



**THE INFLUENCING FACTORS OF JOB SATISFACTION OF
TEACHERS OF IDEOLOGICAL AND POLITICAL THEORY
COURSES IN PRIVATE COLLEGES--A CASE STUDY OF FIVE
PRIVATE COLLEGES IN JINAN**

**SUN YONG
6317195907**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTER'S DEGREE IN BUSINESS
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY
2023**



**THE INFLUENCING FACTORS OF JOB SATISFACTION OF
TEACHERS OF IDEOLOGICAL AND POLITICAL THEORY
COURSES IN PRIVATE COLLEGES--A CASE STUDY OF FIVE
PRIVATE COLLEGES IN JINAN**

SUN YONG

This Independent Study has been Approved as a Partial Fulfillment of the Requirement
of International Master of Business Administration

Advisor: *Jidapa C*
(Dr. Jidapa chollathanrattanapong)

Date: *6 April 2024*

JM 5
.....
(Associate Professor Dr. Jomphonng Mongkhonvanit)
Dean, Graduate School of Business Administration

Date: *10 4 2019*
Siam University, Bangkok, Thailand

Title: The Influencing Factors of Job Satisfaction of Teachers of Ideological and Political Theory Courses in Private Colleges--A Case Study of Five Private Colleges in Jinan
By: Sun Yong
Degree: Master of Business Administration
Major: Education Management

Advisor:



(Dr. Jidapa chollathanrattanapong)

6 / April / 2024

ABSTRACT

The job satisfaction of teachers of ideological and political theory courses in private colleges is directly related to the stability of teachers of ideological and political theory courses in private colleges and the improvement of the teaching quality of ideological and political theory courses, which is the guarantee of the high-quality development of private colleges. As far as the current research status is concerned, it is very important to study the job satisfaction of teachers of ideological and political theory courses in private colleges. The two research objectives of this study were: 1) To explore the influencing factors of job satisfaction of teachers of ideological and political theory courses in private colleges; 2) To explore whether daily management, salary performance, career planning, peer recognition, and theoretical preaching have a positive impact on job satisfaction of teachers of ideological and political theory courses.

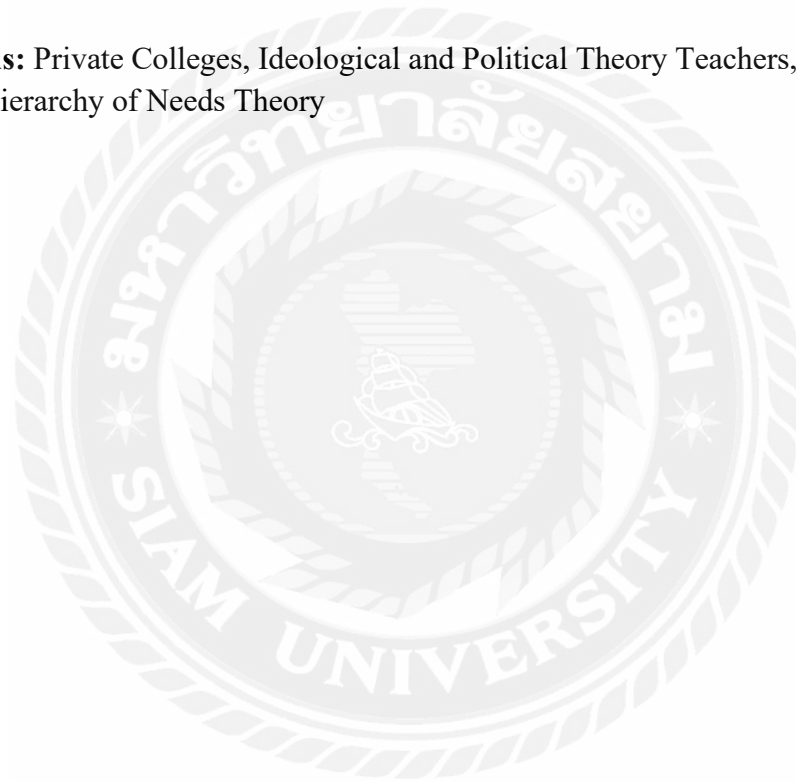
This study utilized the Hierarchy of Needs Theory to explore the related content of job satisfaction through literature review. The index elements of job satisfaction are empirically tested through questionnaires to ensure the reliability and validity of the survey instrument. A total of 185 teachers of ideological and political theory courses in five private colleges in Jinan City were used as the study sample to examine the overall situation of job satisfaction of teachers of ideological and political theory courses.

This study drew the following conclusions by examining the issues related to the job satisfaction of teachers of ideological and political theory courses in five private colleges: 1) Daily management, salary performance, career planning, peer recognition, and theoretical preaching have an effect on the job satisfaction of teachers of ideological and political theory courses in private colleges; 2) Daily management, salary

performance, career planning, peer recognition, and theoretical preaching have a significant positive effect on the job satisfaction of teachers of ideological and political theory courses in private colleges.

To further improve the job satisfaction of teachers of ideological and political theory courses in private colleges, the following suggestions are put forward: private colleges should increase the amount of incentive performance of teachers of ideological and political theory courses, carry out career planning, so that teachers have motivation and direction of their work, set up peer exchange platforms and certification mechanisms, improve the system of peer recognition and the system of theoretical preaching, and encourage teachers to participate in the preaching, so that the job satisfaction of teachers of ideological and political theory courses in private colleges can be continuously improved.

Keywords: Private Colleges, Ideological and Political Theory Teachers, Job Satisfaction, Hierarchy of Needs Theory

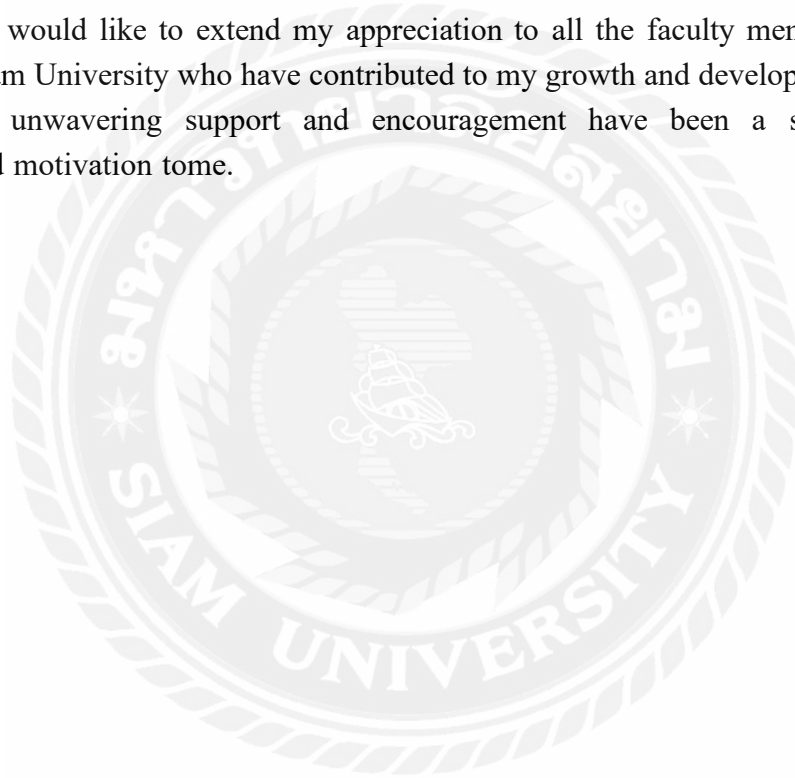


ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor, for his invaluable guidance, support, and encouragement throughout my master's thesis research. His insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphonng Mongkhonvanit, the Dean of the Graduate School, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of the Siam University who have contributed to my growth and development as a scholar. Their unwavering support and encouragement have been a source of inspiration and motivation to me.



Declaration

I, Sun Yong, hereby certify that the work embodied in this independent study entitled “Research on The Management Satisfaction of Ideological and Political Course Teachers in Private Colleges and Universities -- A Case Study of 5 Private Colleges and Universities in Jinan City” is result of original research and has not been submitted for a higher degree to any other university or institution.

