

AN ANALYSIS OF EMPLOYEE SATISFACTION OF FULL-TIME TEACHER
IN GUIZHOU VOCATIONAL COLLEGE OF INDUSTRY
AND COMMERCE, CHINA



ZHOU ZHANG

MASTER OF PUBLIC ADMINISTRATION IN PUBLIC ADMINISTRATION
MAEJO UNIVERSITY
2025

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC
ADMINISTRATION
IN PUBLIC ADMINISTRATION
ACADEMIC ADMINISTRATION AND DEVELOPMENT MAEJO UNIVERSITY
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THIS THESIS HAS BEEN APPROVED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC ADMINISTRATION
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ชื่อเรื่อง	การวิเคราะห์ความพึงพอใจของครูประจำในวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชยกิจโจว ประเทศจีน
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บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้คือ 1) เพื่อวิเคราะห์ระดับความพึงพอใจของครูประจำในวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชยกิจโจว 2) เพื่อค้นหาปัจจัยที่ส่งผลกระทบต่อความพึงพอใจของครูประจำในวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชยกิจโจว 3) เพื่อปรับปรุงความพึงพอใจของครูประจำในวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชยกิจโจว การศึกษานี้ใช้ระเบียบวิธีการวิจัยเชิงปริมาณโดยมีกรอบทฤษฎีที่อิงตามทฤษฎีสองปัจจัย ทฤษฎีความคาดหวัง และทฤษฎีความเท่าเทียม รวบรวมข้อมูลโดยใช้แบบสอบถามที่มีโครงสร้าง ซึ่งแจกจ่ายให้กับครูประจำ 200 คน ในวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชยกิจโจว ใช้สถิติเชิงพรรณนาในการวิเคราะห์ข้อมูล และตรวจสอบความน่าเชื่อถือของแบบสอบถามโดยใช้ค่าอัลฟาของครอนบาค ผลการศึกษาแสดงให้เห็นว่าระดับความพึงพอใจของครูในปัจจุบันยังไม่เพียงพอ และด้านสำคัญที่ต้องปรับปรุง ได้แก่ โครงสร้างค่าตอบแทน ปริมาณงาน ค่าตอบแทนตามผลงาน เวลาพักร้อนและพักผ่อน และเกณฑ์การประเมินที่ยุติธรรม การศึกษานี้สรุปด้วยคำแนะนำสำหรับการปรับปรุงความพึงพอใจของครู เช่น การปรับปรุงโครงสร้างการจ่ายค่าตอบแทน การปรับปรุงความยุติธรรมของโบนัสตามผลงาน และการเสริมสร้างกลไกการจัดการและการประเมิน

คำสำคัญ : ความพึงพอใจของครู, ทฤษฎีสองปัจจัย, ทฤษฎีความคาดหวัง, ทฤษฎีความเสมอภาค, วิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชยกิจโจว

Title AN ANALYSIS OF EMPLOYEE SATISFACTION OF
FULL-TIME TEACHER
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Degree Master of Public Administration in Public
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ABSTRACT

The purposes of this research were; 1) To analyze the current of full-time teacher satisfaction in Guizhou Vocational College of Industry and Commerce. 2) To find out what factors affect full-time teacher satisfaction in Guizhou Vocational College of Industry and Commerce. 3) To improve full-time teacher Satisfaction in Guizhou Vocational College of Industry and Commerce. This study adopts a quantitative research method with a theoretical framework based on two-factor theory, expectancy theory, and equality theory. Data were collected using a structured questionnaire distributed to 200 full-time teachers at Guizhou Vocational College of Industry and Commerce. Descriptive statistics were used to analyze the data, and the reliability of the questionnaire was verified using Cronbach's alpha. The results show that the current level of teacher satisfaction is insufficient, and the key areas for improvement include compensation structure, workload, performance pay, vacation and rest time, and fair assessment criteria. The study concludes with recommendations for improving teacher satisfaction, such as optimizing the compensation structure, improving the fairness of performance bonuses, and strengthening management and assessment mechanisms.

Keywords : Teacher Satisfaction, Two-Factor Theory, Expectancy Theory, Equity Theory, Guizhou Vocational College of Industry and Commerce

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my thesis advisor, Assoc. Prof. Dr. Winit Pharcharuen, for his invaluable guidance, continuous support, and encouragement throughout this research journey. His insightful feedback and expertise have been instrumental in shaping this work.

I am also sincerely grateful to my committee members, Asst. Prof. Dr. Non Napratansuk and Dr. Pit Jitpakdee, for their constructive advice and thoughtful suggestions, which have significantly enriched the quality of this study.

A special thanks to Mr. Mark Kongdee from the Graduate School of Maejo University for his administrative assistance and kind support during my research process.

Lastly, I extend my heartfelt appreciation to my family for their unwavering love, patience, and encouragement, which have been my greatest source of strength and motivation.

Thank you all for your invaluable contributions to this achievement.

Zhou Zhang

TABLE OF CONTENTS

	Page
ABSTRACT (THAI)	C
ABSTRACT (ENGLISH)	D
ACKNOWLEDGEMENTS	E
TABLE OF CONTENTS	F
LIST OF TABLE	H
LIST OF FIGURE	L
CHAPTER 1 INTRODUCTION.....	1
Background of the study	1
Significance of the Study.....	2
Research Questions	3
Research Objective	3
Scope and Limitation of the Study	3
Operational Definition of Terms.....	4
CHAPTER 2 LITERLATURE REVIEW.....	5
Two-factor theory	5
Expectancy Theory	13
Equity Theory.....	21
Related research	30
Conceptual framework	45
CHAPTER 3 METHOLOLOGY	46
Locale of the study	46

Research Methods	48
Source of data	49
Data collection	50
Data Analysis	51
Data Verification	52
CHAPTER 4 RESEARCH RESULTS	54
Background and general characteristics of the sample	54
Results on the Current Situation of Satisfaction of Full-time Teachers at Guizhou Vocational College of Industry and Commerce	58
Research results on the influencing factors of full-time teacher satisfaction at Guizhou Vocational College of Industry and Commerce	72
Results of the Study on Measures to Improve the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce	86
conclusion	100
CHAPTER 5 CONCLUSIONS, DISCUSSIONS, RECOMMENDATIONS	102
Conclusions	102
Discussions	105
Recommendations	108
REFERENCES	110
APPENDIXS	117
CURRICULUM VITAE	127

LIST OF TABLE

	Page
Table 1 gender.....	54
Table 2 Age	55
Table 3 Education	55
Table 4 The title of a technical or professional post.....	56
Table 5 Department	57
Table 6 Working time in this organization.....	57
Table 7 Do you think development opportunities are important?	58
Table 8 Do you think its important for leaders to fully delegate?.....	59
Table 9 Do you think an open communication mechanism is important.....	59
Table 10 Do you think a good working environment is important?.....	60
Table 11 Do you think a reasonable compensation package is important?	60
Table 12 Do you think a good organizational culture is important?.....	61
Table 13 Do you think job fulfillment is important?	61
Table 14 Do you think personalized motivation is important?	62
Table 15 Do you think its important to have a challenging job?.....	62
Table 16 Do you think fair and transparent evaluation criteria are important?	63
Table 17 Do you think it is important for schools to provide support for academic research?.....	63
Table 18 Do you think its important to work at a reasonable intensity?.....	64
Table 19 Do you think relationships between coworkers are important?	64
Table 20 Do you think internal drivers are important?	65
Table 21 Do you think its important to have clear work objectives?	65

Table 22 Do you think it is important to identify with and belong to the school? ...	66
Table 23 Do you think job stability is important?	66
Table 24 Do you think its important for the community to recognize the school?..	67
Table 25 Do you think it is important for schools to provide good accommodation?	67
Table 26 Do you think it is important to align school and personal development goals?.....	68
Table 27 Do you think its important to focus on teachers mental health?.....	68
Table 28 Do you think a scientific management system is important?.....	69
Table 29 Do you think reasonable holidays and breaks are important?	69
Table 30 Do you think reasonable performance pay is important?.....	70
Table 31 Do you think development opportunities are the most important?.....	72
Table 32 Do you think it is most important for leaders to fully delegate?.....	73
Table 33 Do you think an open communication mechanism is the most important?	73
Table 34 Do you think a good working environment is the most important?	74
Table 35 Do you think a reasonable compensation package is the most important?	74
Table 36 Do you think a good organizational culture is the most important?.....	75
Table 37 Do you think job fulfillment is the most important?	75
Table 38 Do you think personalized motivation is the most important?	76
Table 39 Do you think the challenge of the job is the most important?.....	76
Table 40 Do you think that fair and transparent evaluation criteria are the most important?.....	77

Table 41 Do you think it is most important for schools to provide support for academic research?	77
Table 42 Do you think a reasonable intensity of work is the most important?	78
Table 43 Do you think that interpersonal relationships between coworkers are the most important?	78
Table 44 Do you think internal drivers are the most important?	79
Table 45 Do you think clear work objectives are the most important?	79
Table 46 Do you think a sense of identity and belonging to the school is most important?	80
Table 47 Do you think job stability is most important?	80
Table 48 Do you think the community's recognition of the school is the most important?	81
Table 49 Do you think it is most important for schools to provide good housing? ..	81
Table 50 Do you think it is most important for schools to align with personal development goals?	82
Table 51 Do you think focusing on the mental health of teachers is paramount? ..	83
Table 52 Do you think reasonable holidays and breaks are the most important? ...	84
Table 53 Do you think reasonable pay for performance is the most important?	84
Table 54 Do you think development opportunities can improve satisfaction?	86
Table 55 Do you think that leaders who fully delegate can improve satisfaction? ..	87
Table 56 Do you think an open communication mechanism can improve satisfaction? ..	87
Table 57 Do you think a good work environment can improve satisfaction?	88
Table 58 Do you think a reasonable compensation package can improve satisfaction?	88
Table 59 Do you think a good organizational culture improves satisfaction?	89

Table 60 Do you think job fulfillment can improves satisfaction?	89
Table 61 Do you think personalized incentives can improve satisfaction?	90
Table 62 Do you think that the challenge of the job can improves satisfaction?	90
Table 63 Do you think fair and transparent evaluation criteria can improve satisfaction?	91
Table 64 Do you think that providing academic research support at your school improves satisfaction?.....	92
Table 65 Do you think a reasonable level of work intensity is something that can improve satisfaction?	92
Table 66 Do you think that interpersonal relationships between coworkers can improve satisfaction?	93
Table 67 Do you think internal drivers can improve satisfaction?.....	93
Table 68 Do you think that clear work objectives can improve satisfaction?.....	94
Table 69 Do you think that a sense of identity and belonging to the school improves satisfaction?.....	94
Table 70 Do you think job stability can improves satisfaction?	95
Table 71 Do you think that social recognition of the school can improves satisfaction?	95
Table 72 Do you think that providing good housing in schools can improve satisfaction?	96
Table 73 Do you think that aligning school with personal development goals improves satisfaction?.....	96
Table 74 Do you think focusing on teachers' mental health can improve satisfaction? 97	
Table 75 Do you think a scientific management system can improve satisfaction? . 97	
Table 76 Do you think reasonable holidays and time off can improve satisfaction? 98	
Table 77 Do you think reasonable pay for performance improves satisfaction?	98

LIST OF FIGURE

	Page
Figure 1 Conceptual framework.....	45
Figure 2 Map of Guizhou Province	47
Figure 3 Guizhou Vocational College of Commerce and Industry.....	48



CHAPTER 1

INTRODUCTION

Background of the study

Since the 1970s, China's higher education sector has undergone historic changes, and private higher education has been recognized by the government. (www.SGPJBG.com, 2023) With the rise of the market economy, the social demand for high-quality talents has gradually climbed, and this demand has driven the rapid development of private higher education. According to the statistics, in 2021, there were 8,457,400 private general and vocational undergraduate and specialized students in China, which increased to 9,248,900 in 2022; there were a total of 764 private colleges and universities in China. (The Development Status and Prospect of China's Private Higher Education Industry, 2023-2029) This phenomenon clearly marks that private higher education has been integrated into China's higher education system and become an indispensable and important part. This phenomenon clearly signifies that private higher education has been integrated into China's higher education system and become an indispensable and important part.

However, the continuous growth of private higher education is also accompanied by many challenges. Due to the lack of financial support from the state, most private higher education institutions in China have a single source of funding, and their finances are mainly dependent on tuition fees and other incomes (Baidu, 2022a). Therefore, the remuneration, working environment, and career development opportunities of private higher education institutions are also in a disadvantaged position compared with those of public higher education institutions, and the satisfaction of the employees is generally low.

Job satisfaction has been found to significantly influence job performance, absenteeism, turnover, and psychological distress (Chen et al., 2006) contemporary higher education settings, full-time faculty satisfaction is not only about individual job experiences and career development, but also about the quality and

sustainability of the institution as a whole. Although private colleges and universities provide a wide range of growth opportunities for academic talent, their employee satisfaction may still be affected by a variety of factors, such as compensation packages, career development opportunities, work environment, and teaching resources.

According to statistics, the turnover rate of Guizhou Vocational College of Industry and Commerce has increased year by year in recent years. In the period from 2019 to 2022, the departure rate of full-time teachers increased from 10% to 28% (Guizhou Vocational College of Industry and Commerce, 2024). The frequent turnover of full-time teachers has led to a decline in the quality of teaching and seriously affected the high-quality development of the school (Baidu, 2023b).

In this context, this paper will gain an in-depth understanding of the current situation of satisfaction of full-time teachers in Guizhou Vocational College of Industry & Commerce, as well as analyze the factors affecting employee satisfaction and propose improvement measures, which will help the school to better meet the needs of teachers and staff, improve teacher satisfaction, and also further enhance the quality of teaching and contribute to the cultivation of high-quality talents.

Significance of the Study

This study helps Guizhou Vocational College of Business and Industry to identify problematic factors affecting employee satisfaction, helps school leaders to formulate and optimize employee motivation, training and development programs, and improves the working environment and communication mechanisms.

Research Questions

1. What is the current of full-time teacher satisfaction in Guizhou Vocational College Of Industry & Commerce?
2. What are factors affect full-time teacher satisfaction in Guizhou Vocational College of Industry & Commerce?
3. How to improve full-time teacher Satisfaction in Guizhou Vocational College Of Industry & Commerce?

Research Objective

1. To analyze the current of full-time teacher satisfaction in Guizhou Vocational College of Industry & Commerce.
2. To find out what factors affect full-time teacher satisfaction in Guizhou Vocational College Of Industry & Commerce.
3. To improve full-time teacher Satisfaction in Guizhou Vocational College Of Industry & Commerce.

Scope and Limitation of the Study

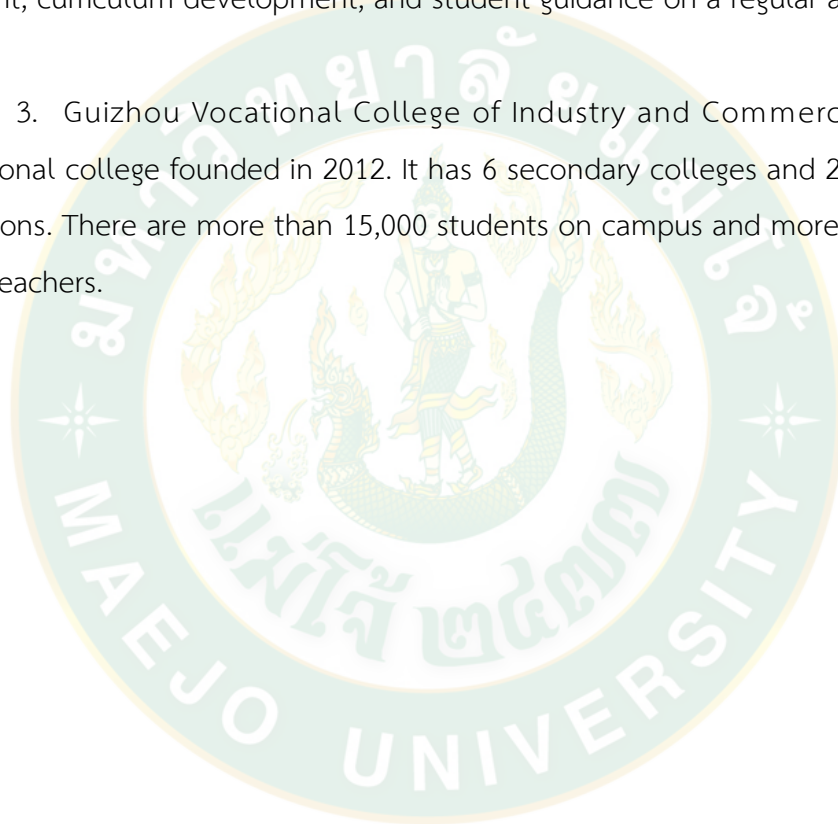
1. The scope of this study is limited to the group of full-time teachers in Guizhou Vocational College Of Industry & Commerce between 2023 and 2024 to reflect the current educational environment.
2. While this research strives to provide valuable insights into the employee satisfaction of full-time teachers at Guizhou Vocational College of Industry & Commerce, certain limitations are acknowledged.

Operational Definition of Terms

1. Employee Satisfaction means the purpose of this study, "employee satisfaction" pertains to the level of contentment and fulfillment experienced by full-time teachers at Guizhou Vocational College Of Industry & Commerce.

2. Full-Time Teacher means an academic professional employed by Guizhou Vocational College of Industry & Commerce, engaged in the delivery of educational content, curriculum development, and student guidance on a regular and committed basis.

3. Guizhou Vocational College of Industry and Commerce is a private vocational college founded in 2012. It has 6 secondary colleges and 25 professional directions. There are more than 15,000 students on campus and more than 300 full-time teachers.



CHAPTER 2

LITERLATURE REVIEW

Introduction

Currently, the rapid growth of private higher education is accompanied by multiple challenges, and employee satisfaction has a significant impact on the overall quality and sustainability of higher education institutions. By analyzing the relevant literature, this study concludes that there are three types of theoretical foundations related to job satisfaction of full-time faculty members in higher education: two-factor theory, expectancy theory, and equity theory.

1. Two-factor theory
2. Expectancy theory
3. Equality theory
4. Related research
5. Conceptual framework

Two-factor theory

Robbins (1997: 35) in Organizational Behavior mentions that the term "motivation" as Berelson and Stanier put it, "is a state of mind that reinforces, stimulates, and motivates, and directs or guides behavior toward a goal. " The findings of Professor James show that, in general, workers who are paid on a regular basis are able to perform at only 20-30% of their capacity, whereas motivated workers can perform at 80-90% of their capacity due to the highly stimulated state of mind and emotions.

The American psychologist Herzberg and Mausner (1959) put forward the two-factor theory, i.e., the "incentive health care" factor theory. in the late 1950s, Herzberg and Mausner (1959) and his assistants used the "critical incident method" to conduct a study on 200 engineers, accountants and other professionals in Pittsburgh, USA. 200 engineers and accountants in the Pittsburgh area. The interviews centered

on two questions: what matters were satisfying to them in their work and how long they estimated such positive feelings would last; and what matters were dissatisfying to them and how long they estimated such negative feelings would last. Using the answers to these questions as material, Herzberg set out to study what matters make people happy and satisfied at work and what matters cause them to be unhappy and dissatisfied. Based on the research and study, Herzberg and his team came up with the two-factor theory.

