

Job motivation, satisfaction and performance of young university faculty members in China: Basis for an enhanced faculty development plan

Liu, Di ✉

Graduate School, Lyceum of the Philippines University – Batangas (463532318@qq.com)



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Abstract

Young university faculty members are an important part of the university. Strengthening the training of young teachers and cultivating the essence of talent education is the core of the educational task and more importantly the responsibility of school administrators. Teachers teach and educate people, according to the standard requirements. They should also do well in their professional career planning, to further understand their situation, contribute to their professional growth and development and better adapt to the teaching work and become more excellent. This study utilized descriptive research to determine the relationship among job motivation, job satisfaction and job performance. A total of 319 young Chinese university faculty participated in the study. Results showed that majority of the respondents were male, aged 25-29 years old, married, 0-5 years in service, and teaching STEM. They also agreed on the hygiene factors and motivators as indicators of their job motivation. Among the various dimensions of job satisfaction, autonomy, creativity at work and student relationship are the most important for young university teachers while for job performance, discipline and regulation matter the most. Moreover, there was a significant difference in job motivation when respondents were grouped according to years in service. In terms of job satisfaction, there was a significant difference in age and years in service except for working conditions and school culture; and lastly, in terms of job performance there was a significant difference in age, sex except for management skills, and years in service. Also, there was a highly significant relationship among the three variables. This implies that when young university teachers are motivated in their job, the more satisfied they become, and the better is their performance. In the end, an enhanced faculty development plan was proposed to improve the young university teachers' job motivation, satisfaction, and performance. Integrating young teachers into the education system can also provide more opportunities and platforms to promote their rapid growth and maturity. Young teachers are in a stage of active learning and exploration, and they are more open and receptive to new knowledge and technologies. Hence, this study may help universities and other academic institutions create supportive environments and effective support systems to attract, retain, and empower young university

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teachers for long-term success and fulfillment in their chosen careers.

Keywords: job motivation, job satisfaction, job performance

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1. Introduction

Nowadays, the competition between countries ultimately boils down to competition in education and talent. Human capital will be the most important 'capital' in future society. Higher education is also receiving increasing attention from people. This also determines the quality level of education and talent cultivation in China. The job motivation of young teachers is mainly reflected in their sense of belief in this profession. Teaching is a sacred and glorious profession. Becoming a teacher is something to be proud of. But they also have issues in their daily lives such as marriage, housing, and children's education. They hope to achieve results and receive recognition from their leaders. Being respected by leaders and colleagues in school. To improve the teaching level of teachers and help them to embark on the road of teaching work as soon as possible, as the administrators of the school teaching work, there should be active measures and means to provide help for their growth path.

Zhu(2019) study job satisfaction of young teachers is an important factor in teacher management. Teacher satisfaction is mainly reflected in the following aspects: whether teachers are satisfied with their leadership. The advantages and needs of faculty members of different age groups often vary. In addition, they also have issues in their daily lives such as marriage, housing, and child care. It is then essential to create conditions for middle-aged teachers, support them in engaging in education and teaching reform, support them to study abroad, exchange experiences, and actively recommend their academic papers for publication. For those with strong abilities and outstanding achievements, they should be promoted and reused, providing them with opportunities to showcase their talents. For young teachers who have already gained some teaching experience and gradually formed a teaching style, it is necessary to further cultivate and improve their teaching concepts, knowledge updates, paper writing, exploration and reform, project application, teaching presentation, and other aspects. For young teachers during this period, they are encouraged to return to their studies and invite subject experts to give relevant lectures on classroom teaching, teaching topic research, and thesis writing, providing theoretical guidance. Select young teachers to participate in national activities of the discipline, strengthen connections with developed regions, pay attention to the development trends of geography teaching, learn advanced educational concepts and teaching models, and thereby enhance the teaching perspective and professional height of young teachers.

