

Influential Factors on Teachers' Job Satisfaction for Universities in Guangxi Province

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Abstract

The teachers' job satisfaction for universities is not only related to the personal growth and development of teachers and their happiness in life, but also directly affects the quality of education and teaching in universities, and the improvement of teaching quality. The results show that the factors influencing teachers' job satisfaction in universities include self-realization, remuneration package, leadership, working environment and conditions, the work itself, work stress, and promotion opportunities. Teachers' job satisfaction influences the construction of the faculty team at universities and the improvement of educational and teaching resources, as well as the enhancement of the quality and capabilities of university teachers. How to improve teachers' job satisfaction and stimulate their enthusiasm for work is an important topic of current research. The teachers' job satisfaction for universities can further improve the education and teaching management of universities and strengthen the construction of the faculty team. This study aims to evaluate the influential factors of teachers' job satisfaction for universities in Guangxi, analyze the factors influencing teachers' job satisfaction, and put forward corresponding recommendations.

Keywords: Universities; Teachers' job satisfaction; Influential Factors; Guangxi province

Introduction

The importance of teachers' job satisfaction in Guangxi universities is reflected in several aspects, including improving the quality of education, promoting the construction of the teaching force, and enhancing teachers' happiness and sense of achievement. Lyyra, N., Leskinen, E., & Heikinaro-Johansson, P. (2015) argued that there are many factors influencing teachers' job satisfaction, including job stress, students' situation and so on. First of all, the job satisfaction of university teachers is directly related to the quality of education. Satisfied teachers are more likely to devote more energy and enthusiasm to teaching and research, thus improving the quality of education and academic research.

Satisfied teachers are also likely to participate more actively in student guidance and campus culture construction, providing students with a better learning and growth environment. Second, teachers' job satisfaction is crucial to the building and maintenance of the teaching force. Satisfied teachers are more likely to be loyal to education, reduce brain drain, and stabilize the teaching force. In addition, a high level of satisfaction attracts more talented people to join and further enhances the overall quality of the teaching force. Finally, improving teachers' job satisfaction can help enhance teachers' sense of happiness and

accomplishment. When teachers feel that their work is recognized, their professional satisfaction and happiness will increase, which will motivate them to work harder and form a virtuous circle. The results of the Multilevel (2020) study show that teacher-level variables are better predictors of job satisfaction than school-level variables. To sum up, the job satisfaction of teachers in universities in Guangxi is not only related to the quality of education, but also affects the stability and optimization of the teaching force, as well as teachers' personal happiness and sense of achievement. Therefore, it is crucial to improve the job satisfaction of teachers in Guangxi universities.

Liao, H. (2022) studied the job satisfaction of physical education teachers in colleges and universities in Chongqing. The study showed: The job satisfaction of physical education teachers in colleges and universities in Chongqing is ranked from high to low, in order: work itself, relationship with colleagues, professional identity and social status, students and parents, personal growth and development, leadership management, work pressure, work environment, school policies and systems, benefits and remuneration.

Xu, W. (2016) studied the job satisfaction of primary and secondary school teachers. The study elaborated on the satisfaction of primary and secondary school teachers with their current jobs. Based on a systematic investigation and analysis, the study put forward countermeasures and suggestions from six aspects that affect teachers' job satisfaction, namely salary, work itself, interpersonal relationships, organizational atmosphere, professional identity and stability, to help improve teachers' job satisfaction, improve the teacher management system and promote the development of education.

Zhang, J. (2020) studied the factors affecting job satisfaction of rural primary school support teachers. The results of this study show that rural primary school support teachers' overall satisfaction with their work is at an upper level; professional values, interpersonal relationships, leadership management, work ability, work pressure, work itself, school environment, and assessment and evaluation systems jointly constitute the rural primary school support teaching

Sun, L. (2020) studied the job satisfaction of teachers in SYHQ private middle schools. This study selected SYHQ private middle schools as the research object and used questionnaires and personal interviews to understand the current status of teachers' job satisfaction. It mainly tested teachers' job satisfaction from seven dimensions. They are: salary, work pressure, working environment, leadership management, professional training, incentive mechanism, and self-realization.