According to Herzberg and Mausner (1959: 73), the factors that contribute to employee dissatisfaction are health care factors and are related to the environment outside of work rather than to the work itself. When these factors are perceived to be at a level, it also merely removes people's dissatisfaction and is far from satisfactory. The important role of health factors is similar to that of health care, i.e. preventing rather than treating disease. Health care factors include company strategy, internal control instruments, supervision, interpersonal relationships, physical and environmental, compensation and benefits, job stability, and social status. When these factors are fulfilled, employee dissatisfaction is eliminated, but satisfaction is not enhanced and therefore cannot increase employee productivity. However, if these factors are not handled well and employee satisfaction decreases, employee productivity will be reduced. In other words, even though companies take a series of countermeasures to eliminate non-satisfaction in health care factors, they can only prevent dissatisfaction from arising, but do not promote positive emotions. That is, a neutral state of neither satisfaction nor dissatisfaction is formed. If you want to optimize the effect of motivation, it is more important to do a good job with motivational factors while properly handling health care factors.

Contrary to health factors, factors that make employees feel satisfied are called "motivational factors". Motivational factors are mostly related to the work itself, and when these factors are improved, they keep employees motivated to work, and they are the factors that satisfy the individual's need for self-fulfillment and satisfaction. Motivational factors include a sense of job accomplishment, leadership appreciation, job challenge, opportunities for growth and development, reward systems, penalty systems, and job responsibility. When these factors are not

available or are lacking, employee dissatisfaction does not rise as a result. And when these factors improve, employee satisfaction rises significantly as a way to achieve motivation. In this sense, Herzberg also suggests that traditional motivational assumptions, such as pay incentives and interpersonal relationship improvement, working conditions, and the improvement of the working atmosphere have not been more motivational effect, they can eliminate dissatisfaction, effective prevention of problems. But even when these traditional "incentives" are optimized, they do not produce positive motivation. Therefore, according to Herzberg, managers must realize that the health factor is the foundation for more positive motivation when dissatisfaction is eliminated and neutralized. After the elimination of the health care

After eliminating the dissatisfaction factor in the health factor, the dissatisfaction factor in the motivation factor should also be eliminated in order to truly realize the motivational effect.

Significantly improve the efficiency of employees rely on motivational factors, but to ensure that employees do not slack off rely on health care factors, just as a person's daily health care and take medication after illness are necessary, motivational factors and health care factors are not interchangeable. Employee dissatisfaction, slackness and confrontation should be eliminated by taking health measures. But health measures alone are not enough, if they do not stimulate the enthusiasm of the employees, the efficiency of the employees will be reduced. However, health measures alone are not enough; if employees are not motivated, their productivity will remain at a mediocre level; therefore, managers must motivate their employees by means of motivational factors.

Bernard Mausner and Herzberg and Mausner (1959) co-authored the article "Job Attitudes: Review of Research and Opinion", an in-depth discussion of the concepts of motivational and hygiene factors, as well as their impact on job satisfaction. The article served to further elaborate and solidify the development of the two-factor theory. First, Herzberg and Mausner clarify the concepts of motivational and hygiene factors. Motivational factors are defined as factors related to the job itself, such as achievement, recognition, job responsibility, and opportunities for advancement. These factors can directly influence employees' job

satisfaction and motivation. In contrast, hygiene factors are factors related to the work environment and working conditions, such as wages, working conditions, company policies and management style. These two groups of factors are considered to affect employee satisfaction and dissatisfaction respectively.

Secondly, the paper emphasizes the key role of motivational factors in improving employee job satisfaction. They argue that improving the quality of the job itself is an effective way to increase employee satisfaction. This view had a profound impact on the later application of two-factor theory, which made organizations pay more attention to the intrinsic motivational factors of employees.

In addition, Mausner and Herzberg's study emphasized the role of hygiene factors in preventing employee dissatisfaction. While improving working conditions and environment may not necessarily increase employee satisfaction, the lack of these factors may lead to employee dissatisfaction and dissatisfaction.

One of the classic expositions of the two-factor theory is *The Motivation to Work* by Herzberg et al. (1959). The authors explored in detail the impact of motivational and hygiene factors on employee motivation and job satisfaction. Snyderman et al. developed the concepts of motivational and hygiene factors through research studies of employees in a variety of occupations and industries. They argued that job satisfaction is not a single continuous variable but consists of two relatively independent factors: Motivator Factors and Hygiene Factors.

Baidu (2023c) put forward the point of view of the two-factor theory came out, by many Western entrepreneurs, management scientists, they believe that the two-factor theory of the management of knowledge-based employees has an important guiding significance. After this, other scholars added to the two-factor theory.

McClelland (1965) achievement motivation theory emphasizes the influence of human psychological needs on work and motivation. Although McClelland's theory of achievement motivation is not a direct complement to Herzberg's two-factor theory, it does provide a deeper psychological motivational basis for the two-factor theory. McClelland's theory states that people's intrinsic needs and motivation are key factors in motivation, which provides a psychological underpinning to Herzberg's

theory. Thus, McClelland's theory of achievement motivation provides a psychological complement to the two-factor theory by emphasizing the important role of intrinsic motivation in motivating employees. By understanding and satisfying employees' intrinsic needs, organizations can better stimulate employees' creativity and potential, and improve job performance and organizational satisfaction.

The "Job Characteristics Model" proposed by Hackman and Oldham (1976), emphasizes the impact of job design on employee motivation and satisfaction, which advocates the improvement of the core characteristics of the job through the improvement of the following five cores: the task meaning of the job, the task identity of the job, the diversity of job skills, the autonomy of the job, and the information of the feedback. autonomy, and feedback. These core characteristics are closely related to the motivational factors in the two-factor theory. In two-factor theory, the motivational factors emphasize the nature and content of the job, while the core characteristic model provides a specific framework that guides how these motivational factors can be achieved through the design of the job. By optimizing job design to make work more challenging, meaningful, and complete, and by providing sufficient autonomy and feedback, employees can be intrinsically motivated to improve job satisfaction and performance levels. This concept of the job characteristics model fits with the ideas of the two-factor theory, and together they provide an effective way for organizations to manage and motivate their employees.

Walumbwa et al. (2008) integrated the concepts of motivational and hygiene factors, and he made an outstanding contribution to the field of organizational behavior by proposing the "Motivation-Satisfaction (OB-Mod) Model of Organizational Behavior". This model integrates the concepts of incentives and hygiene factors in an attempt to understand how incentives affect employee behavior and satisfaction, providing a new perspective and tool for the field of organizational behavior. The core idea of the model is to understand how motivation affects employee behavior and satisfaction, and to stimulate employees' intrinsic motivation through positive reinforcement to improve motivation and performance. Lestat's work brings the two-factor theory closer to the management practices of real organizations.

Yuan Guang (Yuan, 2018: 222) mentioned in Managerial Psychology.

1. The identification of health factors and motivational factors cannot be absolutized the boundaries of health factors and motivational factors are blurred for different people, different periods of time, and different environmental conditions. For example, for people with financial constraints, wages and bonuses are not health care factors but motivational factors. If used appropriately, health factors such as wages and bonuses have the potential to play a powerful motivational role. This requires managers to motivate differently according to the characteristics of different departments and individuals. If these factors are not taken into account, emphasizing egalitarianism and absolute fairness in health care factors, then health care factors can only play a health care role without a motivational role. In addition, if high wages and high benefits are used as incentives for a long time, these economic incentives will be transformed into health care factors after the economic requirements of the employees have been satisfied, and once high wages and benefits are no longer issued, they will incur the extreme dissatisfaction of the employees.

2. Incentives should follow the "three publics" principle "three publics" refers to fairness, justice and openness. Fairness is the basic principle of incentives, managers must adhere to this principle if they want to play the role of incentives. For organizational managers, we must adhere to the more work more pay, less work less pay, the employee's salary, bonuses, promotions, etc. should be linked to their work performance. These issues related to the immediate interests of employees, if you can not do the "three public", it will inevitably lead to employee dissatisfaction, affecting the employees' work mood and performance.

3. Emphasize the comprehensive use of a variety of incentives human needs are rich, different people have different needs, the same person at different times have different needs. This requires organizational managers to adopt an enriched motivational approach and make comprehensive use of various motivational methods. Special attention should be paid to the organic combination of material incentives and spiritual incentives, material needs if the first needs of people, reasonable and competitive compensation system is the organization to motivate

employees, retaining talent of the basic strategy. At the same time, the organization should also pay attention to the role of spiritual incentives, so that employees have a higher spiritual pursuit in addition to the material, to prevent employees from being too materialistic.

However, some people are critical of the two-factor theory and believe that it has some limitations or problems.

Jingand An (2014: 195) in Management mentioned that since the 1960s, two-factor theory has been increasingly emphasized in the management community. However, there are some controversies about the research methodology and findings of the theory, mainly in the following aspects:

1. The research methodology used by Herzberg has some limitations. People are prone to attribute satisfaction to themselves and dissatisfaction to external factors.
2. The reliability of Herzberg's research methodology is questionable. Evaluators have to interpret people's responses, but they are likely to interpret two similar responses differently, thus adulterating the findings with bias.
3. Motivation-a-health theory ignores situational variables.
4. Herzberg believed that there was a relationship between satisfaction and productivity, but the research methodology he used examined only satisfaction and did not address productivity.

In practical terms, Herzberg's theory was based on an experimental basis in U.S. firms. One of the characteristics of this experimental basis was that the income level of workers in American enterprises had increased considerably at that time, and as a result, workers were becoming more and more concerned about the content of their jobs, even more so than they were about wages and benefits. For example, a 1973-1974 survey by the American Center for Public Opinion Research showed that more than half of the men believed that the primary condition of a job was the ability to provide a sense of fulfillment. In addition, seven times more people ranked meaningful work as a top priority than those who ranked shorter work hours as a top priority. And such a research base does not exist in most countries, so the conclusions drawn are not widely applicable.

Tang (2018: 43) in "Research on the Application of Human Resource Management Theory in Student Management in Colleges and Universities" argues that the two-factor theory was proposed in the social and cultural context of the United States, which is not the same as our national situation. Therefore, it is not possible to generalize about which are health care factors and which are motivational factors. Secondly, a scientific incentive system should be established and improved. In addition to seeking to improve the incentive factors, managers should also include wages, bonuses, benefits, work environment and other health factors into the scope of incentives, their decomposition, reasonable quantitative, quantitative and qualitative unity, in order to build a wide range of incentives, structural integrity of the incentive system. Finally, health care factors should reflect the work performance of employees. The criteria for judging should be as objective as possible and less subjective.

In a nutshell, two-Factor Theory provides an important theoretical framework and practical guidance in the study of employee motivation and job satisfaction. By delineating and understanding motivational and hygiene factors, the theory provides organizations with directions for improving employee work experiences and enhancing job performance. However, critics have pointed out some limitations of the theory in terms of research methodology, generalizability and practical application.

In particular, there are challenges in terms of survey methodology and international applicability of the theory's application. Nonetheless, the two-factor theory still provides a theoretical foundation for researchers and managers to help them understand employee motivation and the formation of job satisfaction so that they can develop more effective management strategies in practice.

To fully utilize the role of two-factor theory, we need to further improve and refine the research methodology and theoretical application, focusing on diversity and comprehensiveness, and at the same time adapting it to specific national and cultural contexts to ensure its effectiveness in different environments. In this way, the two-factor theory will be able to better help solve the challenges faced by

managers in management and promote the sustainable development of organizations and the personal growth of employees.

Expectancy Theory

Boree Encyclopedia (2023) explains that in the 1930s, German psychologist K. Llewellyn and American psychologist E. Tolman laid the foundation for the development of expectancy theory with their cognitive theory research. Llewellyn and Tolman conducted a large number of experiments with human and animal subjects respectively, and found a common law, that is, both human and animal behaviors have a certain purpose, they expect to get what they want and avoid what they hate. Therefore, they tend to make a series of speculations before taking action, analyze the benefits that may accompany the result of the behavior, and regulate their behavior according to the value of the benefits and the possibility of realizing them.

In 1964, the Vroom (1964: 125) proposed the expectancy theory. This theory focuses on the process of motivation by examining the causal relationship between people's effortful behavior and the rewards they ultimately receive, and the theory that the ultimate goal of rewards is achieved by selecting appropriate behaviors. The level of motivation is equal to the product of expected probability and target utility. Expectancy theory formula:

$$\text{Motivation Level} = \text{Expected Probability} \times \text{Target Efficacy}$$

1. Motivation level refers to the intensity of motivation, the size of the motivation being stimulated, i.e., the degree of effort made to achieve high performance. The higher the level of incentive, the stronger the motivation to work, and the more output of performance results. (

2. Expected probability is a subjective judgment based on previous experience and refers to the probability that a certain behavior leads to a certain result. This probability is related to each person's personality and emotions, so the probability is different for each person.

3. Target valence refers to the degree of importance and evaluation of the final outcome (pay or non-pay), i.e., the subjective perception of the size of the reward.

Nadler and Lawler (1977) modified Frum's expectancy theory by suggesting that managers follow the following five steps to improve employee performance:

1. Determine what kind of rewards employees value.
2. Determine the performance standards expected by each employee.
3. Ensure that the performance standards are attainable.
4. Ensure that rewards are linked to performance.
5. Make sure that employees believe that the rewards are adequate.

Jean Wang (Wang, 1996: 62) in Managerial Psychology mentions that Atkinson (1996) developed the expectancy theory in 1966. The content of Atkinson's expectancy theory is expressed in the following formula:

$$\text{Motivational action strength (T)} = \text{Motivation (M)} * \text{Expectation (P)} * \text{Incentive (I)}$$

$$\text{Constraints } P+I = 1$$

Motivation (M) in this formula refers to the strength of the individual's need, expectation (P) is the probability of realization, and inducement (I) is the subjective potency.

The constraints in the formula illustrate that the two, goal potency and realization probability, are mutually constrained, and the subjective potency of the goal to the individual decreases as its realization probability increases. Subjective motivation is greatest when the probabilities of success and failure are roughly equal (50% each). This is roughly what makes competitive sports, where victory and defeat are uncertain, so appealing. -

Subsequently, many scholars have further developed and added to expectancy theory.

Thaler and Sunstein (2009) is a renowned economist who is known as the "father of modern behavioral economics". His research in the field of behavioral economics has provided extensive empirical support for, and expanded and revised,

expectations theory, which Thaler explores in detail in *Nudge: Improving Decisions about Health, Wealth, and Happiness* and how nudges can influence people's decisions to improve their health, wealth, and well-being. "nudges" (nudges) to influence people's decisions to improve their well-being. In terms of expectancy theory, Thaler's behavioral economics research emphasizes the psychological and emotional elements of the human decision-making process. He argues that people do not always assess expectations and probabilities rationally, but are influenced by a variety of psychological biases, emotional reactions, and social influences. Thus, Thaler suggests that these irrational factors must be taken into account in order to understand people's decision-making behavior.

Kahneman (2013) complements expectancy theory by reminding us that expectations and decision-making processes can be influenced by cognitive biases that can lead to suboptimal decisions. Kahneman proposes a distinction between System 1 and System 2, an idea that provides a new perspective on our understanding of human decision-making processes. System 1 represents intuition and emotion, and it thinks quickly, automatically and unconsciously. System 2, on the other hand, represents logic and reasoning, which requires us to actively invest our attention and energy in deep thought. Kahneman points out that although System 2 is considered to be the rational and logical way of thinking, in actual decision-making people often rely on System 1. This is because System 1 operates quickly, doesn't require much energy, and it provides intuitive judgments that are valid in many situations.

However, this also leads to a problem: System 1 is vulnerable to cognitive bias. Cognitive biases are systematic errors in our thinking due to limitations in our mental mechanisms. These biases can lead us to misinterpret information, misjudge risks, and make poor decisions. When we rely on System 1 in our decision-making process, these biases may influence our expectations and decisions, leading to suboptimal decisions.

In addition, Kahneman's work emphasizes the importance of self-reflection and critical thinking. We need to continually examine our decision-making processes

to identify and correct cognitive biases in order to improve the quality and accuracy of our decisions

Important addition to expectancy theory in terms of organizational change and innovation. He argues that organizations often struggle in the face of new technologies and market changes because their expectations and strategies are often limited by existing markets and technologies. Christensen's work reminds us that organizations need to continually reassess and adapt their expectations and strategies to changing markets and technological environments. This focus on change and innovation complements Expectancy Theory by providing practical guidance on how to manage expectations in response to organizational change and innovation. Clayton Christensen's theory (Christensen, 1997) of disruptive innovation provides an important complement and guide to Expectancy Theory in the context of organizational change and innovation. It reminds us that organizations need to continually reassess and adjust their expectations and strategies in the face of new technologies and market changes. Only then can organizations remain competitive and continue to innovate in a changing market environment. Overall, Clayton Christensen's theory of disruptive innovation provides us with a fresh perspective on organizational change and innovation. By changing their expectations and strategies, as well as building a culture that encourages trial and error and learning, organizations can better respond to the challenges posed by new technologies and market changes and achieve continuous innovation and growth.

Xiaoming, Ying Xia, and Ting Yang (Xiao et al., 2012: 79) in Marketing Communication Business Practices mentioned that Howes' formula for motivational power complements and modifies expectation theory. To summarize, Howes believes that the magnitude of motivational power is equal to the sum of 3 elements, which are the motivation of the task itself, the motivation of the task completion and the motivation of getting rewarded for completing the task. The latter two of these 3 elements are equivalent to Volume's expected probability and expected value, while the first element, the incentive of the task itself, is added by Howes. In other words, according to Howes, in addition to the probability of

completing the task and the possibility of getting paid affecting employee motivation, interest in the work itself has a motivating effect.

Wang Li (Wang, 2005: 125) in Administrative Psychology mentions that the integrative model of motivation is a new model of motivation that integrates extrinsic and intrinsic motivation proposed by Porter and Lawler in 1968. The integrative model of motivation suggests that "effort exerted" is determined by the attractiveness of the job and the confidence in obtaining rewards; "job achievement" depends on the individual's abilities and qualities as well as his perception of the job, and satisfaction is related to the expected rewards ("fairness") and the actual rewards obtained. A sense of fairness coincides with the actual reward received. Job achievement affects probabilistic judgments of reward attainment, and satisfaction feeds back into subjective perceptions of the value of rewards. This is an integrated model of motivation in which external conditions, individual situations, behavioral performance, and behavioral outcomes interact. Porter and Lawler's integrative model of motivation is also seen as a complement and refinement of expectancy theory. It prompts management to consider the close relationship between work achievement and individual ability, knowledge of the work and the degree of effort, and the correct use of incentives.

With the development of the theory of expectations, as a proposition to explore "why people work" seems to have made a breakthrough, that it has an epoch-making role in the United States of America's corporate personnel management, but there are many criticisms of the theory in the industrially developed countries.

Mayo (2003) argues that expectancy theory is "rationalistic" in the sense that people act only when they perceive the value of the outcome of their actions, the medium of efficacy, and the probability of its realization. The level of effort to act is determined by the strength of these three factors, which is contrary to his theory of interpersonal relationships, which emphasizes the "rationality" of the effort and ignores the "irrationality", which is one of the shortcomings of the theory.

The expectancy theory model published by (Tianjin Enterprise Management Training Center, 1990: 47), it is easy to see that its footing is individualism; it is very

similar to Scott's personnel management model, except that the motivational factors are slightly different. It is contrary to the Michigan school of R. Likert (R. Likert) system; 4 "participation theory" and "composite clique model". This is because expectancy theory cannot explain other behaviors of people in organizations in both large and small groups.

Luthans et al. (2021) in his suggests that expectancy theory may be too rationalized and ignores the influence of emotional and irrational factors on motivation. He argues that in some cases, people's decisions are not always based on calculations of expectations and potency, but are influenced by emotions, intuition, and other non-cognitive factors. Please expand on where to find this statement.

Two scholars, Deci and Ryan (2008), proposed Self-Determination Theory, which emphasizes the importance of intrinsic motivation and autonomy. They argue that expectancy theory focuses too much on extrinsic rewards and expectations and ignores the role of intrinsic motivation in driving behavior. In their work, they discuss the limitations of Expectancy Theory and propose Self-Determination Theory as a more comprehensive theory of motivation.

