THE STUDY OF THE PREDICT FACTORS AFFECTED ON JOB

SATISFACTION OF UNIVERSITY TEACHERS AT THE TUMYU

EDUCATION GROUP, WUHAN,CHINA

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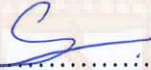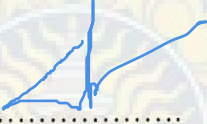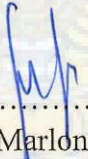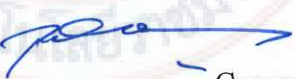|	
Independent study	THE STUDY OF THE PREDICT FACTORS AFFECTED ON JOB SATISFACTION OF UNIVERSITY TEACHERS AT THE TUMYU EDUCATION GROUP IN WUHAN, CHINA
Author	Mr. Tan Xiaodong
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Faculty of Master Business Administration International College, Rajamangala University of Technology Krungthep approved this independent study as partial fulfillment of the requirement for the degree of Master of Business Administration

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ABSTRACT

This paper aims to explore the relationship between overall job satisfaction and salary expectation, challenging work, and learning opportunities. This study in the Wuhan Tumyu education group as a sample in Wuhan university is based on a questionnaire survey of the teachers' job satisfaction. All variables from the literature review of previous research.

The total of 400 questionnaires was handed out to university teachers in Wuhan and passed the reliability and content test, and this study is valid. All the data from the respondents include the general information and the relationship between each variable. All the data are input into the SPSS, using simple linear regression to measure the relationship between the variables. Then, the researcher found that 276 males and 124 females joined this research. Most of the respondents' age was between 25 and 30 years old, and most respondents were married. Most of the respondents own master's degrees, and most of their income is between 3000-5000 RMB every month.

The results showed that there is a significant relationship between expectation, job challenge, and learning opportunity with overall job satisfaction. And Most respondents prefer teaching more than research. For the managers of Chinese education groups, they need to care about the mind of teachers; increasing job satisfaction can reduce the turnover rate of those education groups, improve their teaching and research ability, and then increase reputation. In addition, managers of education groups need to care about the payment of teachers, and sometimes, they also can provide some challenging jobs and learning opportunities to those teachers.

Keywords: job satisfaction, expectation of payment, challenging job and learning opportunity.

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CHAPTER 1

INTRODUCTION

This paper aims to tell the basic situation of this paper and introduce the basic situation in China's education industry also local education groups. This chapter will summarize the background information, questions about this research, research objectives, research scope, research limitations, research significance, and brief terminology definitions.

1.1 Statement of the Research Problem

China is a big country in the world. China has a population of 1.4 billion. That's a big group in the world. Since 1949, the Chinese government has permanently attached great importance to the development of domestic level education. The Chinese government enacted many laws to protect people's rights through education. After 50 years of effort, it has made great progress in China. There are two types of universities. First of all, the public university was established by the state or local government. The operation of the government finance the public universities. In China, the choice of public universities is an important research university. Compared with private colleges and universities, public universities in China have greater visibility and competitiveness. Finally, the main operations of non-government colleges are provided by private capital. This type of university is usually invested by a private company or the student's tuition support. This type of university usually has the right to choose its students in high schools or other educational institutions.

Wuhan is the capital city of Hubei Province in China. It is a deputy provincial city. It is a national central city of China. Wuhan is in Hubei province cultural, financial, trade, logistics, and the heart of the center for technology and education. Wuhan is China's substantial scientific research and education base. After Beijing, Shanghai, one of the developed cities for higher education in China. There are many schools, colleges, and universities in the third-largest city, science, and education center in Wuhan. 1.1833 million college students in school.

1.1.1 The education industry in China

Since 1949, the cause of education in China has made significant progress. From the point of view of education mode, it can be online education, also can be offline education. Private education has developed rapidly in the past decade. But for, public education is gradually shrinking.

Private education has a long-time focus on the capital markets. The above figure shows the education companies issue Initial Public Offering History. Traditional education is growing and developing towards network education.

Table 1.1 Revenues of publicly-listed Chinese education companies (US$m)

Education Companies	2013	2012	Revenue Growth	2013 Fiscal Year Net Profit
New Oriental	1055	861	23%	187
Xueda Education	347	293	18%	16
TAL Education	287	218	31%	51
ATA	62	60	4%	6
China Distance Education	77	55	40%	16
Hongcheng Education	87	78	11%	8
NED Noah	38	30	27%	4
Qtone Education	28	26	8%	8
Toal	1908	1621	22%	294

Table 1.1 Revenues of Publicly-Listed Chinese Education Companies (US$m). Adapted from "Report on the Diversification of China's Education Industry 2014", 2015, by Deloitte Research, Copyright by the China Research and Insight Center

The above figure showed China's listed education companies ranked first in revenue in 2013. However, the income of private education companies has increased a lot. It has a total increase of 22% compared to 2012.

Many Chinese students join the college entrance examination every year. It may be one of the most important exams in a Chinese student's life. However, with China's economy increasing, many Chinese students choose to study in different countries.
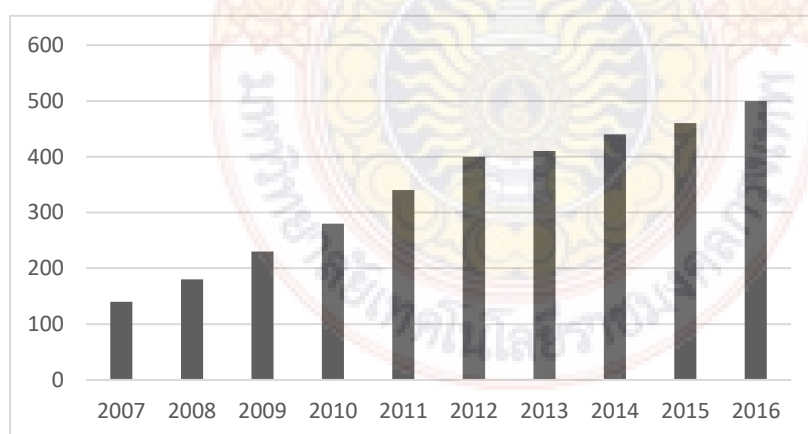
Figure 1.1 The number of Chinese students studying abroad (in thousands)

Figure 1.1 The Number of Chinese Students Studying Abroad (in Thousands) adapted from "The Research of Chinese Education," 2017, by Ministry of Education of China, Copyright by the Ministry of Education of China.

Table 1.2 China's college entrance examination admission rate ranking in 2013 (in thousands)

Ranking	Province/City	2013college entrance examination people	The number of admissions to the undergraduate program	acceptance rate
1	Tianjin	63	15.447	24.52%
2	Beijing	72.7	17.686	24.33%
3	Shanghai	53	12	22.64%
4	Qingdao	36.733	6.837	18.61%
5	Shandong	509	93.51	18.37%
6	Ningxia	58.7	10.01	17.05%
7	Jilin	155	22.435	14.47%
8	Fujian	255	36.186	14.19%
9	Guizhou	247.8	34.369	13.87%
10	Zhejiang	313	41.887	13.38%
11	Shaanxi	366.5	48.422	13.21%
12	Xingjiang	158.7	20.5	12.92%
13	Yunnan	236	30.179	12.79%
14	Hainan	56	6.396	11.42%
15	Inner Mongolia	193	21.63	11.21%
16	Gansu	283	29.598	10.46%
17	Anhui	511	51.692	10.12%
18	Jiangsu	451	45.085	10.00%
19	Hunan	373	35.789	9.59%
20	Heilongjiang	208	19.931	9.58%
21	Chongqing	235	21.95	9.34%
22	Jiangxi	274.3	24.891	9.07%
23	Hebei	449.8	40.602	9.03%
24	Hubei	438	35.923	8.2%
25	Guangxi	298	23	7.72%
26	Henan	716.3	48.655	6.79%
27	Guangdong	727	43.092	5.93%
28	Shansi	358	21.091	5.89%
29	Liaoning	254	14.583	5.74%
30	Szechwan	540	28.49	5.28%
31	Tibet	18.9	0.904	4.78%

Table 1.2 The Number of Chinese Students Studying Abroad (in Thousands) adapted from "The Research of Chinese Education," 2017, by Ministry of Education of China, Copyright by the Ministry of Education of China.

The chart above shows university enrolment rates by the province in 2013. In

Hubei province, 438,000 people took the Gaokao. It has 35923 students who can join the higher level of the university to study. The entrance rate is medium.

Tumyu Education Group incorporated several businesses. Tumyu education group, the main idea is to focus on education, investment, and management. It provides a number of educational and training services. In recent ten years, the soil engineering education group has built the Xi 'an university of technology college of art, such as Jianghan university institute of modern art college of education. It also acquired the central China normal university Wuhan media institute. The institute of education has become a strong college of education. To create good social benefits, create value. Tumyu Education Group has a main website: http://www.tumyu.com/.

