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# Driving Factors of Teachers' Job Satisfaction in Private University in Zhanjiang University of Science and Technology, China

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## Abstract

**Purpose:** This study investigates the effects of seven independent variables (talent management, employee engagement, participation/involvement in continuous improvement, self-awareness, relationship transparency, internalized moral perspective, and balanced processing) on one dependent variable (job satisfaction). **Research design, data, and methodology:** The project-objective agreement index (IOC) was used to measure validity, and Cronbach's Alpha was used as a pilot test (n=30). Multiple linear regression analysis was performed on 110 valid questionnaires from teachers at Zhanjiang University of Science and Technology to verify the significant relationship between variables. After this, 30 teachers from the Accounting School of Zhanjiang University of Science and Technology participated in the 16-week strategic planning task. At the end of the task, the quantitative results of the expected and current situations were compared by paired sample T-test. **Results:** Multiple linear regression results showed that talent management, employee engagement, ongoing project participation, self-awareness, relationship transparency, internalized ethics, and balanced approaches significantly affected teacher job satisfaction. Finally, the comparison results of the paired sample T-test show a significant difference between the expected situation after the strategic plan and the current situation. **Conclusions:** This study aims to develop strategic plans from the perspectives of talent management, employee engagement, ongoing project participation, self-awareness, relationship transparency, internalized ethics, and balanced handling to enhance teacher job satisfaction.

**Keywords :** Job Satisfaction, Talent Management, Employee Engagement, Self-Awareness, Authentic Leadership

**JEL Classification Code:** I23, J28, L2

## 1. Introduction

Teachers' job satisfaction affects their stability. Establishing a high-quality and stable teacher team, stimulating teachers' innovative spirit and enthusiasm, and improving teachers' job satisfaction are the keys to jointly promoting private education development (Sumanasena & Nawastheen, 2022).

Based on the 8-year work experience of the researcher and the communication with colleagues, it can be seen that in recent years, the management system of private colleges is often rigid and cumbersome, the resources provided are relatively scarce, and the investment in teachers' career

development is relatively small. Therefore, teachers at Zhanjiang University of Science and Technology may be subject to more restrictions and regulations in teaching, scientific research, management, and other aspects. As a result, teachers in private colleges cannot give full play to their professional ability and creativity, and their job satisfaction could be higher.

Previous research has often generalized job satisfaction across different sectors or within the broader educational context without focusing specifically on university teachers. This study addresses the unique context of university teachers, who face distinct challenges and work environments compared to teachers in other educational

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levels or professionals in different sectors. Therefore, improving teachers' job satisfaction in private colleges is an urgent problem to be solved. It is an urgent problem to find practical measures to understand teachers' different needs and expectations, establish a positive working environment, and effectively improve teachers' job satisfaction in private colleges.

## 2. Literature Review

### 2.1 Job Satisfaction (JB)

Job satisfaction refers to an employee's internal evaluation of their working conditions, degree of success, and personal values (Yavas et al., 2013), reflecting a pleasant or positive emotional state. When a person is satisfied with their job, they usually experience a positive evaluation of the work content, the work environment, and the working conditions. Job satisfaction of teachers refers to the sense of achievement and satisfaction that teachers obtain in the process of engaging in education and specific teaching work (Mostafa & Pál, 2018), the recognition of their work and the pride in their teaching achievements, which reflects the sense of achievement and satisfaction that teachers obtain in their career. This satisfaction is not only related to teachers' mental health and happiness, but also has a profound impact on the quality of education and teaching and the development of students. Therefore, improving teachers' job satisfaction is significant to education development.

### 2.2 Talent Management (TM)

Talent management encompasses the activities of identifying, selecting, developing, appraising, motivating, and retaining talent to secure the organization's sustainable competitive advantage (Silzer & Dowell, 2009). Talent management refers to a comprehensive set of strategic initiatives aimed at preparing, managing, and retaining skilled and talented individuals within an organization. These strategies not only foster personal growth and development but also contribute to the overall success and competitive advantage of the company (Purwanto et al., 2020). Talent management is the management of human resources in a planned and structured manner to ensure that talented employees are consistently performing and productive, making continuous contributions to the organization. By focusing on talent cultivation and development, companies can gain a competitive edge and maintain a dynamic workforce (Purwanto et al., 2020). Teachers want to work in a positive, harmonious, and supportive talent management work environment so that teachers can better develop their abilities and potential. Consequently, the following hypothesis is formulated:

