

A Study on the Relationship between Teachers' Motivation and Job Satisfaction at Qingdao Huang Hai University, China

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Abstract

The purposes of this research were 1) to study teachers' motivation at Qingdao Huang Hai University, China. 2) To study Job satisfaction at Qingdao Huang Hai University, China. 3) To study the relationship of Teachers' Motivation and Job satisfaction at Qingdao HuangHai University, China. The quantitative analysis method is applied in this research. The population is teachers of Qingdao Huang Hai University, China. The samples of 315 teachers are selected determining the size of the group sample by Krejcie & Morgan Table at the confidence level (e) of 95% error not exceed 15%. Questionnaires served as the data collection instrument.

This research endeavors to probe into the relationship between teachers' job satisfaction and motivation. Grounded in Maslow's Hierarchy of Needs Theory, it investigates the related incentive effects in terms of salary and welfare guarantees, promotion systems, and working environments. 1,762 teachers from Qingdao Huanghai University were selected as the research subjects. the fairer the training opportunities, the more attractive the promotion system, and the more complete the performance appraisal system, the greater the job satisfaction of teachers. .

Key words: Job satisfaction, Teacher motivation, Qingdao HuangHai university

Background and importance of the problem

In China, the majority of research on teachers' motivation is on primary and secondary school teachers, while there is little research on university teachers. Therefore, it is very necessary to strengthen research in this area key to running a good university lies in the improvement of teachers' level and their motivation to work, so how to regulate and stimulate teachers' motivation and creativity, and give full play to the important role of teachers in education development is an issue worth thinking about. Teacher management in has a regulatory and disciplinary effect on teachers, as well as a motivation effect. Motivation plays a key role in improving employee performance and well-being, especially among teachers, whose career advancement depends on intrinsic motivation. Teachers who are intrinsically motivated tend to devote more time and energy to teaching (Zhao, 2025).

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 et., al, 2000) In terms of inter relationship factors, we create a friendly and. comfortable working atmosphere and maintain friendly relationships among people; in terms of growth factors, we stimulate teachers' motivation, initiative and innovation, and give them job responsibilities, so that they can have sense of accomplishment, self-fulfillment in their work itself and enhance teachers' job motivation and do a better job of teaching and educating people (Li, 2024).

Objective

The purposes of this study were:

1. To study teachers' motivation at Qingdao Huang Hai University
2. To study J teachers' job satisfaction at Qingdao Huang Hai University
3. To study the Relationship of teachers' Job satisfaction and Teachers' Motivation at Qingdao Huang Hai University

Expected benefits

The improvement of the management system for teachers, the enhancement of their motivation and job Satisfaction, and the resolution of the relationship between teachers' job motivation and satisfaction can not only facilitate the personal development of teachers but also effectively drive the improvement of educational policies and the optimization of the education system, ultimately achieving an overall improvement in educational quality.

1. **Salary and Benefits:** the design of salary and benefits systems is a key factor in enhancing teachers' work enthusiasm, ensuring job satisfaction, and improving teaching quality. With the continuous development of the education industry, especially in private colleges and universities, the salary management and incentive mechanisms for teachers play an increasingly important role in attracting and retaining outstanding talents.

2. **The development of the teacher system:** A core element influencing the career development of teachers in the higher education system. It is closely related to teachers' personal growth, career development opportunities, as well as their work motivation and job satisfaction. The design of the promotion system is crucial for teachers' career development.

3. **Creating a working environment:** that is richer in growth opportunities: Teachers' innovativeness and motivation will reach a further increase, and the voluntary nature of learning and the continuous breakthrough of teaching skills will lead to efficient development in career advancement and professional development and satisfy the growth needs of teachers.

Literature Review: ERG motivation theory: Existential need (E) is the lowest level of need and has a tangible character. According to Maslow's theory, needs are the needs of the body and the need for safety.

Related needs (R) are less tangible and include: according to Maslow's theory, social needs plus the need for safety and the need for praise.

Growth demand (G) is the highest level of demand and the lowest substantive demand in the Aldert phase. According to Maslow, it requires praise, coupled with a desire to succeed.