Central China normal university Wuhan media institute is a full-time undergraduate course college, and universities are established with the approval of the Ministry of Education of colleges and universities. Media institute is the only undergraduate colleges and universities in South Asia. Central China normal university century elite schools carry forward the fine tradition education, concise practice humanistic education, humanities, innovation concept, to strengthen the construction of its own; Become a distinct characteristic, comprehensive multidisciplinary, science, and technology education of institutions of higher learning the coordinated development of media culture. College art institute presently is equipped with the school of journalism, radio host, animation and digital art institute, institute of art and design institute, an academy for performing arts, media technology, culture, college of management. College of Foreign Languages eight colleges and a public lesson Ministry have opened the text, pipes, engineering, arts and other disciplines, 24 undergraduate majors, and a number of undergraduate training directions for the job market's needs. 2013 my school "drama and film school," a discipline of the discipline of the college approved as the only provincial-level key disciplines to cultivate. Strong school teachers, more than 500 full-time teachers with senior professional titles, more than 30% have master's or doctoral degrees more than 70%, especially those with practical experience from the media industry and a number of related enterprises and institutions of the rich. "Double Type "full-time teachers, to improve the quality of teaching provided favorable environment protection. The college is: http://www.whmc.edu.cn/

Jianghan university design institute is located in triangle lake, surrounded by lakes, and the scenery is pleasant. The building area for this college has 24,700 square meters. The college consists of visual communication design, environmental design, design instruction, and basic education in graphic design, modern digital media design, environmental design, product design, fashion design, fashion show, image design, and marketing. It has more than 2500 undergraduates. The art design Experimental Center from the College of Art and Design has been named Hubei Experimental Teaching Demonstration Center. The College website is: http://www.jhun.edu.cn/

Xi 'an university of technology art engineering institute was founded in 2000; Is a secondary college, clothing art design, advertising design, environmental art design three directions, the animation specialty, the art of broadcasting and hosting, etc. The

college has 2000 undergraduate students. The college website is: http://www.xaist.edu.cn/yuanxishezhi/yigongxy/default.asp

It can be seen from the above analysis that university teachers' job satisfaction is very important for school colleges and universities. In addition, a lot of college students increase, if there is a good university teacher job satisfaction, they will use lot power to improve the level in teaching. Therefore, to get a higher level of education, colleges and universities have to focus on university teachers' job satisfaction. Thus, the main problem of this study was to:

After research, some factors can be found to have a certain relationship with the job satisfaction of college teachers. Therefore, identifying its relationship with job satisfaction is also very important. The following sections will answer these questions:

Overall job satisfaction, family conflict, work-family conflict, salary expectation, challenging work, learning opportunities, career opportunities, and the relationship with the director, working environment.

1.2 Definition

Satisfaction of Job is a person of his or her job satisfaction. Some cases can affect job satisfaction, such as the conflict between work and family, family conflict, expectations of remuneration, challenging work, learning opportunities, career opportunities, and the relationship with the director and working environment. On the other hand, the teachers' satisfaction will usually increase enthusiasm, thus improving work performance. From the organization's perspective, the discretion of the individual job satisfaction is not the only way to influence organizational performance; it can also affect the teacher leaving the company. But, on the other hand, it is also important factors that affect personal career development.

The following are the factors to affect job satisfaction explaining:

First of all, the work-family conflict is the essential factor affecting job satisfaction. The conflict between family and work has always been considered an important problem in business. The couple quarrel, family conflicts can affect the people's performance of work.

Secondly, researchers have found that a long time for working and stress from a job directly affects work-family conflict in recent years. (Boyar, Maertz, Mosley, & Carr, 2008; Kim, Leong, & Lee, 2005). Hence, work-family conflict can affect People's life in each day.

Thirdly, Expectation of Payment can affect people's overall job satisfaction. Although teachers want to get more salary from their works, the high income for a job can let people satisfaction, even hard working for a job.

Fourthly, challenging job; some college teachers want the challenging job to improve their teaching skills or research skills. The challenging job also can make some teachers afraid. It must be influenced by job satisfaction.

Fifthly, Learning opportunities, the institute can provide opportunities for training or field teachers. Teachers can improve their skills by learning opportunities and

developing their knowledge. It is a positive way to improve teachers' job satisfaction.

Sixth, Career opportunities, teachers can get more career opportunities, can increase the teachers' job satisfaction. For example, within two years, teachers have the opportunity to form the professor for teacher development. So, it will let teacher job satisfaction increase. Otherwise, if this teacher cannot get more opportunities to develop his/her career, it will decrease his/ her job satisfaction. So, career opportunity is a significant factor to affect job satisfaction.

Seventhly, the relationship with the mentor will affect teachers' job satisfaction; if the teacher and his/her supervisor are on bad terms, job satisfaction is reduced. On the other hand, if the teacher and his/her mentor relationship are good, job satisfaction will increase. As a result, it is essential to deal with the relationship between teachers and mentors.

Lastly, the Work environment will influence job satisfaction. The work environment includes a number of factors, including corporate culture, management style, hierarchy, and human resources policy. Satisfaction refers to the teacher's satisfaction with your job role and degree. Teachers turnover refers to the ratio of voluntary or involuntary leave the employer. The three different concepts are inseparable; Had a more significant influence on the working environment for the teachers' satisfaction directly affect the teachers' turnover rate. Learning how to use a positive work environment to improve teachers' satisfaction and reduce turnover is the key to the development of high-performance staff.

1.3 The Objectives of the Research Study

This study focuses on measuring the job satisfaction of university teachers in the Tumen River region. Therefore, we need to analyze the factors influencing university teachers' overall job satisfaction. The following is the purpose of this study:
1. Find out the relationship between job satisfaction and salary expectations.
2. Find out the relationship between job satisfaction and challenging work.
3. Find out the relationship between job satisfaction and learning opportunities.

1.4 The Purpose of the Study

1. To find the relationship between job satisfaction and expectation of payment.
2. To find the relationship between job satisfaction and a challenging job.
3. To find the relationship between job satisfaction and learning opportunity.

1.5 Conceptual Framework

Job Satisfaction: The characteristics of the evaluation work of positive feelings toward work.

Expectation of Payment: A teacher's salary expectations.

Challenging Job: This job is a challenge for teachers in colleges and universities.

Learning Opportunity: whether teachers have the opportunity to study more.

1.6 The Research Hypothesis

This part showed the relationship between the independent variable and dependent variable. Then, according to the above concept framework, can define the eight assumptions.

H1: Expectation of Payment has significant positive impact on job satisfaction.

Ho: There is no significant relationship between Expectation of Payment with overall job satisfaction.

Ha: There is a significant relationship between Expectation of Payment with overall job satisfaction.

H2: Challenging Job has significant positive impact on job satisfaction.

Ho: There is no significant relationship between Challenging Job with overall job satisfaction.

Ha: There is a significant relationship between Challenging Job with overall job satisfaction.

H3: Learning Opportunity has significant positive impact on job satisfaction.

Ho: There is no significant relationship between Learning Opportunity with overall job satisfaction.

Ha: There is a significant relationship between Learning Opportunity with overall job satisfaction.

1.7 The Benefits of the Research

This study has three main essential thoughts. First of all, this study can help managers learn more about Wuhan universities' concept to improve their management level. Second, according to this study, it can be concluded that the main factors influencing the university teachers. Third, this survey can help managers understand how to reduce teacher turnover.

The researchers hope the study can be used for other researchers who are interested in considering the study and research in the future. This study can help them know Wuhan university teachers are in the list of the factors associated with the overall job satisfaction is how to think. Moreover, the researcher hopes this research can help Chinese colleges and universities get more ideas to understand the teachers' job satisfaction and make the right decision to improve their working skills and get more satisfaction from their job.

1.8 The Scope of the Research Study

This study explores the influencing factors of teachers' job satisfaction at Wuhan University. Each variable is related to job satisfaction. This paper will study the relation between elements and job satisfaction. The conflict between family and work, the conflict between work and family, salary expectation, challenging job, learning opportunity, occupation opportunity, and relationship with supervisor and work environment. The researcher focused on analyzing the job satisfaction of colleges' teachers in TUMYU EDUCATION GROUP CP., LTD, which have many universities

in Wuhan, China.

The research questionnaires are going to research in Wuhan city. It has screening questions. For example, the questionnaires will ask the reader If they are university teachers or not; it will ask the teacher if there is a job in Wuhan. The research field of jianghan university, xi 'an engineering university art college of engineering, the design institute of Huazhong normal university. There is around 300,000 university teacher in Wuhan, and this researcher aims to send questionnaires to approximately 400 teachers to check how they respondent to those variables toward job satisfaction.

1.9 The Limitation of the Research

This research has three main limitations, Time and geographic limitations based on the study. One, with yu education group, is one of the largest education groups in China; This study cannot prove that each variable the relationship between job satisfaction and the surrounding provinces. Other education research cannot be used with other provincial colleges and universities. Second, the education policy of China is changing. The study can't last a long time. If the school changes the policy for teachers, variables will change too. Moreover, this study applies only to Wuhan. A different area of China has a diverse educational environment.

