

# A RELATIONSHIP STUDY OF TEACHERS' PERCEPTION TOWARDS PROFESSIONAL DEVELOPMENT AND THEIR JOB SATISFACTION IN GUILIN UNIVERSITY OF ELECTRONIC TECHNOLOGY, GUANGXI, CHINA

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**Abstract:** The main purpose of this study was to determine the relationship between teachers' perception towards professional development and their job satisfaction in GuiLin University of Electronic Technology, GuangXi, China in the academic year 2014 – 2015. A total of one hundred and forty – one (141) full – time teachers from the GuiLin University of Electronic Technology were surveyed for this study. The main resource of data was the questionnaire that investigated the teachers' perception towards professional development and their job satisfaction. The collected data were analyzed by using the mean, standard deviation and Pearson Product Moment Correlation Coefficient. The research findings indicated that the level of teachers' professional development was the high in the school, and from the results of teachers' job satisfaction, it was found that the level of their job satisfaction was regarded as 'moderate'. A moderate positive relationship between teachers' perception towards professional development and their job satisfaction was existing in GuiLin University of Electronic Technology, GuangXi province of China.

**Keywords:** Professional Development, Perception, Job Satisfaction, Guilin University of Electronic Technology.

## Introduction

Teacher professional development is one of the most important aspects of training for every school. An effective professional development program is hard and it is one of the main challenges for every teacher, leader and administrator. Professional development is the key to improving teacher knowledge. Nevertheless, to ensure an effective professional development program, which is beneficial to teachers, identification of their needs is important.

Hargreaves (1994) expresses the importance of regular assessments of teachers' professional development needs in order to check the progress in their development. His post technocratic model looks at professional development as one that is mutually dependent.

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Since the implementation of the Teacher Law in China in 1993, professional development has started to play a large part in educational reform. This law gave teachers a set of guidelines and framework in which to better instruct their students. In fact professional development appears to be important component that leads to job satisfaction, student achievement and the success of the school. One of the most important things to a school is teachers' professional development, which will lead to student achievement, job satisfaction for the teachers and school success. When a teacher is satisfied in their job, they will put more effort into it. They will take more responsibility, contributing to a happy working environment.

Job satisfaction in the teaching profession is the level of commitment that teachers feel for their job, and it is one of the most important issues which has not been recognized enough in schools in the past, but in the last ten years considerable research has been carried out. In the past decades, most schools were not aware of the vital importance of job satisfaction. However, nowadays, every successful school or organization monitors their teachers' job satisfaction to maintain good quality teaching and high learning standards. Teachers feel part of an organization that cares and are motivated to produce good results and stay long term. Job satisfaction has been described as the amount of positive feeling that an employee may experience toward a particular job or organization (Price, 1997).

### **Research Objectives**

There are three objectives:

1. To determine the level of teachers' perception towards professional development in Guilin University of Electronic Technology.
2. To determine the level of teachers' job satisfaction in Guilin University of Electronic Technology.
3. To determine the relationship between teachers' perception towards professional development and their job satisfaction in Guilin University of Electronic Technology.

### **Literature Review**

Guskey (2003) looked at a list of characteristics of professional development, which he believed led to visionary leadership for educational organizations. Through the analysis, he found that the characteristics of effective professional development that are discussed the most are similar to the social constructivist learning model. In order for professional development to be effective it should include collaboration, time and resources and most importantly improve the instructional knowledge of the teacher.

Guskey's mentioned that the three frequently talk about characteristics of teachers' effective professional development that they (1) enhance teachers' content and instructional knowledge, (2) provide time and resources, (3) promote collegiality and collaboration.

The number one characteristic described as important to professional development is the enrichment of teacher's content and instructional knowledge. As teachers better understand the content, they can better help the students understand the content. The professional development program should try to encourage teachers of their own ability to effect change in the classroom. Teachers will not just depend

on theories but will see themselves as designers of professional knowledge. Also an important characteristic is time and resources management. Teachers need time to understand the content, evaluate student work and design new ways to teach. Guskey said that it is not the amount of time given to the teachers for professional development, but how the time is used.

