the factors influencing work family conflict and stress. This definition emphasizes the emotional support function of leaders towards subordinate families, which may include providing employees with flexible working hours, tolerating short-term private phone calls at work, and providing employees with appropriate family care (Crain & Stevens, 2018). By definition, family supportive leadership emphasizes helping employees balance work pressure and family responsibilities from emotional and attitudinal perspectives (Bosch et al., 2018).

Family supportive leadership behavior mainly focuses on how to regulate and alleviate work family conflicts, and explores ways to reduce work family conflicts (Nie & Xie, 2018). The concept of family supportive leadership behavior was proposed with the main purpose of alleviating work family conflicts, helping employees better assume work and family responsibilities, fulfill corresponding obligations, and handle the relationship between work and family life (Odle Dusseau, 2012).

Kosseket al. (2023) meta-analysis results indicate that compared to supervisor support that does not point to employee family roles, supervisor support for employee family roles has a more significant relationship with work family conflict.

As one of the main characteristics of the work field (Liu et al., 2018), leadership is able to establish supportive relationships with employees, thereby influencing their work performance and behavior. A study suggests that family supportive leadership behavior has a significant negative impact on work family conflict (Hammer et al., 2009; Hammer et al., 1979). In summary, this study proposes the following hypotheses:

**H2:** Work family conflict has a significant negative impact on Family Supportive Supervisor Behaviors.

### **2.4 Research on the relationship between family supportive supervisor behaviors and turnover intention**

As a direct predictor of employee turnover behavior, turnover intention is influenced by family supportive leadership behavior (Hammer et al., 2009; Hammer et al., 2017) .

From the perspective of social exchange, family supportive leadership behavior can promote the improvement of the quality of leader member exchange, thereby increasing employee reciprocity beliefs and reducing turnover intentions (Bagger & Li, 2014). High quality leadership member exchange leads to employees exhibiting higher levels of performance, being willing to take on more responsibilities, and exhibiting more in role and out of role behaviors in the organization, as intrinsic rewards to the organization (Jha & Jha, 2013); Employees can have better and more convenient access to their leaders' social networks, thereby bringing potential development opportunities for themselves, improving their job satisfaction, satisfying their emotional needs, and reducing their tendency to resign. On this basis, scholars such as Gerstner and Day (1997) explicitly propose that under the influence of family supportive leadership behavior, the higher the quality of leader member exchange, the lower the level of employee turnover intention.

This study views family supportive leadership behavior as a leadership behavior that directly affects the leader member relationship, thereby affecting employee performance in the work field. Based on social exchange theory, providing something of significant value to one party will prompt the other to give back (Grandey & Melloy, 2017). Family supportive leadership behavior is a key resource for employees to achieve work family balance and reduce stress, and has significant value for them. The display of family support behavior by supervisors can enhance mutual trust and commitment between supervisors and employees, promote continuous improvement of exchange relationships (Namayandeh et al., 2011), and employees who form high-quality exchange relationships with supervisors are more satisfied with their work and less likely to resign.

In summary, this study proposes the following hypotheses:

**H3:** Family supportive supervisor behaviors has a significant negative impact on turnover intention

## **2.5 Family supportive supervisor behaviors, work-family conflict, and turnover intention**

Hammer et al. (2011) found that employee perceived family supportive leadership behavior mediates the interactive effect of work family intervention and work family conflict (bidirectional) on turnover intention.

Based on the perspective of social exchange theory and reciprocity norms, family supportive leadership behavior is more trustworthy and treats employees equally, while also supporting their families and buffering work family conflicts. Therefore, it is more trustworthy for employees (Bagger & Li, 2014). Theoretical and empirical studies have shown that family supportive supervisor leadership behavior can influence employee work outcomes through a social exchange process, which involves establishing high-quality leader member exchange relationships (Pan et al., 2021). Family supportive supervisor leadership behavior provides expected outcomes for subordinates, and subordinates will reward them with trust, loyalty, harder work, and high performance (Wei & Wang, 2019). Therefore, family supportive leadership behavior plays a crucial role in the impact of work family conflict on employee turnover intention. A prominent feature of the impact of family supportive leadership behavior on the willingness of subordinates to resign is that it provides more flexibility and support for the communication relationship between leaders and members, making it easier for employees to balance work and family, and deepening the trust of organizational members in their leaders. When the relationship between leaders and subordinates becomes intimate, mutual trust and respect can strengthen the value identification of organizational members and enhance their sense of responsibility, and thus reduce their tendency to resign (Wang & Tan, 2018).

Family supportive leadership behavior (FSSB) can help employees achieve resource acquisition and development, and achieve work family balance based on resources, reducing and repairing resource losses caused by work interference with families, or promoting mutual benefits between work and family for employees, thereby reducing turnover intention (Nie & Xie , 2018; Odle-Dusseau et al., 2016); Family supportive leadership behavior, as a form of social support, can be seen as a valuable resource to alleviate work family conflicts caused by employee stress, thereby reducing the likelihood of employees falling into resource loss. Family supportive leadership behavior can stimulate employees' emotional dependence on the organization and leadership by reducing work

family conflicts, thereby improving employee job satisfaction and reducing turnover intention (Wang & Tan, 2018). Therefore, this study hypothesizes that:

**H4:** Family Supportive Supervisor Behaviors of teachers in higher vocational colleges in Jiangsu Province, China, mediates the relationship between work-family conflict and turnover intention.

