

Factors Affecting Job Satisfaction of Teacher at GuangXi Polytechnic of Construction

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Abstract: This study takes the teacher group of Guangxi Polytechnic of Construction as the research object, investigates and studies the job satisfaction of teachers in the college, analyzes the relevant factors affecting the job satisfaction of teachers in the college, and based on this, proposes guidelines for improving the job satisfaction of teachers in Guangxi Polytechnic of Construction, providing relevant theoretical and data support for improving teacher management and building an excellent teaching team in the college. This study used contracted software to conduct relevant analysis on the collected survey questionnaires, including data collected from the survey questionnaire filled out by teachers from Guangxi Construction Art College. The research findings and recommendations are: increasing national policy support and financial assistance, improving salary and performance management systems, enhancing recognition of the social status of teachers, expanding opportunities for promotion and development, and striving to improve the quality of incoming students. Addressing these factors will help create a more satisfactory working environment for the teachers of the institution.

Keywords: Teachers, Job satisfaction, Guangxi Polytechnic of Construction, Two factor theory

1. Introduction

In the process of rapid development of higher vocational education in China, overall, the results are obvious and the grades are good. However, there are still many problems, manifested in the neglect of teacher career development, improvement of teaching level, salary incentives, and humanistic care in the development process of higher vocational colleges, which leads to insufficient job satisfaction among some teachers in higher vocational colleges. This has to some extent affected the development of higher vocational colleges.

Guangxi, as a southwestern ethnic border region in China, belongs to a province with underdeveloped education, especially in terms of higher education compared to developed regions in the east. In recent years, accelerating the steady development of higher vocational education has always been the focus of vocational education development in Guangxi, and has also achieved remarkable results. However, in the development process of higher vocational education, there are still phenomena such as low initiative and enthusiasm in the work of the teacher group, weak creativity, frequent complaints about work, and strong organizational centrifugal force. These not only hinder the physical and mental health development of teachers in higher vocational colleges, but also affect the quality of education and teaching in higher vocational colleges. Whether effective measures can be taken to improve the job satisfaction of teachers in the future development, cultivate a group of highly educated, high-level, and high-quality teachers with work enthusiasm, and maximize the

educational value of higher vocational education in Guangxi, is the key to determining whether higher vocational education in Guangxi can develop rapidly and steadily.

Therefore, the research topic of the researcher takes the teacher group of Guangxi Polytechnic of Construction as the research object, investigates and studies the job satisfaction of the college's teachers, analyzes the relevant factors that affect the job satisfaction of the college's teachers, and based on this, proposes guidelines for improving the job satisfaction of teachers in Guangxi Polytechnic of Construction, in order to improve teacher management for the college, Building an excellent teaching team to provide relevant theoretical and data support.

What is the job satisfaction of teachers at Guangxi Polytechnic of Construction? What are the issues? What are the causes? On the basis of drawing on previous research results and methods, this study adopts a combination of theory and empirical methods to take Guangxi Polytechnic of Construction as an example, and takes the teacher job satisfaction of Guangxi Polytechnic of Construction as the research object to study the influencing factors of teacher job satisfaction in Guangxi Polytechnic of Construction. Firstly, through the method of literature research, literature on the influencing factors of teacher job satisfaction at home and abroad was consulted. Combined with the characteristics of higher vocational colleges, a qualitative analysis was conducted to establish an indicator system for the influencing factors of teacher job satisfaction at Guangxi Polytechnic of Construction. Through a questionnaire survey, this study investigates the satisfaction of teachers at Guangxi Polytechnic of Construction. Through empirical data research, the influencing factors of teacher job satisfaction at Guangxi Polytechnic of Construction are determined, providing guidance for improving teacher job satisfaction at Guangxi Polytechnic of Construction.

2. Literature Review

2.1 Concept of job satisfaction

Job satisfaction is a measure of job satisfaction, representing the degree to which people's desires for work are fulfilled. Commonly defined as an individual's psychological state. It is the psychological feeling generated by comparing the actual evaluation and subjective expectations of an individual towards the work itself, the work process, and external factors. Specifically, it refers to the measurement of the degree to which an individual meets the expectations of the work itself and related aspects during the work process. On a theoretical level, there are three types of definitions for job satisfaction: overall definition and comprehensive emotional feedback reflected in the work performed; Definition of gap and feedback on the expected match of job performance; The structural definition and job satisfaction depend on the emotional feedback of one or more factors that make up the work process. Job satisfaction typically has a temporal dimension characteristic.

