

Organizational culture, job satisfaction and work motivation among university employees: Basis for improved faculty development framework

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Abstract

The career development of college teachers refers to the process that college teachers, under the external environment such as education system, culture, social environment and internal environment such as college organization environment, constantly promote teachers' ideological and moral, knowledge, teaching ability, scientific research ability and social service from immaturity to maturity through individual efforts and college organization support. It can not only promote the personal development of teachers, but also promote the development of colleges and universities. This article has carried out in-depth research to perfect the teacher career development. The system structure and framework based on organizational culture, job satisfaction and job motivation are proposed as the basis for promoting the career development planning of Chinese university teachers. This paper uses descriptive research methods and questionnaires as the sources of data collection. Regression analysis and variance analysis were used for statistical analysis. The survey shows that university teachers agree with the support of universities for the professional development of teachers. They believe that a university with a good support system for teachers' career development has a significant correlation between its organizational culture, teachers' job satisfaction and work motivation. The survey shows that in a good organizational environment, improving teachers' job satisfaction and stimulating teachers' work motivation have a positive impact on improving teachers' work efficiency, work quality and promoting teachers' career development. Colleges and universities should establish a supportive organization and create a good organizational environment to provide teachers with supportive resources. Through the establishment of the teacher career development center, to provide teachers with a platform for teaching research and communication, teaching technology and method training. Advocate a caring culture, strengthen feedback, and give teachers academic freedom in teaching. Create an autonomous, open, cooperative and safe working environment and promote a collaborative culture among teachers. Improve the operating mechanism of teacher development, promote the promotion of teachers' career development motivation, and promote the overall development of teachers. Finally, the paper

puts forward some suggestions to promote the professional development of teachers, and gives the improved framework for the development of teachers.

Keywords: organizational culture, job satisfaction, work motivation, improved faculty development

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1. Introduction

The success of any educational institution depends on the collective effort and dedication of all faculty and staff. Cultivating a positive organizational culture, improving job satisfaction and cultivating work motivation is key to ensuring the growth and development of teachers. Professional development of college teachers refers to the process of college teachers constantly promoting their ideological and moral, knowledge, teaching ability, scientific research ability and social service from immaturity to maturity under in external environment, such as education system, culture, social environment and internal environment such as college organizational environment through individual efforts and college organizational support(Tian, 2020). It can not only promote the personal development of teachers, but also promote the development of colleges and universities.

Organizational support theory undoubtedly provides a powerful theoretical tool and a new research perspective for related research. The organizational support theory emphasizes that organizations should not only see employees' contributions to the organization, but also pay attention to providing support for staff development, which coincides with the internal connection between university organizations and teachers' professional development. What is the current reality of the professional development of college teachers, how college teachers perceive the organizational support directed towards their professional development, what are the reasons for the lack of organizational support, and how to improve the organizational support of colleges and universities to promote the professional development of teachers? This paper discusses the importance of these factors in universities in China. A comprehensive faculty development program is proposed as a foundation for creating an empowered and motivated academic community(Liang, 2022).

Organizational culture is the underlying set of values, beliefs, and behaviors that define the collective identity and working environment within an institution. In the context of a university, a strong and positive organizational culture is essential for establishing a sense of community, promoting collaboration, and nurturing excellence. By fostering a culture that encourages open communication, respect, and continuous learning, the university can create an environment where faculty members feel valued, supported, and motivated to contribute their best(Huang, 2022). On the other hand, job satisfaction is a vital component of faculty members' engagement, commitment, and overall well-being. Factors contributing to job satisfaction include fair and transparent policies, effective leadership, opportunities for professional growth, and a healthy work-life balance. By prioritizing these aspects, the university can create a conducive environment where faculty members find fulfillment in their work. This, in turn, enhances their productivity, job performance, and dedication to the institution's mission(Robbins, 2019).

Work motivation is the driving force behind faculty members' enthusiasm, commitment, and creativity. Motivated faculty members are more likely to go above and beyond their duties, actively engage in research and teaching, and contribute to the university's overall success. However, in the process of professional development of college teachers, the lack of support from college organizations is serious, which is mainly manifested in the low level of salary and welfare provided by colleges, the low autonomy of teachers' education and teaching, and the unfair implementation of rules and regulations. The realization of professional development of college teachers not only depends on their own efforts, but also depends on the support of college organizations.

In the organizational management of colleges and universities, teachers' work enthusiasm has an important relationship with their perceived organizational support. Niu Xueqin believes that for university organizations, the motivation for teachers to work hard comes from the degree of organizational support they receive. In order to establish a complete organizational support integration model, colleges and universities need not only the

social emotional support that affects the quality of service delivery, but also the instrumental support that affects the quality of core service tasks. Only by fully grasping the development needs of college teachers and providing full support can we improve teachers' professional ability and promote their professional development(Zhong, 2021).

After a large number of empirical investigations by foreign scholars and others, it is found that when the organizational environment of teachers can provide teachers with a higher level of support and help, the work pressure and job burnout of individual teachers will be effectively alleviated. Xu Fuming, a Chinese scholar, shared the same view. He also believed that the organizational support provided by colleges for teachers would be effective in alleviating their work pressure and burnout to a certain extent. Based on the relationship between organizational support and job burnout of college teachers, Assess the current organizational culture: Conduct surveys, focus groups, and interviews to gain insight into the existing culture within the university. Identify strengths, weaknesses, and areas for improvement, with a focus on promoting collaboration, inclusivity, and innovation. Involve faculty members in shaping the institution's vision, mission, and values. This process helps create a sense of ownership and fosters alignment among the academic community.