### 3. THEORETICAL FRAMEWORK

This study investigates the impact of work-family conflict on the turnover intention of teachers in higher vocational colleges in Jiangsu Province, China, and examines the mediating role of Family Supportive Supervisor Behaviors in this relationship. Based on the research objectives and literature review, the proposed research framework is as follows:

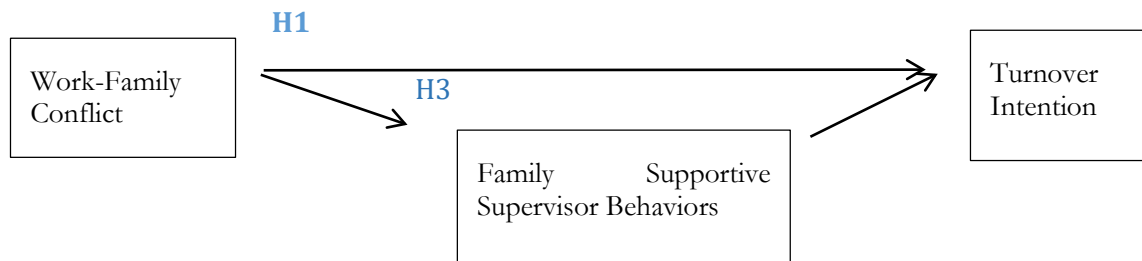


Figure 1: Research framework

## 4. METHODOLOGY

### 4.1 Research participants

The teachers participating in this survey come from vocational colleges in 11 cities in Jiangsu Province Chinese provinces: Nanjing, Xuzhou, Suzhou, Wuxi, Changzhou, Nantong, Yangzhou, Taizhou, Yancheng, Huai'an, Suqian, representing a vast geographical area. This study used convenience sampling survey method, based on the samples easily obtained by the researchers on the "WJX.CN" platform in Jiangsu Province as the research objects. Although strict randomization was not carried out during the sampling process, the results can provide reference for further in-depth research in the future. The survey questionnaire data is collected anonymously and objectively. When designing the questionnaire, at the beginning of the questionnaire, it is first explained that the survey is anonymous, and participants do not need to fill in information that can directly identify individuals, such as name, ID card number, address, telephone number, etc. Choose a platform that supports anonymous surveys: "WJX.CN". In the settings of the survey platform, features such as IP address tracking and login information recording are disabled to effectively ensure the anonymity of the survey and maintain the privacy and trust of participants.

### 4.2 Research instruments

Use a structured questionnaire with four components to collect key information on independent variables, dependent variables, and mediator variables. The first part involves personal information of the respondents, the second part involves turnover intention, the third part involves work family conflict, and the fourth part involves Family Supportive Supervisor Behaviors. All questions were assessed using a 5-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). SPSS 22.0 was used for descriptive statistics, correlation analysis, and regression analysis. AMOS was used for confirmatory factor analysis.

#### 4.2.1 Turnover intention scale

This study used the turnover intention questionnaire developed by Hong Kong scholar Farh et al. (1998) as a measurement tool for the turnover intention of frontline teaching teachers in Jiangsu Vocational School, Jiangsu Province, China. The scale consists of four items. Ai and Yang (2016) demonstrated good reliability and validity when measuring the turnover intention data of in-service teachers in universities. Xing and Chen (2009) and other scholars have applied the Turnover Intention Scale to empirical studies on the turnover intention of school teachers multiple times in the future. The homogeneity reliability of the scale is .78, and the Alpha coefficient is .84. This scale is

relatively reliable and has good internal consistency reliability and test-retest reliability (Wharton, 2009).

**4.2.2 Work-family conflict scale**

This study used the Work Family Conflict Scale (WFCS) developed by Carlson et al. (2000) and translated and revised by Gan Yanfen in 2007. The scale includes three dimensions (time conflict, stress conflict, and behavioral conflict) and has been repeatedly used in educational management, making it more suitable for measuring the impact of work on family conflict among teachers in higher vocational colleges. Wang (2021) and Dawn et al. (2000) used this scale to study the issue of work family conflict among Chinese teachers, Alpha coefficient is .84, The retest reliability is  $r = .73$ .

**4.2.3 Family supportive supervisor behaviors scale**

This study used Hammer et al. (2013)'s 14 question scale as a reference, and the reliability and validity of the questionnaire were also tested in empirical research (Crain et al., 2014; Hammer et al., 2013). The reliability of the emotional support dimension among the four dimensions is 0.90; The reliability of instrumental support dimension is 0.86; The reliability of role model behavior is 0.86; The reliability of innovative work family management is 0.86.

**5. RESULTS**

**5.1 Descriptive statistical analysis**

In terms of gender, there are 231 females (57.32%) and 172 males (42.68%). Age-wise, 122 participants are under 30 years old (30.27%), 181 are between 31-40 years old (44.91%), 66 are between 41-50 years old (16.38%), and 34 are 51 years or older (8.44%). Regarding education, 143 have an associate degree (35.48%), 221 have a bachelor's degree (54.84%), and 39 have a postgraduate degree or higher (9.68%). Marital status shows that 216 participants are unmarried (53.60%) and 187 are married (46.40%).

Table 1 shows that turnover intention ( $M = 2.629, SD = 0.674$ ), work-family conflict ( $M = 2.549, SD = 0.898$ ), and Family Supportive Supervisor Behaviors ( $M = 3.937, SD = 0.841$ ) are all at moderate to high levels.