Zhu(2019) study the job performance of young teachers is mainly reflected in their work abilities. The teaching ability of a teacher is an important indicator of whether a teacher is excellent. Teaching is the main task of teachers. Teaching ability mainly includes whether teachers can complete teaching tasks on time and according to requirements. On this basis, teaching methods should be innovative and able to attract students' attention. Maintain a good teacher-student relationship with students during the teaching process. The professional development of teachers is a long-term process, from graduating students from normal universities to becoming qualified educators, it is necessary to have profound knowledge. Only in this way can teachers provide students with rich knowledge and proficient professional skills in the classroom and daily life.

Xu(2018) believe that with the deepening development of education reform, various sectors of society have high expectations for university teachers, which makes them, especially young university teachers feel the pressure beyond their capacity. University teachers have always been regarded as elites working in ivory towers, role models for others, knowledgeable and educated individuals, and individuals with perfect personalities and omnipotent abilities. With the development of society and educational reform, all sectors of society have high expectations for teachers, especially young teachers in universities, which makes them feel immense pressure. But ignoring that they are ordinary people. Moreover, society always hopes to see the growth and progress of students in the fastest and shortest possible time. This is impossible because the labor of young teachers in universities is sluggish, and the impact on students may only become apparent for several years or even decades.

So before this, people would frequently see various social opinions and newspapers questioning teachers' abilities, criticizing teachers' sense of responsibility, and questioning teachers' morality, all of which often put university teachers in a very stressful position.

Tian(2021) believe that junior faculty are the future and hope of education. They represent the way of thinking and concepts of the new era and can bring fresh teaching methods and experiences to students. Integrating young teachers into the education system can also provide more opportunities and platforms to promote their rapid growth and maturity. Young teachers are in a stage of active learning and exploration and they are more open and receptive to new knowledge and technologies. Due to their innovative and creative abilities, young teachers are able to adapt and respond to challenges in constantly changing environments. They provide high-quality educational services to students with full enthusiasm and solid professional knowledge. Young teachers play an important role in teaching, student management, and social practice. Studying the job motivation, job satisfaction, and job performance of young teachers can help better manage the teaching staff in universities. Strengthening and improving the management of the teaching staff in universities.

Objectives of the Study - This study aimed to determine the relationship among job motivation, job satisfaction, and job performance of junior faculty in HeTao College in Inner Mongolia Autonomous Region, China. Specifically it aimed to identify the teachers' job motivation as to hygiene factors and motivators, assessed the job satisfaction about supportive and appreciative supervisors, collegiality and workplace relationship, income and job security, autonomy, creativity at work and student relationship, working conditions and school culture and advancement and professional growth; determine the job performance as regards teaching skills, management skills, discipline and regularity and interpersonal relations; test the significant difference of responses on teachers' job motivation, satisfaction, and performance grouping based on demographic data; Test the significant relationship between three main variables, and finally, based on the research results, proposed an enhanced teacher development plan .

2. Methods

Research Design - The study employed quantitative analysis and emphasized the use of computational techniques such as surveys and the use of email to publish questionnaires. More specifically, descriptive research was utilized to determine the contact among job motivation, satisfaction and performance of young Chinese university faculty.

Participants of the Study - The study covered 319 teachers from a total population of 981 in Hetao College in the Inner Mongolia Autonomous Region, China. They come from different majors which include Math, Engineering and Computer Science, Medicine, Education and Science (Ecology and Sports), and Humanities (Language and Arts). The confidence level represents the degree of confidence in interval estimation, and the span of the confidence interval is a positive function of the confidence level. That is, the greater the required level of confidence, the wider the confidence interval will inevitably be obtained. It is a numerical value, not an interval. The margin of error refers to the fact that during the questionnaire survey process, there is often an error from the true value due to limitations in statistical methods and the number of respondents. Based on error amplitude and confidence level obtain the sample size.

Instrument of the Study - The Cronbach coefficient is a statistical measure that refers to the average of the half reliability coefficients obtained from all possible item partitioning methods in a scale. It is the most commonly used reliability measurement method. The coefficient is a commonly used method for measuring the reliability of psychological or educational tests. The coefficient ranges from 0 to 1, and the higher its value, the higher its reliability. It is generally believed that the Cronbach alpha should reach 0.7 or higher. The coefficient is generally greater than 0.7, with a minimum of no less than 0.6, and 0.8 is very good.

