

**A STUDY OF THE RELATIONSHIP BETWEEN INSTRUCTORS’  
PERCEPTIONS TOWARDS PROFESSIONAL DEVELOPMENT AND JOB  
SATISFACTION AT LITERATURE FACULTY OF YUNNAN NORMAL  
UNIVERSITY IN KUNMING, CHINA**

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**Abstract:** The main purpose of this study was to determine the relationship between instructors’ perceptions towards professional development and job satisfaction at the Literature Faculty of Yunnan Normal University in Kunming, China, during the academic year 2019 - 2020. The researcher surveyed 67 instructors from the Literature Faculty of Yunnan Normal University for this study. The main instrument used to collect data was a questionnaire to investigate instructors’ perceptions of professional development and job satisfaction. This study was based upon Guskey’s Theory of Professional Development and Herzberg’s Two-Factor Theory. The researcher used the Mean and Standard Deviation and Pearson Product Moment Correlation Coefficient to analyze the collected data. The Pearson correlation coefficient  $r$  was .500, with a significance value of .001. There was a relationship between instructors’ perceptions towards professional development and job satisfaction at the Literature Faculty of Yunnan Normal University in Kunming, China. Research findings indicated that instructors’ perceptions towards professional development had shown a “high” (4.50) level, and the level of instructors’ perceptions towards job satisfaction was also regarded as “high” (4.47).

**Keywords:** Instructors’ Perception; Professional Development; Job Satisfaction

### **Introduction**

Teacher professional development is an essential social concern because teachers facilitate student comprehension of the greater society (Tozer, Violas, & Senese, 2002). The extent and level of professional development of teachers directly determine the quality of teaching and school-level education. Therefore, how to effectively promote the professional development of teachers should

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become necessary to study and promote the core issue of school management.

Based on the investigation of Pan & Luo (2007), there were some issues faced by teachers in the process of professional development. Colleges and universities must introduce the concept of “teacher development” and new ideas to improve the level of teachers and guarantee the quality of higher education. Corresponding teacher development systems must be established (Pan & Luo, 2007).

In the meantime, satisfaction research has caught more attention. Managers have gradually realized that only by improving the quality of work and life of employees and improving their job satisfaction can employees be loyal, identify with the enterprise, and be willing to make additional efforts, creating more excellent value (Zhao, 2007). If the organization can effectively improve employees’ satisfaction, it can improve work efficiency and enhance competitiveness.

In recent years, the field of primary education in China has begun to attach importance to the professional development of teachers, emphasizing the improvement of teachers’ professional level through further training, self-improvement, and school-based research. The priority given has played a perfect role in promoting the development of basic education and improving the quality of teaching. However, China currently does not pay enough attention to the professional development of university teachers, and there are not many specialized kinds of research (Wang, 2011).

### **Research Objectives**

There are three objectives:

1. To identify the level of instructors’ perceptions towards professional development at the Literature Faculty of Yunnan Normal University in Kunming, China.
2. To identify the level of instructors’ perceptions towards job satisfaction at the Literature Faculty of Yunnan Normal University in Kunming, China.
3. To identify the relationship between instructors’ perceptions towards professional development and job satisfaction at the Literature Faculty of Yunnan Normal University in Kunming, China.

### **Literature Review**

Guskey (2003) created a list of 21 categories to classify the characteristics of professional development. Through analysis, he found that the most discussed features of effective professional development are similar to social constructivist learning models. For professional development to be effective, it

should include collaboration, time, and resources, and most importantly, improve instructors' teaching knowledge.

Guskey (2003) mentioned that these characteristics of teachers' effective professional development were frequently talked about: (1) promote college cooperation and collaboration, (2) provide time and resources, and (3) enhance teachers' content and teaching knowledge.

Collaboration is an opportunity for teachers to cooperate and share ideas, strategies, and professional knowledge in the professional development process. Collaborative efforts may cause severe conflicts in professional beliefs and practices.

Moreover, Teachers need time to understand new concepts, learn new skills, develop new attitudes, research, discuss, reflect, assess, try new approaches and integrate them into their practice; and time to plan their professional development (Cambone, 1995; Corcoran, 1995; Troen & Bolles, 1994; Watts & Castle, 1993). Cambone (1995) points out that as adult learners, teachers need both set-aside times for learning (e.g., workshops and courses) and time to experience and digest new ideas and ways of working. Guskey (2003) said that this is not to give teachers time for professional development but how to use time.

