An Empirical Study on the Job Satisfaction of Guangxi Private Universities Based on Two-Factor Theory

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The purpose of this study was to empirically examine the job satisfaction of Guangxi private universities based on two-factor theory. With the rapid development of private colleges and universities, there are also many problems restricting the development of private colleges and universities. Therefore, this study is specially helpful for the private colleges and universities in Guangxi. In order to carry out this study, the population was taken to be those teachers of the private colleges and universities in Guangxi. A sample (N = 384) of teachers was taken using simple random sampling from the private colleges and universities in Guangxi. It was hypothesized that work achievement, work itself, work development, duty, compensation and benefit, salary, work environment, organization system, interpersonal relationship, and leadership management had positive influence on customer decision-making. The results were analyzed with the help of SPSS software. Descriptive statistical analysis, Pearson correlation test, and regression analysis were used to test hypothesis. The results showed the overall job satisfaction of teachers in private universities in Guangxi is unsatisfactory; only working environment and interpersonal relationship in five dimensions are satisfactory, while other dimensions are unsatisfactory. It is understood that the existing health care factors in private colleges and universities in Guangxi cannot eliminate the dissatisfaction state of teachers’ work, and the incentive factors cannot effectively stimulate the enthusiasm of teachers.

Keywords: private university, two-factor theory, job satisfaction

Introduction

Background and Rationale

In the vocational education industry, teachers of private higher vocational colleges often bear heavy teaching tasks due to their professional particularity, with large class hours, heavy scientific research tasks, and narrow promotion space, and they also need to undertake other education services. The salary and welfare benefits are relatively low compared with that of public colleges, various social security mechanisms are not perfect, and the scientific incentive mechanism has not been established, so that the personal interests of teachers in private vocational colleges cannot be effectively guaranteed, and the social status of teachers in private colleges cannot be generally recognized. As a result, teachers in private vocational colleges hinder their pursuit of education and self-value, resulting in a weak sense of belonging, weak work enthusiasm, and low creativity. They are more prone to adverse reactions such as job burnout, and their job satisfaction is not optimistic.
The job satisfaction of teachers has an important impact on the work investment, education and teaching quality, and the students' moral and intellectual development, which is related to the improvement of the core competitiveness of private higher vocational colleges. With the further development of private education in China, a number of problems have been generated, including the teachers management, the role of teachers in education, the cohesion of the organization and the stable development of colleges.

A few years ago, The Ministry of Education proposed to attach importance to the development of private education. Taking private education as an important growth point for the development of education in China, to develop privately-run education, we should strengthen the construction of privately-run education teachers, promote the overall quality of teachers, and issue the relevant implementation opinions on the treatment of teachers in private colleges and universities: “Private schools should protect teachers’ salaries and welfare benefits in accordance with the law and regulations, handle social insurance and housing accumulation fund for teachers in accordance with relevant regulations, encourage supplementary insurance for teachers” and “teachers in private schools enjoy the same treatment as teachers in public schools in qualification recognition, professional title evaluation, further training, subject application, evaluation, international exchange and other aspects”. In order to effectively promote the benign development of private vocational colleges, the colleges must foster teachers to meet the needs of private education development and must establish a set of perfect incentive mechanism for the teachers’ career development, safeguard the overall welfare of private vocational colleges teachers, improve their professional identity, improve their job satisfaction, and lay a favorable foundation for the long-term development of private vocational colleges.

