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An Empirical Study on How Strategic Plan Interventions Boost Teachers' Job Satisfaction at Zhanjiang University of Science and Technology in Guangdong Province

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Abstract

Purpose: The research explores the impact of school culture, resources, workload, training, and development on teachers' job satisfaction in private undergraduate universities and identifies significant differences between variables. The key constructs are school culture, resources, workload, training and development, and teachers' job satisfaction. **Research Design, Data, and Methods:** The research used the Index of Item-Objective Congruence (IOC) to test validity and Cronbach's alpha coefficient ($n=30$) to test reliability. We collected valid questionnaires from 70 teachers at Zhanjiang University of Science and Technology and verified the significant relationship between variables through multiple linear regression (MLR) analysis. Subsequently, 30 teachers were selected to participate in a 24-week strategic plan, and paired sample T-tests were used to analyze the implementation effectiveness of the strategic plan. **Result:** In the multiple linear regression (MLR) analysis, we found that school culture, resources, workload, training, and development have a significant impact on teachers' job satisfaction. The paired sample T-test results show significant differences in teachers' job satisfaction and its influencing variables before and after the implementation of strategic plans. **Conclusion:** Improving school culture, resources, workload, training, and development can enhance teachers' job satisfaction. The continuous improvement of job satisfaction among teachers in private undergraduate universities requires collaborative efforts from the government, schools, teachers, and various sectors of society.

Keywords: Job Satisfaction, School Culture, Resources, Workload, Training and Development

JEL Classification Code: I23, J28, L2

1. Introduction

Zhanjiang University of Science and Technology (ZU) is a vibrant and promising private undergraduate institution, and the stability and development of its faculty are an important cornerstone for the school's continuous progress. However, in the current educational environment, teachers' job satisfaction directly affects the teaching staff's stability and quality. Teachers at ZU, while enjoying the excellent teaching environment and certain career development opportunities provided by the school, also face various challenges such as work pressure, resource allocation, cultural integration, and personal growth.

Teachers' job satisfaction is an important indicator for

measuring teachers' professional happiness and work enthusiasm (Dreer, 2024). At ZU, the school has tried to use some measures to improve teachers' job satisfaction, but the actual effect is not very good, and there are still many questions. Given the questions and challenges that ZU faces in improving teachers' job satisfaction, conducting in-depth research on its influencing factors is necessary. Considering how school culture, resources, workload, training, and development affect teachers' job satisfaction is especially important. Through system analysis, we can provide scientific references and effective improvement strategies for ZU and other private undergraduate universities, thereby further enhancing teachers' job satisfaction, promoting the stability and development of the teaching staff, and laying a

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solid foundation for improving the overall education quality of the school and achieving sustainable development.

2. Literature Review

2.1 Teachers' Job Satisfaction

With the widespread application of job satisfaction theory in fields such as management and psychology, scholars have begun to introduce this theory into education, specifically studying teachers' job satisfaction. The "Teacher Attention Questionnaire," developed by American scholar Fuller (1969), marked the beginning of research on teacher development theory, indirectly addressing teacher job satisfaction. Subsequently, scholars gradually began to study the definition of teacher job satisfaction, and different scholars have different views. Madhakomala and Hanafi (2021) argue that job satisfaction among productive teachers is a key factor in cultivating quality education, including the positive emotional states experienced by teachers due to their work environment. It is influenced by skilled management of organizational atmosphere, facilities, and infrastructure and strong organizational citizenship behavior, emphasizing the importance of supportive ecosystems for teacher well-being and effectiveness. According to Herzberg's theory, Sumanasena and Mohamed (2022) believe that teachers' job satisfaction is their overall positive attitude toward their work, which is determined by multiple motivational factors. Some believe that teacher job satisfaction is the positive emotional state and sense of achievement experienced by educators in their teaching roles (Harrison et al., 2023). So, the definition of teacher job satisfaction in this article is a comprehensive sense of satisfaction, pride, and enjoyment derived from excellent completion of work, reflecting satisfaction, self-actualization, and consistency with career aspirations and expectations (Ansah-Hughes, 2016).