**Table 1: Correlation analysis between variables**

Variable	Minimum	Maximum	Mean	SD
Turnover Intention	1.500	5.000	2.629	0.674
Work-Family Conflict	1.000	5.000	2.549	0.898
Family Supportive Supervisor Behaviors	1.450	4.450	3.937	0.841

**5.2 Reliability and validity analysis**

AMOS was used to assess the data's reliability and validity. The results, as shown in Table 2, indicate that the model has good reliability and validity (Hair, 2009). For each component, including turnover intention, work family conflict, and Family Supportive Supervisor Behaviors dimensions, Cronbach's alpha values are all above the acceptable critical value of 0.700, indicating high reliability. According to Hair's (2009) suggestion, a reference value for composite reliability CR greater than .700 indicates good performance. The combined reliability (CR) coefficients of the three scales selected in this study for each dimension are all greater than the reference value of .700 (Hair, 2009), indicating that the measurement items for each variable have internal consistency. This study demonstrated validity using convergent validity. Fornell (1983) asserts that if AVE (extracted mean variance) is greater than or equal to 0.5, convergent validity will be observed. According to the table, if the AVE value of each item is greater than 0.5, it indicates that the measurement model has good convergence validity for each dimension. In addition, the validity of the discrimination was also checked. This study used the Fornell and Larcker criteria. The square root of the extracted average variance should be greater than the correlation with all other concepts. According to the data in the



table2, AVE is higher than MSV, fully meeting the Fornell and Larcker criteria, indicating satisfactory discriminant validity.

**Table 2: Reliability and validity results**

Variable	Dimension	NO. of Items	Reliability		Validity		
			CR	Cronbach's a	AVE	MSV	Discriminant
Turnover Intention		4	.887	.828	.663	.657	MSV<AVE
Work - family conflict	Time Conflict	3	.779	.778	.647	.646	MSV<AVE
	Pressure Conflict	3	.784	.791	.651	.643	MSV<AVE
	Behavioral Conflict	3	.799	.838	.560	.558	MSV<AVE
Family Supportive Supervisor Behaviors	Emotional support	3	.759	.867	.536	.530	MSV<AVE
	Tool support	4	.709	.796	.532	.531	MSV<AVE
	Role model behavior	4	.799	.799	.526	.522	MSV<AVE
	Innovative Work Family Management	3	.712	.794	.531	.529	MSV<AVE

**5.3 Correlation analysis**

Pearson correlation coefficients were used to examine the relationships between turnover intention, work-family conflict, and Family Supportive Supervisor Behaviors. Table 3 presents the results. The correlation between turnover intention and work-family conflict is .488, showing a significant positive relationship ( $p<.001$ ), supporting H1: Work-family conflict positively affects turnover intention among higher vocational college teachers in Jiangsu Province. The correlation between work-family conflict and Family Supportive Supervisor Behaviors is -.688, indicating a significant negative relationship ( $p<.001$ ), supporting H2: Work-family conflict negatively impacts Family Supportive Supervisor Behaviors. The correlation between Family Supportive Supervisor Behaviors and turnover intention is -.393, also showing a significant negative relationship ( $p<.001$ ), supporting H3: Family Supportive Supervisor Behaviors negatively affects turnover intention. All correlation coefficients are below .700, indicating no collinearity issues (Dormann et al., 2013). Discriminant validity was tested using the square root of AVE, and it was found that the AVE values of any two variables were greater than the correlation coefficient between them, meeting the standard for discriminant validity (Fornell & Larcker, 1981).

**Table 3: Correlation analysis between variables**

Variable	M	SD	Turnover Intention	Work-Family Conflict	Family Supportive Supervisor Behaviors
Turnover Intention	2.629	0.674	1		
Work-Family Conflict	2.249	0.898	.488**	1	
Family Supportive Supervisor Behaviors	3.823	0.762	-.393**	-.688**	1

**5.4 Regression analysis**

This study employed the SPSS model by Hayes (2012) to test the mediating effect of Family Supportive Supervisor Behaviors on the relationship between work-family conflict and turnover

intention among higher vocational college teachers in Jiangsu Province. and further tested the mediating effect of Family Supportive Supervisor Behaviors using the Bootstrap method, the main method for verifying the mediating effect. The specific data analysis is as follows.

**Table 4: Analysis of the mediating model of family supportive supervisor behaviors**

Variable	Model 1			Model 2			Model 3		
	Turnover Intention			Family Supportive Supervisor Behaviors			Turnover Intention		
	B	SE	t	B	SE	t	B	SE	t
Male	0.204	0.085	2.419*	0.009	0.075	0.124	0.21	0.073	2.868**
Under 30	0.123	0.076	1.633	-0.051	0.067	-0.749	0.095	0.065	1.451
31-40	0.1	0.099	1.009	0.13	0.088	1.466	0.173	0.086	2.015*
41-50	0.275	0.073	3.741*	-0.091	0.066	-1.385	0.223	0.064	3.512**
Junior College Degree	0.537	0.129	4.168***	-0.055	0.115	-0.479	0.506	0.111	4.539**
Bachelor's Degree	0.614	0.119	5.149***	-0.177	0.107	-1.666	0.514	0.103	4.97*
Unmarried	0.256	0.13	1.964*	0.067	0.116	0.581	0.294	0.113	2.607*
Work-Family Conflict	0.703	0.048	10.998**	-0.296	0.112	-3.453***	0.543	0.050	1.059***
Family Supportive Supervisor Behaviors							-0.563	0.043	-13.238*
Adjusted R <sup>2</sup>		0.490			0.013			0.490	
F value		120.945***			2.606***		61.094		

Note : \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ ; B represents the unstandardized coefficient, and SE stands for the standard error.

