

Teacher compensation, job satisfaction and career development in Chinese universities

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Received: 25 May 2024

Available Online: 15 July 2024

Revised: 25 June 2024

DOI: 10.5861/ijrse.2024.24657

Accepted: 10 July 2024

ISSN: 2243-7703

Online ISSN: 2243-7711

OPEN ACCESS



Abstract

Teachers are the core force of higher education development, the main force of school personnel training, and the main participating force of scientific research and social service. Teacher compensation and welfare, job satisfaction and career development of college teachers directly affect the quality of education and the level of running a college. The main purpose of this study is to determine the compensation and welfare, job satisfaction and career development of Chinese university teachers. Specifically, the compensation level of teachers is determined from three aspects: basic salary and performance reward, social welfare and school welfare, and achievement. The job satisfaction of college teachers is determined from three aspects: work feeling, organizational climate and interpersonal relationship. The present situation and possible problems or reasons of college teachers' career development are determined from three aspects: professional development, training guidance and promotion of professional titles. Finally, the relationship between teacher compensation, job satisfaction and career development are determined, the teacher develop plan is proposed. In this study, descriptive research methods were used to conduct a questionnaire survey on teachers in selected universities. The survey data were statistically analyzed the following from the aspects of sex, age, educational background and working years; salary and performance reward from national policies, titles and positions, working years, performance appraisal, and so on; the social and school benefits from medical insurance, pension insurance, children's education, and so on; professional development from teaching ability and scientific research atmosphere; training guidance and professional title promotion from vocational training, professional planning, professional title review; work feeling, organizational climate and interpersonal relationship from the aspects of work pressure, work enthusiasm, personal development and colleague relationship. This study used SPSS software to process and analyze 425 responses as regards the impact of teacher compensation, job satisfaction and teacher career development on Chinese university teachers. Results of the study revealed that teacher compensation and career development are the main factors affecting the job satisfaction of university teachers. First of all, the more satisfied the teacher's compensation,

the higher the teacher's job satisfaction; The higher the compensation of teachers, the better the career development planning of teachers. The better the teacher's career development, the faster the personal promotion, the more performance reward, the more teacher's compensation, the higher the job satisfaction; When the teacher's career development is better, he or she will have more energy and enthusiasm to devote to the work, and can achieve greater achievements, thus increasing his or her personal income. As the career development becomes better and better, the individual gets promoted, and the job satisfaction increases accordingly. Through the research, a feasible teacher development Plan is proposed to provide support for university administrators to promote teacher team construction.

Keywords: college teachers, teacher compensation, job satisfaction, career development

Teacher compensation, job satisfaction and career development in Chinese universities

1. Introduction

With the rapid development of education, teachers are increasingly valued. As an important part of the education system, teachers play a vital role in the training of students. Teacher compensation is not only a guarantee for individual teachers' living standards, but also a recognition and return for their contribution to education and teaching (Liu, 2019). Teachers' job satisfaction is directly related to their work enthusiasm, work quality and career development direction (Li, 2018).

Teacher compensation usually consists of two parts: basic salary and performance reward, in which performance reward is directly related to teacher's work performance. In practical application, the effect of performance reward is not ideal, which is usually caused by the lack of sufficient transparency in performance appraisal and evaluation standards and the unfair evaluation index system. In addition to the basic salary and performance reward, the benefits provided by the school and society are also an important part of teachers' compensation, and have an important impact on teachers' job satisfaction. Wang (2019) claimed that in addition to direct compensation and incentives, welfare policies of schools and society are important factors affecting their job satisfaction, including medical insurance, pension plans and preferential education for their children. Therefore, reasonable compensation structure can effectively enhance teachers' work enthusiasm. The professional development of teachers is not only related to personal growth, but also related to the improvement of education quality. Zhang (2019) emphasized that schools can improve teachers' professional skills and teaching level by organizing teachers to participate in adequate training and guidance. Continuous training and continuing education are important ways of teacher professional development. Receiving systematic training and effective expert guidance is also very important for teacher development. In addition, a fair, transparent and reasonable title evaluation and promotion mechanism is also an important part of teachers' career development. According to Smith (2019), there is a significant positive correlation between teacher compensation and job satisfaction. Generous salaries can guarantee teachers' life and learning needs, while performance rewards can stimulate teachers' innovative spirit and work drive. Studies have shown that teachers have higher job satisfaction when they can earn a compensation that matches their efforts.

