pISSN: 1906 - 6406 The Scholar: Human Sciences
eISSN: 2586 - 9388 The Scholar: Human Sciences
https://assumptionjournal.au.edu/index.php/Scholar

Factors Impacting Teacher's Job Satisfaction in Private Higher Education Schools in Beijing, China

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Received: Frebuary 8, 2024. Revised: April 4, 2024. Accepted: Frebuary 18, 2025.

Abstract

Purpose: The study investigates the influence of four independent variables (Teacher Professional Community, Involvement, Professional Collaboration, and Distributed Leadership) on the dependent variable (Teachers' Job Satisfaction). Additionally, it aims to identify significant differences between variables. **Research design, data, and methodology:** The research employed the Index of Strategic Planning (SP) for validity and a Cronbach's Alpha in a pilot test (n=30) for reliability. Multiple linear regression analysis was conducted on 302 valid questionnaires from the Beijing City University faculty members to verify the significant relationship between the variables. Following this, 30 respondents underwent a 14-week Strategic Planning (SP). Afterward, the quantitative results from post-SP and pre-SP were analyzed in the paired-sample t-test for comparison. **Results:** In multiple linear regression, the study revealed that teacher professional community, professional collaboration, and distributed leadership significantly impacted teachers' job satisfaction, while involvement had no significant impact on creativity. Finally, the results from the paired-sample t-test for comparison demonstrated significant differences in teacher professional community, professional collaboration, and distributed leadership between the post-SP and pre-SP stages. **Conclusions:** This study focuses on the teachers of Beijing City University to enhance their job satisfaction through the development of a teacher professional community, professional collaboration, and distributed leadership.

Keywords : Teacher Professional Community, Involvement, Professional Collaboration, Distributed Leadership, Teachers' Job Satisfaction

JEL Classification Code: D9, I23, L2

1. Introduction

According to Beijing Youth Daily, "the annual turnover rate of teachers in private colleges and universities is roughly between 10% and 20%, generally showing the phenomenon of 'more coming in, more going out'", available at http://www.sz21cedu.cn/?nson/id/215/m/322.html. In recent years, the turnover rate of teachers at Beijing City College has increased, and enrollment has declined. Lower job satisfaction has recently been recognized as an extremely important cause of the current teaching crisis in Beijing. In addition, it is positively correlated with job performance, and schools with high levels of job satisfaction are expected to have better levels of teaching and produce more accomplished academics. In this case, how to improve teachers' job satisfaction is a problem we need to pay attention to (Tickle et al., 2011).

This study explored the effects of teacher professional community, involvement, professional collaboration, and distributed leadership on teachers' job satisfaction. Improving teachers' job satisfaction can help the Beijing City College administrators solve the college's current problems.

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2. Literature Review

2.1 Teacher Professional Community (TPC)

According to Westheimer (1999), teacher communities are based on the same perception and mutual understanding, mutually supportive, active participation, rewarding connections, and valuing individual perspectives. Vercio et al. (2008) also argue that this type of association is built to improve student achievement through teacher training. We see a "Teacher professional community" as a cohesive community of teachers working together to strengthen teachers' practical activities and students' learning (Grossman et al., 2001; Stoll & Louis, 2007; Vercio et al., 2008). It is not enough to bring teachers together to ensure community development (Rousseau, 2004). Teacher professional community development study by teacher professional groups has shown that communities change over time and go through different stages from infancy to maturity within the support structure. Sherin and Van Es (2009) proposed the shape of developing teacher-learning communities in video clubs. A framework for developing teacher learning communities in video clubs. As the people involved began to work with each other to support development. Dooner et al. (2008) utilized four stages of growth to analyze cooperative dynamics utilized in developing and maintaining specialized field groups. Grossman et al. (2001) outlined the shape of three developmental stages of community formation: the initial stage, the developmental and maturation stage, and the developmental and maturation stage. The framework is subdivided into the following four perspectives: the teacher community (1) develops group identity and interaction norms, (2) crosses fault lines, (3) negotiates potential tensions, and (4) shares responsibility for personal growth. Therefore, this study indicates a hypothesis:

H1: Teacher professional community has a significant impact on teachers' job satisfaction.