Collaboration is a teachers' opportunity to work together, to share ideas, strategies and expertise during the teachers' professional development. Collaborative efforts can run into serious conflicts about professional beliefs and practices. It has been found that educators when presented with certain evidence and strategies' of effectiveness, still chose what is easiest and related to current practice, rather than change their teaching methods to offers students the best benefits.

In 1959, Frederick Irving Herzberg came up with a two – factor theory also called Herzberg's motivation. This two-factor theory discussed what he called the satisfiers and the dissatisfiers. The satisfiers were considered the motivators and the dissatisfiers were called hygiene. He looked at the components of a job that he called motivators or satisfiers, which were, achievement, recognition, advancement, work itself, possibility of growth and responsibility. He also looked at the components of a job that he called dissatisfiers or hygiene, which were salary, supervision, interpersonal relationships, company policy and leader, status, conditions of working, factors in personal life and security of job.

The two motivational opposites are “extrinsic” and “intrinsic” motivation. Extrinsic motivation is concerned with the motivation of people from the outside and intrinsic motivation is concerned with the motivation coming from the inside.

**Intrinsic Satisfaction:** This deals with the internal motivation of a person. Hennessey and Amabile (2005) discussed intrinsic motivation as the eagerness to act or do something we enjoy based on our own interests or simply for the fun of it. Therefore, it is most important for organizations to know when people are intrinsically motivated. They will strive for the challenge or happiness instead of avoiding punishment and the promise of rewards. According to Cherry (2014), it is also suggested that people are more inspired when they are motivated from within. In the workplace, the efficacy and performance increases through extrinsic motivation such as job recognition and remuneration but the actual quality of work performed is influenced by intrinsic factors.

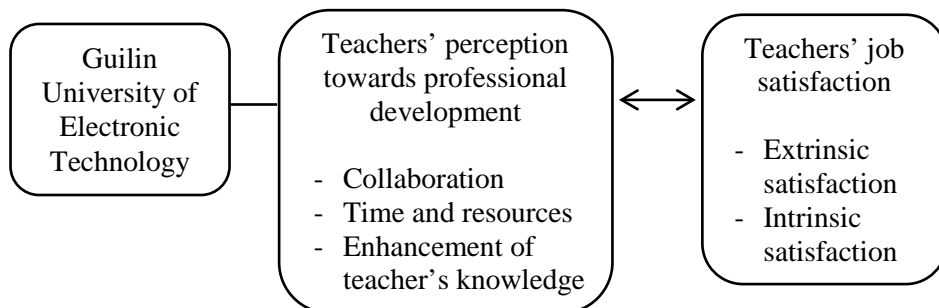
**Extrinsic Satisfaction:** The satisfaction of people whose motivation comes from external sources. Extrinsic motivation also refers to an activity, which contains elements of stress, apprehension or uncertainty but the main goal is to strive for the object of desire (Lindenberg, 2001). Extrinsic motivation is related to external influences for example, rewards, recognition, and promotion. While offering rewards can increase motivation in some cases, it must be done responsibly as researchers have found that too much appreciation can made to a reduction in teachers' motivation (Cherry, 2014).

#### *Background of Guilin University of Electronic Technology*

Guilin University of Electronic Technology was established in 1960. At present, it has 158 full – time instructors and more than 10,000 students in the 21 bachelor programs in this academic year 2014 – 2015.

### Conceptual Framework

Based on the theories presented above, Figure 1 is the conceptual framework of this research.



**Figure 1: Conceptual Framework**

### Instrument

The researcher used the following instruments to collect data. It was a questionnaire including two parts for the teachers in the Guilin University of Electronic Technology.