Sun Yong

(Sun Yong)
Feb 4, 2024



CONTENTS

ABSTRACT.....	I
ACKNOWLEDGEMENT	III
Declaration.....	IV
TABLE CONTENTS.....	VII
FIGURE CONTENTS	VIII
Chapter 1 Introduction.....	1
1.1 Research Background.....	1
1.2 Research Problems	2
1.3 Research Objectives	2
1.4 Research Scope	3
1.5 Research Significance	3
Chapter 2 Literature Review	5
2.1 Introduction	5
2.2 Literature Review	5
2.3 Theoretical Framework	10
Chapter 3 Research Methodology	11
3.1 Introduction	11
3.2 Subjects of the Study	11
3.3 Research Design	11
3.4 Hypotheses	12
3.5 Data Analysis	13
Chapter 4 Findings	17
4.1 Introduction	17
4.2 Description of Statistical Variables	17
4.3 Results of the Study	18
Chapter 5 Conclusion and Recommendation	23

5.1 Conclusion	23
5.2 Recommendation	24
References	26
Appendix Questionnaire.....	29



TABLE CONTENTS

Table 3.1 Questionnaire design	12
Table 3.2 Reliability analysis of each variable in the questionnaire	15
Table 3.3 KMO test and Bartlett spherical test	15
Table 3.4 Confirmatory factor analysis	16
Table 4.1 Basic information of survey samples for teachers	18
Table 4.2 Correlation between variables (Pearson correlation matrix)	19
Table 4.3 Multiple Regression Analysis	21

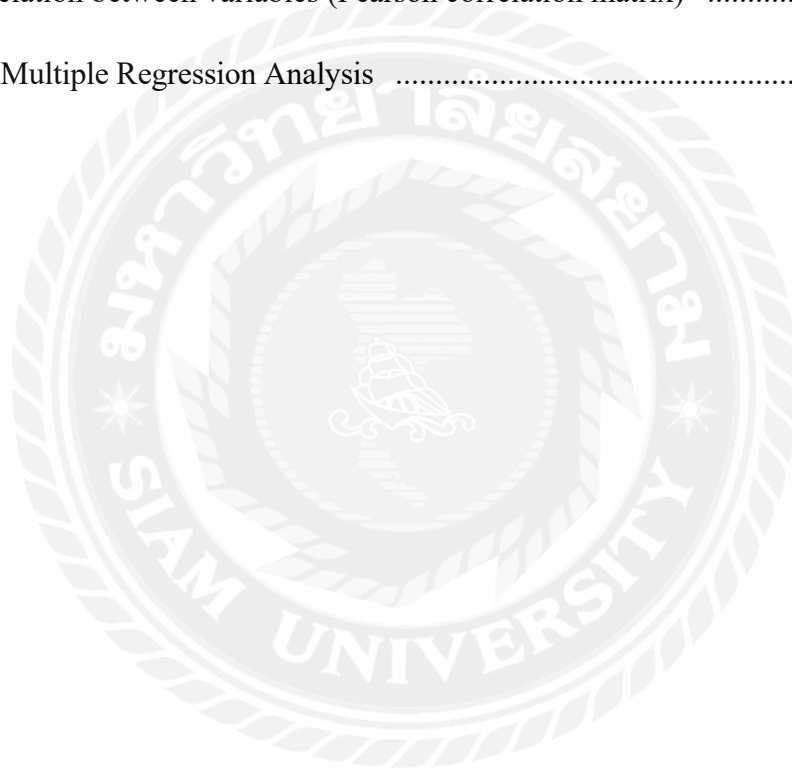


FIGURE CONTENTS

Figure 2.1 Diagram of the theoretical framework of the study	10
Figure 3.1 Hypotheses	13



Chapter 1 Introduction

1.1 Research Background

In 1978, China's national construction and economic development were in urgent need of professionals in various fields, and private education was allowed to develop. The vast number of private colleges are responding to the requirements of the times, are expanding the enrollment scale, expanding the campus infrastructure, providing strong talent support for economic construction (Tie, 2013). To obtain long-term development, private colleges must seriously focus on ideological and political work and establish a high-quality, stable and specialized ideological and political theory teachers. The study of job satisfaction and its introduction into the development planning of teachers of ideological and political theory courses in private colleges provides a guarantee for the construction of a high-quality, stable and specialized teachers of ideological and political theory courses in private colleges (Wu, 2021). It also provides a reference for the stability and rapid development of the teaching force of private colleges, which can ensure the high-quality development of private colleges.

According to the research, it is known that in 2022, the number of private colleges in mainland China reached 764, accounting for 25.37% of the total number of colleges in the country, with 8,457,400 students, and the number of teachers of ideological and political theory courses in private colleges amounted to more than 10,000 people. Although private colleges have gained rapid development, the job satisfaction of teachers of ideological and political theory courses in private colleges is more or less problematic, and teachers' job satisfaction has to be further improved (Xiao, 2017).

Nowadays, there are more and more researches on the satisfaction of college teaching staff, and scholars carry out researches from different perspectives, some of them study teaching satisfaction from the perspective of teachers' teaching, from the aspects of teaching content, teaching methods, teaching evaluation and so on (Zhu, 2005). Some research on teachers' job satisfaction from the perspective of daily school management, including teaching management, research management, teachers' salaries, etc. In addition to emphasizing the ways and means of daily management can improve teachers' job satisfaction, career planning for teachers can improve teachers' satisfaction, so the planning of teachers' careers should be increased to meet the needs of teachers' development (Wei, 2023). These studies have played a positive role in the development of the college faculty. Peer recognition is an expression of appreciation exchanged between colleagues and co-workers, it is the recognition of one's teaching and research achievements by other teachers of ideological and political theory courses, and the recognized teachers of ideological and political theory courses are respected by their peers (Li, 2020).

In addition, the research on theoretical lectures is even less, and the depth is not enough. Theoretical lectures are mainly for the theory into the in-depth and shallow exposition, primarily to introduce the results and dynamics of theoretical research, evaluation of theoretical perspectives, the theory used in practical activities of the typical examples, the purposeful organization of theoretical discussion forums, to carry forward

the academic democracy, recognition of learning the theory, so that more people understand the theory, it should be increased to the theory of lecturing attention (Liu, 2016). Therefore, what are the influencing factors of teachers' job satisfaction in ideological and political theory courses in private colleges, and how each factor affects the job satisfaction of teachers' job satisfaction in ideological and political theory courses in private colleges are still in the beginning stage, and need to make more efforts to research.

1.2 Research Problems

The key to running an excellent ideological and political theory course lies in the teachers, and the key to running an excellent ideological and political theory course in private colleges lies in the teachers of the ideological and political theory course in private colleges, and the job satisfaction of the teachers of the ideological and political theory course in private colleges should be improved. However, in recent years, teachers of ideological and political theory courses in private colleges have appeared some problems, such as insufficient numbers, more serious turnover, low stability, not very active in work, often appearing late, depression, not very concerned about what happens in the school, attending the meeting absentmindedly, and often appearing to forget the essential requirements of the meeting and so on (Que & Sun, 2020). Because of the low job satisfaction of teachers of ideological and political theory courses in private colleges, the influencing factors of job satisfaction of teachers of ideological and political theory courses in private colleges should be studied to improve the job satisfaction of teachers of ideological and political theory courses in private colleges and to enhance their sense of well-being and sense of belonging. The research questions involved in this study are as follows:

1. What are the factors influencing the job satisfaction of teachers of ideological and political theory courses in private colleges?
2. Do daily management, salary performance, career planning, peer recognition, and theoretical preaching have a positive effect on the job satisfaction of teachers of ideological and political theory courses?

1.3 Research Objectives

Private colleges in the rapid development of the world, private colleges of ideological and political theory course teachers have the following roles: can guide students to establish a correct worldview, outlook on life, values, is the "guide" for the growth of the students, can help students "buckle up the first button of life! "These are all related to the job satisfaction of teachers of ideological and political theory courses in private colleges, and the job satisfaction of teachers of ideological and political theory courses in private colleges affects the stability of teachers of ideological and political theory courses in private colleges and the overall quality of private colleges (Xu, 2020). Increasing the research on the job satisfaction of teachers of ideological and political theory courses in private colleges has been a major trend. Based on the analysis of the research problem, the research objectives of this study are as follows:

1. To explore the influencing factors of the job satisfaction of teachers of ideological and political theory courses in private colleges.
2. To explore whether daily management, salary performance, career planning, peer recognition, and theoretical preaching have a positive impact on the job satisfaction of teachers of ideological and political theory courses.

1.4 Research Scope

Teachers' job satisfaction is an essential variable in the organizational management system of colleges, which can more accurately reflect teachers' acceptance and opinions of college management, and provide an essential reference for improving the performance and level of college management (Li, 2016). This study focuses on five private colleges located in Jinan: Shandong Shenghan Vocational College, Shandong Modern College, Shandong Yingcai College, Qilu Polytechnic College, and Shandong Concordia College, which have 22, 48, 42, 45, and 43 teachers of ideological and political theory courses respectively, totaling 200 people, and the study mainly focuses on the job satisfaction of teachers of ideological and political theory courses in the colleges, concerning the Minnesota Questionnaire (MSQ), the specific survey items and contents of the job satisfaction of the teachers of ideological and political theory courses in the college were designed, mainly involving several aspects closely related to the teachers' interests in the ideological and political theory courses, including five elements of daily management, salary performance, career planning, peer recognition, and theoretical preaching. The questionnaire survey will be conducted from December 1, 2023 to January 20, 2024.

1.5 Research Significance

1. Theoretically, the theory of teacher work satisfaction will be enriched and developed. Teacher management is an extremely important part of management in private colleges, and the level of teacher management directly affects the overall operation and development prospects of private colleges (Zhu, 2005). This study carries out the discussion on the construction of teachers of ideological and political theory courses in private colleges from the perspective of job satisfaction, which is helpful to optimize the integration of various components and dynamically adjust the policy of job satisfaction of teachers of ideological and political theory courses in private colleges (Xu, 2020). It is also conducive to enriching and developing the theory of ideological and political education. Job satisfaction of teachers of ideological and political theory courses in private colleges is the key to running an excellent ideological and political theory course in private colleges, the guarantee of establishing a high-quality, stable, and professional teachers of ideological and political theory courses in private colleges, as well as an essential aspect of the study of ideological and political education theory (Que & Sun, 2020). This study analyzes the influencing factors of teachers' job satisfaction in ideological and political theory courses in private colleges and the role played by each factor in influencing job satisfaction, which has a positive effect on enhancing teachers' job satisfaction in ideological and political theory courses in private colleges and will further enrich and develop the theory of ideological and political education.

