



Factors Influencing Job Satisfaction of Teachers in a University Case Study in Zhanjiang University of Science and Technology, China

Caiyan Long

The Doctor of Philosophy in Educational Administration and Leadership, the Graduate School of Human Sciences, Assumption University, Thailand

E-mail: longlong20202021@163.com, ORCID ID: <https://orcid.org/0009-0008-4400-0367>

Received 16/05/2025

Revised 17/07/2025

Accepted 21/08/2025

Abstract

Background and Aim: With the continuous development of education systems and policy changes, teachers' work environments, responsibilities, and challenges are evolving, impacting their job satisfaction. Factors such as teachers' age, gender, educational background, and teaching experience, as well as their personal career values and expectations, all play a role. School management systems, leadership styles, and the overall organizational culture also contribute to job satisfaction. Furthermore, the work environment, including teaching facilities and career development opportunities, and economic factors like salary and benefits, significantly influence how satisfied teachers are in their roles. In the rapidly evolving education landscape, higher education institutions play a crucial role in improving advanced industrial systems and serving the transformation of economic development models. Zhanjiang University of Science and Technology, as a local private undergraduate university, is part of this trend. It is crucial to recognize that teachers are a key factor in improving educational quality, and their job satisfaction directly influences teaching quality, student learning outcomes, and career development. Understanding these complex and interacting factors is essential, particularly in the context of private universities, which can have unique salary structures, work environments, and management styles that influence teacher job satisfaction. Therefore, this research aims to comprehensively explore the various factors influencing teachers' job satisfaction at Zhanjiang University of Science and Technology.

Materials and Methods: This study focuses on the teaching faculty of 11 sub-colleges within Zhanjiang University of Science and Technology as the research subject. Following an extensive literature review, teacher interviews, and analysis of 80 questionnaires, the study conducts a comprehensive examination to identify the factors influencing job satisfaction among teachers at Zhanjiang University of Science and Technology. Before distributing the questionnaire, Item- Objective Congruence (IOC) and a pilot test of Cronbach's Alpha were adopted to test the content validity and reliability. The study elucidates the significance of policies promoting teachers' autonomy, inspirational motivation, and intellectual stimulation. Additionally, it identifies five key factors, including teachers' self-efficacy and career motivation, that impact job satisfaction among teachers.

Results: Based on these findings, this paper proposes suggestions and countermeasures to enhance job satisfaction among faculty members at Zhanjiang University of Science and Technology. This research will provide theoretical references and practical foundations for effective management and development strategies at Zhanjiang University of Science and Technology while also offering novel insights into higher vocational college administration. The purpose of this research is to examine the factors impacting Job Satisfaction of Teachers in Zhanjiang University of Science and Technology, China. Sample data was collected from the target population by using a quantitative method and a questionnaire as a tool.

Keywords: Teachers' Job Satisfaction; Autonomy Inspirational Motivation; Intellectual Stimulation; Self- Career Motivation

Introduction

With the continuous development of education systems and policy changes, teachers' work environments, responsibilities, and challenges are evolving, which impacts their job satisfaction. Government support for education, reforms in education policy, and investment in education funding directly affect teachers' working conditions and remuneration, thereby influencing their satisfaction. In the rapidly evolving education landscape, higher education institutions bear the responsibility of improving advanced industrial systems and serving the transformation of economic development models. As a local private undergraduate university, Zhanjiang University of Science and Technology plays a crucial role in this process. Teachers are a key factor in improving educational quality. Their job satisfaction directly influences teaching quality, student learning outcomes, and career development (Aldridge et al, 2016).





Beyond merely imparting knowledge, teachers also play roles in guiding students and participating in academic research. The diversity and complexity of these roles impact teacher satisfaction. Age, gender, educational background, teaching experience, etc., of the teachers. Personal career values, discrepancies between expectations and reality, personality traits, etc. School management systems, leadership styles, cooperative atmosphere among teachers, and organizational culture factors. Work environment, including office conditions, teaching facilities, and the provision of career development opportunities and support by the school. Opportunities for career advancement, continuing education, and professional development support. Research indicates that opportunities for career development and support are significant factors influencing teacher job satisfaction. Societal recognition of the teaching profession and the social status of teachers. Economic factors, such as salary and welfare benefits, which directly relate to teachers' quality of life and have a significant impact on job satisfaction (Bolkan et al, 2011). Private universities differ from public universities in terms of salary structures, work environments, and management styles. These differences can uniquely influence teachers' job satisfaction.

Objectives

The objectives of this research are to comprehensively explore the various factors influencing teachers' job satisfaction at Zhanjiang University of Science and Technology. The specific objectives are outlined below:

1. Investigate the impact of teachers' autonomy on job satisfaction.
2. Investigate the impact of inspirational motivation on job satisfaction.
3. Explore the effects of intellectual stimulation on job satisfaction.
4. Investigate the impact of teacher self-efficacy on job satisfaction.
5. Investigate the impact of teacher career motivation on job satisfaction.
6. Assess and analyze the current and expected levels of teachers' autonomy, inspirational motivation, intellectual stimulation, teacher career motivation, and teachers' job satisfaction.
7. Design a strategic plan based on the analysis of these factors.
8. Verify the quality of the strategic plan with respondents through interviews.

Literature review

Self-efficacy, a core construct in social cognitive theory (Kasalak & Dagyari, 2020), has been extensively studied in the context of teaching, particularly focusing on its relationship with job satisfaction and other related outcomes. Numerous studies have highlighted the significance of teacher self-efficacy in influencing various aspects of teaching and teacher well-being.

Vatou & Vatou (2019) delved into the psychometric qualities of the Collective Teacher Efficacy (CTE) scale, which is designed to measure the collective confidence that teachers within a school have in their collective capacity to positively affect student achievements (Vatou & Vatou, 2019). The study concluded that collective teacher efficacy, as defined, is a substantial predictor of teacher job satisfaction. This finding is significant as it highlights the importance of shared beliefs and mutual trust among teachers in enhancing job satisfaction. When teachers believe in their collective ability to make a difference in students' learning outcomes, it fosters a collaborative environment that can lead to a more satisfying and fulfilling teaching experience. The study's insights suggest that schools and educational leaders should focus on building a strong sense of community and shared purpose among teachers. This can be achieved through team-building activities, collaborative professional development, and creating opportunities for teachers to work together toward common goals. By doing so, schools can potentially increase teachers' sense of collective efficacy, which in turn can contribute to higher job satisfaction and better teaching practices.

Fathi et al. (2019) conducted a meta-analysis that revealed a significant positive relationship between teacher self-efficacy and job satisfaction. This meta-analysis confirmed that teacher self-efficacy is a significant predictor of job satisfaction (Fathi et al, 2018).





Perer et al. (2018) identified four distinct profiles of teacher personality and found that "well-adjusted" teachers, characterized by high levels of openness, conscientiousness, extraversion, and agreeableness, reported the highest levels of teacher self-efficacy, work engagement, and job satisfaction (Perera et al, 2018).

