



A Study of The Relationship between Teachers' Perception towards Professional Development and Their Job Satisfaction at Kunming Hengshui experimental Middle School Chenggong Campus, China

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Abstract

This research sought to determine the relationship between teachers' perception towards professional development and their job satisfaction at Kunming Hengshui Experimental Middle School Chenggong Campus, China in the 2020-2021 academic year. The researcher collected the data from 100-full-time teachers by using a questionnaire survey from the Kunming Hengshui Experimental Middle School Chenggong Campus, China. To do so, the study evaluated the teachers' perception towards professional development as well as job satisfaction in which Means and Standard Deviations were used for descriptive and quantitative analysis. Finally, the relationship between these two variables was analyzed by the researcher and assessed through Pearson Product Moment Correlation Coefficient analysis. The basis of the professional development concept of this study was founded on Guskey's (2003) theory of Professional Development. Moreover Herzberg's (1959) Motivation-Hygiene theory was the foundation to support the researcher's concept of job satisfaction. The research finding indicates that the teachers at the Kunming Hengshui Experimental Middle School Chenggong Campus, China had a relatively high perception towards the professional development and job satisfaction. A high positive relationship between teachers' perception towards professional development and their job satisfaction was identified with the Kunming Hengshui Experimental Middle School Chenggong Campus, China.

Keywords: Teachers' Perception, Professional Development, Job Satisfaction, Kunming Hengshui Experimental Middle School Chenggong Campus, China

JEL Classification Code: I21, I26, J81, L26.

1. Introduction

The society of the 21st century needs high-quality talents. Education determines the quality of talents, and high-quality teachers are one of the important topics in the world. Therefore, teacher professional development has become the trend of international teacher education reform, and it has been valued by administrators. It is also a topic of great theoretical significance of the current practice of China's education reform.

Perry (1980) argues that teachers should focus on enriching professional knowledge, enhancing professional skills, and improving professional abilities. Meanwhile, we should have a more comprehensive understanding of the deep-seated causes, enhance educational self-confidence, and constantly improve teachers' ability and level. In the National Medium and Long-term Education Reform and Development Plan, China (2010) promulgated and implemented the construction of the teaching team is specifically put forward as the most important content of the safeguard measure. Then also proposed: schools should

improve teacher training system and plan to improve teachers' academic level and teaching ability. Train high-quality teachers, academic leaders and principals through training and academic communication.

Job satisfaction determines the trend of career development. Employees' experience, emotion, cognition and behavior at work will affect their work efficiency and work quality. Ulla (2018) reported that when teacher's perception has a high level of job satisfaction, they will practice and innovate teaching methods according to the current teaching situation to improve professional skills and classroom management methods. When teachers' perception has a low level of job satisfaction, they will be reluctant to participate in any professional development activities. Therefore, compared with professional development, teacher's job satisfaction is also an important factor, which means that it will affect the quality of teaching.

At present, China regards the construction of a high-quality professional and innovative teacher team as one of the ten strategic tasks of education modernization,

starting from the construction of teacher ethics and teaching style, teacher qualification access system, teachers' professional ranks and assessment system, establishing a teacher education system with Chinese characteristics, carry out teachers' pre-service training and post-employment development to improve the status and treatment of teachers. (Sun et al., 2019).

1. 1 Research Questions

1.1.1 What is the level of teachers' perceptions towards professional development at KHEMSCC, China?

1.1.2 What is the level of teachers' perceptions towards job satisfaction at KHEMSCC, China?

1.1.3 Is there any significant relationship between teachers' perceptions towards professional development and their job satisfaction at KHEMSCC, China?

1. 2 Research Objectives

1.2.1 To identify the level of teachers' perceptions towards professional development at KHEMSCC, China.

1.2.2 To identify the level of teachers' perceptions towards job satisfaction at KHEMSCC, China.

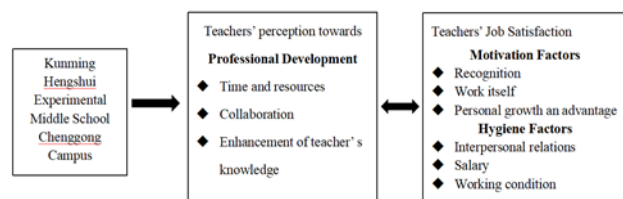
1.2.3 To determine the significant relationship between teachers' perceptions towards professional development and their job satisfaction at KHEMSCC, China.

1. 3 Conceptual Framework

The conceptual framework used in this study as shown below in Figure 1.