In short, teachers' compensation and job satisfaction, career development and other factors affect each other. Understanding these factors is important for developing effective strategies to build a high-quality faculty and ensure that colleges and universities are able to attract and retain high-quality faculty.

Objectives of the Study - This study aimed to determine the teacher compensation, job satisfaction and career development of teachers in Chinese universities, and to indicate the significant impact of teacher compensation, career development on job satisfaction of university teachers. More specifically, it determined the teacher compensation level among respondents in terms of basic salary and performance reward, social welfare and school welfare, and achievement; assessed respondents' job satisfaction concerning work feeling, organizational climate, and interpersonal relationships; identified the respondent's career development in terms of professional development, training guidance and rank promotion; tested the relationship between and among three variables; and proposed a reasonable and feasible teacher development plan.

2. Methods

Research Design - This study used descriptive research methods to explore the relationship between teacher compensation, job satisfaction and career development of Chinese university teachers. Through the collection and analysis of personal information, compensation and benefits, job satisfaction, career development and other data of college teachers, the current work status and future development direction of college teachers are described. Through

literature analysis, the existing literature is systematically reviewed to provide theoretical background and framework for the research. Through questionnaire survey, personal information and quantitative data such as teacher compensation, job satisfaction and career development of college teachers were collected, and descriptive statistics and relevant analysis were carried out after collecting the data. Through this study, the researcher hoped to provide more support and input for university administrators to improve teachers' compensation level, improve teachers' job satisfaction, promote teachers' career development, and promote university human resource management and policy formulation.

Participants of the Study - The Participants were 425 teachers from three universities in Henan Province. In terms of sampling methods, researcher used random sampling to ensure the representativeness of samples. About 30% of the surveyed faculty were selected from each university to participate in the survey. The three universities had 145, 140 and 140 participants respectively, and each had about 1,000 faculty members. To ensure the comprehensiveness of the study and reduce potential bias due to differences in levels, the researcher stratified the 425 teachers surveyed. Specifically, the ratio of male and female teachers was 50% each, which helped to explore the potential influence of sex on the study variables. At the same time, considering that teachers from different disciplinary backgrounds may have different perspectives and experiences, this study ensures that there is a certain proportion of participants from all disciplines. In addition, to get a more complete picture of teachers in different age groups, the researcher also considered teachers in different age groups, such as young, middle-aged, and older teachers, to ensure that they all had a certain percentage of participation in the study. This distribution helped to analyze the influence of age on teachers' behavior and opinions, thus making the findings more general and applicable. Through stratified sampling, the researcher ensured a balanced distribution of sex, discipline, and age to reduce errors due to sample bias. However, despite the best efforts of the researcher to ensure the representativeness of the sample, the research conclusions may have certain limitations due to the limitation of the sample size. Future studies could further validate the results of this study by increasing the sample size or using different sampling methods. In addition, possible biases in sample selection and their impact on the study results will be discussed.

Data Gathering Instrument - This study used questionnaire survey to collect data and analyze the compensation, job satisfaction and career development of Chinese university teachers. The researcher first submitted the questionnaire to the adviser for comments, and then submitted the 30-questionnaire data to the statistical experts of the University of the Philippines Lyceum for reliability verification. After verifying the validity, the researcher sent questionnaires to teachers in Chinese universities to collect data and information.

The questionnaire consists of four parts, the first part is demographic information, including sex, age, highest level of education and years of service. The second part mainly analyzes the compensation of college teachers from the aspects of basic salary and performance reward, social and school welfare, and compensation achievement. The questionnaire is divided into three dimensions, 23 questions, Taken from Li's (2022) Research paper "research on teachers' salary in provincial public undergraduate colleges in Shenyang" and Bao's (2022) Survey on salary and welfare of college teachers. These questionnaires were modified to accommodate this study, but still were subjected to content verification and reliability testing. The third part mainly analyzes the job satisfaction of college teachers from the aspects of work feeling, organizational climate and interpersonal relationship. The questionnaire was taken from Li's (2019) research on influencing factors of university teachers' job satisfaction and Meng's (2018) Study on Job Satisfaction job satisfaction of university teachers in Shandong Province, divided into three dimensions, 30 questions. These questionnaires have been modified to accommodate this study, but will be subject to content verification and reliability testing. The fourth part mainly from the aspects of professional development, training guidance, rank promotion and so on to understand the career development of college teachers. Questionnaire adapted from Guo Haiyan; Garickson Palao-ay (2023) 's research (Investigation and Analysis of the Current Situation of College Teachers' Career Development) and Meng (2018) 's research report on (college teachers' job satisfaction in Shandong Province), were divided into three dimensions and 25 questions. These questionnaires have been modified to accommodate this study, but will be subject to content verification and reliability testing.