As a frontier ethnic minority province, Guangxi belongs to the underdeveloped education area. Accelerating the steady development of vocational education has always been the focus of the development of vocational education in Guangxi. In recent years, in order to promote the development of private education in the area, in Guangxi government at all levels attaches great importance to, under the joint efforts of various private colleges, Guangxi private education financial support funds, deepening school system reform, expanding scale, talent training mode innovation, improving teaching quality. By June 2018, there are 13 private higher vocational colleges in Guangxi, and the number of students in 2018 broke a record high. Although private vocational education has continuously gained achievements in Guangxi, there many issues still exist in this area. The shortage enthusiasm occurring simultaneously with high turnover rate in private college and the decrease came about as faculty chose other career option with more lucrative salaries. There are reports of private colleges and universities limiting enrollment because of faculty shortages. The problem with these issues are that the disadvantages of private college are continue to exist such as noncompetitive salaries, burnout of faculty, shortage of career development, and in increased job opportunities outside of public college and universities. Several additional factors contributing to private faculty shortage have been reported including the poor old-age pension, shortage of social insurance etc. How improves the private teachers’ job satisfaction through the effective measurements such as work achievement, work itself, duty, compensation and benefit, promotion and development, salary, work environment etc., is the research question of this study. According to the author’s literature review and personal work experience, the teachers in the private colleges and universities in Guangxi with low work enthusiasm, strong mobility and unstable teachers are the common problems faced by the private colleges and universities. At present, domestic researchers mainly carry out the two aspects of career happiness and job satisfaction, and rarely study teacher incentive, let alone combine teacher incentive with job satisfaction. In this study, we conducted questionnaire surveys and random in-depth interviews with
sample teachers to make satisfaction conditions, analyze the related factors affecting teachers’ job satisfaction, and put forward countermeasures to improve the job satisfaction of teachers in private universities in Guangxi. Enhance the work enthusiasm of the staff and improve the work efficiency, so that the teachers’ personal career development goals and the development goals of the school fit, and finally improve the teaching quality and core competitiveness of private colleges and universities.

**Research Question**

Based on the two-factor theory, this paper takes the teachers of private colleges and universities in Guangxi as the research object. Then, the research problem is how teachers’ job satisfaction from work achievement, work itself, duty, compensation and benefit, promotion and development, salary, work environment, organization system, interpersonal relation, leadership management work under the two-factor theory.

**Objectives of the Study**

To discuss the influencing factors of teachers’ behavior motivation in private universities in Guangxi in particular two-factor theory.

To discuss the influencing factors of teachers’ job satisfaction in private universities in Guangxi.

To study the correlation between teachers’ motivation and job satisfaction in private universities in Guangxi.

**Conceptual Framework**

This study takes teachers from private universities in Guangxi and tries to understand the influence of individual variables of different private university teachers on their motivation and job satisfaction, in which university teacher motivation is the independent variable and job satisfaction is the dependent variable. This paper studies the motivation problem of college employees from the perspective of job satisfaction, and further studies and explores the relationship between motivation and job satisfaction. Based on the relevant research on job motivation and job satisfaction at home and abroad, combined with the actual situation of human resources of private universities in Guangxi, this study proposes the following research hypotheses, as shown in the figure below:

![Conceptual Framework](image)

**Figure 1. Conceptual framework.**

Teacher’s Motivation (Two-Factor Theory)

1. Incentive Factor
   - Work Achievement
   - Work Itself
   - Work Development
   - Duty
   - Compensation and Benefit

2. Hygiene Factor
   - Salary
   - Work Environment
   - Organization System
   - Interpersonal Relation
   - Leadership Management

Job Satisfaction

- Reward Satisfaction
- Job Advancement
- Manager Satisfaction
- Colleague Satisfaction
Hypothesis

H1: There is a direct positive correlation between work achievement and job satisfaction of teachers in private colleges and universities in Guangxi.

H2: There is a direct positive correlation between the work itself and job satisfaction of teachers in private colleges and universities in Guangxi.

H3: There is a direct positive correlation between the work development and job satisfaction of teachers in private colleges and universities in Guangxi.

H4: There is a direct positive correlation between duty and job satisfaction of teachers in private colleges and universities in Guangxi.

H5: There is a direct positive correlation between the compensation and benefit and job satisfaction of teachers in private colleges and universities in Guangxi.

H6: There is a direct positive correlation between salary and job satisfaction of teachers in private colleges and universities in Guangxi.

H7: There is a direct positive correlation between the work environment and job satisfaction of teachers in private colleges and universities in Guangxi.