**H1:** Talent management has a significant impact on job satisfaction.

### 2.3 Employee Engagement (EE)

Employee engagement is the expression of a person's level of commitment, dedication and loyalty to the organization, superiors, work, and colleagues (Marciano, 2010). It reflects employees' willingness to contribute to the goals and interests of the organization and demonstrates their commitment and responsibility to their work. At the same time, employee engagement also reflects their cooperation and support with colleagues, as well as trust and respect for superiors. Employee engagement is when employees engage in their work with enthusiasm, passion, energy and initiative, demonstrating their love and dedication to their duties (Maylett & Warner, 2014). This status reflects the willingness of teachers to work hard to achieve organizational goals, as well as the positive attitude and efficient execution they demonstrate in their work. Engagement not only represents a state of mind, but also reflects a person's degree of commitment to work and focus on their responsibilities in the workplace. Engagement is an important manifestation of an employee enthusiasm and work responsibility (Saks, 2006). Consequently, the following hypothesis is formulated:

**H2:** Employee engagement has a significant impact on job satisfaction.

### 2.4 Participation/involvement in continuous improvement (PAR)

Participation/involvement in continuous improvement refers to the systematic effort to find and apply new ways of working to improve processes actively and repeatedly (Anand et al., 2009). This means that teachers do not just engage in one-off improvement activities but continuously seek opportunities for improvement and actively apply new methods and strategies to improve the efficiency and quality of their work. The degree of teachers' participation refers to the extent to which they actively participate in school quality management activities and continuous improvement (Hanaysha & Tahir, 2016; Zhang et al., 2000). Teachers participate in the decision-making process, actively participate in the discussion related to quality issues and processes, gain knowledge from it, and can have a deep understanding of the various management measures of the college. Teachers involved in continuous improvement investments often work with other teachers to solve problems and improve processes (Salanova et al., 2005). This collaboration enhances communication and collaboration between teams and builds closer personal

relationships. Consequently, the following hypothesis is formulated:

**H3:** Participation/involvement in continuous improvement has a significant impact on job satisfaction.

### 2.5 Self-Awareness (SA)

The early authentic leadership model defined self-awareness as the process by which individuals reflect on their values, identities, emotions, goals, knowledge and abilities (Ilies et al., 2005). This means that individuals improve their awareness and understanding of themselves by reflecting on their values, identity, emotional state, goal-setting, level of knowledge and ability. Self-awareness involves having a clear awareness of your feelings and emotions and how they affect your performance; An accurate self-assessment to understand your strengths and weaknesses; Self-confidence, which is the recognition of one's own ability and effectiveness, helps to enhance one's sense of self-worth (Goleman & Cherniss, 2001). In the process of self-awareness, leaders need to clarify their values, beliefs, and attitudes. Doing so helps build trust between the leader and teachers and increases team cohesion and productivity. Consequently, the following hypothesis is formulated:

**H4:** Self-awareness has a significant impact on job satisfaction.

### 2.6 Relational Transparency (RT)

Relationship transparency is about demonstrating honesty, integrity, and selflessness in interpersonal interactions to avoid ulterior selfish intentions (Hadian Nasab & Afshari, 2019). The behavior of relational transparency is aimed at improving the performance of work tasks and showing the personality traits of the true self to the members of the organization. This behavior is characterized by the open and transparent sharing of information (Zeb et al., 2020). Relationship transparency is a key element in establishing a true, honest, and open communication environment. It is about expressing one's feelings, thoughts, and opinions in a sincere manner, rather than hiding or covering them up. This transparency plays a vital role in building trust and confidence. When leaders demonstrate an open and honest attitude toward teachers, teachers are more likely to develop trust in the leader and have confidence in the leader's views and decisions (Purwanto, 2020). Consequently, the following hypothesis is formulated:

**H5:** Relational transparency has a significant impact on job satisfaction.

### 2.7 Internalized Moral Perspective (IMP)

Internalizing moral perspective is when leaders are consistent in expressing core principles and making judgments, demonstrating justice and a high level of professional practice. Leaders are driven by intrinsic moral values and use them to self-regulate behavior. Leaders with this trait are able to integrate inner moral values with personal values and behaviors (Walumbwa et al., 2008). Internalized ethics refers to a leader's intrinsic moral beliefs and values that guide the decision-making process and ethical behavior. This moral perspective is not simply the result of external pressure exerted by collective forces such as colleagues, organizations, and society at large, but rather the moral code that lies deep within the leader (Peterson et al., 2012). Leaders who internalize ethical values are more concerned with the personal and professional development of teachers and provide necessary support and resources, while being more inclined to promote teacher growth and success and provide support and guidance to teachers. Consequently, the following hypothesis is formulated:

**H6:** Internalized moral perspective has a significant impact on job satisfaction.

### 2.8 Balanced Processing (BP)

Balanced processing refers to the ability of leaders to listen to different points of view and opinions before making decisions to ensure the comprehensiveness and objectivity of information. Balance processing is a psychological strategy for proper analysis and full control of information in the decision-making process (Gigol, 2020). A balanced approach allows us to analyze information objectively, even if it diverges from our beliefs and understandings (Ortiz, 2020). Leadership's balancing act of gathering information and impartially reviewing all relevant evidence before making decisions reflects leadership's emphasis on internal knowledge and externally generated information (Gardner et al., 2005). Leaders with balanced handling skills can respond to and resolve conflicts, promote harmony and cooperation among teachers, and thus create a positive work environment and team atmosphere, reducing work stress and unnecessary competition. Consequently, the following hypothesis is formulated:

**H7:** Balanced processing has a significant impact on job satisfaction.

### 3. Research Methods and Materials

#### 3.1 Research Framework

This paper selects the theoretical hypothesis of three frames. The first theoretical framework is The Impact of Talent Management, Authentic Leadership, and Employee Engagement on Job Satisfaction: Evidence from Southeast Asian Industries (Goestjahjanti et al., 2020), which selects the impact of talent management and employee engagement on job satisfaction. The second theoretical framework is the soft side of TQM and teachers' job satisfaction: Based on the empirical investigation of primary and secondary education (Glaveli et al., 2022), the impact of participation/participation in continuous improvement on job satisfaction is selected. The third theoretical framework is the mediating effect of PM participation on the relationship between authentic leadership and job satisfaction (Jang et al., 2023). The influences of self-awareness, relationship transparency, internalized moral perspective, and balanced processing on job satisfaction in authentic leadership are selected. These three frameworks support the theoretical framework shown in Figure 1.

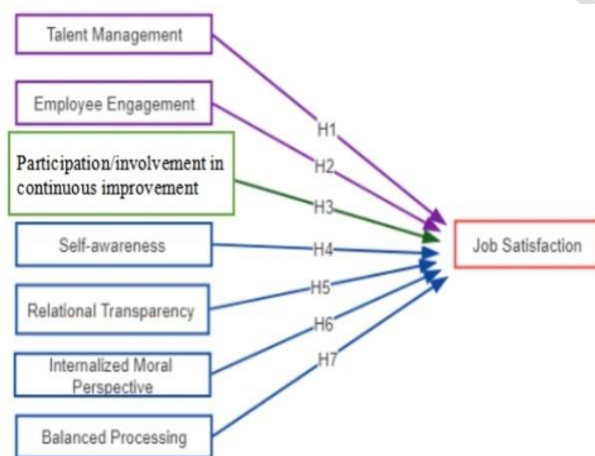


Figure 1: Conceptual Framework

H1: Talent management has a significant impact on job satisfaction.

H2: Employee engagement has a significant impact on job satisfaction.

H3: Participation/involvement in continuous improvement has a significant impact on job satisfaction.

H4: Self-awareness has a significant impact on job satisfaction.

H5: Relational transparency has a significant impact on job satisfaction.

H6: Internalized moral perspective has a significant impact on job satisfaction.

H7: Balanced processing has a significant impact on job satisfaction.

#### 3.2 Research Methodology

The research process consists of four distinct stages.

In the first stage, a questionnaire survey was conducted on the whole study population (n=130) to collect data for the proposed conceptual framework, and only 110 valid data were recovered. Subsequently, all hypotheses were rigorously tested using multiple linear regression to determine the significance of their P-value threshold <0.05. As a result, all the hypotheses were supported.

In the second stage, 110 teachers were surveyed within the range of all supported hypotheses, reflecting the current situation.