Figure 1

Conceptual Framework of This Study



2. Literature Review

2. 1 Guskey' s Theory of Professional Development

Guskey (2000) proposed a five-level teacher professional development evaluation model. These five levels range of simple to complex. The first four levels focus on training participants and their organizations, and the last one focuses on training participation. Guskey (2000)

emphasized that each level provides important information and represents a unique dimension in the evaluation process. The basic content of Guskey' s five-level teacher professional development evaluation model is student response, student learning, organizational support and changes, student application of new knowledge and new skills, and student learning results. (Guskey, 2000).

There are several types of teacher characteristics of effective professional development. Guskey' s theory is widely used. The analysis lists of characteristics of effective professional development to promote visionary leadership articles were written by Guskey (2003). He created a list of 21 categories to classify career development characteristics. According to the list, he found that the most common characteristics of teachers' professional development are:

- (1) Provide sufficient time and resources for educators,
- (2) Promote cooperation and collaboration,
- (3) Enhance teachers' content and instructional knowledge.

Guskey (2003) pointed out that time and resources are a necessary part of professional development, sufficient teaching time can help teachers develop and practice new teaching strategies, enhance and broaden new teaching knowledge, improve their teaching ability and skills, so as to improve students' academic performance. As far as the subject is concerned, the more time the school spends on the subject, it means that school attaches great importance to this subject. (Guskey, 2003).

Promoting cooperation is also the basic feature of teachers' professional development. Cooperation provides an opportunity for school administrators and teachers to exchange teaching strategies and share ideas and skills. At the same time, teachers can improve their career development experience. In teaching, cooperation can help teachers carry out classroom activities smoothly, and improve students' enthusiasm for classroom learning. Teachers can provide more help to students by sharing knowledge, therefore collaboration will encourage teachers to learn more actively (Vasdravellis, 2014).

The enhancement of teachers' content and pedagogic knowledge is also one of the basic characteristics. When teachers have a good understanding of what they need to teach, they can create an efficient classroom atmosphere and help students learn professional knowledge effectively. Researcher believes that the essence of teachers' professional development is to analyze, summarize and solve problems with their own discipline. (Wenglinsky,

2000). Teachers' awareness of efficient classroom is very important. Teachers should understand students' interests in the subject and combine good teaching knowledge to improve classroom efficiency. An excellent teacher needs to have rich teaching knowledge, good classroom management skills, excellent teaching strategies and teaching skills (Abell & Lee, 2008).

2. 2 Herzberg's Motivator- Hygiene Theory

Herzberg's two-factor theory (1966) shows that work factors are divided into motivation factors and hygiene factors. Motivation factors are mainly used in work, and employee satisfaction is mainly affected by work, content and other factors (Lumadi, 2014). The "hygiene factor" in Herzberg's two-factor motivation theory is closely related to the employees' working environment, physical health and other factors. Improving the working environment and satisfying the basic needs of employees can improve employee satisfaction, but this short-term behavior lacks persistence. To improve employees' enthusiasm, it is necessary to pay attention to spirit staff, achievements and challenges. By reasonably increasing job responsibility and promoting the growth and development of employees, it can produce long-term motivation effect (Wang, 2019).

According to Herzberg's two factor theory (1966), to improve and maintain employees' works enthusiasm, we must first meet the needs of employees in hygiene factors to prevent dissatisfaction, and then meet the needs of employees' motivation factors to stimulate employees' work enthusiasm. However, the conditions of punishment should also be informed to recipients in advance. Zeng (2017) mentioned that the hygiene factors of teaching are mostly external factors, such as learning environment and learning conditions including, for example, teacher-student relationship, classmate relationship, classroom atmosphere, final grades, teaching facilities, hardware equipment, scholarships, etc. These factors affect students' enthusiasm for learning from the outside.

3. Methodology

To determine the relationship between the level of teachers' perception toward professional development and the level of job satisfaction at the KMEMSCC in the 2020-2021 academic year. This study employed descriptive statistics and correlation methods. The relationship between the teachers' perception toward professional development and job satisfaction examined to use descriptive analysis and the Pearson Moment Correlation Coefficient analysis.

3. 1 Population

100 full-time teachers were surveyed at the KHEMSCC in the 2020-2021 academic year.

3. 2 Research Instrument

This study employed a questionnaire to investigate the teachers' perception towards professional development and job satisfaction. The research questionnaire included three parts as follow:

Part (I) Demographics factors, including gender, age, education background, and working experience.

Part (II) is concerning professional development which comprise of 16 survey items, personality with Five-Point Likert Scale.

Part (III) is concerning job satisfaction which comprise of 22 survey items, personality with Five-Point Likert Scale.