H8: There is a direct positive correlation between organization system and job satisfaction of teachers in private colleges and universities in Guangxi.

H9: There is a direct positive correlation between interpersonal relationship and job satisfaction of teachers in private colleges and universities in Guangxi.

H10: There is a direct positive correlation between the leadership management and job satisfaction of teachers in private colleges and universities in Guangxi.

Method

Research Design

Population of the study. The respondents of this paper are teachers from six private universities in Nanning, China. The data are collected from the official websites of six schools (Teaching Report of Private Colleges and Universities of Guangxi Department of Education, 2021) in Guangxi Science and Technology Vocational College, Guangxi Institute of Foreign Languages, Nanning Technical College, Nanning College, Guangxi Vocational College of Commerce, and Guangxi University of Economics.

Sampling method. According to number of teachers from six universities it had 6,487 teachers (Teaching Report of Private Colleges and Universities of Guangxi Department of Education, 2021).

The sample size calculation formula is through the number of teachers in the six schools survey and statistics by using known population of Yamane’s formula (Yamane, 1967).

The sample size was 384 samples under the standard error formula as below.

\[ N = \frac{N}{1 + N(e)^2} \]

\[ n = N/1 + N(e)^2, \]

\[ N = 6,487, \]

\[ n = 384, \]

Standard error (e): 5%,

n = 384.
Sample. In fact, the researcher spread questionnaire totally 408 teachers in private colleges and universities in Guangxi, between February 10, 2022-February 20, 2022 through online questionnaire. Overall, we received 384 questionnaires, 24 of which were excluded from the analysis, respondents reported that they are administrators of school department and can not answer the questionnaire completely. The final sample comprised 384 respondents, giving a response rate of 94.12%.

Research Method/Instrument

Instrument of study. The design of the questionnaire is after reading a lot of literature about job satisfaction; draw questionnaire by English version and then translate to Chinese version by languages professor’s confirmation. All questions modified from the domestic famous scholars and predecessors research experience on teachers’ job satisfaction and scale preparation method, application of two-factor theory, combined with the actual situation of teachers of private colleges and universities in Guangxi, under the guidance of the tutor, compiled and modified into based on the theory of staff job satisfaction research in Guangxi private universities as an example questionnaire. The questionnaire form adopts the close-ended questionnaire, which is more convenient for the teachers to fill in and process the data.

Based on the literature review, this paper selects 11 dimensions to construct the job satisfaction scale model of teachers in private universities in Guangxi. The scale of this study is divided into three parts:

- Part 1: The demographic scale,
- Part 2: Two-factor incentive scale,
- Part 3: Satisfaction scale.

Research Validity/Reliability

The investigators analyzed the quality of the questionnaire and generally chose the relationship ability test and validity test. Cronbach’s Alpha method assessed the reliability test. The values for these two indicators range from 0 to 1. It is generally believed that the greater the value, the better. The alpha for the dichotomy problem or the Likert scale problem is interpreted as follows (Cronbach, 1951):

| Cronbach’s Alpha | Internal consistency |
|------------------|----------------------|
| α ≥ 0.9          | Excellent            |
| 0.9 > α ≥ 0.8    | Good                 |
| 0.8 > α ≥ 0.7    | Acceptable           |
| 0.7 > α ≥ 0.6    | Questionable         |
| 0.6 > α ≥ 0.5    | Poor                 |
| α > 0.5          | Unacceptable         |

![Figure 2. Cronbach’s Alpha level of reliability.](image)

Table 1

| Cronbach’s Alpha Coefficients Table |
|-------------------------------------|
| Number of terms | Sample capacity | The Cronbach α coefficient |
|-----------------|-----------------|-----------------------------|
| 16              | 384             | 0.986                       |

According to Table 1, the Cronbach’s Alpha coefficient which results from this research questionnaire is 0.986, the reliability coefficient of the study data is higher than 0.9, and the data reliability quality is high and can be used for further analysis.
Validity Analysis

Validity is the validity degree of the data, which reflects the consistency degree of the results of the test data and the test content. The higher the consistency, the higher the validity; the lower the anastomosis, the lower the validity. KMO test and Bartlett sphere test were used to test the sample data. KMO values taken between 0-1 were used to test for partial correlation between variables. If the KMO is closer to 1 or greater than 0.9, the validity of the survey data is very high; if the KMO is between 0.7 and 0.9, the survey data are valid; if the KMO is between 0.5 and 0.7, the survey data are barely valid; if the KMO is below 0.5, the data are not valid.

