
NEWSLETTER

The Relationship between Perceived Organizational Support and Turnover Intention in Primary and Secondary Teachers: The Mediating Effect of Career Adaptability and Moderating Effect of Social Capital

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PERCEIVED ORGANIZATIONAL SUPPORT plays a central role in career adaptation and professional development of primary and secondary teachers. Factors influencing the relationship between perceived organizational support and turnover intention in this group have been under-researched. This study is an investigation of the said relationship and the effects of teacher career adaptability and social capital on the relationship based on a questionnaire survey of 1118 Chinese primary and secondary teachers through online questionnaire platforms.

Research Findings:

- There is a significantly negative correlation between perceived organizational support and turnover intention in primary and secondary teachers.
- Career adaptability significantly mediates the relationship between perceived organizational support and turnover intention in this group.
- The teacher's social capital affects their turnover intention by moderating the effects of perceived organizational support on career adaptation in them.
- There is a positive correlation between social capital and career adaptation in primary and secondary teachers.

Based on its research results, the study suggests: (i) creating a work-supportive environment to foster teachers' perception of organization support; (ii) increasing teacher professional development efforts to enhance career adaptability of basic education teachers; (iii) facilitating teachers' acquisition of social capital by organizing professional learning communities, leveraging diverse sources of social support, and integrating in- and out-of-school resources.

Source: Journal of Southwest University (Social Sciences Edition), 2025; 51(03):290-301.