As higher education enters the era of popularization, it faces a series of challenges. Organizational culture, job satisfaction and job motivation are key factors affecting the effectiveness of university teacher development programs, and understanding the relationship between these factors is crucial to creating a supportive environment that promotes teacher growth and development. Higher education institutions need to establish an organizational foundation and culture that promotes the success and performance of the organization and achieves its goals, mission and mission. Universities can create an environment that enables faculty to thrive and contribute their best by fostering a positive culture that increases job satisfaction and inspires work motivation. Implementing a comprehensive faculty development program guided by these principles will foster a vibrant academic community committed to excellence in teaching, research, and service. Such an environment not only benefits the faculty, but also enhances the university's reputation, attracts top talent, and provides a transformative educational experience for students (Zhao, 2020).

The purpose of this study is to explore the relationship between organizational culture, job satisfaction, job motivation and teacher development plan in universities. They emphasized the importance of fostering a positive and supportive organizational culture, implementing effective development programs, and improving the job satisfaction and motivation of university teachers. The in-depth research in this respect is helpful to the design and implementation of the targeted and effective development plan of college teachers. Therefore, the research on the organizational culture, job satisfaction and work motivation construction of colleges and universities is conducive to improving the reputation and competitiveness of colleges and universities, taking incentive measures to improve teachers' work enthusiasm, improve teachers' job satisfaction and strengthen talent reserve, which has important research significance for promoting the development of China's higher education. First of all, it is helpful to change the traditional teacher management mode. Research on organizational support for teacher professional development makes university administrators begin to consider the relationship with teachers from an equal perspective, and realize that to improve the professional development level of university teachers, on the one hand, individual teachers need to exert their subjective initiative, on the other hand, it is also inseparable from organizational support. University organizations should try their best to provide teachers with various kinds of help and support, and affirm their value and contribution. Secondly, it is helpful to improve the work performance of college teachers. With the improvement of teachers' professional development level, their corresponding work performance can also be enhanced and improved. Finally, by exploring the current situation, problems and reasons of organizational support for professional development of teachers in colleges and universities, it is helpful for colleges and universities to provide adequate organizational support for teachers and improve their professional development ability and level (Xu, 2019).

The researcher works in university who engaged in administration and teaching. At present, there are many problems in some colleges and universities, such as imperfect organizational document construction system,

imperfect incentive mechanism, low enthusiasm of teachers, unreasonable evaluation mechanism and low satisfaction of teachers. Therefore, based on the relevant theories of human resource management, it will help to determine the organizational goals, mission, innovation, and be used to strengthen management to improve job satisfaction and work motivation. This study comprehensively uses questionnaires, interviews and other methods to study the relationship among organizational culture, job satisfaction and job motivation in colleges and universities, in order to provide guidance and support for optimizing human resource management and promoting sustainable and high-quality development of colleges and universities(Hao, 2022).

Objectives of the study - This study aimed to assess the organizational culture, job satisfaction and job motivation in higher education institutions and be a basis to develop faculty development framework. Specifically, to describe the organizational culture in terms of: innovation and continuous improvement, wellbeing and support and collaboration and network; to assess job satisfaction in terms of: compensation and benefits, work environment and resources, and professional development; to evaluation job motivation in terms of: intrinsic motivation, extrinsic motivation and colligability and collaboration; to test the significant relationship among organizational culture, job satisfaction and job motivation; and to develop a framework for faculty development.

2. Methods

This study uses the combination of descriptive and quantitative methods to fully and accurately explain the research results. This study mainly collected information through questionnaires, supplemented by interview surveys, and deeply reflected and analyzed the current situation of organizational support for college teachers' professional development. First, a questionnaire survey was carried out by randomly sampling teachers from undergraduate colleges and universities in China. On the basis of a preliminary understanding of the current situation of professional development of college teachers, the current organizational support for professional development of college teachers was investigated by innovation and continuous improvement, wellbeing and support, collaboration and network. The second is to evaluate job satisfaction from the three dimensions of compensation and benefits, work environment and resources, and professional development. Three from the intrinsic motivation, extrinsic motivation, colligability and collaboration three aspects to study the work motivation. Finally, through data analysis, some common problems of organizational support in the professional development of teachers in colleges and universities are found, so as to supplement the questionnaire survey and provide objective support for further theoretical analysis.

The survey subjects of this study were 445 teachers at universities in China. Teaching administrators and front-line teachers at full-time general undergraduate colleges and universities are mainly selected as subjects. The questionnaire survey method is adopted to evaluate them from the aspects of age, gender, title, years of service, highest education level, job position and salary. This study obtained first-hand data through a questionnaire survey. Random sampling survey was conducted by a combination of paper questionnaire and electronic questionnaire. All questionnaires were filled in anonymously without revealing any personal information of the respondents, so as to ensure the authenticity of questionnaires to the greatest extent. The clarity design of this study mainly uses the Likert scale for questionnaire measurement. In addition to using the existing scales of previous studies on organizational support and teacher professional development, this study also adjusts and improves the organizational culture, job satisfaction and work motivation of current universities according to actual needs, so as to ensure the feasibility and applicability of the questionnaire.

To ensure that our questionnaire and scale are reliable, stable, and consistent. The internal consistency and reliability of the questionnaire samples were tested by using Cronbach's alpha analysis. Generally speaking, The greater the reliability coefficient, the greater the reliability of measurement. On the basis of verifying the validity of the questionnaire, the researcher finally sent the questionnaire to the surveyed teachers in university to collect the required data and information.