The questionnaire used Likert scale with the following values :4- Strong agreement (SA); 3- Consent (A); 2-

Objection (DA); 1- Strongly disagree (SD).

Summary of Reliability Test

Indicators	Cronbach Alpha	Remarks
Salary and performance rewards	0.926	Excellent
Social and school welfare	0.909	Excellent
Achievement	0.890	Good
Work Feeling	0.939	Excellent
Organizational Climate	0.915	Excellent
Interpersonal Relationship	0.928	Excellent
Professional Development	0.948	Excellent
Training Guidance	0.850	Good
Rank Promotion	0.904	Excellent

Data Gathering Procedure - This study mainly discussed the teacher compensation, job satisfaction and Career Development in Chinese universities. At the beginning of the research, by extensively consulting domestic and foreign journals, books, and other literature materials, researcher sorted and analyzed the content of the study, which not only provided a theoretical basis for this study, but also helped researcher understand the latest research trends. In the data collection stage, the researcher modified and improved the survey questionnaire under the guidance of the supervisor, and conducted the survey using a questionnaire approved by the supervisor. The survey questionnaire was published online through a professional questionnaire platform and the data collection was completed within a week. Researcher sent questionnaires to survey subjects and ask them to fill out questions based on real situations in order to obtain authentic and reliable research data. This study mainly conducted a questionnaire survey on teachers from three universities in Henan Province, collected the necessary data and information, and then used SPSS software to statistically analyze the survey data, providing support for research conclusions and scientific basis for policy recommendations.

Data Analysis - To perform data analysis, the following statistical tools were used. Weighted mean and ranking were used to determine the teacher compensation level among respondents in terms of basic salary and performance reward, social welfare and school welfare, and achievement; assessed respondents' job satisfaction concerning work feeling, organizational climate, and interpersonal relationships; identified the respondent's career development in terms of professional development, training guidance and rank promotion. The result of Shapiro-Wilk Test revealed that p-values of the main variable was greater than 0.05 which means that the data set is normally distributed. Likewise, Pearson Product Moment Correlation was used to test the significant relationship of the treated variables. In addition, post hoc test was also conducted. The following Likert Scale was used in assessing the variables: 3.50- 4.00 = Strongly Agree; 2.50-3.49 –Agree; 1.50 – 2.49 –Disagree; and 1.00 – 1.49 – Strongly Disagree. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05 and 0.01.

Ethical Considerations - It is essential to take ethics fully into account when conducting academic research. The investigator ensured that participants participate fully voluntarily and obtain their explicit consent before the study begins, and that the appropriate use of the data they provide is authorized. The purpose of the study was explained in detail to respondents to ensure that they fully understood the possible impact of participating in the study. At the same time, researcher was committed to protecting their privacy and the confidentiality of their data. In order to ensure that the respondents have enough time to express their true opinions on the research question, the researcher gave them enough time. To ensure the privacy of respondents' personal data, the researcher assured to maintain strict confidentiality. During the study, the researcher avoided the existence of misleading information and bias. The questionnaire and research content did not contain any offensive, discriminatory or otherwise inappropriate language and had been reviewed by experts to ensure the authenticity and validity of the content.

3. Results and discussion

Table 1

Summary Table on Teacher Compensation

Indicators	Weighted Mean	Verbal Interpretation	Rank
Salary and Performance Reward	2.52	Agree	3
Social and School Welfare	2.54	Agree	1
Achievement	2.53	Agree	2
Composite Mean	2.53	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 provides a general overview of teacher compensation, covering three aspects: compensation and performance rewards, social and school benefits, and achievement. The overall comprehensive average is 2.53, which indicates that teachers generally recognize the rationality of salary policy and generally agree that schools have taken positive measures in Teacher Compensation. It has important research significance for understanding the relationship between teacher salary, teacher satisfaction and career development.

