

Self-efficacy, work motivation and satisfaction of teachers in Chinese private universities

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Abstract

This study examined the relationship between self-efficacy, work motivation and satisfaction among teachers in Chinese private universities. A survey was conducted among 449 teachers utilizing a questionnaire that assessed these three factors. The results indicated that teachers in private colleges and universities maintained a positive attitude towards self-efficacy, work motivation and satisfaction. A significant positive correlation was found among these variables, demonstrating that self-efficacy, work motivation and job satisfaction mutually reinforce each other, and collectively improve teachers' teaching abilities. Self-efficacy provides teachers with intrinsic motivation, enabling them to apply creativity in their teaching practices. Various forms of motivation – including right motivation, survival motivation, relationship motivation and self-actualization motivation – helps teachers realize their professional value. Furthermore, job satisfaction was significantly affected by both self-efficacy and work motivation, with higher levels of self-efficacy and positive work motivation leading to greater job satisfaction. This study contributes to the theoretical research of teachers in Chinese private universities, and also provides a certain reference for administrators in formulating effective management policies. By enhancing self-efficacy, optimizing work motivation, and improving job satisfaction, these strategies can support the professional growth of teachers and contribute to the overall development of private universities in China.

Keywords: self-efficacy, work motivation, satisfaction, Chinese private universities

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1. Introduction

Private universities play a crucial role in the development of higher education in China. There are 799 private universities in the country, accounting for about a quarter of all universities. Shandong Province, known for its strong education sector, has 46 private universities. The faculty of these institutions guarantee the existence and development of private universities. Teachers' self-efficacy, work motivation and satisfaction directly affect teachers' work performance and students' learning effect, and indirectly affect schools' social reputation and development space.

Teachers' self-efficacy includes many influencing factors, such as classroom management, teaching strategies, students' participation and teachers' academic research. Classroom management is the ability of teachers to maintain normal classroom order and ensure effective teaching. Teaching strategies mainly focus on teachers' ability in teaching, such as teaching methods that vary from person to person. Student participation refers to the ability of teachers to mobilize students' enthusiasm and exert their subjective initiative in teaching or scientific research activities. Academic research pays more attention to the academic ability of teachers in personal academic research. Klassen et al. (2020) research showed that teachers with high self-efficacy perform better in classroom management, teaching strategies, and student engagement.

Teachers' work motivation includes survival motivation, relational motivation and self-actualization motivation, which have a significant impact on teachers' work enthusiasm, performance and effect. Survival motivation is the motivation for teachers to work to meet the basic needs of life and obtain stable working income. Including salary, benefits, health care, etc. Relational motivation describes the motivation to establish and maintain social relationships between teachers and students, teachers and parents, teachers and colleagues and leaders. Self-actualization motivation emphasizes the motivation of teachers to realize their own value. It focuses on the improvement of teachers' personal professional ability, the acquisition of personal honors and the career planning of teachers. With the remarkable improvement of China's economic level and the promotion of teachers' remuneration in private colleges and universities, the motivation of teachers' work has also shifted.

Work satisfaction is the overall happiness and satisfaction of teachers in their work, which includes a variety of influencing factors, such as self-actualization, work intensity, income and the relationship between teachers and leaders. Only when teachers get a better sense of satisfaction in their work can they devote themselves to their work and serve students and society better. Research shows that the more self-efficacy teachers have, the higher their sense of responsibility will be, and the clearer their motivation in work will be, thus making it easier for them to obtain high job satisfaction (Klassen et al., 2021). Firstly, self-actualization motivation is an extremely important factor in job satisfaction. Secondly, different degree of work intensity brings different satisfaction to teachers' work. Neither too low nor too high work intensity will result in high job satisfaction. Thirdly, income, as an important part of job satisfaction, is not only the basis for guaranteeing teachers' life, but also an important factor for promoting teachers' work motivation and job satisfaction. Fourth, the relationship in work is also one of the factors to measure satisfaction. The relationship between teachers and leaders significantly influences teachers' personal development and work motivation.

At present, there are a lot of academic studies on self-efficacy, work motivation and satisfaction, but most of the subjects are conducted for teachers in public schools, and only a small part of these studies are for teachers in colleges and universities. Moreover, there are many dissertations involving the above two variables in a subject, but there are almost no dissertations involving the above three variables. Therefore, this study focuses on teachers in private colleges and universities in China to comprehensively explore the relationship between self-efficacy, work motivation and satisfaction.

This study focuses on full-time teachers in private universities in different regions China. Private college teachers, as an important part of university teachers, play an important role in China's talent training. Due to different operating mechanisms, teachers in public and private universities differ in many aspects such as income, professional training, and career development. All these lead to the characteristics of self-efficacy, work motivation and satisfaction of college teachers, which are different from those of public college teachers. Through the investigation and analysis of different private colleges and universities, teachers can better understand the existence of private colleges and universities. It is hoped that this study will provide theoretical support for the better training of teachers in private colleges and universities.