Table 1

Reliability Summary Table – Organizational Culture, Job Satisfaction and Work Motivation Instrument

Variable	Cronbach's Alpha	Remarks
Organizational Culture	0.953	
Innovations and Continuous Improvement	0.903	Excellent
Well-being and Support	0.868	Good
Collaboration and Network	0.919	Excellent
Job Satisfaction	0.948	
Compensation and Benefits	0.870	Good
Work Environment and Resources	0.897	Good
Professional Development	0.868	Good
Work Motivation	0.922	
Intrinsic Motivation	0.910	Excellent
Extrinsic Motivation	0.817	Good
Colligability and Collaboration	0.848	Good

Legend: George and Mallery (2003) provided the ff rule of thumb: ≥ 0.90 = Excellent; ≥ 0.80 = Good; ≥ 0.70 = Acceptable; ≥ 0.60 = Questionable; ≥ 0.50 = Poor; < 0.50 = Unacceptable

The questionnaire is mainly divided into three parts. The first part analyzes organizational culture, including 15 items, including innovations and continuous improvement(5 items), wellbeing and support (5 items), collaboration and network (5 items); The second part is the analysis of job satisfaction, including 15 items, including compensation and benefits (5 items), work environment and resources (5 items), professional development (5 items); The third part is the analysis of work motivation, a total of 15 items, including intrinsic motivation(5 items), extrinsic motivation(5 items), colligability and collaboration (5 items). This questionnaire is based on the Likert scale and has the following values. 4-Highly Satisfied; 3-Moderately Satisfied; 2- Less Satisfied; 1- Not Satisfied.

The questionnaire was released on Wechat via the professional platform Questionnaire Star. In the data collection process, the researchers first sought the consent of the personnel departments of the University. After obtaining permission, different levels and categories of teacher representatives were selected for investigation. The questionnaire will be sent via Wechat. This targeted distribution helps to judge the authenticity of the questionnaire based on objective information and improves the quality of the questionnaire. For some conditions permit, face-to-face surveys can be conducted. At the same time, representative professors, doctoral students and ordinary teachers were selected for informal interviews to collect relevant information on organizational culture, job satisfaction and work motivation. In addition, in order to further ensure the reliability and validity of the questionnaire, we informed the respondents in advance that the purpose of this study is only academic research, and does not involve commercial purposes. In the question setting, the question is expressed as clearly as possible, there is no ambiguity in the expression of the problem. From August 15, 2024 to September 16, 2024, a total of 445 questionnaires were collected. There were 445 valid questionnaires, the effective rate being 100%.

The research tool used in this study is Excel and SPSS are used for data entry, sorting and analysis. After the questionnaire is compiled, a small sample test is carried out first, and the respondents have an in-depth conversation and ask for their opinions. Then, according to the preliminary survey results, the questionnaire is further adjusted after discussion with the instructor and a formal questionnaire is finally formed. Finally, the reliability and validity of the data collected by the questionnaire are analyzed to ensure the scientific and rationality of the data collected by the questionnaire. Weighted mean and rank were used to describe the organizational culture in terms of: innovation and continuous improvement, wellbeing and support and collaboration and network; to assess job satisfaction in terms of: compensation and benefits, work environment and resources, and professional development; to evaluation job motivation in terms of: intrinsic motivation, extrinsic motivation and colligability and collaboration. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Therefore, Spearman rho was used as part of the non-parametric tests to determine the significant relationship. In addition, all data were processed using SPSS version 28 to further interpret and analyze results of the study.

During the research process, ethical considerations will be considered to ensure that any information

obtained is used only for research purposes, maintaining the quality and integrity of the research. The researchers will also be contacted by phone or email seeking consent to ensure that the target respondents are prepared to answer the basic questions of the study. The survey did not ask respondents' names when filling out the questionnaire, thereby protecting their privacy and identity. The researchers will also ensure that respondents fill out the survey voluntarily and according to their wishes. Finally, the dignity and privacy of the target interviewees were protected. All the information in the questionnaire was treated strictly confidential to fully protect the privacy of the respondents.

3. Results and discussion

Table 2

Summary Table on Organizational Culture

Indicators	Weighted Mean	Verbal Interpretation	Rank
Innovations and Continuous Improvement.	3.59	Highly Satisfied	2
Wellbeing and Support.	3.57	Highly Satisfied	3
Collaboration and Network.	3.61	Highly Satisfied	1
Grand Composite Mean	3.59	Highly Satisfied	

Legend: 3.50-4.00=Highly Satisfied; 2.50-3.49=Moderately Satisfied; 1.50-2.49=Less Satisfied; 1.00-1.49=Not Satisfied

Table 2 introduces respondents' views on innovations and continuous improvement, well-being and Support and Collaboration and in Organizational Culture Network feelings and thoughts. The composite average is 3.59, indicating respondents' agreement and approval with the above indicators. Organizational culture refers to the shared values, beliefs and codes of conduct in colleges and universities, which is an important factor in shaping the behavior and attitudes of faculty and staff. A university that supports exploration, tolerates failure and encourages innovation can stimulate teachers' innovative awareness and enthusiasm, and teachers are more willing to freely express their ideas and try new methods.