3. 3 Validity and Reliability

The validity of the instrument of Part II was based on the previous research study from Wu (2015), the researcher originally sourced from Meagher (2011) with .52. The validity of the instrument of Part III was based on the previous research study from Mai (2013) with .84.

4. Results

There is a significant relationship between teachers' perceptions towards professional development and their job satisfaction at the KHEMSCC.

4. 1 Research Objective One

Table 1 shows the total mean scores of teachers' perception towards professional development was 3.74, in the range of 3.51- 4.50, which was interpreted by this researcher as high according to the data interpretation standards. The mean score of time and resource received 3.53, which was represented as being at a prominent level. The mean score of collaboration received 3.95, which was represented at a high level. The mean score of enhancement of teacher's knowledge received 3.79, which was represented at a high level.

Table 1

The Summary of Means and Standard Deviations of Items Related to Professional Development (n=100)

Professional Development	Mean	Standard Deviations	Interpretation
Time and Resources	3.53	.96	High
Collaboration	3.95	.89	High
Enhancement of Teacher's knowledge	3.79	.95	High
Total	3.74	.93	High

4. 2 Research Objective Two

Table 2 shows that the total mean scores of teachers' perceptions towards job satisfaction was 3.68, in the range of 3.51- 4.50, which was interpreted as being high according to the data interpretation standards. The mean score of motivation factors received 3.73, which was represented at a high level. The mean score of hygiene factors received 3.64, which was represented at a high level.

Table 2

The Summary of Means and Standard Deviation of Items Related to Job Satisfaction (n=100)

Motivation Factors	Mean	Standard Deviations	Interpretation
Recognition	3.62	.86	High
Work itself	3.88	.58	High
Personal growth and advancement	3.69	.79	High
Total	3.73	.68	High
Hygiene Factors			
Interpersonal relations	3.62	.63	High
Salary	3.57	.75	High
Working conditions	3.74	.84	High
Total	3.64	.57	High
Grand Total	3.68	.56	High

4. 3 Research Objective Three

Table 3 shows that Pearson's correlation r is 0.671 and Sig. is .004, which is smaller than .05 and indicating that the relationship between teachers' perception towards professional development and job satisfaction is strongly

positive. It was concluded that there is a significant relationship between teachers' perception towards professional development and their job satisfaction.

Table 3

Pearson Correlation between Teachers' Perceptions towards Professional Development and Job Satisfaction (n= 100)

Correlation Test		Teachers' Motivation	conclusion
Teachers' Perception towards Professional Development	Pearson Correlation Sig. (2 tailed)	.671** .004	There is a significant relationship

** Correlation is significant at the 0.04 level (2- tailed).

5. Conclusion

The following conclusions of this study are based on the analysis of data.

The following shows the teachers' average scores of professional developments at the KHEMCC in the 2020-2021 academic year. According to the finding of objective one, the total mean scores of teachers' perception towards professional development in the KHEMSCC was 3.74, which was represented at a high level. The average scores of these three dimensions of professional development are all high. Teachers' perception of three dimensions: collaboration got the highest mean score (3.95), and time and resources got the lowest mean (3.53), which showed from respondents. In general, according to the survey results, the teachers of the KHEMSCC continue to develop and improve their professional knowledge and ability through professional development. They are satisfied with their participation in the professional development activities of the school.

The study has also revealed that the total mean scores of teachers' perception towards job satisfaction in the KHEMSCC was 3.68, which was represented at a high level. The average scores of these six dimensions of job satisfaction are all high. Teachers' perceptions of six dimensions: work itself got the highest mean score (3.88) and salary got the lowest mean score (3.57). In general, according to the survey results, the teachers at school are satisfied with their work. Moreover, the teacher hopes to raise their salary.

On the relationship between teachers' perception towards professional development and their job satisfaction, data analysis has shown that at .05 level of significance, the significant value between the relationship of the two



variables was .004, which was less than .05, which meant that there was a significant relationship between the teacher's perception of professional development and job satisfaction in the KHEMSCC. The Pearson Correlation r value was .671**, which means that the relationship between teachers' perception towards professional development and job satisfaction in the KHEMSCC was a very strong positive.

6. Discussion

As noted by Guskey (2003) mentioned, schools must pay more attention to study effective professional development in terms of sufficient time and resources, because educational resources also keep pace of the development of society. Therefore, teachers must practice and innovate the new classroom management model and improve their autonomous learning ability to expand their knowledge and skills, meanwhile give students a better teaching experience. In addition, Liu (2019) pointed out that effective time management is especially important for teacher's professional development. School should organize their time to help teachers improve their qualities and promote students' academic development. These findings shows that the interpretation level of time and resources is high. This shows that teachers have sufficient time and resources during professional development activities, all of which come from the full support of the school, meanwhile teachers have actively supported the professional development plan.