In Model 1, work-family conflict showed a significant positive effect on turnover intention ( $B = .703, p < .001$ ), suggesting that higher levels of work-family conflict are associated with higher turnover intention. In Model 2, work-family conflict had a significant negative effect on Family Supportive Supervisor Behaviors ( $B = -.296, p < .001$ ), indicating that Family Supportive Supervisor Behaviors decreases as work-family conflict increases. Model 3 included both work-family conflict and Family Supportive Supervisor Behaviors as predictors of turnover intention. Here, work-family conflict ( $B = 0.543, p < .001$ ) and Family Supportive Supervisor Behaviors ( $B = -0.563, p < .01$ ) both significantly affected turnover intention. However, the B values for these variables were smaller compared to those in Model 1, indicating that Family Supportive Supervisor Behaviors partially mediates the relationship between work-family conflict and turnover intention. This mediation effect persists even after controlling for gender, age, education, and marital status. These results are summarized in Table 4.

In order to further examine the mediating effect of Family Supportive Supervisor Behaviors, this study used the main method of verifying mediation, Bootstrap, which is an effective and accurate mediation testing method (Hayes&Rockwood, 2017). According to the suggestion of Diccio and Romano (1988), set the Bootstrap sample size to 2000 and the confidence level to 95%. The test results showed that the direct effect value was (.510,  $p < .001$ , 95% CI [.445, .575]); The indirect effect value is (-.053, 95% CI [-.006, -.098]); The total effect value is (.457,  $P < .001$ , 95% CI [.407, .507]), and the mediating effect accounts for 28.183% of the total effect. The results show that Family Supportive Supervisor Behaviors partially mediates the relationship between work family conflict and turnover intention, and the research hypothesis H4 is supported

## 6. DISCUSSION

This study mainly investigates the correlation and causal relationship between three variables: work family conflict, family supportive supervision behavior, and teacher turnover intention. Relevant analysis shows that work family conflict has a significant positive impact on teacher turnover



intention (correlation coefficient .488,  $p < .001$ ), which is consistent with previous research. When family responsibilities interfere with work, the most direct result may be absenteeism or finding another job (Wang and Liu, 2020). Work family conflict has a significant negative impact on family supportive supervision behavior (correlation coefficient  $-.688$ ,  $p < .001$ ), mainly manifested as a significant negative correlation between family supportive supervision behavior and work intervention (Crain et al., 2014). Family supportive leadership emphasizes helping employees balance work pressure and family responsibilities from an emotional and attitudinal perspective (Bosch et al., 2018). From the perspective of the work environment supported by the organization, family supportive leadership not only emphasizes the leader's personal support for the work, family, and life of employees, but also reflects the organization's family support policy's attention to the work and family of employees, thereby regulating and alleviating work family conflicts (Crain & Stevens, 2018). Family supportive leadership behavior has a significant negative impact on turnover intention (correlation coefficient  $-.393$ ,  $p < .001$ ). Family supportive leadership behavior can promote the improvement of leader member exchange quality, thereby increasing employee reciprocity beliefs and reducing turnover intention (Bagger & Li, 2014). Scholars such as Gerstner and Day (1997) have clearly pointed out that the higher the level of family supportive leadership behavior, the lower the level of employee turnover intention.

The mediation model analysis shows that family supportive mentor behavior is a mediator between work family conflict and teacher turnover intention among vocational college teachers in Jiangsu Province. Family supportive supervision behavior is defined as the behavior exhibited by supervisors supporting employee family roles, which is related to employee organizational outcomes (Hammer et al., 2013) and is a crucial link between work family support and employee behavior. Johnson (2014) proposed that supportive management in the work family aspect is key to reducing employee work family conflict and turnover behavior. Family supportive leadership behavior can be studied as a key mechanism for resolving work family conflicts. As a social resource, family supportive leadership not only benefits employees but also organizations through its positive outcomes, such as high job satisfaction and low turnover intention. Hammer et al. (2009) found that family supportive leadership behavior is significantly negatively correlated with work family conflict and turnover intention. Family supportive leadership behavior mediates the interactive effect of work family intervention and work family conflict (bidirectional) on turnover intention.

## 7. CONCLUSION AND RECOMMENDATIONS

This study reveals the relationship between teacher turnover intention, work family conflict, and family supportive supervision behavior. Firstly, work family conflict has a significant positive impact on the willingness of teachers to resign. Many studies, including Stella (2002), Boyar (2003), Kelly (2008), Amstad (2021), and Hammer et al. (2011), have shown a positive correlation between work family conflict and turnover intention. Family conflicts can lead to an imbalance between work and family responsibilities, affecting job satisfaction and performance, thereby increasing the likelihood of resignation. Xu and Li (2021) also pointed out that work family conflicts affect the willingness to resign; Jiang et al. (2018) believe that work family conflicts can increase employees' willingness to resign. Secondly, work family conflict has a significant negative impact on family supportive supervisory behavior. How to alleviate and reduce work family conflicts, organizational support and family support have always been the mainstream of research (Nie & Xie Yu, 2018). The concept of family supportive leadership behavior was proposed with the main purpose of alleviating work family conflicts, helping employees better assume work and family responsibilities, and fulfill corresponding obligations (Odele Dusseau, 2012). Thirdly, family supportive supervisory behavior has a significant negative impact on turnover intention. Family supportive supervisory behavior can improve employee job satisfaction, satisfy their emotional needs, and thus reduce turnover intention (Bagger & Li, 2014). Family supportive mentor behavior plays a mediating role between work family conflict and teacher turnover intention. Work family conflict can directly affect resignation intention, or it can be influenced by family supportive supervisory behavior (Logsdon et al., 2017). Teachers facing family conflicts may need more support, including social and leadership support. Family supportive supervisory behavior to some extent alleviates work family conflicts and ultimately reduces the likelihood of teacher turnover.

**Acknowledgements:** We would like to express our heartfelt thanks to all the respondents who participated in this study.