2.2 Involvement (IN)

Involvement is the degree to which a person identifies with their work (Kanungo, 2013). Work involvement can be thought of as how superior the job is or how important the job is to an individual's self-worth fulfillment (Lodahl & Kejner, 1965). A good match between employees and their jobs can produce positive attitudes and behavior. P–J fit results in higher job involvement as employees feel highly involved when their work satisfies their salient needs (Bhat & Rainayee, 2017; Culibrk et al., 2018; Peng & Mao, 2015). Similarly, Ju et al. (2013) also found that P–J fit is strongly associated with job involvement. Employees who feel that their work has the potential to satisfy their own needs are highly involved in and psychologically attached to their jobs (Rahmadani & Sebayang, 2017; Yen & Ok, 2011). They also personally identify with their work, leading to higher job involvement. Psychologically attached employees enhance organizational productivity and effectiveness, thereby contributing to the competitive advantage (Brown, 1996; Vance, 2006). Involvement matches the skills, employees' abilities, and individual interests of the job demands, which leads to higher job involvement. In the same context, job involvement is conditioned by the degree to which employees evaluate their actual degree of compatibility with their jobs (Kristof, 1996; Saks & Ashforth, 1997). Employees' valuation of their actual degree of "job match" leads to increased or decreased involvement with their jobs. A recent study by Chua et al. (2018) stated that job involvement is enhanced when individual skills, abilities, needs, and desires align with the organizations. Further, employees who fit well with their job demands and have enough resources to devote to their work lead to an increase in work motivation that enhances job involvement (Zhao & Han, 2016). Therefore, this study indicates a hypothesis:

H2: Involvement has a significant impact on teachers' job satisfaction.

2.3 Professional Collaboration (PC)

Professional collaboration is a technical term that may encompass a wide range of different activities between individual schools (Goddard et al., 2007). Several terms were found to be conflated with professional collaboration, including collegiate collaboration, professional learning communities, faculty teams, faculty collaboration, and professional networks, among others (Vangrieken et al., 2015). In this particular study, professional cooperation refers to a specific action outlined in one of the two subscales labeled "teacher cooperation" in the measurement: the "Professional cooperation" subscale (OECD, 2014). First, "professional collaboration" projects differ from those involving collaboration and shared responsibility in the distributed leadership measure because they record the frequency of specific activities undertaken by teachers. In contrast, distributed leadership projects deal with the general culture of the school. Secondly, the "professional cooperation" subscale items correspond to actual teaching practice activities.

In contrast, the other items in the "teacher cooperation" subscale are more closely related to teaching information sharing. The former scale was chosen as a proxy for professional cooperation because the implied level of teacher interaction required to carry out said actions is much greater than that required by the latter. For example, on the latter scale, exchanging materials and attending team meetings may not require teacher-to-teacher contact, but co-teaching

explicitly requires extensive teacher interaction. In addition, actions such as "co-teaching" and "joint participation in classroom projects" require many of the items already listed in the Instructional Communication and Coordination subscale, such as exchange of materials and Participation in specific student discussions. The mediating effect of professional cooperation comes from the qualitative research of Forte and Flores (2014), who postulated that "issues and constraints associated with collaborative work are located at the organizational level, such as time and working conditions" and that the key to collaborative professional development lies with school leaders. The existence and benefits of professional collaboration have been demonstrated in systems other than the United States, such as Nias et al. (1989) qualitative and participatory study of staff relations in five elementary schools in England. Professional collaboration was key to their success (OECD, 2014; Schleicher, 2016). Therefore, this study indicates a hypothesis:

H3: Professional collaboration has a significant impact on teachers' job satisfaction.