2.2 School Culture

Waller (1932) first proposed the concept of "school culture" in his book "Sociology of Education," defining it as "the distinctive culture formed within a school." This definition laid the foundation for subsequent research on school culture. The concept of school culture is constantly evolving, encompassing various meanings and dimensions (Liu et al., 2021). The viewpoint of Jerald (2006) is that school culture is described as intangible emotions and traditional trends interwoven within the school, expressed in the form of shared visions and values, beliefs and assumptions, as well as rituals and ceremonies, historical narratives, and tangible symbols. Lee and Louis (2019) argue that school improvement is synonymous with school culture,

linking school culture to school improvement. Febriantina et al. (2020) explained that the essence of school culture includes emotions, spirituality, and fundamental beliefs that define the complex organizational structure of schools. University culture combines material environment, organizational behavior, and ideological culture unique to the university environment. It integrates traditional, Western, and modern influences while promoting socialist values (Qiu et al., 2022). This article defines school culture as a fundamental fusion of shared ideas, values, beliefs, assumptions, and other defining elements that collectively shape the behavior of members of educational institutions and mutually influence the quality of interpersonal communication within these institutions (Kalkan et al., 2020). The different perspectives of different authors on the concept of school culture help us better understand this concept and promote research on the relationship between school culture and teacher job satisfaction. Therefore, we propose the following hypothesis:

H1: School culture has a significant impact on teacher's job satisfaction.

2.3 Resources

The concept of "resources" has different interpretations and focuses in different disciplines and fields. In management, Wernerfelt (1984) provided an early and clear definition of resources as "assets permanently owned by an enterprise." This definition emphasizes the diversity and persistence of resources and lays the foundation for subsequent theories such as Resource Based View (RBV). In the business context, resources refer to the assets and capabilities that an enterprise possesses and can use to achieve its strategic goals and maintain competitive advantage. These resources include tangible and intangible assets (McWilliams & Siegel, 2011). Resources are valuable objects, states, conditions, or entities whose importance varies depending on individual experiences and backgrounds (Halbesleben et al., 2014). Altunel et al. (2015) believed that resources refer to all work-related factors, including organizational level, interpersonal or social relationship level, task level, and work organization level factors. Together, these factors constitute the overall resource pool within the organization. Han et al. (2020) defines resources as primarily designed to meet the physical and mental needs of employees, including (1) reducing related psychological costs and work demands, (2) Being able to meet job expectations, and (3) Promoting personal growth and development. The definition of resources in this article adopts this viewpoint. Therefore, we propose the following hypothesis:

H2: Resources has a significant impact on teacher's job satisfaction.

2.4 Workload

In the late 19th and early 20th centuries, Taylor, as the founder of scientific management theory, analyzed and optimized workflows through Time and Motion Study to determine the "reasonable daily workload" of workers. This laid the foundation for later quantitative research on "workload." Hoedemaeker (2002) believes that workload is a comprehensive measure of the resources required to undertake a task, including the amount needed to complete the main task and the effective utilization of these resources. Harputlu (2014) defined workload as employees' work requirements, including qualitative and quantitative aspects. Qualitative workload refers to the mental and physical effort and difficulty required to complete a task.

On the other hand, the quantitative workload is related to the specific workload that employees must undertake. Workload is a comprehensive measure that considers the nature and degree of job requirements. This study defines workload as a comprehensive term encompassing a range of task requirements, including the effort, activities, and achievements required to achieve specific goals within a given time frame while considering the expected performance standards for completing these tasks (Salsabilla et al., 2022). Therefore, we propose the following hypothesis:

H3: Workload has a significant impact on teacher's job satisfaction.