Hierarchy of Needs Theory	Motivation Theory ERG Clayton Alderfer	Theory X and Theory Y McGregor	Two-Factor Theory Frederick Herzberg	Theory of three needs McClelland
5. Needs for Self-actualization	3. Need of Progress	2. Theory Y	2. Motivation Factors	3. Need of Achievement
4. Self-esteem Needs				2. Need of Power
3. Love and Belongingless Needs	2. Need of Relation	1. Theory X	1. Hygiene Factors	1. Need of Affiliation
2. Safety Needs	1. Need of Life			
1. Physiological Needs				

Figure 1 Review Theories of Motivation

Conceptual Framework

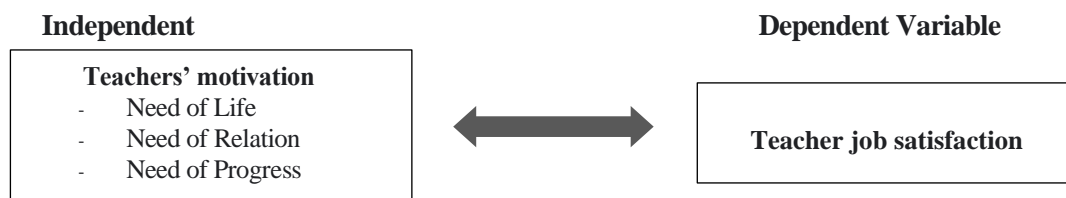


Figure 2 Conceptual Framework

Research Methodology

Population and Sample

The population is teachers of Qingdao Huang Hai University, (N) 1762 teachers (Data Source: School Admissions Office, 2024).

The samples of 315 teachers are selected by determining the size of the group sample by Krejcie & Morgan Table at the confidence level (e) of 95% error not exceed 15%.

Independent variables: Motivation

1) Need of Life 2) Need of Relation 3) Need of Progress

Dependent variable:

1) Teacher job satisfaction at Qingdao HuangHai University

Instrument Construction

The instrument used for data collection was a questionnaire, a self-administered format, designed based on a review of literature, theories, and relevant research. It consists of three parts:

Part 1: A questionnaire about Teacher's personal information.

Part 2: A questionnaire about Motivation

Part 3: A questionnaire about Teacher Job's Satisfaction

Before proceeding with the actual data collection, the content fidelity of the questionnaire was tested. The questions were analyzed for the Index of Item Objective Congruence (IOC), with IOC between 0.67 and 1.00, which is consistent with the method proposed by Brown and Wilson (2020), who stated that the consistency index (IOC) should be greater than 0.7. After ensuring each question aligned with the research objectives, the questionnaires were try-out with 30 samples not included in the main research.

Instrument testing

The researcher conducted a quality assessment of the Questionnaire used in the study by performing a try-out with 30 teachers unrelated to the research sample. The data collected were analyzed to determine reliability using Cronbach's Alpha Coefficient. The reliability analysis of the questionnaire indicates an *Overall Paper Reliability coefficient of 0.88*.

- Reliability of Teacher Motivation (0.91)
- Reliability of Job Satisfaction (0.87)

Statistic Applied in Research

The statistics used in this study are Percentage, Average (\bar{X}), Standard deviation (SD) and Pearson correlation coefficient

Variable	Cronbach's Alpha	N of Items
Need of Life	0.90	10
Need of Relation	0.92	10
Need of Progress	0.90	10

Research Results

Part 1: Results of Personal Information Data analysis Personal information of the teacher including gender, age, education level, teaching experience. Frequency and percentage analysis was performed on the data.

From Table 1, it was found that the personal factors of the 315 Qingdao HuangHai University's teachers who responded to the questionnaire by variable were as follows:

In terms of gender, it was found that Qingdao HuangHai University's teachers surveyed were predominantly male, with the number is 168 teachers calculated as 53.3% being the highest number, followed by the number is 147 teachers calculated as 46.7% being female.

From the teaching experiences, it was found the largest number of Qingdao HuangHai University's teachers who teach for 1-3 years, the number is 135 teachers calculated as 42.9%; followed by 4-6 years the number is 75 teachers calculated as 23.8%; and 7- 10 years the number is 60 teachers calculated as 19.0%; and 10 years up the number is 45 teachers calculated as 14.3%.