2.4 Distributed Leadership (DL)

Distributed leadership is an important definition of understanding different stakeholders in an organization to develop leadership. It enables people to see leadership as a moving process rather than a static embodiment of a role and to study how qualitative situations in which leadership is assigned have different consequences. From the distributed leadership perspective, several people participate in leadership activities and accomplish common goals under a common background (Gronn, 2002; Spillane, 2006), in which leadership distribution varies. This approach to understanding leadership differs from the view of leadership associated with formal titles or a single leader. Leaders may exist in a network rather than a strict hierarchy or pyramid structure. Mayrowetz (2008) argues that different users will understand the concept of distributed leadership differently. When this definition first appeared 15 years ago, researchers used it primarily when studying school leadership. In later years, along with the development and growing interest in distributed leadership theory, school staff began to use a framework for simulating workplace management and culture. Mayrowetz (2008) describes four uses of distributed leadership: (1) a relevant theoretical framework regarding the study of educational leadership, (2) the development of its democratic leadership style in schools, (3) ways to improve academic performance (e.g., efficiency and effectiveness), and (4) the addition of a leadership style regarding professional learning. Spillane et al. (2004), the founders of Distributed Leadership Theory, describe this as different from a particular leadership categorization or style and the process by which different situations occur in total leadership activities. Spillane (2006) calls it a “perspective”, and Gronn (2002) refers to it as a "unit of analysis," which differs from the way school practitioners have defined it and is most consistent through the study use of distributed leadership as articulated by Mayrowetz (2008). Therefore, this study indicates a hypothesis:

H4: Distributed leadership has a significant impact on teachers' job satisfaction.

2.5 Teachers’ Job Satisfaction (TJS)

Job satisfaction is a feeling of accomplishment that people derive from their job. Teachers' perceptions of their job situation are 'highly predictive' of their intention to leave (Ladd, 2011). There is a significant positive correlation between job satisfaction and teacher retention (Griffith, 2004; Stockard & Lehman, 2004; Tickle et al., 2011). Teaching takes place in various types of schools with different working conditions. The teacher can be perfectly contented with his or her teaching career but be unhappy with a particular school and subsequently seek to change jobs to another school. Teachers are more willing to transfer from low-income to well-resourced schools (Ingersoll & May, 2012). However, some teachers are dissatisfied with their teaching careers and do not consider a specific workplace. Job satisfaction is used as a multi-perspective construct to analyze the types of teacher turnover and the different reasons for leaving. Turnover refers to changing schools or ending the teaching profession (Ingersoll & May, 2012). The researcher focused more on a related variable of retained teachers similar to the one that predicted turnover and commitment and divided it into two-dimensional: professional commitment and organizational commitment (Bogler & Somech, 2004; Ware & Kitsantas, 2007). Professional commitment refers to teachers' commitment to the teaching profession, and organizational commitment refers to teachers' commitment to the school organization. Although commitment is a different variable, this conceptualization alike the research on job satisfaction and its similarities in this study. The teacher survey project included job and occupational satisfaction as small branches of their satisfaction scales.

3. Research Methods and Materials

3.1 Research Framework

The researcher applied three model theories from Stearns et al. (2017), Crisci et al. (2018), distributed leadership, professional collaboration, and teachers' job satisfaction in U.S. schools (Torres, 2019). All three theoretical frameworks mentioned. The above-supported and developed conceptual framework is in Figure 1.

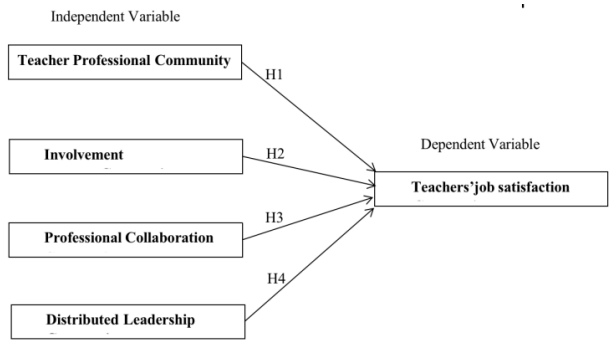

Figure 1: Conceptual Framework

H1: Teacher professional community has a significant impact on teachers' job satisfaction.
H2: Involvement has a significant impact on teachers' job satisfaction.
H3: Professional collaboration has a significant impact on teachers' job satisfaction.
H4: Distributed leadership has a significant impact on Teachers' job satisfaction.

3.2 Research Methodology

The research process comprises four distinct stages. The entire research population (n=302) was initially surveyed to collect data for the proposed conceptual framework. Subsequently, all hypotheses underwent rigorous testing using multiple linear regression to determine their significance tap-value threshold of < 0.05. As a result, hypotheses that received support were retained, while those that did not meet the criteria were eliminated.