Ismayilova and Klassen (2019) provided a detailed examination of the relationship between self-efficacy in research and teaching and job satisfaction among university faculty. Their findings indicated a distinction in the levels of self-efficacy related to teaching versus research, with teaching self-efficacy being rated higher (Ismayilova & Klassen, 2019). This suggests that university faculty felt more confident in their teaching abilities compared to their research skills. Moreover, the study discovered that research self-efficacy was influenced by the stage of a faculty member's career and their academic qualifications, indicating that as faculty progress in their careers and attain higher levels of education, their confidence in their research capabilities increases. However, gender was not found to be a differentiating factor in terms of research self-efficacy levels. Importantly, the research highlighted teaching self-efficacy as the most potent predictor of job satisfaction. This implies that a strong belief in one's teaching abilities has a significant impact on how satisfied university faculty are with their jobs. This could be because teaching is often a more regular and direct aspect of faculty work compared to research, and thus, higher efficacy in this area could lead to greater overall job satisfaction. The insights from this study are valuable for university administrators and policymakers as they suggest that fostering an environment where faculty can develop and maintain high levels of teaching self-efficacy could be key to enhancing job satisfaction. Additionally, supporting faculty at various career stages and with varying qualifications to build their research self-efficacy could also contribute to improving job satisfaction levels.

Edinger and Edinger (2018) shed light on the pivotal role that social capital plays in the professional realm of educators, particularly in relation to their job satisfaction. Social capital, in this context, refers to the network of relationships, interactions, and norms of trust and reciprocity that contribute to a teacher's professional and social environment (Edinger & Edinger, 2018). The study found that social capital, when combined with a strong sense of teacher efficacy and supportive structures within the educational institution, significantly enhances teacher job satisfaction. This suggests that being part of a supportive community where teachers can rely on each other for assistance and share best practices is conducive to a more satisfying work experience. Furthermore, teacher efficacy, which is the belief in one's own ability to influence student learning and achieve professional goals, was identified as a significant mediator in the relationship between social capital and job satisfaction. This implies that the confidence teachers have in their capabilities can significantly influence how they perceive their work environment and the support they receive from their social networks, ultimately impacting their overall job satisfaction.

Gonzales et al (2020) provide an insightful exploration of the motivational dimensions inherent in teaching and their interplay with various factors such as the social support climate, teacher efficacy, emotional exhaustion, and job satisfaction. The research findings contribute to the understanding of how these elements are interconnected within the educational context (Gonzales et al, 2020). The study identified teacher efficacy as a pivotal factor that mediates the relationship between the social support climate and job satisfaction. This suggests that a teacher's belief in their capabilities to influence student learning and achieve professional goals is crucial in how they perceive the support they receive from their social environment and how satisfied they are with their jobs. The mediating role of teacher efficacy implies that the supportive climate provided by colleagues and the school environment can bolster teachers' sense of efficacy. This, in turn, can lead to higher job satisfaction by positively influencing teachers' emotional and psychological state. The study highlights the importance of a positive social support climate in educational settings. A climate that fosters collaboration, mutual respect, and assistance among teachers can significantly contribute to a more satisfying teaching experience. While the study does not detail the direct relationship with emotional exhaustion, it is generally understood that a lack of social support and low teacher efficacy can contribute to emotional exhaustion, which can detract from job satisfaction. Gonzales et al.'s research adds to the body of knowledge by emphasizing the complex dynamics between



teacher motivation, efficacy, social support, and job satisfaction, offering valuable insights for educators, school administrators, and policymakers aiming to enhance the teaching profession.

Zakariya (2020) presents an important examination of the mechanisms through which school climate and teacher self-efficacy influence job satisfaction. The research validated and cross-validated a model that explores both direct and indirect effects, providing a nuanced understanding of these relationships. The study confirmed that teacher self-efficacy has a significant positive effect on job satisfaction (Zakariya, 2020). This aligns with the existing literature, which emphasizes the confidence teachers have in their abilities as a key driver of their satisfaction with their jobs. The research revealed that school climate indirectly affects job satisfaction through the mediating variable of teacher self-efficacy. This suggests that a positive school climate enhances teachers' sense of self-efficacy, which in turn increases their job satisfaction. The study highlights the mediating role of teacher self-efficacy between school climate and job satisfaction. This implies that the characteristics of the school environment do not directly impact job satisfaction but do so by influencing teachers' beliefs about their capabilities. Zakariya's work contributes to the literature by demonstrating the complex interplay between school climate, teacher self-efficacy, and job satisfaction, and it emphasizes the need for educational leaders to consider these factors when aiming to improve teacher well-being and retention.

In summary, the literature consistently underscores the robust positive link between teacher self-efficacy and job satisfaction. Teacher self-efficacy is a significant predictor of job satisfaction. When teachers have a strong belief in their capabilities to facilitate learning and achieve educational goals, they tend to report higher levels of job satisfaction. Teacher self-efficacy acts as a mediator in the relationship between various extrinsic and intrinsic factors and job satisfaction. It influences how teachers perceive and respond to their work environment, social support, school climate, and organizational trust. The presence of supportive structures, such as professional development opportunities, collaborative networks, and positive school cultures, can enhance teacher self-efficacy. These systems contribute to a more confident and capable teaching force. High levels of teacher self-efficacy are crucial for promoting teacher well-being. They contribute to a more positive and fulfilling teaching experience, which can reduce stress and burnout. In essence, fostering a strong sense of self-efficacy among teachers is not just beneficial for individual teachers but also for the educational system as a whole. It is a critical component in building a resilient and satisfied teaching workforce that can effectively meet the challenges of the educational environment.

Conceptual Framework

The conceptual framework depicts the relationships between the independent variables (teachers' autonomy, inspirational motivation, intellectual stimulation, teacher self-efficacy, teacher career motivation) and the dependent variable (teacher satisfaction). It illustrates how these variables interact and influence each other, as shown in the following figure.

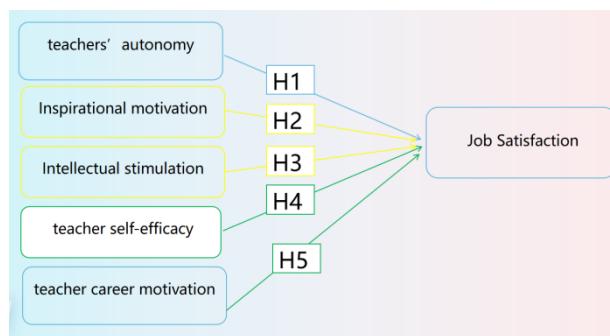


Figure 1 Conceptual Framework of Factors Impacting Job Satisfaction



H1: Teachers' autonomy has a significant impact on Teachers' job satisfaction.
H2: Inspirational motivation has a significant impact on Employee job satisfaction
H3: Intellectual stimulation has a significant impact on Employee job satisfaction
H4: Teacher self-efficacy has no significant impact on Teachers 'job satisfaction.
H5: Teacher career motivation has a significant impact on job satisfaction.

Methodology

A hybrid method with a combination of qualitative and quantitative methods was used in this study. This study is divided into three main stages: pre-SP, SP, and post-SP.

