

An Investigative Study of the Effects of Chinese Universities on the Job Satisfaction of Academics

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Abstract

Despite its drawbacks, the results of this study are a substantial contribution to the study of job satisfaction in Chinese universities. Massive reforms in China's university system have raised concerns about the dedication of university faculty. The results of this investigation may lead to enhancements in both academic worker contentment and the quality of higher learning. The researcher has some suggestions for you, which are included

below. Satisfaction among school administrators is a key factor in student learning.

Academics' perceptions of their profession have a direct impact on their work happiness, as well as the quality of their teaching and their commitment to the field. Hean and Garrett (2001) argue that "high academic work satisfaction" will lead to improved education because "happier instructors are better teachers."

Keyword: Job Satisfaction, Administrative Work, Higher Education

INTRODUCTION

This study proposes to examine academic work happiness in China. Job satisfaction is concerned with how people feel about their employment and how it affects their overall contentment. This issue has piqued the interest of a large number of academics, who see it as critical to the study of both organizations and the people that inhabit them. Academics may have a significant impact on higher education, thus it is in everyone's best interest for them to be happy in their jobs. Many studies on job satisfaction have focused on Western contexts; however, in the Chinese setting, it is still unknown how academics feel about their work and what drives their sentiments. To evaluate the generalizability of Western organizational ideas, this research should be replicated in China.

Literature Review

Chinese citizens live in east Asian countries, including China. East of the Pacific Ocean, it has an area of 9.6 million square kilometres and is bordered by mountains. As of 2006, China has

1.3 billion people (excluding those in Hong Kong, Macao, and Taiwan), or nearly one-fifth of the world's total population. There are roughly 135 persons per square kilometer in China, with 56 officially recognised ethnic groups, value systems and languages in the country's total population. Putonghua (common speech) or Mandarin is the official language of China, which is dominated by the Han ethnic group. China is a country of many religions. Diverse ethnic groups are influenced by various religions such as Buddhism, Taoism, Islam, Catholicism and Protestantism, among others (BBC, 2007; ChinaToday-com, 2006).

In 2006, China's economy was recognised as having a significant impact on the global economy, and this has only grown since. A shift from a centrally planned economy that was mostly closed to foreign commerce to a market-oriented economy with a fast rising private sector has occurred during the past quarter century. Since 1978, China's GDP has grown by more than tenfold (GDP - per capita (PPP) \$7,600,2006) as a result of this economic transformation. The official unemployment rate in urban areas is at 4.2 percent in 2005, while 130 million people are listed as living below the international poverty line. The importance of education in improving the quality of the workforce and promoting the socialist modernization of the country might be argued to be crucial in this scenario. Planned measures for revitalising China through research and education were laid forth during the Fifteenth National Congress of the Communist Party of China (CPC). An competent educational system is therefore considered as necessary for the growth of society's well-being, the desire for socialist modernization, and a drive to meet the requirements of our time (BBC, 2007; ChinaToday.com, 2006).

Statement of the Problem

Higher education classrooms have always been teacher-centered. pupils took the information offered to them passively; they were not actively participating. Because of the quick pace of change in society, this type of teaching style was claimed to be ineffective. In order to improve critical thinking and problem solving abilities, university officials have to reevaluate their teaching and learning methods. Many universities have made an attempt to reduce rote learning and increase the amount of time students spend actively participating in their education. Colleges appeared to place a focus on students' ability to think critically and solve problems. In order to improve critical thinking and problem solving abilities, university officials have to reevaluate their teaching and learning methods. More discussion and seminar sessions are being offered at universities to encourage students' participation in the learning process. Research and analysis, as well as problem-solving abilities, were thought to be emphasised by universities. In higher education, information technology has long been seen as a significant factor (Bull et al. 1994). Efforts have been made to recognise and reward the creation and delivery of flexible or distant learning modules instead of traditional lecture courses. Most universities nowadays encourage methodological innovation through the use of multimedia, up-to-date teaching content, online learning, more research-based teaching and more activities for students (Mohrman, 2003).

