

## An Analysis of Employee Satisfaction of Full-time Teacher in Guizhou Vocational College of Industry and Commerce, China

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### Abstract

The purposes of this research were; 1) To analyze the current of full-time teacher satisfaction in Guizhou Vocational College of Industry and Commerce. 2) To find out what factors affect full-time teacher satisfaction in Guizhou Vocational College Of Industry and Commerce. 3) To improve full-time teacher Satisfactionin in Guizhou Vocational College Of Industry and Commerce. This study used quantitative research methods, and the theoretical framework was based on the two-factor theory, expectancy theory, and equity theory. Secondary data was obtained from the website of Guizhou Vocational College Of Industry and Commerce and the statistics table of the human resources department. Primary data was mainly obtained from the questionnaire survey. According to the Yamane formula, the sample size was calculated to be 200. The questionnaires were distributed to full-time teachers of Guizhou Vocational College Of Industry and Commerce through random sampling. Descriptive statistics were used to analyze the data, and Cronbach's alpha was used to test the reliability of the questionnaire.

The results show that the current level of teacher satisfaction is not high enough, and that the key areas for improvement include salary structure, workload, performance pay, vacation and rest time, and fair assessment standards. The study concludes with recommendations for improving teacher satisfaction, such as optimizing the salary structure, improving the fairness of performance bonuses, reducing the workload, and developing a fair assessment mechanism.

**Keywords:** Teacher Satisfaction; Compensation; Performance Evaluation

## Introduction

Since the economic reforms of the late 1970s, China's higher education system has expanded rapidly, evolving from a state-centered system to one that accommodates both public and private institutions (Hong, M. (2018). Private higher education has played an increasingly important role in addressing the rising demand for tertiary education in China. However, these institutions face unique challenges, including limited government financial support, inadequate infrastructure, and fluctuating student enrollment rates, all of which have implications for employee satisfaction, particularly among teaching staff (Mo, J., & Morris, G., 2024). Teacher satisfaction is a crucial factor in maintaining institutional stability, as it significantly influences job performance, absenteeism, turnover rates, and overall mental well-being (Tehseen, S., & Hadi, N. U., (2015). This study focuses on full-time teachers at Guizhou Vocational College of Industry and Commerce (GVIC), a private higher vocational institution located in Guizhou Province, China. Established in 2012, GVIC has grown to include six secondary schools offering 25 academic programs and currently serves more than 15,000 students with a faculty of over 300 full-time teachers. This makes it a relevant and representative case study for exploring teacher satisfaction in the context of private vocational education.

In private vocational colleges, teachers face additional challenges due to high workloads, limited professional development opportunities, and resource constraints, which can undermine their job satisfaction (Alsubaie, H., 2023). Understanding the factors that affect teacher satisfaction is critical for improving not only the well-being of faculty but also the quality of education and institutional success. Previous studies indicate that job satisfaction among teachers is influenced by various factors, including salary, working environment, professional development opportunities, administrative support, and relationships with students and colleagues (Meagher, T., 2011). Against this backdrop, the objective of this research is to analyze the current state of full-time teacher satisfaction at Guizhou Vocational College of Industry and Commerce, identify the key factors influencing their satisfaction, and propose practical strategies to enhance their overall job experience. By examining these aspects, this study aims to provide actionable insights for institutional leaders to create a more supportive working environment, reduce teacher turnover, and improve the overall quality of education and talent

development at the college. Ultimately, improving teacher satisfaction contributes to the broader goals of enhancing student outcomes and fostering sustainable institutional development.

Through this investigation, the findings of this study will contribute to the growing body of literature on teacher satisfaction in private higher education and provide evidence-based recommendations for policy and practice, particularly in the context of vocational colleges in China.

## Research Objectives

1. To analyze the current of full-time teacher satisfaction in Guizhou Vocational College of Industry & Commerce.
2. To find out what factors affect full-time teacher satisfaction in Guizhou Vocational College of Industry & Commerce.
3. To improve full-time teacher Satisfactionin in Guizhou Vocational College of Industry & Commerce.