2.2 Concept of job satisfaction among teachers in higher vocational colleges

The job satisfaction of teachers in higher vocational colleges is a measurement of their job satisfaction. It represents the degree to which teachers in higher vocational colleges meet their job aspirations and meet their job aspirations. Specifically, it refers to the degree to which teachers in higher vocational colleges meet their expectations for the job itself and related aspects during their work within the college. Higher vocational education focuses on the cultivation of national craftsmen, skilled craftsmen, and high-quality technical and skilled personnel, serving regional development and enterprises. The characteristics of professionalization, specialization, and regionalization in higher vocational education determine the group characteristics of teachers in higher vocational colleges who have strong practical abilities and strong technical application abilities, and

also determine that teachers in higher vocational colleges pay more attention to the work demands of professional ability growth.

The definition of job satisfaction for teachers in higher vocational colleges in this study is the overall psychological perception of educators engaged in higher vocational education based on their personal cognition of the degree to which they meet the needs of the work itself, the work process, and external factors. Meanwhile, generally speaking, the concept of "higher vocational college teachers" is defined in two directions: narrowly speaking, it refers to frontline teachers who engage in professional technical courses and professional skills training; Broadly speaking, it includes all personnel in schools who provide teaching, service, and ideological guidance to students. Given the background of "comprehensive education", the higher vocational college teachers defined in this study belong to the latter category.

2.3 Herzberg's Two Factor Theory

Herzberg's Two Factor Theory was born in 1959 in the United States and was proposed by American psychologist Herzberg, also known as the Motivation-hygiene theory. Herzberg believed that employees' satisfaction and dissatisfaction with their work were independent, with health factors influencing dissatisfaction and motivational factors influencing satisfaction.

Hygiene factors mainly include income, relationships, environment, management, social status, etc., which affect the state of dissatisfaction during the work process. The motivational factors mainly include recognition, development, responsibility, improvement, etc., which affect the satisfaction state in the work process. According to the two factor theory, once the guarantee factor is satisfied, it can reduce dissatisfaction, but it will not achieve motivational effects. Once the motivational factor is satisfied, it can improve satisfaction and achieve motivational effects, as shown in Figure 2-1.

In recent years, Herzberg's two factor theory has been increasingly applied in Western countries to the management of compensation systems and the design and planning of welfare systems in enterprises. Based on the research of the two factor theory, the American Compensation Association (2012) proposed a five factor model for overall compensation, which includes salary, benefits, work life balance, performance and recognition, and development and career opportunities. Later, Western scholars studied the relationship between each factor and employee turnover intention based on a five factor model.

The scientific value of Herzberg's two factor theory has been repeatedly proven in practice and widely recognized in many fields in China, mainly concentrated in human resource management of small and medium-sized enterprises, employee motivation and compensation management of state-owned enterprises, incentive mechanism management of civil servant units, medical system management, and education system management. Sun Duoyong and Zhu Renqi (2006) conducted a questionnaire survey on 206 individuals from the public sector to test the effectiveness of the two factor theory in the public domain, and concluded that the two factor theory has a certain universal applicability in the public domain; Liang Jing (2012) analyzed the current situation of salary management in state-owned enterprises based on the two factor theory and SWOT analysis method, and proposed solutions; Yang Julan and Yang Junqing (2015) conducted an exploratory factor analysis on questionnaires from 30 provinces, autonomous regions, and 303 non-state-owned enterprises in China. Based on the five factor model of overall salary and the two factor theory, they designed a scale suitable for China's overall salary perception, measuring the internal and external salary perception of employees in non-state-owned enterprises; Ding Dongyang and Kuang Ting (2017) proposed incentive and improvement strategies for the negative work status of Chinese female civil servants based on the two factor theory.

Since the birth of Herzberg's two factor theory, it has been applied in multiple fields and ranges around the world, with a relatively wider and more mature range of applications abroad. The application in China is mainly concentrated in areas such as economy, healthcare, education, and enterprise management. Currently, China is a developing country with a large economic output, but the per capita economic situation still needs to be improved. In China, the salary situation is sometimes not just a health factor. If used properly in the formulation of the salary system and performance management, it will show a significant incentive effect. Therefore, it is necessary to flexibly apply the two factor theory according to the actual situation. In recent years, the application of Herzberg's two factor theory in the public sector in China has been increasing, and research in the field of education has been expanding and deepening. This study will further enrich existing research through case studies.

