

An Empirical Analysis of the Impact of Chinese Universities on Academics' Job Satisfaction

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Abstract

The study's findings represent a significant addition to the literature on job satisfaction in Chinese universities, notwithstanding certain limitations. Concerns regarding the commitment of university faculty have been raised by significant reforms to China's university system. The findings of this study could improve the standard of higher education as well as the satisfaction of academic staff. Here are some recommendations from the researcher for you. In order for students to learn, school administrators' satisfaction is crucial.

The way academics view their line of work directly affects not only how happy they are at work but also how well they teach and how dedicated they are to their field. Hein and Garrett (2001) contend that better education will result from "high academic work satisfaction" because "happy instructors are better teacher.

Keyword: Higher Education, Administrative Work, and Job Satisfaction

INTRODUCTION:

The goal of this study is to investigate academic job satisfaction in China. The concept of job satisfaction pertains to an individual's attitude towards their work and the way it influences their general level of happiness. Many academics are interested in this topic because they believe it is important to understanding organizations and the people who live in them. Since academics can have a big influence on higher education, it's best for everyone if they're content with their jobs. While a lot of research on job satisfaction has been done in Western contexts, little is known about how academics in China feel about their jobs and what motivates them. In order to assess the applicability of Western organizational concepts, it would be beneficial to conduct further research should be replicated in China.

REVIEW OF THE LITERATURE

China and other east Asian nations are home to Chinese citizens. Its borders are mountains, and its total area is 9.6 million square kilometers, east of the Pacific Ocean. With the exception of those living in Hong Kong, Macao, and Taiwan, China's population as of 2006 was 1.3 billion, or almost

one-fifth of the world's total. China has a population density of about 135 people per square kilometer, with 56 officially recognized ethnic groups, value systems, and languages. China's official language is Mandarin, or putonghua (common speech), and it is primarily spoken by the Han ethnic group. China is a multireligious nation.

Many religions, including Buddhism, Taoism, Islam, Catholicism, and Protestantism, among others, have an impact on diverse ethnic groups (BBC, 2007; ChinaToday-com, 2006).

China's economy was acknowledged to have a major influence on the world economy in 2006, and this recognition has only increased over time. Over the past 25 years, there has been a transition from a market-oriented economy with a rapidly expanding private sector to a centrally planned economy that was primarily closed to foreign trade. Due to this economic transformation, China's GDP has increased more than tenfold since 1978 (GDP - per capita (PPP) \$7,600,2006). In 2005, the official urban unemployment rate was 4.2%, and 130 million people were officially classified as living below the global poverty line. In this case, one could argue that education plays a critical role in both advancing the socialist modernization of the nation and raising the caliber of the labor force. At the Communist Party of China's Fifteenth National Congress, plans were presented for reviving China via research and education (CPC). Therefore, it is believed that the development of social cohesion, the goal of socialist modernization, and the determination to meet contemporary demands all depend on an effective educational system (BBC, 2007; ChinaToday. com, 2006).

PROBLEM DESCRIPTION

Teacher-centered learning has always been the norm in higher education. Students were not actively participating; rather, they were absorbing the information that was presented to them. This kind of instruction was said to be ineffective due to the rapid changes in society. University administrators need to reassess their teaching and learning strategies in order to enhance students' critical thinking and problem-solving skills. Numerous academic institutions have endeavored to decrease memorization and enhance students' engagement in the learning process. It seemed that colleges prioritized students' capacity for critical thought and problem-solving.

University administrators need to reassess their teaching and learning strategies in order to enhance students' critical thinking and problem-solving skills. Universities are offering more seminars and discussion sessions in an effort to get students more involved in the educational process. One belief was that universities placed a strong emphasis on research and analysis skills in addition to problem-solving abilities. Information technology has long been considered a major factor in higher education (Bull et al. 1994). In place of conventional lecture courses, efforts have been made to identify and incentivize the development and delivery of flexible or remote learning modules. These days, the majority of colleges promote methodological innovation through the use of multimedia, current instructional materials, online education, a greater emphasis on research-based instruction, and increased student activities (Mohrman, 2003).

OBJECTIVE OF STUDIES

The purpose of the study is to determine how academics' perceptions of various factors relate to their level of job satisfaction.

RESEARCH ISSUES

- Are there any noteworthy relationships between personal characteristic variables and job satisfaction?

METHODS OF RESEARCH

Research paradigms are important to examine because they are often linked to both qualitative and quantitative research methods. The systematic scientific study of quantitative characteristics and events is known as quantitative methodology. Bryman (1984). It presents reality in terms of variables and the relationships between them using pre-defined data (Punch, 1998). Since quantitative techniques are less variable and easier to replicate, their methods for data analysis are highly established (Punch, 1998). Qualitative Methodology (QM) uses words instead of numbers for data collection and analysis (Bryman, 2004). Process and context awareness are essential for comprehending the intricacies of social life (Punch, 1998). Unlike quantitative approaches, It makes use of a greater variety of harder to replicate techniques (Bryman, 2004). As per Sieber's (1973) analysis, two distinct research cultures—one emphasizing "hard, generalisable" data and the other "deep, rich observational data"—are at work here.