Through SPSS results, all dimensions of the three variables in the questionnaire are valid. Table 1 shows that the coefficient for health factors is 0.981, which is excellent. The coefficient of the incentive factor is 0.977,

which is also excellent. The coefficient for the dimensions of supportive and appreciative mentors is 0.917, which is also excellent. The coefficient for teaching skills is 0.939, which is also excellent. The coefficient for discipline and regularity is 0.956, which is also excellent. The coefficient of interpersonal relationships is 0.917, which is also excellent. The coefficient for working conditions and school culture is 0.836, which is good. The coefficient for management ability is 0.846, which is also good. The coefficient for the relationship between colleagues and the workplace is 0.753, which is acceptable. The coefficient for income and job security is 0.771, which is also acceptable. The coefficient for autonomy, work creativity, and student relationships is 0.761, which is also acceptable. So, all scores in the reliability are very high.

Data Gathering Procedure - In the process of collecting research data, the researchers collected, sorted out, and referred to very professional and mature relevant literature resources, discussed and corrected with consultants many times, passed the ethical review meeting, and confirmed the communication and confirmation of the questionnaire between the researchers and the main target institutions of the research. With permission, the final electronic copy of the research instrument was organized via the questionnaire star. The study variables, and the filling considerations were included in the electronic questionnaire. Information that guarantees that their responses will be treated as confidential is also highlighted. Researchers believe that people should always consider their integrity and efficacy and, therefore, the response to the questionnaire and the way they are submitted. The questionnaire was distributed to the target respondents via electronic devices through contacts at the respective participating institutions. After sending the online questionnaire to the interviewees, they will automatically enter the questionnaire design and collection items and make systematic statistics. The researcher distributed the survey questionnaire to the target respondents through the contacts of their respective participating institutions. After sending an online questionnaire and being submitted by the respondents, the questionnaire underwent system statistics.

Data Analysis - Frequency and percentage distribution were used to represent the demographic profile of the respondents in terms of sex, age, civil status, years in service, and type of university. Weighted means and ranking were used to determine the teachers' job motivation as to hygiene factors and motivators; assessed the job satisfaction with supportive and appreciative supervisors, collegiality and workplace relationship, income and job security, autonomy, creativity at work and student relationship, working conditions and school culture and advancement and professional growth and determine the job performance as regards teaching, management, discipline and regularity, as well as interpersonal skills.

Ethical Considerations - To ensure confidentiality in online data-gathering, the participants were asked for their permission to ensure confidentiality before investigating by not disclosing their names and identities in the data set. Due to the sensitivity of the process of investigation, none of the personal information was asked during the primary analysis, and they were allowed to leave any personal data in the questionnaires blank if they desired.

3. Results and discussion

Table 1

Summary Table on Job Motivation

Indicators	Weighted Mean	Verbal Interpretation	Rank
Hygiene Factors	3.24	Agree	2
Motivators	3.30	Agree	1
Composite Mean	3.27	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 - 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 1 shows that the composite mean of job motivation is 3.27. Among them, the weighted mean for hygiene factors is 3.24. The weighted mean of motivators is 3.30. Hygiene factors and motivators are referred to as the two-factor theory. In the dual factor theory, motivators are also known as achievement motivation, and hygiene factors are also known as satisfaction stability factors. Motivational factors refer to the influences that

come from the job itself. For young teachers, motivational factors refer to their sense of achievement in their teaching work, their responsibilities in the teaching process, opportunities for development in their work, and the promotion and honor of their work.

Hygiene factors include salary, work environment, occupational safety, and interpersonal relationships, and are also factors that affect whether teachers are satisfied with their jobs. These factors do not directly increase the motivation of junior faculty, but without them, teachers will develop some negative emotions. The working conditions in hygiene factors refer to the supporting facilities and teaching equipment of the school, as well as the campus environment. The external relationships in hygiene factors include the relationships between teachers, managers, and teachers. Because this involves the teamwork ability, work pressure, and work identity between teachers. If hygiene factors are performed well enough, teachers can maintain their enthusiasm and enthusiasm for teaching work. Therefore, in management practice, organizations should focus on hygiene factors and on improving and optimizing the working environment and conditions of teachers, to enhance their work motivation and efficiency.