Shi, H. (2019) studied the job satisfaction survey of teachers in higher vocational colleges - taking 5 higher vocational colleges in Jiangxi Province as an example. The results of the study show that: the order of influence from large to small is: leadership and management, career development, salary and benefits, working environment, social recognition, self-realization, the work itself, and interpersonal relationships.

Mbonea, T. J., Eric, A., Ounga, O., & Nyarusanda, C. (2021) studied factors affecting job satisfaction among secondary school teachers in Lushoto District, Tanga Region, Tanzania, the

study showed that secondary school teachers were affected by job satisfaction factors including: salary, social simulation, promotion opportunities, working conditions and job security.

Jaffry Bin Zakaria, et al. (2019) studied the management of job satisfaction among physical education teachers. The study showed that there are various factors that affect a person's job satisfaction. Some of these factors include salary and benefit levels, fairness of the company's internal promotion system, quality of working conditions, leadership and social relationships, and the job itself.

Zakaria, J. B., et al. (2022) studied job satisfaction: influencing factors and its impact on turnover intention. The study showed that there are five work environment factors that affect the job satisfaction of senior management employees. These factors include perceived organizational support, training, coworker support, participative leadership style, and work stress.

Al Sulaimi, H. A. H., et al. (2024) studied the impact of salary packages, professional development, job stress, school leadership and organizational support on job satisfaction of female teachers in public schools in Muscat, Oman. The study showed that fair salary structures, benefits, incentives, and growth and promotion opportunities contribute to job satisfaction; high levels of job stress have a negative impact on teachers' job satisfaction; excessive workload, time pressure, lack of resources, student behavior problems and administrative requirements can lead to increased stress levels and decreased job satisfaction for teachers; adequate organizational support (including supportive leadership, professional development opportunities, resources and a positive work environment) has a positive impact on teachers' job satisfaction. Supportive and transformative leadership, clear communication, collaborative decision-making and a positive school culture contribute to improving teachers' job satisfaction.

Troeger, M. (2022) studied job satisfaction among K-12 public school teachers: A mixed methods study. The study showed six factors that influence teacher job satisfaction, with interpersonal relationships being the strongest indicator, especially among women. Recruiting, developing, rewarding, and retaining effective administrators, as well as creating a positive work environment for teachers, can have a positive impact on teacher job satisfaction, well-being, and retention.

Kang, W. (2023) studied the factors predicting job satisfaction among Korean middle school teachers. The study showed that society's perception of the value of teachers is a necessary condition for high levels of job satisfaction. Job satisfaction among Korean teachers in multicultural middle schools was revealed by outlining several combinations of factors that lead to paths that explain job satisfaction and work environment satisfaction.

Niu, J., Fan, et al. (2023) studied the multi-level analysis of factors affecting job satisfaction of teachers in Japan and South Korea: evidence from TALIS 2018. The study showed that gender, teaching experience, social utility, teaching motivation, self-efficacy, teacher-student relationship, professional development, and team innovation ability have a

significant impact on teacher job satisfaction at the teacher level in Japan and South Korea. In addition, school sector, school crime and violence, and lack of special needs staff are unique factors related to teacher job satisfaction at the school level in both countries.

Nyamubi, G. J. (2017) studied the determinants of job satisfaction among secondary school teachers in Tanzania. The study showed that teachers were satisfied with both monetary and non-monetary incentives such as community support. They were satisfied with fair remuneration packages related to their labor input, career development opportunities, a clear personal evaluation system, timely promotions, and necessary working conditions. The study also showed that teachers' friendship and cooperation with colleagues and students and the respect of community members also increased their satisfaction with teaching. Equally important to their satisfaction was the success of students in and out of school, which revealed teachers' sense of responsibility and accountability.

Rezaee, A., et al. (2020) studied the job satisfaction of English teachers: Assessing the contribution of organizational climate in Iranian schools through a mixed methods study. This study shows that there is a significant positive correlation between school organizational climate and the job satisfaction of English as a foreign language teachers. In addition, the study found that job satisfaction was mainly affected by teaching load, principal leadership, autonomy and decision-making, and intimacy and warmth factors.

Sahito, Z., & Vaisanen, P. (2019) Literature review on teacher job satisfaction in developing countries: suggestions and solutions to improve teacher job satisfaction. The study showed that favorable working conditions, promotion opportunities, fair pay, support from principals, colleagues and community, teacher empowerment and friendship were found to be the main factors affecting teacher job satisfaction. Authoritarian management style, distrust, opaque system, work-life imbalance, inefficient teaching/learning environment and lack of resources were the main factors affecting job dissatisfaction.