The second stage involved conducting pre-SP surveys on the remaining 302 respondents within the supported hypotheses. The third stage introduced strategic planning (SP), which was specifically implemented with 30 participants. In the final stage, 30 SP participants completed a survey, generating the necessary data for conducting a paired-sample t-test analysis to compare the pre-SP and post-SP results. This comprehensive process allowed for thoroughly examining the research's objectives and hypotheses.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

This study selected teachers from the five departments of Urban Construction, Economic Management, Public Administration, Biomedical Sciences, and Performance at Beijing City University as the research objects. Of these, 112 are in Urban Construction, 66 in Economic Management, 56 in Public Administration, 36 in Biomedical Sciences, and 32 in Performance. There are 302 people. These teachers can be considered as the subjects of this study. A total of 310 teachers received the questionnaire. Afterward, the researcher checked all responses and confirmed that 302 were valid.

3.3.2 Sample size

The researchers conducted a random pilot survey on 30 teachers and verified the reliability through the pilot test. Subsequently, the researchers selected 310 teachers from Beijing City University as the research group, obtained 302 valid questionnaires, and then conducted a survey through multiple linear regression to determine the relationship between independent and dependent variables. Finally, the researchers selected 30 volunteers who participated in the SP intervention phase.

3.3.3 Sampling Procedures

Researcher conducted several sampling and relating sampling procedures were as follows:

Sampling 1: Sampling for pilot survey and pilot test Researcher sampled 30 teachers randomly by asking teachers to fill out the survey questionnaire and to give feedback for a pilot survey and pilot test.

Sampling 2: Sampling for Pre-survey A sample survey was conducted among 310 teachers in different departments using a questionnaire. The researchers then examined all the responses and confirmed that 302 were valid.

Sampling 3: Sampling for SP The researcher randomly selected and sampled 30 voluntary teachers to implement SP.

3.4 Research Instruments

3.4.1 Design of Questionnaire

The researcher designed the survey questionnaire by following three steps.

Step1: Identifying questionnaire sources from three openly published articles (Banerjee et al., 2017; Crisci et al., 2018; Torres, 2019;)

Step 2: Adjusting and Presenting survey questionnaires on Chinese university teachers' Context.

Step 3: Implementing IOC.

3.4.2 Components of Questionnaire

Survey questionnaire items were composed of the following three parts:

Part 1: Screening Questions. There were screening questions to filter out the non-research population.

Part 2: Basic info Questions. There were questions to gain basic info on the research population, including gender, age, birthplace, and so on.

Part 3: Pre-survey Questions. There were questions for the pre-survey to find out the current level of IV and DV to a total of 302 teachers.

3.4.3 IOC Results

The researcher invited five independent experts or, scholars, or doctors to implement IOC (Index of item-objective congruence), and one of them was a Thai professor, and the other four were Chinese professors. In this IOC process, independent experts, scholars, or doctors are marked +1 for Congruent, 0 for Questionable, and - 1 for Incongruent. In this research, all questionnaire items were greater than 0.67, so the researcher retained all questionnaire items.

3.4.4 Pilot survey and Pilot test results

Researcher implemented pilot survey to 30 teachers randomly by asking them to fill out the questionnaire and give feedback. Afterward, the researcher implemented Cronbach's Alpha's internal consistency reliability test, which values should be equal to or greater than 0.7 (Nunnally & Bernstein, 1994). Therefore, the table below demonstrates the approved results for high reliability of each construct.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Teacher Professional Community (TPC)	4	Banerjee et al. (2017)	0.820	Good
Involvement (IN)	4	Crisci et al. (2018)	0.776	Acceptable
Professional Collaboration (PC)	4	Torres (2019)	0.830	Good
Distributed Leadership (DL)	4	Torres (2019)	0.957	Excellent
Teachers' Job Satisfaction (TJS)	4	Banerjee et al. (2017)	0.909	Excellent

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

The researcher demonstrated the demographic profile of the entire research population (n=302), followed by the selected students' group (n=30), who participated in SP, as shown in Table 2.