Table 2
KMO and Bartlett Tests

| KMO price | 0.983 |
|-----------|-------|
| Approximate chi-square | 11,091.732 |
| The Bartlett Sphericity Test | |
| df | 120 |
| Sig | 0.000 |

According to Table 2 a KMO value of 0.983 approaching one indicates a stronger correlation between the variables. A Sig value of 0.000 was obtained by the KMO and Bartlett tests, indicating significant differences between the questions of the scale.

Data Analysis

The researcher analyzed data by using descriptive and inferential for testing hypothesis by divided into four parts such as:

**Part 1: Personal information.** This part will describe the data from 384 participants in frequencies and percentages summarized gender, age, education background, experience in teaching, and professional ranks and titles.

**Part 2: Statistical analysis of two-factor incentive scale.** This part described the statistic in average value, standard deviation, and interpreting from the Likert scale of two-factor incentive scale.

**Part 3: Statistical analysis of teacher satisfaction description of each dimension.** This part described the statistic in average value, standard deviation, and interpreting from the Likert scale of teacher satisfaction description of each dimension.

**Part 4: Hypothesis testing.** The researcher was testing the hypothesis assumption of the correlation between teacher incentive and job satisfaction by using correlation analysis at a p-value less than 0.05 and p-value less than 0.001.

Results

**Personal Information**

Using the descriptive statistics in the data analysis software, the frequency analysis describes the distribution of the basic personal information of the sample from gender, age, education level, teaching years, professional title, frequency and percentage, so as to judge the representativeness of the sample. According to the questionnaire survey results on the basic personal information of teachers:

**Gender characteristics.** According to the statistics, the number of male teachers reached 206, accounting for 52.99% of the total survey and female 178, or only 47.01% of the total survey. The results of this
questionnaire survey are not much different from the number of men and women, which can get a more representative satisfaction survey;

**Age characteristics.** According to the statistical results, the vast majority of the respondents are young teachers, aged under 35 years old, of which under 30 years old accounted for 24.57%, 31-40 years old accounted for 42.31%, 41-50 years old accounted for 22.01%, and over 50 years old only accounted for 11.11% of the total number of teachers surveyed; the survey results are consistent with the age structure of teachers in private colleges and universities in Guangxi.

**Educational background.** According to the statistical results, the respondents are mainly bachelor’s and master’s degree; bachelor’s degree accounted for 32.26% of the total and master’s degree accounted for 35.68%. It shows that the teachers of private universities in Guangxi are still mainly bachelor’s and master’s degree.

**Experience in teaching.** According to the statistical results, the working life of three years or less accounted for 22.65%, 3-5 years for 27.14%, 6-10 years for 28.85%, and more than 10 years for 21.37%; the data of the number of years are not different.

**Professional title status.** According to the statistical results, the respondents are mainly lecturers, accounting for 35.26% of the survey, followed by associate professors, accounting for 29.27%; professional teachers, accounting for 10.04%. It shows that although there is a gap in the overall professional title of teachers, it is consistent with the age characteristics of teachers.