DESIGN OF RESEARCH

A research design that forms the cornerstone of the entire project is crucial. It serves as a framework or manual that illustrates how the project's main elements—data, techniques, and measurements—all function together to meet particular research goals (Trochim, 2006). In social science, research designs include case study, longitudinal, cross-sectional or social survey, and experimental methods (Bryman, 2004). This study used a cross-sectional design rather than a longitudinal one due to the drawbacks of other research designs, including the intentional control and manipulation of study conditions in an experimental design, the time and expense involved in a longitudinal design, and the limited generalizability of the results from a case study (Bryman, 2004).

Information Analysis

The first component of the conceptual framework to be analysed and scrutinised is personal traits. Because only 14 people agreed to be interviewed, the data from this section of the analysis will come from 204 questionnaires. This small amount is not enough for analysis. To examine the

impact of personal traits, the researcher recoded the participants' ages, service durations, educational attainment, and posts.

Two distinct groups, each of their own. Based on their age, they were divided into two groups: one for younger people (age 40) and another for older people (age >40). They were divided into two groups: those with shorter service histories (less than 15 years) and those with longer service histories (more than 15 years).

service (more than 15 years). They represented both lower (at the Masters level) and higher (at the PhD level) educational levels. The post variable was split into two categories: associate professor and professor positions were in the higher category, while assistant teacher, lecturer, and other positions were in the lower category.

To find out if any of these character traits significantly affected work satisfaction, a t-test on independent samples was performed using the recently created classification scheme as a basis. This paragraph summarized the findings. Despite the fact that the average statistics indicated that respondents who were female, older, had been in the military for longer periods of time, had higher levels of education, held higher positions, and had backgrounds in the arts had somewhat higher

		N	Mean	SD	T	Sig.(2-tailed)
Gender	Male	82	7.2152	.16869	-.911	.363
	Female	121	7.3932	.11320		
Age	Younger	164	7.3106	1.26113	-.299	.766
	Older	39	7.4000	1.66627		
Length of service	Shorter	166	7.3395	1.26670	-1.497	.136
	Longer	37	7.8235	1.28624		
Education level	Lower	164	7.2716	1.30942	-1.088	.278
	Higher	39	7.5429	1.46213		
Post	Lower	142	7.3151	1.29057	-.084	.933
	Higher	60	7.3333	1.47874		
Subject area	Arts	134	7.4264	1.31562	1.416	.158
	Sciences	63	7.1311	1.39613		

Table: A t-test using an independent sample to ascertain an individual's overall level of work satisfaction as indicated by distinctive characteristics

The correlation table indicates that age plays a significant role in the relationship between work satisfaction and self-efficacy as well as self-esteem. It is important to remember that academics who were older reported feeling more satisfied with their sense of self-efficacy and self-esteem. These findings shouldn't be shocking because, in Chinese society, senior academics are typically respected for their age regardless of their standing within the organization (Dimmock and Walker, 2000d). People's self-esteem can rise and they can feel more content with themselves as a result. It also has to do with the fact that scholars who were older had greater lifetime knowledge than those who were younger, which could explain why they had higher levels of satisfaction with self-efficacy. This is related to the fact that it is related to the fact that it is related to the fact

that it is related to the fact that it is According to the findings, there was no correlation between the length of time spent working in higher education and disparities in levels of satisfaction with any job-related aspects. It is unexpected to get at this conclusion, which is in line with research carried out by Oshagberni (2000) in the United Kingdom but contradicts the findings carried out by Tu (2002) in China. When compared to Tu's study, these contradictory findings might be due to the various research groups and time periods that were used. Results found in this research suggested that fresh academics and those who had been in the field for a considerable amount of time expressed similar levels of job satisfaction. The information showed that there was no relationship between educational attainment and traits that promote job satisfaction. This runs counter to the conclusions drawn from the studies conducted by Ward and Sloane (1999) and Clark and Oswald (1996,). This implied that academics' expectations based on their varied levels of education aligned with their perceptions of job satisfaction. The corresponding questions were added to the questionnaire because a number of the interviewees indicated interest in the subjects discussed in this and the previous article. discussed how they are related to monetary compensation. However, it is surprising to discover that there was not strong correlation with any attribute that influences job satisfaction. The aspects will be covered by further research on these two pay parts, which will be included later in this chapter.

CONCLUSION

Employees at colleges and universities around the globe are dealing with the effects of a challenging change. As a result, university professors now work in a more complicated and demanding setting. Higher education is paying more attention to professors' job satisfaction because it directly affects the caliber of their work. It is still unclear why Chinese academics report such high levels of job satisfaction, despite numerous Western studies on the subject. Therefore, by examining the potential influence of cultural factors on job satisfaction in China, this study fills a vacuum in the body of knowledge on the subject.

RESTRICTIONS OF THE RESEARCH

This study can help education's human resource management. It seeks to shed light on the key factors that affect Chinese university professors' job satisfaction and to better understand how they view their line of work. It is possible that other factors were overlooked because there are so few publications on this topic in the Chinese setting in the current literature. However, it's likely that the study's findings don't accurately represent respondents' opinions about their jobs given the small sample size and brief research period.

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