1.10 Further Research

After close to completing this study, the researchers think that Wuhan university teachers' job satisfaction is an excellent analysis. In this paper, the researchers showed the relation between all the elements. All of the relationships between the independent variable and dependent variable. Family conflict, work-family conflict, remuneration expectation, challenging work, learning opportunities, career opportunities, relationship with the director, the relationship between work environment, and the overall job satisfaction significantly. However, researchers believe that a study is insufficient to explain all the details. As a result, the following Suggestions may want for the future analysis of this subject to help other researchers:

1. More factors that can improve the teachers' satisfaction in private colleges and universities in China are found. Unfortunately, the limited eight factors can not significantly explain the overall relationship of college teachers' job satisfaction. However, researchers could discover more about factors associated with job satisfaction in the future.

2. Future studies could be the same size and use more universities as a sample - Wuhan is a simple part of China. However, researchers can increase the sample size in different regions because China is a large country. So that we can make the research data is more stable and reliable and provide the basis for later analysis.

3. Future research can compare our country's private colleges and public colleges and universities' teachers' job satisfaction. Private and public universities in China are different; Even the teacher's work experience, wages, degree of education, and other factors are different. Therefore, many private colleges and universities, comparing the

two types of college teachers' job satisfaction, must be a big issue in our country.

CHAPTER 2

LITERATURE REVIEW

This section aims to find out the variable's meaning and the relationship between each variable based on previous studies. This chapter mainly looks for private colleges, the main predictors of job satisfaction, which can be in the following application in Chinese research. First, this part will explain all the variables (job satisfaction, family-work conflict, work-family conflict, salary expectations, challenging work, learning opportunities, career opportunities, relationship with supervisor, work environment). Then, the relation between each independent and dependent variable was measured through a literature review. Last but not least, the conclusion of previous research (including the main findings and methods) will be displayed at the end of this section.

2.1 The Concept of the Study

(Dependent variables and independent variables), Job satisfaction, the conflict between family and work, work and family conflict, expectations of remuneration, challenging work, learning opportunities, career opportunities, and the relationship between director and environment in working. In this study, job satisfaction as the dependent variable, work-family conflict and work-family conflict, salary expectation, challenging work, learning opportunities, career opportunities and the relationship with the director, working environment for the independent variables.

2.1.1 Job satisfaction

Robbins and Judge (2013), the satisfaction of job was telling as "a positive feeling about a job resulting from an evaluation of its characteristics" (pp 113). And Job satisfaction can be produced by many affects, such as salary, promotion, and colleagues. But, on the other hand, many factors have caused dissatisfaction on the job; For example, working pressure is listed as the first cause of dissatisfaction. The following reasons are pay, promotion, work, security, and so on (Robbins & Judge, 2013). Moreover, different jobs have other contracts and have different meanings in creating job satisfaction (Graaf-Zijl, 2012). So, it is essential to understand the predictors of job satisfaction for different jobs. This study aims to find out the predictors of teachers' satisfaction in private universities or ordinary universities in China.

What's more, Arndt et al. (2006) and Booth and Hamer (2006), Improving teachers' job satisfaction will increase teachers' willingness to continue to engage in the profession. More importantly, there are lot of ways to measure teachers' job satisfaction, such as the questionnaire (Wood et al., 1986)

Then, based on KUCEL and VILALTA-BUFÍ (2013), Teachers' job satisfaction often depends on the customer feeling they get in from work and get paid at work. And Locke (1976) also includes that teachers' job satisfaction is based on past experience,

feelings, and evaluation to create.

2.1.2 Expectation of payment

Based on Sutherland (2012), a teacher's salary or income is one of the most essential elements that influence teachers' job satisfaction, and wages and positive correlation between the job satisfaction of customers. Many researchers also confirmed that teachers' salaries could be used to predict teacher job satisfaction as an essential factor [ex see: Carleton and Clain, 2012; Miryala and Thangella, 2012].

Many studies have pointed out that salary is no longer the main predictor of job satisfaction because teachers are more concerned with other factors, for example, learning opportunities and working environment; but, Chung et al. (2012) argues that teachers' salary, although not the most important, but they are still indispensable, high expectations of teachers will also reduce teachers' job satisfaction, an appropriate compensation expectations will be the main factors of teachers' job satisfaction in his career.

2.2.3 Challenging job

According to Kucel and Vilalta - Bufi (2013), challenging work is a teacher's job satisfaction is an important factor of the company; They described the challenging work as related to the content of the work at ordinary times, work challenging levels dramatically affects the teachers' job satisfaction, are essential as other factors.

Then, according to Kucel and Vilalta - Bufi (2013), "challenging work" can be considered a feature in the work content. Teachers who have some challenging work will feel happy, so the challenging work level is lower, the higher the teachers' job satisfaction.

2.2.4 Learning opportunity

According to Kucel and Vilalta - Bufi (2013), they have found that learning opportunities for teachers to obtain higher job satisfaction have important significance; Teacher learning opportunities, the more, the higher the job satisfaction. More importantly, they also said that learning opportunities are an essential part of a teacher's career; teachers would expect if they can get more learning opportunities in a company, they will get a better career. Then, after reaching the learning machine, their job satisfaction increased.

According to Kucel and Vilalta - Bufi (2013), learning opportunities from outside the company or the company can be described as teachers learning more relevant or irrelevant skills or knowledge, which could help them get a better career in a company or improve yourself. In addition, they think learning new is good for the teacher's personal growth.

2.2 Theories of the Study

The second part focus on measuring the relation in each variable. They are the

dependent variable (job satisfaction) and the independent variable (salary expectations, challenging work, and learning opportunities). The relationship between them from different researchers on previous research in the world. The previous literature can help us find the relationship between dependent variables and independent variables, and the future test will be more reliable and effective. Therefore, all of the relationships between each variable will be as shown below:

2.2.1 The relationship between job satisfaction and expectation of payment

According to Sutherland (2012), a teacher's salary or income is one of the most important elements that influence teachers' job satisfaction, and wages and positive correlation between the job satisfaction of customers. And there are a lot of researchers have confirmed that the teacher's salary is an important factor which can be used to predict teacher job satisfaction (Carleton and Clain, 2012; Miryala and Thangella, 2012).

Many studies have pointed out that the wage is no longer the main predicting factor, job satisfaction because the Teachers care about other factors, such as learning and working environment. However, Chung et al. (2012) think that wages are still very important for teachers. Even if not the most important, teachers' high expectations will also reduce teachers' job satisfaction. One appropriate payment expectation will main teachers' job satisfaction during their career.

2.2.2 The relationship between job satisfaction and challenging job

According to Kucel and Vilalta - Bufi (2013), challenging work is a teacher's job satisfaction is an important factor of the company; They described the challenging work as in normal time associated with the job content, work challenging levels dramatically affects the teachers' job satisfaction, are essential as others.

Then, according to Kucel and Vilalta - Bufi (2013), "challenging work" can be considered to be a feature of the work content. Many teachers who have some challenging work will feel happy, so challenging work level is lower, the higher the teachers' job satisfaction

2.2.3 The relationship between job satisfaction and learning opportunity

Kucel and Vilalta - Bufi (2013) found that learning opportunities for teachers to obtain higher job satisfaction have a significant effect; The more learning opportunities, the higher the teachers' job satisfaction. More importantly, they also said that learning opportunities are an important part of a teacher's career; the teacher would expect if they can get more learning opportunities in a company, they will get a better career. Then, after the machine learning, increase their job satisfaction.

According to Kucel and Vilalta - Bufi (2013), learning opportunities can be described as teachers from outside the company or company learning more relevant or irrelevant skills or knowledge. It can help them get a better career or raise them in a company. In addition, they think learning new things is good for the teacher's personal

growth.

2.3 Previous Studies on Job Satisfaction

Based on Chung et al. (2012), Taking different retail teachers as samples, this paper discusses their suggestions on (role ambiguity, role conflict and work-family conflict, family conflict, organizational support, and emotional consumption) and more job satisfaction. (overall work, co-workers, supervision, job satisfaction). (2) the policy, salary, promotion, adjustment between and among customers. Finally, the author found that role ambiguity is greater than other factors on the retail teacher job satisfaction level of influence. Role conflict can predict promotion satisfaction; the impact on promotion satisfaction is less than expected. Work-family conflict can also predict promotion satisfaction, but family conflict - work cannot predict any satisfaction factors. Five job satisfaction factors: emotional exhaustion can predict supervision, overall work, promotion, wages, and colleagues. Perceived organizational support can predict various factors of job satisfaction. Finally, the author proves that gender is a regulating factor before being put forward because there are many influences between job satisfaction and multiple levels. This paper is of great significance because it is pointed out that many predictors of job satisfaction and job characteristics, that job satisfaction, and points out the important role of gender on job satisfaction. Finally, this thesis also helps retail managers understand how to use a variety of ways, such as training and health, in order to improve the retail teachers' job satisfaction. They also pointed out that the differences between different gender retailing are not as big as other industries.

This article only uses surveys to hand out the link to the different retail teachers asked to answer the questionnaire online. Then, finally, they get from teachers of American retailer 466 reports. So, first of all, using the seven-point Likert scale (Likert scale) to measure the problem of the proposed antecedent factors (6) and a variety of job satisfaction factors (7). Then, using factor analysis and multiple regression analysis to measure the relationship between the gender affect them with retail.