The sense of achievement in teaching work refers to one's own affirmation of oneself and the recognition of oneself by others that teachers obtain after completing their teaching tasks. This is also one of the main reasons why university teachers love their work. The development opportunities for young teachers refer to various learning opportunities provided by teachers in their workplaces and schools, including online and offline learning. It also includes opportunities for teachers' growth and development provided by schools, such as various teacher training or teacher skills competitions. The responsibilities that teachers should bear in the teaching process refer to the responsibilities they should bear for their teaching content and the learning outcomes of students. When taking responsibility, one should also have corresponding decision-making and control power. The honor and reward of teachers' teaching work refer to the praise, praise, and rewards received by teachers during the teaching process. This includes increasing teachers' salaries, benefits, and bonuses, as well as issuing honorary certificates. Therefore, school managers should focus on providing appropriate motivational factors for teachers when motivating them to actively work, to improve their motivation level and work performance.

Table 2 shows that the composite mean of job satisfaction is 2.93. Among them, the weighted mean for supportive and appreciative supervisors is 2.88. The weighted mean of collegiality and workplace relationships is 3.00. The weighted mean of income and job security is 2.86. The weighted mean of item 4 is 3.11. The weighted mean of item 5 is 2.82. Supportive and corrective supervisors are very important for young teachers. The appreciation and praise from leaders towards teachers will make young teachers more passionate about their profession. Young teachers are a dynamic and enthusiastic teaching team. In the workplace, obtaining the support of leaders makes teachers more satisfied with their careers.

Table 2

Summary Table on Job Satisfaction

Indicators	Weighted Mean	Verbal Interpretation	Rank
Supportive and Appreciative Supervisor	2.88	Agree	2
Collegiality and Workplace Relationships	3.00	Agree	3
Income and Job Security	2.86	Agree	4
Autonomy, Creativity at Work, and Student Relationship	3.11	Agree	1
Working Conditions and School Culture	2.82	Agree	5
Composite Mean	2.93	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 - 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Collegiality and workplace relationships are also important for young teachers. Good colleague relationships make young teachers feel warm when they just join the teaching industry. Young teachers are willing to spend more of their time on their job positions. Young teachers are more willing to seek teaching experience from older teachers. They will also be more willing to communicate teaching issues with teachers of their age. Income and

job security are also important for young teachers. Most young teachers are fresh graduates with no economic foundation. So the income of teachers is very important for young teachers. A good income can enable young teachers to cover their daily expenses. The expenses of young teachers mainly include renting a house, eating, traveling, and basic clothing. If teachers' income cannot meet these requirements, their satisfaction will decrease. Autonomy, creativity at work, and student relationships are also important for young teachers. Most young teachers are college graduates who have just entered society and have strong autonomy in their work. This also enables more effort to be invested in teaching work, resulting in better teaching outcomes. Young teachers have strong energy, avant-garde thinking, and a certain level of innovative ability in teaching. The age difference between young teachers and students is not significant, so there is no generation gap between them and they can maintain good communication with students. Students also prefer young teachers' courses more. Working conditions and school culture are also important for young teachers. Young teachers prefer to use modern teaching techniques. So the quality of teaching conditions in schools directly affects the job satisfaction of young teachers. Teaching culture includes teaching concepts and values.

Table 3

Summary Table on Job Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teaching skills	3.32	Agree	2.5
Management skills	3.32	Agree	2.5
Discipline and regularity	3.33	Agree	1
Interpersonal relations	3.29	Agree	4
Composite Mean	3.31	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 - 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 3 shows that the composite mean of job performance is 3.31. Among them, the weighted mean for teaching skills is 3.32. The weighted mean of management skills is 3.32. The weighted mean of discipline and regularity is 3.33. The weighted mean of interpersonal relations is 3.29. The teaching skills of young teachers are directly related to their job performance. The higher the teaching skills of a teacher, the higher their job performance. The teaching skills of young teachers are mainly reflected in their sufficient preparation before class. Have young teachers used different teaching methods in the teaching process when facing students with different majors or foundations. These factors are closely related to the job performance of teachers. The management skills of young teachers are also important for them. The management skills of young teachers include their teaching skills, teaching level, and the balance between family and work. This is full of challenges for young teachers.