2. Practically, it is conducive to private colleges to accelerate the construction of a high-quality, stable and professional ideological and political theory course teachers team, improve the sense of acquisition and happiness of teachers of ideological and political theory courses, and help to improve the quality of teaching of ideological and political theory courses in private colleges. Society does not recognize teachers of ideological and political theory courses in private colleges well and cannot fully understand the responsibility and value of teachers of ideological and political theory courses in private colleges(Zhou, 2014) . Therefore, the exploration and research on the job satisfaction of ideological and political theory teachers in private colleges should be strengthened to protect the rights and interests of teachers of ideological and political theory in private colleges, enhance the sense of acquisition, happiness and dignity of teachers of ideological and political theory in private colleges, and make teachers of ideological and political theory in private colleges a genuinely enviable and respectable profession (Zhang, 2020).



Chapter 2 Literature Review

2.1 Introduction

The literature review of this study is based on the Hierarchy of Needs Theory to analyze the influencing factors of job satisfaction of teachers of ideological and political theory courses in private colleges. Through the literature search, the influencing factors of teachers' job satisfaction in ideological and political theory courses in private colleges are elucidated. The conceptual model of this study is constructed on the basis of the analysis and conclusions of related studies to determine the relationship of the influence of daily management, salary performance, career planning, peer recognition, and theoretical proclamation on teachers' managerial satisfaction in ideological and political theory courses.

2.2 Literature Review

2.2.1 Private Colleges

Private colleges are part of private schools, belonging to the higher education level of private education, and social organizations or individuals other than state institutions can use non-state financial funds to hold all levels and types of private schools (Li, 2020). Private colleges have the following characteristics: first, in terms of the main body of schooling, mainly from social organizations or individuals; second, in terms of schooling funds, the use of non-state financial funds, raised by the main body of schooling itself; third, in terms of the nature of schooling, belonging to the public welfare undertakings; fourth, in terms of the establishment of the party, the establishment of private colleges of the setup standards with reference to the setup standards of the same level of the same type of public colleges to carry out; and, fifth, in terms of the purpose of schooling. To develop higher education in China and cultivate all kinds of talents for the cause of socialist construction (Sa, 2021). Private colleges are public welfare colleges set up by social organizations or individuals, who raise their funds for running schools under the premise of abiding by laws and regulations, to cultivate all kinds of talents for the cause of socialist construction and with reference to the setting standards of similar public colleges at the same level, which is an essential part of the socialist education cause (Li, 2020). There are some problems and deficiencies in the existing private colleges, and the lagging behind in the construction of teaching staff has become a bottleneck restricting the development of private higher education institutions. A few private higher education institutions have gradually established their teaching staff, and most of the schools are still practicing the teacher hiring system of combining full-time and part-time staff, with part-time staff as the major part of the teaching staff (Cai, 2018).

2.2.2 Teachers of Ideological and Political Theory Courses

Since 1949, China has issued a series of plans on ideological and political teachers, which has played an essential role in guaranteeing the construction of a credible, respectable, reliable, happy, daring and promising ideological and political teachers. In

the new era, the overall educational level of ideological and political teachers has been improved, and the team management has also been optimized, while the distribution of teachers has been unbalanced and inadequate: the gap between "985" and "211" colleges and universities and ordinary undergraduate colleges, between undergraduate colleges and junior colleges, especially between public colleges and private colleges and universities has become increasingly prominent. To this end, the state issued relevant documents to solve the dilemma faced by the construction of ideological and political teachers in private colleges and universities. The teachers of ideological and political courses in private colleges and universities, especially those of ideological and political courses, have made some achievements in quantity and structure, the teachers' satisfaction with management needs to be improved in some aspects. Scholars have conducted a survey on the current situation of the teaching staff of 28 private colleges and universities in Liaoning Province, and the construction of the teaching staff of 26 private colleges and universities has changed from "part-time mainly, full-time as a supplement" to "full-time leading and part-time mainly" in the transition period (Jing, 2014). At present, nearly one-third of private colleges and universities have not independently set up second-level teaching and research institutions, and there are still problems such as insufficient numbers, unstable stability, unreasonable education structure, age structure, and title structure (Que & Sun, 2020). In terms of improving the system, some scholars believe that private colleges and universities should improve the four core qualities of teachers, namely political literacy, intellectual literacy, professional literacy and scientific research literacy (Xu, 2020). This is of great significance for promoting the development of ideological and political teachers in private colleges and universities. Most private colleges and universities have established a withdrawal system, and decided to reward or punish ideological and political teachers or even dismiss them based on the results of supervision and student evaluation. Teachers have reacted strongly to this, believing that it has affected teachers' interests to a certain extent (Gong, 2019).

2.2.3 Job Satisfaction

According to Hoppock (1937) job satisfaction usually refers to an individual's general attitude towards the job he is doing. The factors affecting job satisfaction include fatigue, job monotony, working conditions, and leadership styles. According to Schaffer & Robert (1953) there are twelve factors affecting job satisfaction including gaining recognition, economic security, control, and emotion. Porter (1961) believes job satisfaction influencing factors include security, social, independence, self-esteem, and self-actualization. Friedlander (1963) believes that job satisfaction influencing factors include social and technological environment factors, recognized factors, and self-actualization factors. Price (2001) believes job satisfaction influencing factors include job integrative, communication, income level, and corporate centralization. Vroom (2010) believes that job satisfaction influencing factors include job compensation, staffing structure, work environment, promotion, job content, coworker relations, managers. Job satisfaction influencing factors include employees themselves (emotional

identity, emotional exhaustion, depersonalization, continuous support, internal drive), interpersonal relationships (coworker relationships, supervisor relationships), work-related (working conditions, work itself, job suitability, reciprocity of power and responsibility, occupational efficacy), external rewards (job recognition, career development), and the organization as a whole (company climate, institutional norms, and employee participation) (Jiang, & Fan, 2016). Job satisfaction influencing factors include the job, public service motivation, interpersonal relationships, promotion rewards, and institutional management (Yin, 2018).

Numerous empirical studies have realized the measurement of job satisfaction, and researchers have developed numerous job satisfaction scales in the process. For example, the Minnesota Satisfaction Questionnaire. The Minnesota Satisfaction Questionnaire, MSQ was designed by Weiss, Dawis, England & Lofquist, 1967 and consists of 100 questions from 20 subscales to measure satisfaction. To reduce the complexity of the scale, Twenty of the questions were selected to form a compressed version of the MSQ, which can also be used to measure overall job satisfaction. Twenty questions, including twelve questions measuring intrinsic job satisfaction and eight questions measuring extrinsic job satisfaction, make the MSQ a complete measure of job satisfaction in its entirety, and it has been widely used by researchers around the world. However, although the full version of the scale is more refined, the number of questions is relatively large, which requires a high degree of patience on the part of the respondent in the actual measurement and is often prone to measurement errors (Jiang, & Fan, 2016).

2.2.4 Hierarchy of Needs Theory

(1) Concepts of Hierarchy of Needs Theory

Hierarchy of Needs Theory was first introduced by the American humanistic psychologist in Maslow's 1943 book *A Theory of Human Motivation*. He believed that needs are the driving force for human behavioral actions, and that when people lose motivation, their needs are satisfied. People are animals with needs, and if they want to influence human behavior, they need unsatisfied needs. He also believes that the intensity of human needs is not all equal, and that there are five levels of needs within each person, divided into physiological, safety, social, respect and self-actualization needs; physiological needs: including hunger, thirst, shelter, sex and other physical needs; safety needs: including the need to protect themselves from physical and emotional harm; social needs: including love, belonging, acceptance and friendship, etc.; esteem needs: internal esteem factors such as self-esteem, autonomy, and achievement, and external esteem factors such as status, recognition, and attention; and self-actualization needs: an internal drive to pursue the fulfillment of one's capabilities, including the realization of one's potential and self-actualization (Abraham, 1943). Maslow divided these five levels of needs into two levels, where physiological needs and safety needs are lower level needs and social needs, respect needs and self-actualization needs are higher level needs (Zhao, 2013). These five levels of needs go from low to high like a ladder, and an individual will pursue the higher level of needs only when the needs of the next level are satisfied to a considerable extent (Li, 2013).

Physiological needs for teachers, the factors affecting teachers' job satisfaction include individual educational expectations (expectations of teachers' work), perceived governmental security, perceived school support, and the daily management of perceived school support is critical, that is, aspects such as teaching management and research management (Wu, 2019). Pay equity has a significant impact on employees' job satisfaction, the relationship between gender, age, education, and grade and job satisfaction is not substantial. Security needs for teachers, the amount of salary income can ensure the teachers' living needs, the higher the salary the more secure they feel (wang, 2011). Socialization needs are very important to teachers for their career planning, a teacher needs career planning from entering the school to becoming a good teacher (Zhao, 2022). Respect needs and self-actualization needs are high level for teachers, and the influencing factors include daily work, self-efficacy, work planning, progress towards goals, peer recognition, and theoretical declarations, peer recognition refers to the recognition and affirmation teachers receive from their colleagues in their teaching practice. This kind of recognition can have a positive impact on teachers' personal growth and teaching work, which can enhance self-confidence, stimulate work enthusiasm, and promote personal growth. At the same time, theoretical preaching is the highest recognition, and theoretical preaching is very beneficial for teachers, which can help them to enhance their professionalism, improve their teaching methods, stimulate their teaching enthusiasm, and promote the development of education (Cheng, 2018).