**Two-Factor Incentive Scale**

**Overall description and analysis of teacher motivation scale.**

| Factor                  | Average value | Standard deviation | Interpreting          |
|-------------------------|---------------|--------------------|-----------------------|
| Work achievement        | 2.729         | 1.053              | Neither nor agree     |
| Work itself             | 2.632         | 1.076              | Neither nor agree     |
| Work development        | 2.641         | 1.063              | Neither nor agree     |
| Duty                    | 3.7           | 1.042              | Agree                 |
| Compensation benefit    | 2.101         | 1.09               | Disagree              |
| Salary                  | 3.7           | 1.042              | Agree                 |
| Work environment        | 3.758         | 1.03               | Agree                 |
| Organization system     | 3.578         | 1.081              | Agree                 |
| Interpersonal relation  | 3.801         | 1                  | Agree                 |
| Leadership management   | 2.682         | 1.091              | Neither nor agree     |
| Total                   | 3.132         | 1.057              | Neither nor agree     |

As can be seen from the results, the average satisfactions with progress, recognition, work safety, relationship with colleagues, university policies, and working conditions were all higher than three, indicating high satisfaction. The satisfactions with development, achievement, job itself, salary, and relationship with the supervisor were less than three, indicating that the respondent’s satisfaction was low, and the satisfaction with salary was the lowest.
Descriptive analysis of work achievement items.

Table 4
Statistical Table of Work Achievement Item Description

| Factor | Average value | Standard deviation | Interpreting |
|--------|---------------|--------------------|--------------|
| 1. How satisfied are you with the relevance of your current work content to your personal interests | 2.641 | 1.100 | Neither nor agree |
| 2. How satisfied are you with the relevance of your current job to your knowledge and skills | 2.731 | 1.001 | Neither nor agree |
| 3. Are you satisfied with your current job in improving your personal ability | 2.516 | 1.105 | Neither nor agree |
| Total | 2.629 | 1.069 | Neither nor agree |

It can be seen from the results that the average satisfaction of the three questions of job achievement is lower than three, indicating that the satisfaction is not high, among which the satisfaction of “whether you are satisfied with your current job in improving your personal ability” is relatively low.

Descriptive analysis of work itself items.

Table 5
Statistical Table of Work Itself Items

| Factor | Average value | Standard deviation | Interpreting |
|--------|---------------|--------------------|--------------|
| 1. How satisfied are you with the safety management of the school | 2.729 | 1.008 | Neither nor agree |
| 2. How satisfied are you with the school surveillance system | 2.637 | 0.975 | Neither nor agree |
| 3. How satisfied are you with the safety of school property | 2.735 | 1.166 | Neither nor agree |
| Total | 2.700 | 1.050 | Neither nor agree |

It can be seen from the results that the average satisfaction of the three problems of the job itself is lower than three, indicating that the satisfaction is relatively low.

Descriptive analysis of work development items.

Table 6
Description and Statistics of Work Development Items

| Factor | Average value | Standard deviation | Interpreting |
|--------|---------------|--------------------|--------------|
| 1. How satisfied are you with the current situation of the school | 2.645 | 1.177 | Neither nor agree |
| 2. How satisfied are you with the development prospect of the school | 2.684 | 1.146 | Neither nor agree |
| 3. How satisfied are you with participating in school management and decision-making | 2.394 | 1.206 | Neither nor agree |
| Total | 2.574 | 1.176 | Neither nor agree |

It can be seen from the results that the average satisfaction of the three questions of promotion and development is lower than three, indicating that the satisfaction is relatively low, and the satisfaction of “how satisfied are you with participating in the management and decision-making of the school” is the lowest.

Descriptive analysis of responsible duty items.
Table 7
Description and Statistics of Responsibility Duty Items

| Factor                                                   | Average value | Standard deviation | Interpreting |
|----------------------------------------------------------|---------------|--------------------|--------------|
| 1. How satisfied are you with the safety management of the school | 3.729         | 1.128              | Agree        |
| 2. How satisfied are you with the school surveillance system | 3.637         | 1.175              | Agree        |
| 3. How satisfied are you with the safety of school property | 3.735         | 1.166              | Agree        |
| Total                                                    | 3.700         | 1.156              | Agree        |

It can be seen from the results that the average satisfaction of the three problems of responsibility safety is higher than three, indicating high satisfaction.

Descriptive analysis of compensation and benefit items.