In the third stage, the implementation of the strategic plan was carried out. 30 teachers participated in the implementation and completed four strategic plan tasks.

In the fourth stage, after completing the strategic plan, the 30 teachers implementing the survey were completed to reflect the expected situation. The necessary data are generated for the paired sample T-test analysis to compare the results of the current situation and the expected situation.

The whole process is a thorough examination of the objectives and assumptions of the research.

#### 3.3 Research Population, Sample Size, and Sampling Procedures

##### 3.3.1 Research Population

The researchers selected 130 teachers from ZUST as the research population to conduct a preliminary survey. According to the data of ZUST (2023), there are 15 colleges in ZUST, of which only 11 colleges have teachers, and the number of full-time teachers is 661. A total of 130 teachers received the questionnaire from Questionnaire Star. After the questionnaire results were recovered, the researchers examined all the results and confirmed that 110 responses were valid.

##### 3.3.2 Sample size

The researchers conducted a random pilot survey of 30 teachers and verified the questionnaire's reliability through the pilot test. Then, 130 teachers from Zhanjiang University of Science and Technology were selected as the research group, 110 valid questionnaires were obtained, and the relationship between independent variables and dependent variables was determined by multiple linear regression analysis. Finally, 30 teachers from the Accounting School of

Zhanjiang University of Science and Technology were selected as volunteers to implement the strategic plan.

### 3.3.3 Sampling Procedures

The researchers conducted multiple samples, and the relevant sampling procedures are as follows:

Sample 1: Pilot Survey and Pilot Test Sampling Researchers randomly selected 30 teachers and asked them to fill out the questionnaire star. After the questionnaire was collected, the pilot survey and pilot test were given feedback.

Sample 2: The researchers sent questionnaires in the form of questionnaire stars and selected 130 teachers from 11 colleges with teachers in our college for a pre-survey. After the survey, the researchers checked all the responses to the questionnaire stars and confirmed that 110 were valid.

Sample 3: The researchers randomly selected 30 teachers who volunteered to implement the strategic plan.

## 3.4 Research Instruments

### 3.4.1 Design of Questionnaire

The researcher designed the questionnaire in the following three steps.

Step 1: Identifying questionnaire sources from three openly published articles (Glaveli et al., 2022; Goestjahjanti et al., 2020; Jang et al., 2023)

Step 2: Adjust and put forward the questionnaire of factors affecting the job satisfaction of teachers in private universities (talent management, employee engagement, continuous improvement participation/engagement, self-awareness, relationship transparency, internalized moral perspective, balanced processing, and job satisfaction).

Step 3: The questionnaire was validated using IOC.

### 3.4.2 Components of Questionnaire

The questionnaire consists of the following three parts:

The first part is screening questions. Check and filter non-study populations by screening questions.

The second part is basic information questions. The basic information about the study population, including gender, age, years of work, and title, was obtained through questions.

The third part: Questions before the survey. The current IV and DV levels of 130 teachers in ZUST were investigated through a questionnaire survey.

### 3.4.3 IOC Results

Five experts were invited to give their judgments on a questionnaire developed based on previous studies to implement the IOC (project-objective Consistency Index). The five experts are all associate professors and professors, one of whom has a Juris Doctor degree, which helps to examine the questionnaire from a professional point of view,

and another has a Doctor of Arts degree, which helps to examine the questionnaire from the point of view of the verbal description of the questionnaire. In the IOC process, experts or scholars are marked with +1 for agreement, 0 for suspect, and -1 for inconsistency. In this study, all questionnaire items were greater than 0.67, so the researchers retained all questionnaire items.

### 3.4.4 Pilot survey and Pilot test results

The researchers randomly conducted a pilot survey on 30 teachers, asking them to fill out the questionnaire star and give feedback on the questionnaire results. Next, the researchers conducted the Cronbach's Alpha internal consistency reliability test, which should be equal to or greater than 0.6. Therefore, the following table shows the high-reliability results for each structure.