Chen Donglin (Chen, 2000: 48) in the Journal of Nanjing University of Science and Technology argues that expectancy theory, like other motivational theories, has its own limitations. This limitation is not only affected by the theory itself, but also related to the complex relationships in practice. Specifically, the limitations of expectancy theory are mainly manifested in two aspects:

First, expectancy theory ignores the individual ability factor and the social performance opportunity factor in the effort-performance relationship. In practice, performance depends on at least two factors, i.e., ability factor and incentive factor. If there are only motivational factors without ability factors, performance will not be high. This situation indicates that although the incentives used by the manager are appropriate, the performance will not be high due to the low competence of the employee. Similarly, even if both motivational and ability factors are high, but there is a lack of performance opportunities or insufficient performance opportunities, the

performance will not be high. In this regard, the expectancy theory fails to give an adequate account.

Second, this theory also fails to adequately account for the phenomenon of behavioral motivation in high achievement needers. High-achievement needy people attach great importance to personal goals, and they care only about the leap from personal effort to personal goals. Their behavioral motivation comes directly from the pursuit of personal goals, and they do not value performance and organizational rewards for their efforts. Expectancy theory fails to explain this appropriately. Although expectation theory has its obvious theoretical flaws, its theoretical contribution and guiding effect on practice cannot be underestimated. A complete understanding and correct grasp of expectancy theory has an important impact on improving management decision-making.

Liu Wei (Liu, 2004: 288) in the "Modernization of Economic Management Institute edited by the interpretation and application of new ideas of economic management," that in theory, the theory of expectations there are some major flaws mainly in the following areas:

1. While emphasizing the cognitive aspects of human beings, it has a tendency to belittle the role of emotions;
2. Failure to pay sufficient attention to the differences in people's information processing and knowledge expression;
3. Inadequate attention to the multiplicity and dynamics of motivation;
4. Assuming that people are able to rank the advantages and disadvantages of different rewards in a rigorous manner, which is less realistic.

Wang Xiaojun (Wang, 2014: 79) in Managerial Psychology suggests that the limitations of expectancy theory are that it considers too many variables and is overly complex. Some critics argue that the vitality of the theory lies in its application and the overly complex formula limits its application. In addition to the basic formulas in the previous section, there are also complex formulas for calculating some of the variables in the motivational process, and it is questionable whether some of the variables in the motivational process can be accurately calculated using these formulas. Moreover, it is questionable whether people make

fully rational calculations when they actually make selective decisions, as expectancy theory claims.

At present critics do not appear to have proposed a new model that can replace expectation theory, but merely revise and improve it. At present, expectancy theory remains one of the most important motivational theories.

To summarize, expectancy theory is an important theory of motivation that can provide useful insight and guidance to research questions. The theory emphasizes that an individual's motivation depends on their assessment of their expectations and efficacy in reaching their goals. Expectancy theory provides an important theoretical foundation when examining issues such as how to motivate employees and improve performance. By assessing employees' perceptions of the expectations and value of goals, managers can develop more effective incentives to motivate employees and improve performance.

However, expectancy theory also has some limitations, such as ignoring the effects of individual ability factors and social performance opportunity factors on the effort-performance relationship, and failing to adequately explain the phenomenon of behavioral motivation for people with high achievement needs.

Meanwhile, expectancy theory is still one of the most important current motivational theories, providing managers with effective ideas and methods to motivate employees and enhance performance. Therefore, further research on how to optimize incentives and improve employees' job satisfaction in conjunction with the theoretical framework of Expectancy Theory will help promote the progress of management practices and enhance organizational performance.

Equity Theory

In 1965, the American psychologist and behaviorist Adams (1965: 267). Trying to stand in the perspective of whether the distribution of compensation and benefits is fair and reasonable to understand the motivation of employee behavior, and through the "United States Vietnam War intentions, Boston poor boys" and other previous scholars to summarize and analyze the case, put forward the theory of fairness.

Adams (1965) believes that the staff of the organization is very sensitive to whether they are treated fairly and reasonably, they are not only concerned about the absolute value of their own compensation, but also concerned about the relative value of the compensation, the staff T is often through the horizontal and vertical comparisons and other social comparisons to determine their own compensation is fair, reasonable, and the results of the comparison will have a direct impact on the next step of his motivation to T work.

1. Horizontal comparison, is to compare themselves with others. Post T will be the relative value of their own remuneration with others for comparison, the following three results may occur.

$O_A / I_A = O_B / I_B$ A and B are paid equally, and A feels fair (sense of fairness)

$O_A / I_A > O_B / I_B$ A is overpaid and A feels satisfied (sense of guilt)

$O_A / I_A < O_B / I_B$ A underpaid, A feels unfair (sense of loss)

Among them, A and B represent two comparable individuals; O (Outcomes) represents the reward or output obtained, both material and spiritual, such as salary, bonus, honor, promotion, etc.; and, (Inpurs) represents the efforts or costs invested, such as the degree of effort put into the work, the sacrifices made for the work.

2. Vertical comparison. It is to compare the present of the white self with one's past. Similar to the above, it also produces results like fairness, guilt, and loss.

Adams suggests several possibilities for people to try to minimize and eliminate feelings of unfairness:

1. Distorting the perception of what one gives or what one receives in return;

2. Distorting perceptions of the payoffs or rewards received by the comparator or comparison group;
3. Reselecting the comparison object or comparison group;
4. Changing one's own payoffs or rewards received;
5. Disengaging from the relationship with the payer.

Fair (1980), a pioneer in the theory of wage differentials and equity, made an important contribution to Adams' theory of equity. Fair's concept of "fair wages" provides an important perspective on equity theory by exploring in depth the relationship between the distribution of wages and individual capabilities and contributions.

Also, he argued that wages should be determined fairly on the basis of an individual's ability and contribution, not just on the basis of market supply and demand. He emphasizes that employees compare their work inputs with the wages they receive and also compare their wages with those of others to assess fairness. This process of comparison involves the perception and evaluation of one's own and others' inputs and outputs, as well as expectations and perceptions of fairness.

Fair's perspective echoes Adams' theory of fairness in that both emphasize the psychological process by which people compare inputs and outputs between themselves and others. Adams' theory of fairness proposes a mathematical model of fairness perceptions in which an individual compares his or her own ratio of giving to receiving to the ratio of giving to receiving of others in order to determine whether or not he or she is being treated fairly. Fair's perspective further clarifies the fairness of the relationship between wages and an individual's abilities and contributions, providing a concrete area of application for Adams' theory of fairness.

By introducing the concept of "fair wages", he provided an important addition and extension to Adams' theory of fairness. His research emphasizes the fair relationship between wages and individual capabilities and contributions, and provides organizational managers with guiding principles for the development of fair compensation systems. These ideas not only help to deepen our understanding of equity theory, but also provide useful references for compensation management in practice.

Ferber and Nelson (1993) has made important contributions to the study of equity theory in the field of labor economics, especially on the issues of wage inequality, gender differences and equity in the labor market. She provides insights into the relationship between gender and wage inequality and how this inequality affects the economic status and quality of life of different gender and occupational groups.

Ferber's reveals the important role that gender plays in wage decisions. She finds that female employees tend to receive lower wages than male employees, even in the same jobs. The existence of this gender wage gap not only violates the principle of equal pay for equal work, but also contributes to the unfair treatment of women in the workplace. Ferber points out that this unequal situation is the result of a combination of factors, including gender discrimination, occupational segregation, unequal educational opportunities, and expectations of roles in the family and society.

Ferber provides new perspectives for understanding wage inequality and equity in the labor market. She emphasizes the importance of gender factors in wage decisions and sheds light on the existence and causes of the gender wage gap. Her research not only helps to deepen our understanding of equity theory, but also provides useful references for the formulation of more equitable and effective labor policies. At the same time, Feier's research also reminds us that while pursuing economic efficiency and market competition, we cannot ignore the importance of social equity and gender equality.

During the development of equity theory, numerous scholars have made additions to it.

The equity difference threshold theory proposed by Yu Wenzhao (Yu 1993) is a supplement and development of Adams' equity theory. Adams' fairness theory emphasizes the sense of fairness when conditions are equal, while the fairness difference threshold theory focuses on the sense of fairness when conditions are unequal. Specifically, when two people have unequal conditions but make comparisons, people will still gain a sense of fairness if their give-and-take ratios are

unequal but the gap is reasonable. This appropriate and reasonable amount of disparity is known as the Equity Difference Threshold.

The Equity Difference Threshold theory supplements and expands Adams' equity theory, indicating that there should be strict and specific objective standards and scientific performance evaluation methods in the distribution. This theory not only balances people's mentality in the field of social distribution, but also eliminates the social drawbacks and people's sense of injustice caused by the two polarized forms of distribution, namely, egalitarian distribution and disparity-threshold distribution.

Harding (1986) additions to equity theory are mainly in her critique of the culturally and socially constructed nature of scientific knowledge and her concept of strong objectivity. These ideas have injected new dimensions of thinking into equity theory, especially when exploring the relationship between equity and scientific knowledge.

First, Harding questions the universalism and objectivity of scientific knowledge. She argues that the traditional view of scientific knowledge tends to ignore the differences and diversity among different cultures and social groups, resulting in scientific knowledge becoming a kind of "hegemonic knowledge", i.e., the knowledge and experiences of certain cultures and social groups are marginalized or ignored. Such hegemonic knowledge not only exacerbates social inequities, but also limits the innovation and development of scientific knowledge.

To remedy this shortcoming, Harding introduced the concept of strong objectivity. She argues that scientific knowledge should be attentive to the experiences and perspectives of different cultural and social groups and respect their differences and diversity. Strong objectivity emphasizes the cultural and social embeddedness of scientific knowledge and aims to break the bonds of universalism and objectivity of the traditional view of scientific knowledge and to promote more just and equitable scientific research and knowledge production.

Rawls (1971) theory of justice provides a profound philosophical addition to the theory of fairness, and Rawls explored fairness and justice from the perspective of social structure, and he put forward his famous theory of "justice as fairness".

According to this theory, a just society should be based on two fundamental principles: the first is the principle of equality and freedom, which means that everyone should have the widest range of fundamental freedoms, as long as they do not conflict with equal freedoms held by others; the second is the principle of difference, which means that social and economic inequalities should be organized in such a way as to maximize their benefits for the most disadvantaged, while maintaining fairness and equality of opportunity.

Rawls' theory of justice emphasizes the value and importance of fairness, especially in the distribution of social resources and opportunities. He argued that a just society should ensure that everyone has an equal opportunity to pursue their ideals and goals, regardless of their social status and wealth. This notion of fairness and equality of opportunity echoes Adams' theory of fairness, but Rawls delves more deeply into how this fairness can be achieved.

In addition, Rawls's theory of justice introduces the concepts of "primordial states" and "curtains of ignorance". A state of origin is a hypothetical state of affairs in which people are unaware of their status, wealth, and talents in society, and therefore choose those principles of justice that are most favorable to the least advantaged. The Curtain of Ignorance, on the other hand, is a metaphor implying that people should be free from their own prejudices and interests in formulating the principles of social justice and think in a fair and objective manner.

Dworkin (1977) adds to the theory of equity from a rights perspective, in particular he emphasizes the balance between individual rights and social justice.

Dworkin argued that equity is not only concerned with equality of outcome, but should also emphasize fairness in process and procedure. He developed the concept of "moral individualism", which emphasizes that each person should be seen as an individual with moral worth and dignity. This means that every person has the right to be treated fairly and that this right should not be denied.

In Dworkin's theory, individual rights are seen as the basis of social justice. According to him, social justice is not only about fairness in the distribution of resources, but also about the respect and protection of each individual's rights. If the

rights of the members of a society are fully respected, then the society can be considered just even if the outcomes are unequal in some ways.

In order to balance individual rights and social justice, Dworkin developed the concept of "equality of resources". He argues that in order to achieve social justice, it is necessary to ensure that everyone has equal rights in the distribution of resources. This equality of resources is not only about the distribution of economic resources, but also includes other forms of resources, such as opportunity and power. By ensuring equal distribution of resources, the rights of each individual can be better safeguarded while realizing social justice as a whole.

In addition, Dworkin emphasizes the important role of government in safeguarding individual rights and achieving social justice. He believes that the government should play an active role in ensuring that everyone's rights are fully respected and protected. When individual rights are violated, the government should take steps to intervene and redress the situation.

Fraser (1995) Compound Equity Theory provides a new perspective on the development of equity theory, especially from the perspective of social redistribution, recognition and representation. Fraser argues that social justice is not only about the distribution of resources, but also about the recognition and representation of individuals in society. He proposes three core principles: the principle of redistribution, the principle of recognition and the principle of representation.

1. Principle of Redistribution: This principle is concerned with the distribution of material resources.
2. Principle of Recognition: The principle of recognition is concerned with the identity and dignity of the individual in society.
3. The principle of representation: the principle of representation is concerned with the participation and representation of individuals in political and social decision-making.

At the same time, there are some scholars who believe that Adams' theory of equity has some limitations.

Nozick (1974) in *Anarchy, State, and Utopia* presents a limiting analysis of the theory of equity.

First, Nozick argues that the term "distribution" is often misinterpreted as positive or at least neutral, but in fact in some cases distribution can be invasive, violating the rights and freedoms of individuals. He argued that in a free society, no State or institution is entitled to control all resources and dictate them according to certain principles. Each individual should have the right to dispose of different resources. Therefore, he argues that the traditional concept of "distributive justice" may not have moral legitimacy.

To avoid this misunderstanding, Nozick introduces the concept of "holding justice" as an alternative. He suggests that the right to property is an externalization of the right to life and liberty, and that an individual's free will and rights are manifested through external objects such as property. Therefore, as long as an individual's holdings are lawful, this state of affairs is just and should not be violated. This theory provides a solid philosophical foundation for the individual's right to property and challenges the traditional equity theory's coercive view of resource allocation.

Nozick considers the egalitarian tendencies that may exist in equity theory. He argues that equality is not always moral or feasible, especially when it comes to individual rights and freedoms. He argues that individual rights and freedoms should be prioritized rather than sacrificed to achieve some form of equality.

Leventhal (1980) had already noticed that the fairness theory at that time did not consider the issue of procedural fairness, and later he developed the procedural fairness theory from the perspective of distributive justice, which, according to Leventhal, should contain the following seven elements: (1) selection of subjects; (2) formulation of ground rules; (3) access to information; (4) decision-making structure; (5) subordinates' suggestions; (6) protective measures; (7) Localization. On this basis, he proposes the following six rules of procedural fairness:

Consistency: The allocation procedure should maintain the consistency of time and object. Time reflects the stability of the program, while the object reflects the equality of all before the program, no one has the privilege.

Bias suppression: The allocation process should not be influenced by personal preferences or other artificial subjective factors.

Accuracy: The allocation process should be based on as much valid information and insight as possible to minimize errors.

Correctability: The allocation process should be open to complaints and appeals, and be able to modify or accept dissenting views.

Representativeness: The decision-making process of the decision procedure must allow all those involved to voice their opinions. This is consistent with Sibert's and Walker's view of process control.

Ethicality: the allocation procedure should be consistent with the moral and ethical values held by individuals.

In particular, Leventhal notes that allocation procedures are difficult and complex to understand. It is only when the outcome of the allocation exceeds people's expectations that people become concerned about the fairness of the process. If the outcome of the allocation is consistent with people's expectations, people do not think much about the procedure.

Cohen (2000), a staunch advocate of socialism and Marxism, deeply criticized the theory of fairness in capitalist society in his writings. He argued that there is a fundamental unfairness inherent in the capitalist system that stems from the unequal distribution of resources and exploitative relations between classes.

In G.A. Cohe's view, the theory of fairness in capitalist society is a false fairness because it is based on private property and market competition, which leads to an extremely unequal distribution of resources and wealth. He points out that in a capitalist society, a few rich people hold a great deal of resources and wealth, while the majority of workers receive only meager wages and benefits. Such unequal distribution not only violated the principle of equity, but also led to social injustice and instability.

In addition, G.A. Cohe pointed out that class exploitation under the capitalist system was also a manifestation of inequality. According to him, it is an immoral act for capitalists to gain profits by exploiting workers' labor and surplus value. Such

exploitation not only deprives workers of the fruits of their labor and dignity, but also exacerbates social inequality and conflicts.

In order to overcome the problem of inequality in the capitalist society, G.A. Cohe advocated the establishment of a socialist system to achieve equal distribution of resources and eliminate class exploitation. He believed that only under a socialist system can everyone enjoy equal rights and opportunities and real fairness and justice can be realized.

In *Complex Equality*, Walzer (2008) criticizes traditional, simplistic theories of equity and introduces the concept of "complex equality". He argues that equity is not a single, universally applicable standard, but a complex phenomenon shaped by multiple domains and social contexts.

In Walzer's view, each social field has its own unique principles and standards of distribution. For example, in the field of education, equity may mean that everyone has equal access to education; in the economic field, equity may mean distribution according to labor or distribution according to need. These different principles and standards of distribution reflect the characteristics and requirements of different fields and cannot simply be measured uniformly by a single standard of equity.

Walzer further points out that the meaning and realization of equity may also differ in different social contexts. For example, there may be significant differences in the understanding and pursuit of equity in capitalist and socialist societies. Therefore, he advocates exploring the meaning and realization of equity based on a specific analysis of each social domain and social context.

The concept of composite equality is based on this understanding. According to Walzer, composite equality is a conception of equality that recognizes differences and respects plurality. It calls for equality within each social sphere while respecting the differences and boundaries between different spheres. This conception of equality is concerned not only with the rights and interests of individuals, but also with the harmony and stability of society as a whole.

In order to achieve composite equality, Walzer proposes a series of specific distributional principles and criteria. These principles and criteria aim to ensure

equality within each social sphere and to prevent conflicts and transgressions between different spheres. Through the application of these principles and criteria, Walzer expects to establish a more just and harmonious social order.

Combining the contributions and criticisms of the above scholars to equity theory, equity theory is of great significance in the field of organizational management and social sciences. In terms of historical development, from Adams' proposal to the expansion and supplementation of subsequent scholars, equity theory has been enriched and improved, emphasizing the sensitivity of employees to the fairness of their treatment, and exploring the principles and standards of fairness in different social fields. However, the criticisms of scholars such as Nozick and Walzer also remind us that equity theory still has limitations and needs more in-depth research and exploration.

Overall, equity theory provides an important theoretical foundation and guiding principles for us to understand and solve problems in areas such as organizational management and social justice. However, we should also realize that equity theory still faces challenges and controversies, and requires further research and exploration in order to promote social equity and justice to move forward.

Related research

1. Two-Factor Theory

Alderfer (1969) studied the two-factor theory, on the basis of which he proposed a more comprehensive and flexible ERG theory. His research abandoned the strict hierarchical concept in Maslow's hierarchy of needs theory, and he found that people may have more than one kind of needs at work at the same time, and if the higher level needs are not satisfied, people will retreat to pursue the satisfaction of the lower level needs. The core elements of ERG theory: survival needs, relationship needs, and growth needs. This study provides managers with a more comprehensive and flexible approach to understanding employees' needs, which can help develop more effective management strategies and improve employees' job satisfaction and performance.

House (1971) studied the two-factor theory and proposed the path-goal leadership theory. His research findings emphasized the impact of the role and behavioral approach adopted by leaders in guiding employees to achieve organizational goals on employee attitudes and performance. The Path-Goal Leadership Theory proposes four types of leadership behaviors, including directive leadership, supportive leadership, participative leadership, and achievement-oriented leadership. The study addresses the question of how leadership behaviors can be used more effectively to motivate employees' intrinsic motivation and work ethic, thereby improving organizational performance.