This study examines the demographic differences in self-efficacy, job motivation and satisfaction of teachers in private universities. It aims to identify the underlying factors affecting the three variables and establish a theoretical foundation to improve self-efficacy, motivation and obtain high job satisfaction among faculty members in private higher education institutions. The significance of this study lies in the formulation of relevant training plans through the results of this research, to enhance the satisfaction of teachers in private universities, to improve the teaching effect, and to provide a modest contribution to the development of China's higher education. This paper delves into the significance of self-efficacy, work motivation, and satisfaction among teachers in Chinese private universities. It underscores the pivotal role these psychological and motivational factors play in enhancing teacher performance and satisfaction, which are crucial for improving the overall quality of education in these institutions. Understanding these dynamics is essential, especially given the rapid development and increasing demands placed on private universities in China. The study aims to explore the intricate relationships between self-efficacy, work motivation, and teacher satisfaction. It seeks to uncover how these factors interrelate and contribute to the well-being and professional growth of educators.

With the increasing demands and rapid development of private universities in China, understanding the factors that contribute to teacher performance and satisfaction is crucial. By examining the interplay between self-efficacy, work motivation, and satisfaction, this research aims to identify key elements that can be leveraged to improve the well-being and professional growth of educators. Investigating these relationships offers valuable insights that can inform the design and implementation of effective faculty development programs. These programs can be tailored to address the specific needs and challenges faced by teachers in private universities, ultimately leading to a more supportive and motivating work environment. Additionally, the study's findings provide empirical evidence that can guide university administrators in creating policies and interventions that foster teacher satisfaction and motivation. Furthermore, the practical recommendations derived from this research have the potential to positively impact the overall educational outcomes in Chinese private universities. By prioritizing the psychological and motivational aspects of teaching, universities can create an environment where educators feel valued, motivated, and capable, which in turn enhances their performance and contributes to the success of their students.

Objectives of the Study - The general objective of this study was to explore the relationship between self-efficacy, work motivation and satisfaction of teachers in private universities in China. The research results provided a theoretical basis for the training of teachers in private colleges and universities to improve their self-efficacy, enhance work motivation and satisfaction. To contribute to the high-quality development of Chinese private universities and the development of Chinese universities. Specifically, the study evaluated the self-efficacy of the respondents in terms of classroom management, teaching strategy, student participation and academic research; analyzed their work motivation in terms of right motivation, survival motivation, relational motivation and self-actualization motivation; determined the work satisfaction in terms of self-actualization, work intensity, income, teacher-leader relationship; tested the significant relationship of the variables; and proposed a development plan based on the result of the study.

2. Methods

Research Design - In this study, a descriptive research design was adopted to comprehensively and

accurately explore the relationship between self-efficacy, work motivation and satisfaction of private university teachers in China. Descriptive research methods provided accurate descriptions of people, events, and environments. Relevant data were collected through the questionnaire survey. For this purpose, a structured questionnaire was designed, which mainly included four main variables: basic information, self-efficacy, work motivation and job satisfaction. The questionnaire was distributed to several private universities in China to ensure its coverage was broad enough to improve the representativeness of the sample and the reliability of the data. Through statistical analysis and description of the collected data, this study can obtain the distribution characteristics of self-efficacy, work motivation and satisfaction of private university teachers in China. It provided theoretical support for further analysis of the causal relationship between the three variables. In addition, through descriptive research design, the researcher obtained the key factors affecting teacher satisfaction and formulated relevant measures based on them to improve the overall teaching quality and level.

Participants of the Study - The researchers involved in this study were teachers at private universities in China because the purpose of this study was to explore the relationship between self-efficacy, work motivation and job satisfaction of private university teachers in China. Stratified random sampling was used in this study, with an estimated sample size of about 450 teachers. In order to ensure the representation, samples were derived from private universities in different regions, levels and professional directions in China. This study selected private university teachers as the focus group for two primary reasons. First, the respondents have been teaching in private universities for 15 years, and the researcher has extensive familiarity with the dynamics of these institutions. Second, compared to their counterparts in public universities, private university teachers experience distinct differences in their working environment, resource allocation, organizational culture, and student demographics. These factors contributed to unique characteristics in self-efficacy, work motivation, and job satisfaction. This study included full-time teachers employed at a private university in China who voluntarily chose to participate and sign an informed consent form. Eligible participants must have been employed as teachers for one year or more and must be actively involved in both classroom teaching and academic research. Teachers who were part-time or temporary staff at private universities, those on leave, and those with less than one year of experience were excluded from the study. Additionally, teachers who did not engage in classroom teaching or academic research were excluded from participation.