2.5 Training and Development

McGehee and Thayer (1961) published the book "Training in Business and Industry". They proposed three analytical methods: organizational analysis, task or business analysis, and personnel analysis, providing a scientific theoretical basis for training and development. McGehee and Thayer (1961) published the book "Training in Business and Industry". They proposed three analytical methods: organizational analysis, task or business analysis, and personnel analysis, providing a scientific theoretical basis for training and development. Falola et al. (2014) believe that training and development aim to impart basic skills, knowledge, and abilities to employees, thereby improving their performance in their current positions and preparing them for future tasks. Okechukwu (2017) believes that training and development are systematic efforts taken by organizations to equip employees with necessary new knowledge, skills, and attitudes to efficiently and effectively fulfill their job responsibilities. Khan and Abdullah (2019) pointed out that training and development include processes aimed at improving individuals' knowledge, skills, abilities, attitudes, and performance, driving organizational effectiveness and growth through continuous education and improvement. This article defines training and development

in education, which refers to teacher development and management development plans. Teacher development plans aim to enhance intellectual abilities, deepen subject expertise, and improve teaching skills. The Management Development Program aims to facilitate cross-departmental dialogue, expose participants to cutting-edge concepts, and promote career development through new insights (Chaudhary & Bhaskar, 2016). Therefore, we propose the following hypothesis:

H4: Training and development have a significant impact on teacher's job satisfaction.

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework of this study was developed and supported by the application of three theoretical frameworks proposed by Febriantina et al. (2020), Ortan et al. (2021), and Glaveli et al. (2022). Therefore, a conceptual framework for this study is established, as shown in Figure 1.

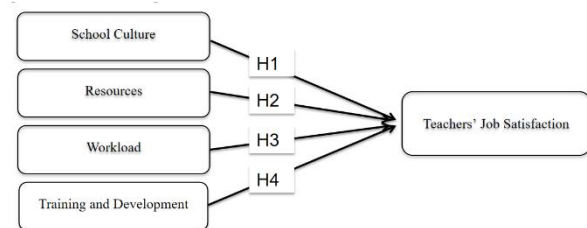


Figure 1: Conceptual Framework

H1: School culture has a significant impact on teacher's job satisfaction.

H2: Resources has a significant impact on teacher's job satisfaction.

H3: Workload has a significant impact on teacher's job satisfaction.

H4: Training and development have a significant impact on teacher's job satisfaction.

3.2 Research Methodology

The research process is divided into four stages. The first stage is hypothesis verification, where 70 teachers selected from ZU are surveyed to collect data. Next, researchers use multiple linear regression analysis for hypothesis testing to determine significance when the p-value is less than 0.05. Therefore, all hypotheses are rigorously tested, supporting hypotheses are retained, and hypotheses that do not meet the criteria are excluded. The second stage is the pre-strategic

planning stage, in which 30 teachers are selected for questionnaire surveys, and ten are interviewed for diagnosis to evaluate the current levels of independent and dependent variables. The third stage is the implementation phase of the strategic plan, in which 30 selected teachers participate in the entire strategic plan implementation process. The fourth stage is the post-strategic planning stage, in which questionnaires are distributed again to 30 teachers participating in the strategic plan to collect data and conduct paired sample T-tests to compare the results before and after the strategic plan implementation and verify its effectiveness. The entire research process is systematic and rigorous.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

The research subjects are full-time teachers currently working at ZU. This university has a total of 10 secondary colleges. This study selected teachers from three key secondary colleges as research subjects: the College of Economics and Finance, the College of Accounting, and the College of Intelligent Manufacturing.

3.3.2 Sample size

In the initial diagnostic stage, a sample size of 30 was selected for reliability testing. In regression analysis, each variable should have at least ten observations (Hair et al., 2014). According to the five variables in the conceptual framework constructed in this study, the minimum sample size is 50 teachers. Usually, to prevent the influence of invalid questionnaires and other issues on the questionnaire data, the sample size of this study is set to 70 teachers. In the pre-strategic planning phase, the number of teachers who voluntarily participate in implementing the strategic plan is determined to be 30. In the post-strategic planning stage, 30 teachers will again be surveyed using the same research methods as in the pre-strategic planning stage.