According to Hierarchy of Needs Theory, daily management, salary performance, career planning, peer recognition, and theoretical preaching are the important contents and influencing factors of teachers' job demands.

(2) Daily Management

The daily management of ideological and political theory course teachers in private colleges includes: teaching plans and teaching materials, teaching methods, teaching quality assessment, and good teachers' morality and ethics, which should be used to improve the job satisfaction of ideological and political theory course teachers by strengthening teaching management and teachers' morality and ethics (Wu, 2021). In addition, teachers of ideological and political theory courses should also enhance the management of students, and teachers of ideological and political theory courses should pay attention to students' learning and mental health, and actively guide students to establish a correct outlook on life, worldview and values (Geng, 2015). Through the daily management of teachers, colleges can supervise and guide teachers' teaching work, improve teaching quality, and ensure that the teaching objectives of ideological and political theory courses are realized, the daily management of teachers can help teachers constantly reflect on and improve teaching methods, enhance teaching level, and promote personal professional growth, the daily management of teachers can strengthen the construction of teachers' morality and ethics and require teachers to teach by example and to be role models for students and guide the students (Gu, 2008).

(3) Salary Performance

The Singaporean government attaches great importance to the salary performance of teachers, as stated in the Corporate Innovation Plan released in 2020, the Singaporean government recognizes the importance of the comprehensive quality of the teaching

force and remuneration packages for the healthy development of the entire education system, and has invested a total of S\$16.1 billion in attracting the best talents from around the world to create an international teaching team (Selda, A. 2018). This is significant in promoting increased salary performance for teachers of ideological and political theory courses in private colleges. Most private colleges have established a reward and punishment system, and through the results of supervisory evaluation and student evaluation, they decide to reward or punish the ideological and political theory course teachers, or even dismiss them, which is greatly reflected by teachers, who believe that to a certain extent it affects the interests of teachers, and that teachers' work motivation can be improved by increasing their salary performance (Gong, 2019).

(4) Career Planning

Private colleges should carry out career planning for teachers in four aspects to improve the four core qualities of teachers of ideological and political theory courses, namely, political literacy, academic literacy, professional literacy and scientific research literacy, which can help the teachers of ideological and political theory courses to clarify the direction of their career development and formulate personal development plans in a targeted manner (Xu, 2020). Private colleges should help teachers of ideological and political theory courses to develop career plans, which can stimulate teachers' enthusiasm and motivation, and increase their commitment and contribution to education (Geng, 2015). Career planning can help teachers discover their strengths and weaknesses, make targeted self-improvement and enhancement, and realize personal growth and development, which can promote the in-depth development of education and teaching reforms, and push the cause of education to move forward (Zhou, 2014).

(5) Peer Recognition

Peer recognition is the most significant praise for teachers. Teachers in private universities in Japan emphasize that intrinsic rewards are more important than extrinsic rewards, and that spiritual rewards and peer recognition should be strengthened as much as possible. Peer recognition can enhance teachers' confidence in their teaching ability, make them more motivated and courageous to try out new teaching methods and strategies, and it can help teachers discover their teaching strengths and deficiencies, so that they can improve their teaching in a targeted way to enhance the teaching level. (Rie, T. 2013). Peer recognition can promote communication and cooperation among teachers, stimulate the spark of teaching innovation, and jointly discuss the difficulties in education and teaching, which can enhance the cohesion and centripetal force of the teacher team, establish a good team atmosphere, and jointly promote the development of the school (Zhang, 2020).

(6) Theoretical Preaching

Theoretical preaching is the most outstanding contribution of teachers of ideological and political theory courses to society. They should implement the theoretical preaching tasks of excellent teachers of ideological and political theory courses, set up theoretical preaching groups, and provide organizational guarantees for the theoretical preaching of teachers of ideological and political theory courses (Chen, 2010). Regarding theoretical preaching by teachers of ideological and political theory courses, the leadership and macro-guidance of the Party committee should be adhered

to, and a secondary organization directly under the Party committee should be established, with an independent leadership team and office funds (Gu, 2008). Theoretical preaching can spread positive energy, is a crucial way to spread positive ideas and values, helps to guide students to correctly establish their worldview, outlook on life and values, can stimulate students' interest, through vivid theoretical preaching, can encourage students' interest in ideological and political theory courses, and improve the learning enthusiasm (Xu, 2020).

2.3 Theoretical Framework

To analyze the influencing factors of teachers' job satisfaction in ideological and political theory courses in private colleges, this study constructed a model with daily management, salary performance, career planning, peer recognition, and theoretical preaching as independent variables of the model. daily management of teachers can strengthen the construction of teachers' morality (Gu, 2008), teachers' work motivation can be improved by increasing teachers' salary performance (Gong, 2019), private colleges should help teachers of ideological and political theory courses to develop career planning, which can stimulate teachers' enthusiasm and motivation, and increase their commitment and contribution to education (Geng, 2015), peer recognition is the most significant praise for teachers (Rie, T. 2013). Theoretical preaching is the most significant contribution of ideological and political theory course teachers to society (Chen, 2010). Ideological and political theory course teachers' job satisfaction refers to the comprehensive degree of satisfaction with the work environment in private colleges (Cheng, 2018). Ideological and political theory course teachers' job satisfaction is jointly influenced by daily management, salary performance, career planning, peer recognition, and theoretical preaching.

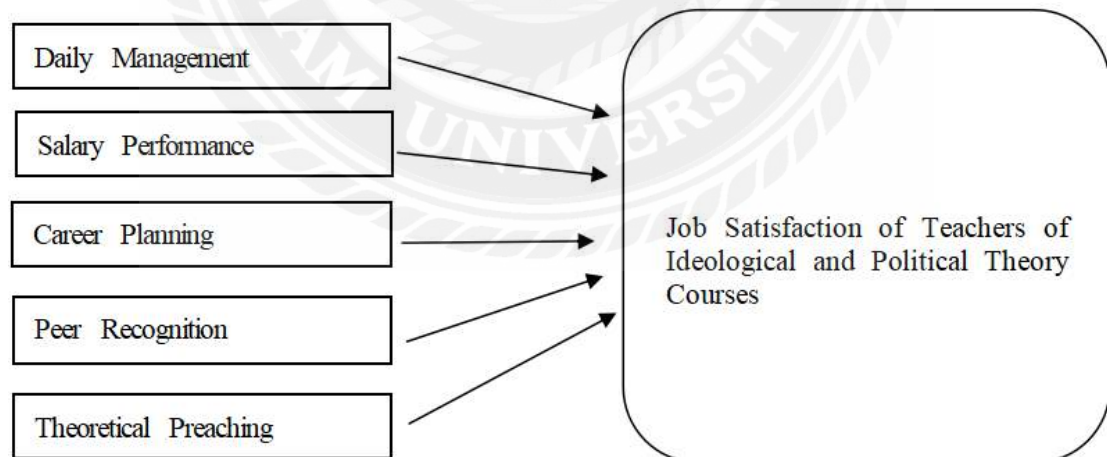


Figure 2.1 Diagram of the theoretical framework of the study

Chapter 3 Research Methodology

3.1 Introduction

This study used the quantitative research method to collect data using a questionnaire, which is based on a five-point Likert scale. It mainly focuses on the Hierarchy of Needs Theory, reviews the related literature, finds the influencing factors of job satisfaction of teachers of ideological and political theory courses in private colleges, and analyzes whether these factors have a positive impact on the job satisfaction of teachers of ideological and political theory courses in private colleges. In the model, the independent variables include daily management, salary performance, career planning, peer recognition, theoretical preaching, and the dependent variable is the job satisfaction of ideological and political theory course teachers. The first part of the questionnaire is to collect the essential characteristics of the survey sample. The second part focuses on the data related to daily management, salary performance, career planning, peer recognition, theoretical preaching, and job satisfaction of teachers of ideological and political theory courses in the survey sample. There are three items for each variable, totaling 18 items.

3.2 Subjects of the Study

This survey activity targeted five private colleges in Jinan: Shandong Shenghan Vocational College, Shandong Modern College, Shandong Yingcai College, Qilu Polytechnic College, and Shandong Concordia College, which have 22, 48, 42, 45, and 43 teachers of ideological and political theory respectively, totaling 200 people.

3.3 Research Design

This study adopted the quantitative research method. The job satisfaction of teachers of ideological and political theory courses in private colleges is an important part of the school management work, and the research on the job satisfaction of teachers of ideological and political theory courses not only reflects the quality and level of the school's teacher management work, but also from the side of the teacher's work status in the school. This study analyzes the job satisfaction of teachers of ideological and political theory courses in five private colleges in Jinan City by studying the job satisfaction of teachers of ideological and political theory courses in these colleges, designing and implementing the questionnaire. The questionnaires in this study were designed as follows: three questions on daily management, three questions on salary performance, three questions on career planning, three questions on peer recognition, three questions on theoretical preaching, and three questions on job satisfaction of teachers of ideological and political theory courses, totaling 18 questions. A corresponding question design was created for each variable and the questions were coded as shown in Table 3.1.