In the first phase, it focuses on the status of diagnosis, explores the elements requiring change, SWOT evaluation, constructs a conceptual framework, and collects and analyzes data in preparation for the next phase. In the second stage, the research tool was validated with the item-objective consistency index (IOC) to achieve the objectives of the study. Then, a preliminary study was performed to verify the reliability of the test, and the data were analyzed using Jamovi. Third, the data of the respondents were collected. The sample was 80 teachers randomly selected from the 11 colleges of Zhanjiang University of Science and Technology. Following this, we will perform multiple linear regression (MLR) to test the hypothesis that in the SP phase, the SP will be designed and implemented to explore factors impacting the Job Satisfaction of Teachers.

1. Research Population

The research population consists of teachers from 11 sub-colleges working at the Zhanjiang University of Science and Technology, China. The entire research population for the Proposed Conceptual Framework of the teachers who have worked in Zhanjiang Science and Technology University for more than one year full-time is 80.

2. Sample Size

The investigators believe that a sample size of 30 to 500 people was sufficient for most studies. Thus, a total of 30 teachers verified reliability, and 80 teachers underwent MLR after the reliability validity test. Then, 20 teachers were selected as participants and filled out the same pre-SP and post-SP questionnaires.

Second-class College	Number of Current teachers	Sample Size
College of Foreign Languages	50	10
College of Music and Dance	30	6
College of Architectural Engineering	30	6
College of Economics and Finance	50	10
College of Intelligent Manufacturing	40	8
College of Management	30	6
College of Education	20	5
College of Accounting	40	9
College of Art and Design	50	10
College of Culture and Media	20	5
College of Marxism	20	5
Total	380	80

3. Sampling Procedures

No.	Stages	Students' numbers	Methods
1	Pilot test	30	Questionnaires
2	Research population	80	Questionnaires





No.	Stages	Students' numbers	Methods
3	Pre-SP stage	20	Questionnaires Interview
4	Post-SP stage	20	Questionnaires Interview

In the sampling process of this study, the targeted sampling was to consider the status of the researchers and select the researchers at ZUST. The questionnaire was sent to the 80 teachers. On the sampling procedure of this study, 30 teachers selecting from 11 departments at Zhanjiang University of Science and Technology, including the College of Foreign Languages, Music and Dance, Architectural Engineering, Economics and Finance, Intelligent Manufacturing, Management, Education, Accounting, Art and Design, Culture and Media, and Marxism performed the reliability validation, and after the reliability and validity testing, 80 teachers were tested for the multiple linear regression. The questionnaire was sent through the online questionnaire tool WeChat. The results of the multiple linear regression (MLR) analysis of the questionnaire helped to form the final action research strategy. In the subsequent phase of the strategic plan, 20 teachers were selected as participants by purposeful sampling. In the post-strategic planning phase, assess the effect of the strategic plan.

4. Design of Questionnaire

The questionnaire is designed using a Likert 5-point scale to measure the constructs of teachers' autonomy, inspirational motivation, intellectual stimulation, teacher self-efficacy, and teacher career motivation, which are hypothesized to impact teachers' job satisfaction. Each construct is operationalized through a set of scale items that reflect the conceptual definitions provided. The Likert 5-point scale is a widely used method for measuring attitudes, opinions, and subjective information. Respondents are asked to indicate their level of agreement or disagreement with each statement on a scale ranging from Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). This allows for a nuanced understanding of the respondents' perceptions.

5. IOC Results

This study engaged five experts to provide their evaluative opinions on the questionnaire that was developed based on prior research. In this study, all dimension scores surpassed the 0.67 threshold for this criterion. After the discussion, the original questions are kept.

6. Pilot Survey and Pilot Test Result

Variable	Before Pilot Test	After Pilot Test	Cronbach's Alpha	Strength of association
teachers' autonomy	6	6	0.854	Good
inspirational motivation	5	5	0.954	Excellent
intellectual stimulation	5	5	0.846	Good
teacher self-efficacy	4	4	0.758	Acceptable
teacher career motivation	3	3	0.877	Good
Teacher job satisfaction	3	3	0.793	Acceptable

Results

Multiple Linear Regression

The multiple linear regression analysis examines the relationships between the independent variables (teachers' autonomy, inspirational motivation, intellectual stimulation, teacher self-efficacy, and teacher career motivation) and the dependent variable (teachers' job satisfaction). The results indicate the following:





The MLR Results on Teachers' Job Satisfaction (n=80)

Variables	t-value	p-value	Stand. Estimate (β)	R ²
Teachers' autonomy	13.16	< .001	0.5928	0.683
Inspirational motivation	5.97	< .001	0.4741	
Intellectual stimulation	4.46	< .001	0.3541	
Teacher self-efficacy	-1.07	0.287	-0.0915	
Teacher career motivation	5.28	< .001	0.489	

Teachers' Autonomy: The t-value absolute value is 13.16, which exceeds the threshold of 2, and the p-value is less than 0.001, indicating a strong and statistically significant positive association with teachers' job satisfaction. The standardized estimate (β) is 0.5928, suggesting that a one standard deviation increase in teachers' autonomy is associated with a 0.5928 standard deviation increase in teachers' job satisfaction, holding all other variables constant. The R² contribution of 0.683 suggests that teachers' autonomy explains a substantial portion of the variance in teachers' job satisfaction. This result implies that when teachers have greater autonomy in their work, they tend to be more satisfied with their jobs. The high significance and large effect size indicate that this is a key factor in job satisfaction.

Inspirational Motivation: With a t-value absolute value of 5.97, which is greater than 2, and a p-value less than 0.001, there is a strong and statistically significant positive association between inspirational motivation and teachers' job satisfaction. The standardized estimate (β) is 0.4741, indicating that a one standard deviation increase in inspirational motivation is associated with a 0.4741 standard deviation increase in teachers' job satisfaction, holding all other variables constant. This finding suggests that when teachers feel inspired by their leaders or mentors, their job satisfaction increases. The significant association highlights the importance of inspirational leadership in enhancing job satisfaction.

Intellectual Stimulation: The t-value absolute value is 4.46, which exceeds the threshold of 2, and the p-value is less than 0.001, indicating a strong and statistically significant positive association between intellectual stimulation and teachers' job satisfaction. The standardized estimate (β) is 0.3541, suggesting that a one standard deviation increase in intellectual stimulation is associated with a 0.3541 standard deviation increase in teachers' job satisfaction, holding all other variables constant. This result indicates that when teachers are encouraged to think critically and independently, their job satisfaction tends to increase. The significant association underscores the importance of fostering an environment that promotes intellectual growth and innovation.

Teacher Self-Efficacy: The t-value absolute value is 1.07, which does not exceed the threshold of 2, and the p-value is 0.287, indicating that the association between teacher self-efficacy and teachers' job satisfaction is not statistically significant. The standardized estimate (β) is -0.0915, suggesting a small negative association, although this is not statistically significant. This finding implies that while teacher self-efficacy may have some impact on job satisfaction, it does not significantly affect it in this sample. Further research with a larger sample size may be necessary to determine if there is a significant association.

