

Factors affecting Job Satisfaction of Junior High School's Teachers using ERG motivation Theory Qingdao West Coast New District No.4, China

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Abstract

The objective of this research was 1) to understand the current situation of middle school teachers' job motivation toward job satisfaction and 2) to study the factors affecting middle school teachers' job motivation toward job satisfaction. By using Clayton Alderfer's ERG theory as a perspective, this study explores the effects of Motivation toward Job Satisfaction, it consists of main factors; Need for Life factor, Need for Relations factor and Need for progress factors. The samples group consisted teachers of the Fourth Junior High School in Qingdao's West Coast New District, China. As explore teachers' job motivation toward job satisfaction the research collected data amount 303 teachers. The instrument of this research was a questionnaire; it valued the content validity index of congruence: IOC was 0.67-1.00 and the overall reliability of 0.90. The statistics which used in the data analysis were percentage, mean and standard deviation. Statistical analysis includes descriptive statistics, correlation analysis, and regression analysis

The research results found that: 1) motivation: need for life factor, need for relations factor, Need for progress factors toward job satisfaction. Overall, all aspects are significant impact on the Job Satisfaction of teachers of the Fourth Junior High School in Qingdao's West Coast New District, China in overall at the statistical significance level of 0.05. The highest affecting was that Need for Life factor, Need for Relations factor, need for progress factors. 2) the present study suggests the application of motivational strategies with an approach that integrates intrinsic and extrinsic motivation in order to overcome these problems in the motivation of teachers in junior high schools.

Keywords: Teacher Motivation, Job Satisfaction, ERG Motivation Theory

Introduction

Today's era of economic globalization and information globalization, international competition is becoming more and more intense, and talent resources are increasingly becoming a strategic resource to promote social development, revealing the trend that education occupied an active position to enable the country to take a proactive advantage in international competition. Junior high school is the basic force of China's basic education development, is the cradle of cultivating talents, is an important time for talent shaping, which undertakes the functions of cultivating talents, developing science, serving the society and inheriting the culture. Zhao (2015) puts forward that "the key to running a good school lies in the improvement of the teachers' level and the play of their work motivation.", the ideal teacher incentive system can effectively mobilize teachers' work motivation, which can make teachers concentrate on academics, enjoy teaching and have a comfortable atmosphere for teaching and research. From the perspective of educational management, effective incentives should be implemented according to the needs of teachers to better mobilize their motivation and creativity (Zhou, Wu, & Xie, 2000).

Research Objective

1. To understand the current situation of middle school teachers' job motivation toward job satisfaction
2. To study the factors affecting middle school teachers' job motivation toward job satisfaction

Literature review

Motivation

Motivation in Chinese has two meanings: stimulation and encouragement. In the Modern Chinese Dictionary, motivation is defined as "to inspire and encourage to cheer up". In English, there are two definitions of motivation, one from the Latin word "mover", defined as an activity taken to stimulate the internal motivation of the object to be motivated, and the other from the Latin word "incantare", defined as to stimulate the object to be motivated to take action from the outside. The other comes from the Latin word "incantare" and is

defined as an external stimulus to action. So far, scholars have conducted a great deal of research on the meaning of motivation. Hynds & McDonald (2010) explains motivation as "the incentives and disincentives that influence employees' initial and sustained engagement in their work". Koontz & Weihrich (1998) believe that motivation is a series of chain reactions, they believe that the inner needs of people trigger the need to pursue the goal, so that the target of motivation is aware of the state of dissatisfaction, which in turn inspires the individual to generate action to achieve the goal, and ultimately satisfy their own needs, and defined as something that triggers the pursuit of the goal and satisfy their own needs. Maslow (1943) believes that motivation is composed of people's needs of different levels and nature, between different needs by the order of successive and hierarchical high and low, only the low-level needs are satisfied, will produce behavioral motivation, which translates into promoting people to take action to achieve the highest needs, to achieve self-fulfillment. Nelson and Quick (2000) proposed that work incentives are to stimulate and maintain goal oriented behavior, a relatively stable characteristic that influences the behavior of an individual or an organization. Steers & Porter & Riggio (1991 & 2014,189) state that motivational stimuli allow people to change their behavior, thus maintaining efforts to act towards a set goal.