The part one questionnaire was used to identify the teachers' perception towards professional development and it contains (16) items. This questionnaire was based on the Lists of the Characteristics of Effective Professional Development from Guskey (2003). The reliability of part one of the questionnaire was analyzed by means of Cronbach's alpha coefficient as the previous study of Tomas (2011) and the total result was .52.

The part two questions were about teacher' job satisfaction levels. The researcher used Weiss J. (1967) MSQ questionnaire, the short form, and a total of 20 items. The reliability of Weiss et al. (1967) questionnaire Cronbach's alpha coefficient of job satisfaction was .90. The Cronbach's alpha coefficient of Lwin (2014) showed for part II were .778, which will be regarded as reliable of job satisfaction.

### Population

The population of this study was the total number of the full – time teachers who are teaching at Guilin University of Electronic Technology, Guangxi Province, China. One hundred and fifty eight teachers who are teaching at Guilin University of Electronic Technology, Guangxi Province, China, in the academic year 2014 – 2015 are being used as the target group for this study.

### Findings

Based on the research objectives and analyzed data from instrument, this study had the following findings:

**Table 1: Teachers' Perception towards Professional Development Based on Collaboration**

| Items  | N   | Mean | S.D. | Interpretation |
|--|-----|------|------|----------------|
| I am part of a team of teachers during my professional development experiences.  | 141 | 4.00 | 0.97 | High           |
| I believe that the teachers that work with in my professional development activities share a common goal and vocabulary related to our work with students. | 141 | 3.68 | 0.83 | High           |
| My professional development activities are scheduled exclusively with teachers who work in my subject area.  | 141 | 3.51 | 0.96 | High           |
| My professional development activities allow me to be an active member of a peer study group.  | 141 | 3.26 | 0.83 | Moderate       |
| Total  | 141 | 3.61 | 0.65 | High           |

Table 1 indicated that the total mean scores of teachers' perception towards professional development based on collaboration were 3.61, in the scale of 3.51-4.50, according to the criteria of interpretation; it meant teachers' perception towards professional development based on collaboration at GuiLin University of Electronic Technology was regarded as high. The teachers scored the highest mean on the part of a team of teachers during their professional development with the mean score of 4.00 and the lowest on the professional development activities allow they to be an active member of a peer study group in their school with mean of 3.26.

**Table 2: Teachers' Perception Towards Professional Development Based on Time and Resources**

| Items   | N   | Mean | S.D. | Interpretation |
|---|-----|------|------|----------------|
| During my professional development activities, I am provided with data on student achievement related to my subject area.           | 141 | 3.96 | 0.87 | High           |
| During my professional development experiences, I have access to teaching materials that potentially could be used in my classroom. | 141 | 3.76 | 1.04 | High           |
| My professional development activities occur in a location that is convenient for me to attend.                                     | 141 | 3.48 | 0.99 | High           |
| During my professional development experiences, I discuss and review teaching materials that are appropriate for my classroom.      | 141 | 3.42 | 0.92 | High           |
| My professional development activities occur at a location outside of my school.  | 141 | 2.78 | 0.79 | Moderate       |
| My professional development activities occur after regular school hours.  | 141 | 2.76 | 0.97 | Moderate       |
| Total   | 141 | 3.37 | 0.48 | Moderate       |

Table 2 indicated that the total mean scores of teachers' perception towards professional development based on time and resources were 3.37, in the scale of 2.51-3.50, according to the criteria of interpretation; it meant teachers' perception towards professional development based on time and resources at GuiLin University of Electronic Technology was regarded as moderate. The teachers scored the highest mean on the instructors provided with data on student achievement related to their subject area during professional development activities in their school with the mean score of 3.96 and the lowest on their professional development activities occur after regular school hours with mean of 2.76.