Compensation systems also play an important role in incentivizing innovation. On the one hand, to establish a resource support mechanism for teacher innovation, to provide necessary material, human and financial support for innovation. Due to the lack of resources, the innovation process will be hindered, the perception of organizational innovation support will be affected, the innovation enthusiasm will be affected, and the motivation and power of innovation will be lost. On the other hand, establish a support mechanism to encourage innovation and advocate innovation. Give encouragement and positive feedback to teachers' novel ideas, unique ideas and creative problem-solving solutions in a timely manner, and give fair and objective evaluation of their ideas and solutions, and give timely encouragement and recognition. The establishment of a scientific and reasonable salary reward and support system can effectively stimulate the innovation potential of teachers, which reflects not only the material reward for teachers, but also the recognition of innovative behavior, which is the embodiment of organizational cultural values (Leron, 2021).

Similarly, organizational culture plays an important role in promoting teamwork. An organizational culture that emphasizes team spirit and cooperation can help teachers build trust, promote information sharing, and promote the realization of university development goals. In universities, interdisciplinary and cross-departmental collaboration is very important to promote innovation and efficient work, which can stimulate teachers to participate in collective tasks with more enthusiasm. The results showed that the Collaboration and Network option ranked first with an average score of 3.61, indicating that respondents recognized the importance of Collaboration and Network to organizational culture. An organizational culture that supports collaboration, communication, and flexibility can build an efficient network collaboration system for universities, help faculty to connect and learn from each other in academic and research activities, and provide strong support for academic innovation and knowledge dissemination. By creating a culture that supports collaboration and introducing effective digital collaboration tools, universities can establish a powerful network collaboration system, promote the sharing of academic resources and the improvement of innovation ability.

The establishment of learning organizations, Collaboration and networks plays an important role in the

learning, teaching and research activities of teachers and researchers. Teachers from different disciplines can collaborate across disciplines through online platforms to carry out innovative research and academic collaboration and carry out interdisciplinary research (Makela, 2023). Through the establishment of cooperative relations with foreign colleges and universities, to promote exchanges between teachers and form academic exchanges with an international perspective. Through the network platform, flexible learning methods can be provided, learning interaction can be carried out with different universities and rich learning resources can be obtained (He, 2023).

Innovations and continuous improvement ranked second with an average score of 3.59, indicating that teachers have a strong sense of innovation. The consciousness of innovation and continuous improvement of college teachers is very important to improve the quality of education and promote the development of students. Universities with a high level of innovation atmosphere are usually creative and innovation-oriented, and will effectively guide teachers' awareness of innovation, provide innovative projects, carriers, time and funds for teachers, support teachers' pursuit of new ideas and concepts, and achieve high innovation talent training results while creating high innovation performance (Leron, 2021). The establishment of an innovation atmosphere in colleges and universities will enhance the job security of organizational innovation, promote teachers' self-examination and innovation participation, stimulate people's creative thinking, and promote the sharing and transfer of knowledge and experience, so as to establish an open, inclusive and diversified innovative working environment, and encourage teachers to embody their own value and achieve self-realization in innovation.

Through various academic exchanges, teachers can understand the latest development and trend in the field of education, seek new methods, new technologies and new thinking, share successful teaching practices and innovative experiences, and improve teaching and research capabilities (Friedman, 2023). Some universities encourage teachers to try innovative teaching methods by introducing novel teaching methods such as flipped classroom, situational teaching and practical teaching. Teachers use data such as student achievement and class participation to analyze the teaching effect. Through student evaluation, peer review and other ways to obtain a variety of opinions and suggestions. Reflect on and evaluate their own teaching process, and constantly optimize teaching methods and content (Peterson, 2023).

Wellbeing and Support came in third with an average score of 3.57. It can be seen that the Wellbeing and Support system plays an important role in improving the satisfaction and work efficiency of faculty and staff. Welfare incentive support, as an external motivation, has a significant impact on teachers' innovation motivation. By providing material support such as performance reward, housing, medical care and pension, it can effectively stimulate the enthusiasm of employees to participate in work and innovation activities, enhance the sense of belonging and pride of teachers, increase their enthusiasm for teaching and scientific research, and further promote the occurrence and realization of innovation (Miller, 2023). Competitive salaries in the industry can attract more outstanding talents. Reasonable competitive salary can mobilize the work enthusiasm of the faculty and improve the work efficiency (Chen, 2023). At the same time, it is necessary to provide medical care, housing, pension benefits, career development promotion channels and regular training for faculty and staff. The welfare and support system of university organizations is of great significance to the job satisfaction of faculty and staff (Miller, 2023). By establishing effective welfare policies, providing comprehensive support services and creating A good organizational culture, the competitiveness of university development will be greatly promoted (Kezar, 2023).

Table 3

Summary Table on Job Satisfaction

Indicators	Weighted Mean	Verbal Interpretation	Rank
Compensation and Benefits	3.55	Highly Satisfied	3
Work Environment and Resources	3.60	Highly Satisfied	1.5
Professional Development	3.60	Highly Satisfied	1.5
Grand Composite Mean	3.58	Highly Satisfied	

Legend: 3.50-4.00=Highly Satisfied; 2.50-3.49=Moderately Satisfied; 1.50-2.49=Less Satisfied; 1.00-1.49=Not Satisfied

Table 3 is a summary of job satisfaction. He elaborated the relevant indicators of job satisfaction from three aspects: Compensation and Benefits, Work Environment and Resources, and Professional Development. The average of the index was 3.58. The results show that these three aspects adequately explain the relevant indicators of job satisfaction. There is a close and mutual relationship between salary and welfare, working environment and resources, professional development and job satisfaction. Salary and welfare are important factors to improve teachers' job satisfaction. A reasonable salary system reflects the value of teachers' labor, and competitive wages can significantly improve teachers' job satisfaction. A good working environment and sufficient resources can improve teachers' work efficiency, and supportive teacher career development can enhance teachers' sense of belonging and career accomplishment.