Data Gathering Instrument - Structured questionnaire was used as a data collection tool in this study. The questionnaire mainly included four parts: basis information, self-efficacy scale, work motivation scale and satisfaction. The purpose of the questionnaire design was to comprehensively evaluate the self-efficacy, work motivation and job satisfaction of private university teachers in China. Basic information collection mainly included: gender, age, educational background, working years and so on. This basic information helped in describing the overall demographic characteristics of the sample and to control for potential confounding variables in the data analysis. The second part: the self-efficacy scale included four dimensions: classroom management, teaching strategies, student participation and academic research. It used a four-point Likert scale (1=strongly disagree, 4=strongly agree) to assess teachers' self-efficacy when faced with teaching tasks. The scale has been applied in various researches and has good reliability and validity. The third part : The work motivation scale included 4 items: right motivation, survival motivation, relationship motivation and self-actualization motivation. It used a four-point Likert scale (1=strongly disagree, 4=strongly agree) to assess teachers' intrinsic and extrinsic job motivation. This scale has been widely used in the field of education, with high reliability and validity. The fourth part ; The work satisfaction Scale included four items: self-actualization, work intensity, income, and leadership relationships. It used a four-point Likert scale (1= strongly disagree, 4=strongly agree) to assess teachers' satisfaction with various aspects of their work. This scale has been widely used in the field of education, with high reliability and validity. The questionnaires used in this study were distributed online and offline to participating teachers in Chinese private universities. The questionnaire was linked by email, QQ and WeChat. Teachers directly clicked the link to fill in the questionnaire. The offline questionnaire was a paper version, and the team members retrieved it after the teacher completed it. Ensured representative research results through diverse data collection.

The Cronbach's Alpha reliability test results for the various indicators indicate strong internal consistency across the board. Most indicators, including classroom management (0.884), teaching strategy (0.879), student participation (0.852), academic research (0.825), right motivation (0.884), survival motivation (0.879), relational motivation (0.855), self-actualization (0.882), work intensity (0.867), income (0.848), and leadership relationship (0.830), all fall within the "Good" range, reflecting reliable consistency in the measurements. The indicator for self-actualization motivation stands out with the highest Cronbach's Alpha of 0.914, categorized as "Excellent," which suggests exceptionally strong internal consistency for this particular variable. Overall, these results demonstrate that the indicators used in this study are consistently reliable, supporting the validity of the data for further analysis.

Table 1*Cronbach's Alpha Reliability Test Result*

Indicators	Cronbach Alpha	Remarks
Classroom management	0.884	Good
Teaching strategy	0.879	Good
Student participation	0.852	Good
Academic research	0.825	Good
Right motivation	0.884	Good
Survival motivation	0.879	Good
Relational motivation	0.855	Good
Self-actualization motivation	0.914	Excellent
Self-actualization	0.882	Good
Work intensity	0.867	Good
Income	0.848	Good
Leadership relationship	0.830	Good

Data Gathering Procedure - The purpose of this study was to explore the relationship among self-efficacy, work motivation and satisfaction of Chinese private university teachers. From the proposal of the research topic, the design of the questionnaire, the pilot test to the collection and analysis of formal data, the following steps were included: On the basis of the review of existing literature and research framework, the research team combined with their own working environment proposed research topic: Self-efficacy, work motivation and satisfaction of Chinese private university teachers. Firstly, this study searched relevant literature on private universities in China and identified self-efficacy, work motivation and satisfaction as the key factors of career development and career satisfaction of teachers in private universities. This study strives to obtain the influence and correlation between these three variables on the Chinese private university teachers, to propose training programs and strategies conducive to the Chinese private university teachers and improve the quality of private universities.

This study designed a structured questionnaire after the topic was determined. The questionnaire included basic information, self-efficacy scale, work motivation scale and satisfaction scale. To assess the reliability and validity of the questionnaire, a pilot test was first conducted on 30 private university teachers. The test results showed that the reliability and validity flow numbers of all scales were suitable for the formal data collection of this study. Data collection for this study was primarily conducted through the "**Questionnaire Star**" platform, which offers a seamless and user-friendly experience on both computers and mobile devices. The platform enabled the quick creation, distribution, and collection of questionnaires while also providing robust data management and analysis capabilities. It ensured ethical compliance by concealing private information, such as participants' names, to protect their confidentiality.

The research team sent questionnaires through a combination of online and offline methods. The link to the questionnaire was forwarded online via email, QQ and We chat. Teachers answered the questionnaire directly by clicking on the link. The paper version of the questionnaire was distributed to the teachers and taken back by the administrative departments of the universities involved in the research. The data collection work was scheduled to be completed within four weeks, and time was adjusted appropriately according to the actual progress of the

work, but not more than six weeks. Team members continuously monitored the progress of the questionnaire survey.

Data Analysis - This study conducted a series of analyses on the collected data, including descriptive statistical analysis, correlation analysis, and multiple linear regression analysis. Descriptive statistical analysis method obtained the scores of self-efficacy, work motivation and satisfaction scale. The score profile of each scale was obtained by calculating mean, standard deviation, range, etc. Correlation analysis was used to talk about the relationship between variables and determined the strength and direction of the linear relationship between variables through relevant data. Multiple linear regression analysis assessed the combined effect of multiple independent variables on a dependent variable. For example, the effects of self-efficacy and work motivation on job satisfaction were evaluated through the results of multiple linear regression analysis.