Zhang, X. (2023) studied the factors affecting job satisfaction and path selection of physical education teachers in colleges and universities - a qualitative analysis based on grounded theory. The results showed that under the influence of physiological, psychological and social roles, the factors affecting job satisfaction of physical education teachers in colleges and universities are composed of seven categories: individual characteristics, interpersonal relationships, professional cognition, security conditions, school management, school environment, and external environment. Among them, interpersonal relationships and professional cognition are internal driving factors affecting job satisfaction; individual characteristics are inherently uncontrollable and have the characteristics of mediating variables; security conditions, school management, school environment, and external environment are external driving factors affecting job satisfaction.

Hou, P. (2021) studied the job satisfaction of teachers in private higher vocational colleges in Henan Province. The results of the study showed that the overall job satisfaction of teachers in private higher vocational colleges in Henan Province was at a medium level. The influence of each dimension of job satisfaction of teachers in private higher vocational

colleges in Henan Province is from large to small, namely salary and benefits, personal growth and development prospects, working environment and conditions, leadership and management, work itself, organizational atmosphere and interpersonal relationships.

Guo, M. (2019) studied the job satisfaction of teachers in the continuing education colleges of western universities. The study showed that the job satisfaction of teachers participating in teaching activities in the continuing education colleges was generally average and at a medium level; among various dimensions, the leadership and management dimension, the organizational atmosphere and colleague relationship dimension, and the self-realization and development dimension had an important correlation with teachers' job satisfaction.

Li, L. (2019) studied the factors influencing job satisfaction of college teachers. The results of the study showed that the effect values of various influencing factors on the job satisfaction of college teachers are ranked from high to low as follows: work pressure, salary and benefits, daily management, occupational burnout, interpersonal relationships, development expectations, job identification, humanistic environment, emotional expectations and emotional work.

Research objectives

1. To study the level of self-actualization, remuneration package, interpersonal relationship, leadership, working environment and conditions, the work itself, work stress, promotion opportunities of universities.
2. To study the level of Teachers' Job Satisfaction for Universities in Guangxi province.
3. To examine the correlations between influential factors and teachers' job satisfaction in Guangxi universities.
4. To analyze the Influential Factors on Teachers' Job Satisfaction for Universities in Guangxi province.
5. To propose the guidelines for developing the teachers' job satisfaction in Guangxi universities.

Research Methodology

Population and Sample

The researcher uses administrators and teachers from private higher education institutions in Guangxi as the research subjects, a total of 6,300 people from 11 private higher education institutions. The sample size was determined using the sample size determination table of Comrey & Lee (1992), which provides guidelines for determining the appropriate sample size to ensure the representativeness and generalizability of the research results.

Research Instruments

Tools used in this research It is a questionnaire about the Influential Factors on Teachers' Job Satisfaction for Universities in Guangxi province. It is an interview form created by the researcher. which contains questions about strategies for Influential Factors on