Table 2: Demographic Profile

Entire Research Population (n=302)		Frequency	Percent
Gender	Male	137	45.4%
	Female	165	54.6%
Age	35 and below	97	32.1%
	35 – 45	114	37.7%
	45 and above	91	30.1%
Major	Urban Construction	56	18.5%
	Economic Management	47	15.5%
	Public Administration	67	22.1%
	Biomedical Sciences	66	21.8%
	Performance	66	21.8%
Total		**302**	**100%**
IDI Participants (n=30)		**Frequency**	**Percent**
Gender	Male	18	60.00%
	Female	12	40.00%
Age	35 and below	8	26.7%
	35 – 45	12	40%
	45 and above	10	33.3%
Major Major	Urban Construction	4	13.3%
	Economic Management	6	20%
	Public Administration	8	26.7%
	Biomedical Sciences	8	26.7%
	Performance	4	13.3%
Total		**30**	**100%**

4.1.2 Results of multiple linear regression

Researcher conducted Multiple linear regression (MLR) was used for 302 survey questionnaire results to determine whether each hypothesis was supported. The research employed multiple linear regression analysis because it encompasses five independent variables (all continuous variables). Therefore, the multiple linear regression method was utilized for analysis. Table 3 shows the relationship between these four independent variables and teachers' job satisfaction at the diagnostic stage. Multiple linear regression analysis was conducted using statistical software, and the significance test showed that the p-value was less than 0.05,

indicating that the four dimensions of the independent variables had a significant effect on the dependent variable. The R-squared value was 0.778, indicating that the independent variables accounted for 77.8% of the variance of the dependent variable. In addition, the significant values ($p < 0.05$) indicated that teacher professional community, professional collaboration, and distributed leadership impacted teachers' job satisfaction. The standardized regression coefficients for three variables were greater than 0, indicating a positive correlation between teacher professional community, professional collaboration, distributed leadership, and teachers' job satisfaction. By looking at the standardized regression coefficients, the standardized regression coefficients for the dimension of distributed leadership (.448) were higher than the dimension of teacher professional community (.257) and the dimension of professional collaboration (.200). Statistically, the dimensions of distributed leadership had a greater impact on teachers' job satisfaction.

Table 3: The multiple linear regression of five independent variables on creativity

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R^2
Teacher Professional Community (TPC)	0.2572	5.365	< 0.001 *	3.08	0.778
Involvement (IN)	0.0605	1.658	0.098	1.78	
Professional Collaboration (PC)	0.2001	3.691	< 0.001 *	3.93	
Distributed Leadership (DL)	0.1101	1.564	0.119	3.57	

Note: p-value <0.05*

In sum, H1, H3, and H4 were supported for the four hypotheses, while H2 was not. Involvement does not significantly impact Teachers' Job Satisfaction (β=.061, p=.098). In these circumstances, the researcher removed independent variable involvement and made related adjustments. Therefore, the hypotheses were developed in stage based on multiple linear regression analysis results. Afterwards, SP was conducted to follow below hypotheses:

H5: There is a significant mean difference in the teacher professional community between the SP and post-SP stages.

H6: There is a significant mean difference in professional collaboration between pre-SP and post-SP stages.

H7: There is a significant mean difference in distributed leadership between pre-SP and post-SP stages.

H8: There is a significant mean difference in teacher job satisfaction between pre-SP and post-SP stages.

4.2 SP Intervention Stage

The SP intervention program lasted 14 weeks and was based on the quantitative and qualitative data collected in the pre-SP phase to achieve the purpose of this study, which was to enhance teachers' job satisfaction. The researcher illustrated the SP intervention chronologically, as shown in Figure 2.