## Research Methods

This study employed quantitative research methods to examine the factors influencing teacher motivation at Guizhou Vocational College of Industry and Commerce. The research procedures are as follows:

**1. Population and Sample:** The target population consisted of full-time teachers at Guizhou Vocational College of Industry and Commerce. A sample of 200 teachers was selected using simple random sampling to ensure that each individual had an equal chance of participation and that the findings could be generalized to the larger population.

**2. Research Instrument:** A structured questionnaire was developed based on Herzberg's Two-Factor Theory, Expectancy Theory, and Equity Theory to assess teacher motivation. The questionnaire was divided into sections covering various aspects of job satisfaction and motivation and used a five-point Likert scale for evaluation:

- 1 = Strongly Disagree,
- 2 = Disagree,
- 3 = Neutral,
- 4 = Agree,

5 = Strongly Agree.

To ensure reliability, Cronbach's alpha was calculated, with a threshold of 0.70 or higher indicating acceptable internal consistency.

**1. Data Collection:** The questionnaires were distributed to the selected participants, and data collection was conducted over a specified period. Teachers completed the questionnaires anonymously to encourage honest responses and reduce response bias.

**2. Data Analysis:** The data were analyzed using descriptive statistics, including mean, standard deviation, and frequency distribution, to summarize the key findings. Cronbach's alpha was used to test the reliability of the questionnaire, ensuring that the instrument measured teacher motivation consistently. The analysis focused on identifying the key motivational factors influencing teacher satisfaction and engagement.

This structured approach aimed to provide a clear, data-driven understanding of the motivational dynamics among teachers at Guizhou Vocational College of Industry and Commerce.

## Research

This section presents the findings of the study based on the three main research objectives:

1. Reliability Analysis of the Questionnaire Before analyzing the research data, the reliability of the data collection tool was tested. The results are shown in Table 1:

| Reliability Statistics | Cronbach's Alpha | Item Count |
|------------------------|------------------|------------|
|                        | 0.988            | 72         |

Table 1 Cronbach's Alpha of the Questionnaire

As indicated in Table 1, the reliability of the 72-item questionnaire was tested using Cronbach's alpha. The scale's alpha coefficient of 0.988 demonstrates high reliability, confirming that the data collected is dependable for further analysis.

2. Analysis of the Current Situation of Full-Time Teacher Satisfaction, To explore the current level of job satisfaction among full-time teachers at Guizhou

Vocational College of Industry and Commerce, a survey was conducted. Table 2 presents the results, focusing on key areas influencing teacher satisfaction.

| Question   | 1<br>Strongly<br>Disagree | 2<br>Disagree | 3<br>Neutral | 4<br>Agree | 5<br>Strongly<br>Agree |
|--|---------------------------|---------------|--------------|------------|------------------------|
| Do you think a reasonable compensation package is important?         | 2 (1%)                    | 5 (2.5%)      | 29 (14.5%)   | 73 (36.5%) | 91(45.5%)              |
| Do you think it's important to work at a reasonable intensity?       | 3 (1.5%)                  | 8 (4%)        | 42 (21%)     | 93(46.5%)  | 54 (27%)               |
| Do you think reasonable performance pay is important?                | 3 (1.5%)                  | 5 (2.5%)      | 48 (24%)     | 85(42.5%)  | 59(29.5%)              |
| Do you think reasonable holidays and breaks are important?           | 6 (3%)                    | 7 (3.5%)      | 49 (24.5%)   | 90 (45%)   | 48 (24%)               |
| Do you think fair and transparent evaluation criteria are important? | 3 (1.5%)                  | 13 (6.5%)     | 49 (24.5%)   | 90 (45%)   | 45(22.5%)              |

Table 2 Current Situation of Full-Time Teacher Satisfaction

The survey results from 200 full-time teachers highlight several key areas of dissatisfaction. The data indicate that overall satisfaction is lacking, with critical concerns including inadequate compensation (82%), high workloads (73.5%), and insufficient performance-based incentives (72%). Additionally, dissatisfaction with vacation policies (69%) and the lack of a fair evaluation system (67.5%) is evident. Teachers also emphasized the need for a supportive management system, enhanced research opportunities, and a more positive organizational culture.