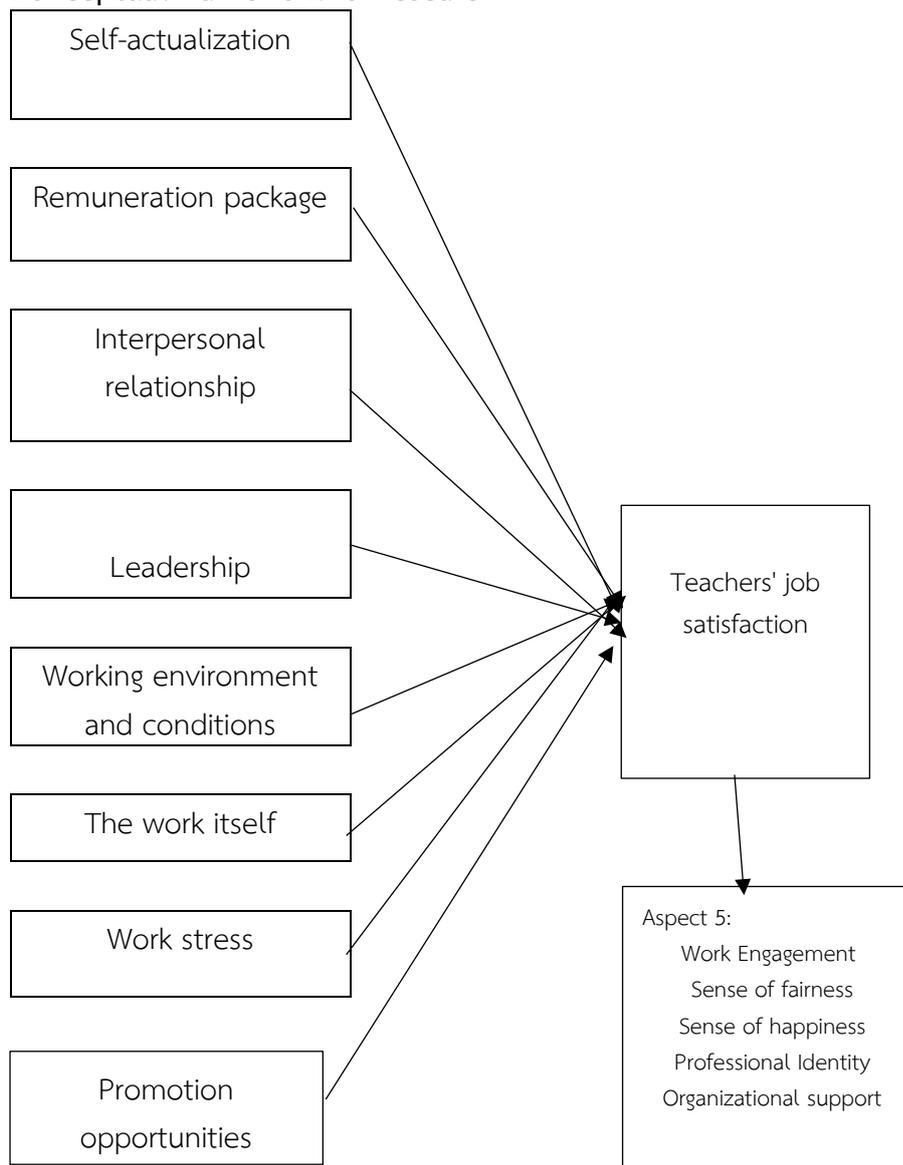
Teachers' Job Satisfaction for Universities in Guangxi province, it was found that there were 8 factors as follows: self-actualization, remuneration package, interpersonal relationships, leadership, work environment and conditions, the work itself, work stress, and promotion opportunities.

Statistics used for data analysis

In this study, multiple regression analysis was employed to analysis the relationship between the independent variables and dependent variables. The application of multiple regression in the research involves several key steps. Quantitative data was first collected and then analyzed using computer program. A variety of statistical techniques were employed, including percentage calculations, independent t-tests, Pearson correlations linear regression. These analytical methods were utilized to achieve the objectives of the study and to gather insights from administrators and teachers regarding the phenomena under investigation.



Conceptual framework for research



Research results

From objective 1: To study the level of self-actualization, remuneration package, interpersonal relationship, leadership, working environment and conditions, the work itself, work stress, promotion opportunities of universities, it is found that the factors of Teachers' job satisfaction, overall, are at a high level ($\bar{X} = 3.87$, $SD = 0.88$). When considering each aspect in descending order, the highest average is in the area of Promotion opportunity ($\bar{X} = 4.02$, $SD = 0.97$), followed by Remuneration package and Work stress ($\bar{X} = 4.01$, $SD = 0.95$ and $SD = 0.82$ respectively). The Working environment and conditions maintains a high level ($\bar{X} = 3.95$, $SD = 0.96$). The interpersonal relationship ($\bar{X} = 3.94$, $SD = 0.91$) and the work itself ($\bar{X} = 3.84$, $SD = 0.92$) are at high level. Self-actualization ($\bar{X} = 3.64$, $SD = 0.53$) and Leadership ($\bar{X} = 3.56$, $SD = 0.72$) are also at a high level.