Teacher Career Motivation: The t-value absolute value is 5.28, which exceeds the threshold of 2, and the p-value is less than 0.001, indicating a strong and statistically significant positive association between teacher career motivation and teachers' job satisfaction. The standardized estimate (β) is 0.489, suggesting that a one standard deviation increase in teacher career motivation is associated with a 0.489 standard deviation increase in teachers' job satisfaction, holding all other variables constant. This result indicates that when teachers have strong aspirations and motivations for their careers, they tend to be more satisfied with their jobs. The significant association highlights the importance of career development and advancement opportunities in enhancing job satisfaction.

In summary, the multiple linear regression analysis reveals that teachers' autonomy, inspirational motivation, and intellectual stimulation have strong and statistically significant positive associations with





teachers' job satisfaction. Teacher career motivation also shows a strong and statistically significant positive association. In contrast, teacher self-efficacy does not have a significant association with teachers' job satisfaction. These findings suggest that fostering an environment that supports teachers' autonomy, provides inspirational leadership, encourages intellectual stimulation, and offers career development opportunities can significantly enhance job satisfaction among teachers at Zhanjiang University of Science and Technology. The lack of a significant association between teacher self-efficacy and job satisfaction may require further exploration in future research.

SP Design Process

The design process aims to explore the job satisfaction of teachers at Zhanjiang University of Science and Technology. According to the research results of MLR, the following five factors (teachers' autonomy, inspirational motivation, intellectual stimulation, teacher self-efficacy, and teacher career motivation) affect teachers' job satisfaction. SP detailed design for 15 weeks with details:

Implementation Time and Activities as a Strategic Plan

Activity	Participants	Details (Steps)	Timeline (Place)	Persons Responsible
Pre-Strategic Plan	80 respondents from Zhanjiang Science and Technology University	Online questionnaire & Offline questionnaire Date analysis (mean and SD) pre-strategic plan	1 month (Zhanjiang Science and Technology University)	Researcher
Strategic Plan Stage				
Diagnosis	30 respondents	Define mission and vision, identify stakeholders, managers, and participants. SWOT analyzes	2 weeks (Zhanjiang Science and Technology University)	Researcher
Designing the Strategic Plan	40 respondents	Set goals and strategies Implementation on plan	3 weeks (Zhanjiang Science and Technology University)	Researcher
Evaluating	40 respondents	Plan adjustment and improvement Plan results and sustainability	2 weeks (Zhanjiang Science and Technology University)	Researcher





Activity	Participants	Details (Steps)	Timeline (Place)	Persons Responsible
Post Strategic Plan	30 respondents	Online questionnaire & Offline questionnaire Date analysis (mean and SD) pre-strategic plan, do a paired sample t-test to test hypotheses	1 month (Zhanjiang Science and Technology University)	Researcher

Source: Created by the author

The SP design process is a comprehensive framework that addresses the critical factors affecting teacher job satisfaction at Zhanjiang University of Science and Technology. Through a structured approach, the plan aims to enhance teacher satisfaction by focusing on teacher autonomy, inspirational motivation, intellectual stimulation, teacher self-efficacy, and teacher career motivation. The process is designed to be iterative, allowing for continuous improvement and evaluation of the strategic plan's effectiveness over time.

9. Strategic Plan Implementation Stage

A multifaceted strategy that addresses teachers' autonomy, inspirational motivation, intellectual stimulation, self-efficacy, and career motivation can significantly enhance their job satisfaction. By providing a supportive and empowering environment, Zhanjiang University of Science and Technology can foster a community of motivated and engaged educators, ultimately contributing to improved teaching quality and student outcomes.

(1) professional development training programs

To enhance teachers' autonomy and job satisfaction, schools can implement multidimensional professional development training programs (Forson et al, 2021). Firstly, by regularly organizing seminars and inviting external experts or in-house key teachers to share cutting-edge ideas and practical experiences on curriculum design, teaching method innovations, and other related topics, teachers can acquire new knowledge and stimulate their sense of innovation. Secondly, experienced teachers serve as mentors to guide their mentees in classroom teaching reforms, textbook research, and through activities such as mutual lesson observations and collaborative lesson planning, facilitating the rapid growth of younger teachers. This one-on-one guidance not only enhances teachers' professional competence but also makes younger teachers feel supported and autonomous.





Enhancing teachers' autonomy is crucial for elevating their job satisfaction (Nicolaïdou, Solomou & Pashiardis, 2016). Autonomy enables teachers to lead their own teaching activities, allowing them to design courses, select teaching materials, and implement innovative teaching methods that align with their personal pedagogical beliefs. This sense of control and belonging encourages them to engage more deeply with their work, thereby boosting their job satisfaction. When teachers are granted the freedom to innovate and experiment in the classroom, they feel that their professional knowledge and abilities are more valued and recognized. This, in turn, motivates them to continually enhance their teaching skills and explore new ways to engage students. Consequently, the classroom environment becomes more vibrant and dynamic, benefiting both teachers and students.



(2) Annual Outstanding Teacher Awards and Teaching Innovation Prizes

In the field of education, establishing diverse achievement recognition mechanisms is crucial for motivating teachers' enthusiasm and fostering their innovative spirit (Linge & Sikalieh, 2019). Mechanisms such as the Annual Outstanding Teacher Awards and Teaching Innovation Prizes are specifically designed to honor teachers who excel in educational and teaching work, further encouraging them to strive for excellence through both material and spiritual rewards.

湛江寸金教育集团

湛寸教集〔2024〕14号

《关于开展 2024 年董事长奖励基金、 寸金教育奖励基金评选的通知》的补充通知

湛江科技学院、湛江市寸金培才学校、湛江市赤坎区培才幼儿园及集团行政部门：

根据《关于开展 2024 年董事长奖励基金、寸金教育奖励基金评选的通知》（湛寸教集〔2024〕13号）精神，为进一步优化“寸金教育奖励基金”的评选标准、评选环节，确保评选工作的高质量进行，现就“寸金教育奖励基金”评选工作补充通知如下：

湛江科技学院文件

校发〔2023〕77号

湛江科技学院 中共湛江科技学院委员会 关于表彰优秀教师、优秀教育工作者、 优秀辅导员、科研积极分子的决定

各学院、部门：

按照《湛江科技学院关于做好第 39 个教师节优秀教师、优秀教育工作者等评选表彰工作的通知》要求，经个人申报、各单位初审、评选工作领导小组办公室联合复审、校长办公会研究审定，评选出经济与金融学院刘娟等 36 位优秀教师、管理学院王锐等 13 位优秀教育工作者、智能制造学院梁惠艳等 5 位优秀辅导员、经济金融学院张小永等 30 位科研

The author's school has established numerous awards tailored to our specific circumstances to motivate teachers. The Annual Outstanding Teacher Awards not only acknowledge individual teachers' efforts but also serve as an inspiration to all teachers. Through a rigorous selection process, teachers who excel in education and teaching, student counseling, class management, and other aspects are recognized and honored. This recognition not only makes teachers feel their value and importance but also sparks the enthusiasm of other teachers, fostering a healthy competitive atmosphere. The Teaching Innovation Prize, on the other hand, focuses on encouraging teachers to innovate in teaching methods and techniques. With the continuous development of educational technology, traditional teaching methods can no longer meet the demands of modern education. Therefore, establishing the Teaching Innovation Prize to encourage teachers to actively explore new teaching methods and technologies not only enhances teaching quality but also cultivates students' innovative thinking and practical abilities. This reward mechanism not only





provides teachers with material benefits but, more importantly, grants them immense spiritual satisfaction and a sense of achievement (Mustofa, A., Qomar, M., Tanzeh, A., & Aziz, A., 2021).