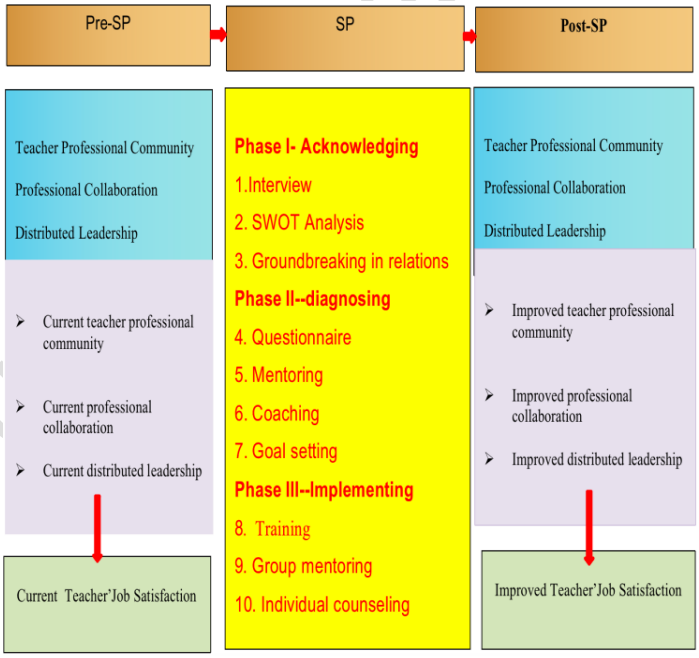

Figure 2: SP Activities

4.3 Results Comparison between Pre-SP and Post-SP

The researcher implemented paired-sample t-test analysis on all four variables to identify whether there were there any differences in teachers' job satisfaction between the pre-SP and post-SP phases? The below tables to illustrates paired-sample t-test analysis on four variables as follows:

Table 4: Paired-Sample T-Test Results

Variables	Mean	SD	SE	p-value
Teacher Professional Community				
Pre-SP	3.15	0.607	-8.31	p<0.01
Post-SP	4.27	0.666		
Professional Collaboration				
Pre-SP	2.84	0.904	-2.78	p=0.001
Post-SP	3.58	1.071		
Distributed Leadership				

Variables	Mean	SD	SE	p-value
Pre-SP	3.18	1.067	-3.83	p<0.01
Post-SP	3.98	0.379		
Teachers' Job Satisfaction				
Pre-SP	2.70	0.849	-3.69	p<0.01
Post-SP	3.63	1.023		

Table 4 illustrated the results of paired-sample t-test analysis of pre-SP and post-SP comparison per follows: There was a significant increase in teacher professional community between the post-SP (M=4.27, SD=0.666) stage and pre-SP stage (M=3.15, SD=0.607), while P<0.01 and mean value difference between the post-SP stage and Pre-SP stage was 1.12. Therefore, H5 was supported that there is a significant mean difference in the teacher professional community between pre-SP and post-SP.

There was a significant increase in professional collaboration between the post-SP (M=3.58, SD=1.071) stage. and pre-SP stage (M=2.84, SD=0.904), P=0.001 and the mean value difference between the post-SP and pre-SP stages was 0.74. Therefore, H6 was supported that there is a significant mean difference in professional collaboration between pre-SP and post-SP.

There was a significant increase in distributed leadership between post-SP (M=3.98, SD=0.379) stage and pre-SP stage (M=3.18, SD=1.607), while P<0.01 and mean value difference between the post-SP stage and the pre-SP stage was 0.8. Therefore, H7 supported the fact that there is a significant mean difference in distributed leadership between pre-SP and post-SP.

There was a significant increase in teachers' job satisfaction between post-SP (M=3.63, SD=1.023) stage and pre-SP stage (M=2.70, SD=0.849), while P<0.01 and mean value difference between the post-SP stage and pre-SP stage was 0.93. Therefore, H8 supported the fact that there is a significant mean difference in teachers' job satisfaction between pre-SP and post-SP.

The above quantitative results show that there are significant changes between pre-SP and post-SP stages on every variable, also hypotheses 5-8 were supported by the quantitative data.

5. Conclusions, Recommendations and Limitations

5.1. Conclusions & Discussions

This study focuses on the relationship between teacher professional community, professional collaboration, distributed leadership, and teachers' job satisfaction. Firstly, the concepts of teacher professional community, professional collaboration, and distributed leadership are refined and collected, and the three dimensions of teacher professional community, professional collaboration, and distributed leadership are extracted. With these three independent variables, the teachers' job satisfaction of interviewees is intervened. The research always focuses on the current situation of teachers' job satisfaction, such as data changes and the feedback from the interviewees. To verify the predictive effect of teacher professional community, professional collaboration, and distributed leadership on teachers' job satisfaction and the effectiveness of intervention methods in teachers' job satisfaction from both quantitative and qualitative. Immediately prior to the organizational intervention, the researcher conducted a SWOT data collection and analysis in the organization to determine the current situation, particularly the areas that needed improvement, and to develop a positive vision for the organization's plan before ID intervention.