In line with Richards and Farrell (2005) cooperation can enable new teachers to learn teaching experience from expert teachers. By sharing problem solving ideas and innovative teaching methods, we can strengthen the interaction between colleagues and coordinate the relationship between colleagues. Zeng (2017) maintains that according to China's education present situation, cooperative teaching is a creative and effective teaching model based on the cooperation between teachers, and it is the core of promoting teachers' professional development. Improve teaching skills by integrating teachers' professional knowledge; Strengthen the ideological and emotional exchange among teachers to form good professional emotion. Since teachers' perceptions towards professional development are a high standard of cooperation, researchers believe that teachers have a chance to discuss and exchange their experiences and opinions during activities. Teachers also believe that it is effective to cooperate with others in professional development plans.

China's education in the 21st century is facing new forms, strong knowledge plays a positive role in promoting the professional development of teachers in China and it is of great significance to cultivate excellent talents in the new period and realize the goal of education and teaching reform (Liu Zengmei & Chen Hua, 2020). Because the teachers' perception towards professional development is a high standard in terms of enhancement of teacher's knowledge, the researcher believes that teachers have realized that strengthening teaching development activities is a way to improve teaching knowledge and indirectly affect students' achievement.

Herzberg (1959) argued that if employees receive training and give them the appropriate resources and foundation, they will continue to work hard. Therefore, school leaders must provide regular training to school employees to improve their work efficiency and level. Zhao (2020) pointed out that teachers' professional development supports, principals' teaching leadership and recognition of teachers' work have a significant impact on teachers' job satisfaction, which is higher than teachers' individual level. When school leaders praise teachers for their work performance, they will improve their work efficiency and complete their work with high quality. Because teachers' perception of job satisfaction with this study is a high standard in terms of motivation factors, the researchers believe that teachers are satisfied with their work and get a pleasant feeling from their work, so they will make a good contribution to the school.

According to the results, teachers are highly satisfied with hygiene factors, the researcher believes that most teachers have a good communication with school administrators and are satisfied with the nature and content of their work. Among the hygiene factors, salary is the most controversial part, which greatly affects teachers' perception of job satisfaction. Therefore, it needs to be paid fairly by administrators. However, the results of the study show that teachers are dissatisfied with their opportunity to receive increased salaries. The salary of teachers in China is at a medium level, but there is of heavy work pressure and long working hours, so teachers expect a higher salary. Wu (2015) indicated that paying a high salary is to bring recognition to employees, enhance their self-esteem and make them satisfied with their work.

As Ferguson Patrick (2011) pointed out, education quality is the key to the success of a school. It is closely related to teachers' professional knowledge and teaching mode, so it is very important to improve classroom teaching



management. At the same time, job satisfaction plays an important role in stimulating teachers' work enthusiasm and increasing the number of high-quality teachers. In this way, the relationship between professional development and job satisfaction of teachers can be achieved.

According to the data analysis of this study, the researcher made suggestions for the level of teachers and school administrators, as well as help to future researchers. At the same time, I hope it can help the KHEMSCC develop better in the future.

For Teachers at KHEMSCC: All teachers actively participate in professional development plans, improve their own teaching knowledge, innovation ability and professional skills. In addition, all teachers should actively participate in school affairs and decision-making, fully express their views, ideas and fully demonstrate their innovative talents. Secondly, all teachers should use various teaching methods in class to encourage students to participate in activities and stimulate students' creativity. At present, China's classroom model is still teacher-centered, so it is necessary to change the teaching method and let students fully express their ideas.

For School Administrator at KHEMSCC: Firstly, school leaders need to listen to instructors more and know what they really think. When teachers are dissatisfied with their work, they will choose to leave or choose a new working environment, which is not conducive to the development of the school. According to the results of the study show that most teachers are not satisfied with their salaries and believe that salaries and contributions are not equal. Therefore, the researchers recommend that school leaders establish a fair management system to improve teachers' job satisfaction. Finally, school leaders need to provide a development plan, inform the school of the future development plan, arrange the work of teachers, and set development goals for teachers.

For Future Researchers: Future researchers can also use quantitative and qualitative methods to conduct similar research. In addition, future researchers can also compare the situation of public schools or other campuses of the same school based on this research and formulate professional development plans by using more variables that may affect teacher job satisfaction, including age, gender, teaching years, and educational background. Future researchers can change the research factors, such as turnover rate, welfare, family situation and so on. At the same time, when conducting research on the same subject, we can also change the research object, only

for school managers and leaders. In short, this research can be extended to schools in all provinces of China.

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