The largest group of Qingdao HuangHai University's teachers were 21-30 years old; the number is 130 teachers calculated as 41.3%, followed by 31-40 years old the number is 98 teachers calculated as 31.1%. The group of teachers were 41-50 years old; the number is 65 teachers calculated as 20.6%, followed by 50 up years old the number is 22 teachers calculated as 7.0%.

From the level of education, it was found the largest number of Qingdao HuangHai University's teachers who were the undergraduate degree ,the number is 250 teachers calculated as 79.4%; followed by the master degree the number is 50 teachers calculated as 15.9%; and the doctorate and up the number is 15 teachers calculated as 4.7%.

Table 1 Analysis of Personal Information

Personal Information		Frequency	Percentage
Gender	Male	168	53.33
	Female	147	46.67
Total		315	100.00
Age	21–30 years	130	41.27
	31– 40 years	98	31.11
	40 – 50 years	65	20.63
	Over 50 years	22	6.98
Total		315	100.00
Education Level	Bachelor Degree	250	79.37
	Master Degree	50	15.87
	Doctoral Degree	15	4.76
Total		315	100.00
Teaching experience	1–3 years	135	42.86
	4–6 years	75	23.81
	7–10 years	60	19.05
	Over 10 years	45	14.29
Total		315	100.00
Marital Status	Married	192	63
	Unmarried	110	36.00
	Divorced	13	1.22
Total		315	100.00
Title	Assistant	122	40.86
	Lecturer	146	47.81
	Associate Professor	35	19.05
	D.Professor	12	4.29
Total		315	100.00
Income	2.000–5.000	35	10.86
	5.001–8.000	160	52.2
	8.001–10 .000	70	21.4
	10.000 up	50	16.29
Total		315	100.00
Position	Level 1 teacher	31	9.52
	Level 2 teacher	29	8.93
	Level 3 teacher	96	31.50
	Core teacher	34	10.50
	Academic	21	6.34
	leaderInternship	104	33.62
Total		315	100.00

From the teaching experiences, it was found the largest number of Qingdao HuangHai University's teachers who teach for 1-3 years ,the number is 135 teachers calculated as 42.9%;followed by 4-6 years the number is 75 teachers calculated as 23.8%; and 7- 10 years the number is60 teachers calculated as 19%; and 10 years up the number is 45 teachers calculated as 14.3%.

From the title ,it was found the largest number of Qingdao HuangHai University's teachers who were lecturer ,the number is 144teachers calculated as 47.81.%; followed by assistant the number is 122 teachers calculated as 40.86%; and associate professor the number is 35 teachers calculated as 19.05%; followed by professor the number is 12teachers calculated as 4.29%.

The largest group of junior high school teachers' income were 5,001-8,000, the number is 160 teachers calculated as 52.2%, followed by 8,001-10,000 the number is 70 teachers calculated as 21.4%. The group of teachers' income were 10,000 up, the number is 50 teachers calculated as 16.29%,followed by 2,000-5,000 the number is 35 teachers calculated as 10.86%.

In term of position, The largest group of junior high school teachers were internship, the number is 104 teachers calculated as 33.62%, followed by level 3 teacher the number is 96 teachers calculated as 31.50%. The group of teachers were core teacher, the number is 34 teachers calculated as 10.50%; and level 1 teacher the

number is 31 teachers calculated as 9.52%; followed by level 2 teacher the number is 29 teachers calculated as 8.93%; and academic leader the number is 21 teachers calculated as 6.34%.

Table 2 Shows the mean and standard deviation of Motivation (Need of Life)

Need of life	n = 315		
	\bar{x}	SD	Level of Agreement
1.Salary fairness affects my work enthusiasm	3.6	1.1	High
2.Availability of research facilities impacts my dedication.	3.5	1.1	High
3.Transparency in benefits allocation motivates me.	3.4	1.	Moderate
4. Whether or not the university provides good teaching and research conditions will affect my enthusiasm to devote myself to my work.	3.4	1.4	Moderate
5.Whether or not the University provides a good working environment will affect my work enthusiasm.	3.4	1.0	Moderate
6. Whether or not the University is explicit about various benefits affects my work enthusiasm.	3.4	1.1	Moderate
7.The democratic nature that characterizes University management can affect m work enthusiasm.	3.4	1.1	Moderate
8. The humanity of the University affects my work enthusiasm.	3.9	1.4	High
9.The University's current teacher appraisal system will affect my work enthusiasm	3.4	1.1	Moderate
10. University job promotions and grade ratings can affect my work enthusiasm	3.4	1.1	Moderate
Total	3.52	1.18	High