**Table 1: Pilot Test Result**

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Talent management (TM)	6	Hafez et al. (2017)	0.960	Excellent
Employee engagement (EE)	4	Schaufeli et al. (2002)	0.964	Excellent
Participation/ involvement in continuous improvement (PAR)	3	Glaveli et al. (2022)	0.958	Excellent
Self-awareness (SA)	3	Neider and Schriesheim (2011)	0.962	Excellent
Relational transparency (RT)	4	Neider and Schriesheim (2011)	0.964	Excellent
Internalized moral perspective (IMP)	4	Neider and Schriesheim (2011)	0.962	Excellent
Balanced processing (BP)	3	Neider and Schriesheim (2011)	0.958	Excellent
Job satisfaction (JB)	3	Cammann et al. (1983)	0.957	Excellent

## 4. Results and Discussion

### 4.1 Results

#### 4.1.1 Demographic Profile

The researcher presents demographic profiles of the entire study population (n=110), followed by selected groups of teachers (n=30) who participated in the Strategic Plan, as shown in Table 2.

**Table 2:** Demographic Profile

Entire Research Population (n=110)		Frequency	Percent
Gender	Male	24	21.8%
	Female	86	78.2%
Age	Under 30 years old	9	8.2%
	Between 30 and 40 years old	78	70.9%
	Between 40and 50 years old	15	13.6%
	Over 50 years	8	7.3%
Teaching years	Less than 5 years	9	8.2%
	5-10 years	78	70.9%
	10-15 years	8	7.3%
	Over 15 years	15	13.6%
Job title	Teaching assistant	9	8.2%
	Lecturer	71	64.5%
	Associate professor	23	20.9%
	Professor	7	6.4%
College	College of economics and Finance	11	10%
	College of management	11	10%
	College of accounting	11	10%
	College of foreign languages	11	10%
	College of music and dance	11	10%
	College of Art and Design	11	10%
	College of Architectural Engineering	11	10%
	College of intelligent manufacturing	11	10%
College of Education	11	10%	
College of culture and media	11	10%	
<b>Total</b>		<b>110</b>	<b>100%</b>
<b>Strategic Planning Participants (n=30)</b>		<b>Frequency</b>	<b>Percent</b>
Gender	Male	7	23.3%
	Female	23	76.7%
Age	Under 30 years old	2	6.7%

Entire Research Population (n=110)		Frequency	Percent
	Between 30 and 40 years old	18	60%
	Between 40and 50 years old	8	26.6%
	Over 50 years	2	6.7%
Teaching years	Less than 5 years	3	10%
	5-10 years	17	56.6%
	10-15 years	5	16.7%
	Over 15 years	5	16.7%
Job title	Teaching assistant	3	10%
	Lecturer	22	73.3%
	Associate professor	3	10%
	Professor	2	6.7%
College	College of accounting	30	100%
<b>Total</b>		<b>30</b>	<b>100%</b>

#### 4.1.2 Results of multiple linear regression

Since the independent variables (talent management, employee engagement, continuous improvement engagement/engagement, self-awareness, relationship transparency, internalized ethics, balance handling) and the dependent variables (job satisfaction) are all continuous variables, multiple linear regression methods were used for analysis. Multiple linear regression (MLR) was performed on the results of 110 questionnaires and each hypothesis was tested to see if it was supported. This study has seven hypotheses, all of which are related to the dependent variable, job satisfaction (JS). Based on the variance inflation factor (VIF) analysis, it can be concluded that there is no multicollinearity relationship between the seven variables because the VIF value is below 5. In this multiple linear regression model containing seven independent variables, the R<sup>2</sup> is 95.3%, and the fitting effect is good.

**Table 3:** The multiple linear regression of five independent variables on job satisfaction

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R <sup>2</sup>
Talent Management (TM)	0.123	2.634	.010*	4.781	0.953
Employee engagement (EE)	0.131	3.073	.003*	3.967	
Participation/invovement in continuous improvement (PAR)	0.238	5.107	.000*	4.735	
Self-awareness (SA)	0.141	3.135	.002*	4.420	

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R <sup>2</sup>
Relational transparency (RT)	0.113	3.079	.003*	2.945	
Internalized moral perspective (IMP)	0.143	3.13	.002*	4.568	
Balanced processing (BP)	0.189	4.088	.000*	4.688	

Note: p-value <0.05\*

In summary, the result of significant value ( $p < 0.05$ ) shows that all independent variables impact job satisfaction. The normalized regression coefficients of the seven variables are all greater than 0, indicating that the independent variables are positively correlated with the dependent variables. Through the observation of the standardized regression coefficient, the standardized regression coefficient of continuous improvement participation/investment (0.238) is higher than that of talent management, employee engagement, self-awareness, and balance processing dimensions (0.123, 0.131, 0.141, 0.113, 0.143, 0.189). This also reflects that the continuous improvement participation/engagement dimension has a greater impact on job satisfaction from a statistical perspective. Therefore, the multiple linear regression (MLR) results support these seven.