### 3. Factors Influencing Full-Time Teacher Satisfaction

The study also identified the primary factors affecting teacher satisfaction, as presented in Table 3.

| Question  | 1<br>Strongly<br>Disagree | 2<br>Disagree | 3<br>Neutral | 4<br>Agree | 5<br>Strongly<br>Agree |
|---|---------------------------|---------------|--------------|------------|------------------------|
| Do you think a reasonable compensation package is the most important?         | 2 (1%)                    | 0 (0%)        | 19 (9.5%)    | 71 (35.5%) | 108 (54%)              |
| Do you think reasonable holidays and breaks are the most important?           | 2 (1%)                    | 0 (0%)        | 21 (10.5%)   | 77 (38.5%) | 100 (50%)              |
| Do you think reasonable pay for performance is the most important?            | 3 (1.5%)                  | 4 (2%)        | 16 (8%)      | 72 (36%)   | 105 (52.5%)            |
| Do you think job fulfillment is the most important?                           | 2 (1%)                    | 1 (0.5%)      | 21 (10.5%)   | 82 (41%)   | 94 (47%)               |
| Do you think fair and transparent evaluation criteria are the most important? | 2 (1%)                    | 1 (0.5%)      | 22 (11%)     | 81 (40.5%) | 94 (47%)               |

Table 3 Factors Influencing Full-Time Teacher Satisfaction

According to Table 3, reasonable compensation (89.5%) emerged as the most critical factor influencing teacher satisfaction, underscoring that compensation plays a central role in job contentment. Reasonable vacation and rest time (88.5%) was also highly valued, reflecting teachers' concerns about maintaining work-life balance. Performance-based bonuses (88.5%) were similarly deemed essential, indicating a desire for fair recognition of efforts and achievements. Moreover, a sense of job fulfillment (88%) and fair, transparent evaluation criteria (87.5%) were identified as significant factors, highlighting teachers' preference for career development opportunities and objective performance assessments.

#### 4. Measures to Improve Full-Time Teacher Satisfaction

Based on the findings, several recommendations were proposed to enhance teacher satisfaction, as shown in Table 4.

| Question  | 1<br>Strongly<br>Disagree | 2<br>Disagree | 3<br>Neutral | 4<br>Agree | 5<br>Strongly<br>Agree |
|---|---------------------------|---------------|--------------|------------|------------------------|
| Do you think a reasonable compensation package can improve satisfaction?        | 2 (1%)                    | 0 (0%)        | 20 (10%)     | 72 (36%)   | 106 (53%)              |
| Do you think reasonable pay for performance improves satisfaction?              | 2 (1%)                    | 1 (0.5%)      | 20 (10%)     | 81 (40.5%) | 96 (48%)               |
| Do you think fair and transparent evaluation criteria can improve satisfaction? | 2 (1%)                    | 2 (1%)        | 20 (10%)     | 90 (45%)   | 86 (43%)               |
| Do you think reasonable holidays and time off can improve satisfaction?         | 2 (1%)                    | 1 (0.5%)      | 22 (11%)     | 88 (40%)   | 95 (47.5%)             |

Table 4 Measures to Improve Full-Time Teacher Satisfaction

The survey results indicate that a majority (89%) believe that improving compensation is the most effective strategy for enhancing satisfaction, reflecting teachers' expectations for better financial recognition. Reasonable performance pay (88.5%) also ranked as a top priority, suggesting that a fair performance-based bonus system could enhance motivation and satisfaction. Transparent and fair evaluation criteria (88%) were deemed essential, reflecting teachers' desire for objective assessment mechanisms. Furthermore, appropriate vacation and rest time (87.5%) was identified as a significant factor in reducing burnout and improving overall well-being.

In conclusion, implementing these measures is expected to enhance job satisfaction, boost motivation, and foster a more supportive and fulfilling work environment for full-time teachers at Guizhou Vocational College of Industry and Commerce.

## Discussion

This section discusses the findings from the study, reflecting on each research objective and situating the results within relevant literature and theoretical frameworks.