**Table 3: Teachers' Perception Towards Professional Development Based on Enhancement of Teacher's Knowledge**

| Items   | N          | Mean        | S.D.        | Interpretation |
|---|------------|-------------|-------------|----------------|
| My professional development activities occur regularly throughout the school year.  | 141        | 3.89        | 1.15        | High           |
| My professional development activities enhance my pedagogical knowledge for the courses I teach.                                | 141        | 3.82        | 0.82        | High           |
| My professional development activities enhance my content knowledge for the courses I teach.                                    | 141        | 3.68        | 0.87        | High           |
| During my professional development activities, teachers in my subject area review and discuss student work of our subject area. | 141        | 3.58        | 0.87        | High           |
| My professional development activities are scheduled during regular school hours.   | 141        | 3.56        | 1.00        | High           |
| I do not work on a daily basis with the teachers who attend the professional development activities I attend.                   | 141        | 2.70        | 0.95        | Moderate       |
| <b>Total</b>  | <b>141</b> | <b>3.54</b> | <b>0.60</b> | <b>High</b>    |

Table 3 indicated that the total mean scores of teachers' perception towards professional development based on enhancement of teacher's knowledge were 3.54, in the scale of 3.51-4.50, according to the criteria of interpretation; it meant teachers' perception towards professional development based on enhancement of teacher's knowledge at GuiLin University of Electronic Technology was regarded as high. The teachers scored the highest mean on the teachers' professional development activities occur regularly throughout the school year in their school with the mean score of 3.89 and the lowest on the teachers' they do not work on a daily basis with the teachers who attend the professional development activities they attend with mean of 2.70.

Table 4 showed that the mean score and standard deviation for subscale of the teachers' perception towards professional development among 141 teachers who are full – time teachers in Guilin University of Electronic Technology.

(See Table 4 on the next page)

**Table 4: Teachers' Perception towards Professional Development**

| Professional Development           | N   | Mean | S.D. | Interpretation |
|------------------------------------|-----|------|------|----------------|
| Collaboration                      | 141 | 3.61 | 0.65 | High           |
| Time and Resources                 | 141 | 3.36 | 0.48 | Moderate       |
| Enhancement of teacher's knowledge | 141 | 3.54 | 0.60 | High           |
| Total                              | 141 | 3.51 | 0.50 | High           |

From Table 4, it can be seen that teacher's had the level of collaboration is high, refers to opportunity for teachers to work together during the teachers' professional development. They had the level of time and resources is moderate, refers to the amount of time spent doing professional development. And they had the level of enhancement of teacher's knowledge is high, refers to the professional development experience the knowledge that is gained. Meanwhile, Table 4 showed that the overall result of the mean score was 3.51, in the range of 3.51 – 4.50, which meant the teachers' perception towards professional development is high.

**Table 5: Teachers' Perception towards Job Satisfaction Based on Intrinsic Satisfaction**

| Items  | N   | Mean | S.D. | Interpretation |
|--|-----|------|------|----------------|
| Being able to keep busy all the time.                        | 141 | 3.83 | 1.12 | High           |
| The freedom to use my own judgment.                          | 141 | 3.76 | 1.72 | High           |
| The chance to work alone on the job.                         | 141 | 3.67 | 0.99 | High           |
| The way my job provides for steady employment.               | 141 | 3.60 | 0.84 | High           |
| The chance to try my own methods of doing the job.           | 141 | 3.56 | 0.88 | High           |
| The feeling of accomplishment I get from the job.            | 141 | 3.48 | 1.01 | Moderate       |
| Being able to do things that don't go against my conscience. | 141 | 3.48 | 0.84 | Moderate       |
| The chance to do things for other people.                    | 141 | 3.44 | 0.85 | Moderate       |
| The chances to tell people what to do.                       | 141 | 3.37 | 0.91 | Moderate       |
| The chance to do something that makes use of my abilities.   | 141 | 3.27 | 1.04 | Moderate       |
| The chance to do different things from time to time.         | 141 | 2.91 | 1.05 | Moderate       |
| Total  | 141 | 3.49 | 0.51 | Moderate       |

Table 5 showed that the total mean scores of teachers' perception towards their job satisfaction based on intrinsic satisfaction were 3.49, in the scale of 2.51-3.50, according to the criteria of interpretation; which meant teachers' perception towards their job satisfaction based on intrinsic satisfaction at GuiLin University of Electronic Technology was regarded as moderate. The teachers scored in the highest mean on they were being able to keep busy all the time in their school with mean of 3.83 and the lowest mean on they had the chance to do different things from all the time in their school with mean of 2.91.