Ethical Considerations - The study was committed to respecting and protecting the privacy and rights of all participants and ensuring the transparency, ethics and scientific nature of the research process. The researcher followed the highest standards of ethical research throughout the process to safeguard the interests and well-being of all participants. Participants in this study received informed consent forms to ensure that their participation in the survey was completely voluntary before signing and withdrawal from the study did not have any consequences and responsibilities. Information were kept confidential and anonymous for all participants in this study. The questionnaire was collected anonymously to ensure that personally identifiable information would not be leaked. At the same time, all the collected questionnaire data cannot be accessed without authorization to ensure the confidentiality of the data. This data was for this study only and not to be used for other purposes. The data was retained for a reasonable period after the study was completed and then permanently deleted. The content of this questionnaire was approved by the ethics committee of LPU-B and guaranteed not to cause any emotional or psychological harm to the participants.

3. Results and discussion

Table 2

Summary Table on Self-efficacy

Indicators	Weighted Mean	Verbal Interpretation	Rank
Classroom Management Effectiveness	3.18	Agree	1.5
Teaching Strategy Effectiveness	3.16	Agree	3.5
Student Participation Effectiveness	3.16	Agree	3.5
Academic Research Effectiveness	3.18	Agree	1.5
Composite Mean	3.17	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 2 is a summary and analysis table about the four dimensions of teacher self-efficacy. The comprehensive mean of self-efficacy is 3.17, which indicates that teachers' self-efficacy is positive. Teachers have a certain amount of confidence in their teaching and management. This has a positive effect on improving the overall level and teaching ability of teachers. Teachers' positive self-efficacy cognition can play a positive role in cultivating students' talents, which is beneficial to the development of the entire education industry.

Both classroom management effectiveness and academic research effectiveness scored 3.18, tied for 1.5. First of all, the score of classroom management effectiveness is high, which shows that teachers can effectively carry out the most basic teaching activities, and teachers have confidence in self-efficacy in classroom management. Teachers carry out teaching activities through good classroom order, and students learn in a free, open and inclusive teaching atmosphere. These are positive skills. The formulation of classroom rules poses certain challenges to teachers, who can effectively manage the classroom through rules. In the design of teaching activities, teachers can design group activities that are more suitable for students at different levels through in-depth understanding of students and careful study of teaching materials. Moreover, teachers make students always maintain high attention through careful design in teaching activities. For example, group activities are

conducted on the basis of student resources and teacher guidance to ensure that group activities are carried out effectively. Make timely correction and adjustment to the problems arising in the process. Every teacher should study classroom management strategies and learn classroom management methods so as to improve their management level.

Secondly, the results of academic research show that teachers are more satisfied with their ability and performance in academic research. Teachers are deeply aware of the importance of academic research to scientific research and teaching. By conducting academic activities with colleagues or guiding students, teachers' academic ability will be improved and their teaching thinking will be innovative. To carry out some academic activities effectively is not only to improve oneself, but also to enhance the embodiment of teaching ability. Only the improvement of their own professional level can bring achievements in teaching and research. Active and reasonable allocation of time is an important prerequisite for engaging in this activity. Brew (2023) believed that teachers' participation in academic activities has an important impact on themselves, students, schools and society.

The combined mean of teaching strategy effectiveness and student participation effectiveness is 3.16. First, the effectiveness of teaching strategies indicates that teachers have achieved certain results in the use of teaching strategies, and teachers have confidence in the use of various teaching strategies. Teachers are flexible and multi-style in the choice of teaching strategies. Through various teaching evaluation methods, teachers can accurately analyze students' learning situation, and adjust teaching activities on this basis, so as to better realize the management of teaching according to their aptitude. For example, when dealing with students with different learning abilities, teachers may set different requirements for homework. In the teaching process, various methods can be adopted, such as case teaching method and group teaching method, to help students understand more theoretical concepts. However, this score is not the highest, which also indicates that teachers still have a lot of room for improvement in the use of re-strategy.

Secondly, the participation effectiveness of students can be seen that teachers play an important role in organizing students to participate in teaching activities. Through innovative and engaging teaching group activities, students can effectively stimulate the enthusiasm of learning. In group interaction, teachers can guide and encourage students to speak positively, and boldly engage in critical and innovative interactions. For example, give an engineering case, let the students analyze why the problem occurred in the case, and then propose their own solution. However, the school's low score is also a reminder that teachers need to continue to explore how to play a better role in student engagement. For example, more accurate grouping schemes and more detailed evaluation strategies should be adopted.

Table 3

Summary Table on Work Motivation

Indicators	Weighted Mean	Verbal Interpretation	Rank
Right Motivation	3.16	Agree	1
Survival Motivation	3.11	Agree	3.5
Relational Motivation	3.11	Agree	3.5
Self-actualization Motivation	3.14	Agree	2
Composite Mean	3.13	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 the evaluation on work, motivation and the general daily of the teacher group is 3.13, which indicates that the teacher is motivated to maintain a positive attitude. The weighted mean of the four dimensions is the same, indicating that the teacher's motivation is different in different dimensions. These results can provide the basis for in-depth analysis of the teachers' work motivation, and also provide the necessary ground for management to develop the motivation policy of teachers.