Objective of the Study

- To identify the relationship of academics 'job satisfaction with their perceptions to a number of factors.

Research Questions

- Does job satisfaction have significant correlations with personal characteristic variables?

Research Methodology

We need to take a closer look at research paradigms because they are frequently related with quantitative and qualitative research methodologies. Quantitative methodology is the scientific study of quantitative features and events in a systematic manner. (Bryman,1984). Based on pre-defined data, it displays reality in terms of variables and connections between them (Punch, 1998). Methods for data analysis are highly established in quantitative techniques since they are less variable and easier to replicate (Punch, 1998). According to Qualitative Methodology (QM), data is collected and analysed by utilising words rather than numbers (Bryman, 2004). Understanding the complexities of social life requires sensitivity to context and process (Punch, 1998). In contrast to quantitative methods, it employs a wider range of techniques that are less easily replicated (Bryman, 2004). There are two distinct 8 types of research cultures at play here, according to Sieber (1973), who stated that these two techniques reflect two separate research cultures that emphasize "deep, rich observational data" and the "hard, generalisable" data.

Research Design

It's important to have a research design that serves as the foundation for the entire endeavour. As a framework or guide, it demonstrates how all of the primary components of the project (data, methodologies, measurements) work together to address specific research objectives (Trochim, 2006). Research designs in social science include experimental, cross-sectional or social survey, longitudinal and case study approaches (Bryman, 2004). Due to the limitations of other research designs, such as the deliberate control and manipulation of study conditions in an experimental design, the time and cost associated with a longitudinal design, and the limited generalisability of the results from a case study, this study utilised a cross-sectional design rather than longitudinal (Bryman, 2004).

Data Analysis

Personal traits are the first aspect of the conceptual framework that will be scrutinised and examined. The data from this section of the analysis will be derived from 204 questionnaires because there are only 14 people who agreed to be interviewed. This little quantity is insufficient for analysis. The researcher recoded the participants' ages, lengths of service, levels of education, and posts in order to study the influence of personal traits.

two groups, each in its own right. They were separated into a younger group (age 40) and an older group (age >40) according to their age. They were separated into a group of shorter service members (length of service less than 15 years) and longer service members (length of

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service greater than 15 years). Both higher (at the PhD level) and lesser levels of education were represented among them (Masters and lower level). The post variable was divided into lower and higher categories, with lower being assistant teacher, lecturer, and other positions, and higher included associate professor, and professor positions.

Using the newly developed classification scheme as a foundation, a t-test on independent samples was conducted to investigate whether or not any of these personal qualities had a significant impact on work satisfaction. The findings were summed up in this paragraph. Although the mean statistics suggested that female respondents, older respondents, respondents with longer lengths of service, respondents with higher education levels, respondents with higher posts, and respondents with arts backgrounds had slightly higher levels of overall job satisfaction, these differences were not statistically significant.

		N	Mean	SD	T	Sig.(2-tailed)
Gender	Male	82	7.2152	.16869	-.911	.363
	Female	121	7.3932	.11320		
Age	Younger	164	7.3106	1.26113	-.299	.766
	Older	39	7.4000	1.66627		
Length of service	Shorter	166	7.3395	1.26670	-1.497	.136
	Longer	37	7.8235	1.28624		
Education level	Lower	164	7.2716	1.30942	-1.088	.278
	Higher	39	7.5429	1.46213		
Post	Lower	142	7.3151	1.29057	-.084	.933
	Higher	60	7.3333	1.47874		
Subject area	Arts	134	7.4264	1.31562	1.416	.158
	Sciences	63	7.1311	1.39613		

Table: A t-test based on an independent sample to determine the overall level of work satisfaction expressed by traits unique to an individual