3.3.3 Sampling Procedures

The research adopted multistage sampling. Multistage sampling divides the process into stages, with different sampling methods used in each stage (Whittemore, 1997). The first stage, the non-probability sampling method, is used for sampling. Researchers selected teachers from 3 key secondary colleges out of 10 at ZU as research subjects. In the second stage, researchers adopt the probability sampling method as random sampling. Randomly select samples from 3 secondary colleges as needed. Firstly, a pilot test sampling was conducted, where researchers selected 30 teachers for a questionnaire survey to validate the scale's reliability. Secondly, a pre-survey sampling was conducted, where the

researchers selected 70 teachers to conduct a questionnaire survey and conducted progressive multiple linear regression analysis to verify the significance of the independent variable's influence on the dependent variable. Finally, a sampling of the strategic plan was conducted. The researchers voluntarily selected 30 teachers to participate in the strategic plan and interviewed 10 teachers to compare the results before and after implementing the strategic plan. Paired T-tests were used to verify the effectiveness of the strategic plan.

3.4 Research Instruments

3.4.1 Design of Questionnaire

Based on the review and analysis of previous research results, such as Anderman (1991), Han et al. (2020), Ortan et al. (2021), Glaveli et al. (2022), and Macdonald and MacIntyre (1997), the researcher designed a questionnaire. This questionnaire aims to reveal the intrinsic connections between variables by collecting respondents' basic information, independent variable information, and dependent variable information. All scales have undergone IOC testing.

3.4.2 Components of Questionnaire

The questionnaire consists of three parts, which are introduced as follows:

The first part mainly includes the respondents' basic information. This section includes the gender, age, professional title, teaching experience, etc., of the surveyed individuals.

The second part examines the main factors impacting teacher job satisfaction. The questionnaire contains four independent variables and consists of 17 items: school culture (5 items), resources (5 items), workload (3 items), and training and development (4 items).

The third part, the main issue, is the dependent variable of teacher job satisfaction, which includes ten items.

3.4.3 IOC Results

This study tested content validity on the questionnaire using Item Objective Consistency (IOC). The researchers invited three professors from China to evaluate the questionnaire. This item can effectively measure variables with a score of "+1"; This item has uncertain measurement variables and scores "0". This item cannot effectively measure variables with a score of "-1". According to the standard, questionnaire items with a score greater than or equal to 0.67 will be retained. In the end, three items were rejected, and 24 items were retained.

3.4.4 Pilot survey and Pilot test results

Researchers will distribute the Questionnaire determined by IOC to 30 teachers at ZU using the Questionnaire. The Cronbach's Alpha internal consistency reliability test was conducted, and the value should be equal to or greater than 0.7. After data analysis, the results indicate that all items have passed the reliability test. The specific test results are shown in Table 1:

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
School Culture (SC)	4	Liu et al. (2021)	0.778	Good
Resources (RS)	4	Wernerfelt (1984)	0.774	Good
Workload (WL)	3	Hoedemaeker (2002)	0.890	Very Good
Training and Development (TD)	4	Falola et al. (2014)	0.738	Good
Teacher's Job Satisfaction (TJS)	9	Sumanasena and Mohamed (2022)	0.764	Good

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

Table 2 shows the demographic information of the 70 surveyed teachers and 30 teachers participating in the strategic plan.

Table 2: Demographic Profile

Entire Research Population (n=70)		Frequency	Percent
Gender	Male	29	41.43%
	Female	41	58.57%
Age	Under 30 years old	8	11.43%
	Between 30 and 40 years old	40	57.14%
	Between 41 and 50 years old	15	21.43%
	Over 50 years old	7	10.00%
Teaching years	Less than 5 years	19	27.14%
	Between 5 and 10 years	29	41.43%
	Between 10 and 15 years	13	18.57%
	Over 15 years	9	12.86%
Title	Teaching assistant	12	17.14%
	Lecturer	35	50.00%
	Associate professor	20	28.57%
	Professor	3	4.29%
Total		70	100%
Strategic plan participants(n=30)		Frequency	Percent
Gender	Male	11	36.67%
	Female	19	63.33%
Age	Under 30 years old	2	6.67%
	Between 30 and 40 years old	16	53.33%