The indicator with the highest weighted average is "Social and school welfare", which ranks first with a weighted average of 2.54. This indicates that respondents generally believe that schools do a good job in social and school welfare, and can provide comprehensive welfare protection for teachers. This may be because the school attaches importance to the welfare needs of teachers and enhances the sense of belonging and job satisfaction of teachers by providing a sound welfare system. Sun (2020) also pointed out that a good welfare system is an important factor in attracting and retaining excellent teachers.

Next, the weighted average values of "Achievement" and "Compensation and performance rewards" are 2.53 and 2.52 respectively, ranking second and third respectively. These two indicators reflect the degree of importance that schools attach to teachers' salary, performance reward and teaching achievement in Teacher Compensation. Although the scores for these two indicators were slightly lower than those for "social and school welfare," they also showed respondents' approval of schools in these areas.

Among the three indicators, "compensation and performance reward" has the lowest weighted average (2.52), ranking third. This may mean that teachers have relatively low satisfaction with the pay and performance reward system. This may be because the school has yet to improve in terms of salary and performance reward, or respondents have certain expectations of the current salary and performance reward system. Research on the fairness and transparency of superficial pay and performance rewards is crucial to teachers' job satisfaction, and the lack of a fair and transparent pay system may lead to a decline in teachers' work motivation.

There is a close relationship between the various aspects of teacher compensation. A reasonable teacher compensation system should comprehensively consider multiple dimensions such as salary and performance reward, social and school welfare and teaching achievement, so as to fully meet the needs of teachers and improve their job satisfaction and teaching motivation. Through continuous improvement and optimization of the Teacher Compensation system, schools can better motivate teachers, improve teaching quality and scientific research level.

Table 2

Summary Table on Job Satisfaction

Indicators	Weighted Mean	Verbal Interpretation	Rank
Work Feeling	2.50	Agree	1
Organizational Climate	2.49	Disagree	2
Interpersonal Relationship	2.48	Disagree	3
Composite Mean	2.49	Disagree	

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

Table 2 provides summary data on job satisfaction, covering three key indicators: work feeling, organizational climate and interpersonal relationship. The table reflects employees' feelings on different aspects of work through weighted average value, and the comprehensive average value is 2.49, which indicates that employees' satisfaction with work on the whole is in the category of "disagree". This finding is of great significance for understanding employees' working attitudes, improving organizational effectiveness and formulating HR policies, and helps organizations take corresponding measures to improve employee satisfaction.

First of all, the weighted average of "work feeling" is the highest, 2.50, which belongs to the range of "Agree". This indicates that employees have relatively positive feelings about their work and are relatively satisfied with their work feelings. They are likely to have positive evaluations of their work content, challenges, and accomplishments. Possible reasons include a job that matches personal interests and abilities, or a work environment that stimulates employee motivation and personal growth.

Next, the researcher noticed that the weighted average values of the two indicators "organizational climate" and "interpersonal relationship" are 2.48 and 2.49, both falling within the range of "Disagree". It shows that employees have low satisfaction with organizational climate and interpersonal relationship. This suggests that there may be some problems in these areas, such as the organizational culture does not encourage open communication, or the relationship between colleagues is not harmonious, poor communication within the organization, poor teamwork, not friendly work environment, and so on, these factors may affect employee productivity and satisfaction. According to Brown's (2020) research, effective leadership and open communication channels can significantly improve employees' satisfaction with organizational climate. Herzberg's two-factor theory provides a perspective that factors such as company policies and management styles may contribute to employee dissatisfaction.

Among the three indicators, the lowest is the interpersonal relationship indicator, with a weighted average of 2.48. It suggests that employee dissatisfaction in interpersonal interaction may be more prominent than other factors. This may reflect some problems with interpersonal relationships at work, such as a lack of effective communication, poor teamwork, or too much competition in the workplace.

Finally, the relationship between these dimensions is analyzed in depth. After analysis, it is found that there may be a positive correlation between work feeling and organizational climate, because a positive work feeling may promote a better organizational climate. In addition, there may be an interaction between the quality of interpersonal relationships and the feeling of work, as good interpersonal relationships can enhance employees' feeling of work. The interplay between these dimensions is crucial to understanding employees' overall job satisfaction. These relationship tests suggest that colleges and universities need to focus on how to improve their employees' overall job satisfaction by improving the organizational climate and promoting healthy interpersonal relationships. This not only involves the adjustment of human resource management strategies, but also relates to leadership development and corporate culture construction.