Interpersonal relationships are also important for young teachers. Young teachers should manage their relationships with colleagues well. Good colleague relationships help young teachers better carry out their teaching work. Young teachers also need to handle their relationships with students well. Because there is not much difference in age among students, the relationship between them is often more intimate, but the scale of this relationship also needs to be grasped. If the relationship is too close, the work of teachers may not be easy to carry out. Young teachers also need to handle the relationship with their leaders, receive their support and recognition, and have more enthusiasm to invest in their work.

Table 4 shows the relationship between job motivation and satisfaction. From the research results, it can be seen that the computed r-values indicate a strong positive correlation between the extent of utilization of autonomy, creativity at work, and student relationships and a weak positive correlation between the working conditions and school culture. The job satisfaction of teachers is related to the quality of education and teaching and the effectiveness of management in schools; For individual teachers, it is an important factor that affects their work performance, work enthusiasm, and physical and mental health. Work brings a sense of achievement, representing that the work itself is very meaningful and can bring value to oneself or others. This will give people a sense of meaning and achievement in life, making them spiritually enriched. From a certain perspective,

no one is completely satisfied with their job, such as complaining about low wages, excessive overtime, being far from home, lack of promotion opportunities, tense relationships with colleagues, and an unsatisfactory work environment. These dissatisfaction emotions can all affect their evaluation of job satisfaction.

Table 4
Relationship Between Job Motivation and Satisfaction

Hygiene Factors	rho-value	p-value	Interpretation
Supportive and Appreciative Supervisor	.621**	0.000	Highly Significant
Collegiality and Workplace Relationships	.618**	0.000	Highly Significant
Income and Job Security	.755**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.823**	0.000	Highly Significant
Working Conditions and School Culture	.310**	0.000	Highly Significant
Motivators			
Supportive and Appreciative Supervisor	.611**	0.000	Highly Significant
Collegiality and Workplace Relationships	.600**	0.000	Highly Significant
Income and Job Security	.745**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.855**	0.000	Highly Significant
Working Conditions and School Culture	.293**	0.000	Highly Significant

Legend: Significant α -value < 0.01

Table 5 shows the relationship between work motivation and performance. The results indicate a strong positive correlation between the calculated r value and the degree of application of teaching skills. However, the obtained p-value is less than the alpha level of 0.01. This indicates the existence of important relationships and means that the more motivated they are, the better their job performance will be. Atkinson et. al., (1996) pointed out that through research, If the work environment is complex, the work performance of employees with higher job motivation is higher than that of employees with low job motivation. In real work, high employee satisfaction is only a necessary but not sufficient condition for high job performance, so there is no such inference. It is worth mentioning that the construction of corporate culture and moderate management change are the keys to coordinating the relationship between the two.

Table 5
Relationship Between Job Motivation and Performance

Hygiene Factors	rho-value	p-value	Interpretation
Teaching skills	.806**	0.000	Highly Significant
Management skills	.775**	0.000	Highly Significant
Discipline and regularity	.780**	0.000	Highly Significant
Interpersonal relations	.803**	0.000	Highly Significant
Motivators			
Teaching skills	.868**	0.000	Highly Significant
Management skills	.842**	0.000	Highly Significant
Discipline and regularity	.837**	0.000	Highly Significant
Interpersonal relations	.849**	0.000	Highly Significant

Legend: Significant α -value < 0.01

In corporate culture construction, If the concepts and behaviors of employees are consistent with the corporate culture advocated by the company, then the relationship between employee satisfaction and job performance is positively correlated. If the concepts and behaviors of employees are inconsistent with the corporate culture advocated by the company, then the relationship between employee satisfaction and job performance is negatively correlated. Work performance is a term in management psychology, meaning something similar to work outcomes. Work performance can be said to be the ultimate requirement of a company for its employees, and companies will use various methods to directly or indirectly improve their work performance.