Entire Research Population (n=70)		Frequency	Percent
	Between 41 and 50 years old	9	30.00%
	Over 50 years old	3	10.00%
Teaching years	Less than 5 years	8	26.67%
	Between 5 and 10 years	11	36.66%
	Between 10 and 15 years	8	26.67%
	Over 15 years	3	10.00%
Title	Teaching assistant	4	13.33%
	Lecturer	14	46.67%
	Associate professor	11	36.67%
	Professor	1	3.33%
Total		30	100%

4.1.2 Results of multiple linear regression

Researchers use statistical software to perform multiple linear regression (MLR) analysis on questionnaire data; MLR is used to examine the potential significant impact relationship between the independent and dependent variables. According to the variance inflation factor (VIF) analysis, the results show that multicollinearity does not exist ($VIF < 5$). The results showed that the R-squared value was 0.716, indicating that the independent variables collectively accounted for 71.6% of the change in the dependent variable. The P-values of all four variables are less than 0.05, indicating that each independent variable significantly impacts teacher job satisfaction. The results are shown in Table 3.

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

Variables	Standardized Coefficients Beta	t	P-value	VIF	R Square
School Culture	0.232	2.64	0.010*	1.77	0.716
Resources	0.342	3.74	<0.001**	1.92	
Workload	- 0.139	- 2.05	0.044*	1.05	
Training and Development	0.351	3.48	<0.001**	2.33	
Dependent variable: Teacher's Job Satisfaction					

Note: p-value <0.05*, p-value <0.001**

Therefore, it is supported that hypotheses 1 to 4 have been validated. Researchers continue to propose hypotheses 5 to 9.

H5: There is a significant mean difference in school culture between pre- and post-strategic plans.

H6: There is a significant mean difference in resources between pre- and post-strategic plans.

H7: There is a significant mean difference between pre-strategic and post-strategic plans.

H8: There is a significant mean difference in training and development between pre- and post-strategic plans.

H9: There is a significant mean difference in teachers' job satisfaction between pre- and post-strategic plans.

4.2 Strategic Plan Process

The entire strategic plan lasted 24 weeks. In the pre-sectoral planning stage, researchers conducted a questionnaire survey of 30 teachers and interviews with 10 teachers who participated in the strategic plan to evaluate the current levels of four independent variables to improve teacher job satisfaction. Researchers explain the implementation of a strategic plan according to the timeline, as shown in Figure 2.

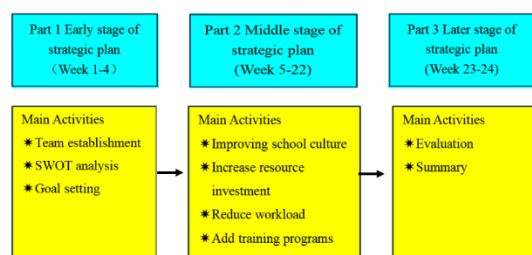


Figure 2: Strategic Plan Activities

4.3 Results Comparison between Pre-IDI and Post-IDI

Researchers conducted a paired sample T-test on five variables involved in the study, aiming to determine whether there are differences in teachers' job satisfaction and its influencing variables between the pre- and post-strategic planning stages. The paired sample T-test results are shown in Table 4.

Table 4: Paired-Sample T-Test Results

Variables	Mean	SD	t-value	df	p
School Culture					
Pre-Strategic Plan	3.29	0.588	-10.9	29	<.001
Post-Strategic Plan	4.33	0.349			
Resources					
Pre-Strategic Plan	3.18	0.504	-17.5	29	<.001
Post-Strategic Plan	4.62	0.229			
Workload					
Pre-Strategic Plan	2.99	0.239	-2.85	29	0.008
Post-Strategic Plan	3.20	0.388			
Training and Development					
Pre-Strategic Plan	3.39	0.765	-11.3	29	<.001
Post-Strategic Plan	4.87	0.194			
Teachers' Job Satisfaction					
Pre-Strategic Plan	3.26	0.600	-14.3	29	<.001
Post-Strategic Plan	4.58	0.197			

Table 4 shows the paired sample T-test analysis results comparing the pre-strategic plan and post-strategic plan, as follows:

The school culture of the post-strategic plan ($M=4.33$, $SD=0.349$) is significantly higher than the school culture of the pre-strategic plan ($M=3.29$, $SD=0.588$); $t(29)=-10.9$, $p<0.001$. The mean increased by 1.04. There is a significant difference in school culture between the pre-strategic and post-strategic plans, supporting the establishment of hypothesis 5.