Quinn and Rohrbaugh (1981) studied the two-factor theory, and he proposed the Competitive Value Framework (CVF), which he viewed as a tool to help organizations identify, understand, and cultivate positive organizational cultures that are aligned with their strategies and goals. Central to this framework is the classification of organizational culture into four quadrants, including team-based, hierarchical, innovative, and market-based cultures. Research has shown that a positive organizational culture that is aligned with strategic goals can stimulate employees' intrinsic motivation and enthusiasm for their work, promote teamwork and innovation, and thus improve the overall performance of the organization.

Xian Lun Li (Xian, 2006) studied the two-factor theory and he made some suggestions on how to better apply the two-factor theory to college management. His study found that college administrators should pay attention to the needs and expectations of faculty members and establish a good communication mechanism with them to ensure that management strategies meet their needs. At the same time, university administrators should also pay attention to the career development of faculty members and provide them with the necessary training and development opportunities in order to promote their personal growth and progress. The study provides useful references and insights for university management and helps university managers to better understand and apply the two-factor theory to improve the job satisfaction and performance of faculty and staff and promote the overall development of universities.

He Xingxu and Xue Hongzhen (He and Xue, 2007) studied the two-factor theory, through which they conducted an in-depth study and research on the construction of college counselors' team, and his study found that health care factors such as work environment, compensation and benefits, and policy system have a significant impact on counselors' job satisfaction. Motivational factors such as job achievement, recognition and appreciation, and development opportunities have a significant impact on counselors' motivation and performance. Health care and motivational factors should also be considered to develop individualized motivational strategies to meet the different needs of counselors. This study has important guiding significance for the construction and management of college counselor team.

Su Leiying and Sun Yangkun (Su and Sun, 2009) studied the two-factor theory, and their study found that knowledge workers usually have high educational backgrounds, professional skills, and innovative abilities, and they focus on self-actualization, job achievement, and career development. They emphasized personalized motivation strategies, the combination of long-term and short-term incentives, and the importance of special needs and characteristics of knowledge workers. The results of these studies are of great significance in guiding enterprises to effectively manage and motivate knowledge-based employees in the era of knowledge economy.

Wang JianGuo (Wang, 2010), studied the two-factor theory. He explored the practical application of two-factor theory in the cultivation of young teachers' research ability in universities. His study found that motivational factors such as achievement, recognition, work itself, responsibility, and development are crucial in enhancing young teachers' motivation to do research in research capacity development, and made recommendations accordingly. These suggestions are intended to help university administrators and teachers themselves to better understand and apply the two-factor theory, so as to enhance young teachers' research ability more effectively.

Yang Lan (Yang, 2010) studied the two-factor theory and explored the application of the two-factor theory in the practice of compensation management and its impact on employee satisfaction and work motivation. Her study found that traditional compensation management models tend to focus only on the quantity of material rewards, while ignoring employees' psychological needs and satisfaction. She argues that a combination of health and motivational factors should be applied in compensation management to maximize employee job satisfaction and performance. A reasonable compensation structure should be developed based on the actual needs and expectations of employees to ensure that the basic needs of employees are met and that they are able to stimulate their motivation and creativity. At the same time, companies should also pay attention to the personal development and career growth of employees and provide them with more training and learning opportunities to enhance their abilities and values.

Yin, Zhixin and Ma Jun (Yin and Ma, 2013) studied the two-factor theory, and they found that the application of the two-factor theory to knowledge-based employees in China needs to take into account their special needs and characteristics. He proposed that companies should pay attention to the needs of knowledge workers in terms of career development, job challenge and innovation, and provide them with more growth opportunities and incentives. At the same time, enterprises also need to pay attention to the autonomy and flexibility needs of knowledge workers and create a more relaxed and autonomous working environment for them. These measures will help stimulate the enthusiasm and creativity of knowledge workers and improve the overall performance and competitiveness of enterprises.

Lai Han (Lai, 2013: 49) studied the two-factor theory. He explored the application of two-factor theory in the practice of teacher management in private colleges and its impact on teachers' job satisfaction and motivational effects. His study found that private colleges and universities may have certain gaps in resources, treatment and development opportunities compared with public colleges and universities, which leads to problems such as low teacher job satisfaction and high turnover rate. He proposed a strategy of integrating the application of health factors

and motivational factors. She suggested that private universities should focus on teachers' career development and academic research support and provide them with more opportunities for training, further education and academic exchanges, while guaranteeing basic salaries and working conditions. In addition, schools should establish fair and transparent incentive mechanisms, such as teaching achievement awards and research achievement awards, to stimulate teachers' enthusiasm and creativity.

Tao (2014) studied the two-factor theory and conducted an in-depth study on the incentive management of young teachers in independent colleges from the perspective of two-factor theory. His study found that due to the differences between independent colleges and public colleges and universities in terms of resources and treatment, the incentive management of young teachers has become an urgent problem to be solved. He proposed strategies for the integrated application of health factors and motivational factors to effectively motivate young teachers in independent colleges. These strategies include increasing salaries and benefits, improving the working environment, providing career development opportunities and academic research support. He also emphasized the importance of establishing a fair and transparent incentive mechanism and creating a good campus culture.

Yang HaiYan and Yao ZhongYuan (Yang and Yao, 2018) studied the two-factor theory. Their study reveals the deep-seated causes of rural elementary school teachers' burnout. They proposed that rural elementary school teachers' salaries should be increased, the working environment and school facilities should be improved, and teachers' basic living and working needs should be guaranteed. Establish a fair and transparent incentive mechanism to encourage rural elementary school teachers to participate in activities such as academic research and social services, so as to enhance their sense of accomplishment and value at work. Rationalize the work tasks and duties of rural elementary school teachers to reduce their workload and pressure. Establish a sound social support system to provide rural elementary school teachers with more family, school and social support. At the

same time, psychological guidance and mental health education are being strengthened to help teachers resolve their psychological distress and problems.

Li Qing (Li 2014) studied the two-factor theory, and his study found that teachers in private colleges and universities have problems in health care factors and motivational factors. He proposed: 1. to increase teachers' salary and improve the working environment and welfare; 2. to broaden teachers' career development channels, provide more opportunities for academic research and further training, and enhance teachers' sense of accomplishment and social recognition; 3. to establish a scientific and reasonable reward system and assessment standards to ensure the fairness and transparency of the incentive mechanism; 4. to establish a sound communication mechanism for teachers, to timely understand teachers' needs and opinions, and continuously improve and optimize the incentive mechanism. The study is of great significance for improving and perfecting the incentive mechanism of teachers in private colleges and universities, and enhancing teachers' enthusiasm and creativity.

2. Expectancy Theory

Deci and Ryan (1985) examined expectancy theory and proposed Self-Determination Theory, a macro theory of human motivation, development and well-being. His research found that individuals are intrinsically more motivated and perform better when they feel their behavior is autonomous and voluntary. He proposed that human motivation stems from the interplay of intrinsic and extrinsic factors. Intrinsic factors include autonomy, competence, and relationships, which are key elements for individuals to feel self-determined. Extrinsic factors, on the other hand, consist mainly of rewards and punishments. The research contributes to better strategies for stimulating and sustaining intrinsic motivation in education and other fields.

McClelland (1961) studied expectancy theory and proposed the achievement motivation theory. The individual theory focuses on the intrinsic motivation of individuals to pursue success and avoid failure. His research found that individuals with high achievement motivation showed higher persistence and creativity in the

face of challenges and difficulties. He proposed that achievement motivation is an internal drive for individuals to pursue success and excellence, and that this motivation inspires individuals to show higher levels of persistence and creativity in the face of challenges and difficulties. This study helps us to better understand and predict the behavioral performance of individuals, especially in the face of challenges and difficulties

Wang XianLing (Wang, 2001) studied the expectancy theory. He explored the application of two-factor theory in the management of college faculty. His study found that the expectancy theory is highly practical in the management of college teachers. Through clear work goals and corresponding reward mechanisms, it can effectively stimulate teachers' work motivation and improve their job satisfaction and performance level. The study helps colleges and universities to develop more scientific motivation strategies to stimulate teachers' work motivation and creativity, and to promote the overall development of the university and the quality of talent cultivation.

Yang, ZhiTian (Yang, 2008) studied the expectancy theory. His study found a significant relationship between teachers' expectations and their obedience behavior. Teachers were more likely to show high levels of obedience when they perceived that the administrative regulations were in line with their expectations and when they believed that complying with the regulations would lead to positive outcomes. Conversely, teachers may be less likely to obey if their expectations do not match the management regulations or if they believe that compliance will not result in the expected benefits. He proposes a series of strategies for applying expectancy theory in the management of college and university faculty. These strategies include clarifying communication goals, providing positive feedback, establishing reasonable incentives, and enhancing teachers' sense of involvement and belonging. The study provides new theoretical support and practical guidance for college teacher management

Zhao XiangYu and Zhang Jie (Zhao and Zhang, 2008) studied the expectancy theory and also conducted an in-depth study on the motivation management of young teachers in colleges and universities. His study found that there is a close relationship between the expectations of young teachers in colleges and universities and their motivation. When teachers believe that their work can be fairly evaluated and recognized, and that they can achieve their personal career development goals, their motivation level increases significantly. The fulfillment of such expectations can stimulate teachers' enthusiasm and creativity and promote them to be more active in their work. He believes that motivational strategies that are closely related to young teachers' personal goals and career development are more effective. For example, providing career development opportunities, establishing teaching incentives, and strengthening academic support are strategies that can better fulfill teachers' expectations and stimulate their work motivation and creativity.

Wang Min (Wang, 2017) studied the expectancy theory. Her study found the main factors affecting the publication of academic papers by teachers in higher education institutions. These factors include personal motivation, goal setting, expectation value and external environment. Personal motivation and goal setting have an important influence on teachers' academic paper publishing behavior, while expectation value and external environment play a moderating and constraining role. She put forward corresponding countermeasures and suggestions. She suggests that higher vocational colleges and universities should strengthen the construction of academic resources, enhance the academic atmosphere, improve the incentive mechanism, and provide teachers with a better environment for academic development. At the same time, teachers themselves should strengthen the training of scientific research ability, improve the writing level of academic papers, and actively seek opportunities for cooperation and exchange.

Li Chao and Dai Ling (Li and Dai, 2018) studied the expectancy theory. Their study found that there are some problems in the current status of teaching incentives for college teachers. On the one hand, incentives are often inconsistent with teachers' actual needs and expectations, resulting in limited incentive effects; on the other hand, incentives are single, lacking personalization and differentiation,

and unable to meet the needs of different teachers. They suggested that incentives should be formulated according to teachers' expectations and needs to ensure that the incentive goals are in line with teachers' personal goals. At the same time, incentives should be diversified and personalized to meet the needs of different teachers.

Chen Shui Bin (Chen, 2018) studied the expectancy theory. His study found that there is a significant difference between the effects of non-material and material incentives on teachers' performance behavior in private higher vocational colleges and universities. He argued that the reason for this difference is mainly due to the expectations and needs characteristics of teachers in private higher vocational colleges and universities. Teachers in private higher vocational colleges and universities tend to pay more attention to their personal career development and sense of job fulfillment rather than merely pursuing material rewards. Therefore, non-material incentives are better able to meet their expectations and needs, thus promoting their performance behaviors more effectively. The study has important guiding significance for optimizing the incentive mechanism of teachers in private higher vocational colleges and universities.

Zou YongXing (Zou, 2022), studied the expectancy theory and explored in depth the motivational strategies of university science and technology managers. His study found that there is a close relationship between expectations and motivation of university science and technology managers. He argued that universities should develop personalized incentive programs based on the expectations and needs of science and technology managers, including providing career development opportunities, strengthening training and learning, and setting up performance appraisal and reward mechanisms. At the same time, they should also focus on long-term incentives, such as providing stable career prospects, creating a favorable working environment and atmosphere, etc., in order to stimulate the sustained work motivation and creativity of S&T managers. The study provides new perspectives and methods for exploring and optimizing the motivation strategies of university science and technology managers.

Tian LiLi (Tian, 2022) studied the expectancy theory. His study found that public sector employees' expectations and motivations are mainly focused on career development, job stability, and social recognition. She proposed that the public sector should establish a transparent promotion mechanism, provide more training and development opportunities for employees, and at the same time adopt diversified incentives, such as setting up performance appraisals and providing bonuses and benefits, in order to meet the needs of different employees. The research results are of great significance in promoting the reform and development of human resources management in the public sector.

Liu QingYu (Liu, 2023) studied the expectancy theory. Her study found problems and deficiencies in the current motivational management of young kindergarten teachers. These problems include single incentive approach, lack of personalization, and neglect of young kindergarten teachers' career development. Suggestions were made to optimize the incentive management of young kindergarten teachers. She proposed that kindergartens should formulate personalized incentive programs according to the expectations and needs of young kindergarten teachers, including providing career development opportunities, strengthening training and learning, and setting up performance appraisal and reward mechanisms. At the same time, they should also focus on creating a good working environment and atmosphere, strengthening communication and exchanges with young kindergarten teachers, understanding their ideas and needs, and providing timely care and support. The study helps kindergartens to develop more scientific and effective incentives to stimulate the enthusiasm and creativity of young kindergarten teachers and improve their quality of education and teaching and satisfaction.

Dou Chi (Dou et al., 2024) studied the expectancy theory. He explored the effectiveness of the cultivation strategy of discipline leaders in Chinese medicine hospitals based on expectation theory. His study found that by clarifying personal goals, providing development opportunities, and establishing a reasonable incentive mechanism, the work motivation and innovation ability of discipline leaders can be effectively improved, which in turn promotes the overall development of Chinese medicine hospitals. The study has certain guiding significance for improving hospital

management and promoting the development of Chinese medicine. At the same time, the study also provides useful reference and material for the cultivation of talents in other fields.

3. Equity Theory

Peterson (1990) studied equity theory. He explored the impact of organizational justice on employee job satisfaction and performance. Her study found three dimensions of organizational justice - distributive justice, procedural justice, and interactional justice. Distributive justice focuses on the fairness of the distribution of resources, rewards, and punishments among employees; procedural justice focuses on the fairness of the decision-making and implementation process; and interactional justice involves the interpersonal and communication styles between employees and management. By focusing on the three aspects of distributive justice, procedural justice and interactional justice, an organization can create a fairer and more harmonious work environment, thus increasing employee job satisfaction and performance. This is an important guide for organizational managers.

Kaplan and Norton (1996) studied equity theory. They applied equity theory to the development and implementation of the balanced scorecard. They study found that employees' perceptions of fairness and work motivation can be increased by ensuring that they perceive their efforts to be aligned with the company's strategic goals. This research provides useful guidance for organizational managers to better utilize the balanced scorecard as a tool to optimize organizational management and enhance employee satisfaction.

Gerhart (2002) studied equity theory. The relationship between equity theory and human resource management practices was explored. Her study found that employees' perceptions of fairness in the distribution of pay, promotions, and other organizational resources had a significant impact on their work attitudes and behaviors. When employees perceive that the organization's decision-making process is fair, they tend to be more satisfied with their jobs, more motivated to complete their tasks, and more willing to stay in the organization for the long term. Her study

provides useful insights for a deeper understanding of the relationship between equity theory and human resource management practices.

Sun HuaPing and Zhu ChengFei (Sun and Zhu, 2007) studied the equity theory. Human resource management policies based on equity theory were explored. They study found that equity theory is an important theoretical foundation for the formulation of effective human resource management policies. Equity theory emphasizes the individual's subjective comparison and feelings about the ratio of compensation and inputs received by him/her and others, and when the individual perceives that the ratio is comparable, a sense of fairness will arise, otherwise a sense of unfairness will arise. In human resource management, this sense of fairness directly affects key elements such as employee job satisfaction, work motivation, and organizational commitment. Their research provides insights for understanding the application of equity theory in human resource management.

Zhao XiangYu and Zhang Jie (Zhao and Zhang, 2008) studied equity theory. They study found that equity theory has a significant impact in the compensation management of young teachers in colleges and universities. Young teachers' perceptions of fairness in remuneration directly affect their work motivation, career satisfaction and loyalty. Some major problems in the compensation management of young teachers in colleges and universities in China are revealed. These problems include non-transparency of the remuneration system, disconnection of the remuneration level from the market, irrational remuneration structure, and disconnection between remuneration and performance. They suggest that colleges and universities should establish a transparent and fair pay system, ensure that pay levels are in line with the market, rationally design the pay structure, as well as closely link pay to performance. The study contributes to the fairness of pay management for young teachers in Chinese universities.

Li YueHeng (Li, 2009) studied the equity theory. He study found that equity theory has a wide range of application value in college salary management. He proposed that universities should establish an open and transparent salary system to ensure the fairness and transparency of salary distribution. At the same time, colleges and universities should also pay attention to the linkage between salary and

performance, and determine the salary level of faculty and staff through a reasonable performance evaluation system, so as to motivate the faculty and staff to actively devote themselves to their work. These research results have important guiding significance for universities to optimize the compensation management and enhance the work motivation and satisfaction of faculty and staff.

Wu XiaoMei (Wu, 2010) studied equity theory. Taking equity theory as the core framework, she explored the factors affecting employees' pay satisfaction from the three key dimensions of distributional fairness, procedural fairness and interactive fairness. She proposes that enterprises should establish a scientific and reasonable compensation system to ensure that the distribution of compensation reflects the individual employee's ability and contribution while maintaining internal and external fairness. Secondly, an open and transparent compensation management system and decision-making process is the key to enhance employees' trust and satisfaction. Finally, managers should take the initiative to communicate openly and honestly with employees about compensation issues, listen to their opinions and needs, and explain the rationale and justification for compensation decisions, so as to establish an interactive relationship based on trust. These research results not only deepen our understanding of equity theory, but also provide strong support for business management practice.

Zhao JianMei (Zhao, 2011) studied equity theory. Her study found that the reasons for college teachers' sense of unfairness are complex and varied, including both subjective bias in feelings and imbalance in the objective environment. She proposed that by strengthening the construction of teacher ethics, guiding teachers to establish a correct view of fairness and professionalism, and enhancing the sense of the big picture and sense of responsibility, it helps to reduce the generation of the sense of unfairness from the subjective level. At the objective level, it is suggested that universities should establish and improve the systematic system of key aspects such as salary distribution, title evaluation and performance appraisal, to ensure the fairness and reasonableness of the system design, to improve transparency and to reduce the interference of human factors, so as to effectively alleviate the sense of unfairness among teachers. Establishing an effective communication mechanism to

encourage teachers to express their opinions and demands, as well as responding to and solving problems in a timely manner to enhance teachers' sense of participation and belonging is also an important way to reduce the sense of unfairness. This study, provides an important reference for college administrators in enhancing the stability of the teaching force and stimulating the potential of teachers.

Chen ZanZan (Chen, 2020) studied the equity theory. His study found that compared with public universities, young teachers in private universities have a large gap in career development, unreasonable assessment indexes, single evaluation standard, low salary and treatment, high work pressure, and unmet personal development needs. He proposed that private colleges and universities should establish a scientific and reasonable salary system, while strengthening the welfare protection. Develop scientific and reasonable assessment and evaluation standards and methods. Strengthen the construction of faculty, while paying attention to their psychological health and career development needs. Create a good campus cultural atmosphere to enhance the sense of belonging and identity of young teachers. This study, effectively alleviates the problem of youth teacher turnover in private colleges and universities and promotes the sustainable development of private colleges and universities.