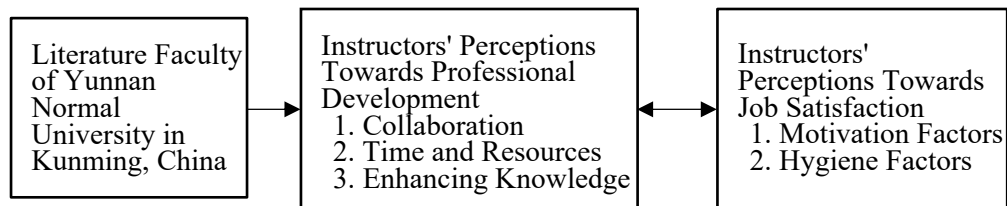
Another feature described as crucial to professional development is enhancing acknowledge. Moore (2004), Beswick (2007), and Borasi and Fonzi (1999) propose that teachers need to construct new content and pedagogical knowledge. As teachers understand the content better, they can better help students understand it. Professional development plans should encourage teachers to use their abilities to change the classroom. Teachers will rely on theory and regard themselves as designers of professional knowledge. It has been found that when educators are provided with specific evidence and effective strategies, they still choose the simplest and most relevant to current practice rather than changing teaching methods to maximize the benefits for students.

Herzberg's Two-Factor Theory of job satisfaction helps explain factors that contribute to job satisfaction. As previously stated, hygiene factors affect job dissatisfaction (Dhanapal, Alwie, Subramaniam, & Vashu, 2013). Motivators affect job satisfaction (Aydin, Sarier, & Uysal, 2013). Hygiene and motivation factors represent both internal and external factors. Mbugua, Waiganjo, and Njeru (2015) state employees value both the internal and external factors in an organization and decide whether to maintain employment with a company. The two-factor theory is significant to the independent variables of this study.

Herzberg's two-factor theory indicated that motivation and hygiene factors (Herzberg et al., 1959) influence employee satisfaction (Alam & Shahi, 2015). Hygiene factors include salaries, job security, and quality of supervision, while motivation factors include interest in the vocation, prospects of career growth, and acknowledgment of individual achievements. Varying combinations of motivation and hygiene factors may lead to situations in which employees are motivated and relatively complaint-free or situations in which they become apathetic complainers (Karadağ, 2015). The two-factor theory provided a mechanism for evaluating satisfaction levels and clarifying how positive or negative employee outcomes occur.

### Conceptual Framework

Figure 1 illustrates the conceptual framework of this study based on the theoretical framework.



**Figure 1. Conceptual Framework**

### Instrument

The research questionnaire used for instructors at the Literature Faculty of Yunnan Normal University in Kunming, China, contained three parts:

Part I: Questions about instructors' demographic profiles included gender, age, education background, and working experience.

Part II: Questionnaire about instructors' perceptions towards professional development. Meagher (2011) developed this questionnaire based on the Lists of the Characteristics of Effective Professional Development from Guskey (2003). There were 16 items for three categories of professional development in this part. The reliability coefficients of this professional development questionnaire were .80. In the current study, the researchers' Cronbach's Alpha Coefficient based on 16 questions in the three dimensions of professional development was .82.

Part III: The questionnaire asked about instructors' perceptions towards job satisfaction. The Minnesota Satisfaction Questionnaire (MSQ), which was the questionnaire to be used by the researcher, was developed by Weiss et al. in

1967. MSQ aimed to measure an employee's satisfaction with their job. There were 20 items for two dimensions of job satisfaction in this part. According to Martins and Proenca's (2012) study, the reliability coefficient of this job satisfaction questionnaire was .91. The Cronbach's Alpha Coefficient of 20 questions based on the two dimensions of job satisfaction calculated by the researcher according to the current research was .84.

### Population

In this research, the population was all instructors from the Literature Faculty of Yunnan Normal University in Kunming, China, during the academic year of 2019-2020. Specifically, 67 instructors from the Literature Faculty of Yunnan Normal University participated in this research.

### Findings

The findings of this study are as follows:

Table 1: *Frequency and Percentage of Age*

Age	Number	Percentage (%)
18-29	4	5.97
30-39	14	20.90
40-49	27	40.30
50 and above	22	32.83
Total	67	100.00

Table 1 showed respondents ages 18 - 29 accounted for 5.97% of the respondents, respondents ages 30 - 39 accounted for 20.9% of the respondents, respondents between the ages of 40 - 49 accounted for 40.3% of the respondents; lastly, respondents aged 50 and above accounted for 32.83% of the respondents.

Table 2: *Frequency and Percentage of Gender*

Gender	Number	Percentage (%)
Female	43	64.18
Male	24	35.82
Total	67	100

Table 2 shows that female respondents account for 64.18% of respondents, and male respondents account for 35.82%.