Salary is the direct return of teachers' labor and the embodiment of their professional value. When teachers' salary meet or exceed their expectations, job satisfaction will be improved. If the salary level is too low to meet the basic needs of teachers or does not match their labor, job satisfaction will be reduced. Benefits are part of teachers' remuneration, including medical insurance, pension plan, housing security, children's schooling, etc. These benefits are used to protect the quality of life of teachers and their families, and enhance their sense of security and belonging. A well-developed welfare system can attract and retain talents and motivate teachers to better engage in their work (Zhou, 2023). A good office environment and modern smart classrooms, laboratories and office facilities can provide better teaching and research needs, and a harmonious cultural environment helps teachers focus on their work

According to the data analysis in Table 8, university teachers believe that the working environment, effective resource support and favorable professional Development are the most important to enhance job satisfaction. As a result, both Work Environment and Resources and Professional Development scored 3.60, ranking first. Good physical environment, cultural environment and effective resource support are conducive to improving teachers' work efficiency. Colleges and universities should be committed to providing teachers with a comfortable, quiet and well-equipped office environment, a harmonious and friendly working atmosphere, high-quality teaching resources and modern teaching technology, so as to improve teachers' work satisfaction and happiness. The relationship between teachers' professional development and job satisfaction are complementary and mutually promoted. Teachers' professional development can improve their teaching level and professionalism and increase their job satisfaction. When teachers achieve achievements and progress in their work, they will feel a sense of accomplishment and pride, further stimulating teachers' enthusiasm and creativity, and promoting them to better invest in professional development.

Providing necessary technical tools and resources, such as working computers, experimental equipment, collaboration platforms and good office automation systems, such as remote support systems, education management systems, student management systems, network classes, and autonomous data query systems, can effectively improve work efficiency (Bailey, 2023). A supportive and inclusive organizational culture, teamwork and good colleague relationships help to create a harmonious working atmosphere and enhance teachers' sense of belonging. Leadership support and a sound reward mechanism can improve teachers' job satisfaction and loyalty. Reasonable vacation system and flexible work arrangement can help teachers balance life and work time, contribute to physical and mental health, and effectively improve teachers' job satisfaction (Chen, 2023).

In their career, teachers should continuously improve their professional skills and teaching and scientific research ability through work, study and training, and strive to get promotion opportunities and pursue career development. Colleges and universities improve teachers' professional skills by providing professional development training and continuing education opportunities for teachers (Aguinis, 2022). When teachers grow and progress in their work, they gain a sense of accomplishment and pride. Scientific and transparent professional title evaluation channels can stimulate teachers' work motivation and achieve the unity of personal goals and organizational goals. The organization supports the professional development of teachers, encourages the pursuit of higher goals, and the attention of leaders makes teachers feel the embodiment of their own value and improves job satisfaction.

The weighted average of Compensation and Benefits is 3.55, ranking third. Remuneration and benefits are also one of the important factors that affect employees' job satisfaction. Compared with the same industry, the competitive salary can meet the stable life of teachers, can work with peace of mind, and attract high-quality talents to work in the college, which is conducive to the stability of the teachers. A reasonable and fair salary system can gain the trust and loyalty of teachers (Turner, 2023). Rewarding performance pay and incentive measures can mobilize the enthusiasm of employees and are a recognition of teachers' hard work (Gonzalez, 2023). A good medical security system and a sound retirement security system are also important measures to improve teachers' satisfaction (Cai, 2023). Spiritual rewards and recognition also have an important impact on improving satisfaction. Colleges and universities should establish a fair and healthy salary and welfare system to meet the welfare benefits of teachers for their hard work and improve the overall satisfaction.

Table 4

Summary Table on Job Motivation

Key Result Areas	Composite Mean	Verbal Interpretation	Rank
Intrinsic Motivation	3.63	Highly Motivated	1
Extrinsic Motivation	3.56	Highly Motivated	3
Collaboration	3.59	Highly Motivated	2
Grand Composite Mean	3.59	Highly Motivated	

Legend: 3.50-4.00=Highly Motivated; 2.50-3.49=Moderately Motivated; 1.50-2.49=Less Motivated; 1.00-1.49=Not Motivated

Table 4 is a summary of Job Motivation. The average of the index was 3.59.. The results show that these three aspects are reasonable and appropriate to explain the relevant indicators of Job Motivation. Motivated teachers are willing to invest time and energy to study teaching methods, update course content and evaluate students' learning effects, adopt innovative teaching methods, stimulate students' learning motivation and improve teaching quality. Strong work motivation drives teachers to pursue professional knowledge learning and promotion, improve comprehensive ability, achieve better performance, promote the development of science and technology, and obtain career satisfaction and sense of achievement.

University teachers have a strong motivation for the following aspects, the first is the comprehensive quality of high. Not only has a higher education, but also has theoretical cognition, problem solving, work practice shows knowledge, business, psychological and other aspects of the comprehensive quality, showing a strong pursuit of knowledge. This is followed by high self-esteem. This self-esteem comes from the confidence of their own high education and the self-esteem in their professional role. The third is the desire to realize self-worth. Teaching is embodied in imparting students' knowledge, cultivating their ability and improving their quality. Scientific research is embodied in the development and innovation of theories, the exploration and solution of practical problems, the creation and sharing of knowledge, the realization of self-worth and the satisfaction of work competence. Finally, there is a strong sense of community.