When analyzing the causes of job satisfaction constraints in Guangxi Polytechnic of Construction, special attention should be paid to analyzing the reasons why high demand health factors (such as salary and benefits, work environment, etc.) and incentive factors (such as growth and promotion) cannot be met. In the improvement strategy, targeted measures should be taken to strengthen the supply of health factors, strengthen the construction of incentive factors, and minimize dissatisfaction and increase satisfaction.

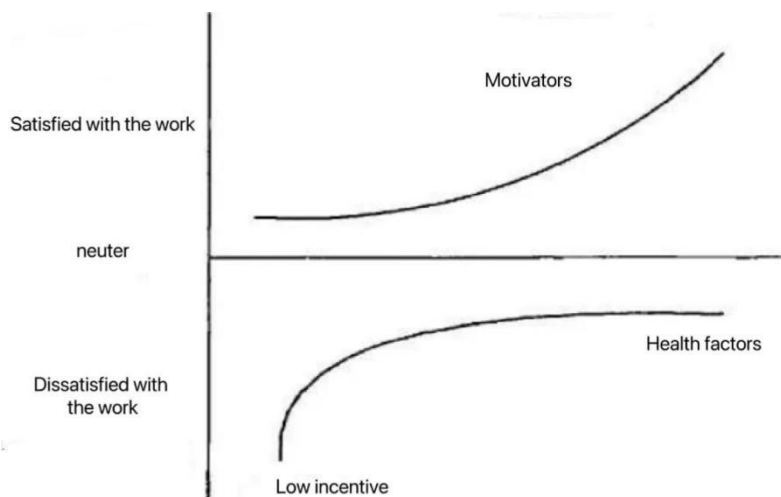


Figure 2-1 Two-cause and satisfactory relationship

3. Research Methodology

3.1 Research instruments

Questionnaire survey refers to the method of collecting data by developing detailed and thorough questionnaires, requiring respondents to answer based on them. The so-called questionnaire is a set of questions related to research objectives, or a questionnaire form prepared for conducting surveys, also known as a survey form. It is a commonly used tool for collecting data in social survey research activities. Researchers use this tool to accurately and specifically measure the process of social activities, and apply sociological statistical methods to describe and analyze quantities, in order to obtain the necessary survey data.

The instrument used for data collection in this study is mainly a questionnaire survey. By designing a questionnaire survey related to the research objectives and questions, the first-hand data required for this study is collected through a questionnaire survey on the job satisfaction of teachers in Guangxi Polytechnic of Construction.

3.2 Distribution and collection of survey questionnaires

A total of 274 questionnaires were distributed to teachers of Guangxi Polytechnic of Construction in the form of online questionnaires, of which 274 were collected with a 100% response rate; 274 valid questionnaires, accounting for 100% of the collected survey questionnaires.

3.3 Data Analysis

The researchers used contracted software to conduct descriptive statistics on the job satisfaction evaluation scores of teachers in Guangxi Polytechnic of Construction, and obtained Tables 3-1 and 3-2.

Table 3-1 Statistical description of teacher satisfaction in various dimensions

Dimension	M	SD
Personal cognition	2.25	1.10
Basic perception	3.5	1.13
Value perception	3.66	1.14
Personal life satisfaction level	3.61	1.12
job performance	3.73	1.13
Job satisfaction	3.48	1.12
Summary	3.37	1.09

From Table 3-1, it can be seen from the satisfaction evaluation results of teachers towards Guangxi Polytechnic of Construction that the average job satisfaction is 3.48, which is greater than 3, indicating that the respondents have high job satisfaction and are still quite satisfied with their current job. Specifically, as follows:

- (1) The average personal cognitive satisfaction is 2.25, which is less than 3, indicating that the respondents have a relatively rational personal cognition. They all believe that work is related to personal basic needs, personal safety needs, personal interpersonal communication needs, personal esteem needs, personal value realization, and personal life.
- (2) The average satisfaction of basic perception, value perception, personal life satisfaction, and work performance is greater than 3, indicating that the respondents have a high level of satisfaction with basic perception, value perception, personal life satisfaction, and work performance. The average satisfaction rate with job performance reached 3.73, which is the highest average, indicating that the respondents are relatively satisfied with the job performance currently issued by Guangxi Polytechnic of Construction.