As can be seen from Table 2, among the Need of Life in teacher motivation in Qingdao Huanghai University, teacher motivation in of Qingdao Huang hai University are among the high levels of incentives in all items (\bar{X} =3.60). The items with the highest level of motivation are University job promotions and grade ratings can affect my work enthusiasm. (\bar{X} =3.55), The second one is Compensation for my work affects my passion for it (\bar{X} =3.45). The next is Whether or not the university provides good teaching and research conditions will affect my enthusiasm to devote myself to my work (\bar{X} =3.46); The fourth one is Whether or not the University provides a good working environment will affect my work enthusiasm (\bar{X} =3.45); The next one is Pay equity relative to my coworkers affects my work enthusiasm (\bar{X} =3.42); The sixth one is Whether or not the University is explicit about various benefits affects my work enthusiasm (\bar{X} =3.45); The next one is The University's current teacher appraisal system will affect my work enthusiasm and The democratic nature that characterizes University management can affect my work enthusiasm. Both are (\bar{X} =3.39); The Ninth one is Whether or not the University provides housing, transportation assistance, and other benefits will affect my work enthusiasm (\bar{X} =3.38), And the least one is The humanity of the University affects my work enthusiasm (\bar{X} =3.46).

Table 3 Shows the mean and standard deviation of Motivation (Need of Relation)

Need of Relation.	n = 315		
	\bar{x}	SD	Level of Agreement
1.You want to be respected and praised your supervisors and colleagues.	3.50	1.08	High
2.You want to work in a position where you can build good relationships with your coworkers.	3.44	1.12	Moderate
3.You want to build and maintain good relationships with your superiors and coworkers	3.39	1.08	Moderate
4.You want to be involved in the construction and creation of school work	3.46	1.14	Moderate
5.You want to keep participating in school activities.	3.43	1.13	Moderate
6.You are proud that your coworkers respect you.	3.54	1.15	High
7.You like to listen to your colleague suggestions.	3.43	1.10	Moderate
8.You are always considerate of your colleague feelings.	3.36	1.01	Moderate
9.You often sacrifice your personal time when coworkers come to you for assistance	3.43	0.98	Moderate
10.You like to encourage and motivate teamwork.	3.42	1.15	Moderate
Total	3.44	1.18	Moderate

As can be seen from Table 3, among the Need of Relation in teacher motivation in Qingdao Huanghai University, teacher motivation in the Qingdao HuangHai University is among the Moderate levels of motivations in all items ($\bar{X}=3.44$). The items with the highest level of motivation are You are proud that your coworkers respect you. ($\bar{X}=3.54$) ,The second one is You want to be respected and praised by your supervisors and colleagues. ($\bar{X}=3.50$) ,The next is You want to be involved in the construction and creation of school work. ($\bar{X}=3.46$) ; The fourth one is You want to work in a position where you can build good relationships with your coworkers. ($\bar{X}=3.44$) , The next one is You want to keep participating in school activities. ($\bar{X}=3.43$) ; The sixth one is You like to listen to your colleagues' suggestions. ($\bar{X}=3.43$) ,The next one is You often sacrifice your personal time when coworkers come to you for assistance. ($\bar{X}=3.43$) ; The eighth one is You like to encourage and motivate teamwork. ($\bar{X}=3.42$) ; The Ninth one is You want to build and maintain good relationships with your superiors and coworkers. ($\bar{X}=3.39$) , And the least one is You are always considerate of your colleagues' feelings. ($\bar{X}=3.36$)

Table 4 Shows the mean and standard deviation of Motivation (Need of Progress)

Need of progress	n = 315		
	\bar{x}	SD	Level of Agreement
1.Opportunities for professional development enhance motivation.	3.75	1.08	High
2.Recognition of work achievements boosts satisfaction.	3.68	1.12	High
3.Autonomy in academic tasks increases engagement.	3.55	1.05	High
Total	3.66	1.08	High

Need of Progress scored highest ($\bar{X} = 3.75$), indicating teachers value career growth opportunities. Salary fairness ($\bar{X} = 3.68$) and research facilities ($\bar{X} = 3.55$) were critical under Need of Progress.