**Funding:** This study received no specific financial support.

**Availability of data and materials:** The dataset used or analyzed during the current research period can be obtained from the first author, provided that it is reasonably requested

### Author's contribution

ZYY: Concepts and design, statistical analysis, data analysis/interpretation, drafting of documents.

JM: Administrative, technical or material support, supervision, and final approval.

**Conflict of interest:** The author declares that there are no potential conflicts of interest regarding the research, authorship, and/or publication of this article.

### REFERENCES

- Ai, J., & Yang, T. (2016). The Influence of Professional Identity and Flexibility of Preschool Teachers on Turnover Intention [J]. *Journal of Teacher Education*, 2016, 3 (1): 9. [https://xueshu.baidu.com/usercenter/paper/show?paperid=f26217c593a62fa6651a02c1de0bcef&site=xueshu\\_se](https://xueshu.baidu.com/usercenter/paper/show?paperid=f26217c593a62fa6651a02c1de0bcef&site=xueshu_se)
- Agarwal, U. A., Gupta, M., & Cooke, F. L. (2022). Knowledge hide and seek Role of ethical leadership, self-enhancement and job-involvement. *Journal of Business Research*, (141), 770-781. <https://doi.org/10.1016/j.jbusres.2021.10.016>
- Ahmad, R., Nawaz, M. R., Ishaq, M. I., Khan, M. M., & Ashraf, H. A. (2023). Social exchange theory: Systematic review and future directions. *Frontiers in Psychology*, 13, 1015921. <https://doi.org/10.3389/fpsyg.2022.1015921>
- Amstad, F. T., Meier, L. L., Fasel, U. (2021). A meta-analysis of work-family conflict and various outcomes with a special emphasis on cross-domain Versus matching-domain relations.[J]. *Journal of Occupational Health Psychology*, 16(2)151-69. <https://psycnet.apa.org/doiLanding?doi=10.1037%2Fa0022170>
- Balogun, A. G., & Afolabi, O. A. (2018). Examining the moderating roles of job demands and resources on the relation between work engagement and work-family conflict. *South African Journal of Psychology*, 49(4), 479-490. <https://journals.sagepub.com/doi/abs/10.1177/0081246318818382>
- Boyar, S. L., Maertz, C. P. (2003), Pearson A W, et al. Work-family conflict: A model Of linkages between work and family domain variables and turnover intentions[J]. *Journal of Managerial Issues*, 15(2), 175-190. <https://www.jstor.org/stable/40604424>
- Carlson, D. S., Kacmar, K. M., & Williams, L. J. (2000). Construction and Initial Validation of a Multidimensional Measure of Work-Family Conflict. *Journal of Vocational Behavior*, 56(2)249-276. <https://doi.org/10.1006/jvbe.1999.1713>
- Carvalho, V. S., Santos, A., Ribeiro, M. T., & Chambel, M. J. (2021). Please, do not interrupt me: Work-family balance and segmentation behavior as mediators of boundary violations and teleworkers' burnout and flourishing. *Sustainability*, 13(13), 7339. <https://doi.org/10.3390/su13137339>
- Chi, Y. B., Dae, S. H., Sei, J. C. (2017). Association between Emotional Labor, Emotional Dissonance, Burnout and Turnover Intention in Clinical Nurses: Multiple-Group Path Analysis across Job Satisfaction [J]. *Journal of Korean Academy Nursing*, 47(6), 770-780. <https://doi.org/10.4040/jkan.2017.47.6.770>
- Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V. (2017). Social Exchange Theory: A Critical Review with Theoretical Remedies. *Academy of Management Annals*, 11(1), 479-516. <https://doi.org/10.5465/annals.2015.0099>
- Dawn, S. C., Michele, K., Larry, J. W., (2000). Construction and Initial Validation of a Multidimensional Measure of Work-Family Conflict. *Journal of Vocational Behavior*, 56, 249-276. <https://doi.org/10.1006/jvbe.1999.1713>