Table 3-2 Overall Description Statistics of Teacher Questionnaire

Dimension	Project	MIN	MAX	M	SD
Personal cognition	T1Your work is not related to your personal needs	1	5	2.39	1.09
	T2Your work is not related to your personal safety needs	1	5	2.25	1.03
	T3Your work is not related to your personal interpersonal communication needs	1	5	2.38	1.06
	T4Your work is unrelated to your personal need	1	5	2.14	1.02

Dimension	Project	MIN	MAX	M	SD
Basic perception	T5 Your work is not related to your personal value implementation	1	5	2.08	1.04
	T6 Your work is not related to your life	1	5	2.27	1.08
	T7 The current income level is very good	1	5	2.53	0.92
	T8 The college benefits are very good	1	5	3.12	0.91
	T9 The college people's livelihood protection is very good	1	5	3.36	1.02
	T10 Leadership and management system	1	5	3.76	1.01
	T11 The ability and personal quality of college leaders are very good	1	5	3.32	1.04
	T12 The college's superior information communication is very effective	1	5	3.5	0.96
	T13 The college promotion system is reasonable	2	5	3.69	0.98
	T14 There are many opportunities for personal training and learning	1	5	3.53	0.99
	T15 The personal campus environment and work and living facilities are very good	2	5	4.02	1.02
	T16 The quality of personal service objects is very high	1	5	3.12	1.06
	T17 Personal work pressure is great	1	5	3.79	0.88
	YT18 You recognize your work team	2	5	3.88	0.97
	T19 You recognize the division of power and responsibility in the team	1	5	3.34	0.96
	Value perception	T20 You get along well with your colleagues	2	5	4.06
T21 The current social status is very high		1	5	3.17	0.96
T22 His respected by the service target at work		1	5	3.57	0.94
T23 A lot of work is recognized and affirmed by family and loved ones		2	5	3.86	1.03
T24 The state attaches great importance to higher vocational education		1	5	4.1	1.02
T25 Higher vocational education policies at all levels have a great impact on your work		2	5	3.91	1.01
T26 The college can implement policies related to higher vocational education at all levels		2	5	4.03	0.99
T27 Strong sense of work accomplishment and satisfaction		1	5	3.38	0.91
T28 The current work can achieve its own		1	5	3.36	0.94

Dimension	Project	MIN	MAX	M	SD
	goals				
	T29 The development prospects of the work unit are very good and the future value is very high	1	5	3.54	1.03
	T30 Your life basically needs to be satisfied	1	5	3.69	0.96
	T31 Your safety needs to be satisfied	1	5	3.83	1.05
Personal life satisfaction	T32 Your interpersonal communication needs to be satisfied	2	5	3.73	1.01
	T33 Your respect needs is satisfied	1	5	3.66	1.02
	T34 Your personal value is satisfied	1	5	3.5	0.94
	T35 You are satisfied with your current personal life	1	5	3.22	0.88
	T36 You are very invested in work and work efficiency very high	2	5	3.8	1.02
work performance	T37 You know well and regulations and are willing to obey	2	5	3.92	1.01
	T38 Your overall performance is high	1	5	3.47	0.93
	T39 Your overall satisfaction with existing work is high	2	5	3.5	0.97
Job Satisfaction	T40 Compared with personal expectations, your overall satisfaction with existing work is high	1	5	3.45	0.98

In order to gain a more detailed understanding of the satisfaction of teachers at Guangxi Polytechnic of Construction, the researchers calculated the average value of each project (as shown in Table 3-2). The average value of "T24 countries attach great importance to higher vocational education" is the highest, reaching 4.1, indicating that the teachers participating in the questionnaire survey "the country attaches great importance to higher vocational education" is highly recognized. The average value of "T39 shows a high overall satisfaction with your current job" is 3.5, and the average value of "T38 shows a high overall performance in your job" is 3.47, indicating that the teachers participating in the questionnaire survey have a relatively high overall satisfaction with their current job. This also indirectly indicates that Guangxi Polytechnic of Construction is generally satisfied with the work environment and other aspects provided by the faculty.