Table 8
Description and Statistics of Compensation and Benefit Items

| Factor                                                   | Average value | Standard deviation | Interpreting   |
|----------------------------------------------------------|---------------|--------------------|---------------|
| 1. How satisfied are you with the salary provided by the school | 1.609         | 1.001              | Disagree      |
| 2. How satisfied are you with the bonus and welfare of the school | 2.491         | 1.000              | Disagree      |
| 3. You are very satisfied with the accommodation provided by the school | 2.547         | 1.247              | Neither nor agree |
| Total                                                    | 2.216         | 1.083              | Disagree      |

It can be seen from the results that the average satisfaction of the three questions of salary and welfare is lower than three, indicating that the faculty are less satisfied with the salary and welfare of the school, among which “how satisfied are you with the salary provided by the school” is the lowest, only 1.609.

Descriptive analysis of salary items.

Table 9
Description and Statistics of Salary Items

| Factor                                                   | Average value | Standard deviation | Interpreting   |
|----------------------------------------------------------|---------------|--------------------|---------------|
| 1. Your current salary level                             | 2.780         | 1.125              | Neither nor agree |
| 2. Current salary system of your college                 | 3.800         | 1.200              | Agree         |
| 3. Your current salary is lower than expected            | 4.223         | 1.301              | Agree         |
| Total                                                    | 3.601         | 1.209              | Agree         |

It can be seen from the results that among the three questions of salary, the average satisfaction of “your current salary level” is lower than three, indicating that the satisfaction is low.

Descriptive analysis of work environment items.

Table 10
Description and Work Environment Items

| Factor                                                   | Average value | Standard deviation | Interpreting |
|----------------------------------------------------------|---------------|--------------------|--------------|
| 1. How satisfied are you with the working school environment | 3.748         | 1.152              | Agree        |
| 2. How satisfied are you with the working school atmosphere | 3.767         | 1.135              | Agree        |
| 3. How satisfied are you that your holiday arrangements meet your normal social needs | 3.759         | 1.192              | Agree        |
| Total                                                    | 3.758         | 1.160              | Agree        |
The results show that among the three problems of the working environment, the average value of satisfaction is higher than three, indicating high satisfaction.

**Descriptive analysis of organizational system items.**

Table 11

| Organization System Item Description Statistics | Average value | Standard deviation | Interpreting |
|----------------------------------------------|---------------|--------------------|--------------|
| 1. How satisfied are you with the school management system | 3.607 | 1.206 | Agree |
| 2. How satisfied are you with the training opportunities provided by the school | 3.556 | 1.213 | Agree |
| 3. How satisfied are you with your career development | 3.571 | 1.189 | Agree |
| Total | 3.578 | 1.203 | Agree |

It can be seen from the results that the average satisfaction of the three problems of the organizational system is higher than three, indicating that the satisfaction is high.

**Descriptive analysis of interpersonal relation items.**

Table 12

| Statistical Table of Interpersonal Relationship Item Description | Average value | Standard deviation | Interpreting |
|---------------------------------------------------------------|---------------|--------------------|--------------|
| 1. How satisfied are you with your current colleague relationship | 3.544 | 1.110 | Agree |
| 2. How satisfied are you with the work ability of your colleagues | 3.356 | 0.839 | Agree |
| 3. How satisfied are your colleagues with your work ability | 3.701 | 1.142 | Agree |
| Total | 3.534 | 1.030 | Agree |

It can be seen from the results that the average satisfaction of the three interpersonal problems is higher than three, indicating high satisfaction.

**Descriptive analysis of leadership management items.**

Table 13

| Description and Statistics of Leadership Management Items | Average value | Standard deviation | Interpreting |
|----------------------------------------------------------|---------------|--------------------|--------------|
| 1. How satisfied are you with the way school leaders work | 2.665 | 1.096 | Neither nor agree |
| 2. How satisfied are leaders with teachers’ respect and concern | 2.662 | 0.807 | Neither nor agree |
| 3. How satisfied are you with the work ability of the leader | 2.718 | 1.202 | Neither nor agree |
| Total | 2.682 | 1.035 | Neither nor agree |

It can be seen from the results that the average satisfaction of the three problems of leadership management is lower than three, indicating that the satisfaction of teaching staff with managers is low.