The weighted mean of entitlement motivation was 3.16, ranking first. This shows that teachers have full control over their work. Specific from the analysis of various indicators, different from the past willing to accept

students to interrupt the teaching process, inject new vitality into teaching. It provides a strong guarantee for promoting the formation of a good teacher-student relationship and establishing a classroom atmosphere full of democracy and fairness. Under this relationship, teachers and students are more willing to accept and enjoy the classroom, thus improving the overall teaching standard. Brown et al. (2022) believed that teachers' inclusive attitude towards students can provide A good atmosphere for classroom teaching and stimulate students' critical thinking, which is consistent with teachers' behavior of accepting classroom interruption.

The score of self-actualization motivation is high, which indicates that teachers have a strong internal demand for self-actualization. In this dimension, the projects in which teachers feel that their sense of self-worth is reflected and they strive to win honors fully reflect their inner desire and motivation for the realization of self-worth. They want to play a role in the team and gain the respect and recognition of their colleagues. In the process of pursuing self-value realization, their satisfaction with teaching is relatively low, which is related to the wider satisfaction dimension. Teachers are eager to realize their self-value and pursue the realization of their self-value. Schools should provide a good working atmosphere for teachers and strengthen communication so as to provide better services for teaching. Davis (2020) believed that self-efficacy promotes teachers to constantly break through themselves and actively provides motivation for their own career development. Garcia et al. (2023) pointed the importance of improving teaching satisfaction for teachers' self-actualization motivation.

The weighted average of survival motivation and relational motivation is 3.11. This shows that teachers as a whole hold a positive attitude towards the need for survival and the need to reward good relationships. The survival motivation is more inclined to the pursuit of material, non-wage income and other practical elements. This can effectively improve the living conditions of teachers and reduce their economic pressure, so it can effectively enhance the enthusiasm of teachers. Relationship building can take place in many ways, either between colleagues or between teachers and students. Colleagues can build relationships with each other, but it's hard to be more than friends. Relations with students tend to be more democratic and egalitarian. These relationship construction are important dimensions of relationship motivation, and they are of great significance for promoting communication and cooperation and improving teaching ability. The study of Lee et al. (2022) proved that good relationship building helps to reduce the burnout of teachers.

Table 4

Summary Table on Work Satisfaction

Indicators	Weighted Mean	Verbal Interpretation	Rank
Self-actualization	3.14	Agree	1
Work Intensity	3.13	Agree	2
Income	3.12	Agree	3.5
Leadership Relationship	3.12	Agree	3.5
Composite Mean	3.13	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 4 shows the results of four dimensions of job satisfaction. According to the comprehensive mean score of 3.13, teachers maintain a positive attitude towards job satisfaction. The weighted mean of the four dimensions is the same, indicating that teachers' feelings about self-actualization, work intensity, income and leadership relationship are basically the same. The weighted average of self-actualization was 3.14, ranking first. This indicates that teachers' recognition of self-actualization is in the upper middle level. In teaching activities, teachers can feel a sense of accomplishment and satisfaction through the honors they have won and the achievements made by students. This satisfaction brings the pleasure of self-worth realization, which encourages teachers to make efforts and create more achievements. Work intensity ranked second. This shows that teachers as a whole accept the current work intensity. Appropriate work intensity so that the teacher will not feel the sense of pressure and urgency of work, nor will the teacher have the feeling of doing nothing. Scientific and reasonable assignment of work tasks is the premise of ensuring teachers' proper work emphasis.

The weighted mean for both the income and relationship dimensions is 3.12, ranking 3.5 (tie). This shows

that teachers are generally satisfied with their income and maintain a positive attitude towards their relationship with leaders. First of all, teachers' income directly affects their living standards and is related to their living conditions. A reasonable level of income should correspond to the economic level of the region. Schools should formulate various income systems for teachers according to the local economic level, and generally reflect the principle of distribution according to work. Only when the income reaches the teachers' expectations will they be more willing to devote themselves to education. Secondly, establishing a good relationship with leaders is expected by both teachers and leaders. In general, democratic, open and transparent institutions are the basis for this good relationship, and the two complement each other. The research of Chen (2022) proved that democratic leadership style is more conducive to the construction of good relationships and the improvement of teachers' job satisfaction.

The relationship between self-efficacy and work motivation is shown in Table 5. The data show that the better the self-efficacy, the more motivated the teachers are. The following is an analysis of the correlation between self-efficacy and work motivation from four dimensions: classroom management, teaching strategies, student participation and academic research.

Table 5

Relationship Between Self-efficacy and Work Motivation

Classroom Management Effectiveness	r-value	p-value	Interpretation
Right Motivation	.738**	0.000	Highly Significant
Survival Motivation	.674**	0.000	Highly Significant
Relational Motivation	.587**	0.000	Highly Significant
Self-actualization Motivation	.593**	0.000	Highly Significant
Teaching Strategy Effectiveness			
Right Motivation	.770**	0.000	Highly Significant
Survival Motivation	.779**	0.000	Highly Significant
Relational Motivation	.632**	0.000	Highly Significant
Self-actualization Motivation	.653**	0.000	Highly Significant
Student Participation Effectiveness			
Right Motivation	.810**	0.000	Highly Significant
Survival Motivation	.771**	0.000	Highly Significant
Relational Motivation	.653**	0.000	Highly Significant
Self-actualization Motivation	.682**	0.000	Highly Significant
Academic Research Effectiveness			
Right Motivation	.859**	0.000	Highly Significant
Survival Motivation	.795**	0.000	Highly Significant
Relational Motivation	.661**	0.000	Highly Significant
Self-actualization Motivation	.690**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