**Table 6: Teachers' Perception towards Job Satisfaction Based on Extrinsic Satisfaction**

| Items                                  | N   | Mean | S.D. | Interpretation |
|--|-----|------|------|----------------|
| The praise I get for doing a good job. | 141 | 3.34 | 0.93 | Moderate       |

**Table 6: Teachers' Perception towards Job Satisfaction Based on Extrinsic Satisfaction**

| Items  | N   | Mean | S.D. | Interpretation |
|--|-----|------|------|----------------|
| The competence of my supervisor in making decisions. | 141 | 3.22 | 1.03 | Moderate       |
| The chances for advancement on this job.             | 141 | 3.21 | 0.90 | Moderate       |
| The way my supervisor handles his/her team.          | 141 | 3.19 | 0.95 | Moderate       |
| The way school policies are put into practice.       | 141 | 2.87 | 0.95 | Moderate       |
| My pay and the amount of work I do.                  | 141 | 2.63 | 1.17 | Moderate       |
| Total  | 141 | 3.08 | 0.69 | Moderate       |

Table 6 showed that the total mean scores of teachers' perception towards their job satisfaction based on extrinsic satisfaction were 3.08, in the scale of 2.51-3.50, according to the criteria of interpretation; which meant teachers perception toward their job satisfaction based on extrinsic satisfaction at GuiLin University of Electronic Technology was regarded as moderate. The teachers scored in the highest mean on the praise teachers' get for doing a good job in their school with mean of 3.34 and the lowest mean on their pay and the amount of work they do in their school with mean of 2.63.

Table 7 showed that the mean score and standard deviation for subscale of the teachers' job satisfaction among 141 teachers who are full – time teachers in Guilin University of Electronic Technology.

**Table 7: Teachers' Job Satisfaction Level**

| Teachers' Job Satisfaction | N   | Mean | S.D. | Interpretation |
|----------------------------|-----|------|------|----------------|
| Intrinsic Satisfaction     | 141 | 3.49 | 0.51 | Moderate       |
| Extrinsic Satisfaction     | 141 | 3.08 | 0.69 | Moderate       |
| Total                      | 141 | 3.36 | 0.51 | Moderate       |

From Table 7, it can be seen that teacher's had the level of intrinsic satisfaction and extrinsic satisfaction are moderate. Meanwhile, Table 12 showed that the overall result of the mean score of 3.36, in the range of 2.51 – 3.50, which meant teachers' job satisfaction level, was "Moderate" for the GuiLin University of Electronic Technology.

**Table 8: Pearson Correlation between the Level of Teachers' Perception towards Professional Development and Their Job Satisfaction (n=141)**

|   |                     | Teachers' Job Satisfaction | Conclusion                           |
|---|---------------------|----------------------------|--------------------------------------|
| Teachers' perception towards professional development | Pearson Correlation | .475**                     | There is a significant relationship. |
|   | Sig. (2 – tailed)   | .000                       |                                      |

\*\* Correlation is significant at the 0.05 level (2-tailed).

Since Pearson correlation  $r$  is .475 and Sig. is .000, which is smaller than .05 (even .01). Pearson correlation  $r$  is .475, which mean the relationship between



teachers' professional development and their job satisfaction is moderate positive. It indicated that there is a significant relationship between teachers' perception towards professional development and their job satisfaction. Therefore, the researcher accepted research hypothesis: *"There is a significant relationship between teachers' perception towards professional development and their job satisfaction in GuiLin University of Electronic Technology."*

## **Discussion**

### *1. About the teachers' perception towards professional development at GuiLin University of Electronic Technology*

The total mean score of teachers' perception towards professional development at GuiLin University of Electronic Technology, was 3.51 in the range of 3.51-4.50 levels of teachers' perception towards professional development was high in this school. This indicated that the level of teachers' perception towards professional development in GuiLin University of Electronic Technology were high.