Table 5 Shows the mean and standard deviation of Job satisfaction

Job satisfaction	n = 315		
	\bar{x}	SD	Level of Agreement
Fair compensation	3.50	1.10	Moderate
Collegial relationships	3.65	1.05	High
Opportunities for career advancement	3.70	1.08	High
Overall Job Satisfaction	3.62	1.07	High

Table 6 Model Summary (Predictors: Need of Life, Need of Relation and Need of Progress; Dependent Variable: Job Satisfaction)

model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.756a	0.573	0.570	0.51874

Table 6 shows that R square value is 0.573, 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 0.573, 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 7 Relationship Between Motivation and Job Satisfaction

Motivation	Coefficient (β)	p-value	Interpretation
Need of Life	0.28	0.000	Significant positive effect
Need of Relation	0.25	0.01	Significant positive effect
Need of Progress	0.30	0.000	Significant positive effect
R ²	0.58		58% variance explained

From table 7: 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. Based on the above coefficient result, it can make a regression equation as follows: All three motivation dimensions significantly predicted job satisfaction ($p < 0.05$). Need of Progress had the strongest effect ($\beta = 0.30$).

Summary of the Study

This study investigated the relationship between teachers' motivation and job satisfaction at Qingdao Huanghai University using ERG theory. The main findings are summarized as follows:

Personal Factors: The findings of the study showed that most of the teachers in the Qingdao Huanghai University who responded to the questionnaire were males, followed by females. Most of the respondents were in the age group of 21-30 years, male, and held bachelor's degrees. followed by 31-40 years, 41-50 years and 50 years and above. Most of them had a bachelor's degree, followed by postgraduate and doctoral degrees and above. Most of the teachers who participated in the survey were married, followed by unmarried and divorced. The highest number of them were in the status of Lecturer followed by Assistant, Associate Professor and Professor. Most of them earned between 5,001-8,000 followed by 8,001-10,000, above 10,000 and 2,000-5,000. Most of the teachers have been teaching for 1-3 years, followed by 4-6 years, 7-10 years and 10+ years. Most of the positions were trainees, followed by third level teachers, core teachers, first level teachers, second level teachers and subject leaders.

Need of Progress: The results of the study showed that the Qingdao Huanghai University Teachers' Satisfaction Toward work and motivation of Qingdao Huanghai University, China overall and each item was at the high level. The item with the highest satisfaction was You are already working in your deal location. Follow by You have an interesting job that requires creativity, You know how to prevent some work problems. You are satisfied with the results of your work, which leads to increased productivity.

Need of Relation: The results of the study showed that the Qingdao Huanghai University Teachers' Satisfaction Toward work and motivation of Qingdao Huanghai University, China overall and each item was at the high level. The item with the highest satisfaction was You are proud that your coworkers respect you. Follow by You want to be respected and praised by your supervisors and colleagues. You want to be involved in the construction and creation of school work. You want to work in a position where you can build good relationships with your coworkers., You like to encourage and motivate teamwork., You like to listen to your colleagues' suggestions., You want to keep participating in school activities., You want to build and maintain good relationships with your superiors and coworkers., You are always considerate of your colleagues' feelings. And You often sacrifice your personal time when coworkers come to you assistance.

Need of Life: The results of the study showed that the Junior High School Teachers' Satisfaction Toward work and motivation of Qingdao Huanghai University, China overall and each item was at the high level. The item with the highest satisfaction was Whether or not the university provides good teaching and research conditions will affect my enthusiasm to devote myself to my work. Follow by School job promotions and grade ratings can affect my work enthusiasm, Compensation for my work affects my passion for it, The humanity of the school affects my work enthusiasm, Whether or not the school provides housing, transportation assistance, and other benefits will affect my work enthusiasm, The school's current teacher appraisal system will affect my work enthusiasm. **Job Satisfaction Predictors: Growth Needs as Core Driver:** Regression analysis revealed growth needs had the strongest impact ($\beta = 0.30$, $p < 0.001$), explaining 59% of variance in satisfaction.