From objective 2: To study the level of Teachers' Job Satisfaction for Universities in Guangxi province, it is found that the overall teacher's job satisfaction in Guangxi universities

is rated at a high level ($\bar{X} = 4.22$, $SD = 0.91$). This suggests that teachers have strong satisfaction with their work. The highest aspect is Work Engagement ($\bar{X} = 4.24$, $SD = 0.93$), highlighting strong intense enthusiasm for work. Sense of happiness ($\bar{X} = 4.22$, $SD = 0.89$) also ranks highly, suggesting that teachers get a full sense of happiness in their work. Sense of fairness ($\bar{X} = 4.21$, $SD = 0.91$) and Professional Identity ($\bar{X} = 4.19$, with $SD = 0.91$), while still rated high, ranks slightly lower, indicating a potential area for further development, while Organizational support has the lowest average score among the categories ($\bar{X} = 4.17$, $SD = 0.90$). It reflects that teachers possess a high level of teachers' job satisfaction across all areas, with particular strengths in Work Engagement and Sense of happiness, which are essential for fostering teachers' job satisfaction.

From the objective 3: To examine the correlations between influential factors and teachers' job satisfaction in Guangxi universities, it is found that Interpersonal relationship displays none correlation, this shows that there is no clear relationship between interpersonal relationship and teachers' job satisfaction. Most factors self-actualization, remuneration package, leadership, working environment and conditions, the work itself, work stress and promotion opportunity are significantly associated with teachers' job satisfaction, with the absolute value of the correlations ranging from .541 to .706. It reflects that the combined influence of these factors is essential for Teachers' Job Satisfaction for Universities in Guangxi province.

From the objective 4: To analyze the Influential Factors on Teachers' Job Satisfaction for Universities in Guangxi province, it is found that these factors include the work itself, Remuneration package, Working environment and conditions, Leadership, Promotion opportunities, Self-actualization, and Work stress. The analysis shows a strong predictive capability, with a multiple correlation coefficient of 0.884, indicating that the model explains 77.9% of the variance in teachers' job satisfaction (Adjusted $R^2 = 0.782$). The results highlight the significant contributions of each factor. The constant term indicates a baseline level of teachers' job satisfaction when all independent variables are zero. The final regression equation derived from this analysis is:

$$\hat{Y} = 0.972 + 0.247X_6 + 0.210X_5 + 0.179X_8 - 0.218X_7 + 0.136X_2 + 0.198X_1 + 0.102X_4$$

In this equation, Y represents teachers' job satisfaction, and X_i ($i > 7$) denotes the influencing factors. The significance of each coefficient is assessed through t-tests, indicating a statistically significant impact on teachers' job satisfaction for all predictors. This multiple regression model provides valuable insights into the interplay of various factors that enhance Teachers' Job Satisfaction for Universities in Guangxi province.

$$\hat{Z} = 0.235Z_6 + 0.237Z_5 + 0.214Z_8 - 0.182Z_7 + 0.171Z_2 + 0.120Z_1 + 0.09Z_4$$

In this equation, Z represents the standard teachers' job satisfaction, and X_i ($i > 7$) denotes the standard influencing factors. The significance of each coefficient is assessed through t-tests, indicating a statistically significant impact on teachers' job satisfaction for all predictors. This multiple regression model provides valuable insights into the interplay of

various factors that enhance teacher innovation competency within the context of private higher education institutions in Guangxi.

From the objective 5: To propose the guidelines for developing the teachers' job satisfaction in Guangxi universities by 9 experts and qualified persons considering and analyzing the content using the in-depth interview method. This study proposes several guidelines to improve teachers' job satisfaction. These measures include further improving teachers' remuneration package, helping teachers to better realize their self-worth, leaders giving teachers more care, and creating a warm and harmonious working environment. In addition, strengthening interpersonal communication and appropriately reducing teachers' work stress can also be achieved.

This study contributes to the literature on teachers' job satisfaction by elucidating the complex interactions of various factors that influence the job satisfaction of teachers in Guangxi universities. The findings are consistent with existing research, and by integrating quantitative data from surveys and qualitative insights from expert interviews, this research provides valuable suggestions for educational leaders, policymakers, and educators aimed at improving teachers' job satisfaction.