Through multiple linear regression (MLR) tests, the implementation model of strategic planning design was finally determined, and the following hypotheses were made:

H8: There is a significant mean difference in talent management between the current and expected situations.

H9: There is a significant mean difference in employee engagement between the current and expected situations.

H10: There is a significant mean difference in participation/involvement in continuous improvement between the current and expected situations.

H11: There is a significant mean difference in self-awareness between the current and expected situations.

H12: There is a significant mean difference in relational transparency between the current and expected situations.

H13: There is a significant mean difference in internalized moral perspective between the Current and Expected situations.

H14: There is a significant mean difference in balanced processing between the current and expected situations.

H15: There is a significant mean difference in job satisfaction between the current and expected situations.

## 4.2 Strategic Plan Stage

The duration of the strategic planning stage is 16 weeks, based on the quantitative and qualitative data collected in the current situation, and takes four tasks as the main plan content, so as to achieve the purpose of improving teachers' job satisfaction. The researchers explained the main contents of the strategic plan in order of tasks, as shown in Table 4.

Table 4: The Main elements of Strategic Plan Stage

No.	Task	Main contents
1	Task1-Talent Management Strategic Plan	Talent identification and assessment
		Provide training and career support
		Talent Motivation and Retention
		Relationship Management and feedback
2	Task2-Employee Engagement Strategic Plan	Strengthens value education and professional ethics education
		Establish a fair management system
		Improve the professional development-oriented training system
		Provides ongoing support and motivation
3	Task3-Participation/Involvement in Continuous Improvement Strategic Plan	Invite faculty to participate in the decision-making process and planning of project management
		Assign project tasks that suit teachers according to their abilities and interests
		Practical exploration and reflective growth
		Results display and experience sharing
4	Task4-Self-awareness, Relational transparency, Internalized Moral Perspective, Balanced Processing Strategic Plan	Improve the level of self-awareness of leaders
		Relationship Transparency Building
		Leaders develop their own moral values
		Balance processing ability training

## 4.3 Results Comparison between Pre and Post Strategic Planning Stage

The researcher implemented a paired-sample t-test analysis on all six variables to identify whether there were any differences between Students' Self-leadership and Students' Creativity between the current situation and the expected situation phases. The below tables to illustrates paired-sample t-test analysis on six variables as follows:

Table 5: Paired-Sample T-Test Results

Variables	Mean	SD	t-value	Sig.
<b>Talent Management</b>				
Current Situation	2.539	0.463	-14.793	0.000
Expected Situation	4.350	0.451		
<b>Employee Engagement</b>				
Current Situation	2.556	0.589	-12.782	0.000

Variables	Mean	SD	t-value	Sig.
Expected Situation	4.372	0.493		
<b>Participation/Involvement in Continuous Improvement</b>				
Current Situation	2.267	0.596	-12.782	0.000
Expected Situation	4.178	0.636		
<b>Self-Awareness</b>				
Current Situation	2.483	0.529	-12.042	0.000
Expected Situation	4.358	0.593		
<b>Relational Transparency</b>				
Current Situation	2.467	0.642	-10.482	0.000
Expected Situation	4.333	0.648		
<b>Internalized Moral Perspective</b>				
Current Situation	2.583	0.547	-12.519	0.000
Expected Situation	4.450	0.539		
<b>Balanced Processing</b>				
Current Situation	2.483	0.430	-14.144	0.000
Expected Situation	4.383	0.556		
<b>Job Satisfaction</b>				
Current Situation	2.722	0.594	-13.9	0.000
Expected Situation	4.589	0.493		

Table 5 illustrates the results of the paired-sample t-test analysis of the current situation and the expected situation comparison as follows:

There was a significant increase in Talent Management between the Expected Situation (M=4.350, SD=0.451) and the Current Situation (M=2.539, SD=0.463), t-value = -14.793,  $p < 0.05$ . The mean difference is 1.811. Therefore, H8 supported the idea that there is a significant difference in talent management between the current and expected situations.