- Ding, X., Yang, Y., Su, D. (2018). Can Job Control Ameliorate Work-family Conflict and Enhance Job Satisfaction among Chinese Registered Nurses? A Mediation Model [J]. *Int J Occup Environ Med*, 9(2), 97-105. <https://pubmed.ncbi.nlm.nih.gov/29667647/>
- Dios Martínez Agudo, J. (2014). English as a foreign language teacher education: *Current perspectives and challenges*. BRILL. <https://doi.org/10.1163/9789401210485>
- Dormann, C. F. Elith, J., Bacher, S., Buchmann, C., Carl, G., Caré, G., Marqu, J. R.G., Gruber, B., Lafourcade, B., & Leit, P. I. (2013). Collinearity: A review of methods to deal with it and a simulation study evaluating their performance. *Ecography*, 36(1), 27-46. <https://doi.org/10.1111/j1600-0587.2012.07348.x>
- Farh, J. L. Tsui, A. S., Xin, K. & Cheng, B. S. (1998). The influence of relational demography and guanxi: The Chinese case *Organization Science*, 9(4), 471-488 <https://doi.org/10.1287/orsc.9.4.471> <https://doi.org/10.1287/orsc.9.4.471>
- Fornell & Larcker. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, 18 (February), 39-50. <https://journals.sagepub.com/doi/10.1177/002224378101800104>
- Grandey, A. A., & Melloy, R. C. (2017). The state of the heart: Emotional labor motion regulation reviewed and revised. *Journal of Occupational Health Psychology*, 22(3), 407-422. <https://doi.org/10.1037/ocp0000067>
- Grandey, A. A. (2024). When «The Show Must Go on»: Surface Acting and Deep Acting as Determinants of Emotional Exhaustion and Peer-Rated Service Delivery. *Journal of Management Society*, 46(1). 86-96. <https://doi.org/10.2307/30040678>
- Griffeth, R. W., Hom, P. W. & Gaertner, S. (2020). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implication for the next millennium, *Journal of Management*, 26( 3), 463-88. [https://doi.org/10.1016/S0149-2063\(00\)00043-X](https://doi.org/10.1016/S0149-2063(00)00043-X)
- Hair, J.F. (2009). *Multivariate data analysis* (7th ed.). Kennesaw State University.
- Hammer, L. B., Kossek, E. E., Anger, W. K., Bodner, T. & Zimmerman, K. L. (2011). Clarifying work family intervention processes: The roles of work-family conflict and family-supportive supervisor behaviors. *Journal of applied psychology*. 96(1), 134. <https://psycnet.apa.org/doiLanding?doi=10.1037/a0020927>
- Hayes, A.F. (2012). *Process: A versatile computational tool for observed variable mediation, moderation, and conditional process modeling*. Guilford Press.
- Huang, S., Yin, H., & Tang, L. (2019). Emotional Labor in Knowledge-Based Service Relationships: The Roles of Self-Monitoring and Display Rule Perceptions. *Frontiers in Psychology*, 10, 78-91. <https://doi.org/10.3389/fpsyg.2019.00801>
- Huang, C., & Zhu, C.P. (2020). A study on the impact of job satisfaction and organizational commitment on the turnover intention of applied University teachers. *Journal of Mount Huangshan University*, 22(4), 104-107. <https://kns.cnki.net/kcms/detail/detail.aspx?dbcode=CJFD&dbname=CJFDLAST2020&filename=HSXB202004022&V=A7a2rmm2Esk8Y%25mmd2BDHDeMia5yodzk%25mmd2BaXxODdLnyMIYh%25mmd2BmwMA6dgCVOVS%25mmd2FI0%25mmd2B2N8CQM>
- Homans & George, C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63(6), 597-606. <https://www.journals.uchicago.edu/doi/abs/10.1086/222355>
- Jiang, S. J. (2010). A Study on the Current Status and Relationship of Job Satisfaction, Organizational Commitment, and Turnover Intention of Blue collar Employees in Manufacturing Industry: A Case Study of YYX Factory [D] Jiangsu: Yangzhou University, 2010 DOI:10.7666/d.Y1701519.
- Kelly, E. L., Kossek, E. E., Hammer, L. B. (2008). Getting There from Here: Research on the Effects of Work-Family Initiatives on Work-Family Conflict and Business Outcomes. [J]. *Acad Manag Ann*, 2(1), 305-349. <https://pubmed.ncbi.nlm.nih.gov/20589229/>

- Kossek, E. E., Perrigino, M. B., Russo, M., & Morandin, G. (2023). Missed Connections Between the Leadership and Work–Life Fields: Work–Life Supportive Leadership for a Dual Agenda. *Academy of Management Annals*, 17(1), 181–217. <https://doi.org/10.5465/annals.2021.0085>
- Kuzior, A., Kettler, K., & Rąb, Ł. (2022). Great Resignation—Ethical, Cultural, Relational, and Personal Dimensions of Generation Y and Z Employees' Engagement. *Sustainability*, 14(11), 6764. <https://doi.org/10.3390/su14116764>
- Jeung, D. Y., Kim, C., & Chang, S. J. (2018). Emotional Labor and Burnout: A Review of the Literature. *Yonsei Medical Journal*, 59(2), 187. <https://doi.org/10.3349/ymj.2018.59.2.187>
- Wei, S. Q., Guan, J. F., Wang, S. M., & Liang, J. Q. (2021). The relationship between professional identity, emotional labor, and occupational well-being of preschool teachers. *Chinese Journal of Health Psychology*, 29(9), 1367–1371. <https://xueshu.baidu.com/usercenter/paper/show?paperid=1n3w06c0ax7g0gv08a4b02t04x526456>
- Juniarily, A., Purnamasari, A., Anggraini, D. & Andini, H. (2018). Emotional intelligence subjective well being, and work-family conflict among university lecturers. *Animal Indonesian Psychological Journal*, 33(4), 79–93. <https://doi.org/10.24123/AIPJ.V3314.1798>
- LARRY, R., SHI, X., MARTINEZAND, QIN, L. V. (2017). Communication is Key: The Interaction of Emotional Labor Strategies on Hotel Supervisors' Turn over Intentions in China[J]. *Tourism Analysis*, 22(5), 125–137. <https://doi.org/10.3727/108354217X1488819256216>
- Lee, Y. H. & Chelladurai, P. (2018). Emotional intelligence, emotional labor, Coach burnout, job satisfaction, and turnover intention in sport leadership. *European Sport Management Quarterly*, 18(4), 39. <https://doi.org/10.1080/16184742.2017.1406971>
- Li, D., Li, X., Wang, i., Wang, G., & Newton, C. (2019). Work-family Conflict influences the relationship between family embedded ness and turnover Intention Social Behavior and Personality. *An International Journal*, 47(4), 1–13. <https://doi.org/10.2224/sbp.7640>
- Logsdon, A., Mars, A., Tompkins, H. (2017). Claiming expertise from betwixt and between: Digital humanities librarians, emotional labor, and genre theory[J]. *College Undergraduate Libraries*, (2), 1–16. <https://doi.org/10.1080/16184742.2017.1406971>
- 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>
- Mutenheri, E. (2017). Factors that Influence the Turnover Intentions of Employee tin the Tourism Sector in Zimbabwe[J]. *Social Science Electronic Publishing*. 5(12).158–165. [www.researchgate.net/publication/313397890\\_Factors\\_that\\_influence\\_the\\_turnover\\_intentions\\_of\\_employees\\_in\\_the\\_tourism\\_sector\\_in\\_Zimbabwe](http://www.researchgate.net/publication/313397890_Factors_that_influence_the_turnover_intentions_of_employees_in_the_tourism_sector_in_Zimbabwe)
- Najam, U., Ishaque, S., Shoukat, S. (2018). Interactive effect of CCM Between the relationship of workplace bullying, burnout and turnover intentions.[J]. *Cogent Business and Management*, 5(2), 1–13. <https://doi.org/10.1080/23311975.2017.1422233>
- Obrenovic, B., Jianguo, D., Khudaykulov, A., & Khan, M. A. S. (2020). Workfamily conflict impact on psychological safety and psychological well-being: A job performance model. *Frontiers in Psychology*, 11, 475. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7137557/>
- Qu, L.J. (2021). The relationship between emotional labor, job satisfaction, and occupational burnout among university teachers: a meta-analysis based on empirical research both domestically and internationally since the 21st century. *Chongqing Education Research*, 9(6), 67–77. <https://doi.org/10.1016/j.edurev.2019.100283>
- Schaufeli, B. W. (2012). Work Engagement. What Do We Know and Where Do We Go?. *Romanian Journal Applied Psychology*. 14(1). 3–10. <https://doi.org/10.2486/indhealth.MS1355>
- Silvia, S., Greta, M., & Dina, G. (2021). Work-family conflict, burnout and work engagement among teachers: The moderating effect of job and personal