First, the R-value in the table shows that work motivation is highly correlated with classroom management effectiveness. This shows that the stronger the teacher's work motivation, the better the classroom management effect. Teachers with higher power motivation pay more attention to the management of students in the classroom. They make strict rules of classroom management order to agree on students' behavior, so as to ensure the effect of classroom teaching. Survival motivation gives teachers sufficient internal strength to do education well, so teachers driven by survival motivation will pay more attention to all aspects of their teaching, including classroom management. Teachers with strong relationship motivation are more inclined to establish a good relationship with students to improve the teaching environment, so the classroom management efficiency under this harmonious relationship is naturally higher. Teachers with strong self-actualization motivation will continuously improve their ability and level through various ways, so as to gain the respect and recognition of students, so the effectiveness of classroom management will be correspondingly better.

Secondly, there is a significant correlation between teaching strategy and work motivation. The stronger the teacher's working motivation, the more effective the teaching strategy will be. According to Hattie (2019), teachers with stronger survival motivation will adjust their teaching strategies more to achieve better results in

work and obtain more material and spiritual rewards. The stronger the self-practice motivation of teachers, the more efforts will be made to adjust their teaching strategies in order to better realize self-value and obtain a sense of achievement. On the basis of equal dialogue with students, teachers with strong power motivation and relationship motivation will make positive adjustment to teaching strategies, so as to better prove their ability.

Third, there is a significant correlation between student participation effectiveness and work motivation. The more motivated teachers are, the more effective they will be in student participation. This kind of performance is best reflected in teachers with strong relationship motivation. Motivated by the power motive, teachers have enough passion and energy to provide students with enough space to create imagination. The stronger the survival motivation and self-actualization motivation of teachers, the more they desire to interact with students, and can also effectively enhance student engagement. Finally, there is a significant correlation between work motivation and academic research. The research of Cochran-Smith et al. (2020) showed that the stronger the self-actualization motivation, the more abundant the academic research energy of teachers, and thus the higher the academic achievement. The stronger the power motivation of teachers, the more willing they are to gain greater power through their academic status. Teachers with stronger relationship motivation and production motivation are more willing to make more contacts and get corresponding remuneration and academic resources through their own efforts.

Table 6

Relationship Between Self-efficacy and Work Satisfaction

Classroom Management Effectiveness	r-value	p-value	Interpretation
Self-actualization	.703**	0.000	Highly Significant
Work Intensity	.684**	0.000	Highly Significant
Income	.661**	0.000	Highly Significant
Leadership Relationship	.654**	0.000	Highly Significant
Teaching Strategy Effectiveness			
Self-actualization	.790**	0.000	Highly Significant
Work Intensity	.780**	0.000	Highly Significant
Income	.726**	0.000	Highly Significant
Leadership Relationship	.733**	0.000	Highly Significant
Student Participation Effectiveness			
Self-actualization	.805**	0.000	Highly Significant
Work Intensity	.793**	0.000	Highly Significant
Income	.764**	0.000	Highly Significant
Leadership Relationship	.792**	0.000	Highly Significant
Academic Research Effectiveness			
Self-actualization	.887**	0.000	Highly Significant
Work Intensity	.861**	0.000	Highly Significant
Income	.862**	0.000	Highly Significant
Leadership Relationship	.811**	0.000	Highly Significant

Legend: Significant at p-value < 0.05

The relationship between self-efficacy and job satisfaction is shown in Table 6. The results showed that the better the self-efficacy, the higher the teachers' job satisfaction. It shows that there is a significant relationship between classroom management effectiveness and job satisfaction. Bandura (2017) pointed out that the higher the self-realization requirements of teachers, the more effective their teaching management will be, thus improving job satisfaction. Under reasonable work intensity, teachers are more efficient in time allocation and more willing to conduct research on classroom teaching management methods. Kyriacou (2009) pointed out that the more energy teachers put into teaching, the better their classroom management effect and the higher their job satisfaction. Teachers' satisfactory income will bring professional happiness to teachers, so that they will devote more efforts to teaching, and their classroom management efficiency will be better. The construction of the relationship with leaders gives teachers enough democratic rights to participate in teaching management, so their classroom order will be better, and teachers' job satisfaction will also be improved.

Secondly, there is a significant correlation between teaching strategies and job satisfaction. The stronger the

teachers' desire for self-realization, the more energy they devote to teaching management, the better the effect, thus improving the teachers' job satisfaction. Hattie (2019) mentioned in his research that the continuous improvement of teachers' management style will bring about the improvement of job satisfaction. Appropriate work intensity enables teachers to have sufficient energy to cope with the real-time adjustment of teaching strategies, thus improving teaching effect and enhancing teachers' job satisfaction. Satisfactory income gives teachers enough enthusiasm to devote themselves to teaching activities, and their teaching strategies will be continuously promoted and improved. Teachers will also enjoy the sense of achievement, thus improving job satisfaction. Good communication with leaders can get their support and encouragement, so as to better apply in teaching strategies and improve job satisfaction.