Woolfolk (2013), building on the definitions already presented, further suggests that motivation is intrinsic to evoking, directing, and sustaining behavior. In addition, it is a factor that leads to behavior, determining its direction, strength and persistence. (Sevinc, Ozmen & Yigit, 2011)

ERG Motivation theory

ERG theory is a motivation theory proposed by American scholar Clayton. Alderfer in 1969. The theory is optimized on Maslow's hierarchy of needs, and enriched and extended between each level of needs. Alderfer (1969) proposed that the core needs of human beings contain three levels, namely survival needs, interrelationship needs, and growth and development needs, collectively known as the ERG theory.

1. Need of Life: refers to physiological needs, material needs, basic needs for the working environment and conditions, etc., related to people's most basic material survival, and at the same time corresponds to the two parts of Maslow's hierarchy of needs, physiological needs and safety needs.

2. Need of Relation: It is the need for assurance of interpersonal relationships in people's social life, an intermediate level need, related to people's interpersonal relationship

needs, and corresponds to both social needs and partially externalized self-esteem needs in Maslow's hierarchy of needs.

3. Need of Progress: it is the intrinsic needs of individuals seeking development, the highest level of needs, related to self-development, and at the same time corresponds to the internalized self-esteem needs and self-actualization needs in Maslow's hierarchy of needs (Xing, 2021).

Teacher motivation

Sinclair (2008, 37) defined teacher motivation based on the attraction, retention, and focus perspectives as the factors of "what attracts individuals to teaching, the teacher programs in which they initially engage and the length of time they remain in the teaching profession, their participation in the teaching programs, and their engagement in the professional life of the teacher."

Dörnyei and Ushioda (2011) emphasized two dimensions of teacher motivation, namely motivation to teach and motivation to stay in the teaching profession. A review of the literature summarized four main components of teacher motivation salient intrinsic motivation closely related to intrinsic interest in teaching; social environmental influences related to the impact of external conditions and constraints; time dimension emphasizing lifelong commitment; and non-motivational factors from negative influences.

Job Satisfaction

The most common definition of job satisfaction in organizational research is "an enjoyable or positive emotional state resulting from an evaluation of one's job or work experience". (Locke, 1976, 1304).

From many research sources, it is clear that job satisfaction is a global concept that is made up of various aspects, of which Locke (1976) classified into nine: pay, promotion, coworkers, supervision, the job itself, recognition, working conditions, company and management.

Zeng Ming and Qin Lu (2003) suggested that job satisfaction, which refers to employees' general satisfaction or dissatisfaction with the possession of their jobs, is an important human product of organizational life and can be used as a predictor of other attitudes and behaviors.

As seen in organizational science, job satisfaction occupies a central place in theories and models about many individual attitudes and behaviors, and the study of job satisfaction has practical applications for improving both individual lives and organizational effectiveness. (Judge, Zhang, & Glerum, 2020, 393)

Hypotheses of the Study

1. Different personal factors will have different effects on teachers' job satisfaction.
2. Teacher motivational factors in junior high schools will have an impact on teacher job satisfaction.

Methodology

Samples

The data for this study was collected using an online survey conducted through the questionnaire star (wjx.cn) online survey form. The survey link was distributed across social media platforms such as WeChat, QQ. The target group for this study was Teachers in Qingdao West Coast New District No.4, China. The samples were the teachers of around 1,000 teacher and collect data in amount of 303 valid respondents who completed all the questions in the questionnaire were used for the analysis.

Questionnaire Design and Survey Implementation

The design of the questionnaire is oriented toward the survey of Teachers in Qingdao West Coast New District No.4, China, with the intention to understand the teachers' motivation and teacher's job satisfaction. The content of each questionnaire has its own emphasis. The questionnaire focuses on the influence of three motivation dimensions of teachers, need for life, need for relations and need of progress, on teacher's satisfaction through personal basic information, teachers' motivation and teacher's job satisfaction. In this survey, random sampling, and the samples were determined by Kreicie and Morgan Table and used a simple random sampling method. (Leekitchwatana, 2022, 169, 180-183)

Research Design and Methodology

The questions designed in the questionnaire are mainly applied to investigate teachers' motivation and teacher's job satisfaction; questionnaire of this study consisted of three parts: parts I to III were demographic characteristics of teachers, teacher job motivation test and teacher job satisfaction test. The first part consists of the basic demographics of the teachers in the junior high schools. The scale entries in the second section asked participants to respond on a Likert scale ranging from 1 for "very little" to 5 for "a lot," depending on how well the entry described them. The scale entries in the third section asked participants to respond on a Likert scale ranging from 1 for "strongly disagree" to 5 for "strongly agree," depending on how well the entry described them (Zhou, Wingwon, & Chotivanich, 2023).