湛江科技学院中医药学院

湛科中医药院发〔2024〕21号

关于表彰2023-2024学年学院优秀教师等奖项的决定

全体教职员：

为充分调动湛江科技学院中医药学院教师的积极性和创造性，



Furthermore, these achievement recognition mechanisms enhance teachers' sense of belonging and honor. When teachers see their efforts and achievements recognized and honored by the school, they cherish their work more and are more willing to contribute to the school's development (Aldridge et al, 2016). This sense of belonging and honor not only boosts teachers' job satisfaction but also promotes the school's overall development. Establishing diverse achievement recognition mechanisms is of great significance for motivating teachers' enthusiasm and innovative spirit, enhancing teaching quality, and strengthening teachers' sense of belonging and honor.

(2) Outstanding Talent Support Program

In order to comprehensively enhance the teaching quality and educational innovation capability of our school, we have specifically established the "Outstanding Talent Support Program," aimed at providing teachers with robust financial support to encourage them to delve deeply into educational academic research, actively develop high-quality courses, and explore innovative teaching methods.

湛江科技学院文件

校发〔2025〕4号

关于印发《湛江科技学院教职工攻读博士（硕士）学位管理办法》的通知

各学院、部门：

湛江科技学院关于开展“优秀人才支持计划”评选的通知

来源：千墨云平台 8591 2021-07-26 (点击数: 857)

湛江科技学院文件

校发〔2021〕55号

湛江科技学院
关于开展“优秀人才支持计划”评选的通知

The core of this program lies in our profound understanding of the importance of teachers' professional growth and innovation in the field of education for improving overall teaching quality. Therefore, we have specifically allocated a fund to sponsor teachers' educational research projects, curriculum development plans, and innovative teaching method practices. These funds not only alleviate the economic burden associated with research and development for teachers but, more importantly, they ignite teachers' passion and spirit of exploration for the educational cause.

By participating in the "Outstanding Talent Support Program," teachers will have the opportunity to conduct in-depth research on hot topics in education, develop high-quality courses with school characteristics, and try out and promote novel and effective teaching methods. These activities not only significantly enhance teachers' professional skills, making them more adept at education and teaching, but they also bolster their self-confidence and sense of accomplishment in teaching practice, enabling them to advance more steadfastly and confidently on the path of educational endeavors.

(3) Mentorship Programs and Teacher Growth Partnership Initiative





To enhance teachers' self-efficacy, which in turn boosts their job satisfaction, our school plans to implement a program named "Teacher Growth Partnership Initiative." The core of this initiative lies in establishing a cooperative teacher community that encourages mutual learning and collective progress among teachers. Specifically, we will organize regular teacher seminars, inviting experienced teachers to share their teaching insights, successful cases, and strategies for tackling challenges. Additionally, we will assign senior mentors to newly hired teachers or those facing teaching difficulties, providing one-on-one guidance and support.

湛江科技学院

关于开展 2024-2025 学年青年教师导师制培养工作的通知

根据《湛江科技学院教师教学发展管理办法（试行）》（校发〔2024〕58号）和《湛江科技学院青年教师导师制实施办法（暂行）》（校发〔2024〕60号）（以下简称《导师制实施办法》）文件要求，为构建新型师徒关系，发挥教师“传、帮、带”作用，促进青年教师快速成长，提升青年教师教育教学水平，现开展我校2024-2025学年青年教师导师制培养工作，现将相关要求通知如下：

一、结对对象

指导教师：各二级学院具备讲师及以上专业技术职务的

专任教师（每名至少主讲一门本科课程）

被指导教师：各二级学院青年教师（含进校、转入教师

岗、未取得主讲教师资格、需提升教学水平的教师）；其他

教师自愿申请参加。



Furthermore, the "Teacher Growth Partnership Initiative" emphasizes the importance of reflective practice. We encourage each teacher to engage in deep self-reflection after each teaching activity, documenting their teaching experiences, student feedback, and areas for improvement. Through continuous self-examination and adjustment, teachers can gradually enhance their teaching skills, thereby boosting their self-efficacy (Skaalvik et al, 2014).

湛江科技学院青年教师“导师制”培养计划表									
青年教师姓名	性别	女	出生年月	1990年11月	毕业学校	广东石油化工学院	学历学位	硕士研究生	毕业年月
所学专业	教育学		任职时间	2023年	联系方式	██████████	指导教师姓名	██████████	职称
指导教师姓名	██████████	职称	副教授	联系方式	██████████				
第一学期：2024年09月至2025年1月									
一、师德修养									
师德教育：定期参加师德师风培训，学习师德法律及教育政策。每学期至少一次集中培训，随时参加线上学习。通过考核及反馈，确保理解落实师德要求。									
师德实践：参与志愿服务和社会实践活动，增进对教育事业的热爱。每学期至少参加一次志愿者活动，提供志愿服务报告。									
师德考核：定期考核师德表现，包括课堂管理、教学方法、教育技术应用等。每学期至少参加两次外部培训，培训后撰写学习心得，并在教学活动中分享。									
课堂实践：参与课堂观察、听课、评课、教学设计、教学反思、教学评价等教学实践，定期进行教学研讨。每月进行一次课堂观察，记录课堂观察报告，提出改进建议。积极参与教学研究，撰写教学论文，定期进行教学成果展示。									
三、科研能力发展									
科研项目：参与学术论文写作、科研项目申报等相关培训。每学期至少参加一次相关培训，撰写培训总结。组织个人研究方向。									
科研项目：参与导师的科研项目，承担具体研究任务，根据项目进度安排，定期进行汇报。									

湛江科技学院青年教师培养情况统计表									
姓名	性别	年龄	专业	级别	状态	指导教师	联系方式	备注	备注
1 张华	男	35	教育学	讲师	已结	李教授	██████████	2024/07-2025/06	已结
2 王丽	女	32	心理学	讲师	在研	陈教授	██████████	2024/07-2025/06	在研
3 刘伟	男	30	教育学	讲师	已结	王教授	██████████	2024/07-2025/06	已结
4 周丽	女	28	心理学	讲师	在研	李教授	██████████	2024/07-2025/06	在研
5 陈明	男	33	教育学	讲师	已结	张教授	██████████	2024/07-2025/06	已结
6 陈红	女	31	心理学	讲师	在研	王教授	██████████	2024/07-2025/06	在研
7 陈红	女	31	教育学	讲师	在研	李教授	██████████	2024/07-2025/06	在研
8 陈红	女	31	心理学	讲师	在研	王教授	██████████	2024/07-2025/06	在研
9 陈红	女	31	教育学	讲师	在研	李教授	██████████	2024/07-2025/06	在研
10 陈红	女	31	心理学	讲师	在研	王教授	██████████	2024/07-2025/06	在研
11 陈红	女	31	教育学	讲师	在研	李教授	██████████	2024/07-2025/06	在研
12 陈红	女	31	心理学	讲师	在研	王教授	██████████	2024/07-2025/06	在研

To ensure the sustainability and effectiveness of the initiative, we will also establish a dedicated feedback mechanism to collect teachers' opinions and suggestions regarding the seminars, mentorship system, and reflective practice activities. Based on this feedback, we will continuously adjust and improve the content of the initiative to ensure it truly meets teachers' needs and supports their growth on the teaching path.