Table 3: *Frequency and Percentage of Educational Qualification*

Educational Level	Number	Percentage (%)
Bachelor's degree	14	20.90
Maser Degree	23	34.33
Doctor Degree	30	44.77
Total	67	100.00

Table 3 shows that respondents with a bachelor's degree account for 20.9% of the respondents, respondents with a master's degree account for 34.33% of the respondents, and respondents with a doctor's degree account for 44.77% of the respondents.

Table 4: *Frequency and Percentage of the Years in Position*

Years in Position	Number	Percentage (%)
Less than one year	0	0
1-2 years	1	1.49
3-4 years	5	7.46
5-9 years	8	11.94
10-19 years	31	46.27
20 or more years	22	32.84
Total	67	100.00

Table 4 showed that respondents with 1 to 2 years of experience account for 1.49% of respondents. Respondents with 3 to 4 years experience in the position account for 7.46% of respondents, respondents with 5 to 9 years experience in the position account for 11.94% of the respondents, respondents with 10 to 19 years experience in the position account for 46.27% of the respondents, respondents with 20 or more years experience in position account for 32.84% of the respondents, and none of the respondents had less than one year experience in the position.

Table 5: *Summary of Means and Standard Deviation of Instructors' Perceptions towards Professional Development (n=67)*

Professional Development	Mean	SD	Interpretation
Collaboration	4.27	1.019	High
Time and Resources	3.41	.811	Moderate
Enhancing Knowledge	4.88	.043	Very High
Total	4.19	.603	High

Table 5 illustrated that the total score of instructors' perceptions towards professional development based on three dimensions was 4.19. According to the

interpretation criteria, a mean score in the range of 3.51-4.50 is interpreted as a “high” level. Among them, the mean score for collaboration was 4.27, the mean score for time and resources was 3.41, and the mean score for enhancing Knowledge was 4.88, which was the highest.

Table 6: *Summary of Means and Standard Deviation of Instructors’ Job Satisfaction (n=67)*

Job Satisfaction	Mean	SD	Interpretation
Motivation Factors	4.50	.148	High
Hygiene Factors	4.47	.237	High
Total	4.48	.015	High

Table 6 illustrated that the total score of instructors’ perceptions towards job satisfaction based on two dimensions was 4.48. According to the interpretation criteria, a mean score in the range of 3.51-4.50 is interpreted as a “high” level. The mean score for motivation factors was 4.50, and the mean score for hygiene factors was 4.47.

Table 7: *Pearson Correlation between Instructors’ Perceptions towards Professional Development and Job Satisfaction (n= 67)*

		Job Satisfaction
Professional Development	Pearson Correlation Coefficient	.500**
	Sig.(2-tailed)	.000

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 7 illustrated that the Pearson correlation coefficient  $r$  was .500 and Sig. was .000, lower than .05. It showed a significant relationship between instructors’ perceptions of professional development and job satisfaction. Therefore, the research hypothesis accepted was: “There is a relationship between instructors’ perceptions towards professional development and job satisfaction at the Literature Faculty of Yunnan Normal University in Kunming, China.” Additionally, the Pearson correlation  $r$  was .500; thus, the relationship between instructors’ perceptions towards professional development and job satisfaction was moderately positive.

## Discussion

### *1. Instructors’ perceptions towards Professional Development in the Literature Faculty of Yunnan Normal University in Kunming, China*

The total mean score of instructors’ perceptions towards professional development in the Literature Faculty of Yunnan Normal University in

Kunming, China, was 4.19, which is in the range of 3.51 to 4.50. Indicating that the level of instructors' perceptions towards professional development in the Literature Faculty of Yunnan Normal University in Kunming, China was high.

Collaboration: according to the analysis of the results, the mean score of instructors' perceptions towards professional development based on Collaboration in the Literature Faculty of Yunnan Normal University in Kunming, China, was 4.27, which was a "high" level. The survey results showed that the lowest score was "I do not work on a daily basis with the instructors who attend the professional development activities I attend," and the higher score was "I am part of a team of instructors during my professional development experiences" (2.51), "My professional development activities allow me to be an active member of a peer study group" (4.90) showed that instructors wanted to be part of the team and desired to work with other instructors. Therefore, the researcher believed that leaders should give instructors more opportunities to collaborate and encourage them to communicate through various methods, such as seminars, classroom learning between colleagues, collective action research, etc.

According to Supovitz (2002), collaboration and commonality are essential for teacher development. Educators like to exchange ideas, share expertise, and spend time working together. Moreover, according to previous research, Wu (2015) indicated that instructors could share teaching experience and problem-solving methods by cooperating in the teaching process, thereby promoting interaction between instructors. These all showed that collaboration was essential for professional development.