4. Result

A combination of questionnaire survey and literature research was used to evaluate the influencing factors of job satisfaction among teachers in Guangxi Polytechnic of Construction. Some key investigation results and recommendations have emerged.

National policies and financial support: Teachers of Guangxi Polytechnic of Construction are generally satisfied with the country's emphasis on higher vocational education and the school's implementation of relevant policies. However, more detailed implementation guidelines and financial support are needed, especially in

economically disadvantaged areas such as Guangxi, where limited financial support hinders school development and consequently hinders teacher job satisfaction.

Salary and performance management: Teachers express dissatisfaction with their current income and school benefits. The existing income structure based on professional titles has led to differences in job satisfaction, with part-time teachers and administrative staff being more satisfied due to additional sources of income. Further establishment and improvement of salary and performance management systems are needed to address this issue.

Recognition of social status: Compared with teachers in ordinary undergraduate colleges, teachers in vocational colleges such as Guangxi Polytechnic of Construction often face lower social recognition. The heavy workload and diverse role requirements in vocational education have caused enormous professional pressure, and have affected teachers' self positioning, career goals, and job satisfaction. It is necessary to strive to improve the social status of teachers.

Promotion and development opportunities: Although the promotion system for teachers is considered reasonable, it is necessary to expand development opportunities. This includes diversifying practical project training, providing more extracurricular training, and creating avenues for teachers to participate in provincial, ministerial, and national professional projects. Limited working conditions and management positions hinder career development, leading to teacher dissatisfaction and decreased motivation.

Improvement of student quality: Teachers of Guangxi Polytechnic of Construction face challenges in dealing with students with low academic quality. Compared to undergraduate students, the quality of student resources in vocational education is inherently lower. The admission of low scoring students in the college entrance examination creates a learning environment with low learning abilities. Improving student quality is the key to improving teacher job satisfaction.

In summary, in order to improve the job satisfaction of teachers at Guangxi Polytechnic of Construction, it is recommended to increase national policy support and financial assistance, improve the salary and performance management system, enhance recognition of the social status of teachers, expand opportunities for promotion and development, and strive to improve the quality of incoming students. Addressing these factors will help create a more satisfactory working environment for the teachers of the institution.

5. Conclusion

The main factors affecting the job satisfaction of teachers in Guangxi Polytechnic of Construction are reflected in the need to further strengthen the salary system and welfare guarantee system, strengthen the construction of the teaching staff, improve the social status of teachers, expand the Guangxi Polytechnic of Construction promotion and development space of teachers, and improve the quality of student sources.

Guidelines for improving the job satisfaction of teachers in Guangxi Polytechnic of Construction include: deepening policy and institutional support and strengthening teacher development guarantees; Improving teacher benefits and promoting steady income growth; Creating a good organizational environment and enhancing the work identity of teachers; Strengthen the construction of humanistic environment and create a good working atmosphere; Pay attention to the spiritual pursuit of teachers and meet their emotional expectations.

Recommendation

1. Provide more policy incentives to motivate and reward teachers for their hard work and dedication.
2. Improve the work environment by providing better facilities, resources, and support services.

3. Strengthen leadership and management practices, create a positive and supportive culture that values and respects teachers.
4. Encourage more professional and career development opportunities to help teachers grow and develop their skills.
5. Cultivate positive interpersonal relationships between teachers and between teachers and students to create a sense of community and belonging.
6. Recognize and value the unique contributions made by each teacher to the school.
7. Encourage open communication and feedback to ensure that teachers feel listened to and valued.
8. Provide opportunities for teachers to participate in decision-making processes that influence their work and the entire organization.
9. Create a culture of innovation and creativity, encouraging teachers to try new teaching methods and approaches.
10. Recognize the importance of work life balance and provide support for teachers to achieve this balance.

Future Research

1. Conduct a longitudinal study to track the changes in teacher job satisfaction over time and identify the factors that contribute to these changes.
2. Explore the impact of different leadership styles on teacher job satisfaction and performance.
3. Investigate the relationship between teacher job satisfaction and student performance (such as academic performance and retention rate).
4. Study the role of organizational culture in shaping teacher job satisfaction and determine strategies for creating a positive culture.
5. Compare the job satisfaction levels of teachers in different types of higher education institutions in China and identify similarities and differences.

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