- resources. *Avances en Psicología Latino Americana*, 29(2) , 302-316. [https://www.researchgate.net/publication/262517100\\_Workfamily\\_conflict\\_burnout\\_and\\_work\\_engagement\\_among\\_teachers\\_The\\_moderating\\_effect\\_of\\_job\\_and\\_personal\\_resources](https://www.researchgate.net/publication/262517100_Workfamily_conflict_burnout_and_work_engagement_among_teachers_The_moderating_effect_of_job_and_personal_resources)
- Sun, R. & Wang, W. (2019). Trans for National leadership, employee turn Over Intention and actual voluntary turnover in public organizations(J). *Public Management Review*. 19(3), 1-18. <https://doi.org/10.1080/14719037.2016.1257063>
- Tinsley, H. E. & Tinsley, D. J. (1987). Uses of factor analysis in counseling psychology research. *Journal of Counseling Psychology*, 34(4),414-415. <https://psycnet.apa.org/doi/10.1037/0022-0167.34.4.414>
- Tirkan Argon, & S, (2017). Teacher views on organizational support and psychological contract violation. *Journal of Education Practice*, 8(2),44-55. <https://files.eric.ed.gov/fulltext/EJ1131736.pdf#:~:text=According%20to%20research%20results%2C%20teachers%20%E2%80%9Cstrongly%20agreed%E2%80%9D%20to,views%20on%20organizational%20support%20and%20psychological%20contract%20violation.>
- Vangapandu, R.D. (2021). Impact of Work-Family Conflict on career Development,of Knowledge. Workers in Indian IT Sector:exam tining Code rating Effect of Age. *International Journal of Human Capital and teormarion Technology Professionals*, 12(3),17-18. <https://www.igi-global./279079>
- Wang, C.Y., Chen, J. D., Wang, C. H. (2017). Effects of Job Burnout and Emotional Labor on Objective Structured Clinical Examination Performance Among interns and Residents in Taiwan[J]. *Evaluation & the Health Professions*, 10(24), 1-26. [https://www.researchgate.net/publication/320003198\\_Effects\\_of\\_Job\\_Burnout\\_and\\_Emotional\\_Labor\\_on\\_Objective\\_Structured\\_Clinical\\_Examination\\_Performance\\_Among\\_Interns\\_and\\_Residents\\_in\\_Taiwan](https://www.researchgate.net/publication/320003198_Effects_of_Job_Burnout_and_Emotional_Labor_on_Objective_Structured_Clinical_Examination_Performance_Among_Interns_and_Residents_in_Taiwan)
- Wang, X. L.(2021). A Study on the Relationship Between Work-Family Conflict and Job Satisfaction Among University Teachers. Shanxi Higher Education Association, 33 (11), 6-11. [https://oversea.cnki.net/KCMS/detail/detail.aspx?dbcode=CJFD&dbname=CJFDLAST2021&filename=SXGD202111012&uniplatform=OVERSEA&v=aoAQ3nLFa1\\_af31CspjOrWK1Te8Dz2jD\\_bftamx6OV2mmwNfgIVLETU7MSjODMCL](https://oversea.cnki.net/KCMS/detail/detail.aspx?dbcode=CJFD&dbname=CJFDLAST2021&filename=SXGD202111012&uniplatform=OVERSEA&v=aoAQ3nLFa1_af31CspjOrWK1Te8Dz2jD_bftamx6OV2mmwNfgIVLETU7MSjODMCL)
- Wen, Z., Hong,D. M., Shu.J.Y. (2018). The Influence of Professional identity, Job Satisfaction, and Work Engagement on Turnover Intention Among Township Health Inspectors in China [J]. *International Journal of Environmental Research and Public Health*, 15(5), 988-1001. <https://pubmed.ncbi.nlm.nih.gov/29757985/>
- Wu, P. J. (2003). The relationship between the influencing factors of emotional labor among front line service personnel and their outcomes: A case study of bank employees. Taipei: Institute of Psychology, National Cheng chi University, 47. <https://www.hanspub.org/reference/ReferencePapers?ReferenceID=32057>
- Wharton, A. S. (2009). The Sociology of Emotional Labor. *Annual Review of Sociology*, 35(1), 147-165. <https://doi.org/10.1146/annurev-soc-070308-115944>
- Xing, Q., & Chen, Z. Q. (2009) Research on the Relationship between Organizational Atmosphere of and the Turnover Intention of Preschool Teachers. *Education Measurement and Evaluation* .(3). 12-17. [https://wenku.baidu.com/view/22c7d76fdeccda38376baf1ffc4ffe473368fda5.html?wkt\\_s=1727068559289&bdQuery=%E9%82%A2%E5%BC%BA%E9%99%88%E8%87%AA%E5%BC%BA+%E7%A6%BB%E8%81%8C%E5%80%BE%E5%90%91](https://wenku.baidu.com/view/22c7d76fdeccda38376baf1ffc4ffe473368fda5.html?wkt_s=1727068559289&bdQuery=%E9%82%A2%E5%BC%BA%E9%99%88%E8%87%AA%E5%BC%BA+%E7%A6%BB%E8%81%8C%E5%80%BE%E5%90%91)
- Xu, C. (2018). The effects of teacher support and psychological suzhi on middle school students' academic achievement. *Psychological Development and Education*,34(6), 707- 714. <https://pubmed.ncbi.nlm.nih.gov/36554516/>
- Yang, B.l., & Huang, J., (2021). The impact of work family conflict on work engagement among kindergarten teachers: the mediating role of emotional regulation strategies and occupational stress. *Early childhood education*,(33),38-42. <https://chn.oversea.cnki.net/KCMS/detail/detail.aspx?dbcode=CJFD&dbname=C>