Results

This section investigates the correlation between the independent variables, Need of Life, Need of Relation, Need of Progress, and the dependent variable of Job satisfaction. To analyze these relationships, multiple linear regression was employed. The findings of the analysis are presented below:

Table 1: Result of Reliability Test

Variables	Cronbach's Alpha	Item
Need of Life	0.904	10
Need of Relation	0.916	10
Need of Progress	0.907	10
Job Satisfaction	0.873	8

The value of Cronbach's Alpha is shown in Table 1. It valued the content validity) index of congruence :IOC (was 0.67-1.00 and the overall reliability of 0.90.

According to the pre-test, the Cronbach's Alpha was more than 0.7, so the questionnaire was highly reliable. Validity Test the KMO of each variable > 0.6 , Bartlett spherical test P value (sig) < 0.05 , indicating that the respondents can well understand the intention of the questionnaire designer, that is, the questionnaire has reached the survey. The purpose of the questionnaire is that the test results of the questionnaire can represent the real characteristics of the measured objects.

1. Descriptive Data

The basic information of the sample was statistically analyzed and results were obtained using SPSS 25.

Table 2: Gender

Gender		Frequency	Percent	Valid Percent	Commulative Percent
Valid	Male	161	53.1	53.1	53.1
	Female	142	46.9	46.9	100.0
	Total	303	100.00	100.00	

Table 2: the sample was selected based on the ratio of male to female teachers in the surveyed schools, and the ratio of the sample to the total number of students is close to 1:1. The data is reasonable.

Table 3: Age

Age		Frequency	Percent	Valid Percent	Commutative Percent
Valid	21-30	120	39.6	39.6	39.6
	31-40	94	31	31	70.6
	41-50	67	22.1	22.1	92.7
	50 up	22	7.2	7.2	100.0
	Total	303	100.0	100.0	

As can be seen from Table 3, the respondents were distributed across all age groups, with the highest number of people in the 21-30 age group, followed by the 31-40 age group, and the results are in line with the age composition of teachers in junior high schools.

Table 4 Level of Education

Level of Education		Frequency	Percent	Valid Percent	Commutative Percent
Valid	Undergraduate	240	79.2	79.2	79.2
	Master	48	15.8	15.8	95.0
	Doctorate and up	15	4.9	4.9	100.0
	Total	303	100.0	100.0	

As can be seen from Table 4, the respondents' academic qualifications were bachelor's degree, master's degree and doctoral degree, with doctoral degree accounting for the least, thus indicating that teachers in junior secondary schools still need to bring in higher-level talents and encourage existing teachers to upgrade their academic qualifications.

Table 5: Marital Status

Marital Status		Frequency	Percent	Valid Percent	Commulative Percent
Valid	Married	191	63	63	63
	Unmarried	109	35.9	35.9	99
	Divorced	3	0.9	0.9	100.0
	Total	303	100.0	100.0	

Table 5 shows that the marital status of the respondents conforms to a normal distribution.

Table 6: Title

Title		Frequency	Percent	Valid Percent	Commulative Percent
Valid	Assistant	122	40.2	40.2	40.2
	Lecturer	140	46.2	46.2	86.4
	Associate Professor	31	10.2	10.2	96.6
	Professor	10	3.3	3.3	100.0
	Total	303	100.0	100.0	

As can be seen from Table 6, the titles of the respondents are mainly focused on lecturers and assistants.

Table 7: Income

Income		Frequency	Percent	Valid Percent	Commulative Percent
Valid	2,000-5,000	28	9.2	9.2	9.2
	5,001-8,000	159	52.4	52.4	61.7
	8,001-10,000	65	21.4	21.4	83.1
	10,000 up	51	16.8	16.8	100.0
	Total	303	100.0	100.0	

Table 7 shows that the income of the respondents is between RMB 5,001-8,000, which is in line with the reality of junior high schools.

Table 8: Teaching Experiences

Teaching Experiences		Frequency	Percent	Valid Percent	Commutative Percent
Valid	1-3	128	42.2	42.2	42.2
	4-6	72	23.7	23.7	66
	7-10	57	18.8	18.8	84.8
	10 up	46	15.1	15.1	100.0
	Total	303	100.0	100.0	

As can be seen in Table 8, the respondents have been teaching for 1-3 years, while the other three ages are more average.