In the management of colleges and universities, it is of great significance to understand the working motivation of faculty and staff for stimulating their work enthusiasm, job satisfaction, attracting high-quality talents and building high-quality teachers. Through individual efforts, teachers have been recognized for their work, gained opportunities for personal growth and development, achieved the desired results, and their personal value and achievements have been recognized. At the same time, stable and secure jobs, competitive salaries and benefits, an inclusive working environment, united and cooperative work teams, and leadership support and recognition can all stimulate work enthusiasm (Latham, 2020).

According to the data analysis in Table 12, Intrinsic Motivation scored 3.63, ranking first. Collaboration ranked second with a combined score of 3.59. Extrinsic Motivation ranked third with a combined score of 3.56. This shows that compared with external material conditions, the interviewees believe that teachers are more eager to pursue spiritual pursuits, such as more eager to get the trust and recognition of the organization, more willing to respect their work achievements, and more willing to work in a positive, cohesive and inclusive organization. When the professional development of teachers is consistent with personal values, they can realize

their self-worth at work, give play to their talents, and gain a sense of accomplishment and pride when they achieve achievements, and their internal motivation will be enhanced, and they will be more willing to work hard to achieve organizational goals (Zhou, 2023).

Generally speaking, work motivation is the mental power that drives individuals to work hard at work. It can promote the continuous learning of individuals at work, and achieve personal interests and career development goals. A vibrant university can recognize and reward the hard work of staff, provide good career development channels, establish effective communication channels, and promote the healthy development of staff careers. At the same time, the healthy development of the faculty and staff feeds the high-quality development of the college cause, and enhances the core competitiveness and social reputation of the college.

Table 5

Relationship Between Organizational Culture and Job Satisfaction

Variables	rho-value	p-value	Interpretation
Innovations and Continuous Improvement			
Compensation and Benefits	0.859**	<.001	Highly Significant
Work Environment and Resources	0.853**	<.001	Highly Significant
Professional Development	0.132**	0.005	Significant
Wellbeing and Support			
Compensation and Benefits	0.892**	<.001	Highly Significant
Work Environment and Resources	0.881**	<.001	Highly Significant
Professional Development	0.125**	0.008	Significant
Collaboration and Network			
Compensation and Benefits	0.103*	0.029	Significant
Work Environment and Resources	0.114*	0.016	Significant
Professional Development	0.944**	<.001	Highly Significant

***. Correlation is significant at the 0.01 level*/**. Correlation is significant at the 0.05 level*

Table 5 systematically illustrates the relationship between organizational culture and job satisfaction. This paper systematically analyzes the effects of organizational culture innovations and continuous Improvement, wellbeing and support, collaboration and network on improving job satisfaction. As showed in the table 14, the computed rho-values ranging from 0.103** to 0.944**, The obtained p values are most less than 0.01 α level, which indicated that there was a highly significant relationship between innovations and continuous improvement and compensation and benefits, work environment and resources. The improvement of the innovation ability of college teachers helps them to better adapt to the changes of education reform, and continuous improvement helps to train more students with innovative spirit and practical ability. By keeping up with the forefront of The Times, continuous innovation and improvement, teachers maintain the vitality and competitiveness of education, teaching and academic research. Competitive salary and benefits have a significant incentive effect on innovation and continuous improvement, and a good working environment provides teachers with necessary academic resources and support, which is conducive to teachers' educational reform and scientific research innovation.

Zhu (2023) thinks that organizational identity has a significant promoting effect on job satisfaction. Organizational identity plays a mediating role between comprehensive salary perception and job satisfaction. Emphasis is placed on organizational identity, establishing a harmonious corporate culture and team atmosphere, enhancing employees' sense of belonging and loyalty. On the basis of studying the relationship between salary level and employee satisfaction, Hongfang (2019) finds that comprehensive salary perception, as a reflection of employees' compensation paid by the organization, is positively correlated with employees' job satisfaction. Wellbeing and support and compensation and benefits, work environment and resources, collaboration and network and professional development. Good welfare support in colleges and universities provides teachers with satisfactory salaries and welfare benefits, and at the same time provides teachers with a good working environment and teaching and scientific research conditions. Effective communication and smooth communication channels can effectively promote teachers' career development. Sustained and healthy organizational culture can significantly improve teachers' job satisfaction.

The welfare support of colleges and universities usually includes salary, housing provident fund, medical insurance, paid leave, holiday benefits, health checks, etc. These welfare support systems can not only meet the material needs of teachers, but also meet the spiritual needs, which can ensure that teachers have sufficient energy to devote to teaching and research work, stimulate the working motivation of teachers, and create more scientific research results. High salaries can also attract and retain outstanding talents, create more teaching and scientific research results for the school, and bring good social reputation to the school. Good welfare support can also provide teachers with comfortable working conditions and necessary research places, provide sufficient research funds, and carry out scientific research and innovation. In addition, it can provide sufficient academic resources, organize teachers to go out for training, visiting, studying and attending academic conferences, etc., which helps teachers to expand their academic vision and understand the frontier trends of disciplines (Li, 2023). Good communication and cooperation among teachers can exchange experience, learn from each other, share resources, and promote teacher career development. For example, sharing teaching resources among teachers can reduce teachers' burden and provide work efficiency. Sharing scientific research resources can reduce duplication of work and improve research efficiency. The exchange of experience between teachers can improve teaching methods and improve teaching quality. A good collaborative atmosphere can promote the cycle of conscience of teachers' professional development (Zhu, 2023).