Discussion of research results

The continues Influential Factors on Teachers' Job Satisfaction for Universities in Guangxi province consisted 7 factors. The research discussion as follow;

Remuneration package was also considered a key factor. Experts stressed that teachers' understanding of their responsibilities and remuneration package rewards, and teachers' belief that their remuneration package was not influenced by gender or other factors were crucial to teachers' job satisfaction. This finding is consistent with Haixia (2011), who argued that salary guarantees can motivate employees to work more responsibly.

Leadership has a significant impact on teachers' job satisfaction. Leaders are approachable and willing to communicate and discuss with them, teachers have the opportunity to participate in the decision-making process of major school events, and teachers' suggestions and opinions are valued when school leaders make decisions, which makes teachers feel satisfied with their work. The findings align with those of Zhu J, Song L J, Zhu L, et al. (2019), who emphasized the relationship between leaders and members affects employees' work status and job satisfaction.

Self-realization becomes another key factor. Teachers gain a significant sense of accomplishment in their profession and continue to grow and improve in their careers, which will enhance their job satisfaction. This finding is consistent with Zhou Bin(2011), who emphasized sense of accomplishment and self-worth realization can further enhance job satisfaction.

The work itself has a significant impact on teachers' job satisfaction. The workload does not influence teachers' work efficiency and teaching quality. The work is challenging enough, and the diversity of work tasks can effectively improve their work skills, which can improve teachers' job satisfaction. The findings align with those of Liao Hua (2022), who emphasized people identify very strongly with the teaching profession.

Promotion opportunities also contribute significantly to teachers' job satisfaction. The increased workload after promotion is reasonable and acceptable, the school's promotion process treats all employees equally, and the school's promotion evaluation criteria are transparent and reasonable, which all have a positive effect on teachers' job satisfaction. The findings align with those of Gu Yuandong et al. (2014), who obtained promotion opportunities have an important impact on improving job satisfaction.

Working environment and conditions have a significant positive impact on teachers' job satisfaction. Regular health checks provided by the school, good security guarantees provided by the school for teachers, a safe and reliable working environment, and a comfortable physical environment in the working area will greatly improve teachers' job satisfaction. This finding is consistent with Majid et al. (2020), who emphasized a good working environment and conditions can enable teachers to better devote themselves to their work and have higher job satisfaction.

Work stress has a significant impact on teachers' job satisfaction. Extracurricular activities and other non-teaching personnel take up too much of teachers' time, and teachers are sometimes given expectations that are higher than they can bear, all of which will reduce teachers' job satisfaction. This finding is consistent with Humaid Ali Hilal Al Sulaimi, et al. (2024), who emphasized high levels of work stress have a negative impact on teachers' job satisfaction; excessive workload, time pressure, lack of resources, student behavior problems and administrative requirements can lead to increased stress levels and decreased job satisfaction for teachers.

This research highlights the multiple facets of teachers' job satisfaction and the complex interactions between various influencing factors. The findings provide valuable insights for education administrators, policymakers, and educators seeking to improve teachers' job satisfaction. By addressing these interrelated factors, stakeholders can provide a better policy to support teachers and further improve teachers' job satisfaction.

Recommendations

1. Recommendations for Practical Implementation

To improve teachers' job satisfaction, administrators should focus on the following actionable strategies to address the eight key influential factors:

Establish a positive incentive mechanism. Provide timely rewards and commendations to outstanding teachers, including material rewards, honorary titles, etc. Set reasonable performance rewards based on teachers' teaching achievements and work performance to enhance teachers' work motivation.

Provide sufficient career development opportunities. Regularly hold professional training to improve teachers' teaching ability and subject knowledge and meet teachers' career growth needs. Encourage teachers to participate in educational research projects or academic exchanges, provide opportunities for out-of-town learning, and enrich teachers' academic horizons.

Improve teachers' working environment. Ensure that teaching facilities, teaching materials, office environment, etc. are good and modern, and improve teachers' work convenience. Create a positive campus culture, enhance communication and collaboration among teachers, and reduce workplace stress and isolation.

Pay attention to teachers' mental health. Provide professional psychological counseling and consulting services to help teachers relieve work pressure and maintain mental health. Conduct regular mental health assessments to understand teachers' mental state and provide corresponding support.

Enhance work autonomy and participation. Encourage teachers to participate in the school's decision-making process, especially those related to teaching, so that teachers feel that their opinions and suggestions are valued. Where possible, provide flexible work schedules to help teachers balance work and personal life.