According to the study of koilias et al. (2012), they measured the job satisfaction of graduates of two departments of Athens Institute of technical education. The two departments are the Qing Bao Xi and the Administration for Industry and commerce. First, the author attempts to establish a new framework to demonstrate the relationship between job satisfaction and three factors (external factors, internal factors, and social factors). The relationship between each factor has many variables. Then, I find that all graduates have higher job satisfaction. External factors play the most important role in improving the job satisfaction of graduates. The second important factor is internal factors. The last important factor is the relationship between social factors and job satisfaction of university graduates. In addition, the author also finds that the job satisfaction of graduates from different departments is different when they work in different industries. For example, there are differences between graduates working in the private sector and those working in the public sector, who have higher job satisfaction. Finally, the author also finds that salary and promotion are very important

for graduates, but they are not the most important factors affecting graduates' job satisfaction. The most important factors are working conditions, job security, and interesting two-level standards. This paper aims to help diversified organizations understand how to improve teachers' job satisfaction in higher education.

This article adopts the method of a questionnaire survey to the Athens institute of technical education each courtyard graduates of a questionnaire. First of all, using the Likert five-point scale scale to measure the job satisfaction of graduates. Then, the author uses a multicriteria analysis method, job satisfaction, and the relationship between the different dimensions. Finally, use a scale of 0-100% range to measure the overall satisfaction of graduates, with the weight of dimension to measure the importance of each factor. In this study, all the factors are quantitative factors.

Tschopp (2014) studied the professional orientation between job satisfaction and turnover intention. This paper is different from the previous studies, not only because the author measured the static relationship between job satisfaction and turnover intention and measuring the dynamic relationship between them. Finally, they found that vocational orientation on job satisfaction and turnover intention in the static and dynamic relationship with different adjustment. They also found that career-oriented as regulators, the independent, centering on the loyalty of the influence of teachers of vocational orientation and the promotion centered, not into teachers are similar, but smaller effect. Finally, they also found that job satisfaction of loyalty to the influence of the independent teachers' turnover intention is greater than the increase or decrease type teachers. To sum up, compared with other types of teachers, career orientation or loyalty type teacher has little effect on job satisfaction. This paper uses static and dynamic data to measure the relationship between job satisfaction and turnover intention, so it is of great significance. They also added a new adjustment factor (orientation). Secondly, the article is different from previous studies; previous studies usually will work satisfaction, as a result, and this article is a predictor of turnover intention. Finally, this article also helps managers to realize to distinguish between different types of teachers and use different methods to maintain their importance.

The study by telephone survey from Swiss can speak German or French teachers collect longitudinal data. The data from different years (2007, 2008, in the spring of 2009) of the same festival, used to display the change of job satisfaction and turnover intention. The author used the Likert scale to measure the two factors (job satisfaction and turnover intention). In addition, they are using cross-sectional data in terms of four different types of career orientation. In this study, job satisfaction and turnover intention are quantitative factors, vocational orientation is qualitative, and USES regression analysis is used to measure the relationship between the two.

Based on the above information, the researcher concludes that the conceptual framework is shown with the following:
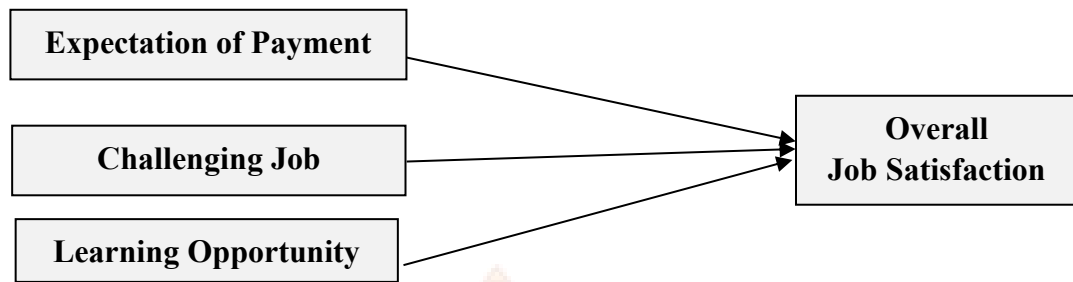
Figure 2.1 Factors of effect overall job satisfaction

2.4 Review of Framework
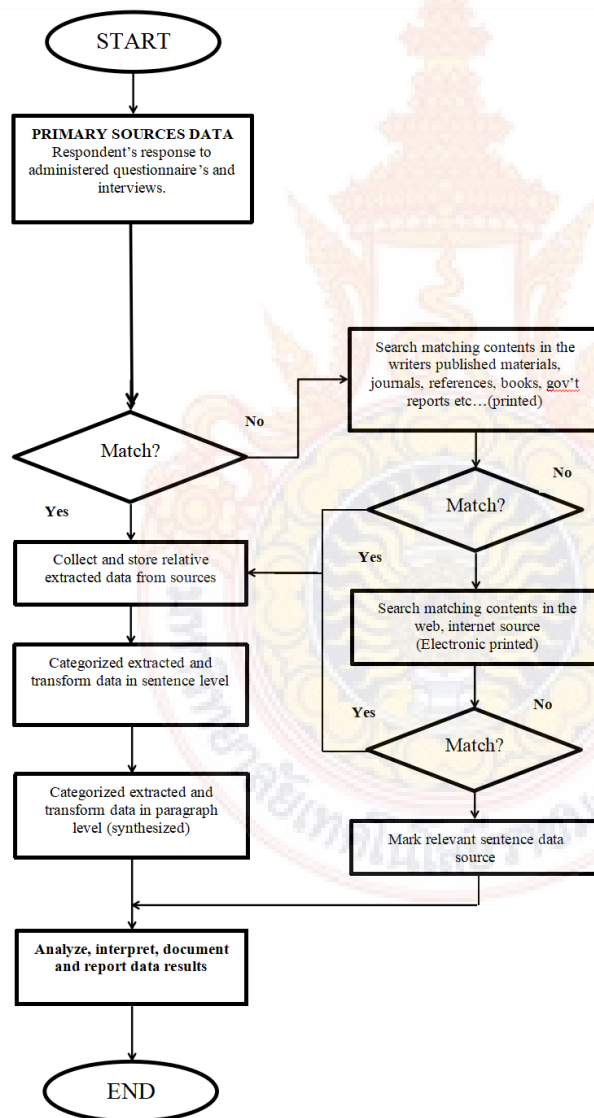
Figure 2.2 Review of framework

2.5 Summary

Table 2.1 Summary of literature review

No.	Title	Author(S)	Year	Key Finding
1	Understanding multifaceted job satisfaction of retail teachers	Chung et al	2012	Taking different retail teachers as examples, they explored the relationship between potential antecedents (role ambiguity, role conflict, work-family conflict, family disputes, perceived organizational support, and emotional exhaustion) and multiple aspects of job satisfaction (overall work, colleagues, regulatory policies, salary, promotion, and customers), as well as the regulatory role of gender between them.
2	Job satisfaction of higher education graduates	Kollias et al	2012	, They measured the Athens technology from two departments of education of graduates' job satisfaction, is two departments QingBaoXi and department of business administration.
3	How career orientation shapes the job satisfaction– turnover intention link	Tschopp	2014	They investigated the occupation orientation between job satisfaction and turnover intention.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter shows the research method, respondents and sampling procedure, research tools/questionnaire before testing, data collecting/collection procedures, and statistical data processing. This chapter is divided into six parts.

3.1 Methodology of Research

In this study, the researchers used descriptive research methods. Zikmund (2003) defined descriptive research helps to identify the consumer, the characteristic of the population, or phenomenon. This research also helps us determine who, what, when, how, and where these questions are answered. Therefore, it could help the segmentation and target market understand the research problem.

Descriptive research design is a kind of suitable for a particular object and the method of predecessors for more quantitative research. Even if there are some legal problems about the statistical validity, as long as the researchers understand its limitations, this type of research is an expensive scientific tool. There are two main categories of descriptive design, survey research, and observational research.

Descriptive research hopes to evaluate China's universities and colleges in Wuhan repurchase willingness. Therefore, the researchers chose a basic research method as the research design. Creswell (2009) defines the research design to study the overall assumption to the process of data collection and analysis method. Research design is a kind of by issuing paper questionnaire Research method to collect information, ask respondents answered the question of this article. In addition, this study to Chinese citizens as the research object, the random questionnaire. Finally, after the questionnaires were collected, the researchers will use Social Science Statistical Package (Statistical Package for Social Science, SPSS) software to deal with the study results and analysis. The second-hand data of this study was for the exploration of past research. As a result, many previous studies, limitations, and suggestions for building the conceptual framework of this study and analysis of original data results are useful.

In this study, quantitative and qualitative research methods were adopted to analyze the data obtained from the research survey and draw a conclusion based on the test, which can be called a mixed method. Three types of analysis were used in this research. Firstly, Cronbach's Alpha method is used to test the reliability of the previous data. Secondly, using the descriptive analysis of population data for validation. Finally, the Pearson correlation test reports the relationship between the independent and dependent variables.

3.2 Respondents and Sampling Procedures

3.2.1 Target population
The population is defined as a can display how the researchers intend to affect the element (Scheaffer et al., 2006). The target population of this study was the Wuhan Tumyu education group of university teachers. According to the research needs, the more developed regions in Wuhan are the province colleges and universities. Therefore, the goal of this study samples should be the teachers in colleges and universities of Wuhan city. This study aims to know the Wuhan university teachers' job satisfaction.