Thirdly, students' participation effectiveness is positively correlated with job satisfaction. Teachers with a strong sense of self-actualization efficacy are active and enthusiastic in teaching and motivate students to participate in learning under the driving force of self-improvement. This can also give teachers a sense of professional achievement, thereby enhancing job satisfaction. Fredricks et al. (2014) pointed out that while teachers stimulate the inner power of learning, the experience students bring to teachers will also improve teachers' job satisfaction. Moderate work intensity and reasonable income make teachers satisfied with their work, so that they can cope with all kinds of work more calmly. This also includes teachers' active mobilization of students' participation in activities. The construction of interpersonal relationship between teachers and leaders and between teachers and students is the condition and foundation for the establishment of a relaxed and comfortable working environment. Individuals in this atmosphere will unconsciously participate in it, which brings teachers a sense of accomplishment and satisfaction in their work.

Fourthly, academic research efficacy is positively correlated with job satisfaction. Teachers with a stronger sense of self-motivation tend to have higher students' ability, and thus obtain higher academic achievements and status. Teachers' self-efficacy will further enhance their job satisfaction. Cochran-Smith et al. (2020) found that academic research can indirectly improve teachers' job satisfaction. Proper work intensity and reasonable income cultivate teachers' good psychological quality and high academic level, thus strengthening teachers' self-efficacy and job satisfaction. A good leadership relationship also helps teachers gain a higher academic research platform, obtain more academic achievements, and thus bring higher job satisfaction.

Table 7

Relationship between Work Motivation and Work Satisfaction

Right Motivation	r-value	p-value	Interpretation
Self-actualization	.725**	0.000	Highly Significant
Work Intensity	.704**	0.000	Highly Significant
Income	.698**	0.000	Highly Significant
Leadership Relationship	.798**	0.000	Highly Significant
Survival Motivation			
Self-actualization	.738**	0.000	Highly Significant
Work Intensity	.739**	0.000	Highly Significant
Income	.695**	0.000	Highly Significant
Leadership Relationship	.898**	0.000	Highly Significant
Relational Motivation			
Self-actualization	.745**	0.000	Highly Significant
Work Intensity	.742**	0.000	Highly Significant
Income	.771**	0.000	Highly Significant
Leadership Relationship	.704**	0.000	Highly Significant
Self-actualization Motivation			
Self-actualization	.745**	0.000	Highly Significant
Work Intensity	.714**	0.000	Highly Significant
Income	.898**	0.000	Highly Significant
Leadership Relationship	.808**	0.000	Highly Significant

Legend: Significant at p-value < 0.05

Table 7 shows the correlation between job motivation and relevant dimensions of job satisfaction. The

results showed a significant positive correlation between the two. The stronger the work motivation, the higher the teachers' satisfaction with their work. The following are analyzed from different dimensions.

There is a highly significant positive correlation between power motivation and job satisfaction. The stronger the teacher's motivation of power, the stronger his desire for self-realization, the higher his enthusiasm for work, the better his performance, and the higher his job satisfaction. Moderate work intensity and reasonable income make teachers with strong power motivation work harder, so as to obtain more sense of achievement and improve job satisfaction. The construction of relations with leaders is the prerequisite for teachers with strong power motivation to carry out their work. They are eager to establish a good relationship with the leader, so as to obtain the support and encouragement of the leader, and then obtain more resources and income, and the job satisfaction will be correspondingly improved.

There is a highly significant positive correlation between survival motivation and job satisfaction. As the most basic human needs, the survival needs make teachers willing to pay more for their work, and thus get more. Their sense of accomplishment and job satisfaction will increase accordingly. Liu et al. (2021) pointed out that individuals driven by survival motivation can better complete tasks. Teachers with appropriate work intensity coexist with pressure and motivation. They can make better use of their talents, gain social recognition and self-satisfaction with their work. Teachers with a strong survival motivation will see income as an incentive to work. When income increases, the stress of survival decreases correspondingly, and job satisfaction will naturally increase. Good leadership relationships give teachers a broader platform to develop their talents, so their job satisfaction increases.

Relationship motivation has a highly significant positive correlation with job satisfaction. The construction of relationship is indispensable for individual survival. By building relationships in the work environment, teachers can gain a sense of belonging, so that they can work with peace of mind and improve job satisfaction. The right amount of work will increase the need for collaboration in the working relationship. Because of mutual cooperation, teachers feel the spirit of team cooperation, experience the sense of collective honor, and then improve job satisfaction. Reasonable income gives teachers more financial resources and energy to maintain the relationship with leaders and colleagues. As a result, their satisfaction will increase accordingly. Self-actualization motivation has a highly significant positive correlation with job satisfaction. Teachers with high self-actualization motivation will put in more effort than others, so they will get more honors and thus have higher job satisfaction. Employees who work under this drive have a higher sense of career achievement and job satisfaction. For teachers with strong self-actualization motivation, if the work intensity and income are appropriate, they will still maintain a higher work efficiency, obtain a return corresponding to their efforts, and thus have a higher job satisfaction. Good leadership relationships provide an umbrella for self-motivated teachers. They can get more support and encouragement to realize their self-worth and improve job satisfaction.