Reduce unnecessary administrative burdens. Reduce teachers' administrative tasks, simplify unnecessary reports, paperwork and meetings, etc., and reduce teachers' non-teaching burdens. Set up a dedicated administrative support team to help teachers deal with matters outside of teaching so that teachers can focus on teaching itself.

Conduct regular feedback and communication. Collect teachers' opinions and suggestions through regular seminars or questionnaires, understand their needs and confusion, and adjust policies promptly. Ensure that teachers can freely reflect problems to managers and receive timely responses and solutions.

Strengthen teachers' teamwork. Regularly organize team-building activities for teachers, such as exchanges inside and outside the school, sports games, etc., to enhance communication and cooperation among teachers. Promote cooperation and communication between teachers of different disciplines and jointly improve teaching quality.

Fair and transparent work evaluation. Ensure that teachers' work evaluation is fair and transparent, and give reasonable feedback and rewards based on the evaluation results. Through multi-dimensional evaluation methods (such as peer review, student feedback, etc.), we can have a more comprehensive understanding of teachers' work performance and avoid a single evaluation standard.

Pay attention to the work-life balance of teachers. Control teachers' class hours and workload, avoid excessive overtime, and ensure that teachers have enough rest and private time. Promote reasonable vacations for teachers, encourage them to relax and maintain a good working state.

Through these strategies, school administrators can effectively improve teachers' job satisfaction and create a more dynamic and innovative teaching environment, thereby improving the quality of teaching and the overall development level of the school.

2. Recommendations for Policy

Policymakers play a vital role in improving teachers' job satisfaction. Here are some measures that policymakers can take:

Formulate reasonable salary and welfare policies. Ensure that teachers' salary levels match the social average level and are competitive, and make reasonable salary adjustments based on factors such as teachers' qualifications, professional titles, and work performance. Improve teachers' welfare benefits, such as providing housing subsidies, medical insurance, preferential policies for educating children, etc., to reduce teachers' financial pressure. Establish a performance-based reward mechanism to encourage the performance of excellent teachers and let all teachers feel the return of their work value.

Optimize teachers' career development policies. Establish clear promotion channels and standards to ensure that teachers have a clear career development path. Encourage teachers to improve their personal titles and career achievements through continuous further study and professional development. Provide funds or support teachers to participate in domestic and international academic exchanges, training, and further study courses to ensure that teachers can continue to learn and develop. Establish a continuing education system to encourage teachers to continuously update and improve their educational knowledge and skills to ensure that they keep pace with the development of the times.

Through these policy measures, policymakers can effectively improve teachers' working conditions and increase their job satisfaction, thereby improving the overall quality of education and the sustainable development of the education system.

3. Recommendations for Further Research

This research provides valuable insights into the influential factors on teachers' job satisfaction in Guangxi universities, but there are still several areas that need further research to enhance the understanding of teachers' job satisfaction in Guangxi universities.

First, further research can help observe how teachers' job satisfaction in Guangxi universities changes over time and evaluate the long-term impact of various influential factors, such as policies, on job satisfaction among university teachers. This research approach can provide a more comprehensive understanding of how teachers' job satisfaction in Guangxi universities evolves and identify the most effective ongoing interventions.

Second, future research can be conducted in comparative studies of different types of universities, such as public universities and private universities, or national universities and local universities. These studies will reveal the factors that improve or reduce teachers' job satisfaction in Guangxi universities and identify best practices and strategies that can be applied in different educational settings.

Third, in-depth research involving a wider range of stakeholders, including teachers, administrators, and policymakers, can provide a more nuanced perspective on improving teachers' job satisfaction in Guangxi universities. Understanding the views and experiences of these groups can highlight other influential factors on teachers' job satisfaction in Guangxi universities and provide useful information and suggestions for overall improvement strategies. In addition, exploring the effectiveness of specific programs to improve teachers' job satisfaction in Guangxi universities and studying to influential factors on teachers' job satisfaction in Guangxi universities will be beneficial to the improvement of teaching quality.

By addressing these issues in future research, scholars and practitioners can conduct more in-depth research on teachers' job satisfaction and make greater contributions to further improving the comprehensive strength of higher education. This ongoing research is very important for educators to face the future and the high-quality development of education.

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