Table 3.1 Questionnaire design

Variable	Questionnaire item	NO.
Daily Management	What do you think about the daily management of the college?	1
	What do you think about the assessment of the teaching work of teachers of ideological and political theory courses?	2
	What do you think about assessing the scientific research performance of teachers of ideological and political theory courses?	3
Salary Performance	What do you think about the salary distribution system of the college?	4
	What do you think about the reasonable degree of salary distribution structure and ratio?	5
	What do you think about the tier gap of performance pay distribution?	6
Career Planning	Does your college have career planning for teachers?	7
	What do you think about the selection and training of teachers of ideological and political theory courses in your college?	8
	What do you think of the opportunities for teachers of ideological and political theory courses to further their education?	9
Peer Recognition	Do you think peer recognition is important?	10
	Does your college have a peer evaluation system?	11
	What do you think of the effect of peer evaluation?	12
Theoretical Preaching	Do you think theoretical preaching is essential?	13
	Does your college have a system of theoretical preaching for teachers of ideological and political theory courses?	14
	What do you think is the effect of theoretical preaching?	15
Job Satisfaction of Teachers of Ideological and Political Theory Courses	What do you feel about the overall job satisfaction of teachers in your college?	16
	What do you feel about the job satisfaction of the teachers of ideological and political theory courses in your college?	17
	Would you recommend this college to your relatives and friends?	18

3.4 Hypotheses

To analyze the influencing factors of teachers' job satisfaction in ideological and political theory courses in private colleges, this study constructed hypotheses based on the model, taking daily management, salary performance, career planning, peer recognition, and theoretical preaching as independent variables of the model. daily management of teachers can strengthen the construction of teachers' morality (Gu, 2008), teachers' work motivation can be improved by increasing teachers' salary performance (Gong, 2019), private colleges should help teachers of ideological and political theory courses to develop career planning, which can stimulate teachers'

enthusiasm and motivation, and increase their commitment and contribution to education (Geng, 2015), peer recognition is the most significant praise for teachers (Rie, T. 2013). Theoretical preaching is the most significant contribution of ideological and political theory course teachers to society (Chen, 2010). Ideological and political theory course teachers' job satisfaction refers to the comprehensive degree of satisfaction with the work environment in private colleges (Cheng, 2018). Ideological and political theory course teachers' job satisfaction is jointly influenced by daily management, salary performance, career planning, peer recognition, and theoretical preaching, and the following assumptions can be made.

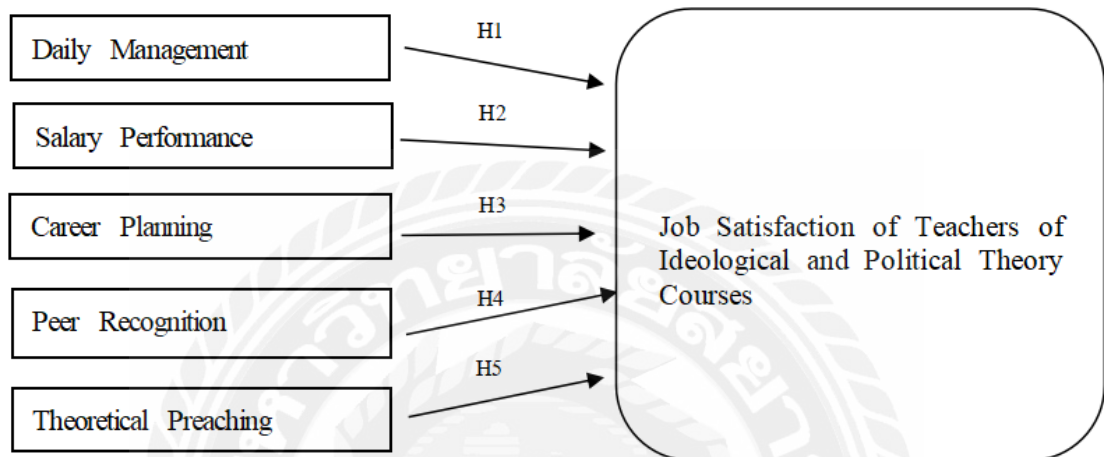


Figure 3.1 Hypotheses

H1: There is a significant positive effect of daily management on job satisfaction of teachers of ideological and political theory courses.

H2: There is a significant positive effect of salary performance on the job satisfaction of teachers of ideological and political theory courses.

H3: There is a significant positive effect of career planning on the job satisfaction of teachers of ideological and political theory courses.

H4: There is a significant positive effect of peer recognition on the job satisfaction of teachers of ideological and political theory courses.

H5: There is a significant positive effect of theoretical preaching on the job satisfaction of teachers of ideological and political theory courses.

3.5 Data Analysis

3.5.1 Data collection

The work of teachers of ideological and political theory courses is vibrant. There are various indicators to measure the satisfaction of each job, to reduce the work of investigation and analysis, not to affect the results of the survey, and to facilitate the survey work, it is necessary to select the most representative indicators for evaluation, and to understand the overall situation of the job satisfaction of teachers of ideological and political theory courses in private colleges through these representative indicators. In addition, there must not be obvious correlation between the different indicators selected, otherwise, the correlation between the variables will increase the error of the survey results. The questionnaire survey was conducted from December 1, 2023 to

January 20, 2024. This research mainly uses online distribution of questionnaires for research, the respondents can ask questions if they do not understand, I can help to answer. The content of this questionnaire mainly includes two parts. The first part is the basic information of the teachers of ideological and political theory courses, including gender, age, working years, education, title, etc. The second part is the survey data of each variable, including daily management, salary performance, career planning, peer recognition, theoretical preaching, ideological and political theory course teachers' job satisfaction and other related data. The questionnaire adopts Likert's five-level scoring method, with "very dissatisfied" scored 1, "dissatisfied" scored 2, "basically satisfied" scored 3, "more satisfied" scored 4, "more satisfied" scored 4, "more satisfied" scored 4, "more satisfied" scored 4, "more satisfied" scored 4, "more satisfied" scored 4, "more satisfied" scored 4. Comparatively satisfied" scored 4 points, "very satisfied" scored 5 points, and the higher the total score of the final questionnaire, the higher the satisfaction of the subjects. After the questionnaires were recovered, SPSS statistical software was used to conduct descriptive statistics and exploratory factor analysis on the results of the collected data to obtain the final calculation results of the job satisfaction of the teachers of ideological and political theory courses in private colleges, and to analyze the specific differences in the different categories of factors affecting the job satisfaction of the teachers of ideological and political theory courses. A total of 200 questionnaires were distributed in this research, 187 questionnaires were recovered, the recovery rate of the questionnaires was 93.5%, two invalid questionnaires were excluded, 185 valid questionnaires were determined, and the validity rate was 92.5%.

3.5.2 Reliability

Reliability refers to the degree of consistency of the results obtained when the same method is used to measure the same object repeatedly. There are many ways to analyze reliability, and in this study, Cronbach's alpha coefficient method was used to analyze the reliability of the questionnaire. This method is suitable for analyzing the reliability of attitude and opinion questionnaires (scales). The alpha coefficient is a number distributed between 0-1, preferably above 0.7, 0.6-0.7 is acceptable, if below 0.6 the questionnaire should be further revised (He, 2009). Fifty (50) copies were first selected and test-tested using the initial questionnaire of the survey that was initially developed. Then the results of the collected survey were analyzed for reliability. The results of the reliability analysis of the 50 initial questionnaires of the survey returned from the pilot test in this study are shown in Table 3.2. From the table, it can be seen that Cronbach's alpha coefficient for the six variables of the total scale is between 0.772 and 0.857. This indicates that the questionnaire has high internal consistency and stability, and the reliability and trustworthiness are relatively high.

Table 3.2 Reliability analysis of each variable in the questionnaire

Variable	N	Cronbach's Alpha
Daily Management	:	0.796
Salary Performance	:	0.835
Career Planning	:	0.816
Peer Recognition	:	0.772
Theoretical Preaching	:	0.857
Job Satisfaction of Teachers of Ideological and Political Theory Courses	:	0.784

3.5.3 Validity

Validity, or validity, refers to the degree to which a measurement tool or instrument can accurately measure what needs to be measured. The more the measurement result matches the content to be examined, the higher the validity; on the contrary, the lower the validity. It is generally accepted that the closer the KMO value is to 1, along with a significant Bartlett's test of sphericity, the scale is suitable for factor analysis and items with factor loadings more significant than 0.5 are acceptable (Adams, 1965). In this study, the questionnaire was subjected to exploratory factor analysis, and the specific results are shown in Table 3.3. The results of KMO test and Bartlett's spherical test show that the KMO index is 0.924, and the index value is greater than 0.50, which fully confirms that the relationship between the variables of the questionnaire is relatively good, and that the variables of the questionnaire items are suitable for factor analysis. Moreover, Bartlett's spherical test is $p < 0.01$, which thoroughly verifies that the correlation matrix of the questionnaire is with common factors and therefore very suitable for factor analysis. Confirmatory factor analysis was conducted in this study. From the results of factor analysis of each variable, we know that the cumulative explanatory rate of daily management, salary performance, career planning, peer recognition, theoretical preaching, and job satisfaction of teachers of ideological and political theory courses are 68.729%, which is greater than 0.5, respectively, as shown in Table 3.4, which indicates that the independence of each dimension is suitable. It suggests that the overall validity of the questionnaire is good.