The researchers applied to the Faculty Management Department of Beijing City University, inviting teachers from 5 departments of Beijing City University to participate in the research and jointly design the teaching method. Intervening with respondents through teacher professional community, professional collaboration, distributed leadership, Evaluation of teacher professional community, professional collaboration, Changes in distributed leadership, and teachers' job satisfaction.

According to the SWOT analysis and literature results, the independent variables were determined. In today's environment of great teacher mobility, improving job satisfaction is particularly important, and teacher job satisfaction is closely related to job stability and school development. Beijing City University administrators attach great importance to this research and collaborate on research, intervention, and data collection and analysis.

Before the intervention, the researchers conducted 302 questionnaires, and 15 interviewees were purposefully selected from the interview objects. According to the results of questionnaires and interviews, the Interviewee's teacher professional community, professional collaboration, distributed leadership, and teachers' job satisfaction have significant potential for improvement. So, the researchers reviewed much literature on these four variables. In the SP phase, 30 target people participated in the intervention to evaluate its effect. This study is mainly divided into three parts:

First, social identity theory suggests that people react emotionally to failure or success because their self-esteem is tied to the group's performance. Therefore, we see them as a unified organization, although these 30 participants come

from different departments. Through group tutoring, explain the concepts and functions of teacher professional community, professional collaboration, and distributed leadership, and awaken the self-awareness of the interviewees. Ultimately, learning and observation lead to better job satisfaction. Let interviewees know that teacher professional community, professional collaboration, and distributed leadership are not only an ability improvement but also can change our values. Increase our job satisfaction. At the same time, we can also understand that professional collaboration is a great quality to have in times of frustration, which fosters healthy professional values and increases job satisfaction.

Second, individual counseling is the most time- and energy-consuming activity in the whole subject study, which is one-on-one counseling and coaching, and the feedback from the respondents is more genuine and proactive. The researcher invited an outside teacher job satisfaction expert as the main counselor, and the researcher and a senior job satisfaction teacher from Beijing City University as the assistant counselor to conduct teacher job satisfaction planning training. Through the Job Satisfaction Scale, the interviewees were guided to understand their direction of interest, analyze their characteristics, establish their own professional community of teachers, and engage in professional collaboration and distributed leadership.

Third, the practical course mainly arranges the interviewees to participate in the positions they want to experience voluntarily. The researcher made special arrangements for posts, including lecturers, teachers, and administrative staff, for safety reasons after communication and coordination with the school. This practical work gives participants an unprecedented experience. The experience is teacher professional community, professional collaboration, and distributed leadership, but more of a misfit and frustration. During the practical sessions, teachers interact with participants after work each day, encouraging them to adjust to the environment and helping them analyze and solve problems. In the process, the interviewees gained a deep understanding of professional collaboration and the importance of teacher professional community, professional collaboration, and distributed leadership to teachers' job satisfaction.

After the activities were deployed and implemented, the feedback was collected from participants and teachers through questionnaires, interviews, observation, and interviewees' reflection reports. The results were analyzed and interpreted. From the analyzed data, the research found that the conducted SP activities positively affect the teachers' job satisfaction. The findings confirmed that teacher professional community, professional collaboration, distributed leadership, and teachers' job satisfaction were improved through the intervention. The paired samples t-test analysis found that the mean score of the post-SP was higher than the mean score of the pre-SP, which means some of the activities need to be carried out and continued based on an action plan. The teachers' job satisfaction guidance needs to maintain the practical part. The results of the P-value were less than the significance level of 0.05. So, the null hypothesis was rejected, and the alternative was accepted. Therefore, there was a significant difference between pre- and post-implementation on teachers' professional community, professional collaboration, distributed leadership, and job satisfaction. The SP designs were suitable and useful for improving the teachers' professional community, professional collaboration, distributed leadership, and teachers' job satisfaction at Beijing City University.

The impact of each independent variable on the dependent variable was tested using multiple linear regression. According to the results of the statistical results ($P<0.05$), the R square value is .778, indicating that the independent variable accounts for 77.8 percent of the dependent variables. Additionally, the analysis of the coefficients ($P<0.05$) suggests the improvement of teacher professional community, professional collaboration, distributed leadership, and teachers' job satisfaction.