In this research, the target research population is those people who are the teachers of Tumyu Education Group in Wuhan.

3.2.2 Sample size
The researcher used convenient sampling to collect data from a population in this study. This approach makes it easier for researchers to collect and collect data from researchers.

Convenience sampling refers to the researcher's study of people in a random way. For example, researchers are free to find the pedestrians on the street, doing a questionnaire. Convenience sampling is simple and direct; It can quickly access information, saving time and cost. On the other hand, the results of convenient sampling are biased. It means not all samples are identical, so the credible degree is low; it is not always feasible.

Respondents of this study are the research for job satisfaction of college teachers in the Tumyu education group in Wuhan. In addition, 400 survey questionnaires were designed to research in the each university of Wuhan.

There are 400 questionnaires selected to collect and measure their respective variables and the relationship between overall job satisfaction.

A Survey of Wuhan university teachers gave out 400 questionnaires, but the actual recovery of only 400 valid questionnaires. However, this number must be rounded to ensure that the expected maximum error gain confidence interval is within the scope of the expected maximum error gain. It makes the institute should be the number of respondents for 400 people (Ingram and Monks, 1992).

3.3 Research Instruments/Questionnaire
This study will adopt a simple category scale or simple attitude scale technology as a research tool, two types of questionnaire to collect data from the sample. This study aims to collect appropriate information from the survey; Therefore, the questionnaire will be distributed in July 2021. The questionnaire will be distributed in both Chinese and English. The questionnaire included:

Part 1: Nine Main Factors
The purpose of this part is to measure the weight of each variable. It includes the

independent variable (family conflict, work-family conflict, salary expectation, challenging work, learning opportunities, career opportunities, relationship with the director, work environment) the dependent variable (overall job satisfaction).

From the respondents' overall job satisfaction of conceptual framework to evaluate all variables. At seven o 'clock, this part takes the Likert scale's design to measure the customer's attitude. On the Likert scale, attitudes towards each statement were rated from very negative to very positive (Zikmund, 2003). This part has eight independent variables: family conflict, work-family conflict, remuneration expectation, challenging work and learning opportunities, career opportunities, and the relationship with the director, working environment. According to the seven o 'clock design of the Likert scale, each variable contains scale collection by:
1 = strongly disagree, 2 = generally disagree, 3 = disagree, 4 = neither agree nor disagree, 5 = agree, 6 = generally agree, and 7 = strongly agree.

Part 2: Demographic Profile

This section is used to collect normal information of the participants' information. This study chooses respondents' descriptive data analysis, including gender, age, income, and education degree; The researchers' background, characteristics, and study population structure are analyzed and summarized. These data can help researchers analyze the relationship between independent and dependent variables.

3.4 Pretest

Before the pre-test, the questionnaire was sent to 3 professors in Wuhan University for inspection to check whether the questionnaire can be used to check the teachers' job satisfaction, and then according to their Suggestions for the editor of a questionnaire. Then do the pre-test. The purpose of the pilot test in the questionnaire is to determine whether the effective before use. You need to pre-test for data analysis. The pre-test can help researchers see problems, the advantages of faults, and reliability. For example, Cronbach's Alpha can display the data in response to the respondents having any understanding of the difficulty of questionnaire or fuzzy or investigate if there are any problems. No matter the pre-test results are good or bad, the researchers should know from this survey the potential problem (Zikmund 2003). According to the result of the questionnaire, the SPSS software analyzed the reliability of the variables and calculated.

Table 3.1 The outcome of reliability test

Variables	Reliability Score (α-test)
Expectation of Payment	0.635
Challenging Job	0.607
Learning Opportunity	0.706

A score of at least 0.6 said reliability is acceptable as can be seen from the chart, all the reliability scores above 0.6. This means that the respondents of the questionnaire understand the problem. Each variable is reliable in measuring the relationship between each other. Reliability is essential for the researcher to check whether the questionnaire can be used for future research.

3.5 Collection of Data/ Gathering Procedure

In this study, the use of the firsthand material and second-hand data collected more accurate information, so that the better the results of this study.

For the primary data, the target group is the work of teachers in colleges and universities in Wuhan. So, choose the site for teachers in colleges and universities in Wuhan city, according to the sample size calculation, asked 400 respondents to answer the questionnaire offers. 400 questionnaires collected time is about three weeks, from Monday to Sunday, every week, about 80 people. Researchers will look at lunch and in the evening near the questionnaire distributed to the target area directly the work of the respondents' office. Respondents will be asked to complete the questionnaire immediately. With screening questions in the questionnaire is aimed at people working in private college or university in China. They can answer the questionnaire with more than six months of teaching experience in a private college or university.

This study used data from journals, articles, academic textbooks, websites, and previous studies to support this research. In addition, the researcher uses all secondary data to support the theories and concepts used in this study to make it more reasonable and relevant. These secondary data also helped the researchers design the questionnaire.

3.6 The Research Population

The population is defined as a can display how the researchers intend to affect the element (Scheaffer et al., 2006). Therefore, the target population of this study was the Wuhan university teachers in China. According to the needs of the study area, Wuhan is the resources of colleges and universities is relatively rich in developed regions. Therefore, the goal of this study samples should be the teachers in colleges and universities of Wuhan city. This study aims to find the Wuhan university teachers' job satisfaction.

3.7 The Research Sampling Methods

In this study, researchers used the convenience sampling method to collect data from the crowd. This way is convenient for the researchers to collect and collect data.

Convenience sampling refers to the study of people in a random way. For example, the researchers can find pedestrians on the street let them do the questionnaire. Convenient sampling is simple and straightforward; It can timely access information and save time and cost. But on the other hand, convenience sampling is also the result of the deviation. This means that not all samples are the same, so the confidence level is low; It's not always feasible.

Respondents of this study are the research for job satisfaction of colleges teachers in Wuhan. 230 survey questionnaires were designed to research in each university of Wuhan. The following formula shows the calculated size when the total sample data is unavailable.

Finally, selected the 400 questionnaires to collect and measure the relationship between independent variables and the overall job satisfaction.

It is aimed at Wuhan university teachers' survey, questionnaires, 420, but the actual recovery of only 400 valid questionnaires. However, this number must be rounded to ensure that the expected maximum error gain confidence interval is within the scope of the expected maximum error gain. This makes the institute should be the number of respondents for 400 people (Ingram and Monks, 1992).

Table 3.2 The research variables

Variable	Conceptual Definition	Operational Component	Measurement Scale
Expectation of Payment	the expectation of teachers about their salary.	The expectation of colleges' teachers about their salary	Interval scale
Challenging Job	whether this job is a challenge for college teachers, and they may get satisfaction from the success of the challenging job.	The job is a challenge for colleges teachers towards job satisfaction	Interval scale
Learning Opportunity	whether this college's teacher has the opportunity to study more, the study opportunity can come from job or others.	The college's teacher has the opportunity to study more towards to job satisfaction	Interval scale
Job Satisfaction	a positive feeling about a job resulting from an evaluation of its characteristics	a positive feeling about a job resulting	Interval scale

3.8 Data Collection

In this study, the use of the firsthand material and second-hand data collected more accurate information, so that the better the results of this study.

For the primary data, the target group is the work of teachers in colleges and universities in Wuhan. So, choose the site for teachers in colleges and universities in Wuhan city, according to the sample size calculation, asked 400 respondents to answer the

questionnaire offers. 400 questionnaires collected time is about three weeks, from Monday to Sunday, every week, about 80 people. Researchers will look at lunch and in the evening near the questionnaire distributed to the target area directly the work of the respondents' office. Respondents will be asked to complete the questionnaire immediately. Screening questions in the questionnaire, which people who work in private college or university of China and have more than six months of teaching experience in this private college or university can answer this survey questionnaire.

This study used data From journals, articles, academic textbooks, websites, and previous studies to support this research. The researchers used all two data to support the theories and concepts used in this study to make them more reasonable and relevant. These second-hand data also helped the researchers design a questionnaire.

3.9 The Reliability and Validity Analysis of the Questionnaires

The purpose of the test is to determine the research questionnaire before use is valid. Therefore, we need to pre-test for data analysis. The pre-test can help researchers see problems, the advantages of faults, and reliability. For example, Cronbach's Alpha can display the data in response to the respondents having any understanding of the difficulty of questionnaire or fuzzy or investigate if there are any problems. No matter the pre-test results are good or bad, the researchers should know from this survey the potential problem (Zikmund 2003). Then, according to the result of the questionnaire, the SPSS software analyzed the reliability of the variables and calculated.

Table 3.3 The outcome of reliability test

Variables	Reliability Score (α-test)
Job Satisfaction	0.830
Expectation of Payment	0.635
Challenging Job	0.607
Learning Opportunity	0.706

A score of at least 0.6 said reliability is acceptable. The chart shows that the reliability of the variables score was higher than 0.6. This means that the respondents of the questionnaire understand the problem. Each variable is reliable can measure the relationship between each other.

3.10 The Research Analysis

Research data using statistical package social science (SPSS) 19.0 were analyzed, and this is a can convert data to tables graphs of the application of statistics. It can show the relationship between each independent variable and the overall job satisfaction.