Table 3.3 KMO test and Bartlett spherical test

KMO test	0.924
Bartlett chi-square value	4267.204
Bartlett sphericity test	DOF
	380
	Significance level
	.000

Table 3.4 Confirmatory factor analysis (CFA)

Total Variance Explained								
Component	Initial Eigenvalues		Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	of Variance	Cumulative %	Total	of Variance	Cumulative %	Total	of Variance	Cumulative %
	21.754	21.372	4.764	22.523	22.379	3.732	15.992	16.632
	12.357	33.891	3.265	12.674	34.937	2.721	12.678	28.683
	9.873	42.626	2.198	9.632	43.739	2.833	12.167	36.831
	8.671	51.673	2.168	8.174	51.226	2.688	20.745	48.537
	6.369	58.714	1.675	6.382	68.863	2.475	8.622	68.117
	6.367	59.432	1.342	6.012	69.921	2.169	12.578	68.729

Finally, the data analysis showed that the Cronbach's alpha of daily management was 0.796, the Cronbach's alpha of salary performance was 0.835, the Cronbach's alpha of career planning was 0.816, the Cronbach's alpha of peer recognition was 0.772, and the Cronbach's alpha of theoretical preaching was 0.857. The Cronbach's alpha of ideological and political theory teachers' job satisfaction was 0.784. Cronbach's alpha was 0.784. The Cronbach's alpha values were all greater than 0.7. And the six public factors, explained 68.729% of the total number of factors. Reliability and validity analyses were conducted for each variable, which showed that the dimensions had good independence. The final results showed that the questionnaire is valid.

Chapter 4 Findings

4.1 Introduction

Factors affecting job satisfaction and related theories were sorted out through a literature review. The data reliability and validity of the collected questionnaires were analyzed using quantitative research methods to determine the validity of the collected data. To further understand the relationship between variables, the data were analyzed through descriptive statistics, correlation analysis, and regression analysis. Through the analysis, the hypotheses were verified and conclusions were drawn to clarify the interactions between the variables in the model of factors influencing the job satisfaction of teachers of ideological and political theory courses in private colleges.

4.2 Description of Statistical Variables

This study adopts according to the quantitative research method, this research only focuses on the teachers of ideological and political theory courses in five private colleges located in Jinan City, not including teachers of other courses, using SPSS software to statistically analyze the base conditions of the 185 valid samples and each variable. The distribution of the samples from the recovered valid questionnaires, as shown in Table 4.1, the teachers of ideological and political theory courses participating in this research are primarily male teachers, accounting for 54.05%, the age structure of the teachers is mainly young and middle-aged teachers, accounting for 66.49%, the vast majority of the work experience is under 20 years, accounting for 67.54%, the proportion of bachelor's degree and master's degree is more significant, accounting for 83.79%, the title of lecturers and associate professors, the proportion of teachers is higher than that of teachers of other courses. The titles are mainly lecturers and associate professors, accounting for 64.87%. The sample as a whole meets the requirements of statistics.

Table 4.1 Basic information of survey samples for teachers

Item	Category	Frequency	Percent
Sex	Male	100	54.05%
	Female	85	45.95%
Age	Under 30 years old	56	30.27%
	31-40 years old	68	36.76%
	41-50 years old	41	22.16%
	51-60 years old	20	10.81%
Educational Background	Undergraduate	52	28.11%
	Master	105	56.76%
	Doctor	28	15.14%

Title	Teaching assistant	45	24.32%
	Lecturer	65	35.14%
	Associate professor	55	29.73%
	Professor	20	10.81%
	1-5 years	30	16.22%
Working Years	6-10 years	42	22.70%
	11-15 years	60	32.43%
	16-20 years	25	13.51%
	More than 20 years	28	15.14%
Total		185	100%

4.3 Results of the Study

4.3.1 Correlation Analysis

Correlation analysis is mainly used to illustrate some kind of relationship between each variable. In this study, Pearson correlation analysis is used to demonstrate the linear relationship between the variables. Pearson correlation coefficient takes the value between -1 and 1. Pearson correlation coefficient analysis is used to demonstrate the relationship between the factors influencing the job satisfaction of teachers of ideological and political theory courses in private colleges. According to Table 4.2, it can be concluded. The Pearson correlation coefficients of daily management, salary performance, career planning, peer recognition, theoretical preaching, and job satisfaction of teachers of ideological and political theory courses are all greater than 0.5 and less than 0.9, with $P < 0.01$, which indicates that there is a correlation between the variables, and they are positively correlated.

Table 4.2 Correlation between variables (Pearson correlation matrix)

Variables	Daily Management	Salary Performance	Career Planning	Peer Recognition	Theoretical Preaching	Job Satisfaction of Ideological and Political Theory Teachers
Daily Management	1					
Salary Performance	.568**	1				
Career Planning	.593**	.697*	1			
Peer Recognition	.587**	.687*	.696**	1		
Theoretical Preaching	.594**	.693*	.627**	.698*	1	

Job Satisfaction of Teachers of Ideological and Political Theory Courses	.586**	.629*	.656**	.699*	.696**	1
--	--------	-------	--------	-------	--------	---

NOTE: *P<0.05, **P<0.01, ***P<0.001

From the table, it can be seen that the Pearson correlation coefficients of daily management, salary performance, career planning, peer recognition, theoretical preaching, and job satisfaction of teachers of ideological and political theory courses are all greater than 0.5 and less than 0.9, with $P < 0.01$, which indicates that there is a correlation between the variables and they are positively correlated.

The Pearson's correlation coefficient between daily management and wage performance is 0.568, $p < 0.01$, indicating that there is a correlation between daily management and wage performance and it is a generalized correlation.

The Pearson's correlation coefficient between daily management and career planning is 0.593, $p < 0.01$, which indicates that there is a correlation between daily management and career planning. And it is a generalized correlation.

The Pearson's correlation coefficient between daily management and peer recognition is 0.587, $p < 0.01$, indicating that there is a correlation between daily management and peer recognition and that it is a generalized correlation.

The Pearson's correlation coefficient between daily management and theoretical preaching is 0.594, $p < 0.01$, indicating that there is a correlation between daily management and theoretical preaching and it is a generalized correlation.

The Pearson's correlation coefficient between daily management and job satisfaction of teachers of ideological and political theory courses is 0.586, $P < 0.01$, which indicates that there is a correlation between daily management and job satisfaction of teachers of ideological and political theory courses, and it is a general correlation.

The Pearson's correlation coefficient between wage performance and career planning is 0.697, $p < 0.01$, indicating that there is a correlation between wage performance and career planning and it is a generalized correlation.

The Pearson's correlation coefficient between wage performance and peer recognition is 0.687, $p < 0.01$, indicating that there is a correlation between wage performance and peer recognition and it is a generalized correlation.

The Pearson's correlation coefficient between wage performance and theoretical preaching is 0.693, $p < 0.01$, indicating that there is a correlation between wage performance and theoretical preaching and it is a generalized correlation.

The Pearson's correlation coefficient between salary performance and job satisfaction of teachers of ideological and political theory courses is 0.629, $P < 0.01$, which indicates that there is a correlation between salary performance and job satisfaction of teachers of ideological and political theory courses, and it is a general correlation.

The Pearson's correlation coefficient between career planning and peer recognition is 0.696, $p < 0.01$, indicating that there is a correlation between career planning and peer recognition and it is a general correlation.

The Pearson's correlation coefficient between career planning and theoretical preaching is 0.627, $p < 0.01$, which indicates that there is a correlation between career planning and theoretical preaching and it is a generalized correlation.

The Pearson's correlation coefficient between career planning and job satisfaction of teachers of ideological and political theory courses is 0.656, $P < 0.01$, which indicates that there is a correlation between career planning and job satisfaction of teachers of ideological, and political theory courses and it is a generalized correlation.

The Pearson's correlation coefficient between peer endorsement and theoretical preaching is 0.698, $p < 0.01$, indicating that there is a correlation between peer endorsement and theoretical preaching and that it is a generalized correlation.

The Pearson's correlation coefficient between peer recognition and job satisfaction of teachers of ideological and political theory courses is 0.699, $P < 0.01$, which indicates that there is a correlation between peer recognition and job satisfaction of teachers of ideological and political theory courses, and it is a general correlation.

The Pearson's correlation coefficient between theoretical preaching and job satisfaction of teachers of ideological and political theory courses is 0.696, $P < 0.01$, which indicates that there is a correlation between theoretical preaching and job satisfaction of teachers of ideological and political theory courses, and it is a general correlation.

Through the analysis of the above research, the factors affecting the job satisfaction of teachers of ideological and political theory courses in private colleges include daily management, salary performance, career planning, peer recognition, and theoretical preaching, so to improve the job satisfaction of teachers of ideological and political theory courses, we need to start from the five aspects and adopt a reasonable and scientific method. Regarding the correlation between variables, each variable plays a specific role in the model, reflecting the rationality of the model construction.

4.3.2 Multiple Regression Analysis

Multiple regression analysis was conducted to determine the relationship between the dependent variable, "job satisfaction of teachers of ideological and political theory courses" and the independent variables "daily management," "salary performance," "career planning," "peer recognition," and "theory preaching," "career planning," "peer recognition," "theoretical preaching." The regression equation was significant, $F = 114.168$, $p < 0.001$. the value of Durbin-Watson test was 1.986, which is between 1.8 and 2.2. In the diagnostic results of covariance, the VIF value of daily management is 1.109, the VIF value of salary performance is 1.089, the VIF value of career planning is 1.957, the VIF value of peer recognition is 1.084, and the VIF value of theoretical preaching is 1.091. The VIF values are close to 1, which is in line with the requirements, indicating that there is no covariance in the data. Daily management ($\beta = 0.123$, $P < 0.05$), salary performance ($\beta = 0.206$, $P < 0.05$), career planning ($\beta = 0.125$, $P < 0.05$), peer

recognition ($\beta=0.256$, $P<0.05$), and theoretical preaching ($\beta=0.261$, $P<0.05$) significantly and positively affect the job satisfaction of teachers of ideological and political theory courses, As shown in Table 4.3. The weight of participation explained by these variables together is 58.7%, which aligns with the requirements.