Time and Resources: the total mean score of instructors' perceptions of professional development based on time and resources in the Literature Faculty of Yunnan Normal University in Kunming, China, was 3.41, a "moderate" level. It got the lowest score in professional development, indicating that instructors need more time and resources to improve their professional development during the teaching process. "My professional development activities occur at a location outside of my university" got the lowest score (2.49), which showed that instructors did not want to conduct professional development activities outside the school; they prefer to participate in professional development activities at convenient places. Moreover, the highest score was "During my professional development experiences, I have access to teaching materials that potentially could be used in my classroom" ( 4.78), which indicated that instructors needed to be provided with sufficient teaching resources. Instructors need extra time to



understand the content, evaluate students' work, and design new teaching methods.

Enhancing Knowledge: the mean score of instructors' perceptions towards professional development based on Enhancing Knowledge in the Literature Faculty of Yunnan Normal University in Kunming, China, was 4.88, interpreted as a "very high" level. It was the highest score in the professional development survey. All the questions about enhancing Knowledge got very high scores, which indicated that instructors believed enhancing their Knowledge was significant for professional development.

According to the previous study by Wu (2015), the development of pedagogical content knowledge was necessary for professional development programs. Therefore, all the professional development plans should focus on instructors' professional practice to practice teaching strategies and reflect on practice individually and collectively.

The total score of instructors' perceptions towards professional development was generally interpreted as a "high" level, which showed that instructors were satisfied with their professional development activities. According to the survey results, instructors believed that participating in professional development activities could enhance their professional knowledge and improve their teaching skills. At the same time, instructors in the same subject area could exchange teaching experiences and discuss students' work.

## *2. Instructors' perceptions towards Job Satisfaction in the Literature Faculty of Yunnan Normal University in Kunming, China*

According to the interpretation criteria, the total score of instructors' perceptions towards job satisfaction in the Literature Faculty of Yunnan Normal University in Kunming, China, was 4.48, a mean score in the range of 3.51-4.50 interpreted as a "high" level. The mean score for motivation factors was 4.50, and the mean score for hygiene factors was 4.47.

In the analysis of motivation factors, the highest score was "Being able to do things that don't go against my conscience," which indicated that moral value was a significant factor in motivational factors for instructors. Besides, the survey on ability utilization, recognition, and achievement also got very high scores, indicating that these were all crucial factors for instructors' job satisfaction. The lowest was "Being able to keep busy all the time," which stated that instructors might need more rest time instead of being busy with work all the time. According to Bhatnagar's (2014) study, recognition can help

retain employees. Commending employees can positively influence work engagement and, at the same time, improve positive performance.

In the analysis of hygiene factors, instructors gave very high scores to questions about security, compensation, working conditions, and co-workers, which indicated that instructors were satisfied with their salary, job stability, working environment, and relationship with colleagues. According to Wu's (2015) study, the pay was a critical hygiene factor. High salaries could improve instructors' job satisfaction and enhance job security, thereby retaining excellent instructors.

In short, the total score of instructors' perceptions towards job satisfaction was interpreted as a "high" level, which indicated that instructors at the Literature Faculty of Yunnan Normal University in Kunming, China had high job satisfaction. Job satisfaction is affected by many factors. Instructors from the Literature Faculty of Yunnan Normal University showed high job satisfaction in the survey, indicating that most of their needs have been satisfied.

### *3. Relationship between instructors' perceptions towards Professional Development and Job Satisfaction in the Literature Faculty of Yunnan Normal University in Kunming, China*

According to the Pearson Product Moment Correlation data analysis, the Sig. (2-tailed) between professional development and job satisfaction  $p = .00$ ,  $p < .05$ . Therefore, the research hypothesis accepted was a significant relationship between instructors' perceptions of professional development and job satisfaction at the Literature Faculty of Yunnan Normal University in Kunming, China. The Pearson correlation coefficient  $r(67) = .50$  indicated a moderately positive relationship between instructors' perceptions of professional development and job satisfaction. This survey result was consistent with Wu's (2015) research at the Guilin University of Electronic Technology, which showed a significant relationship between professional development and job satisfaction. The perception of professional development was closely related to instructors' job satisfaction.

Bosley (2004) indicated that the professional development process aimed to improve the level of educators. The on-the-job training process aimed to bridge the widening gap between the educator's previous learning and the development of the education field. These processes provided a significant channel to keep many educators' professional knowledge and teaching skills updated. Therefore, the higher the willingness of educators to participate in the supervision process and the higher their satisfaction with these processes, the more likely they are to acquire new knowledge and skills, which could

improve their professional ethics and benefit the students and schools they serve.

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