Qian Defeng (Qian, 2020) studied the equity theory. Combined with the actual situation of performance pay reform in Collegiate M, his study found that the proportion of incentive performance pay in the performance pay system is too high (e.g., the proportion in Collegiate M reaches 63.13%), resulting in a serious structural imbalance. Inequity between positions, there is a significant difference in the perception of what people in different positions give and what they get. Inequity within the same type of positions, with performance pay determined simply by the level of the position. He proposes to construct a performance pay model based on equity theory, which includes: 1. establishing a scientific and reasonable evaluation system, multiple aspects of the comprehensive assessment of teachers' performance, 2. clarifying the specific evaluation standards, reducing the space for subjective evaluation, 3. is to enhance the participation and decision-making rights of teachers, 4. strengthening supervision and evaluation. This research is of great

significance in promoting the in-depth development of performance pay reform in colleges and universities, and improving the work motivation and satisfaction of faculty members.



Conceptual framework

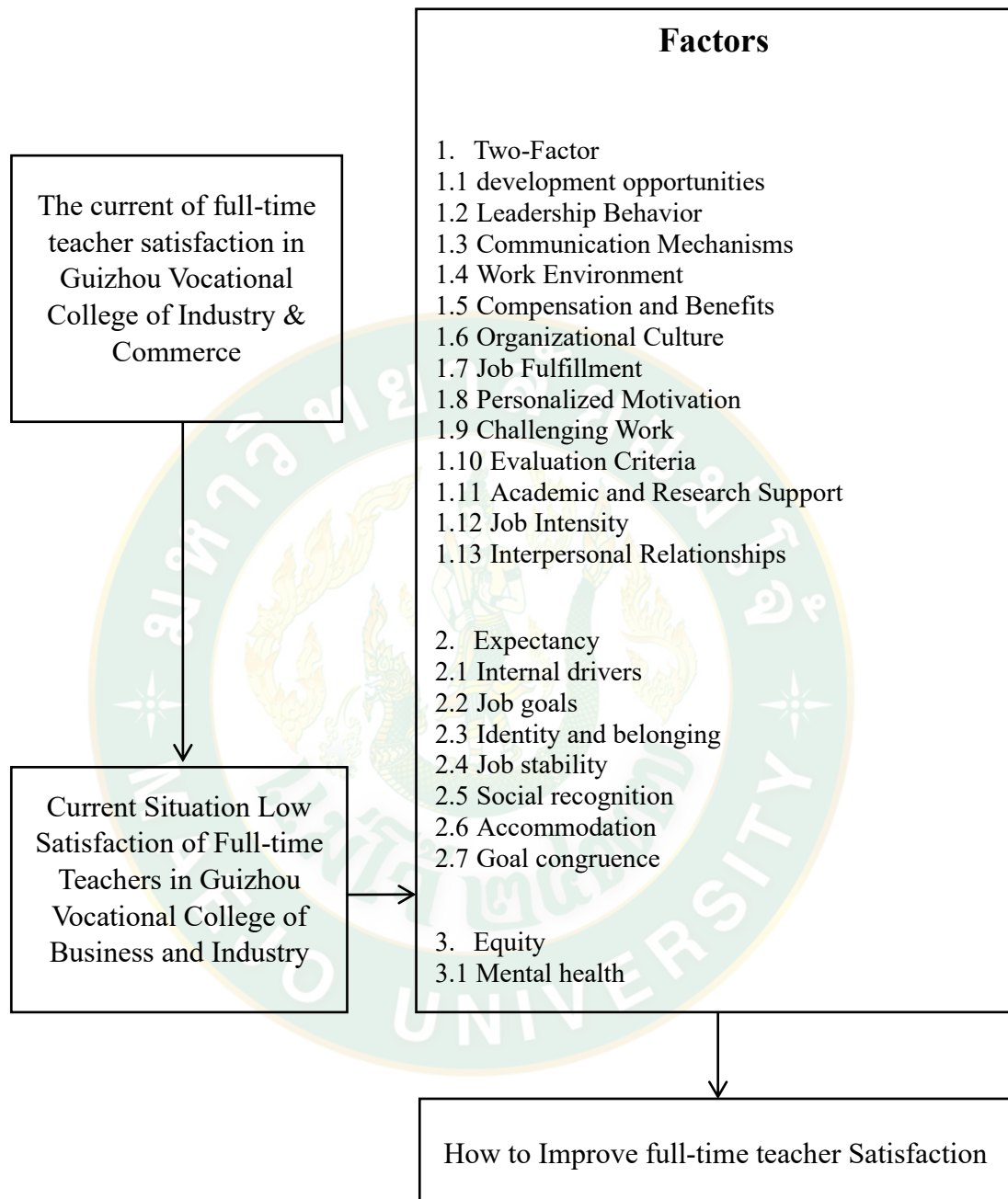


Figure 1 Conceptual framework

CHAPTER 3

METHOLOLOGY

This chapter presents the rationale for the research methodology used in this study and describes the research process in detail. Its purpose is to inform the reader why this methodology should be chosen to suit an investigative question that involves a rigorous investigative process. This section also describes information about the study site, sampling procedures and statistical processing of the data.

The selection of research methodology is a critical step that determines the validity and reliability of the research process and the interpretability of the results. The choice of research method should be based on the consideration of the purpose of the study, the object of the study, the nature of the research problem, and the available resources.

In this study the quantitative method was mainly used to measure the status of current full-time teachers' satisfaction and related factors in Guizhou Vocational College of Commerce and Industry. Relevant data were collected through questionnaires and statistically analyzed to formulate strategies for the improvement of full-time teachers' satisfaction in Guizhou Vocational College Of Industry and Commerce. This chapter will explain the following research procedures and methods: sampling and questionnaire survey.

Locale of the study

In this study, Guizhou Vocational College of Commerce and Industry was chosen as the research site, which is located in Qingzhen City, Guizhou Province, China. The map of Guizhou Province is shown in Figure 2 Guizhou Province

Higher vocational education is an important part of China's higher education, and according to the latest list of higher education schools in China, as of June 2024, there are a total of 1,611 higher vocational colleges and universities in China, including: 1,560 vocational schools at the specialized level and 51 vocational schools

at the undergraduate level. There are 52 in Guizhou Province. There are a total of 16 private universities in Guizhou province, including 8 private undergraduate schools and 8 private junior colleges (Ministry of Education of the People's Republic of China, 2024)

Guizhou Vocational College of Business and Industry is a private college at the specialized level in Guizhou Province (Guizhou Vocational College of Business and Industry, 2024), founded in 2012, covering an area of nearly 1,400 acres, with six second-level colleges and 25 specialties; more than 15,000 students and more than 1,000 full-time and part-time teachers. There are more than 1,000 full-time and part-time teachers, including more than 210 teachers with senior and deputy senior titles, and more than 320 teachers with industrial background and project background. The map of Guizhou Vocational College of Commerce and Industry is shown in Figure 2.



Figure 2 Map of Guizhou Province

(Google Maps, 2024)



Figure 3 Guizhou Vocational College of Commerce and Industry
(Baidu, 2024)

Research Methods

Considering that this study is designed to analyze the satisfaction status of full-time teachers in Guizhou Vocational College of Commerce and Industry, the factors affecting them, and to propose satisfaction improvement strategies for full-time teachers, the methodology of this study will be quantitative.

Quantitative research is defined as a research strategy that emphasizes the use of numerical data and statistical methods for analysis.

In this study, a structured questionnaire was designed based on the research questions and the current status of full-time teachers' satisfaction and the factors influencing it in Guizhou Vocational College Of Industry and Commerce, which systematically covers several aspects of the influencing factors, and then it was completed by deductive method and statistical analysis.

The questionnaire consisted of four main parts. First part is a basic information about full-time teachers in Guizhou Vocational College of Commerce and Industry, including gender, age, education, the title of a technical or professional post, working department, working years, etc.

The second part is a current status of full-time teachers' satisfaction in Guizhou College of Business and Professional Studies, the questions include several aspects about the current job content, work environment, compensation and incentives, leadership and management, career development and support, and interpersonal relationships. This part is mainly to understand the current status of teachers' satisfaction. for the third part is the factors that affecting the satisfaction of full-time teachers, this section is the main body of the questionnaire, which was designed based on 24 factors from three related studies, with one questionnaire question for each factor, for a total of 24 questions.

The fourth part is full-time teachers' evaluation of ways to improve employee satisfaction, a list of possible improvements to the factors presented in Part III will allow teachers to evaluate their importance and feasibility.

In the design of the question score, a five-point Likert scale (Likert, 1932) is used for evaluation, with 1 representing very dissatisfied, 2 representing dissatisfied, 3 representing generally satisfied, 4 representing satisfied, and 5 representing very satisfied. Teachers made their choices according to their subjective feelings and true wishes about their work and used this as the data for the questionnaire to be statistically analyzed.

Source of data

The primary source of data for this study was collected from questionnaires. Secondary data sources were obtained from the website of Guizhou Vocational College Of Industry and Commerce, statistical tables of the Human Resources Department, and public satisfaction survey reports.

Data collection

The population of this survey study is the full-time teachers of Guizhou Vocational College of Industry and Commerce, which is currently 375 (Human Resource Department of Guizhou Vocational College of Commerce and Industry, 2024). The questionnaire was distributed by random sampling, designed and released online through the school work software. The period of data distribution was from September 2024 to November 2024. Prior to the distribution of the questionnaire, the researcher will communicate actively and effectively with the full-time teachers to clarify the purpose of this questionnaire. The confidence level is 95% with a standard deviation of 5% according to Taro Yamane's sample size calculation formula. (Yamane, 1967)

$$n = \frac{N}{1 + N (e)^2} \quad (95\% \text{ confidence level})$$

n = sample size

N = total population

(e is the precision (sampling error) = 5% or 0.05)

So, in this study, the sample size

$$n = \frac{375}{1 + 375 (0.05)^2}$$

n=193.548387

The sample size is then calculated to be 194, but 200 questionnaires are expected to be distributed.

However, for the reliability of research, any survey or measurement inevitably has some errors due to factors such as the measurement itself, the process of implementing the measurement and the subjects themselves (Jin, 2001). The stability test in reliability analysis is designed to ensure that the measurement results do not vary significantly due to the above factors by observing the measurement results.

A small number of questionnaires will be distributed before the questionnaire is officially distributed questionnaires will be distributed and adjusted and modified based on the returned questionnaires. According to Taro Yamane's sample size formula, the reliability level is 90% and the standard deviation is 10%, which is calculated as follows:

$$n = \frac{N}{1+N (e)^2} \quad (90\% \text{ confidence level})$$

n = sample size

N = total population

(e is the precision (sampling error) = 10% or 0.1)

So, in this study, the sample size

$$n = \frac{200}{1 + 200 (0.1)^2}$$

$$n = 66.666666$$

The results showed that the number of questionnaires distributed in small numbers was 70.

Data Analysis

The data analysis of this study used quantitative research methods. This study used descriptive analysis of the data collected to analyze the factors affecting the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce, I summarized and coded the survey data collected and entered them into the SPSS software program to analyze them, and to derive the mean, median, multitude, and standard deviation.

1. Mean: The sum of all observations divided by the number of observations, which is used to represent the approximate average of the data.
2. Median: the observation in the middle of the data after sorting by size.

3. Plurality: the observation with the highest frequency in the data set. The mean and median are used to describe the concentration trend of the data, and the mode is used to describe the distribution of the data.

4. Standard deviation: the dispersion of the mean of a set of data. A larger standard deviation means that most values are farther from the mean; a smaller standard deviation means that these values are closer to the mean.

Data Verification

In questionnaire surveys, it is crucial to ensure the validity of the data, to ensure that the data collected, accurately reflect the phenomena and concepts under study. Therefore, data validity will be improved by the following aspects before distributing the questionnaires.

1. In order to verify the validity of the questionnaire, the researcher used face-to-face or online interviews to communicate with three relevant subject matter expert reviews. A draft questionnaire was provided to the three experts, who were asked to review the first draft of the Likert scale questionnaire developed on the basis of 31 factors. At the same time, each question was scored for relevance using a -1, 0, 1 scoring scale (-1 = the question is not relevant to the research objectives, 0 = the question is not relevant or uncertain, and 1 = the question is highly relevant to the research objectives). After completing the scoring, the score for each to topic was calculated using Item-Objective Congruence.

$$IOC = \frac{\sum X_i}{N}$$

where:

X_i denotes the rating of the i-th expert on a topic

N denotes the total number of experts involved in rating

Generally speaking, questions with an IOC value greater than 0.5 are considered relevant to the research objectives and can be retained; questions with an IOC value between 0 and 0.5 need to be revised or deleted; and questions with

an IOC value of less than 0 are usually considered invalid and should be deleted or substantially revised. List the questions that do not meet the research objectives, communicate with the experts again and collect modifications, revise the questionnaire, and ask the experts again to score and compare the scores until both sides reach an agreement to ensure the completeness and validity of the questionnaire.

2. Conduct a small pre-test before the survey, collect feedback from full-time teachers, and adjust the questionnaire questions to ensure that they are reasonable.

The more commonly used Cronbach's coefficient α was used after data collection to test the accuracy, consistency, and reliability of the questionnaire results. The results of the survey KMO value, Bartlett sphericity test p-value, to test the validity of the questionnaire. The discriminating criteria are: KMO value > 0.5 , it indicates that the data obtained from this questionnaire, suitable for factor analysis; Bartlett sphericity test p-value < 0.001 , indicating that the questionnaire data reached a significant level. To ensure that the results of the questionnaire and the actual match of the test, can achieve the purpose of the questionnaire.

CHAPTER 4

RESEARCH RESULTS

In this chapter, the researcher will present the statistical results of the questionnaire where the data analysis and results will be presented in the form of tables and graphs. This chapter will first analyze the demographic and other variable information of the study and then answer in detail the relevant research objectives of the study are:

1. What is the current of full-time teacher satisfaction in Guizhou Vocational College of Industry and Commerce?
2. What are factors affect full-time teacher satisfaction in Guizhou Vocational College of Industry and Commerce?
3. How to improve full-time teacher Satisfaction in Guizhou Vocational College of Industry and Commerce?

There were 200 valid questionnaires, which were collected from the full-time teachers of Guizhou Vocational College of Industry and Commerce.

Background and general characteristics of the sample

According to the questionnaire, the first part is the basic information about the full-time teachers, which consists of six questions, and the results are shown in Tables 1-7 below.

Table 1 gender

Gender	Frequency	Percentage (%)
Male	59	29.50
Female	141	70.50
Total	200	100%

Based on the data provided, we can draw the following conclusion: in the gender distribution, women accounted for 70.50%, significantly higher than the 29.50% of men. Specifically, the female sample was 141 versus 59. It indicates that there are more female teachers in the school.

Table 2 Age

Age	Frequency	Percentage (%)
under 25 years old	2	1
25-30 years old	76	38
31-40 years old	97	48.5
41-50 years old	23	11.5
51-60 years old	2	1
Total	200	100%

Based on the collected data, we can observe the distribution of different age groups. Specifically, the highest proportion of the participants was between 25 and 30 years old, reaching 38.00%, followed by the 31-40 years age group, accounting for 48.50%. In contrast, the 41-50 and 51-60 year age groups had fewer participants, representing 11.50% and 1.00%, respectively. Notably, another 1.00% of participants were under 25 years. This data provides us with important information about the age structure of the participants.

Table 3 Education

Education	Frequency	Percentage (%)
College	2	1
Bachelors degree	72	36
Masters degree	124	62
Doctoral degree	2	1
Total	200	100%

Based on the data provided, the distribution of educational attainment on hand can be found. Specifically, the number with a masters degree was the highest, reaching 62 percent, followed by those with a bachelors degree at 36 percent. The proportion of junior college degrees and doctoral degrees was relatively low, at 1% each. This data reflects the universality of high education in this group, mainly by masters degree.

Table 4 The title of a technical or professional post

The title of a technical or professional post	Frequency	Percentage (%)
No title	101	50.5
Assistant Lecturer	47	23.5
Lecturer	37	18.5
Associate Professor	14	7
Professor	1	0.5
Total	200	100%

Based on the data provided, the distribution of different technical or professional positions can be observed. Among them, "no title" has the highest proportion, reaching 50.50%, 101; followed by "assistant lecturer", 23.50%, 47; "lecturer" holds 18.50%, 37; "associate professor" holds 7.00%, 14; and "professor" holds the lowest proportion, 0.50%, only 1 respondent. This data shows the distribution of the number of people at each position level, reflecting the status of the title structure in the field or organization.

Table 5 Department

Department	Frequency	Percentage (%)
College of Health	39	19.5
College of Engineering	35	17.5
College of Big Data	29	14.5
College of Arts	42	21
College of Economics	55	27.5
Total	200	100%

Based on the data provided, the order frequency distribution of different colleges can be observed. Among them, the school of health accounted for 19.5%, engineering for 17.5%, big data for 14.5%, art for 21%, and the school of Economics accounted for the largest proportion, as high as 27.5%. This data provides an intuitive comparison of the frequency of orders, reflecting the difference in order activity of different colleges.

Table 6 Working time in this organization

Working time in this organization	Frequency	Percentage (%)
Less than 1 year	43	21.5
1-3 years	43	21.5
4-6 years	28	14
7-10 years	30	15
more than 10 years	56	28
Total	200	100%

According to the data provided, the following conclusions can be drawn about the working hours: 21.50% of respondents said they worked "less than 1 year", also 21.50% worked "1-3 years", 14.00% worked "4-6 years", 15.00% worked "7-10 years", with the highest proportion reaching 28.00%. These data reflect the

distribution of experience among the organizations staff, both from the short to the long term.

Results on the Current Situation of Satisfaction of Full-time Teachers at Guizhou Vocational College of Industry and Commerce

The second part consisted of 24 questions and the results are shown in Table 7-30 below. The questions were analyzed using a Likert scale in the following order: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, 5. strongly agree, 4. agree, 5. strongly agree.

Therefore The current status of full-time faculty satisfaction in Guizhou Vocational College Of Industry and Commerce is as follows.

Table 7 Do you think development opportunities are important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	10	5
2. Disagree	17	8.5
3. Neutral	71	35.5
4. Agree	65	32.5
5. Strongly Agree	37	18.5
Total	200	100%

According to the data provided, regarding the question of whether the job offers development opportunities, 5% of the respondents strongly disagreed, 8.5% disagreed, 35.5% were neutral, 32.5% agreed, and 18.5% strongly agreed.

Table 8 Do you think its important for leaders to fully delegate?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	7	3.5
2. Disagree	9	4.5
3. Neutral	56	28
4. Agree	84	42
5. Strongly Agree	44	22
Total	200	100%

According to the data provided, about, " Do you think it is important that leaders delegate power adequately? The survey results show that most respondents tend to agree with this view. Of these, 42% agreed and 22% strongly agreed, indicating that more than half believe that it is important for leaders to fully delegate their power. However, a proportion of respondents were neutral (28%), and a minority of respondents disagreed (4.5%) or strongly disagreed (3.5%).

Table 9 Do you think an open communication mechanism is important

Degree	Frequency	Percentage (%)
1. Strongly Disagree	6	3
2. Disagree	17	8.5
3. Neutral	66	33
4. Agree	80	40
5. Strongly Agree	31	15.5
Total	200	100%

The survey results indicate that the majority of respondents (40%) agree that an open communication mechanism is important, while a significant portion (33%) remains neutral. A smaller percentage (15.5%) strongly agrees, while 8.5% disagree and only 3% strongly disagree with the statement.

Table 10 Do you think a good working environment is important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	6	3
2. Disagree	13	6.5
3. Neutral	52	26
4. Agree	87	43.5
5. Strongly Agree	42	21
Total	200	100%

According to the data presented, about "Do you think a good working environment is important? Questions, and the participants responses showed a certain distribution trend. Specifically, 3% strongly disagreed, 6.5% disagreed, 26% were neutral, 43.5% agreed, and 21% strongly agreed.