There was a significant increase in Employee Engagement between the Expected Situation (M=4.372, SD=0.493) and the Current Situation (M=2.556, SD=0.589); t-value = -12.782,  $p < 0.05$ . The mean difference is 1.817. Therefore, H9 supported that there is a significant difference in employee engagement between the Current Situation and the Expected Situation.

There was a significant increase in Participation/involvement in continuous improvement between the Expected Situation (M=4.178, SD=0.636) and the Current Situation (M=2.267, SD=0.596); t-value = -10.531,  $p < 0.05$ . The mean difference is 1.911. Therefore, H10 supported that there is a significant difference in participation/involvement in continuous improvement between the Current Situation and the Expected Situation.

There was a significant increase in Self-awareness between the Expected Situation (M=4.358, SD=0.593) and the Current Situation (M=2.483, SD=0.529); t-value = -12.042,  $p < 0.05$ . The mean difference is 1.875. Therefore, H11 supported that there is a significant difference in self-awareness between the Current Situation and the Expected Situation.

There was a significant increase in Relational Transparency between the Expected Situation (M=4.333, SD=0.648) and the Current Situation (M=2.467, SD=0.642);

t-value = -10.482,  $p < 0.05$ . The mean difference is 1.867. Therefore, H12 supported that there is a significant difference in relational transparency between the Current Situation and the Expected Situation.

There was a significant increase in Internalized moral perspective between the Expected Situation (M=4.45, SD=0.539) and the Current Situation (M=2.583, SD=0.547); t-value = -12.519,  $p < 0.05$ . The mean difference is 1.867. Therefore, H13 supported that there is a significant difference in internalized moral perspective between the Current Situation and the Expected Situation.

There was a significant increase in Balanced processing between the Expected Situation (M=4.383, SD=0.556) and the Current Situation (M=2.483, SD=0.43); t-value = -14.144,  $p < 0.05$ . The mean difference is 1.9. Therefore, H14 supported the fact that there is a significant difference in balanced processing between the Current Situation and the Expected Situation.

## 5. Conclusions, Recommendations and Limitations

### 5.1 Conclusions & Discussions

This study examined the impact of seven independent variables - talent management, employee engagement, Participation/involvement in continuous improvement, self-awareness, relationship transparency, internalized moral perspective, and balanced processing - on one dependent variable, job satisfaction. A comprehensive study design, data collection, and methodology were used to ensure meaningful conclusions were reached.

The study design used the project-objective Agreement index (IOC) to measure validity and was pre-tested with Cronbach's Alpha to ensure the reliability of the measurement tool. The use of this rigorous measurement method strengthens the credibility of the study. Data were collected from the valid responses of 110 teachers in Zhanjiang University of Science and Technology, and multiple linear regression analysis was performed to verify the significant relationship between independent variables and dependent variables. In addition, the strategic plan implementation of four tasks was carried out for 30 faculty members of the School of Accounting. Collect data on the expected situation after the implementation of the strategic plan and compare it with the current situation before the implementation of the strategic plan using the paired sample T-test.

The results show that talent management, employee engagement, Participation/involvement in continuous improvement, self-awareness, relationship transparency, internalized moral perspective, and balanced processing



significantly impact job satisfaction. One of the biggest influences on job satisfaction is continuous improvement engagement/commitment.

The comparison results of the paired sample T-test show significant differences in job satisfaction between the expected situation after the implementation of the strategic plan and the current situation before the implementation of the strategic plan. This shows that the implementation of the 16-week strategic plan has a significant positive effect on teachers' job satisfaction.

To sum up, this study has contributed to discussing the factors influencing teachers' job satisfaction in private colleges. This study's robust method, comprehensive analysis, and practical significance provide insights into the factors that improve teachers' job satisfaction in private colleges. This study not only helps us to understand the different needs and expectations of teachers in private but also provides more data references for policymakers and administrators.

## 5.2 Recommendations

With the increasing demand for higher education, private colleges play an important role in China's education system. China's higher education reform is underway, and private colleges play an important role. Teacher satisfaction is an important part of a private college because it directly affects the quality of teaching and the overall development of the college. In this study, we will explore a series of recommendations derived from the research results aimed at improving teachers' job satisfaction.