Table 6

Relationship Between Job Satisfaction and Performance

Supportive and Appreciative Supervisor	rho- value	p-value	Interpretation
Teaching skills	.583**	0.000	Highly Significant
Management skills	.543**	0.000	Highly Significant
Discipline and regularity	.570**	0.000	Highly Significant
Interpersonal relations	.523**	0.000	Highly Significant
Collegiality and Workplace Relationships			
Teaching skills	.600**	0.000	Highly Significant
Management skills	.576**	0.000	Highly Significant
Discipline and regularity	.605**	0.000	Highly Significant
Interpersonal relations	.546**	0.000	Highly Significant
Income and Job Security			
Teaching skills	.699**	0.000	Highly Significant
Management skills	.691**	0.000	Highly Significant
Discipline and regularity	.686**	0.000	Highly Significant
Interpersonal relations	.721**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship			
Teaching skills	.866**	0.000	Highly Significant
Management skills	.840**	0.000	Highly Significant
Discipline and regularity	.854**	0.000	Highly Significant
Interpersonal relations	.823**	0.000	Highly Significant
Working Conditions and School Culture			
Teaching skills	.275**	0.000	Highly Significant
Management skills	.287**	0.000	Highly Significant
Discipline and regularity	.283**	0.000	Highly Significant
Interpersonal relations	.228**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 shows the relationship between job satisfaction and performance. The results indicate that the calculated r value has a strong positive correlation with the degree of application of teaching skills and a weak positive correlation with interpersonal relationships. However, the obtained p-value is less than the alpha level of 0.01. This indicates a significant relationship, meaning the more satisfied they are, the better their job performance will be. Research has shown that there is a significant positive correlation between high-performance work systems and job satisfaction among newly hired employees. High-performance work systems are significantly positively correlated with satisfaction with basic psychological needs. Satisfaction with basic psychological needs plays a role in the relationship between high-performance work systems and the sense of job satisfaction among newly hired employees. Suggestions were given to enhance the sense of work enthusiasm of new employees.

Performance issues reflect the various needs of teachers. When formulating a performance management system, consideration should be given to the issue of teachers' job satisfaction. Building a comprehensive teacher performance system based on international and domestic experience. Schools need to stimulate teachers' positive organizational behavior and individual-level learning at every level. To enhance teachers' performance capabilities and provide organizational, economic, and cultural guarantees for the reform of performance management for vocational school teachers at the social level. Hui (2015) consider that Whether university physical education teachers are satisfied with their work mainly depends on their performance.

Table 7

An Enhanced Faculty Development Plan for Young Teachers in Chinese Universities

Key Result	Strategies	Success Indicators	Persons Involved
1. Job Motivation: 1.1 Hygiene Factors Objective: To purchase modern educational technology equipment for	Schools need to purchase modern teaching equipment that teachers need, such as computers, multimedia teaching equipment, scanners, speed printers, printers, servers, switches, campus networks, closed circuit television systems, cameras, video recorders, etc.	By learning the use of modern educational technology equipment and applying it to daily teaching processes, 95 % of young teachers' performance improved.	Young College Teachers