Table 1

Summary Table on Career Development

Indicators	Weighted Mean	Verbal Interpretation	Rank
Professional development	2.48	Disagree	3
Training Guidance	2.49	Disagree	2
Rank Promotion	2.51	Agree	1
Composite Mean	2.49	Disagree	

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 a summary table about career development, which shows the respondents' attitudes towards three key career development indicators through weighted average, text explanation and ranking. The overall comprehensive average is 2.49, falling within the range of "Disagree", indicating that respondents have certain reservations about the current career development opportunities. It reveals the needs and expectations of

employees in terms of career development, which has important research significance for universities, because this finding provides a basis for formulating more effective career development strategies, and provides improved directions for human resource management and organizational development.

Among the three indicators, the highest ranking is "Rank Promotion", with a weighted average of 2.51, close to the range of "Agree". Indicates that the respondents agree with this attitude. This is because promotion opportunities are directly related to career achievement and economic benefits. Job promotion is usually associated with higher salary, more responsibility and broader influence, which is attractive to many employees, and employees generally expect to obtain higher positions through efforts. According to Smith et. al.,(2019), when employees feel that the path to advancement is clear and fair, their overall satisfaction with career progression is higher. According to Maslow's hierarchy of needs theory, promotion can realize employees' need for respect and self-actualization.

The second and third places are "Training Guidance" and "Professional Development" respectively, with weighted average values of 2.49 and 2.48, both of which belong to the range of "Disagree". This indicates that staff are not satisfied with the training and professional development opportunities currently provided and believe that the school's support in this area is insufficient. Possible reasons include mismatch between training content and actual needs, insufficient training resources or lack of long-term career planning. Teachers may expect more training resources and professional development opportunities to upgrade their professional skills and knowledge, thereby enhancing their professional competitiveness.

According to the study of Wang et. al., (2021), effective training programs can significantly improve employees' professional skills and career satisfaction. According to Herzberg's two-factor theory, professional development is a motivating factor, and the lack of adequate development opportunities may lead to the lack of work motivation.

Table 4

Relationship Between Teacher Compensation and Job Satisfaction

Salary and Performance Reward	r-value	p-value	Interpretation
Work Feeling	.932**	0.000	Highly Significant
Organizational Climate	.914**	0.000	Highly Significant
Interpersonal Relationship	.924**	0.000	Highly Significant
Social and School Welfare			
Work Feeling	.912**	0.000	Highly Significant
Organizational Climate	.910**	0.000	Highly Significant
Interpersonal Relationship	.925**	0.000	Highly Significant
Achievement			
Work Feeling	.908**	0.000	Highly Significant
Organizational Climate	.884**	0.000	Highly Significant
Interpersonal Relationship	.902**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Career development is usually regarded as a multi-dimensional process, involving many aspects such as the improvement of personal ability, the promotion of positions, and the enrichment of work content. Therefore, enterprises and organizations need to comprehensively consider employees' personal needs, career goals and development potential, and formulate personalized career development strategies to improve employee satisfaction and loyalty.

The r value of job perception in salary and performance reward is the highest, which is .932, indicating that teachers' co-working feeling and job satisfaction have a direct and significant impact on teachers' salary and remuneration. Because salary and performance reward are the most direct manifestation of teachers' labor, more salary is the affirmation of teachers' work, and teachers have a sense of gain through salary and performance reward. Herzberg also pointed out in the two-factor theory that salary is one of the basic factors of job satisfaction, and salary level directly affects employees' work attitude and job satisfaction.

In the social welfare group and the school welfare group, the R-values of work feeling, organizational climate and interpersonal relationship are all higher than .9, indicating that social welfare and school welfare have a positive impact on the school internal environment, including organizational climate and interpersonal relationship. The better the welfare of the school, the stronger the sense of gain of teachers, the higher the enthusiasm of work, the more able to create a positive organizational climate and establish harmonious interpersonal relations.