Talent management in private colleges significantly impacts teachers' job satisfaction. First of all, private colleges determine the professional ability of teachers through talent evaluation of teaching and scientific research levels. Secondly, based on the evaluation results, private colleges determine teachers' training direction and development needs and formulate personalized career development plans for teachers. Thirdly, private colleges carry out excellent teacher commendation meetings, carry out talent incentive and retention plan by issuing certificates and bonuses, and provide opportunities for teachers to promote their professional titles. Finally, private colleges create a good atmosphere of talent relations, enhance employees' sense of belonging, and thus enhance teachers' job satisfaction in private colleges.

Teachers with high levels of engagement generally have higher job satisfaction. Improving teacher engagement can be done in the following ways. First, strengthen teachers' values education and professional ethics education, encourage teachers to establish correct values through thematic training, and enhance selfless dedication. Secondly,

establish a fair management system. Participating in the leadership forum, face-to-face conversation, and leader feedback stimulates teachers' work motivation and enthusiasm. Third, improve the professional development-oriented training system. Through professional subject training, teachers can acquire more knowledge and skills and enhance the motivation of teachers to drive themselves and improve themselves. Finally, provide ongoing support and motivation. Provide necessary help and support to teachers by setting up incentives, providing necessary resource support, and caring for teachers' personal and family needs.

Participation/involvement in continuous improvement significantly affects teachers' job satisfaction. First, teachers are invited to participate in the process and planning of decision-making project management. For example, for a project that plans to build a new laboratory and use a platform for professional development, teachers can be invited to participate in the professional applicability demonstration meeting of teaching software and continue to participate in the construction of the discipline. Secondly, assign project tasks suitable for teachers according to their abilities and interests. Through teachers' self-assessment, appropriate project tasks such as improving teaching effectiveness, promoting educational innovation, and strengthening student management are assigned. Thirdly, practice exploration and reflective growth. Organize outside investigation and teaching observation activities so teachers can learn from and promote each other. Finally, the results are shown, and experience is shared. Organize teacher-sharing sessions, discussions, and feedback to share their gains and insights. Participating in continuous improvement projects will make teachers feel that the college needs them and that the leaders value their opinions, thus improving their job satisfaction.

The independent variables of authentic leadership, self-awareness, relationship transparency, internalized moral perspective, and balanced processing significantly affect teachers' job satisfaction. Through self-assessment activities, team-building activities, participation in public welfare activities, and reading classes, leaders can enhance their self-awareness, relationship transparency, internalized moral perspective, and balanced processing ability so that teachers can trust leaders' decisions more and recognize their management methods more, thus improving teachers' job satisfaction.

The research results provide valuable suggestions for improving teachers' job satisfaction in private colleges. The implementation of the strategic plan from the perspective of talent management, employee engagement, ongoing project participation, self-awareness, relationship transparency, internalized moral perspective, and balanced processing allows private college teachers to

clarify their development direction and goals and improve their professional knowledge and skills through continuous learning and practice; It can make teachers feel their growth and progress, enhance teachers' self-confidence and teaching enthusiasm, and when teachers' contributions are recognized, they will have a sense of belonging and loyalty to the colleges and the work of teachers. Teachers can participate in the school's projects, and teachers' opinions are valued so as to get the college's recognition and support. It can make teachers more trust in leaders' decision-making and management style. The above measures can improve the job satisfaction of teachers in private colleges.

### 5.3 Limitations for Future Research

Although studying the effect of the seven independent variables on teacher job satisfaction provides valuable insight, we must acknowledge that some limitations can guide future research. These limitations reveal potential avenues for further investigation and improvement:

**Sample size and demographic statistics:** This study mainly focuses on teachers in Zhanjiang University of Science and Technology, and the status quo of teachers' job satisfaction in private colleges cannot fully reflect the current status quo of teachers' job satisfaction in private colleges in China. More extensive research and studies aimed at diversifying the sample to assess the generality of the findings are needed in the future.

**Variables and relationships:** The study focused on seven specific independent variables (talent management, employee engagement, Participation/involvement in continuous improvement, self-awareness, relational transparency, internalized moral perspective, and balance processing) and one dependent variable (job satisfaction). Future studies can explore more independent variables and their potential interactions to provide a more comprehensive reference for factors affecting teachers' job satisfaction.

**Strategic plan design:** This study carries out the strategic plan and realizes the completion of the strategic plan through tasks. Future research could explore additional strategic planning tasks to compare the effectiveness of different tasks in improving teacher job satisfaction.

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