teachers.		Enable young teachers to gain a sense of achievement in their teaching positions, thereby stimulating their work motivation and continuously innovating their teaching methods.	
1.2 Motivators Objective: To regularly conduct teacher evaluations	Schools should establish teacher assessment methods and systems according to the development direction and strategic objectives of the schools. Conduct regular commendation and punishment. According to the nature, tasks, and training objectives of the school, the application of scientific procedures and methods, the quality of teachers, attitude, performance, and performance of a comprehensive, scientific, and accurate evaluation or evaluation. Excellent performance and greater progress of the young teachers to give the corresponding material and honorary affirmation. Care about the life and work of young teachers, so that teachers can feel the warmth of home at school. The school has incorporated the construction of teachers' ethics into the routine education and teaching management, formulated specific rules for rewards and punishments for teachers' ethics evaluation, established an assessment and evaluation system, and carried out activities for parents to evaluate teachers and students once every semester, focusing on the assessment of teachers' professional ethics, teaching attitude and educational effect.	By encouraging 95% of teachers can get a great sense of achievement in their work. The affirmation, care, and encouragement of the school is a strong motivation for young teachers. Young teachers will redouble their efforts to work, continue to learn, and strive to improve their professional level, to cultivate high-quality, compound, and international talents for the school and society.	Young College Teachers
2. Job Satisfaction 2.1 Income and Job Security Objective: To ensure that teachers have a stable income and job security.	To study the measures of basic insurance and supplementary insurance to improve the social security level of college teachers. To study and establish social security methods and approaches suitable for university teachers and strive to promote the equality of their guaranteed benefits. We will explore ways for the classified management of colleges and universities and do a good job in the pilot reform of the system for running colleges and universities. At the same time, they should enjoy the tax and other preferential policies stipulated by the state. A special fund for education development will be set up, mainly used to commend, reward, and subsidize public schools. Standardize the management of colleges and universities, and establish a sound financial, accounting, and asset management system in colleges and universities, to ensure that college teachers have a stable income and job security.	90% of young teachers have stable income and job security.	Young College Teachers
2.2 Working Conditions and School Culture Objective: To give importance to good working conditions and school culture.	Campus culture should be based on the premise of creating a beautiful environment, to achieve greening, beautification, hardening, and purification, so that all the teachers and students in the hearing and see edified sentiment, and perfect character. Campus culture should be led by virtue, the combination of ancient and modern Chinese and foreign, fully excavate the essence of China's five thousand years of culture, inherit and carry forward the traditional virtues of the Chinese nation, into the modern sound and photoelectric technology, through the famous sayings, calligraphy and painting banners, kitchen window columns, booth stands and other forms, to play its educational role. Garden culture should also be combined with local characteristic culture, local culture, and community culture to form a joint force of campus culture.	95% of teachers pursue a better life and career, all hope that their professional activities are valuable and meaningful, and to achieve life, to achieve value, we must control, master our professional, and become an expert in the business.	Young College Teachers
3. Job Performance 3.1 Teaching skills Objective: To have Regular assessment	The key performance elements of teaching positions can include the following aspects: teaching results, including students' academic performance, students' learning attitude and interest, student evaluation and	95% of young college faculty's teaching results and teaching quality assessed for continuous	Deans, Department Chairs

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of teachers' teaching skills	<p>feedback, etc. This is an important indicator to evaluate the performance of teaching positions, reflecting whether teachers can help students achieve good academic performance in the teaching process.</p> <p>Teaching quality, including classroom teaching design, teaching methods and strategies, textbook selection, curriculum management and evaluation, etc. This is an important indicator to evaluate teachers' teaching ability and teaching level and reflects whether teachers can design and implement high-quality teaching activities in classroom teaching and provide effective teaching support and guidance. Student management: including student management, student guidance and guidance, etc. This is an important indicator to evaluate the ability and performance of teachers in student management and guidance, reflecting whether teachers can provide effective support and guidance in student management and guidance.</p>	improvement of their teaching ability and performance.	
<p>3.2 Management skills</p> <p>Objective: To handle the relationship between family and work for management skills</p>	<p>Family and work partners build open, honest, and timely communication to promote consensus and understanding. At work, establish good communication channels with team members and superiors to ensure that everyone has clear expectations and goals. At home, try to share your work needs and challenges with your partner and family so they understand your situation. Effectively managing time and workload is critical to maintaining the home and work balance. Develop a reasonable work plan and set priorities. Learn to reject tasks that are irrelevant or too heavy to have more time to focus on family and important work tasks. It is very important to take good care of your own physical and mental health. Ensure adequate rest and sleep, and maintain exercise and healthy eating habits. Give yourself time to relax from work and do hobbies and relaxation activities that suit you to improve work and family life satisfaction. In short, we should learn to coordinate and arrange, with full enthusiasm and energy, to deal with work and life.</p>	By balancing family and work relationships, 90% of teachers can achieve more satisfaction and happiness in their career and family life.	Young College Teachers
<p>3.3 Discipline and Regularity</p> <p>Objective: Strictly abide by the school's discipline and regularity</p>	<p>Teachers should have noble ethics, respect and treat each student teacher to do a good job in the work. Teachers should set up the teaching concept consistent with the requirements of the new curriculum standards, and make the teaching design according to the three-dimensional goals of knowledge and skills, process and method, emotional attitude and values. Teachers should pay attention to their appearance. Dress should be simple, natural, generous, and dignified appearance; words and deeds should be standard, civilized, and decent. Teachers should regulate their teaching behavior. Conscientiously fulfill the requirements of teachers' professional ethics. Model to observe the rules and regulations of the school. be strict with oneself.</p>	<p>90% of teachers study with a truth-seeking and pragmatic spirit and a rigorous and self-disciplined scientific attitude, abide by academic ethics, resist academic corruption, constantly improve the knowledge structure, correctly handle the relationship between teaching and research, and strive to improve the level of teaching and research. Guided by cultivating students' innovation, entrepreneurial ability, and application skills, we dare to devote ourselves to teaching and scientific research innovation, actively explore the rules of education and teaching, keep up with the frontier of the subject, and innovate the teaching</p>	Young College Teachers