Table 4.3 Multiple Regression Analysis

Item	Un std. B	S td. Beta	t	S ig.	V IF	F	Dur bin-Wats on
C	3.218	-	7.525	0.000			
Daily Managem ent	0.123	0.152	4.165	0.000	^{1.} 109		
Salary Performanc e	0.206	0.251	^{5.} 336	0.000	^{1.} 089		
Career Planning	^{0.1} 25	0.142	2.773	0.006	^{1.} 157	114.16 8****	1.98 6
Peer Recognitio n	0.256	0.312	6.524	0.000	^{1.} 084		
Theor etical Preaching	0.261	0.342	^{5.} 461	0.000	^{1.} 091		
R Square	0.577						
Adjusted R Square	0.575						

NOTE: * $P<0.05$, ** $P<0.01$, *** $P<0.001$

Based on the multiple regression analysis, the influential relationship between the variables was derived:

Ideological and Political Theory Teachers' Job Satisfaction = 3.218 + 0.123 Daily Management + 0.206 Salary Performance + 0.125 Career Planning + 0.256 Peer Recognition + 0.261 Theoretical Preaching

Therefore, according to the results of data analysis, in the study of factors influencing the job satisfaction of teachers of ideological and political theory courses in private colleges, there is a significant favorable influence of daily management on the job satisfaction of teachers of ideological and political theory courses, supporting the hypothesis H1. Salary performance on the job satisfaction of teachers of ideological and political theory courses has a significant positive effect on the job satisfaction of teachers of ideological and political theory courses, supporting hypothesis H2. Career planning has a significant positive effect on the job satisfaction of teachers of ideological and

political theory courses, supporting the hypothesis H3. There is a significant positive effect of career planning on job satisfaction of teachers of ideological and political theory courses, supporting hypothesis H3. Peer recognition has a significant positive effect on job satisfaction of teachers of ideological and political theory courses, supporting hypothesis H4. Theoretical preaching has a significant positive effect on job satisfaction of teachers of ideological and political theory courses, supporting hypothesis H5.



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

Based on the demand hierarchy theory, this study conducted a literature review on the influencing factors of teachers' job satisfaction in ideological and political theory courses. A total of 200 questionnaires were distributed, and 185 valid questionnaires were returned. The factors affecting the job satisfaction of teachers of ideological and political theory courses in private colleges and the relationship between the factors were found through SPSS analysis.

5.1.1 Factors Influencing the Job Satisfaction of Teachers of Ideological and Political Theory Courses

By analyzing the Hierarchy of Needs Theory, this study found that daily management, salary performance, career planning, peer recognition, and theoretical preaching are the factors affecting the job satisfaction of teachers of ideological and political theory courses. Through correlation analysis and regression analysis, the Pearson correlation coefficients of daily management, salary performance, career planning, peer recognition, theoretical preaching and job satisfaction of teachers of ideological and political theory courses were obtained. The Pearson correlation coefficients were 0.568, 0.593, 0.587, 0.594, and 0.586. between 0.5 and 0.9, with $P < 0.01$, indicating that there is a correlation between the variables. In the regression analysis, a regression analysis model was constructed with the coefficient of daily management as 0.123, the coefficient of salary performance as 0.206, the coefficient of career planning as 0.125, the coefficient of peer recognition as 0.256, and the coefficient of theoretical preaching as 0.261, which indicates that the variables related to the job satisfaction of teachers of ideological and political theory courses are positively correlated.

5.1.2 Daily Management, Salary Performance, Career Planning, Peer Recognition, and Theoretical Preaching Have a Positive Effect on the Job Satisfaction of Teachers of Ideological and Political Theory Courses

The results of the study show that daily management, salary performance, career planning, peer recognition, and theoretical preaching have a positive effect on the job satisfaction of teachers of ideological and political theory courses in private colleges. Daily management ($\beta = 0.123$, $P < 0.05$), salary performance ($\beta = 0.206$, $P < 0.05$), career planning ($\beta = 0.125$, $P < 0.05$), peer recognition ($\beta = 0.256$, $P < 0.05$), and theoretical preaching ($\beta = 0.261$, $P < 0.05$) have a positive influence on the job satisfaction of teachers of ideological and political theory courses in private colleges. In the study of factors influencing the job satisfaction of teachers of ideological and political theory courses in private colleges, daily management has a significant favorable influence on the job satisfaction of teachers of ideological and political theory courses, supporting hypothesis H1. Salary performance has a significant favorable influence on the job satisfaction of teachers of ideological and political theory courses, supporting hypothesis H2. Career

planning has a significant favorable influence on the job satisfaction of teachers of ideological and political theory courses, supporting hypothesis H3. Peer recognition has a significant favorable influence on the job satisfaction of teachers of ideological and political theory courses, supporting hypothesis H4. There is a significant positive effect of peer recognition on job satisfaction of teachers of ideological and political theory courses, supporting the hypothesis H4. There is a significant positive effect of theoretical preaching on job satisfaction of teachers of ideological and political theory courses, supporting the hypothesis H5.

5.2 Recommendation

Based on the research findings, this study puts forward the following suggestions to continuously improve the job satisfaction of teachers of ideological and political theory courses in private colleges.

First, adjust the salary performance. Maximize the amount of incentive performance pay, and increase the incentive performance of teachers of ideological and political theory courses who are praised by students in teaching, teachers of ideological and political theory courses who have achievements at provincial level or above in scientific research, and teachers of ideological and political theory courses who have published more articles by one time than other teachers, to make the piece of cake used to pay for the teachers' salary and treatment bigger, to stimulate the intrinsic motivation of teachers, eliminate their "dissatisfaction," so that more capable teachers are willing to join the private colleges. To establish a risk prevention mechanism, private colleges should always adhere to the principles of openness, justice, fairness, and transparency in the actual operation process of salary distribution, publicize the results of the monthly salary distribution in time on the school affairs open board, involve teachers of all positions, widely solicit the opinions of teachers, especially the first-line teachers, and make timely revisions to the salary distribution methods, and through the form of teaching councils and other forms of salary The distribution of salaries is supervised and democratically managed through the Teachers' Council and other forms. Control the proportion of salary distribution, adhere to the principle of "excellent performance, excellent pay", build a reasonable performance appraisal system, focus on key positions, particular positions tilted to teachers, to create a fair and just environment, to maximize the motivation of teachers to work.

Secondly, career planning is carried out to improve the job satisfaction of teachers of ideological and political theory courses. Career management should comprehensively grasp teachers' interests, aspirations, ideals, etc., and help teachers plan their careers to develop a sense of belonging, thus genuinely achieving the purpose of attracting, cultivating, and retaining people (Huang, 2012). To better reflect the concept of career management, teachers should fully understand their interests, hobbies, abilities, characteristics, etc., and clearly define their career preferences. Based on a comprehensive analysis and trade-offs, they should set up their career plans and plan for the future, and design a reasonable and feasible career development plan according to subjective and objective conditions. Specialists can be deployed to form a team of experts, should be regularly or irregularly organized counseling exchanges to understand

the teacher's ability, interest, etc., through specific auxiliary measures to guide the teacher's career planning and private colleges and universities in the future development of the unity of the teacher's growth and development, to provide teachers with the opportunity to learn, training and show their talents, so that teachers can achieve the same time with private colleges and universities to improve.

Third, improve the system of peer recognition. Different forms of evaluation can be chosen for other teachers' specific situations and needs, or even shifted from one form to another, and the focus should be on comprehensive and systematic evaluation of all aspects of teachers' knowledge, skills, abilities and sentiments (Wang, 2022). Develop a detailed training program, including training content, training methods, training time, etc., to ensure that the training content is closely integrated with the actual needs of teachers and teaching practice. Establish a peer exchange platform to allow teachers of ideological and political theory courses to share their teaching experience and educational concepts, and promote mutual learning and growth among teachers of ideological and political theory courses. Establish a peer certification mechanism to recognize and reward teachers of ideological and political theory courses by evaluating their teaching practices and educational concepts, to motivate them to continue learning and improving.

Fourth, improve the theoretical preaching system. Provide systematic training for teachers of ideological and political theory courses, including training in theoretical knowledge, presentation skills, teaching cases, etc., to improve the presentation ability of teachers of ideological and political theory courses. Give teachers of ideological and political theory courses ample opportunities for practice, encourage them to try theoretical preaching in teaching practice, and improve their practical ability and experience accumulation.

Establish an incentive mechanism to reward and recognize teachers of ideological and political theory who are excellent in preaching, and motivate them to continuously improve their preaching ability.