Objective 1: Reliability Analysis of the Questionnaire, Before analyzing the research data, the reliability of the 72-item questionnaire was tested using Cronbach's alpha. The resulting coefficient of 0.988 indicates excellent internal consistency (see Table 1), far surpassing the commonly accepted threshold of 0.7, This high reliability enhances confidence in the data and confirms that the questionnaire is a dependable tool for evaluating teacher satisfaction. Such reliability is essential for social science research to ensure valid and replicable findings (Nemec II, E. C., Baker, D. M., Zhang, D., & Dintzner, M., 2018).

Objective 2: Current Situation of Full-Time Teacher Satisfaction, The survey results reveal several important trends in the current satisfaction levels of full-time teachers at Guizhou Vocational College of Industry and Commerce (see Table 2). Notably, dissatisfaction emerged in key areas, including compensation (82%), workload (73.5%), and performance-based incentives (72%). This finding is consistent with Ghimire, B., (2024). Two-Factor Theory, which distinguishes between hygiene factors (such as salary and working conditions) and motivators (such as achievement and recognition). The low satisfaction scores reflect an imbalance in these hygiene factors, underscoring the importance of addressing teachers' basic needs before intrinsic motivators can significantly enhance job satisfaction. Moreover, dissatisfaction with holidays (69%) and perceived unfair evaluation systems (67.5%) aligns with research suggesting that burnout, often exacerbated by insufficient time for rest and unclear evaluation criteria, can lead to reduced engagement and organizational commitment (Kim, W., 2017). The emphasis on supportive management, research opportunities, and positive organizational culture further aligns with the Job Demands-Resources (JD-R) Model, which highlights how resources, such as support and autonomy, can buffer the impact of job demands on employee well-being (Harju, L. K., Kaltiainen, J., & Hakanen, J. J., 2021).

Objective 3: Factors Influencing Full-Time Teacher Satisfaction, The study identified key factors that significantly influence teacher satisfaction (see Table 3). Reasonable compensation (89.5%) emerged as the most critical, followed closely

by appropriate vacation time (88.5%), performance-based bonuses (88.5%), job fulfillment (88%), and fair evaluation criteria (87.5%). This finding supports the Equity Theory of motivation, which posits that employees assess their job satisfaction by comparing their input-output ratios to those of their peers (Muogbo, U. S., 2013). Perceived inequities in pay, workload, and evaluation systems are likely contributing to dissatisfaction and a sense of unfair treatment among teachers. Additionally, the emphasis on fair and transparent evaluations suggests a desire for greater procedural justice, which is known to enhance job satisfaction and organizational trust (Donner, C., Maskaly, J., Fridell, L., & Jennings, W. G., 2015). Teachers' preference for objective assessments aligns with broader calls in educational research for evidence-based performance evaluations that minimize bias and subjectivity (Banks, F. M., 2024).

**Objective 4: Measures to Improve Full-Time Teacher Satisfaction**, To enhance job satisfaction, the study explored teachers' views on various improvement strategies (see Table 4). The majority of respondents (89%) identified better compensation as the most effective measure, highlighting the centrality of financial rewards in influencing job contentment. This aligns with empirical research demonstrating that competitive compensation can enhance teacher retention, motivation, and performance (Shansan, W., 2024). Similarly, reasonable performance-based pay (88.5%) was deemed critical, reflecting the growing demand for merit-based systems that reward effort and achievement. Transparent and fair evaluation criteria (88%) were also prioritized, underscoring the importance of procedural fairness in fostering trust and engagement. The significance of adequate vacation and rest time (87.5%) highlights concerns about work-life balance, which has become increasingly relevant in discussions on employee well-being and sustainable workloads (Bakar, A. Y. A., 2024).

**Conclusion**, Overall, the findings provide valuable insights into the factors shaping full-time teacher satisfaction at Guizhou Vocational College of Industry and Commerce. Addressing these issues through targeted measures such as improving compensation, enhancing transparency in evaluations, and promoting work-life balance is essential for creating a more supportive, motivating, and fulfilling work environment. By aligning organizational practices with teachers' expectations and needs, the college can enhance job satisfaction, reduce burnout, and foster long-term professional commitment.