**Collaboration:** As the study found, the score of collaboration in teachers' professional development from GuiLin University of Electronic Technology, was 3.61 in the range of 3.51-4.50 levels of teachers' perception towards professional development was high in this school.

In depth analysis, on the part of a team of teachers during their professional development was highest score in this school, and the lowest on the professional development activities allow them to be an active member of a peer study group in their school. Therefore, teachers' professional development activities should be focus on more interaction between team members. Interactions among groups should be encouraged. Members in the group need to communicate a lot.

Collaboration in teaching can take various forms, such as peer discourse or dialogue, seminars or workshops, observing colleagues' classroom teaching, action research in group or even informal communication like discussion, chat and other collective activities among colleagues.

The most previous study also indicated collaboration was important in teachers' professional development. This was revealed in a study by Achinstein (2002), collaborative efforts can run into serious conflicts about professional beliefs and practices. According to the previous study by Supovitz (2002), collaboration and collegiality are essential to teacher development. Teachers like to exchange ideas, share expertise, and appreciate the time spent working together. It also builds community.

**Time and resources:** As the study found, the score of time and resources in teachers' professional development from GuiLin University of Electronic Technology, was 3.36 in the range of 2.51-3.50 levels of teachers' perception towards professional development was moderate in this school.

The teachers had the highest score on the teachers provided with data on student achievement related to their subject area during professional development activities at the school and the lowest score on their professional development activities occur after regular school hours. Therefore, when the school administrators arrange teachers' professional development activities, should be think more about location and time for

every teacher. Professional development activities are scheduled during regular school hours is better.

An important characteristic is time and resources management. Just providing teachers with extra time does not guarantee better student scores. Guskey said that it is not the amount of time given to the teachers for professional development, but how the time is used. Teachers need time to understand the content, evaluate student work and design new ways to teach.

Enhancement of teachers' knowledge: As the study found, the score of enhancement of teachers' knowledge in teachers' professional development from GuiLin University of Electronic Technology, was 3.54 in the range of 3.51-4.50 levels of teachers' perception towards professional development was high in this school.

The teachers had the highest score on the teachers' professional development activities occur regularly throughout the school year at the school and had the lowest score on the teachers' they do not work on a daily basis with the teachers who attend the professional development activities they attend. Therefore, the school leaders should provide more different activities to the teachers, who attend the professional development activities, promote the relationship between them. Teachers in the group need to communicate a lot on a daily basis such as share their own idea, discuss different topic. When the teachers increase their knowledge and develop resources as a result of professional development. It would be beneficial to the teachers' relationship and student achievement.

The professional development program should try to encourage teachers of their own ability to effect change in the classroom. Teachers will not just depend on theories but will see themselves as designers of professional knowledge.

Pedagogical content knowledge (PCK) is the teachers' understanding of how students learn or do not learn specific subject matter. The development of this knowledge is important to professional development programs. As a result, each professional development program should focus on teachers' professional practice allowing the teachers the opportunities to practice instructional strategies, reflect on the practice both individually and collectively.

## *2. About the job satisfaction level of teachers' at GuiLin University of Electronic Technology.*

The total mean score of teachers' job satisfaction in GuiLin University of Electronic Technology, was 3.36 in the range of 2.51-3.50 levels of teachers' job satisfaction level was moderate in this school. This indicated that the job satisfaction level of teachers in GuiLin University of Electronic Technology were moderate.