Discussions

From the study University Teachers' Satisfaction Toward work and motivation of Overall, it is at the high level. This is because University teachers are working in their idea location. The teacher is in their idea location of their work in University. Consistent with Lankveld (2021) concept of need of progress in teacher motivation that teachers need to work in their desired positions for teacher motivation. The University teachers working in relatively desirable positions with passion and motivation for the work itself is conducive to the realization of self-development and self-worth of teachers. According to Arnolds and Boshoff (2020), the view of the impact of need of progress on work is consistent in that employees are motivated by need of progress and their work is affected by their perceptions of growth and promotion opportunities. Overall, the Need of Progress

was at the high level of satisfaction. Both showed the high satisfaction in the area of need of progress. Aligns with ERG theory; teachers value professional development opportunities, consistent with Guo (2021).

Need of Relation, the results of the study showed that the University teachers' Satisfaction Toward work and motivation of Qingdao Huanghai University, China. Overall, it is at the high level. This is because teachers are proud that their coworkers respect them. Consistent with the concept of need of relation by Maslow's (2019), the fulfillment of self-esteem needs leads to feelings of self-confidence, worthiness, strength, competence, and adequacy, which are very useful in the midst of the day-to-day. And in accordance with the research results of Trivedi and Mehta (2019) conceptualization of the need for self-esteem in motivation theory, whereby employees need to be respected by others, need to be appreciated by others, need to have power, and ultimately to reach positions of prestige. The need for respect is dual in nature; the need for respect is related to personal status, prestige, the need to be recognized and appreciated by others, and the need to satisfy the individual self. Both showed the high satisfaction in the area of need of relation.

Need of Life: the results of the study showed that the Qingdao Huanghai University Teachers' Satisfaction Toward work and motivation of Qingdao Huanghai University, China Overall, it is at the high level. This is because Whether or not the university provides good teaching and research conditions will affect teachers' enthusiasm to devote themselves to their work. Consistent with the concept of Need of Life by both showed the high satisfaction in the area of need of life. Salary transparency and research facilities are critical, echoing Li (2024) on material needs. Job Satisfaction: High satisfaction in collegial relationships supports Skaalvik (2020) on workplace climate.

Recommendations

The following recommendations were made on how to improve teacher motivation and job satisfaction recommendations for application of the results of the study should be studied in order to improve the research results, develop teacher incentives, meet the needs of teacher workers, and improve job satisfaction.

1. Establish transparent salary structures and competitive benefits: Expand funding for research facilities and academic resources.
2. Recognition and Reward Systems: Develop and implement recognition programs that highlight teachers' achievements and contributions, coupled with tangible rewards to reinforce positive behaviors and outcomes. Encourage the creation of collaborative learning environments where teachers can share best practices, exchange ideas, and support each other's professional growth.
3. Professional Development: Offer regular training programs and international collaboration opportunities. Create clear promotion pathways to retain talent. Encourage peer-to-peer mentoring and coaching to share best practices and continuous learning. Implement a feedback loop where teachers can provide input on the effectiveness of professional development programs, ensuring they remain relevant and impactful.
4. Work place Environment: Foster teamwork through interdisciplinary projects. Implement mentorship programs to strengthen colleague relationships. Encourage open communication channels to allow for the free flow of ideas and feedback, fostering a collaborative atmosphere. Promote work-life balance initiatives to ensure teachers are not overworked and can maintain a healthy work-life equilibrium. Additionally, provide opportunities for teachers to engage in community service, enhancing their sense of purpose and connection to the broader society.
5. Professional Advancement: Organize consistent professional development sessions and symposiums focusing on contemporary educational methodologies and practices. Facilitate opportunities for teachers to pursue further academic qualifications or professional certifications to maintain and enhance their expertise. Establish a forum that enables educators to exchange exemplary practices and innovations, cultivating an environment conducive to ongoing learning and enhancement. Additionally, allocate resources to support teachers' attendance at international conferences, thereby facilitating engagement with a global community of educators and exposing them to a diverse range of perspectives and concepts.

Recommendations for the Future Study

Future research should explore the interplay between institutional policies and cultural contexts to improve the research results, develop teacher incentives, meet the needs of teacher workers, and improve job satisfaction.

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