References

- Abraham, H. M. (1943). *A theory of human motivation*. Business Printing Press.
- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (Vol. 2, pp. 267-299). Academic Press.
- Cai, L. Y. (2018). The transplantation and masking of concepts from corporate governance to university governance. *Higher Education Management*, 12(06), 37-43.
- Chen, Z. A. (2010). Thoughts on further strengthening the construction of the teachers of ideological and political theory course -- Written on the occasion of the fifth anniversary of the implementation of the 05 program of Ideological and political theory course. *Ideological and Theoretical Education Guide Journal*, (11), 8.
- Cheng, H. S. (2018). A study on the influencing factors of job satisfaction among young university teachers: an empirical analysis based on structural equation modeling. *Journal of Lanzhou University (Social Sciences Edition)*, 46(04), 230-236.
- Cong, G. (2021). Research on the internal governance structure of private colleges and universities under the non profit choice. *International Journal of Computational and Engineering*, 6(2), 21-25.
- Friedlander, F. (1963). Underlying sources of job satisfaction. *Journal of Applied Psychology*, 47(4), 246-250.
- Geng, H. (2015). A Study on the incentive mechanism of teachers in Private Colleges and Universities. *China Adult Education*, (17), 53.
- Gong, J. (2019). The impact of distributed leadership on teacher job satisfaction: The mediating role of teacher cooperation and teacher self-efficacy: Based on TALIS 2018 Shanghai teacher data. *Global Education Perspectives*, 52(05), 105-118.
- Gu, H. L. (2008). Review and prospect of the construction of ideological and political theory teachers in universities since the reform and opening up. *Ideological and Theoretical Education*, (17), 10.
- He, G. M. (2009). *A study on job satisfaction of vocational college teachers*. Hunan University.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959) *The Motivation to Work*. John Wiley & Sons Inc.
- Hoppock, R. (1937). Job satisfaction of psychologists. *Journal of Applied Psychology*, 21(3), 300-303.
- Huang, P. S. (2012). A review of research on job satisfaction among domestic teachers. *Journal of Sichuan University of Arts and Sciences*, 22(5), 92-96.
- Huang, X. L. (2018). Research on the development of for-profit Universities in China under the background of the new people's promotion law: Institutional environment, feasibility, and international experience. *Modern Education Science*, (12), 116-120.

- Jiang, Y., & Fan, J. Q. (2016). Research on employee satisfaction model. *China Labor*, 2(22), 76-81.
- Jing, X. N. (2014). Current situation and countermeasures of teachers in private colleges and universities -- Taking Liaoning province as an example. *Modern Education Management*, (8), 71.
- Li, C. (2016). Empirical study on the relationship between salary structure, job satisfaction and Job performance of university teachers. *Fudan Education Forum*, 14(05), 89-95.
- Li, D. (2020). *Research on the optimization of internal governance structure in private universities under the background of "Double First Class" Construction*. Guangxi University.
- Li, D. (2020). *Research on the role orientation of teachers of ideological and political theory courses in colleges and universities in the new era*. Haerbin Normal University.
- Li, K. K. (2013). *Maslow's psychological growth process of the narrator in "Butterfly Dream" from the perspective of hierarchy of needs*. Qufu Normal University.
- Li, T. Z. (2020). *Analysis and research on the internal governance structure of private universities*. Hebei University of Geosciences.
- Liu, Y. J. (2016). *Research on the teacher team construction of civics and political science classes in private colleges and universities--Taking Xijing College as an Example*. Xibe Agriculture and Forestry University.
- Porter, L. W. (1961). A study of perceived need satisfaction in bottom and middle management jobs. *Journal of Applied Psychology*, 45(1), 1-10.
- Price, J. L. (2001). Reflections on the determinants of voluntary turnover. *International Journal of Man power*, 22(7), 600-624.
- Que, M. K. & Sun. Y. Y. (2020). Current situation, dilemma and countermeasures of ideological and political course construction in private universities. *China Higher Education*, 4(13), 56.
- Rie, T. (2013). Investigation of EFL teachers career and motivation at universities in Japan. *Pan-Pacific Association of Applied Linguistics*, 2(17), 33.
- Sa, R. G. (2021). *Research on the role of the government in improving the internal governance of private universities in China*. Jilin University of Finance and Economics.
- Schaffer, J. & Robert, H. (1953). Job satisfaction as related to need satisfaction in work, *Psychological Monogra PHS: General and Applied*, 67(14), 1-29.
- Selda, A. (2018). Teacher education systems of Australia, Singapore, and South Korea: A case-oriented comparative study. *Bagkent University Journal of Education*, 2(05), 233.
- Tie, L. (2013). *Investigation of private education in China*. Writers Publishing House.
- Titus, O. (1999). over all job satisfaction: How good are single versus multiple item measures. *Journal of Managerial Psychology*, 6(14), 388-403.
- Vroom, V. H. (2010). Ego-involvement, job satisfaction, and job performance. *Personnel Psychology*, 15(2), 159-177.

- Wang, B. C. (2011). Research on the relationship between salary fairness, personality traits, and job satisfaction. *Scientific Research Management*, 32(03), 91-100.
- Wang, M. (2022). Strategies and suggestions for the career development of vocational college teachers. *China Adult Education*, 3(2), 75-77.
- Wei, S. H. (2023). Teacher professional identity and resignation intention: The mediating role of job satisfaction. *Psychological Exploration*, 32(06), 564-569.
- Wu, F. Y. (2021). Long-term mechanism for the construction of ideological and political teachers in colleges and universities in the new era. *Journal of Quanzhou Normal University*, 2(03), 60.
- Wu, X. R. (2019). Empirical study on factors influencing job satisfaction of compulsory education teachers. *Education Research*, 40(01), 66-75.
- Xiao, L. S. (2017). Workload and turnover intention of independent college teachers: The mediating role of job satisfaction. *Higher Education Exploration*, 6(07), 80-89.
- Xu, X. L. (2020). Research on the improvement of core literacy of ideological and political theory teachers in private applied colleges and universities in the new era. *Education and Occupation*, 5(13), 75.
- Yin, X. M. (2018). *A study on the factors influencing job satisfaction of civil servants in Yunnan province*. (Master's thesis). Yunnan University of Finance and Economics.
- Zhang, Z. S. (2020). Research on the relationship between principal leadership behavior and teacher job satisfaction. *Psychological Science*, 3(01), 120-121.
- Zhao, D. (2013). Using Maslow's hierarchy of needs theory to interpret the tragic fate of the main characters in "Beyond the Horizon". *Overseas English*, 228(05), 218-219.
- Zhao, Y. M. (2022). A tragic life from the perspective of Maslow's hierarchy of needs theory: An interpretation of Charlie's image in Madame Bovary. *New Documentary*, (06), 46-48.
- Zhou, L. C. (2014). A study on job satisfaction of college teachers. *Journal of Tianjin Radio and Television University*, 4(01), 35-39.
- Zhu, X. H. (2005). Survey on Career Satisfaction of Young Teachers in Universities: Analysis and Countermeasures. *Higher Education Research*, 11(05), 56-61.

Appendix Questionnaire

Dear teacher,

Hello!

This questionnaire has been developed in order to more accurately understand the current job satisfaction of teachers of ideological and political theory courses in private colleges, to improve the management of teachers of ideological and political theory courses, to improve the quality of teaching in private colleges, and to promote the high-quality development of private colleges. The questionnaire will be answered anonymously, and we will keep your personal information and the situation reflected in the questionnaire strictly confidential. Please fill in the answers truthfully, the results are not right or wrong, and are for research purposes only. We would like to thank you for your great support!

Please put a "√" in parentheses after alternate answers to each question.

I. Please select your basic situation

1. What is your gender

A. Male B. Female

2. May I ask your age

A. Under 30 years of age B. 31-40 years of age C. 41-50 years of age D. 51-60 years of age

3. What is your education background?

A. Undergraduate B. Master C. Doctor

4. What is your title?

A. Teaching Assistant B. Lecturer C. Associate Professor D. Professor

5. What is your working life

A. 1-5 years B. 6-10 years C. 11-15 years D. 16-20 years E. More than 20 years

II. Please select your satisfaction with the faculty management

The following are all aspects of your work. Are you satisfied? Please determine the extent to which these circumstances correspond to you by placing a "√" in parentheses after the corresponding letter. (A=Very dissatisfied B=Dissatisfied C=Basically satisfied D=Relatively satisfied E=Very satisfied)

Variant	Questionnaire design	A	B	C	D	E
Daily Management	What do you think about the daily management of the college?					
	What do you think about the assessment of the teaching work of teachers of ideological and political theory courses?					
	What do you think about assessing the scientific research performance of teachers of ideological and political theory courses?					
Salary Performance	What do you think about the salary distribution system of the college?					
	What do you think about the reasonable degree of salary distribution structure and ratio?					
	What do you think about the tier gap of performance pay distribution?					
Career Planning	Does your college have career planning for teachers?					
	What do you think about the selection and training of teachers of ideological and political theory courses in your college?					
	What do you think of the opportunities for teachers of ideological and political theory courses to further their education?					
Peer Recognition	Do you think peer recognition is important?					
	Does your college have a peer evaluation system?					
	What do you think of the effect of peer evaluation?					
Theoretical Preaching	Do you think theoretical preaching is essential?					
	Does your college have a system of theoretical preaching for teachers of ideological and political theory courses?					
	What do you think is the effect of theoretical preaching?					
Job Satisfaction of Teachers of Ideological and Political Theory Courses	What do you feel about the overall job satisfaction of teachers in your college?					
	What do you feel about the job satisfaction of the teachers of ideological and political theory courses in your college?					
	Would you recommend this college to your relatives and friends?					