**Correlation Analysis**

The Person coefficient is mainly used to determine the correlation between the data, and by the magnitude of the data relationship. When the Person coefficient is > 0, the two variables represent the positive correlation, and when the Person coefficient is < 0, the two variables signify a negative relationship. When the Person coefficient is > 0, the strength of the two variables can also be determined by the numerical size. With the
Person coefficient is $> 0.8$, two variables are considered $0.8 < \text{Person coefficient} > 0.6$; $0.4 > 0.2$; and $0.2 < \text{Person coefficient} > 0$.

**Correlation analysis among the dimensions of teacher satisfaction.**

Table 14

| Correlation Analysis Between the Various Dimensions of Teacher Satisfaction | Average value | Standard deviation | Reward satisfaction | Job advancement | Manager satisfaction | Colleague satisfaction |
|---|---|---|---|---|---|---|
| Reward satisfaction | 3.499 | 1.063 | 1 | | | |
| Job advancement | 3.606 | 1.032 | 0.797** | 1 | | |
| Manager satisfaction | 3.583 | 1.023 | 0.837** | 0.858** | 1 | |
| Colleague satisfaction | 3.605 | 0.967 | 0.864** | 0.840** | 0.867** | 1 |

**Notes.** ** p < 0.01.

It can be seen from the above table that the correlation analysis is used to study the correlation between reward satisfaction, job advancement, management satisfaction, and colleague satisfaction, and the Pearson correlation coefficient is used to express the strength of the correlation. Specific analysis shows that:

For colleague satisfaction, management satisfaction, and job advancement, the correlation coefficient values are 0.797, 0.837, and 0.864 respectively, and the correlation coefficient values are greater than 0, which means that there is a positive correlation between job satisfaction and colleague satisfaction, management satisfaction, improvement satisfaction, and reward satisfaction.

**Correlation analysis between teacher incentive scale and overall satisfaction.** The assumptions of this study were not tested, including the incentive factors, development, achievement, progress, recognition, work itself, work safety, salary, relationship with colleagues, supervisor, university policy, working conditions and teacher job satisfaction. The analysis results are as follows:

Table 15

| Correlation Analysis Between the Teacher Incentive Scale and the Overall Satisfaction Rate | Job satisfaction | Work achievement | 0.841** |
|---|---|---|---|
| Work itself | 0.823** |
| Work development | 0.829** |
| Duty | 0.813** |
| Compensation benefit | 0.819** |
| Salary | 0.823** |
| Work environment | 0.809** |
| Organization system | 0.839** |
| Interpersonal relation | 0.812** |
| Leadership management | 0.872** |

**Notes.** ** p < 0.01.

It can be seen from the above table that the correlation analysis is used to study the correlation between overall satisfaction and 10 items, including work achievement, work itself, promotion and development, responsibility, salary and welfare, salary, working environment, organizational system, interpersonal relationship, and leadership management. The Pearson correlation coefficient is used to express the strength of the correlation. Specific analysis shows that:
Table 16
Hypothesis result with Pearson correlation coefficient