3.11 The Research Statistics

This study used data analysis methods, including descriptive analysis and reasoning.

Descriptive Statistics

Descriptive statistics is to point to use classification in the raw data, graphics, and computing activities to describe data characteristics. The analysis is the statistical data of observation, data analysis, and statistical inference drawing activity (Zikmund, 2003). The most common descriptive analysis includes the calculated percentage distribution, frequency distribution, and average.

Inferential Statistics

The viewpoint to Zikmund (2003), inferential statistics is a kind of research that is judged from sample data, and it is a general tool. First, researchers define the concept of the relationship between independent variables and overall customer satisfaction in the data collected. Then, the researchers used the Pearson moment of moment correlation coefficient to measure the whole people.

The data obtained in the descriptive statistics is reasoning, analysis, and then according to the sample about the overall conclusions. Inferential statistics were used to interfere with overall judgment based on the sample (Zikmund, 2003). In this step, the inspection and research hypothesis. This research adopts Pearson's Correlation calculation through the use of modeling by the SPSS software program to determine the research framework of the relationship between each variable.

3.12 The Research Design
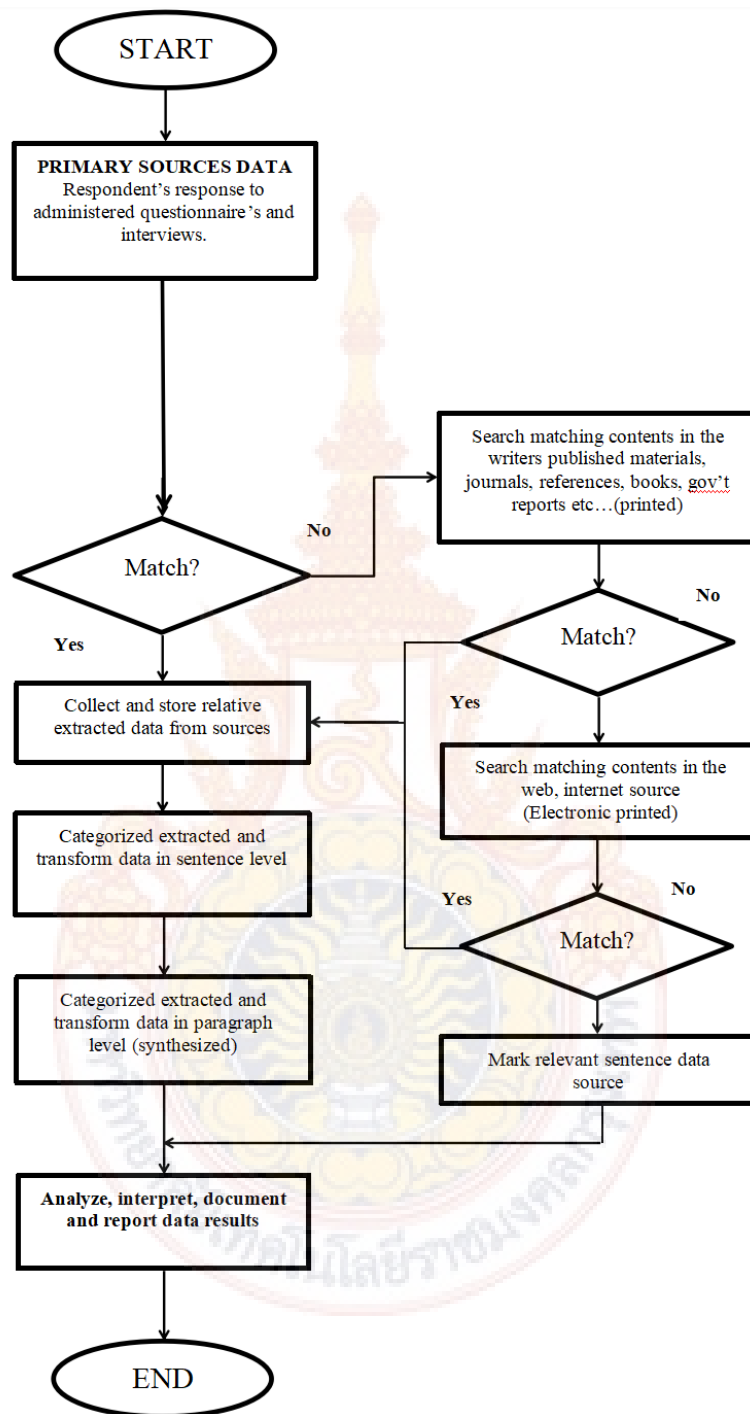
Figure 3.1 Research design

CHAPTER 4

DATA ANALYSIS

4.1 Statistical Treatment of Data

Research data is used to analyze the social science (SPSS) statistical package, and one can transform data into tables and charts of statistical application. For example, it can show the relationship between each independent variable and the overall job satisfaction. This study used data analysis methods, including descriptive analysis and reasoning.

Descriptive Statistics

Descriptive statistics is to point to use classification in the raw data, graphics, and computing activities to describe data characteristics. The analysis is the activity of observation, data analysis, and statistical reasoning of statistical data (Zikmund, 2003). The most common descriptive analyses include percentage distributions, frequency distributions, and mean values are calculated.

Inferential Statistics

Based on Zikmund (2003), inferential statistics is a kind of judging from sample data to study and a general tool. First, as can be seen from the collected data, the researcher defined the relationship between independent variables and overall customer satisfaction. Then, the researcher used Pearson's product difference correlation coefficient to measure the entire population.

The data obtained in the descriptive statistics is reasoning, analysis, and then according to the sample about the overall conclusions. Inferential statistics were used to interfere with overall judgment based on the sample (Zikmund, 2003). In this step, the inspection and research hypothesis. This research adopts Pearson's Correlation calculation through the use of modeling by the SPSS software program to determine the research framework of the relationship between each variable.

The researchers demonstrated from 400 sets of questionnaires to collect the discovery of the original data. The researchers used statistical product and service solutions (SPSS) program analysis of eight independent variables and the relationship between the overall job satisfaction. All of the analysis are relative to the first chapter of the hypothesis. This chapter is divided into seven parts. The first part is a descriptive analysis of demographic data. The second part is hypothesis testing. The third part summarizes the research results; The researchers concluded the population statistics and hypothesis testing results. The fourth part is the conclusion. The fifth part is the explanation of the results. The sixth part is the suggestion. The last part is the prospect of future research.

4.2 Descriptive Analysis of Demographic Data

In this section, the researchers demonstrated the relationship between demographic factors. Also, data from 400 questionnaires. In this section, data analysis includes gender, age, marital status, professional qualifications, level of education, the highest level of education, income, work content, the teaching experience.
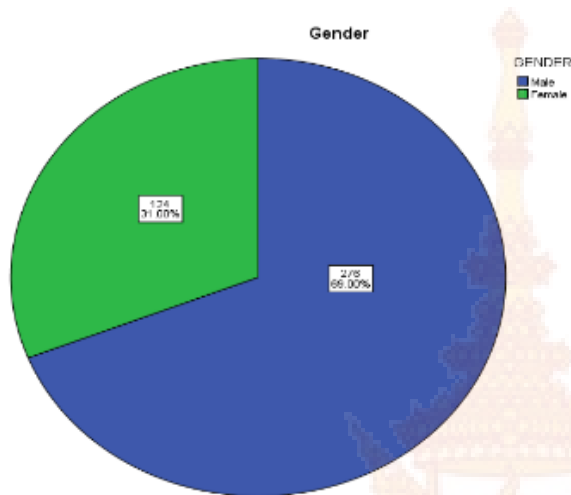
Figure 4.1 The analysis of demographic data (gender) using frequency

Table 4.1 The analysis of demographic data (gender) using frequency

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	276	69.0	69.0	69.0
	Female	124	31.0	31.0	100.0
	Total	400	100.0	100.0	

From the SPSS software result, there are 400 respondents' gender data. 276 respondents are males, and 124 respondents are females. So, it has 69% male and 31% female. So more than 50% of the respondents are male, but also have a lot of female respondents. That means, in those universities, most of the respondents are male teachers, but it is important for universities to care about both male and female teachers' job satisfaction.