Table 9: Position

Position		Frequency	Percent	Valid Percent	Commutative Percent
Valid	Level1 teacher	29	9.5	9.5	9.5
	Level2 teacher	27	8.9	8.9	18.4
	Level3 teacher	94	31	31	49.5
	Core teacher	32	10.5	10.5	60
	Academic leader	19	6.2	6.2	66.3
	Internship	102	33.6	33.6	100.0
	Total	303	100.0	100.0	

As can be seen from Table 9, the respondents' positions were classified into six categories: teachers of grades 1, 2 and 3, core teachers, subject leaders and trainees, with subject leaders accounting for the least number of respondents, thus indicating that there is

still a need for teachers in junior high schools to bring in higher level personnel and to encourage existing teachers to upgrade their qualifications.

Table 10: Mean and Standard Deviation Report

Variables	X	SD
Need of Life	3.426	1.123
Need of Relation	3.440	1.102
Need of Progress	3.459	1.103
Job satisfaction	3.432	1.086

Table 10: The level of need of life, need of relation, need of progress and Job satisfaction.

The researcher gives the results of the analysis of mean and standard deviation in The five-level frequency range principle, We can see that the mean values of all four variables are above 3.42, which indicates that teacher motivation in our junior secondary schools is at a high level in terms of Need of Life, Need of Relation and Need of Progress and job satisfaction.

2. Regression Analysis

The regression analysis is presented in table 11.

Table 11: Model Summary

model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758 ^a	.575	.570	.51874

From Table 11, Need of Life, Need of Relation and Need of Progress

- a. Predictors: Need of Life, Need of Relation and Need of Progress
- b. Dependent Variable: Job Satisfaction

Table 11 shows that R square value is 0.575, this indicates that 57.5% of variation of dependent variable can be given an explanation by all three independent variables. These are used as independent variables and Job Satisfaction is used as dependent variable in linear regression analysis. From the above table, it can be seen that the R-Square value of the model is 0.575, which means that Need of Life, Need of Relation and Need of Progress can be explained as 57.5% of Job Satisfaction, which means that Need of Life, Need of Relation and Need of Progress are responsible for Job Satisfaction. of Progress have 57.5% effect on Job Satisfaction.

Table 12: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	108.711	3	36.237	134.664	.000 ^b
	Residual	80.459	299	.269		
	Total	189.170	302			

As can be seen in Table 12, when the F-test was performed on the model is, it was found that the model passed the F-test ($F=134.664$, $p=0.000<0.05$), indicating that the model construct is meaningful.

Table 13: Coefficients

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.620	.143		4.329	.000*
	Sum Need of Life	.279	.056	.289	4.951	.000*
	Sum Need of Relation	.271	.055	.285	4.900	.000*
	Sum Need of Progress	.267	.054	.275	4.946	.000*

From table 13 it can be seen that Need of Life, Need of Relation and Need of Progress were used as independent variables and Job Satisfaction was used as dependent variable for linear regression analysis. It can be seen from the above table. The model equation is $\text{Job Satisfaction} = 0.62 + 0.279 * \text{Need of Life} + 0.271 * \text{Need of Relation} + 0.267 * \text{Need of Progress}$

Need of Progress, The R-squared value of the model is 0.575, which means that Need of Life, Need of Relation and Need of Progress explain 57.5% of the variance in satisfaction. In the F-test of the model is found that the model passed the F-test ($F=134.664$, $p=0.000<0.05$), which means that at least one of Need of Life, Need of Relation and Need of Progress will have an effect on job satisfaction. In addition, the multiple covariance test of the model found that all the VIF values in the model are less than 5, indicating that there is no covariance problem; and the DW values are around the number 2, therefore, indicating that there is no autocorrelation in the model and there is no correlation between the sample data and the

model is better. The final analysis of the specific data shows that the value of regression coefficient of Need of Life is 0.279 ($t=4.951$, $p=0.000<0.05$), which means that Need of Life will have a positive effect on teachers' job satisfaction. $p=0.000<0.05$), which means that Need of Life will have a positive effect on teachers' job satisfaction. of Progress has a regression coefficient value of 0.267 ($t=4.946$, $p=0.000<0.05$), which means that Need of Progress will have a positive effect on teachers' job satisfaction.