In the achievement group, the R-value of work feeling and interpersonal relationship is also higher than .9, indicating that good work feeling and interpersonal relationship are positively correlated with teachers' salary. Positive work feeling and harmonious interpersonal relationship can stimulate teachers' work enthusiasm and energy. In turn, schools will provide teachers with better salary benefits and performance reward policies to increase teachers' income. At the same time, the school will also establish a good cooperative relationship with the government to provide better social welfare for teachers and improve their social status. In 2018, the Fujian Provincial government issued the Implementation Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era, proposing measures to improve teachers' salaries, indicating that schools are actively responding to policies to improve teachers' salaries and benefits and improve teachers' job satisfaction. Wang (2022) pointed out that the salary and welfare of teachers is the main influencing factor of job satisfaction, and the higher the salary and welfare of teachers, the higher the job satisfaction of teachers. The government and education authorities should increase investment and continuously improve the salary and job satisfaction of teachers.

Table 5

Relationship Between Teacher Compensation and Career Development

Salary and Performance Reward	r-value	p-value	Interpretation
Professional development	.932**	0.000	Highly Significant
Training Guidance	.906**	0.000	Highly Significant
Rank Promotion	.913**	0.000	Highly Significant
Social and School Welfare			
Professional development	.925**	0.000	Highly Significant
Training Guidance	.898**	0.000	Highly Significant
Rank Promotion	.915**	0.000	Highly Significant
Achievement			
Professional development	.909**	0.000	Highly Significant
Training Guidance	.887**	0.000	Highly Significant
Rank Promotion	.902**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 shows the relationship between teacher compensation and career development. The research on this topic has far-reaching and important significance in the field of education. Through correlation analysis, the table explores the relationship between the three dimensions of teacher salary and the three dimensions of career development. Through the research, we can understand and grasp the important influence of school salary and welfare system on teachers' satisfaction and career development, which can provide important reference value for school leaders and human resources departments.

In the dimension of "Salary and Performance Reward", the r value of "Professional development" is the highest, which is 0.932, indicating a high correlation between professional development and teacher salary. The p value is 0.000, which further indicates that there is a very significant positive correlation between the two. This means that the higher the salary of teachers, the more enthusiasm and energy teachers will have to invest in teacher development, and more funds will be invested in professional skills training, which will inevitably promote their professional development. At the same time, if teachers have more professional development opportunities, they can often achieve greater teaching or scientific research achievements, get earlier promotion titles, and create greater scientific research achievements, and their salary level and performance reward are often higher.

In the dimension of "Social and School Welfare", the r value of "Professional development" is 0.925, and the p value is 0.000, indicating that social welfare and professional development are highly correlated, which again emphasizes the impact of professional development on teachers' salaries. And the important role it plays. In addition, the r values of "Training Guidance" and "Rank Promotion" are 0.898 and 0.915, respectively, indicating that training guidance and professional title promotion are highly correlated with teachers' salary from the other two dimensions. Teachers who regularly participate in training guidance will be promoted faster in professional title. The promotion of professional title means the promotion of salary.

"Professional development" has the highest value in the dimension of "Achievement", with an r value of 0.909 and a p value of 0.000, indicating that the better the professional development of teachers, the more teaching and scientific research achievements they can create, and the stronger their understanding and sense of belonging to the school. The development and achievement of the school will also bring more opportunities for the professional development of teachers. In addition, the correlation between "Training Guidance" and "Rank Promotion" is also very high, with r values of 0.887 and 0.902 respectively, indicating that with more professional training and professional title promotion, teachers will have stronger professional ability, greater space for career development and greater achievements. The school is also able to provide appropriate compensation and benefits policies to incentivize the professional development of teachers and attract and retain high-quality faculty and staff. Wang (2019) pointed out in his research that it is necessary to establish a salary system in line with the characteristics of university teachers' career development, and emphasized the important role of salary and reward system in teachers' career development.

In general, professional development has the strongest correlation with teacher salary, because professional development not only improves the teaching level and professional skills of teachers, but also enhances the market competitiveness and economic value of their profession. In addition, training guidance and professional title promotion also play an important role in promoting teachers' salary and career development. Johnson et al.,(2021) pointed out that the discovery of these correlations has an important guiding role in promoting teachers' career development through the establishment of appropriate compensation incentive mechanisms.