## New Knowledge Contribution

This study is based on the dual-factor theory, expectancy theory and fairness theory. Improving the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce can be achieved by improving compensation, optimizing performance, reasonable work intensity and enhancing fairness. The research results can help improve the satisfaction of full-time teachers and, at the same time, help improve the quality of teaching in private colleges and universities. It provides effective references and solutions for other private colleges and universities to improve teacher satisfaction.

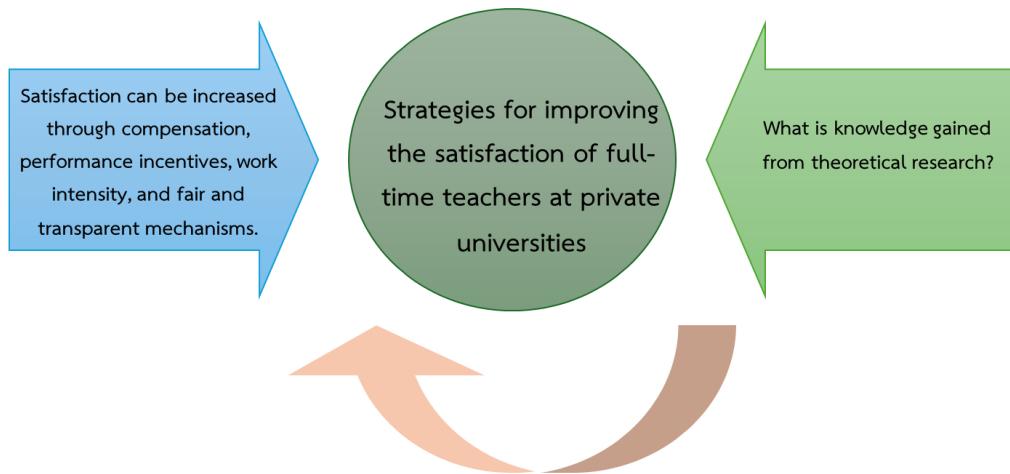


Figure 1 Knowledge Derived from the Research

## Conclusion and Recommendations

The study revealed key insights into the satisfaction levels and influencing factors for full-time teachers at Guizhou Vocational College of Industry and Commerce. A reliability analysis of the 72-item questionnaire yielded a high Cronbach's alpha score of 0.988, confirming the data's reliability for further examination. The survey results showed that while some teachers expressed moderate satisfaction, many were dissatisfied due to issues such as inadequate compensation (82%), excessive workloads (73.5%), and insufficient performance-based incentives (72%). Dissatisfaction also stemmed from policies related to vacation time (69%) and concerns about the fairness of the evaluation process (67.5%). Teachers emphasized the importance of improved management support,

better research opportunities, and a positive organizational culture to enhance overall job satisfaction.

The findings further identified key factors influencing teacher satisfaction, with reasonable compensation (89.5%) ranking as the most critical, followed closely by vacation and rest time (88.5%) and performance-based bonuses (88.5%). Teachers also highly valued job fulfillment (88%) and fair evaluation criteria (87.5%). Proposed measures to enhance satisfaction included increasing compensation (89%), establishing transparent evaluation systems (88%), and ensuring adequate rest and vacation time (87.5%). Implementing these strategies is expected to improve job satisfaction, motivation, and overall well-being, creating a more supportive and rewarding work environment for full-time teachers at the college. Based on the findings of this study, the researcher offers the following recommendations.

### **Recommendation for Further Study**

Future research should expand the sample across regions and institutions for broader insights. It should also examine the impact of government policies, including regulations, funding, and incentives, on teacher motivation and retention. Longitudinal studies can track job satisfaction trends over time, offering deeper insights into policy and reform effects on teachers' perceptions.

### **Organizational Recommendations**

To enhance teacher satisfaction, organizations should optimize compensation by aligning salaries with industry standards and living costs, implementing structured rewards, and ensuring pay equity. Flexible schedules, remote work options, and well-structured leave policies can improve work-life balance.

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