Table 11 Do you think a reasonable compensation package is important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	5	2.5
3. Neutral	29	14.5
4. Agree	73	36.5
5. Strongly Agree	91	45.5
Total	200	100%

According to the data presented, about "Do you think a reasonable compensation package is important? of The question, the survey results show a certain distribution of opinions. Among them, 1 percent "strongly disagreed," 2.5 percent "disagreed," 14.5 percent were "neutral", 36.5 percent "agreed," and 45.5 percent "strongly agreed."

Table 12 Do you think a good organizational culture is important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	6	3
2. Disagree	10	5
3. Neutral	55	27.5
4. Agree	84	42
5. Strongly Agree	45	22.5
Total	200	100%

The survey results indicate that the majority of respondents agree or strongly agree that a good organizational culture is important, with 42% agreeing and 22.5% strongly agreeing. A significant minority of 27.5% remain neutral, while only a small percentage disagree (5%) or strongly disagree (3%) with the statement.

Table 13 Do you think job fulfillment is important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	8	4
2. Disagree	17	8.5
3. Neutral	57	28.5
4. Agree	77	38.5
5. Strongly Agree	41	20.5
Total	200	100%

According to the data provided, the question "Do you think the sense of job achievement is important?" Question, Participants responses showed a different distribution of views. Of these, 4% strongly disagreed, 8.5% disagreed, 28.5% were neutral, and 38.5% agreed, while 20.5% strongly agreed.

Table 14 Do you think personalized motivation is important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	9	4.5
2. Disagree	17	8.5
3. Neutral	65	32.5
4. Agree	72	36
5. Strongly Agree	37	18.5
Total	200	100%

According to the data presented, about "Do you think personalized motivation is important? Questions, and the participants responses presented a certain distribution. Of these, 4.5% strongly disagreed, 8.5% disagreed, 32.5% were neutral, 36% agreed, and 18.5% strongly agreed.

Table 15 Do you think its important to have a challenging job?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	9	4.5
2. Disagree	25	12.5
3. Neutral	57	28.5
4. Agree	76	38
5. Strongly Agree	33	16.5
Total	200	100%

According to the data provided, most respondents said "Do you think a challenging job is important?" This question was positive. Among them, 38% agreed and 16.5% strongly agreed, which shows that most people think a challenging job is important. However, some respondents were neutral (28.5%), disagreed (12.5%) or strongly disagreed (4.5%).

Table 16 Do you think fair and transparent evaluation criteria are important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	3	1.5
2. Disagree	13	6.5
3. Neutral	49	24.5
4. Agree	90	45
5. Strongly Agree	45	22.5
Total	200	100%

Based on the data provided, regarding the question “Do you think fair and transparent evaluation criteria are important?” showed a certain distribution. 45% of the participants agreed (agree), while 22.5% strongly agreed (strongly agree), which shows that fair and transparent assessment criteria are highly recognized among the respondents. At the same time, 24.5% of the respondents were neutral (neutral), while only 6.5% and 1.5% of the respondents disagreed (disagree) and strongly disagreed (strongly disagree) respectively.

Table 17 Do you think it is important for schools to provide support for academic research?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	8	4
2. Disagree	12	6
3. Neutral	51	25.5
4. Agree	83	41.5
5. Strongly Agree	46	23
Total	200	100%

According to the data provided, the question "Do you think it is important for schools to provide support for academic research?" Questions, and the participants responses presented a certain distribution. Specifically, 4.00% of the participants strongly disagreed, 6.00% disagreed, 25.50% were neutral, and 41.50% agreed, while 23.00% strongly agreed.

Table 18 Do you think its important to work at a reasonable intensity?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	3	1.5
2. Disagree	8	4
3. Neutral	42	21
4. Agree	93	46.5
5. Strongly Agree	54	27
Total	200	100%

Based on the data presented, the question "Do you think its important to work at a reasonable intensity? The results show a certain distribution of opinions. Specifically, 1.5% of respondents strongly disagreed, 4% disagreed, 21% were neutral, 46.5% agreed, and 27% strongly agreed.

Table 19 Do you think relationships between coworkers are important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	16	8
2. Disagree	34	17
3. Neutral	68	34
4. Agree	53	26.5
5. Strongly Agree	29	14.5
Total	200	100%

Based on the data collected, the question " Do you think relationships between coworkers are important?" The respondents opinions were distributed as follows: 8 percent strongly disagreed, 17 percent disagreed, 34 percent remained neutral, 26.5 percent agreed, and 14.5 percent strongly agreed.

Table 20 Do you think internal drivers are important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	16	8
2. Disagree	31	15.5
3. Neutral	68	34
4. Agree	54	27
5. Strongly Agree	31	15.5
Total	200	100%

According to the data presented, " Do you think internal drivers are important?" In this question, participants opinions were distributed. Of these, 8% strongly disagreed, 15.5% disagreed, 34% were neutral, 27% agreed, and another 15.5% strongly agreed.

Table 21 Do you think its important to have clear work objectives?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	5	2.5
2. Disagree	9	4.5
3. Neutral	58	29
4. Agree	84	42
5. Strongly Agree	44	22
Total	200	100%

According to the data provided, " Do you think it important to have clear work goals? Questions, and the participants responses showed a certain distribution of opinions. Specifically, 2.50% strongly disagreed, 4.50% disagreed, 29.00% were neutral, 42.00% agreed, and 22.00% strongly agreed.

Table 22 Do you think it is important to identify with and belong to the school?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	10	5
2. Disagree	21	10.5
3. Neutral	69	34.5
4. Agree	70	35
5. Strongly Agree	30	15
Total	200	100%

Based on the data presented, " Do you think it is important to identify with and belong to the school? " Questions, and the participants responses showed a certain distribution of opinions. Specifically, 5% of participants strongly disagreed, 10.5% disagreed, 34.5% were neutral, 35% agreed, and 15% strongly agreed.

Table 23 Do you think job stability is important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	11	5.5
2. Disagree	25	12.5
3. Neutral	72	36
4. Agree	66	33
5. Strongly Agree	26	13
Total	200	100%

According to the data provided, on the question "Do you think job stability is important?", 5.50% of respondents strongly disagreed, 12.50% disagreed, 36.00% were neutral, 33.00% agreed, and 13.00% of respondents strongly agreed.

Table 24 Do you think its important for the community to recognize the school?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	9	4.5
2. Disagree	18	9
3. Neutral	72	36
4. Agree	69	34.5
5. Strongly Agree	32	16
Total	200	100%

Based on the data provided, the views of the respondents were "Do you think its important for the community to recognize the school?". Of these, 4.50% of the respondents strongly disagreed, 9.00% disagreed, and 36.00% were neutral. In addition, 34.50% of the respondents agreed on the importance of scientific management systems, and 16.00% also strongly agreed.

Table 25 Do you think it is important for schools to provide good accommodation?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	8	4
2. Disagree	13	6.5
3. Neutral	55	27.5
4. Agree	77	38.5
5. Strongly Agree	47	23.5
Total	200	100%

Based on the data presented, the participants presented a certain distribution of opinions on the question of whether the schools should be providing good accommodation. Of these, 4% strongly disagreed, 6.5% disagreed, 27.5% were neutral, and 38.5% agreed, while 23.5% strongly agreed.

Table 26 Do you think it is important to align school and personal development goals?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	5	2.5
2. Disagree	11	5.5
3. Neutral	63	31.5
4. Agree	80	40
5. Strongly Agree	41	20.5
Total	200	100%

According to the data presented, the survey results show the distribution of the goals of opinion. Of these, 40% agreed, 31.5% remained neutral, and 20.5% strongly agreed, while 5.5% and 2.5% disagreed and strongly disagreed.

Table 27 Do you think its important to focus on teachers mental health?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	7	3.5
2. Disagree	17	8.5
3. Neutral	65	32.5
4. Agree	73	36.5
5. Strongly Agree	38	19
Total	200	100%

According to the data provided, "Do you think its important to focus on teachers mental health?" On this question, the participants opinions are somewhat distributed. Of these, 3.50% strongly disagreed, 8.50% disagreed, 32.50% were neutral, 36.50% agreed, and 19.00% strongly agreed.

Table 28 Do you think a scientific management system is important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	7	3.5
3. Neutral	61	30.5
4. Agree	82	41
5. Strongly Agree	48	24
Total	200	100%

According to the data provided, regarding the question “Do you think a scientific management system is important?”, the opinions of the respondents are widely distributed. Among them, 41% agree, and 24% strongly agree. However, 30.5% of the respondents are neutral, 3.5% disagree, and 1% strongly disagree.

Table 29 Do you think reasonable holidays and breaks are important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	6	3
2. Disagree	7	3.5
3. Neutral	49	24.5
4. Agree	90	45
5. Strongly Agree	48	24
Total	200	100%

According to the data provided, the participants' answers to the question "Do you think that reasonable vacation and rest time is important?" show a certain distribution. Among them, 45% of the participants agreed (Agree), 24% strongly agreed (Strongly Agree), while 24.5% of the participants were neutral (Neutral), and only a small number of participants disagreed (Disagree) or strongly disagreed (Strongly Disagree), accounting for 3.5% and 3% respectively.

Table 30 Do you think reasonable performance pay is important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	3	1.5
2. Disagree	5	2.5
3. Neutral	48	24
4. Agree	85	42.5
5. Strongly Agree	59	29.5
Total	200	100%

Based on the data provided, the students showed a certain distribution of answers to the question of whether you think it is important to identify with and belong to the school. Specifically, 1.5% of the students strongly disagreed, 2.5% disagreed, 24.0% were neutral, 42.5% agreed, and 29.5% strongly agreed.

Therefore, the answer to question 1 is that the current situation of full-time teacher satisfaction at Guizhou Vocational College of Industry and Commerce is insufficient. According to the survey data, the following aspects are particularly important, but currently not yet meet the expectations of teachers. According to Table 11, 82% of respondents consider reasonable compensation to be the most important. Similarly, Table 18 shows that 73.5% of respondents expressed a high degree of approval of a reasonable workload, and Table 30 shows that 72% of respondents consider reasonable performance pay to be important.

In addition, Table 29 shows that 69% of respondents agree with the importance of reasonable vacation and rest time, while Table 16 shows that 67.5% of respondents believe that fair and transparent evaluation criteria are crucial. This shows that full-time teachers have a strong sense of reasonable pay, reasonable workload, appropriate performance pay, reasonable vacation and rest time, and fair and transparent evaluation standards, which are precisely the areas that need to be improved in current school management.

In addition, Table 28 shows that 65% of the respondents believe that a scientific management system is essential. As shown in Table 17, 64.5% of the respondents believe that support for academic research is very important; Table 10 shows that 64.5% of the respondents believe that a work environment conducive to research is very important; and Table 12 shows that 64.5% of the respondents believe that organizational culture is very important. Similarly, Table 8 shows that 64% of respondents consider it important for leaders to delegate authority fully, and Table 21 shows that 64% of respondents consider clear work objectives to be essential.

In addition, Table 25 shows that 62% of respondents consider good living conditions to be important, and Table 26 shows that 60.5% of respondents consider the alignment of school and personal development goals to be important. According to Table 13.59% of respondents value a sense of achievement at work.

In addition, Table 9 shows that 55.5% of respondents consider open communication mechanisms important, Table 27 shows that 55.5% of respondents emphasize the importance of paying attention to the mental health of teachers, Table 14 shows that 54.5% of respondents consider personalized incentives important, and Table 15 shows that 54.5% of respondents consider challenging work very important.

In addition, Table 7 shows that 51% of respondents consider development opportunities important, while Table 24 shows that 50.5% of respondents value social recognition. As shown in Table 22, 50% of respondents emphasize the importance of a sense of identity and belonging.

Finally, Table 23 shows that 46% of respondents value job stability, while Table 20 shows that 42.5% of respondents consider intrinsic motivation important. Similarly, Table 19 shows that 41% of respondents consider relationships with colleagues important.

**Research results on the influencing factors of full-time teacher satisfaction
at Guizhou Vocational College of Industry and Commerce**

Section 3 of the questionnaire contains 23 questions and is used to answer research question 2. A Likert scale was used for the analysis, where 1 indicates “strongly disagree”, 2 indicates “disagree”, 3 indicates “neutral”, 4 indicates “agree”, and 5 indicates “strongly agree”. The factors affecting the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce are as follows

Table 31 Do you think development opportunities are the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	1	0.5
2. Disagree	3	1.5
3. Neutral	27	13.5
4. Agree	90	45
5. Strongly Agree	79	39.5
Total	200	100%

According to the data provided, responses to the question "Do you think that development opportunities are the most important?" show a diversity of views. Specifically, 45% of the participants agree, and 39.5% strongly agree, indicating that the majority consider development opportunities to be important. However, 13.5% of the participants remain neutral, 1.5% disagree, and 0.5% strongly disagree with this view.

Table 32 Do you think it is most important for leaders to fully delegate?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	3	1.5
2. Disagree	4	2
3. Neutral	56	28
4. Agree	84	42
5. Strongly Agree	53	26.5
Total	200	100%

Based on the data provided, regarding the question "Do you think that the most important thing for a leader is to fully delegate authority?" the responses show that 42% of the respondents agree, and 26.5% strongly agree, indicating that the majority tend to believe that full delegation of authority by leaders is important. Meanwhile, 28% of the respondents are neutral, and only a small number of respondents disagree or strongly disagree with this view, accounting for 2% and 1.5% respectively.

Table 33 Do you think an open communication mechanism is the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	3	1.5
2. Disagree	2	1
3. Neutral	32	16
4. Agree	89	44.5
5. Strongly Agree	74	37
Total	200	100%

Based on the provided data, it is evident that a majority of respondents agree or strongly agree that an open communication mechanism is important, with 44.5% agreeing and 37% strongly agreeing. Neutral responses accounted for 16%, while disagreement and strong disagreement were relatively low at 1% and 1.5%, respectively.

Table 34 Do you think a good working environment is the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	3	1.5
2. Disagree	1	0.5
3. Neutral	27	13.5
4. Agree	82	41
5. Strongly Agree	87	43.5
Total	200	100%

According to the collected data, the majority of respondents either strongly agree (43.5%) or agree (41.0%) that a good working environment is the most important factor, while a smaller percentage remain neutral (13.5%). Only a minimal number of participants disagree (0.5%) or strongly disagree (1.5%) with this statement.

Table 35 Do you think a reasonable compensation package is the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	19	9.5
4. Agree	71	35.5
5. Strongly Agree	108	54
Total	200	100%

According to the data provided, regarding the question "Do you think that a reasonable compensation package is the most important?" respondents' answers show a clear tendency. Specifically, 54% of the respondents strongly agree, and 35.5% agree, indicating that the majority of respondents consider reasonable compensation package to be crucial. However, 9.5% of the respondents remain neutral, and only 1% strongly disagree with this view.

Table 36 Do you think a good organizational culture is the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	3	1.5
2. Disagree	1	0.5
3. Neutral	22	11
4. Agree	82	41
5. Strongly Agree	92	46
Total	200	100%

Based on the data provided, regarding the question "Do you think that a good organizational culture is the most important?" participants' responses show a certain distribution of opinions. Specifically, 1.5% of the participants strongly disagree, 0.5% disagree, 11% are neutral, 41% agree, and as high as 46% strongly agree.

Table 37 Do you think job fulfillment is the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	21	10.5
4. Agree	82	41
5. Strongly Agree	94	47
Total	200	100%

Diversity of views. Specifically, 47% of the respondents strongly agree, 10.5% agree, 10.5% are neutral, 0.5% disagree, and only 1% strongly disagree.

Table 38 Do you think personalized motivation is the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	28	14
4. Agree	84	42
5. Strongly Agree	86	43
Total	200	100%

Based on the data provided, regarding the question "Do you think that personalized motivation is the most important?" the responses show a certain distribution of opinions. Specifically, 1% of the respondents strongly disagree, 14% are neutral, 42% agree, and 43% strongly agree.

Table 39 Do you think the challenge of the job is the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	3	1.5
3. Neutral	49	24.5
4. Agree	89	44.5
5. Strongly Agree	57	28.5
Total	200	100%

According to the data provided, regarding the importance of work challenges, the majority of respondents hold a positive attitude. Specifically, 44.50% of the respondents agree that work challenges are the most important, and 28.50% even

strongly agree. In contrast, only 1.50% of the respondents disagree with this view, and 1.00% strongly disagree. Additionally, 24.50% of the respondents remain neutral.

Table 40 Do you think that fair and transparent evaluation criteria are the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	22	11
4. Agree	81	40.5
5. Strongly Agree	94	47
Total	200	100%

Based on the data provided, regarding the question "Do you think that fair and transparent evaluation criteria are the most important?" the survey results show a clear tendency. Specifically, 47% of the respondents strongly agree with this view, while 40.5% agree. In contrast, only 11% of the respondents remain neutral, and the proportions of those who disagree and strongly disagree are only 0.5% and 1% respectively.

Table 41 Do you think it is most important for schools to provide support for academic research?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	3	1.5
2. Disagree	2	1
3. Neutral	25	12.5
4. Agree	81	40.5
5. Strongly Agree	89	44.5
Total	200	100%

According to the data provided, regarding the question "Do you think that support for academic research from the school is the most important?" the responses show that 44.5% of the participants strongly agree, 40.5% agree, 12.5% are neutral, 1.0% disagree, and only 1.5% strongly disagree.

Table 42 Do you think a reasonable intensity of work is the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	3	1.5
2. Disagree	0	0
3. Neutral	30	15
4. Agree	78	39
5. Strongly Agree	89	44.5
Total	200	100%

According to the data provided, regarding the question "Do you think that reasonable work intensity is the most important?" respondents' answers show a certain distribution of opinions. Specifically, 1.50% of the respondents strongly disagree, 15.00% are neutral, 39.00% agree, and 44.50% strongly agree.

Table 43 Do you think that interpersonal relationships between coworkers are the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	25	12.5
4. Agree	98	49
5. Strongly Agree	75	37.5
Total	200	100%

Based on the provided data, nearly half of the respondents (49%) agreed that interpersonal relationships between coworkers are important, while 37.5% strongly agreed. A smaller proportion (12.5%) remained neutral, and only 1% strongly disagreed with the statement.

Table 44 Do you think internal drivers are the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	25	12.5
4. Agree	87	43.5
5. Strongly Agree	86	43
Total	200	100%

According to the data provided, regarding the question "Do you think that internal driving factors are the most important?" respondents' answers show a certain divergence of opinions. Specifically, 1% of the respondents strongly disagree, 12.50% are neutral, 43.50% agree, and another 43% strongly agree.

Table 45 Do you think clear work objectives are the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	30	15
4. Agree	87	43.5
5. Strongly Agree	81	40.5
Total	200	100%

According to the data, the majority of respondents either agreed (43.50%) or strongly agreed (40.50%) that clear work objectives are the most important, while a smaller percentage (15.00%) remained neutral and only a minimal number (1.00%) strongly disagreed.

Table 46 Do you think a sense of identity and belonging to the school is most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	24	12
4. Agree	84	42
5. Strongly Agree	90	45
Total	200	100%

According to the data provided, regarding the question "Do you think that a sense of identification with and belonging to the school is the most important?" the responses from students show that 45% strongly agree, 42% agree, 12% are neutral, and only 1% strongly disagree.

Table 47 Do you think job stability is most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	3	1.5
2. Disagree	0	0
3. Neutral	27	13.5
4. Agree	82	41
5. Strongly Agree	88	44
Total	200	100%

Based on the data provided, regarding the question "Do you think job stability is most important?" the responses show that 44% of the participants strongly agree, 41% agree, 13.5% remain neutral, and only 1.5% strongly disagree.