Table 8

Development Plan for Chinese Private University

Key Results Areas	Strategies	Success Indicators	Persons Involved
Formation of positive teaching concepts and teachers' self-efficacy	1. Improve teachers' classroom management ability by carrying out activities such as teaching exchange and skill training. Teachers of different ages, genders and majors should be given appropriate classroom management training to improve their overall classroom control ability. 2. Provide opportunities for teachers to participate in teaching-related competitions or training. The school establishes encouragement and incentive policies to strengthen teachers' ability to adjust teaching strategies. For example, hold a teaching design competition. 3. Encourage teachers and students to establish a good relationship between teachers and students, so as to improve students' enthusiasm to participate in teaching activities.	1. Teachers' self-efficacy ratings increased by 10%. 2. The number of scientific research and teaching research articles published has increased significantly.	All teachers and teaching administrators

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	4. Encourage teachers to conduct academic research. Schools act as intermediaries, inviting experts to guide teachers. The library offers a wealth of research resources. At the same time, schools can provide corresponding reward policies for teachers with outstanding academic research achievements.		
Improving teachers' work enthusiasm.	Strategies: 1. The school offers opportunities for management advancement to willing teachers. 2. Teachers' salaries and benefits match their work intensity. The salary increase of teachers should be appropriately raised if conditions permit. 3. The school supports communication among teachers, between teachers and leaders, and between teachers and students. 4. The school provides teachers with various types of ability improvement platforms and opportunities to ensure their career development planning.	1. The number of teachers promoted to management has increased by 2% each year. 2. Teachers' satisfaction with school salaries and benefits reached more than 85 percent.	Human Resources Department, all teachers
Improving teachers' satisfaction	1. Teachers gain a sense of achievement in teaching, scientific research and other aspects, while enhancing their sense of self-worth. 2. The school arranges work tasks reasonably. A system of distribution under which work is rewarded and more work is rewarded. 3. Make reference to the local economic conditions of the school to reasonably increase the salary and welfare of teachers. 4. Establish good communication between leaders and teachers to form a democratic working atmosphere.	1. Teachers' job satisfaction shows an increasing trend year by year. 2. The teacher's rating of the school and the leadership has reached more than 90 points (out of 100 points).	All teachers, school administration

The table outlines a comprehensive development and improvement plan for Chinese private universities aimed at enhancing teaching quality and teacher satisfaction. The plan focuses on three key areas: improving teachers' self-efficacy, boosting work enthusiasm, and increasing job satisfaction. Strategies include providing targeted classroom management training, encouraging participation in teaching competitions, fostering strong teacher-student relationships, and supporting academic research. Success indicators for these strategies include a 10% increase in teachers' self-efficacy ratings and a significant rise in published research. To improve teachers' work enthusiasm, the plan suggests offering advancement opportunities, competitive salaries, and platforms for professional development, with a goal of increasing promotions by 2% annually and ensuring that more than 85% of teachers are satisfied with their compensation. For job satisfaction, the plan advocates for teachers to feel a sense of achievement and recognition, improved work distribution, and better salary and welfare based on local economic conditions. Success will be measured by a yearly increase in job satisfaction and a rating of over 90 points for the school's leadership and environment. Overall, the plan involves collaboration between teachers, school administrators, and the human resources department to ensure continuous improvement and positive outcomes for teachers.

4. Conclusion and recommendations

College teachers hold a positive attitude towards self-efficacy. Teachers' classroom management effectiveness, teaching strategy effectiveness, student participation effectiveness and academic research effectiveness are all in the upper middle level. College teachers hold a positive attitude towards work motivation. Teachers' right motivation, survival motivation, relationship motivation and self-actualization motivation are all in the upper middle level. The job satisfaction of college teachers is in the upper middle level. Self-actualization, work intensity, income and leadership relationships all contributed to teachers' positive attitudes. There is a significant relationship between self-efficiency, work motivation and work satisfaction. A development plan is made in order to achieve the objectives of the study. Teachers may continue to nurture their positive attitudes towards self-efficacy and work motivation, as these have been shown to contribute significantly to job satisfaction. School administrators may recognize the value of fostering a positive work environment that supports teachers' self-efficacy, motivation, and job satisfaction. By creating opportunities for professional growth, particularly in areas like classroom management and academic research, administrators can help teachers reach their full potential. The Chinese Education Department may consider the findings of this study to inform policies and initiatives that support teacher development. The department should also encourage research on the relationship between gender, work motivation, and job satisfaction to promote greater inclusivity in teacher policies. Human resource departments in private universities should design programs that focus on

improving teachers' motivation and job satisfaction. Private universities may continue to promote a supportive work environment that nurtures teachers' motivation and job satisfaction. Future researchers may explore in greater depth the relationship between gender, self-efficacy, work motivation, and job satisfaction in various teaching contexts.

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