The obtained p values are less than 0.05 α level, which indicated that there was a significant relationship between innovations and continuous improvement and professional development, wellbeing and support and professional development. The results illustrates that each dimension of organizational culture positively have an effect on each dimension of job satisfaction, and this results explain that there was a significant relationship between organizational culture and job satisfaction., Strengthening the construction of organizational culture is a powerful means to improve the job satisfaction of teachers. There is a significant positive correlation between organizational culture and job satisfaction. A positive, healthy and positive organizational culture can promote teachers' job satisfaction. Xiaomeng (2023) proposed that organizational fairness will have a mechanism on employee job satisfaction, and organizational fairness will also have a positive impact on organizational support. There is also a positive correlation between organizational support and employee job satisfaction. Organizational support serves as a mediating variable, balances the relationship between organizational justice and job satisfaction. Organizational commitment plays a positive moderating role in the impact of organizational fairness on employee job satisfaction.

Table 6

Relationship Between Organizational Culture and Job Motivation

Variables	rho-value	p-value	Interpretation
Innovations and Continuous Improvement			
Intrinsic Motivation	0.842**	<.001	Highly Significant
Extrinsic Motivation	0.814**	<.001	Highly Significant
Colligability and Collaboration	0.846**	<.001	Highly Significant
Wellbeing and Support			
Intrinsic Motivation	0.830**	<.001	Highly Significant
Extrinsic Motivation	0.833**	<.001	Highly Significant
Colligability and Collaboration	0.847**	<.001	Highly Significant
Collaboration and Network			
Intrinsic Motivation	0.080	0.093	Not Significant
Extrinsic Motivation	0.111*	0.019	Significant
Colligability and Collaboration	0.111*	0.020	Significant

**. Correlation is significant at the 0.01 level/*. Correlation is significant at the 0.05 level

Table 6 explores the relationship between organizational culture and job motivation. As can be seen from intrinsic motivation, extrinsic motivation, collaboration and network with innovation and continuous improvement, wellbeing and wellbeing support showed a very strong and highly significant positive correlation ($p < 0.001$). This shows that when innovation and continuous improvement are emphasized, employees are more self-driven, internally satisfied, and externally motivated, and experience a better sense of solidarity and collaboration. When welfare and support are prioritized, employees are strongly motivated both internally and

externally and experience higher levels of collaboration and teamwork. Extrinsic motivation, colligability and collaboration showed a very weak but statistically significant positive correlation with collaboration and network. This means that while collaboration and networking do not strongly influence intrinsic motivation, they have a small but meaningful effect on extrinsic motivation and teamwork or collaboration within an organization. Intrinsic motivation showed a very weak, non-significant correlation with collaboration and Network, suggesting that collaboration and network were not strongly correlated with intrinsic motivation in this context.

The results show that each dimension of organizational culture has a positive impact on each dimension of work motivation, and although the performance of collaboration and networking indicators is weak, it also has a positive correlation significance. This result explains the significant relationship between organizational culture and job fulfillment motivation. Strengthening the construction of organizational culture is to stimulate the motivation of teachers' work. Lin (2020) found that the sense of organizational support has a direct positive predictive effect on both the autonomy motivation and the control motivation of teachers' work motivation, that is, the stronger the sense of organizational support perceived by teachers, the stronger the control motivation and the autonomy motivation of teachers' work motivation. Meyel(2020) explores different dimensions of employee commitment and its relationship with organizational culture and work motivation, emphasizing that a strong organizational culture can enhance employees' work motivation and loyalty.

Table 7

Relationship Between Job Satisfaction and Job Motivation

Variables	Rho-value	p-value	Interpretation
Compensation and Benefits			
Intrinsic Motivation	0.860**	<.001	Highly Significant
Extrinsic Motivation	0.864**	<.001	Highly Significant
Colligability and Collaboration	0.878**	<.001	Highly Significant
Work Environment and Resources			
Intrinsic Motivation	0.884**	<.001	Highly Significant
Extrinsic Motivation	0.883**	<.001	Highly Significant
Colligability and Collaboration	0.879**	<.001	Highly Significant
Professional Development			
Intrinsic Motivation	0.086	0.069	Not Significant
Extrinsic Motivation	0.130**	0.006	Significant
Colligability and Collaboration	0.121*	0.010	Significant

***. Correlation is significant at the 0.01 level*/**. Correlation is significant at the 0.05 level*

Table 16 explores the relationship between Job Satisfaction and job motivation. This paper systematically analyzes the effects of compensation and benefits of organizational culture, work environment and resources, and professional development on teachers' work motivation. As can be seen from the table, intrinsic motivation, extrinsic motivation, collaboration and network with compensation and benefits, work environment and resources showed a very strong and highly significant positive correlation ($p < 0.001$). This means that higher pay and benefit satisfaction is strongly associated with higher intrinsic and extrinsic motivation and a stronger sense of teamwork within the organization. Employees who are satisfied with their compensation and benefits are more likely to be motivated by internal fulfillment and external rewards, as well as feeling a good working relationship with their colleagues. At the same time, a better work environment and more resources can significantly improve both motivations and generate a stronger sense of cooperation. Employees who are satisfied with their work environment are more likely to be motivated and have stronger connections with their colleagues.