The resources of the post-strategic plan ($M=4.62$, $SD=0.299$) are significantly higher than the resources of the pre-strategic plan ($M=3.18$, $SD=0.504$); $t(29)=-17.5$, $p<0.001$. The mean increased by 1.44. There is a significant difference in resources between the pre-strategic and post-strategic plans, supporting the establishment of hypothesis 6.

The workload of the post-strategic plan ($M=3.20$, $SD=0.388$) is significantly higher than the workload of the pre-strategic plan ($M=2.99$, $SD=0.239$); $t(29)=-12.0$, $p=0.008(<0.05)$. The mean increased by 0.21. There is a significant difference in workload between pre-strategic and post-strategic plans, supporting the establishment of hypothesis 7.

The training and development of the post-strategic plan ($M=4.87$, $SD=0.194$) is significantly higher than the training and development of the pre-strategic plan ($M=3.39$, $SD=0.765$); $t(29)=-11.3$, $p<0.001$. The mean increased by 1.48. There is a significant difference in training and development between the pre-strategic and post-strategic plans, supporting the establishment of hypothesis 8.

The teachers' job satisfaction with the post-strategic plan ($M=4.58$, $SD=0.197$) is significantly higher than the teachers' job satisfaction with the pre-strategic plan ($M=3.26$, $SD=0.600$); $t(29)=-14.3$, $p<0.001$. The mean increased by 1.32. There is a significant difference in teachers' job satisfaction between the pre-strategic and post-strategic plans, supporting the establishment of hypothesis 9.

In summary, we found that before and after the strategic plan's implementation, school culture, resources, workload, training, and development significantly increased, leading to a significant increase in teachers' job satisfaction. These results demonstrate the effectiveness of strategic plan implementation and support the establishment of hypotheses 5-9.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

The research focuses on the factors influencing job satisfaction among private undergraduate university teachers. By systematically exploring the relationship between the four independent variables of school culture, resources, workload, training and development, and teachers' job satisfaction, we improve teachers' job satisfaction and provide empirical evidence for promoting improving education quality. The following are the main findings of this research.

In the initial stage of the study, we used the SWOT analysis framework to comprehensively examine the current levels of variables such as school culture, resources, workload, training and development, and teachers' job satisfaction. Through this analysis, we clearly understand the advantages and disadvantages of private undergraduate universities in terms of school culture, resources, workload, training and development, and the opportunities and threats they face. This analysis provides clear direction for the formulation of subsequent strategic plans.

In order to further explore the specific impact of each variable on teachers' job satisfaction, this study used a multiple linear regression analysis method. The results show that school culture, resources, workload, and training and development all significantly impact teachers' job satisfaction. Among them, school culture, resources, training, and development are positively correlated with teachers' job satisfaction, while workload is negatively correlated with teachers' job satisfaction. These indicate that school culture, resources, workload, and training and development affect teachers' job satisfaction. These findings provide strong data support for understanding the complex job satisfaction mechanism among teachers in private undergraduate universities.

Based on the SWOT analysis and multiple linear regression analysis results, we have designed and implemented a series of strategic plans to improve teacher job satisfaction. These plans cover multiple aspects, such as improving school culture, optimizing resource allocation, adjusting workload arrangements, and strengthening training and development. Before and after implementation, we conducted descriptive analysis, qualitative analysis through in-depth interviews, and final paired sample t-test analysis. The results showed that implementing strategic plans significantly improved teachers' job satisfaction. These changes are reflected in the quantitative indicators of teachers' job satisfaction and more deeply in teachers' work attitudes, teaching quality, and career development motivation.