Discussion

From the results of the analysis, Need of Life, Need of Relation and Need of Progress and Job satisfaction of the teachers of the Fourth Junior High School of Qingdao West Coast New Area are all at a high level, and Need of Progress of the teachers in this school are the highest, According to the results of Need of Progress Test, "You are already working in your ideal location." was given the highest score of 19.1% by the respondents, which shows that the teachers of the junior high schools are working in relatively ideal positions, and that they have a certain degree of enthusiasm and motivation for the work itself, which is conducive to the realization of the value of self-development and self-realization of teachers. This result shows that teachers in junior high schools are working in relatively ideal positions, and they are enthusiastic and motivated about the work itself, which is conducive to the realization of teachers' self-development and self-realization of their values. (Lankveld & Schoonenboom & Volman & Croiset & Beishuizen, 2017) The work you do is important to the school." was the most frequently given by the respondents with a score of 6.6%. This result shows that junior high schools do not give timely recognition and encouragement to the work done by teachers, resulting in teachers think that their work does not bring contribution to the school, lack of self-identity, lack of cohesion and centripetal force, and lack of a sense of belonging to the school, which is a problem that needs to be solved in schools nowadays. (Zheng & Zhou, 2020&2009)

According to the survey it was found that the second highest level of the teachers of the school is the need for relation, and according to the results of the test of the need of relation, "You are proud that your coworkers respect you." was given by the greatest number of respondents who were very satisfied, with a score of 19.8%, and this result shows that there is harmony in the relationship between the teachers and their coworkers. This result shows that the relationship between teachers and colleagues in junior secondary schools is harmonious, colleagues respect each other, the working atmosphere is characterized by a

sense of well-being and comfort, and the need to be respected in survival and development can be satisfied. "You like to encourage and motivate teamwork." was given the most very dissatisfied by the respondents with a score of 7.5%. This result indicates that teachers in junior secondary schools lack the awareness of motivating collective cooperation and lack of teamwork, and the school is organizing fewer activities for teachers to develop teamwork, which may lead to the emergence of teachers with a low awareness of motivating teamwork. (Clement, Vandenberghe & Tang, 2000&2014)

Suggestions

The following recommendations were made on how to improve teacher motivation and job satisfaction: This study found that teachers' survival needs have an effect on job satisfaction. Satisfying teachers' survival needs is the basis and premise of constructing the incentive mechanism for teachers in junior high schools, and it is also an important way to increase job satisfaction, and the incentive effect is most obvious. Teachers' survival needs mainly include work income, work treatment and work environment. Junior high schools can establish a scientific mechanism of teachers' remuneration and benefits to improve teachers' motivation and enthusiasm. The system should be fair, differentiated and incentive based on the actual situation and the average working and living standards to make scientific arrangements and to ensure that it has the legitimacy, competitiveness and fairness, in order to pay more for more work, the principle of meritocracy, to meet the needs of teachers. A scientific system of remuneration and benefits should allocate funds for performance, target assessment awards and other evaluative incentives, and pay overtime expenses punctually, objectively and accurately; establish competitive benefits to implement subsidies for teachers' professional development (e.g., core teachers, subject leaders, etc.); and set up a special survival care mechanism, which provides financial subsidies according to the actual social situation and the varying degrees of emergency difficulties in a teacher's family.

This study found that the need for relation affects job satisfaction. Establishing a good interpersonal work environment and climate has a positive effect on teachers' motivation and satisfaction. Teachers' interpersonal work climate is affecting the level of happiness, sense of mission and identification with the profession, so schools need to establish a motivating work environment and climate. Establishing a good working environment and setting up more teachers' study and interest groups will enable teachers to have a sense of happiness and comfort in their daily work, feel humanistic care, and at the same time bring colleagues closer

to each other; Optimize the working hardware facilities to provide solid protection for teachers' work; moderate authorization to create a harmonious atmosphere, leaders show personal charisma and moderate authorization to establish a good leadership style, respect for teachers, listen to their views, enhance teachers' self-identity and sense of belonging to the school; cultivate teachers' sense of collective honor, sense of responsibility and the meaning of cooperation, and enhance the cohesion and centripetal force of teachers.

This study found that growth needs are affecting job satisfaction. Improve the teacher learning and training system, enhance teachers' own professional development, improve teachers' happiness and satisfaction, and then promote the realization of self-growth and self-worth; strengthen internal training and learning, let the school has excellent performance of subject leaders, backbone teachers to drive the development of excellent young teachers, to achieve the hierarchical cultivation of human resources development; organize joint teaching and research and subject teaching and research with other schools, and encourage Organize joint teaching and research and subject teaching and research with other schools, encourage more teachers to participate in all kinds of teaching and research activities, enhance their own development; improve the job promotion system, optimize the development incentive strategy, establish a scientific and reasonable appraisal system for merit assessment and optimize the promotion channels.

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