Table 4.2 The analysis of demographic data (age) using frequency

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 25 years old	54	13.5	13.5	13.5
	25-30 years old	162	40.5	40.5	54.0
	31-35 years old	110	27.5	27.5	81.5
	36-45 years old	49	12.3	12.3	93.8
	Over 50 years old	25	6.3	6.3	100.0
	Total	400	100.0	100.0	

According to the results of SPSS software, the age of respondents was between 25 and 30 years old. The least number of respondents were over 50. However, they still have a lot of respondents aged 31 to 35. From 25 to 30, there was 40.5 percent of the total. 31 to 35 years old accounted for 27.5%. From people over 50, there are 6.3% of the total. That means, in those universities, most of the respondents are young teachers. Still, universities need to care about young teachers' job satisfaction because many of them may not just care about one job if they feel unhappy, unlike elder teachers, who may suffer more during work if they are not happy.
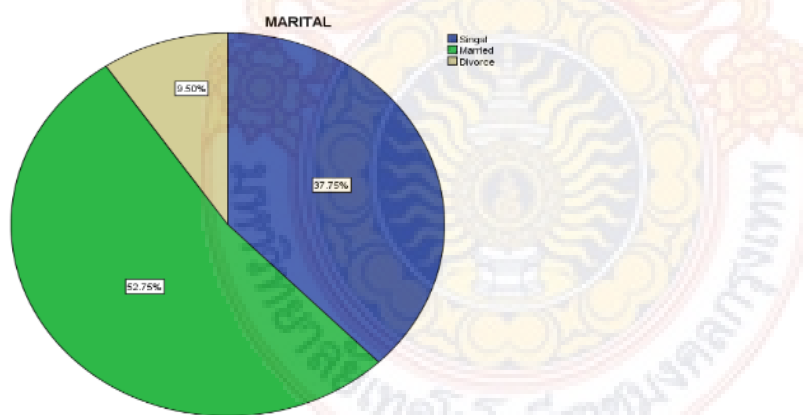
Figure 4.2 The analysis of demographic data (marital status)

Table 4.3 The analysis of demographic data (marital status)

MARITAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Singal	151	37.8	37.8	37.8
	Married	211	52.8	52.8	90.5
	Divorce	38	9.5	9.5	100.0
	Total	400	100.0	100.0	

From the SPSS software result, the above showed 400 respondents' data. Most respondents are married, it has 52.8%. Fewer people are divorced, it has 9.5%. And only 151 people are single; it has 37.8 % people. That means, in those universities, most of the respondents are married teachers, but it is important for universities to care for both married or single teachers' job satisfaction.

Table 4.4 The analysis of demographic data (professional qualification) using frequency

Professional Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching Assistant	94	23.5	23.5	23.5
	Lecturer	151	37.8	37.8	61.3
	Assistant Professor	79	19.8	19.8	81.0
	Associate Professor	67	16.8	16.8	97.8
	Professor	9	2.3	2.3	100.0
	Total	400	100.0	100.0	

From the SPSS software result, the above showed 400 respondents' data. 94 respondents are teaching assistants. There 151 respondents are lecturers. 79 respondents are assistant professors. 67 respondents are associate professors. 9 respondents are professors. It can be concluded that most respondents are lecturers, there is 37.8%. Only 2.3% of respondents are professors. That means, in those universities, most of the respondents are lecturers.

Figure 4.3 The analysis of demographic data (education level) using frequency

Table 4.5 The analysis of demographic data (education level) using frequency

EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	128	32.0	32.0	32.0
	Master's Degree	199	49.8	49.8	81.8
	Doctorate Degree	73	18.3	18.3	100.0
	Total	400	100.0	100.0	

From the SPSS software result, the above showed 400 respondents' data. There are 128 respondents are bachelor's degrees. There are 199 respondents with are master's degrees. There are 73 respondents with are doctorate degrees. Therefore, it can be concluded that most respondents are master's degrees teachers.

Table 4.6 The analysis of demographic data (completed education) using frequency

CE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	China	307	76.8	76.8	76.8
	Oversea	93	23.3	23.3	100.0
	Total	400	100.0	100.0	

From the SPSS software result, the above showed 400 respondents' data. Most respondents have completed education in China; there are 307 respondents and 76.8 percent of the total. 93 respondents conducted education overseas; there are 23.3% of the total. So, it can conclude that most respondents are completed their education in China.
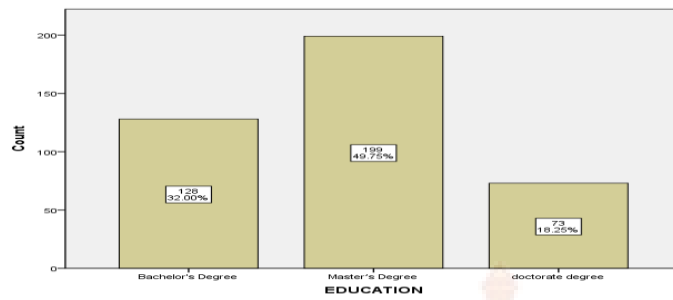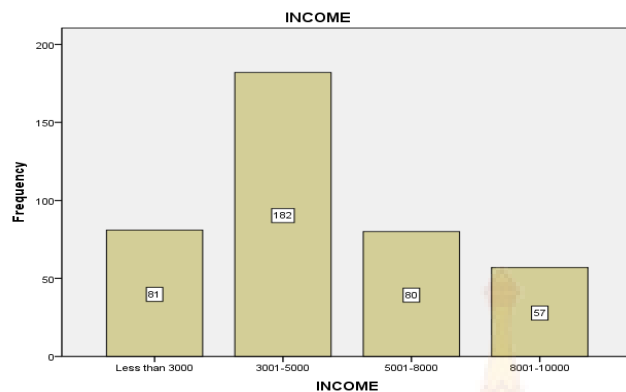
Figure 4.4 The analysis of demographic data (income level) using frequency

Table 4.7 The analysis of demographic data (income level) using frequency

INCOME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3000	81	20.3	20.3	20.3
	3001-5000	182	45.5	45.5	65.8
	5001-8000	80	20.0	20.0	85.8
	8001-10000	57	14.3	14.3	100.0
	Total	400	100.0	100.0	

From the SPSS software result, the above showed 400 respondents' data. There are 81 respondent incomes less and equal to 3000. There are 182 respondents whose income is from 3001 to 5000. There are 80 respondents whose incomes are from 5001 to 8000. Finally, there are 57 respondents who income from 8001 to 10000. Therefore, it can be concluded that most respondents which income are from 3001 to 5000, there are 45.5% of total respondents.

Table 4.8 The analysis of demographic data (favorite job content) using frequency

Favorite Job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching	117	29.3	29.3	29.3
	Both, but prefer teaching more	156	39.0	39.0	68.3
	Research	76	19.0	19.0	87.3
	Both, but prefer research more	51	12.8	12.8	100.0
	Total	400	100.0	100.0	

From the SPSS software result, the above showed 400 respondents' data. There are 117 respondents whose favorite job is teaching, has 29.3%. There are 156 respondents whose favorite jobs are both but prefer teaching more; it has 39%. There are 76 respondents whose favorite job is research, has 19%. Finally, there are 51 respondents whose favorite jobs are both but prefer research more than 12.8%. So, it can be concluded that most of the respondents' favourite work is teaching and research, but they prefer teaching.
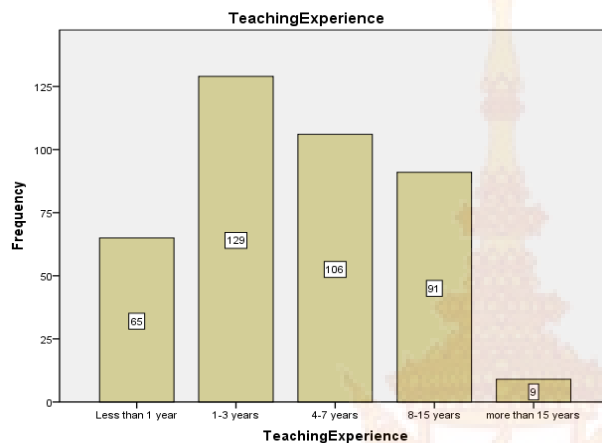
Figure 4.5 The analysis of demographic data (teaching experience) using frequency

Table 4.9 The analysis of demographic data (teaching experience) using frequency

Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	65	16.3	16.3	16.3
	1-3 years	129	32.3	32.3	48.5
	4-7 years	106	26.5	26.5	75.0
	8-15 years	91	22.8	22.8	97.8
	more than 15 years	9	2.3	2.3	100.0
	Total	400	100.0	100.0	

From the SPSS software result, the above showed 400 respondents' data. There are 65 respondents teaching experience are Less than 1 year, has 16.3%. Conclusion: there are 129 respondents with teaching experience of one to three years and 32.3%. There are 106 respondents teaching experience four to seven years, with 26.5%. There are 91 respondents teaching experience are eight to fifteen years, has 22.8%. Finally, 9 respondents with teaching experience are more than fifteen years and have 2.3%. Therefore, it can conclude that most respondents teaching experience is one to three years.

4.3 Hypothesis Test

Table 4.10 Testing of hypotheses

	Hypotheses	R	Result
H1$_o$	There is no significant relationship between Expectation of Payment with overall job satisfaction	0.469**	Rejected
H2$_o$	There is no significant relationship between a challenging job with overall job satisfaction	0.552**	Rejected
H3$_o$	There is no significant relationship between learning opportunity with overall job satisfaction	0.515**	Rejected

***:p<0.01

The above SPSS software result shows that all null hypotheses are rejected. This means that they are all significantly related to overall job satisfaction.

Salary expectation has a significant relationship with overall job satisfaction.
- Ho: There is no significant relationship between Expectation of Payment with overall job satisfaction.
- Ha: There is a significant relationship between Expectation of Payment with overall job satisfaction.