In the depth analysis of intrinsic satisfaction, the teachers scored in the highest on they were being able to keep busy all the time in school and the lowest on they had the chance to do different things all the time in their school. Therefore, multi – tasks should be arranged to teachers in the school, teachers' interests can be improved with their job. For extrinsic satisfaction, the teachers scored in the highest on the praise teachers' get for doing a good job in their school and the lowest on their pay and the amount of work what they do in school. Salary is an important element for each are. Pay is a source of dissatisfaction when it is perceived to be unfairly low, but

maintained that high pay can serve not only as a hygiene factor, but also as a means of providing recognition to the worker, enhancing self – esteem, thus acting as a satisfier. Higher salary also effective means of keep the good teachers in a school.

A study was carried out by Rothman (1981) where he pointed out that the level of job satisfaction of teachers relates to the achievement of students. Students can recognize when a teacher is happy and involved in his/her work. Teachers have two roles to play, as educators and role models. Therefore the morale in the classroom is strongly affected by teachers' activities outside the school, whether they have a happy family life and receive sufficient income.

According to Muindi (2011), job satisfaction is an integral part of any organization's assessment program. When staff is satisfied with their positions, they feel secure and happy. Successful organizations always take into account the wellbeing and job satisfaction of their employees. There are many researchers and authors who have carried out studies on job satisfaction and the importance of it in organizations. Robbins (2003) added that the people who are not satisfied in their jobs do not perform well but those who are happy have a good attitude and work ethic. Consequently, if the negative aspects of a job out – balance the positive, the people will leave to find better employment.

In educational development, teacher job satisfaction is one of the most important aspects to consider. When teachers are content with what they receive at the end of the job, it is a positive feeling which means teachers are satisfied with their job. Elaine and Marie (1984) explained that job satisfaction could be achieved if individual needs and the aspects of the job can be combined together and the expectations meet the reality. According to Amold, Cooper and Robertson (1998), in the study of social sciences, job satisfaction has been the most important subject of influential and significant research.

Marsland, Syptak and Ulmer (1999) also stated that employees, who believe their organization is a positive work place for them, are also able to develop their own job satisfaction. Therefore, satisfied teachers are always motivated, active and like to spend their time with the students (Nguni et al 2006, in Cerit, 2009). Robbins and Judge (2012) stated that, the employee who received high level of job satisfaction always has positive feelings about their job; whereas the employees who receive a low level of job satisfaction always has negative feelings.

Darroux, Jonathan and Masseur, (2013) mentioned that employees who are satisfied on their job with intrinsic and extrinsic job features, it showed that they are strong organizational commitment and have progressive relationship between variables.

In short, there were no precious studies about job satisfaction in GuiLin University of Electronic Technology; however, there were so many international precious studies about teachers' job satisfaction, since this can bring the schools or organization success. Teachers' job satisfaction in this school is just as important as other schools around the world, since they are the stakeholders of our future leaders. As many people say, teachers are the second parents of the children. Half of a student's life is spent in school and half at home. Therefore, every school should consider evaluating their teachers' job satisfaction in order to achieve success.

3. *About the relationship between teachers' perception towards professional development and their job satisfaction at GuiLin University of Electronic Technology.*

Data from the research show that the probability significance of .000, is less than .05, therefore, the research hypothesis was accepted, which means there were significant relationship between teachers' perception towards professional development and their job satisfaction in Guilin University of Electronic Technology. Pearson correlation  $r$  is .475, which mean the relationship between teachers' professional development and their job satisfaction is moderate positive.

Professional development is defined as a program given to educators to develop knowledge, skills, and ways to promote effectiveness in the classroom. Using this definition studies were done to understand the connection between professional development and job satisfaction (Elmore, 1997).

The study found a moderate positive relationship between teachers' perception towards professional development and their job satisfaction in Guilin University of Electronic Technology, which illustrated that teachers' professional development and their job satisfaction not only played important roles in schools and organization, but also they will related to each other in the educational administration work. School leaders and administrators should take teachers' job satisfaction into consideration when it comes to decide the professional development activities. Meanwhile, when the school leaders and administrators want to improve teachers' job satisfaction, they can through complete teachers' professional development.

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