| Hypothesis | Content                                                                 | p-value | Hypothesis result |
|------------|------------------------------------------------------------------------|---------|------------------|
| H1         | There is a direct positive correlation between work achievement and job satisfaction of teachers in private colleges and universities in Guangxi. | 0.839** | Accept           |
| H2         | There is a direct positive correlation between the work itself and job satisfaction of teachers in private colleges and universities in Guangxi. | 0.870** | Accept           |
| H3         | There is a direct positive correlation between the work development and job satisfaction of teachers in private colleges and universities in Guangxi. | 0.866** | Accept           |
| H4         | There is a direct positive correlation between duty and job satisfaction of teachers in private colleges and universities in Guangxi. | 0.841** | Accept           |
| H5         | There is a direct positive correlation between the compensation and benefit and job satisfaction of teachers in private colleges and universities in Guangxi. | 0.876** | Accept           |
| H6         | There is a direct positive correlation between salary and job satisfaction of teachers in private colleges and universities in Guangxi. | 0.872** | Accept           |
| H7         | There is a direct positive correlation between the work environment and job satisfaction of teachers in private colleges and universities in Guangxi. | 0.819** | Accept           |
| H8         | There is a direct positive correlation between organization system and job satisfaction of teachers in private colleges and universities in Guangxi. | 0.850** | Accept           |
| H9         | There is a direct positive correlation between interpersonal relationship and job satisfaction of teachers in private colleges and universities in Guangxi. | 0.839** | Accept           |
| H10        | There is a direct positive correlation between the leadership management and job satisfaction of teachers in private colleges and universities in Guangxi. | 0.857** | Accept           |

Discussion

Summarize the relevant research of job satisfaction at home and abroad, which is positively correlated with the level of social support; Liu Jinyou (2010) found that in job satisfaction, factors such as welfare and salary, promotion training and leadership management are significantly related to turnover intention, but not significantly related to interpersonal relationship. After entering the new century, the research on teachers’ job satisfaction has also paid more attention to the field of private education. Zuo Zhenhua (2010) confirmed through the investigation on the career satisfaction of young teachers in Jiangxi Lantian University. Through correlation and regression analysis, it was found that the job satisfaction of teachers in private colleges and universities was highly correlated with four factors: teacher management, career development, working methods, and school management. According to the previous research of this paper, private college teachers’ job satisfaction has nothing to do with teachers’ gender, age, education level, teaching years, and professional title, but has a significant positive correlation with work itself, promotion and development, responsibility, salary and welfare, salary, working environment, organizational system, interpersonal relationship, and leadership management.

Therefore, based on the two-factor theory and the research on the research status of teachers’ job satisfaction at home and abroad, this paper conducts a job satisfaction questionnaire survey on 384 teachers in private colleges and universities in Guangxi through a self-designed questionnaire, obtains the current situation of job satisfaction, and analyzes its existing problems. The conclusions are as follows:

- This paper assumes that the job satisfaction of teachers in private colleges and universities in Guangxi is generally low. Through the questionnaire survey, the overall job satisfaction score of teachers is 2.983, which is three points lower than the middle value. In the satisfaction dimension, only the scores of work environment
satisfaction and interpersonal relationship satisfaction are higher than three, and the scores of other dimensions are lower than three, which is dissatisfied, and the results are consistent with the hypothesis;

- Through the analysis of data, it can be seen that satisfaction and dissatisfaction account for half of the five dimensions of health factors, that is, the existing health factors in private colleges and universities in Guangxi cannot meet the needs of teachers and eliminate the dissatisfaction of teachers’ work, which is in line with the division of health factors in the two-factor theory. The 11 dimensions of incentive factors are dissatisfaction, that is, the existing incentive factors of private colleges and universities in Guangxi cannot effectively stimulate the enthusiasm of teachers’ work, which is in line with the division of incentive factors in the two-factor theory, which is consistent with the research and analysis that the job satisfaction of teachers in private colleges and universities in Guangxi is applicable to the two factor theory.

Through the above survey results of teachers in G College, combined with the two-factor theory, we can improve teachers’ job satisfaction in private higher vocational colleges from three aspects:

- Improve from the national level, improve and standardize the existing laws, regulations, and policies, improve the social status of teachers in private colleges and universities, and escort the welfare benefits of teachers in private higher vocational colleges;
- Improve the dissatisfaction in the health care factors at the college level, enrich the existing human resource management mode, improve the management level of the management, improve the existing teacher teaching quality evaluation system, and reasonably evaluate the work of teachers;
- At the college level, improve the dissatisfaction in the incentive factors, formulate reasonable teacher education and teaching workload, maintain the physical and mental health development of teachers, build a reasonable salary system, realize salary incentive, build a multi-channel teacher promotion mechanism, and improve teachers’ sense of achievement.

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