Descriptive Statistics

	Mean	Std. Deviation	N
JS	4.906300000	.2086820080	400
EP	4.936066666	.1842067785	400

Correlations

		JS	EP
JS	Pearson Correlation	1	.469**
	Sig. (2-tailed)		.000
	N	400	400
EP	Pearson Correlation	.469***	1
	Sig. (2-tailed)	.000	
	N	400	400

**. Correlation is significant at the 0.01 level (2-tailed).

There is a significant relationship between Challenging Job with overall job satisfaction.

- Ho: There is no significant relationship between Challenging Job with overall job satisfaction.
- Ha: There is a significant relationship between Challenging Job with overall job satisfaction.

Descriptive Statistics

	Mean	Std. Deviation	N
JS	4.906300000	.2086820080	400
CJ	4.936816666	.1762833911	400

Correlations

		JS	CJ
JS	Pearson Correlation	1	.552**
	Sig. (2-tailed)		.000
	N	400	400
CJ	Pearson Correlation	.552**	1
	Sig. (2-tailed)	.000	
	N	400	400

**. Correlation is significant at the 0.01 level (2-tailed).

There is a significant relationship between Learning Opportunity with overall job satisfaction.

- Ho: There is no significant relationship between Learning Opportunity with overall job satisfaction.
- Ha: There is a significant relationship between Learning Opportunity with overall job satisfaction.

Descriptive Statistics

	Mean	Std. Deviation	N
JS	4.906300000	.2086820080	400
LO	4.944650000	.1302027626	400

Correlations

		JS	LO
JS	Pearson Correlation	1	.515**
	Sig. (2-tailed)		.000
	N	400	400
LO	Pearson Correlation	.515**	1
	Sig. (2-tailed)	.000	
	N	400	400

**. Correlation is significant at the 0.01 level (2-tailed).

4.4 Summary of the Findings

This section summarizes the descriptive analysis and hypothesis testing of the above demographic data. All of the data analysis results from 400 questionnaires. Is in Wuhan, China, to fill out the questionnaire. The researchers used statistical product and service solutions (SPSS) program analysis data from the results. The following part is the conceded of the data, hypothesis test, the conclusion of this study, the interpretation of the results, the Suggestions, and future research.

4.4.1 Summary of Demographic Data

Based on the above picture, it can be concluded that more than half of the interviewees are male, but there are also many female interviewees. Most of the respondents were aged between 25 to 30. Over the age of 50 people at least. However, they still have a lot of 31 and 35 respondents. Most respondents are married, it has 52.8%. Most respondents are lecturers; there is 37.8%. Only 2.3% of respondents are a professor. Most respondents are a master's degree it has 49.8%. Most respondents have completed education in China; it has 76.8%. Most of the respondents whose income is from 3001 to 5000, 45.5% of total respondents. Most respondents' favorite job is teaching and research, but they prefer teaching more than 39.0%. Most respondents teaching experience are1 to 3years, it has 32.3 %.

4.4.2 Summary of Hypotheses Testing

Hypothesis three: There is a significant relationship between Expectation of Payment with overall job satisfaction

Hypothesis four: There is a significant relationship between a challenging job with overall job satisfaction

Hypothesis five: There is a significant relationship between learning opportunity with overall job satisfaction

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The study analyzes the influence of eight factors on Wuhan university teachers' overall job satisfaction. First, the researchers studied respondents to salary expectations, challenging work, and learning opportunities. From the result of SPSS software, the researchers found that some of the independent variables and the overall job satisfaction have a strong relationship. From these results, the researchers concluded that some ideas. First of all, most of China's private colleges of respondents are young teachers (age 25 to 35 years old), middle income, a master's degree. They have an excellent salary and good levels of education. Second, most respondents are lecturers; they prefer teaching rather than research. This is because teachers teach that meet their work more easily. The third is the significant relationship between job satisfaction and learning opportunities. All these factors will affect the overall job satisfaction of teachers.

5.2 Explanations of Result

Based on the data analysis in the above chapters, the researchers found some valuable results. First of all, in China, many private universities are new, so most of their teacher is young. In China, many high school students want to go to college. This merchant provides the opportunity to open a private university in China. So, the teacher's request is not low. Many young people choose the teacher this profession, because they think this work is more stable, have an excellent chance in the future. Second, the Chinese people are more concerned about future chances. Studies have proved that a good working environment can improve teachers' performance. In addition, Chinese teachers are more concerned with job opportunities in the future. Different jobs to people have a different salary. Job opportunities can give them a good experience. Finally, challenging work will not reduce the job satisfaction of Chinese teachers, because the Chinese while challenging work is a good signal, promising career opportunities. Chinese people like to challenge. From the work challenge, they can gain more experience and ideas. They can take advantage of the experience and ideas to improve the performance of the future.

5.3 Recommendation

This study results show that all null hypothesis is rejected. According to the results of data analysis, the researchers found that the Wuhan university teachers' job satisfaction. First of all, a college or university could offer stuff more chances and challenging work. Chinese people like challenging jobs; They want to gain a lot of work experience. Colleges and universities can help them learn a lot, which can also improve teachers' performance. The teachers and university is a good method. Second, it can

enhance the work environment run by the local teachers' colleges and universities.

All in all, the working environment is essential for college teachers. These are the important factors affecting teachers' job performance and job satisfaction. Finally, colleges and universities should consider running by the local college teachers' work and family, the conflict between supervisors and subordinates. They are closely associated with university teachers' work and home. If the teacher's family members do not support them, they will work pressure is very big. Therefore, it has a good relationship, work, and family; teachers' job satisfaction and performance have a positive influence.

5.4 Future Study

After close to completing this study, the researchers think that Wuhan university teachers' job satisfaction is an excellent analysis. In this paper, the researchers showed the relation between all the elements. The relationship between all independent variables and dependent variables. Family conflict, work-family conflict, remuneration expectation, challenging work, learning opportunities, career opportunities, relationship with the director, the relationship between work environment, and the overall job satisfaction significantly. In a study simultaneously, the researcher believes that not enough to explain their details. As a result, the following Suggestions may want for the future analysis of this subject to help other researchers:

1. Looking for more can improve our private colleges and universities teachers' job satisfaction factors. Eight factors limited do not significantly explain the overall relationship between university teachers' job satisfaction. The researchers could find more in the future factors related to job satisfaction.

2. Future research can increase the same sample size that can be used in more and more colleges and universities. Wuhan is just a sample part of China. Because China is a big country, researchers can increase the sample size in different regions of China. So that we can make the research data is more stable and reliable and provide the basis for later analysis.

3. Future research can compare our country's private colleges and public colleges and universities' teachers' job satisfaction. China's private and public universities are different; even teachers' working experience, salary, education level, and more factors are different. In China, there are a lot of private colleges and public universities, which must be a big topic for comparing teachers' job satisfaction in these two kinds of colleges.

To sum up, the researchers hope this study can be for other researchers and research personnel engaged in consideration of this study in the future. This study can help them understand the Wuhan university teachers' way of thinking for the overall satisfaction. Moreover, the researcher hopes this research can help Chinese colleges and universities get more ideas to understand the teachers of colleges' job satisfaction and make the right decision to improve college teachers working skills and get more satisfaction from the job.

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APPENDICES

The Questionnaires Design

Part A: The Filter Question

Are you the teacher of a private college or university in China?

　　□Yes　　　□ No (End of this questionnaire, thanks for your time)

Do you work more than 6 months in this private college or university of China?

　　□Yes　　　□ No (End of this questionnaire, thanks for your time)

Part B: Please write a '√' in the box to show you agree or disagree with the following statements

Please write a '√' in the box to show you agree or disagree with the following statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4	Strongly Agree (5)
Expectation of Payment					
I am satisfied with my current salary					
I expect to get a higher salary					
I believe my ability is higher than what I get					
Challenging Job					
My current work is too easy for me					
I hope to get a more challenging job					
I hope I can suffer more responsibility in future work					
Learning Opportunity					
I have many chances to improve my ability					
I think I can get more learning opportunities in the future					
I think this university or college is good for me to study more					
Please write a '√' in the box to show you agree or disagree with the following statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4	Strongly Agree (5)
Job Satisfaction					
I feel happy when I work					
I like the work of teaching or research					
I satisfy my job now					

Part C: Personal Data

1. Sex: □ Male
□ Female

2. Age:
□ Under 25 years old   □ 25-30 years old   □ 31-35 years old
□ 36-45 years old   □ 46-50 years old   □ Over 50 years old

3. Marital Status:
□ Single   □ Married   □ Divorced

4. What is your professional qualification in university?
☐ Teaching Assistant
☐ Lecturer
☐ Assistant Professor
☐ Associate Professor
☐ Professor

5. What is your highest education level completed?
□ Undergraduate School (Bachelor)   □ Master   □ Doctorate

6. Where did your complete your highest education?
□ China   □ Oversea

7. What is your income range monthly (in RMB)?
□ ≤3,000   □ 3,001— 5,000   □ 5,001—8,000
□ 8,001—10,000   □ 10,001—20,000   □ Over 20,000

8. As a teacher, what is your favorite job content?
□ Teaching   □ Both, but prefer teaching more
□ Research   □ Both, but prefer research more

9. How many years of teaching experience do you have?
□ Less than 1 year   □ 1-3 years
□ 4-7 years   □ 8-15 years
□ More than 15 years

BIOGRAPHY

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