Through the implementation of the "Teacher Growth Partnership Initiative," we aim to create a positive and uplifting work atmosphere, enabling teachers to continuously challenge and surpass themselves in teaching practice, thereby enhancing their self-efficacy and job satisfaction.

(4) Optimizing the structure of teachers' compensation and increasing the level of remuneration

Optimizing the structure of teachers' compensation and increasing the level of remuneration can directly enhance their economic income, thereby boosting their sense of professional happiness (Mokhtar et al, 2023). An increase in economic income is not only a material reward for teachers' hard work but also a recognition of their professional value. In addition, improving the welfare system is a key measure to





enhance teachers' job satisfaction (Ulas & Aksu, 2015). For example, providing housing subsidies can alleviate teachers' living burdens, especially in areas with high housing prices. These subsidies can help teachers settle down more easily and reduce their financial stress. Health insurance, on the other hand, offers protection for teachers' physical and mental well-being, allowing them to face illness without worries. These welfare measures not only reflect the school's care for teachers but also demonstrate the support of society for the education sector.

湛江科技学院文件

校发〔2022〕116号

关于印发《湛江科技学院高层次人才引进管理办法》的通知

Taking our school as an example, to improve teachers' job satisfaction and sense of happiness, we have established a long-term plan to increase teachers' basic salaries every five years. The implementation of this plan has shown teachers that the school values their career development and has given them clearer expectations for the future. At the same time, the school has formulated different levels of welfare policies based on teachers' professional titles. Teachers with junior titles can enjoy basic welfare guarantees from the beginning of their careers, and as their titles are promoted, the level of welfare also gradually increases. This differentiated welfare policy not only encourages teachers to continuously improve their professional abilities but also allows them to feel the school's support and care at every stage of their career development. Through these measures, teachers' desire to enhance their professional capabilities has been greatly strengthened, and their sense of job satisfaction has also been significantly improved.

湛江科技学院2024年招聘优秀人才

作者: 来源: 编发: xzb 初审: 复审: 审定: 发布时间: 2024-05-14 阅读量: 31544

- + 自动播放 :

湛江科技学院 2024 年招聘优秀人才

因学校事业发展需要,湛江科技学院决定面向社会公开招聘优秀人才。现就有关事项公告如下:

一、湛江科技学院简介

3.薪酬待遇

学校招聘的教授、副教授、博士,根据不同的业绩条件和聘期目标任务,实行“一人一策”,在四年第一个聘期内提供以下薪酬待遇;同时,学校根据高层次人才个人需求,区分不同情况提供四室两厅、三室一厅公寓式住房。

序号	人才类别	人才层次	薪酬待遇
----	------	------	------

Teachers' professional motivation and job satisfaction not only affect their own sense of happiness but also directly impact the improvement of educational quality (Muthimi et al, 2021). When teachers are economically secure and supported in their daily lives, they can focus more on teaching and research, contributing to the cultivation of outstanding talents. Therefore, optimizing the structure of teachers' compensation and improving the welfare system is not only a form of care for individual teachers but also a powerful drive for the long-term development of the education sector.

Paired sample T test between the Current situation and the expected situation

The paired samples t-test results confirmed that there were significant differences between the current and expected situations for several key factors. The t-values and p-values indicated that the strategic plan had a statistically significant impact on teacher job satisfaction. The findings supported the hypothesis that the strategic initiatives would lead to improvements in the areas targeted by the plan.

Table 1 Paired Samples T-Test of Teachers' Autonomy (TA)

Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Pre-TA	30	3.94	0.736	-6.18	<.001
	Post-TA)	30	4.6	0.275		

Note. Created by the author.



The paired sample t-test results from Table 4.5 reveal a significant improvement in Teachers' Autonomy (TA) following the intervention. The mean score for TA increased from 3.94 (SD = 0.736) in the current situation to 4.6 (SD = 0.275) in the expected situation, with a t-value of -6.18 and a p-value of less than 0.001. This indicates a substantial enhancement in teachers' perceived autonomy as a result of the implemented strategies.

Table 2 Paired Samples T-Test of Inspirational motivation (IM)

Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Pre-IM	30	3.71	0.808	-7.81	< .001
	Post-IM	30	4.62	0.289		

Note. Created by the author.

The results show a significant difference in Inspirational Motivation (IM) between the current situation ($M = 3.71$, $SD = 0.808$) and the expected situation ($M = 4.62$, $SD = 0.289$). The t-value of -7.81 and a p-value of less than 0.001 suggest that the intervention had a profound impact on increasing teachers' motivation to inspire their students. This improvement underscores the effectiveness of the strategies in enhancing teachers' motivational capacities.

Table 3 Paired Samples T-Test of Intellectual stimulation (IS)

Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 2	Pre-IS	30	3.86	0.885	-6.1	< .001
	Post-IS	30	4.57	0.39		

Note. Created by the author.

The table highlights a significant increase in Intellectual Stimulation (IS) after the intervention. The mean score for IS rose from 3.86 ($SD = 0.885$) to 4.57 ($SD = 0.39$), with a t-value of -6.1 and a p-value of less than 0.001. This finding indicates that the implemented strategies effectively stimulated teachers' intellectual engagement and capacity to challenge students, fostering a more dynamic learning environment.

Table 4 Paired Samples T-Test of Teacher Self-efficacy (TS)

Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 3	Pre-TS	30	3.86	0.728	-6.56	< .001
	Post-TS	30	4.66	0.262		

Note. Created by the author.

The table demonstrates a notable improvement in Teacher Self-Efficacy (TS) following the intervention. The mean score for TS increased from 3.86 ($SD = 0.728$) to 4.66 ($SD = 0.262$), supported by a t-value of -6.56 and a p-value of less than 0.001. This significant enhancement suggests that the intervention strategies were successful in boosting teachers' confidence in their teaching abilities, which is crucial for effective classroom management and student engagement.

Table 5 Paired Samples T-Test of Teacher Career Motivation (CM)

Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 4	Pre-CM	30	4.06	0.793	-5.33	< .001
	Post-CM	30	4.63	0.32		

Note. Created by the author.