5.2 Recommendations

With the rapid development of the social economy and the acceleration of knowledge renewal, schools have put forward higher requirements for the quality of teachers. For teachers, the success rate of having a fully satisfied job is low. From the perspective of improving teachers' professional community, professional collaboration, and distributed leadership, we should actively guide teachers to do good job planning and reasonably adjust their job satisfaction. Based on this situation, it is important to teachers' job satisfaction, but they must learn how to improve it. When teachers think of job change, school leaders often talk with them to enlighten emotions. However, they usually do not get better results because the deeper teacher job satisfaction curriculum training is ignored. Colleges and universities should set up job satisfaction courses for all teachers, through which teachers can understand the current education market's overall working environment and their own work conditions. Teachers realize the advantages of their working environment through comparison and then cherish their work more. They will work harder in teaching, and the probability of changing jobs will be reduced. According to the characteristics of teachers, it is necessary to carry out targeted job satisfaction course education and guidance to have a more comprehensive understanding of job satisfaction at all stages. In the job satisfaction course training, new teachers should pay more attention to career

planning to find the direction of growth and return to rationality. After several years of work experience accumulation, middle-level teachers have a vague positioning of themselves, so they should be guided on locating their development route accurately. The thoughts and behaviors of middle teachers are relatively mature, and they can pay more attention to their development. However, they are faced with the contradiction between continuing to develop in the original school or changing to the new school.

Currently, job satisfaction training is very important to help them identify their own development goals in time. With the guidance of goals, middle-level teachers have stronger work motivation and higher job satisfaction. Senior teachers' job satisfaction training and education should focus on understanding themselves and the social development situation correctly. They should be guided to make reasonable choices based on personal, family, and ability factors. Although after years of work accumulation, they face a teacher job market that has always been competitive. Overall analysis, if they enter a new environment, it is not necessarily better than the original familiar environment development. Therefore, according to the characteristics of senior teachers, job satisfaction course education should pay attention to the social situation, including teachers' work situation, work policy, work environment, and so on. Let them calm down, think, and work more practically; job satisfaction will also increase.

5.3 Limitations for Future Research

Due to the limitations of research conditions and personal situations, it is not easy to obtain the participant's resources to a certain extent, and the samples cannot be selected strictly according to the population proportion sampling (PPS). Therefore, by facilitate sampling, the questionnaires were issued with the convenience by a teacher from the international cooperation and communication department. The participants were all teachers from Beijing City University, which will inevitably lead to the distribution of the source of the samples in terms of region, industry, age, etc., needing to be more balanced, which will impact the research results. The questionnaire survey of teachers at Beijing City University was conducted using the scale studied by some scholars. It is impossible to describe all levels of teacher professional community, involvement, professional collaboration, distributed leadership, and teachers' job satisfaction. There is no standard principle to choose the items of the prediction questionnaire by factor analysis. Teacher professional community, involvement, professional collaboration, distributed leadership Since it was proposed recently, it highlights its uniqueness, importance, and superiority over inefficient teacher training. The training of teacher job satisfaction is still in its infancy, and there are still many contents that need further research:

Research the impact factors of teacher professional community, professional collaboration, and distributed leadership. Due to the differences in individual natural factors, genetic factors, acquired socialization factors, and social practices, there are few types of research on the influencing factors of teacher professional community, professional collaboration, and distributed leadership. However, analysis of influencing factors of teacher professional community, involvement, professional collaboration, and distributed leadership, especially organizational variables, such as organizational dynamics, organizational culture, and job design; The influence of individual variables, such as human capital and social capital, on job satisfaction is bound to become a direction of future research.

An in-depth exploration of teachers' job satisfaction intervention by teacher professional community, professional collaboration, and distributed leadership.

The research on teacher professional community, professional collaboration, distributed leadership, and teachers' job satisfaction of university teachers is in the initial stage, and there is still plenty of need for further research. For example, whether the result of teacher professional community, professional collaboration, and distributed leadership intervention for university teachers is long-term effective or periodic repetition; how to combine the development of teacher professional community, professional collaboration, distributed leadership, and intervention to achieve the most effective result.

Research on teacher professional community, professional collaboration, and distributed leadership in China. Some domestic scholars have researched teacher professional community, professional collaboration, and distributed leadership. However, how to grasp the most critical Chinese characteristics becomes the key and difficult point to solve this problem.

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