Table 6

Relationship Between Job Satisfaction and Career development

Work feeling	r-value	p-value	Interpretation
Professional development	.942**	0.000	Highly Significant
Training Guidance	.895**	0.000	Highly Significant
Rank Promotion	.924**	0.000	Highly Significant
Organizational Climate			
Professional development	.938**	0.000	Highly Significant
Training Guidance	.896**	0.000	Highly Significant
Rank Promotion	.908**	0.000	Highly Significant
Interpersonal relationship			
Professional development	.934**	0.000	Highly Significant
Training Guidance	.904**	0.000	Highly Significant
Rank Promotion	.915**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 shows the statistical analysis results between job satisfaction and teachers' career development, which is of great significance for understanding teachers' happiness, satisfaction and career development in organizations. Through correlation analysis, it shows the degree of correlation between the three dimensions of career development and the three dimensions of job satisfaction. Through data analysis, it is found that there is a high positive correlation between these dimensions, indicating that teachers' job satisfaction is closely related to their career development.

In the dimension of "Work feeling", "Professional development" has the highest correlation with job satisfaction, with an r value of 0.942 and a p value of 0.000, indicating that teachers' personal career development has a significant positive correlation with their job satisfaction. This means that as long as schools

can provide teachers with better professional development opportunities, their job satisfaction can be greatly improved.

In the dimension of Organizational Climate, the r value of "Professional development" is 0.938, and the p value is also 0.000, which also shows a high correlation between career development and job satisfaction. This shows that professional development helps to create a good organizational climate and harmonious interpersonal relationship, enhance teachers' work feeling, and thus enhance their satisfaction and loyalty in the organization. A good organizational climate can make teachers feel respected and valued, and encourage them to participate in professional activities more actively.

In the "Interpersonal relationship", the R-value of "Professional development" is 0.934, which is somewhat reduced, but still shows high significance. This also shows that with good interpersonal relationships, teachers can engage in teaching and scientific research more easily and happily. With a better working environment, teachers' job satisfaction will naturally increase.

"Training Guidance" and "Rank Promotion" also show significant positive correlation with job satisfaction in all dimensions. This indicates that effective training guidance and professional title promotion are equally important to teachers' job satisfaction. Because they not only provide a platform and opportunity for teachers' personal growth and development, but also enhance teachers' sense of belonging and identity to the school. The 2018 White Collar Satisfaction Index Survey Report pointed out that receiving training and learning is an important part of white-collar job satisfaction, and there is also a direct relationship between job promotion and job satisfaction.

From a human resource management perspective, these findings underscore the importance of providing teachers with a clear career path, adequate training and development opportunities, and a positive, supportive work environment. This can not only enhance teachers' satisfaction with their work, but also stimulate teachers' work potential and enthusiasm, thus improving the overall effectiveness of the organization. Therefore, schools should pay attention to the needs of teachers' career development, establish a positive organizational culture by formulating effective training plans and promotion strategies, thus attracting and retaining talents and maintaining competitive advantages. Through the above analysis, it can be seen that there is a close positive relationship between job satisfaction and career development.

Table 7

Proposed Development Plan for Teachers

Key Result Areas	Plan Objective	Strategies /Activities	Performance / Success Indicators	Persons/ Offices Involved	Resources Needed
Teacher Compensation in terms of Salary and Performance Reward	Enhance teachers' understanding of school salaries and incentives, increase teachers' income, and improve satisfaction	1. Increase the publicity of school salary policy and performance reward. 2. Strengthen assessment and rewards to ensure that teachers' income is proportional to their contributions. 3. Increase the investment in high-level talents, raise the cost of settling and research start-up.	1. Information disclosure rate (90%): Through the questionnaire to understand the school teachers' understanding of the school's salary system and performance appraisal and reward methods. 2. Income growth rate (10%): The increase rate of teachers' income over the previous year was understood through the questionnaire.	School leader Human resources department Teacher	Financial, Human, Technological Resources
Job Satisfaction in terms of Organizational Climate	Create a working environment conducive to teacher growth and development	1. Provide sufficient financial support and resources for the development of teachers. 2. Strengthen the publicity of organizational culture to enhance teachers' sense of honor and belonging.	1. Career loyalty (85%): The questionnaire measures whether teachers love school more and work more easily. 2. Teacher satisfaction (80%): The questionnaire	School leader Human resources department	Financial, Human, Technological Resources