[JFDLASN2022&filename=YEJY202133007&uniplatform=OVERSEA&V=E7NcHRO0xI2Nj5hkP2t3YPzQ7wex7mizssNh7\\_CgmMq2Q1SbP8u71hHfKXiOwC](#)

Yang, H. Q. (2020). Does the emotional labor of young university teachers lead to overwork? Testing of intermediary and moderating variables. *Journal of China Institute of Labor Relations*, 34 (3), 42-50.

<https://kns.cnki.net/kcms/detail/detail.aspx?dbcode=CJFD&dbname=CJFDLAST2020&filename=GHLJ202003005&uniplatform=NZKPT&v=heRlfvalcelP4iWID7Ls3mHjBep8PXPkYmOnOJVxNDGNCLtccGcxF6Ts5PUkmEo2>

Yao, J. (2020). Principal-teacher management communication and teachers job performance: the mediating role of psychological empowerment and affective commitment. *The Asia-Pacific Education Researcher*, 29(4), 365-375. DOI: [10.1007/s40299019-00490-0](https://doi.org/10.1007/s40299019-00490-0)

Yi, B.,(2021). The impact of psychological contracts among university teachers on public service motivation: the moderating effect of emotional labor.

*Contemporary Education Forum*, 301, 67-74.

<https://doi.org/10.1177/2158244019840122>

Yin, H., Huang, S., & Chen, G. (2019). The relationships between teachers' emotional labor and their burnout and satisfaction: A meta-analytic review. *Educational Research Review*, 28, 1- 18.

<https://doi.org/10.1016/j.edurev.2019.100283>

Yuh, J. C., Woo, C. J., Hyunjoo, K. (2017). Association of Emotional Labor and Occupational Stressors with Depressive Symptoms among Women Sales Worker St a Clothing Shopping Mall in the Republic of Korea: A Cross-Sectional Study[J]. *International Journal of Environmental Research and Public Health*, 4(12), 1440-1449.

<https://pubmed.ncbi.nlm.nih.gov/29168777/>

Zikan, K,(2017). Peculiarities of psychological competence formation of university teachers in inclusive educational environment Eurasia Journal of Mathematics e, *Technology Education*, 13(8),4701-4713,DOI: [10.12973/eurasia.2017.00947a](https://doi.org/10.12973/eurasia.2017.00947a)

Zhang, M. Y.(2022). Research on the Current Situation and Countermeasures of Labor Education in Vocational Colleges in the New Era [J]. *Journal of Heilongjiang Ecological Engineering Vocational College*, 2022, (3), 92-93.[https://www.researchgate.net/publication/366855578\\_Research\\_on\\_the\\_Current\\_Situation\\_and\\_Countermeasures\\_of\\_Labor\\_Education\\_in\\_Higher\\_Vocational\\_Colleges\\_in\\_the\\_New\\_Era](https://www.researchgate.net/publication/366855578_Research_on_the_Current_Situation_and_Countermeasures_of_Labor_Education_in_Higher_Vocational_Colleges_in_the_New_Era)

Zhang, Y., Rasheed, M. & Luqman, A. (2020). Work-family conflict and Turn over intentions among Chinese nurses: The combined role of job and life satisfaction and perceived supervisor support. *Personnel Review*, 49(5),1140-1156.[https://www.researchgate.net/publication/337885787\\_Work-family\\_conflict\\_and\\_turnover\\_intentions\\_among\\_Chinese\\_nurses\\_The\\_combined\\_role\\_of\\_job\\_and\\_life\\_satisfaction\\_and\\_perceived\\_supervisor\\_support](https://www.researchgate.net/publication/337885787_Work-family_conflict_and_turnover_intentions_among_Chinese_nurses_The_combined_role_of_job_and_life_satisfaction_and_perceived_supervisor_support)

Zhang, Y., & Zhang, L. J. (2023). "Good for me to Leave it for Good": A Longitudinal Study on How Emotion Labor in Teaching Contributes to a Beginning EFL Teacher's Resignation. *TESOL Quarterly*, tesq. 3289