Table 48 Do you think the community's recognition of the school is the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	30	15
4. Agree	85	42.5
5. Strongly Agree	83	41.5
Total	200	100%

According to the data provided, regarding the question "Do you think that community recognition of the school is the most important?" respondents' answers show a certain distribution of opinions. Specifically, 1% of the respondents strongly disagree, 15% are neutral, 42.5% agree, and 41.5% strongly agree.

Table 49 Do you think it is most important for schools to provide good housing?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	30	15
4. Agree	85	42.5
5. Strongly Agree	82	41
Total	200	100%

Based on the data provided, regarding the importance of the school providing good accommodation conditions, 42.50% of the respondents agree, and 41.00% strongly agree, showing that the majority of respondents consider it very important for the school to provide good accommodation conditions. Meanwhile, 15.00% of the respondents remain neutral, and only a small number of respondents (1.00% strongly disagree, 0.50% disagree) hold opposing views.

Table 50 Do you think it is most important for schools to align with personal development goals?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	2	1
3. Neutral	24	12
4. Agree	82	41
5. Strongly Agree	90	45
Total	200	100%

According to the data provided, regarding the importance of alignment between the school and personal development goals, 45% of the respondents strongly agree, and 41% agree, indicating that the majority consider the alignment between the school and personal development goals to be crucial. Meanwhile, 12% of the respondents remain neutral, and only 1% disagree or strongly disagree.

Table 51 Do you think focusing on the mental health of teachers is paramount?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	26	13
4. Agree	84	42
5. Strongly Agree	88	44
Total	200	100%

The survey results indicate that the majority of respondents strongly agree (44%) or agree (42%) that focusing on the mental health of teachers is paramount, while a smaller percentage remain neutral (13%), and only a minimal number strongly disagree (1%).

Table 52. Do you think a scientific management system is the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	25	12.5
4. Agree	88	44
5. Strongly Agree	85	42.5
Total	200	100%

According to the data provided, regarding the question "Do you think that a scientific management system is the most important?" respondents' answers show that 1% strongly disagree, 12.5% are neutral, 44% agree, and 42.5% strongly agree.

Table 52 Do you think reasonable holidays and breaks are the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	21	10.5
4. Agree	77	38.5
5. Strongly Agree	100	50
Total	200	100%

In the survey, participants' responses indicated varying levels of agreement on the importance of reasonable holidays and breaks. Specifically, 1% strongly disagreed, 10.5% were neutral, 38.5% agreed, and 50% strongly agreed that reasonable holidays and breaks are the most important aspect.

Table 53 Do you think reasonable pay for performance is the most important?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	3	1.5
2. Disagree	4	2
3. Neutral	16	8
4. Agree	72	36
5. Strongly Agree	105	52.5
Total	200	100%

According to the data provided, regarding the question "Do you think reasonable pay for performance is the most important?" respondents' answers show a certain tendency. Specifically, 1.5% of the respondents strongly disagree, 2% disagree, 8% are neutral, 36% agree, and as high as 52.5% strongly agree.

Therefore, in response to question 2, the most important factor affecting the job satisfaction of full-time teachers at Guizhou Vocational College of Commerce is: According to Table 35, 89.5% of respondents believe that reasonable compensation is the most important factor affecting satisfaction. In addition, Table 53 shows that 88.5% of respondents consider reasonable vacation and rest time to be crucial. Similarly, Table 54 shows that 88.5% of respondents attach great importance to reasonable performance bonuses as a key factor.

Table 37 shows that 88% of respondents consider a sense of achievement at work to be the most important factor, while Table 40 shows that 87.5% of respondents consider fair and transparent assessment criteria to be the most important factor. In addition, Table 46 shows that 87% of respondents strongly agree that a sense of identity and belonging is an important factor affecting satisfaction, and Table 36 shows that 87% of respondents consider a positive organizational culture to be the most important factor.

In addition, Table 52 shows that 86.5% of respondents consider a scientific management system to be an important factor. Table 44 shows that 86.5% of respondents consider internal motivation to be an important factor, and in Table 43, 86.5% of respondents consider interpersonal relationships among colleagues to be an important factor. Table 50 shows that 86% of respondents strongly agree that the alignment of the school with personal development goals is an important factor affecting satisfaction.

In addition, Table 51 shows that 86% of respondents consider factors such as attention to the mental health of teachers to be of vital importance, while Table 47 shows that 86% of respondents consider factors such as job stability to be of vital importance. Similarly, Table 41 shows that 85% of respondents consider factors such as emphasis on academic research support to be of vital importance, while Table 38 shows that 85% of respondents consider factors such as personalized incentives to be of vital importance.

Table 34 shows that 84.5% of respondents strongly agree that a good working environment is essential, while Table 31 shows that 84.5% of respondents strongly agree that development opportunities are important. Meanwhile, Table 45 shows

that 84% of the respondents consider clear work goals to be an essential factor, while Table 48 shows that 84% of the respondents consider the factor of the school's recognition in the community to be important, and Table 49 shows that 83.5% of the respondents value the factor of good housing provided by the school.

Table 42 shows that 83.5% of respondents consider a reasonable workload to be an important factor. Meanwhile, Table 33 shows that 81.5% of respondents agree that open communication is an important factor, while Table 39 shows that only 73% of respondents consider job challenges to be the most important factor. Finally, Table 32 shows that 68.5% of respondents consider sufficient empowerment by leaders to be an important factor affecting satisfaction.

Results of the Study on Measures to Improve the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce

Section 4 of the questionnaire contains 24 questions and addresses the third research question. Analysis is carried out using a Likert scale, where 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree and 5 means strongly agree. The following measures have been taken to improve the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce.

Table 54 Do you think development opportunities can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	25	12.5
4. Agree	93	46.5
5. Strongly Agree	79	39.5
Total	200	100%

The survey results indicate that the majority of respondents either agree (46.50%) or strongly agree (39.50%) with the statement "Do you think development opportunities can improve satisfaction?", suggesting a widespread belief that developmental opportunities positively impact satisfaction levels. A smaller proportion remains neutral (12.50%), while only a few disagree (0.50%) or strongly disagree (1.00%).

Table 55 Do you think that leaders who fully delegate can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	2	1
3. Neutral	40	20
4. Agree	84	42
5. Strongly Agree	72	36
Total	200	100%

According to the data provided, regarding the question "Do you think that leaders who fully delegate authority can increase satisfaction?" the survey results show a certain tendency. Specifically, 1% of the respondents strongly disagree, 1% disagree, 20% are neutral, 42% agree, and as high as 36% strongly agree.

Table 56 Do you think an open communication mechanism can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	33	16.5
4. Agree	86	43
5. Strongly Agree	78	39
Total	200	100%

Based on the provided data, it can be summarized that the majority of respondents agree or strongly agree that an open communication mechanism can improve satisfaction, with 43% agreeing and 39% strongly agreeing. A smaller percentage of 16.5% remained neutral, while only a minuscule number disagreed or strongly disagreed, accounting for 0.5% and 1% respectively.

Table 57 Do you think a good work environment can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	25	12.5
4. Agree	90	45
5. Strongly Agree	82	41
Total	200	100%

Based on the data provided, the majority of respondents (45% strongly agree and 41% agree) believe that a good working environment can improve job satisfaction. However, a small number of respondents (12.5%) remain neutral, and only a very small number of people (1%) strongly disagree and (0.5%) disagree with this view.

Table 58 Do you think a reasonable compensation package can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	20	10
4. Agree	72	36
5. Strongly Agree	106	53
Total	200	100%

According to the data provided, regarding the question "Do you think that a reasonable compensation package can increase satisfaction?" participants' responses show a high degree of consensus. Specifically, 53% of the respondents strongly agree, 36% agree, 10% remain neutral, and only 1% strongly disagree.

Table 59 Do you think a good organizational culture improves satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	30	15
4. Agree	81	40.5
5. Strongly Agree	87	43.5
Total	200	100%

Based on the data provided, regarding the question "Does a good organizational culture increase satisfaction?" the majority of respondents express positive views. Specifically, 40.50% of the respondents agree, and 43.50% strongly agree. In contrast, only 1.00% of the respondents strongly disagree, and 15.00% remain neutral. This data indicates that the majority of respondents believe that a good organizational culture can indeed increase satisfaction.

Table 60 Do you think job fulfillment can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	28	14
4. Agree	84	42
5. Strongly Agree	85	42.5
Total	200	100%

According to the data provided, regarding the question "Do you think that a sense of achievement at work can increase satisfaction?" participants' responses show a certain tendency. Specifically, 42% of the respondents agree, and another 42.5% strongly agree, indicating that the majority of participants believe that a sense of achievement at work can indeed increase satisfaction. In contrast, only 1% of the respondents strongly disagree, 0.5% disagree, and 14% remain neutral.

Table 61 Do you think personalized incentives can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	30	15
4. Agree	80	40
5. Strongly Agree	88	44
Total	200	100%

Based on the data provided, regarding the question "Do you think that personalized motivation can increase satisfaction?" the survey results show that 44% of the respondents strongly agree, 40% agree, 15% remain neutral, and only 1% strongly disagree.

Table 62 Do you think that the challenge of the job can improves satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	43	21.5
4. Agree	88	44
5. Strongly Agree	67	33.5
Total	200	100%

According to the data provided, regarding whether work challenges can increase satisfaction, 1% of the respondents strongly disagree, 21.5% are neutral, 44% agree, and 33.5% strongly agree.

Table 63 Do you think fair and transparent evaluation criteria can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	2	1
3. Neutral	20	10
4. Agree	90	45
5. Strongly Agree	86	43
Total	200	100%

According to the data provided, regarding the question "Do you think fair and transparent evaluation criteria can improve satisfaction??" participants' responses show a certain tendency. Specifically, 45% of the respondents agree, and 43% strongly agree, indicating that the majority of participants believe that fair and transparent evaluation criteria can indeed increase job satisfaction. However, 10% of the respondents remain neutral, and 1% each disagree and strongly disagree with this view.

Table 64 Do you think that providing academic research support at your school improves satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	24	12
4. Agree	98	49
5. Strongly Agree	75	37.5
Total	200	100%

According to the data provided, regarding whether the school's support for academic research can increase satisfaction, the results show that the majority of students hold a positive attitude. Specifically, 49% of the students agree, 37.5% strongly agree, and only 1% strongly disagree, 0.5% disagree, and 12% remain neutral.

Table 65 Do you think a reasonable level of work intensity is something that can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	23	11.5
4. Agree	93	46.5
5. Strongly Agree	81	40.5
Total	200	100%

Based on the data provided, regarding the impact of reasonable work intensity on increasing satisfaction, 46.50% of the respondents agree, 40.50% strongly

agree, and 11.50% remain neutral, while only 1.00% and 0.50% of the respondents respectively strongly disagree and disagree.

Table 66 Do you think that interpersonal relationships between coworkers can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	27	13.5
4. Agree	99	49.5
5. Strongly Agree	72	36
Total	200	100%

Based on the provided data, it can be observed that a majority of the respondents either agree (49.50%) or strongly agree (36.00%) that interpersonal relationships between coworkers can improve satisfaction. Only a small percentage strongly disagree (1.00%), while a minority remain neutral (13.50%).

Table 67 Do you think internal drivers can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	29	14.5
4. Agree	88	44
5. Strongly Agree	81	40.5
Total	200	100%

According to the data provided, regarding the question "Do you think that internal driving factors can increase satisfaction?" participants' responses show a

positive tendency. Specifically, 44% of the participants agree, and 40.5% strongly agree. Only 1% of the participants strongly disagree, and 14.5% remain neutral.

Table 68 Do you think that clear work objectives can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	24	12
4. Agree	94	47
5. Strongly Agree	79	39.5
Total	200	100%

Based on the data provided, regarding the question "Do you think that clear work goals can increase satisfaction?" respondents' answers show that 1% strongly disagree, 0.5% disagree, 12% are neutral, 47% agree, and 39.5% strongly agree.

Table 69 Do you think that a sense of identity and belonging to the school improves satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	24	12
4. Agree	94	47
5. Strongly Agree	80	40
Total	200	100%

Based on the collected data, it is evident that a majority of students believe that a sense of identity and belonging to the school improves satisfaction.

Specifically, 47% of students agree, and 40% strongly agree with this statement, while only 1% strongly disagree and 12% remain neutral.

Table 70 Do you think job stability can improves satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	0	0
3. Neutral	24	12
4. Agree	93	46.5
5. Strongly Agree	81	40.5
Total	200	100%

Based on the data provided, regarding the question "Do you think job stability can improves satisfaction?" the results show that the majority of participants hold a positive attitude. Specifically, 46.5% of the respondents agree, 40.5% strongly agree, and only 1% strongly disagree, while another 12% remain neutral.

Table 71 Do you think that social recognition of the school can improves satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	26	13
4. Agree	93	46.5
5. Strongly Agree	78	39
Total	200	100%

Based on the data provided, regarding the question "Do you think that the school's social recognition can increase satisfaction?" respondents' answers show a certain distribution pattern. Specifically, the proportions of strongly disagreeing and

disagreeing are relatively low, at 1.00% and 0.50% respectively. The proportion of respondents who are neutral is 13.00%, while the proportions of those who agree and strongly agree are relatively high, at 46.50% and 39.00% respectively.

Table 72 Do you think that providing good housing in schools can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	23	11.5
4. Agree	95	47.5
5. Strongly Agree	79	39.5
Total	200	100%

According to the data provided, regarding the question "Do you think that good accommodation provided by the school can increase satisfaction?" respondents' answers show that 1% strongly disagree, 0.5% disagree, 11.5% are neutral, 47.5% agree, and 39.5% strongly agree.

Table 73 Do you think that aligning school with personal development goals improves satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	26	13
4. Agree	97	48.5
5. Strongly Agree	74	37
Total	200	100%

Based on the data provided, regarding the question "Do you think that combining the school with personal development goals can increase satisfaction?" participants' responses show a certain tendency. Specifically, 48.5% of the participants agree, and 37% strongly agree, indicating that the majority believe that combining the school with personal development goals can indeed help increase satisfaction. Meanwhile, 13% of the participants remain neutral, and only 1% and 0.5% of the participants respectively strongly disagree and disagree.

Table 74 Do you think focusing on teachers' mental health can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	27	13.5
4. Agree	92	46
5. Strongly Agree	78	39
Total	200	100%

The survey results indicate that the majority of respondents agree or strongly agree that focusing on teachers' mental health can improve satisfaction, with 46% agreeing and 39% strongly agreeing. Only a small percentage disagree or strongly disagree (1% and 0.5%, respectively), while 13.5% remain neutral.

Table 75 Do you think a scientific management system can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	24	12
4. Agree	89	44.5
5. Strongly Agree	84	42
Total	200	100%

Based on the provided data, it can be summarized that the majority of respondents either agreed or strongly agreed that a scientific management system can improve satisfaction, with 44.5% and 42.0% falling into these categories, respectively. A smaller proportion, 12.0%, remained neutral, while only a minority of 1.00% and 0.50% expressed disagreement or strong disagreement, respectively.

Table 76 Do you think reasonable holidays and time off can improve satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	22	11
4. Agree	80	40
5. Strongly Agree	95	47.5
Total	200	100%

According to the data provided, regarding whether reasonable holidays and rest time can increase satisfaction, the survey results show that the majority of respondents hold a positive attitude. Specifically, 40% of the respondents agree, and nearly half (47.5%) strongly agree. Only a very small number of respondents (1%) strongly disagree, 0.5% disagree, and another 11% remain neutral.

Table 77 Do you think reasonable pay for performance improves satisfaction?

Degree	Frequency	Percentage (%)
1. Strongly Disagree	2	1
2. Disagree	1	0.5
3. Neutral	20	10
4. Agree	81	40.5
5. Strongly Agree	96	48
Total	200	100%

Based on the data provided, regarding the question "Do you think that reasonable performance-based pay can increase satisfaction?" respondents' answers show a clear tendency. Specifically, 48% of the respondents strongly agree, 40.5% agree, and only 1% strongly disagree and 0.5% disagree. Another 10% of the respondents remain neutral.

Therefore, answer question 3. Measures to improve the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce include: According to Table 59, most respondents (89%) believe that a reasonable compensation plan is the most effective way to improve satisfaction. In addition, Table 78 shows that 88.5% of respondents agree that a reasonable performance bonus can improve satisfaction. Similarly, Table 64 shows that 88% of respondents believe that fair and transparent assessment criteria are important factors in improving satisfaction.

Table 77 shows that 87.5% of respondents believe that reasonable vacation and rest time is an important factor in improving satisfaction. Table 66 shows that 87% of respondents believe that reasonable work intensity can significantly improve satisfaction. Table 70 shows that 87% of respondents believe that a sense of identification with and belonging to the university can significantly increase satisfaction. Similarly, Table 71 shows that 87% of respondents agree that job security can effectively increase satisfaction, and Table 73 shows that 87% of respondents believe that good housing conditions provided by the university are an important factor in increasing satisfaction.

In addition, Table 65 shows that 86.5% of respondents believe that academic research support can improve satisfaction, Table 69 shows that 86.5% of respondents believe that clear work goals can improve satisfaction, and Table 76 shows that 86.5% of respondents believe that a scientific management system can improve satisfaction. Table 55 shows that 86% of respondents believe that development opportunities play a key role in improving satisfaction, while Table 58 shows that 86% of respondents agree that a good working environment can improve satisfaction.

Table 67 shows that 85.5% of respondents believe that interpersonal relationships with colleagues can increase satisfaction, while Table 72 shows that 85.5% of respondents believe that the school's reputation in the community can increase satisfaction. Similarly, Table 74 shows that the same proportion (85.5%) of respondents believe that the alignment of the school with personal development goals is critical to satisfaction. In addition, Table 75 shows that 85% of respondents believe that paying attention to teachers' mental health is important for increasing satisfaction.

Table 61 shows that 84.5% of respondents believe that a sense of accomplishment at work is crucial to satisfaction, while in Table 68, 84.5% of respondents believe that intrinsic motivation is crucial to satisfaction. Table 60 shows that 84% of respondents believe that a positive organizational culture is key to increasing satisfaction, while in Table 62, 84% of respondents believe that individualized incentives can increase satisfaction.

Table 57 shows that 82% of respondents believe that open communication mechanisms contribute to higher satisfaction. However, as shown in Table 56, only 78% of respondents believe that a leadership that delegates authority adequately can increase satisfaction. Finally, Table 63 shows that 77.5% of respondents believe that job challenges contribute to higher satisfaction.

Moreover, in the open-ended questions, there are no answer due to the questionnaire was completed and they could not think of other answers.

conclusion

Therefore, the research on the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce is summarized as follows:

The current of situation is insufficient. There are certain problems with the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce, which are mainly manifested the most is insufficient support for reasonable compensation packages and performance bonuses, and low satisfaction

with reasonable vacation and rest arrangements. At the same time, fair and transparent evaluation standards also need some improvement.

Also, the main factors that affect the satisfaction of full-time teachers the most is reasonable compensation packages, then vacation and rest arrangements, performance bonuses, a sense of accomplishment at work, and a fair and transparent evaluation mechanism.

Therefore, to improve teacher satisfaction, it is recommended that schools should emphasize the most is optimize the compensation structure. then, improve the fairness and transparency of performance bonuses. Also, mprove leave and rest policies, pay attention to teachers' work-life balance; strengthen academic resources and policy support to promote teachers' professional development; implement a scientific management system to ensure the efficient and fair operation of the system; optimize the evaluation mechanism to enhance teachers' sense of trust in school management.

Through the implementation of these measures, schools will be able to effectively improve the satisfaction of full-time teachers, thereby promoting the overall improvement of teaching quality and management level.

CHAPTER 5

CONCLUSIONS, DISCUSSIONS, RECOMMENDATIONS

In recent years, private higher education in China has developed rapidly and has become an important part of the higher education system. However, due to a single source of funding, private universities are at a disadvantage compared to public universities in terms of compensation and career development, which leads to low teacher satisfaction and affects teaching quality and the sustainable development of the school.