		3. Provide teachers with opportunities to learn new knowledge and skills. 4. Reduce the workload of teachers and reduce the overtime hours of teachers to create a relaxed working state	is used to understand whether teachers can learn their favorite knowledge and skills in their spare time.	Teacher	
Job Satisfaction in terms of Interpersonal Relationship	Create good, harmonious and upward interpersonal relationship	1. Organize various team building activities. 2. Carry out "old to new, one-to-one help" activities. 3. Carry out research and exchange activities among front-line teachers. 4. Give encouragement and praise to teachers' achievements.	Good interpersonal relationship rate (90%): Through the questionnaire survey: 1. Leaders can listen to teachers' opinions and suggestions. 2. Teachers are willing to report and communicate with leaders. 3. Colleagues get along well with each other, help each other, and work in harmony.	School leader Human resources department Teacher	Financial, Human, Technological Resources
Career development in terms of Professional development	Enhance teachers' professional competence and provide better platforms and opportunities for teachers' professional development	1. Reduce the teaching workload of teachers. 2. Carry out various academic exchange activities. 3. Encourage students to study or visit abroad. 4. Invite experts and professors from famous universities to give lectures at the school. 5. Increase investment in scientific research.	Professional development support (90%): through questionnaire survey 1. Teachers can participate in professional learning and communication according to their own time. 2. Teachers have sufficient funds to support their own scientific research activities.	School leader Human resources department Teacher	Financial, Human, Technological Resources
Career development in terms of Training Guidance	Enhance teachers' professional skills and career development planning	1. Provide personalized professional development training opportunities for teachers. 2. Advocate and support teachers to participate in innovation and entrepreneurship activities. 3. Provide plenty of vocational training opportunities for teachers. 4. Provide teachers with good career planning and guidance. 5. Invest enough funds to ensure the development of teacher vocational training.	Training and guidance coverage (90%): Through the questionnaire survey 1. Teachers have more opportunities to participate in professional training and guidance. 2. The school can continue to carry out personalized professional guidance. 3. The school has sufficient funds to ensure the smooth development of various activities.	School leader Human resources department Teacher	Financial, Human, Technological Resources

4. Conclusions and recommendations

The diversity of the survey samples improves the accuracy of the research results, which can fully reflect the characteristics and needs of teachers. The basic salary, performance reward and welfare system of teachers are generally recognized, but there are still some areas that need to be improved. The work feeling received a good evaluation, but the satisfaction of organizational climate and interpersonal relationship was low, which affected the work efficiency and satisfaction of employees. Career development opportunities are generally reserved in teacher feedback. Schools need to develop more effective career development strategies for teachers' career development. Teacher compensation is highly positively correlated with job satisfaction and career development. The higher the compensation of teachers, the higher the job satisfaction and the better the career development. A feasible teacher development plan based on statistical analysis of teachers' compensation, job satisfaction and career development is proposed.

Colleges and universities may continuously improve teachers' compensation and welfare benefits, enhance teachers' sense of gain and identity, pay attention to the transparency and fairness of teachers' compensation and performance reward assessment, and improve job satisfaction. At the same time, they may strengthen the

investment and publicity of high-level talents' relocation expenses and scientific research funds, attract and retain outstanding talents, and stimulate the vitality of the school's development. School administrators may actively organize a variety of collective activities, strengthen team building, enhance cohesion, continuously improve the organizational climate, promote healthy interpersonal relations, and enhance job satisfaction. At the same time, schools may pay more attention to the career development of teachers, provide more training opportunities and resources for teachers, invest enough funds to ensure the career development of teachers, pay attention to the fairness in the promotion process of professional titles, and ensure that teachers are provided with smooth channels for promotion.

The human resource management department of the university may carry out frequent research and discussion activities, take the initiative to understand the opinions and suggestions of university teachers on the university compensation and welfare, teacher job satisfaction, career development and other aspects, and establish a more complete teacher development plan according to the results of statistical analysis, accelerate the construction of a sound compensation and welfare system for teachers, create a positive organizational climate and harmonious interpersonal relations, increase the input and measures for teacher career development, and improve the job satisfaction of teachers. Teachers may take the initiative to understand the compensation and welfare policies of the school, understand the performance rewards and assessment methods of the school, and actively participate in professional training to improve their professional skills, obtain professional titles and promotions faster, and improve job satisfaction. At the same time, teachers may actively participate in the collective activities organized by the school, strengthen cooperation and exchanges, establish good interpersonal relations, and create a good organizational climate. Future researchers may conduct more in-depth and comprehensive research on these three variables from other dimensions, establish a more perfect teacher development plan, and provide support for college leaders to better solve school human resources problems.

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