The research comprehensively and deeply explores the factors influencing job satisfaction among teachers in private undergraduate universities. It reveals the complex relationships between various variables and verifies the effectiveness of strategic plans through empirical data and in-depth interviews. This research result has important practical significance for improving teachers' job satisfaction in private undergraduate universities and promoting the improvement of education quality.

5.2 Recommendations

We know that improving teachers' job satisfaction means building a more harmonious and efficient educational work environment, enhancing teachers' work motivation and happiness, improving teaching quality and innovation ability, and promoting the sustainable development of education. The researchers propose the following recommendations:

Strengthen the construction of school culture and create a positive atmosphere. It is recommended that private undergraduate universities further strengthen the construction of school culture, promote the school's core values and educational concepts, encourage teachers to participate in the school's decision-making process, enhance their sense of belonging and ownership, strengthen communication and cooperation among teachers, and enhance team cohesion. By organizing diverse cultural activities and creating a positive working atmosphere, every teacher can deeply feel the unique charm of school culture.

Optimize resource allocation to ensure reasonable distribution. It is recommended that universities pay more attention to fairness and efficiency in resource allocation, ensuring that various resources can be reasonably allocated and effectively utilized. According to the actual teaching needs, scientifically plan and reasonably allocate teaching resources, including teaching facilities, library materials, information technology, etc., to ensure every teacher can receive the necessary support and assistance. It is also possible to broaden the channels of resource sources and provide more solid material support for the development of universities by introducing external funds and expanding school-enterprise cooperation.

Reasonably regulate workload and safeguard teacher's rights and interests. It is recommended that private undergraduate universities fully consider teachers' actual situation and capacity when arranging teaching tasks, reasonably arrange teaching tasks and working hours, and avoid excessive burdens. Strengthen monitoring and adjustment of teaching progress to avoid unnecessary pressure on teachers caused by temporary increases in teaching tasks. We can also establish a sound overtime

compensation and vacation system to safeguard teachers' legitimate rights, interests, and physical and mental health.

Strengthen training and development support to promote teacher growth. It is recommended that private undergraduate universities strengthen training and development support. Establish a systematic teacher training system, provide diverse training courses and learning opportunities, and help teachers improve their professional skills and teaching levels. Encourage teachers to participate in scientific research projects and academic exchange activities, broaden their horizons, and update their knowledge. At the same time, clear career development paths and promotion mechanisms should be established to provide teachers with broad development space and opportunities.

Implementing the above recommendations can improve teachers' job satisfaction and happiness, stimulate their work motivation and creativity, and contribute more to education's sustainable and healthy development.

5.3 Limitations for Future Research

This article has drawn valuable conclusions on the influencing factors of teacher job satisfaction, but certain limitations and shortcomings remain.

In the future, we will deepen our research on the job satisfaction of teachers in private undergraduate universities, broaden our horizons, and explore more potential influencing factors, such as teachers' traits, career stages, and policy environments, in order to construct a more comprehensive model of influencing factors. At the same time, we actively promote the transformation of research results, provide scientific and effective management strategies, optimize resource allocation, reduce teacher burden, improve training quality, and create a positive school culture to enhance teachers' sense of belonging and satisfaction. In addition, we will also pay attention to the intrinsic relationship between teacher job satisfaction and educational quality and, through long-term tracking and evaluation, reveal the positive impact of satisfaction improvement on educational quality and provide direction for educational reform.

The continuous improvement of job satisfaction among teachers in private undergraduate universities requires collaborative efforts from the government, schools, teachers, and various sectors of society. We call on all parties to pay attention to the well-being of teachers and jointly create an environment that respects teachers and values education. In this process, we will constantly summarize our experience, reflect on our shortcomings, continuously optimize our research methods and strategies, and ensure that our research results can truly serve educational practice. Through continuous efforts and exploration, teachers' job satisfaction

in private undergraduate universities will be significantly improved, contributing greater strength to cultivating outstanding talents and promoting social progress.

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