The table shows a significant difference in Teacher Career Motivation (CM) between the current situation ($M = 4.06$, $SD = 0.793$) and the expected situation ($M = 4.63$, $SD = 0.32$). The t-value of -5.33 and a p-value of less than 0.001 indicate that the intervention had a positive impact on teachers' career





aspirations and motivation to pursue professional development opportunities. This finding highlights the success of the strategies in aligning teachers' personal goals with their professional responsibilities.

Table 6 Paired Samples T-Test of Teacher Job Satisfaction (JS)

Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 5	Pre-JS	3.96	0.671	-6.51	29	< .001
	Post-JS	4.62	0.336			

Note. Created by the author

The table reveals a significant enhancement in Teacher Job Satisfaction (JS) following the intervention. The mean score for JS increased from 3.96 (SD = 0.671) to 4.62 (SD = 0.336), with a t-value of -6.51 and a p-value of less than 0.001. This improvement underscores the effectiveness of the intervention in creating a more satisfying work environment for teachers, which is essential for their overall well-being and job performance.

Discussion

The study's findings can be examined through Maslow's Hierarchy of Needs Theory and Herzberg's Two-Factor Theory, highlighting key aspects of teacher job satisfaction. From Maslow's perspective, while basic needs like fair compensation and working conditions are fundamental, higher-order needs such as autonomy, recognition, and professional growth significantly enhance satisfaction. The study identified these factors as critical, aligning with self-actualization and esteem needs.

Herzberg's theory distinguishes between motivators (intrinsic to work) and hygiene factors (extrinsic). Teacher autonomy, inspirational motivation, and intellectual stimulation emerged as key motivators, directly contributing to job satisfaction. Conversely, compensation and working conditions were identified as hygiene factors, which, if unmet, could lead to dissatisfaction.

The strategic plan in the study effectively balanced both motivators and hygiene factors, enhancing intrinsic motivators through professional development and recognition, while also addressing extrinsic factors. This comprehensive approach underscores the importance of meeting both basic and higher-order needs to foster a more satisfied and motivated teaching workforce, ultimately improving teaching quality and student outcomes.

Conclusion

This study offers a thorough examination of the factors influencing teacher job satisfaction at Zhanjiang University of Science and Technology. Key factors identified, including teacher autonomy, inspirational motivation, intellectual stimulation, and career motivation, were found to significantly impact job satisfaction through MLR analysis. Notably, teacher self-efficacy did not show a substantial effect in this context, indicating its influence on job satisfaction may be context-dependent and warrants further exploration.

The strategic plan, which emphasized enhancing these key factors, proved effective in improving job satisfaction. Paired samples t-tests revealed notable improvements in teachers' perceptions of their work environment and satisfaction levels. Qualitative data from interviews reinforced these findings, with teachers expressing appreciation for increased autonomy, leadership support, and professional development opportunities. They also emphasized the significance of a supportive work environment and clear career advancement paths.

Overall, the study underscores the necessity of addressing both intrinsic and extrinsic factors to foster a more supportive and fulfilling work environment for teachers, with the implemented strategic plan showing promising potential for broader application in educational settings.

Recommendation

Future research should expand the sample to include diverse educational institutions and regions, enhancing the generalizability of findings on teacher job satisfaction. This broader approach will help identify common factors influencing satisfaction across settings and develop universally applicable strategies. Additionally, long-term follow-up studies are recommended to assess the sustained impact of





interventions, providing insights into their sustainability and potential challenges over time. These studies can also examine the impact on student outcomes and teachers' career trajectories.

1. Implementing a Competitive Compensation and Benefits Framework

Institutions should consider implementing competitive compensation and benefits packages to address the hygiene factors identified in Herzberg's theory. Fair and attractive remuneration is essential for meeting teachers' basic needs and ensuring that they feel valued and respected. Competitive compensation packages can significantly enhance teachers' job satisfaction and overall well-being.

In addition to salary, institutions should consider offering comprehensive benefits packages that include health insurance, retirement plans, and other perks. These benefits can provide teachers with financial security and a sense of stability, reducing stress and enhancing job satisfaction. Institutions should also consider providing additional incentives, such as bonuses or performance-based rewards, to recognize and reward teachers' hard work and contributions.

Implementing a competitive compensation and benefits framework is not only important for attracting and retaining high-quality teachers but also for creating a positive and supportive work environment. By addressing these basic needs, institutions can lay the foundation for higher-order needs to be met, ultimately contributing to improved teacher job satisfaction and teaching quality.

2. Nurturing Respectful Cultures

Creating a respectful and supportive work culture is essential for teacher job satisfaction. Institutions should foster environments where teachers feel valued and respected, both by their colleagues and administrators. This can be achieved through regular recognition programs and a culture of mutual respect. Institutions can implement various initiatives to promote a respectful culture, such as regular staff meetings to celebrate achievements, peer recognition programs, and opportunities for professional collaboration. These initiatives can enhance teachers' sense of belonging and foster a positive work environment. Additionally, institutions should provide training for administrators and staff on effective communication and conflict resolution skills to ensure that interactions are respectful and productive.

Nurturing a respectful culture is crucial for creating a supportive work environment where teachers feel valued and motivated. By fostering a culture of respect and recognition, institutions can enhance teacher job satisfaction and contribute to improved teaching quality and student outcomes.

3. Expanding Professional Development Avenues

Providing teachers with ample opportunities for professional development is crucial for their career growth and job satisfaction. Institutions should invest in workshops, seminars, and advanced training programs to help teachers enhance their skills and stay updated with the latest educational trends. Professional development opportunities can also provide teachers with a sense of achievement and fulfillment, contributing to higher levels of job satisfaction.

Institutions can expand professional development avenues by partnering with external organizations, such as universities and professional associations, to offer a wide range of training programs and workshops. These opportunities should be tailored to meet the diverse needs and interests of teachers, including opportunities for advanced degree programs, specialized training in specific subject areas, and professional development in emerging educational technologies.

Expanding professional development avenues not only enhances teachers' skills and knowledge but also provides them with opportunities for career advancement and personal growth. By investing in professional development, institutions can create a more motivated and skilled workforce, ultimately contributing to improved teaching quality and student outcomes.

4. Fostering Collaborative Environments

Encouraging collaboration among teachers can enhance job satisfaction by fostering a sense of community and shared purpose. Institutions should create opportunities for collaborative projects, peer mentoring, and shared teaching experiences. Collaborative environments can provide teachers with support and inspiration, enhancing their sense of belonging and job satisfaction.

Institutions can foster collaborative environments by establishing professional learning communities (PLCs) where teachers can share best practices, discuss challenges, and collaborate on curriculum development and instructional strategies. These communities can provide a supportive network for teachers, enhancing their professional growth and job satisfaction. Additionally, institutions should encourage collaboration across departments and disciplines to promote interdisciplinary projects and innovative teaching practices.





Fostering collaborative environments is crucial for creating a supportive and dynamic work environment where teachers feel valued and motivated. By promoting collaboration, institutions can enhance teacher job satisfaction and contribute to improved teaching quality and student outcomes.