According to the correlation table, age is a major factor in terms of how it relates to both self-esteem and self-efficacy in terms of work satisfaction. It is essential to keep in mind that older academics reported higher levels of contentment with both their self-esteem and their sense of self-efficacy. It should not come as a surprise to discover these results given that, in Chinese society, older academics are usually valued due to their age regardless of the position they have in the institution (Dimmock and Walker, 2000d). It can make individuals feel more satisfied with themselves and boost their self-esteem. It is also related to the fact that older academics had more cumulative knowledge than younger academics, which may lead to their higher levels of satisfaction with self-efficacy. This is related to the fact that it is related to the fact that it is related to the fact that it is related to the fact that it is According to the findings, there was no correlation between the length of time spent working in higher education and disparities in levels of satisfaction with any job-related aspects. It is unexpected to get at this conclusion, which is in line with research carried out by Oshagberni (2000) in the United Kingdom but contradicts the findings carried out by Tu (2002) in China. When compared to Tu's study, these contradictory findings might be due to the various research groups and time periods that were used. Results found in this research suggested that fresh academics and those who had been in

the field for a long time reported equal levels of happiness with their careers. The data indicated that there was no correlation between levels of education and characteristics contributing to work satisfaction. This contradicts the findings of the research investigations carried out by Clark and Oswald (1996,) as well as Ward and Sloane (1999). This suggested that academics' views of work satisfaction were consistent with their expectations according to varying degrees of education. Because several of the interviewees expressed interest in the topics covered here and in the previous piece, the corresponding questions were added in the questionnaire. mentioned their connection to financial compensation. Nevertheless, it comes as a surprise to learn that there was not substantial association with any characteristics that contribute to work satisfaction. Additional investigation of these two the pay part that will be included later in this chapter will cover the aspects.

CONCLUSION

People working at universities and colleges all across the world are experiencing the impacts of a difficult shift. Therefore, professors at universities must now function in a more complex and demanding environment. Professors' contentment at work is receiving more attention in higher education since it has direct effects on the quality of their work. Despite several Western research on the topic, the reason Chinese academics report such high levels of job satisfaction remains a mystery. As such, this research helps to close a gap in the existing literature on the topic of job happiness in China by testing the possibility that cultural influences play a role.

LIMITATIONS OF THE STUDY

Human resource management in education can benefit from this study. It aims to get a better understanding of university professors' views toward their profession and to highlight the important elements that contribute to their job satisfaction in China. Because there are so few publications on this issue in the Chinese setting in the current literature, it's possible that additional elements weren't taken into account. However, due to the small sample size and short research period, it is possible that the results of this study might not correctly reflect respondents' views about their jobs.

To begin, academics' total job satisfaction might fluctuate based on a variety of factors, such as the state of the economy, educational policy, the nature of the work itself, and the amount of stress they are exposed to on the job. It is advised that a longitudinal research is needed to compare the data over various time periods in order to determine the patterns of academics' Job satisfaction in this study. As a side note, it's crucial to keep in mind that work satisfaction might differ by geography. Academics' discontent with their jobs was exacerbated by regional differences in compensation. Economic and cultural differences are the primary factors that differentiate regions. The east-west economic divide in China is enormous. Academics in the east coastal region have seen more open and flexible policies as the economy has developed recently (Kang, 2004) than academics in the west, which may impact their work satisfaction. The need for work satisfaction research in many locations and cultures cannot be overstated. Even though this study's conclusions are similar with past studies, caution is needed when interpreting the results because the sample is only drawn from state colleges in one Chinese city. This study, therefore, cannot be applied to other contexts. This study may or may

not accurately reflect the whole population because of the convenience and snowball sampling methods utilised. When data collection is both feasible and practicable, random sampling should be considered. As a side note, it's crucial to keep in mind that work satisfaction might differ by geography. Academics' discontent with their jobs was exacerbated by regional differences in compensation. Economic and cultural differences are the primary factors that differentiate regions. The east-west economic divide in China is enormous. Academics in the east coastal region have seen more open and flexible policies as the economy has developed recently (Kang, 2004) than academics in the west, which may impact their work satisfaction. The need for work satisfaction research in many locations and cultures cannot be overstated.

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