Cao (2020) believes that college teachers are engaged in complex and high-tech mental labor, and salary is the main source of income for college teachers. When teachers have high job satisfaction, they will devote more enthusiasm and energy to teaching and have a better sense of teamwork, thus improving teaching performance. Extrinsic Motivation showed a very weak but significant positive correlation with professional development, that is, with the improvement of career development satisfaction, motivation driven by reward or recognition increased slightly. Colligability and collaboration also showed a very weak but significant association,

suggesting that increased satisfaction with professional development had a smaller positive effect on teamwork and collaboration. The relationship between Intrinsic motivation and professional development is very weak and not significant, indicating that career development satisfaction has no significant impact on intrinsic motivation.

The results show that there are significant differences between compensation and benefits, work environment and resources and work motivation in organizational culture, while there are no significant differences between professional development and work motivation. There was no significant effect. This result explains the significant relationship between pay and work environment and motivation in organizational culture. Competitive salary and good working environment can motivate teachers to work. Yan (2019) pointed out that the working environment is the various material and spiritual and cultural environments that teachers face in college. As the main place of teachers' work, many factors in college will have a direct impact on teachers' career satisfaction. Huang Liqiong(2021) found through analysis that there is a very high and significant correlation between teachers' career development satisfaction and the dimension of the working environment.

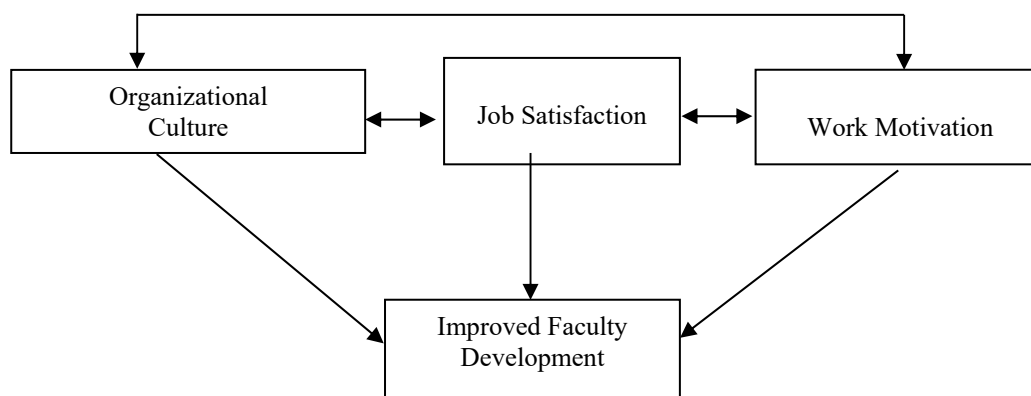


Figure 1. Proposed improved faculty development integration framework

This paper proposes a framework for improving the development of teachers. By strengthening the construction of organizational culture, colleges and universities can improve teachers' job satisfaction, stimulate their work motivation, improve and promote their career development, enhance their sense of value and achievement, and make teachers feel recognized and respected by the organization, which is conducive to enhancing the competitiveness of colleges and universities. This will be a good way to improve the professional development of teachers.

As can be seen from the above figure, teacher career development needs to effectively integrate the organizational culture of colleges and universities, teachers' job satisfaction and work motivation, and promote a virtuous cycle of teacher career development. The construction of organizational culture in colleges and universities can promote the construction of a harmonious campus cultural atmosphere and promote the professional growth of teachers. The construction of organizational culture in colleges and universities can promote the improvement of teaching quality and academic level, and is conducive to the professional development of teachers. The construction of organizational culture in colleges and universities can promote the realization of democratic management and create an environment for the growth of teachers. Wu (2023) believes that professional identity has a significant predictive effect on job satisfaction, that is, teachers with a strong sense of professional identity have a high degree of job satisfaction. Correspondingly, with the increase in job satisfaction, teachers have a higher degree of satisfaction with self-development, workload, economy and other aspects, and a higher degree of work enthusiasm. The higher the emotional identification and participation of the organization or unit, which is conducive to stimulating work motivation and promoting career development. Gao (2022) shows that college teachers with high self-efficacy are more likely to actively participate in professional development activities, show a stronger willingness to learn, strengthen teaching practice, take the initiative to improve scientific research ability, carry out extensive social contact and communication, and actively seek social resources and support systems, so as to obtain a stronger motivation for professional development.

Enhance the enthusiasm of work and study. To sum up, a good organizational culture, job satisfaction and work motivation can promote teachers' better career development. Such a system, such a framework is a good integration framework of Improved Faculty Development Framework.

4. Conclusions and recommendations

Based on the findings of the study, the following conclusions were drawn: Majority of the respondents affirmed that they were highly satisfied with the organizational culture of their university. They were also highly satisfied with their job highlighting the work environment and resources and professional development. Moreover, they were highly motivated with job and intrinsic motivation as number one motivator. There were significant relationships between organizational culture and job satisfaction, innovations and continuous improvement, wellbeing and support and job motivation, and compensation and benefits, work environment and resources and job motivation. A proposed framework for improved faculty development was developed.

Based on the findings of the study, the following recommendations were drawn: Colleges and universities may take the initiative to establish supportive organizations and create a good organizational environment. Promote a caring culture, strengthen feedback, and give teachers academic freedom in teaching. Create an independent, open, cooperative and safe working environment and promote a culture of cooperation among teachers. Improve the operating mechanism of teacher development and promote the promotion of teachers' career development motivation. The developed framework may be for universities and considered for further discussion.

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