		content, methods, and means.	
3.4 Interpersonal relations Objective: To handle interpersonal relationships with students, parents and colleagues' interpersonal relations	Learning to respect the students is a thing for every teacher to do. Respect for students The most important thing for the teacher-student relationship is that teachers should learn how to respect students. The most important relationship between teachers and students is the equal relationship because, for them, students are very eager to be recognized by others, especially by their teachers. Therefore, as a teacher, we must learn to maintain an equal relationship with our children. Teachers should also maintain effective communication with the student's parents. Cooperate with parents, and let parents understand the students' study and life in school. At the same time, the parents also have a deeper understanding of the students. Get along well with your colleagues.	A good relationship between teachers and students is maintained. This enables students to study easily and happily without pressure. Teachers and students cooperate in teaching activities, which undoubtedly possible for students to acquire knowledge more simply and effectively. Teachers also feel a sense of achievement.	Young College Teachers

4. Conclusions and recommendations

The following conclusions were drawn based on the results of the study: Majority of the young university teachers are male, aged 25-29 years old, married, 0-5 years in service and teaching STEM. The respondents agreed on the hygiene factors and motivators as indicators of their job motivation. Among the various dimensions of job satisfaction, autonomy, creativity at work, and student relationship are the most important for young university teachers. Among the various dimensions of job performance, discipline and regulation are the most important for young university teachers. When respondents are grouped by years of service, there are significant differences in work motivation. In terms of job satisfaction, there are significant differences in age and length of service, except for working conditions and school culture; Finally, in terms of job performance, in addition to management skills and years of work experience, there are also significant differences in age and gender. There was a highly significant relationship among the 3 variables. This implies that when young university teachers are motivated in their job, the more satisfied they become, and the better is their performance. An enhanced faculty development plan was proposed to improve the young university teachers' job motivation, satisfaction, and performance.

Based on the findings and conclusions of the study, the following recommendations are forwarded: The school administrators may purchase modern teaching equipment to encourage young teachers to improve further the quality of instruction they provide to their students. The deans and department chairs may establish teacher assessment methods and systems according to the development direction and strategic objectives of the schools. The faculty association may regularly hold social activities to promote friendly communication among teachers and improve their satisfaction. The human resource department may establish social security methods suitable for university teachers and strive to promote equality among university teachers to ensure benefits, thereby ensuring the work performance of teachers. The young university teachers may attend additional trainings and seminars to update themselves and make their teaching, engaging, creative and innovative. Future researchers may conduct studies that would investigate what significantly predicts job motivation, satisfaction and performance of young university teachers. They may also explore on other constructs such as teaching effectiveness, quality and student engagement. The proposed training and development plan may be tabled for discussion, implementation, and evaluation for continuous improvement.

5. References

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