This study selected full-time teachers from Guizhou Vocational College Of Industry and Commerce as the research subjects. Guizhou Vocational College Of Industry and Commerce is located in Qingzhen City, Guizhou Province. It is a private college at the junior college level in Guizhou Province. It was established in 2012 and covers an area of nearly 1,400 acres. It has 6 secondary colleges and 25 majors. It has more than 15,000 students and more than 1,000 full-time and part-time teachers. It is quite representative.

Therefore, this chapter presents the results of a study on the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce. While discussing the research results, this chapter also puts forward some suggestions on the satisfaction of full-time teachers based on the research results and discussions.

Conclusions

This paper evaluates and studies the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce through a literature review combined with quantitative methods.

Therefore, this study uses full-time teachers from Guizhou Vocational College of Industry and Commerce as the research subjects, and uses Two-factor theory, Expectancy theory, and Equality theory to develop a survey questionnaire. At least

194 questionnaires were required, and a total of 200 questionnaires were collected. The following conclusions were drawn through questionnaire survey analysis:

Guizhou Vocational College of Industry and Commerce Full-time teachers' satisfaction is problematic, mainly reflected in insufficient support for compensation packages, performance bonuses, and lower satisfaction with vacation arrangements. At the same time, the fairness and transparency of the evaluation mechanism needs to be improved. The core factors affecting teacher satisfaction are, in order, compensation package, vacation arrangements, performance bonuses, a sense of accomplishment at work, and a fair and transparent evaluation system.

In order to improve teacher satisfaction, it is recommended to optimize the compensation structure, improve the fairness of performance bonuses, improve the leave policy, pay attention to the work-life balance of teachers, strengthen academic resources and policy support, and improve the management and evaluation mechanism. Through these measures, teacher satisfaction can be effectively improved, and the overall improvement of teaching quality and management level can be promoted.

1. Survey data shows that the full-time teachers at Guizhou Vocational College Of Industry and Commerce are generally dissatisfied with their work. According to the survey data, the following aspects are particularly important, but have not yet met the expectations of the teachers. More than half of the respondents (82%) believe that reasonable compensation is the most important. 73.5% of the respondents highly approve of a reasonable workload, and 72% of the respondents believe that a reasonable performance bonus is important.

In addition, 69% of respondents agreed on the importance of reasonable vacation and rest time, and 67.5% of respondents considered fair and transparent evaluation criteria to be essential. This shows that full-time teachers have a strong sense of reasonable compensation, reasonable workload, appropriate performance bonuses, reasonable vacation and rest time, and fair and transparent evaluation criteria, which are areas that need improvement in current school management.

2. Through an analysis of the factors influencing the satisfaction of full-time teachers, this study found that at Guizhou Vocational College Of Industry and Commerce, the primary factor influencing teacher satisfaction is reasonable compensation (89.5%), which indicates that the level of compensation is the core determinant of teacher job satisfaction. In addition, reasonable vacation and rest time (88.5%) is also considered crucial, indicating that teachers have a high demand for work-life balance. At the same time, reasonable performance bonuses (88.5%) are also key factors, reflecting teachers' hope to receive fair rewards for their efforts.

In addition, a sense of achievement at work (88%) is considered an important factor, indicating that teachers not only pay attention to material incentives, but also value career development and hope to gain recognition and satisfaction. Fair and transparent evaluation criteria (87.5%) are also highly valued, indicating that teachers expect schools to establish fair and transparent performance appraisal and promotion mechanisms, reduce subjective evaluation, and ensure that personal efforts can be reasonably recognized and rewarded.

3. Through the analysis of survey data, this study found that the key factors for improving the satisfaction of full-time teachers at Guizhou Vocational College Of Industry and Commerce include a reasonable compensation plan (89%), which indicates that reasonable compensation not only meets the basic living needs of teachers, but also reflects the school's recognition of the value of teachers, thereby enhancing overall satisfaction. In addition, a reasonable performance bonus (88.5%) is also considered an important factor in effectively improving satisfaction, which indicates that a scientific performance bonus system can effectively improve teachers' work motivation and satisfaction.

Meanwhile, fair and transparent evaluation standards (88%) are considered to be a key factor in improving satisfaction, which shows that teachers want their efforts and contributions to be fairly evaluated. A fair assessment mechanism helps reduce the sense of unfairness in the workplace and enables teachers to devote themselves to teaching and research with greater peace of mind. In addition, reasonable vacation and rest time (87.5%) is also valued, indicating that appropriate rest arrangements

can help teachers find a balance between career development and personal life, reduce the sense of burnout, and further improve overall satisfaction.

Discussions

The purpose of this study is to assess the job satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce, focusing on the main factors affecting teacher satisfaction and exploring improvement strategies. We used a quantitative research method and designed a structured questionnaire to comprehensively cover the basic information of full-time teachers, the current situation of job satisfaction, and its influencing factors.

The research results show that a reasonable compensation plan is one of the key factors affecting the satisfaction of full-time teachers. In addition, reasonable vacations and rest, performance bonuses, a sense of accomplishment at work, and a fair and transparent evaluation mechanism are also considered by teachers to be important factors affecting satisfaction. These findings not only reveal the strengths and weaknesses of the current college management, but also provide a solid foundation for subsequent targeted improvement recommendations.

Alderfer (1969) proposed a more comprehensive and flexible theory of ERG. His research shows that employees' job satisfaction is affected by multiple factors, not just the satisfaction of a single need. This theory is confirmed in this study. By analyzing the survey on the current state of satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce, most of the respondents believe that reasonable Compensation (82%), performance bonuses (72%), reasonable vacations and rest (69%), and fair and transparent evaluation criteria (67.5%) are the most important, but they have not yet reached their expectations

Through the research and analysis of factors affecting full-time teachers at Guizhou Vocational College of Industry and Commerce, we can see that, as shown in Table 53, 89.5% of the respondents believe that a reasonable compensation structure is the most important factor affecting teacher satisfaction. The results show that teachers generally believe that the reasonableness of the compensation level

directly affects their job satisfaction, and that compensation, as a core factor, plays a crucial role in teachers' career choices, work motivation, and overall satisfaction. This conclusion is consistent with the research of Chen Zanzan (2020), which specifically pointed out the gap between private and public universities in terms of young teachers' compensation (Chen, 2020).. It is also consistent with the research of Lai Han (2013), which pointed out that the limitations of private universities in terms of resources and compensation may lead to a decline in teacher job satisfaction and an increase in turnover (Lai, 2013: 49).

Similarly, Yin Zhixin and Ma Jun (2013) pointed out in their research that the job satisfaction of knowledge workers is affected by autonomy and flexibility, and reasonable work intensity and rest time can help improve their motivation and creativity. In this study, Table 53, 88.5% of the respondents believe that reasonable vacation and rest time are important influencing factors, and excessive work intensity may reduce teacher satisfaction, which is consistent with Yin Zhixin and Ma Jun's views (Yin and Ma, 2013).

In addition, Wang Xianling's (2001) research pointed out that emphasizing the enthusiasm of college teachers is closely related to a clear reward mechanism, and reasonable performance rewards can effectively improve teachers' job satisfaction and performance levels. The results of this study further confirm this view. The survey data show that, Table 58, reasonable performance bonuses (88.5%) are a key concern for full-time teachers, reflecting the fact that teachers hope to be rewarded for their efforts (Wang, 2001).

Sun Huaping and Zhu Chengfei (2007) pointed out that an individual's subjective comparison of their own input and rewards will affect their sense of fairness, and this sense of fairness directly determines employees' job satisfaction and organizational commitment. In human resource management, fair and transparent management policies help to enhance employee motivation. The results of this study confirm this view. The survey data show that fair and transparent assessment criteria (87.5%) are highly valued by teachers, indicating that college teachers hope to obtain reasonable rewards through fair performance appraisal and promotion mechanisms (Sun and Zhu, 2007).

Wu Xiaomei (2010) proposed that companies should establish a scientific and reasonable compensation system to ensure that the compensation distribution can not only reflect the individual abilities and contributions of employees, but also maintain internal and external fairness. Second, an open and transparent compensation management system and decision-making process are the key to improving employee trust and satisfaction. This is confirmed by the research and analysis of the improvement of the satisfaction of full-time teachers at Guizhou Vocational College of Industry and Commerce. Table 59 shows that most respondents (89%) believe that a reasonable compensation plan is the most effective way to improve satisfaction. Therefore, the school should attach great importance to the scientific and reasonable construction of the compensation system to ensure that teachers' compensation can truly reflect their teaching ability and contribution to the school (Wu, 2010).

At the same time, Li Yueheng's (2009) research suggests that universities should also focus on linking compensation with performance bonuses, and determine the performance bonuses of faculty and staff through a reasonable performance appraisal system, so as to motivate them to work actively. This study validates this view. Table 78 shows that 88.5% of the respondents agree that reasonable performance bonuses can improve satisfaction (Li, 2009).

In addition, Peterson's (1990) research suggests that by focusing on the three aspects of distributive justice, procedural justice and interactional justice, organizations can create a more fair and harmonious working environment, thereby improving employee job satisfaction and performance. In this study, Table 64, 88% of the respondents believe that fair and transparent assessment criteria are an important factor in improving satisfaction. This view is further supported, reflecting their strong need for fairness in their work.

Yang Haiyan and Yao Zhongyuan (2018) proposed that reasonably arranging teachers' work tasks and responsibilities, balancing work and life, and reasonable holidays and rest to reduce their work burden and pressure are effective ways to improve teacher satisfaction. The study confirms this, as the questionnaire results

show that 87.5% of respondents believe that reasonable vacation and rest time can also effectively improve satisfaction, as shown in Table 77 (Yang and Yao, 2018).

The author agrees that establishing a scientific and reasonable compensation system is crucial to improving employee satisfaction. At the same time, compensation management should be open and transparent to enhance employees' sense of trust and belonging. In addition, a reasonable performance appraisal system linked to compensation can help motivate employees to improve their work performance. Research shows that reasonable work task arrangements and rest time are important for improving employee satisfaction, and excessive work intensity can lead to burnout. Fair and transparent evaluation criteria are key factors in employee recognition. Universities should use these findings to optimize their compensation systems, improve performance management, and arrange work and rest times reasonably to ensure fairness and satisfaction among employees.

Recommendations

Recommendation for Further Study

Future research should broaden the sample to include multiple institutions from different regions to obtain more comprehensive conclusions. Additionally, the role of government policies in influencing teacher job satisfaction should not be overlooked. also, it could explore how regulations, funding policies, and incentive measures affect teacher motivation and retention. Longitudinal studies could also reveal changes in job satisfaction over time, helping to understand the impact of policy adjustments or educational reforms on teachers' perceptions, thereby providing more precise insights for human resource management.

Organizational recommendations

To improve teacher job satisfaction, organizations should optimize compensation and performance management. This includes adjusting salaries based on industry standards and regional living costs, establishing structured reward

systems focused on teaching quality, research outcomes, and student satisfaction, and regularly reviewing pay structures to maintain fairness and competitiveness.

Additionally, flexible teaching schedules and remote work options can help teachers balance work and personal life, alongside well-structured paid leave and parental leave policies. Lastly, clear and transparent evaluation criteria, along with encouraging teacher participation in decision-making through committees, open forums, and regular feedback meetings, can enhance teachers' sense of belonging and work engagement.



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APPENDIXS



Full-time teachers' satisfaction questionnaire

Dear Teacher.

I hope that you will actively cooperate and help me to complete this questionnaire. So that I can collect first-hand information about the factors that affect employee satisfaction, which will be important for the future measures taken by our school to improve teacher satisfaction. Your responses will be kept completely confidential and will not be disclosed to third parties. Your information will be used only for this study and will not be used for any other purpose.

Instruction

Each question is rated using a Likert scale (1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree)

Part I. Basic information

Please place a "v" in the column that corresponds to your situation.

1. Gender:

- ☐ Male
- ☐ Female

2. Age:

- ☐ under 25 years old
- ☐ 25-30 years old
- ☐ 31-40 years old
- ☐ 41-50 years old
- ☐ 51-60 years old

3. Education:

- ☐ College
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctoral degree

4. the title of a technical or professional post:

- ☐ No title
- ☐ Assistant Lecturer
- ☐ Lecturer
- ☐ Associate Professor
- ☐ Professor

5. Department:

- ☐ College of Health
- ☐ College of Engineering
- ☐ College of Big Data
- ☐ College of Arts
- ☐ College of Economics

6. Working time in this organization:

- ☐ less than 1 year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-10 years
- ☐ more than 10 years



**Part II Current Situation of Satisfaction of Full-time Teachers in Guizhou
Vocational College of Commerce and Industry**

Number	Question	score				
		1	2	3	4	5
7	Do you think development opportunities are important?					
8	Do you think it's important for leaders to fully delegate?					
9	Do you think an open communication mechanism is important?					
10	Do you think a good working environment is important?					
11	Do you think a reasonable compensation package is important?					
12	Do you think a good organizational culture is important?					
13	Do you think job fulfillment is important?					
14	Do you think personalized motivation is important?					
15	Do you think it's important to have a challenging job?					
16	Do you think fair and transparent evaluation criteria are important?					
17	Do you think it is important for schools to provide support for academic research?					
18	Do you think it's important to work at a reasonable intensity?					
19	Do you think relationships between coworkers are important?					

Number	Question	score				
		1	2	3	4	5
20	Do you think internal drivers are important?					
21	Do you think it's important to have clear work objectives?					
22	Do you think it is important to identify with and belong to the school?					
23	Do you think job stability is important?					
24	Do you think it's important for the community to recognize the school?					
25	Do you think it is important for schools to provide good accommodation?					
26	Do you think it is important to align school and personal development goals?					
27	Do you think it's important to focus on teachers' mental health?					
28	Do you think a scientific management system is important?					
29	Do you think reasonable holidays and breaks are important?					
30	Do you think reasonable performance pay is important?					

**Part III Factors Influencing the Satisfaction of Full-time Teachers in Guizhou
Vocational College of Industry and Commerce**

Number	Question	Degree of opinion				
		1	2	3	4	5
31	Do you think development opportunities are the most important?					
32	Do you think it is most important for leaders to fully delegate?					
33	Do you think an open communication mechanism is the most important?					
34	Do you think a good working environment is the most important?					
35	Do you think a reasonable compensation package is the most important?					
36	Do you think a good organizational culture is the most important?					
37	Do you think job fulfillment is the most important?					
38	Do you think personalized motivation is the most important?					
39	Do you think the challenge of the job is the most important?					
40	Do you think that fair and transparent evaluation criteria are the most important?					
41	Do you think it is most important for schools to provide support for academic research?					
42	Do you think a reasonable intensity of work is the most important?					

Number	Question	Degree of opinion				
		1	2	3	4	5
43	Do you think that interpersonal relationships between coworkers are the most important?					
44	Do you think internal drivers are the most important?					
45	Do you think clear work objectives are the most important?					
46	Do you think a sense of identity and belonging to the school is most important?					
47	Do you think job stability is most important?					
48	Do you think the community's recognition of the school is the most important?					
49	Do you think it is most important for schools to provide good housing?					
50	Do you think it is most important for schools to align with personal development goals?					
51	Do you think focusing on the mental health of teachers is paramount?					
52	Do you think a scientific management system is the most important?					
53	Do you think reasonable holidays and breaks are the most important?					
54	Do you think reasonable pay for performance is the most important?					

Part IV Evaluation of Satisfaction Enhancement Methods of Full-time Teachers at Guizhou Vocational College of Industry and Commerce

Number	Question	Degree of opinion				
		1	2	3	4	5
55	Do you think development opportunities can improve satisfaction?					
56	Do you think that leaders who fully delegate can improve satisfaction?					
57	Do you think an open communication mechanism can improve satisfaction?					
58	Do you think a good work environment can improve satisfaction?					
59	Do you think a reasonable compensation package can improve satisfaction?					
60	Do you think a good organizational culture improves satisfaction?					
61	Do you think job fulfillment can improves satisfaction?					
62	Do you think personalized incentives can improve satisfaction?					
63	Do you think that the challenge of the job can improves satisfaction?					
64	Do you think fair and transparent evaluation criteria can improve satisfaction?					
65	Do you think that providing academic research support at your school improves satisfaction?					
66	Do you think a reasonable level of work intensity is something that can improve satisfaction?					

Number	Question	Degree of opinion				
		1	2	3	4	5
67	Do you think that interpersonal relationships between coworkers can improve satisfaction?					
68	Do you think internal drivers can improve satisfaction?					
69	Do you think that clear work objectives can improve satisfaction?					
70	Do you think that a sense of identity and belonging to the school improves satisfaction?					
71	Do you think job stability can improves satisfaction?					
72	Do you think that social recognition of the school can improves satisfaction?					
73	Do you think that providing good housing in schools can improve satisfaction?					
74	Do you think that aligning school with personal development goals improves satisfaction?					
75	Do you think focusing on teachers' mental health can improve satisfaction?					
76	Do you think a scientific management system can improve satisfaction?					
77	Do you think reasonable holidays and time off can improve satisfaction?					
78	Do you think reasonable pay for performance improves satisfaction?					

79. What factors have greatly influenced your job satisfaction during your career? Please specify these factors and their reasons.

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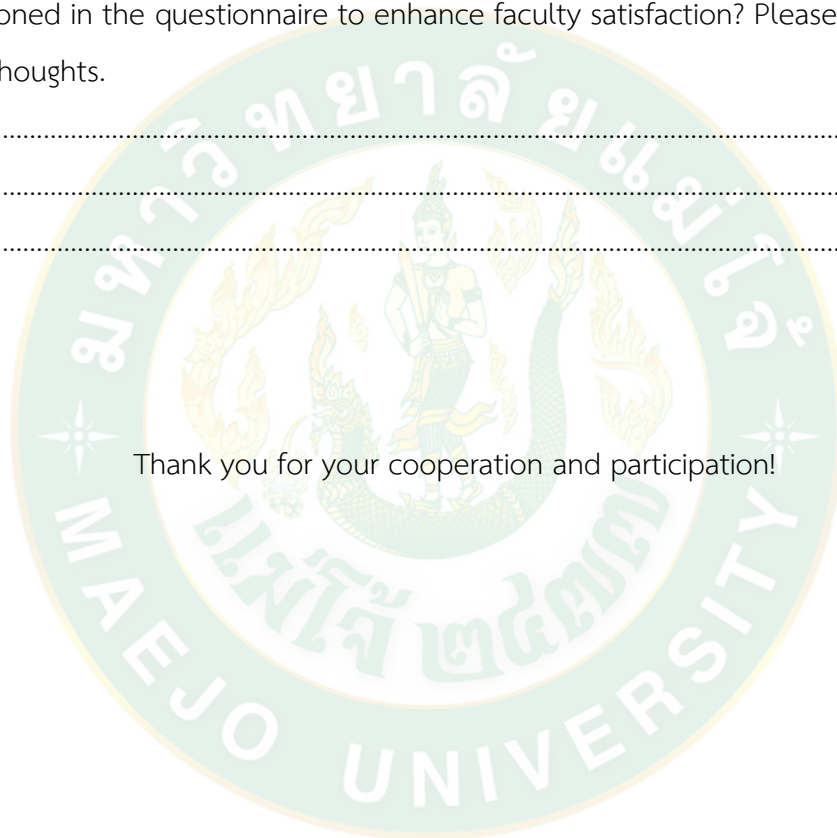
80. Do you have any suggestions that you think are important but not mentioned in the questionnaire to enhance faculty satisfaction? Please share your thoughts.

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Thank you for your cooperation and participation!



CURRICULUM VITAE

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