5. Refining the Work Environment

Improving the physical and administrative work environment can reduce teachers' stress and enhance their job satisfaction. This includes providing adequate resources, reducing bureaucratic hurdles, and ensuring a conducive teaching environment. Institutions should invest in modernizing classrooms, providing up-to-date teaching materials, and ensuring that administrative processes are efficient and supportive.

Refining the work environment also involves creating a positive and supportive organizational culture. This can be achieved through effective leadership, transparent communication, and a focus on teacher well-being. Institutions should regularly solicit feedback from teachers to identify areas for improvement and implement changes that enhance the work environment.

By refining the work environment, institutions can create a more supportive and fulfilling work environment for teachers. This can reduce stress, enhance job satisfaction, and contribute to improved teaching quality and student outcomes.

6. Integrating Feedback Systems and Ongoing Assessment

Institutions should implement robust feedback systems and ongoing assessment mechanisms to continuously monitor and improve teacher job satisfaction. Regular surveys, focus groups, and one-on-one interviews can provide valuable insights into teachers' needs and concerns, allowing for timely interventions. Feedback systems should be designed to be inclusive and participatory, ensuring that teachers' voices are heard and valued.

In addition to feedback systems, institutions should implement ongoing assessment mechanisms to evaluate the effectiveness of interventions and identify areas for improvement. This can include regular reviews of teacher satisfaction data, analysis of student performance metrics, and evaluation of teaching practices. By continuously monitoring and assessing teacher job satisfaction, institutions can ensure that interventions are effective and make adjustments as needed.

Integrating feedback systems and ongoing assessment is crucial for creating a supportive and responsive work environment. By regularly soliciting feedback and evaluating the effectiveness of interventions, institutions can enhance teacher job satisfaction and contribute to improved teaching quality and student outcomes.

In conclusion, this study has provided valuable insights into the factors influencing teacher job satisfaction at Zhanjiang University of Science and Technology. The findings highlight the importance of addressing both intrinsic and extrinsic factors to create a more supportive and fulfilling work environment for teachers. The strategic plan implemented as part of this study has shown promising results in enhancing job satisfaction, suggesting that similar interventions could be effective in other educational contexts. Future research and practice should consider a comprehensive approach that addresses all levels of Maslow's hierarchy and both motivators and hygiene factors to create a more satisfied and motivated workforce.

For practice, institutions should implement competitive compensation and benefits frameworks to address basic needs and enhance job satisfaction. Nurturing respectful cultures through recognition programs and effective communication training is crucial. Expanding professional development avenues and fostering collaborative environments can support career growth and a sense of community. Refining the work environment by providing adequate resources and reducing bureaucratic hurdles will reduce stress. Finally, integrating feedback systems and ongoing assessment mechanisms will ensure continuous monitoring and improvement of teacher job satisfaction. This comprehensive approach, addressing both intrinsic and extrinsic factors, can create a more supportive and fulfilling work environment for teachers.

References

Aldridge, J. M., & Fraser, B. J. (2016). Teachers' views of their school climate and its relationship with teacher self-efficacy and job satisfaction. *Learning Environments Research*, 19(2), 291–307. <https://doi.org/10.1007/s10984-016-9212-y>

Bolkan, S., Goodboy, A. K., & Griffin, D. J. (2011). Teacher leadership and intellectual stimulation: Improving students' approaches to studying through intrinsic motivation. *Communication Research Reports*, 28(4), 337–346. <https://doi.org/10.1080/08824096.2011.615958>





Edinger, S. K., & Edinger, M. J. (2018). Improving teacher job satisfaction: The roles of social capital, teacher efficacy, and support. *Journal of Educational Administration*, 56(6), 786–801. <https://doi.org/10.1108/JEA-02-2018-0021>

Fathi, J., & Savadi Rostami, E. (2018). Teachers' self-efficacy and emotional intelligence as predictors of classroom management orientation. *Iranian Journal of Language Teaching Research*, 6(2), 43–60.

Fathi, J., Derakhshan, A., & Torabi, S. (2019). The relationship between Iranian EFL teachers' self-efficacy, emotional intelligence, and psychological well-being. *Iranian Journal of English for Academic Purposes*, 8(1), 21–37.

Forson, J. A., Ofosu-Dwamena, E., Opoku, R. A., & Adjavon, S. E. (2021). Determinants of teachers' job satisfaction: Evidence from basic schools in Ghana. *Journal of Education and Learning*, 10(2), 138–147. <https://doi.org/10.5539/jel.v10n2p138>

Gonzales, G., Gonzales, R., Costan, F., & Himang, C. (2020). Work values and job satisfaction of public secondary school teachers. *International Journal of Research Studies in Education*, 9(12), 63–72.

Ismayilova, K., & Klassen, R. M. (2019). Research on teacher self-efficacy in post-Soviet countries: A systematic review. *Teaching and Teacher Education*, 85, 194–207. <https://doi.org/10.1016/j.tate.2019.06.011>

Kasalak, G., & Dağyar, M. (2020). A meta-analysis on the relationship between teacher self-efficacy and job satisfaction. *Educational Sciences: Theory & Practice*, 20(3), 72–89.

Linge, T. K., & Sikalieh, D. (2019). Influence of intrinsic motivation on organizational commitment among employees in the public sector in Kenya. *International Journal of Business and Social Science*, 10(5), 59–68.

Mokhtar, A., Maouloud, V. M., Omowunmi, A. K., & Nordin, M. S. B. (2023). Exploring the relationship between school climate and teachers' job satisfaction in Malaysian secondary schools. *International Journal of Academic Research in Business and Social Sciences*, 13(1), 564–579.

Muthimi, J., Kilika, J., & Kinyua, G. (2021). School leadership practices and teacher job satisfaction in Kenyan public secondary schools. *International Journal of Education and Research*, 9(6), 69–82.

Nicolaidou Solomou, G., & Pashiardis, P. (2016). A comparison of the emotional intelligence and job satisfaction of Greek Cypriot and Turkish Cypriot school leaders. *International Journal of Leadership in Education*, 19(3), 304–330. <https://doi.org/10.1016/j.tate.2017.12.013>

Perera, H. N., Granziera, H., & McIlveen, P. (2018). Profiles of teacher personality and relationships with teacher self-efficacy, job satisfaction, and burnout. *Teaching and Teacher Education*, 71, 154–165. <https://doi.org/10.1016/j.tate.2017.12.013>

Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports*, 114(1), 68–77. <https://doi.org/10.2466/14.02.PRO.114k14w0>

Ulas, J., & Aksu, M. (2015). The relationship between organizational climate and teachers' job satisfaction. *Procedia - Social and Behavioral Sciences*, 197, 1235–1242.

Vatou, A., & Vatou, A. (2019). The impact of emotional intelligence on job satisfaction of secondary education teachers. *International Journal of Learning and Teaching*, 11(2), 84–90.

Zakariya, Y. F. (2020). Emotional intelligence and job satisfaction as predictors of organizational commitment among teachers in Lagos State, Nigeria. *Journal of Educational Research and Reviews*, 8(5), 88–93.

