

Factors Influencing Job Satisfaction of Private University Teachers: A Case from Sichuan, China

Wang Liu*

Received: May 06, 2025. Revised: September 10, 2025. Accepted: September 16, 2025.

Abstract

Purpose: This study investigates the key factors influencing job satisfaction among higher education teachers at a private university in Sichuan Province, focusing on principal support, disciplinary climate, self-efficacy, transformational leadership, and teacher-student relations. **Research design, data and methodology:** A mixed-methods approach was adopted, encompassing three phases: Current Situation-SP, Strategic Plan, and Expected-SP. Data were collected from 363 faculty members across five colleges using surveys and interviews. Instrument validity and reliability were ensured through Item-Objective Congruence (IOC) and Cronbach's Alpha, while hypotheses were tested using Multiple Linear Regression (MLR). A 14-week strategic plan was implemented to strengthen the five key factors, with its effectiveness evaluated via paired sample t-tests. **Results:** All five factors had a significant positive impact on job satisfaction. After implementing the strategic plan, the average job satisfaction score increased significantly from 3.83 to 4.16 ($p < 0.05$). Principal support and transformational leadership were identified as the most influential contributors. **Conclusions:** The findings highlight the effectiveness of targeted interventions in enhancing faculty satisfaction. In the context of private universities in Sichuan, fostering leadership support and a positive academic environment is crucial for improving teacher well-being and advancing institutional performance. Educational leaders should integrate these priorities into faculty development strategies.

Keywords: Principal Support, Transformational Leadership, Disciplinary Climate, Self-Efficacy, Teacher-Student Relations

JEL Classification Code: A20, I23, J20, L84

1. Introduction

In recent years, private universities in China have expanded rapidly as part of the broader growth of the higher education sector. Yet these institutions face distinct challenges, including limited resources, administrative pressures, and the need to maintain academic standards (Chen, 2009). Among these challenges, teacher job satisfaction is especially important, as it influences faculty performance, professional commitment, and educational outcomes. Job satisfaction not only reflects teachers' well-being but also shapes student learning experiences and the overall success of institutions (Peng et al., 2019). Despite its importance, systematic research on teacher job satisfaction in private universities in Sichuan Province remains limited,

creating a clear gap in the literature.

This study addresses that gap by examining the factors that influence job satisfaction among teachers in a private university in Sichuan. Drawing from earlier studies, five key factors are identified: principal support, transformational leadership, disciplinary climate, self-efficacy, and teacher-student relationships. While these factors are well documented in other contexts, their roles and interactions in Sichuan's private universities remain underexplored.

Principal support, defined as the emotional, informational, and practical assistance offered by school leaders, is expected to enhance teachers' sense of belonging and professional value (Türker & Kahraman, 2021). Transformational leadership, which motivates through vision and encouragement, can foster a more collaborative

*Wang Liu, Ph.D. EAL, Graduate School of Human Sciences, Assumption University, Thailand. Email: 676076527@qq.com

© Copyright: The Author(s)

This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>) which permits unrestricted noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

and innovative work environment (Tentama et al., 2021). A positive disciplinary climate, built on clear expectations and mutual respect, helps reduce workplace stress and promotes satisfaction (Sökmen & Kılıç, 2019). Teachers' self-efficacy, or confidence in managing classroom challenges, is linked to stronger motivation and fulfillment. Likewise, positive teacher-student relationships reinforce teachers' sense of impact and engagement, making them a central source of job satisfaction (Türker & Kahraman, 2021).

To investigate these influences, this study applies a mixed-methods approach. Structured questionnaires provide quantitative data, while in-depth interviews add qualitative insights. The research design follows three phases: Current Situation-SP, Strategic Plan, and Expected-SP. This framework enables a systematic assessment of current job satisfaction, the design of improvement strategies, and the evaluation of their effectiveness.

The main objectives are to examine how the five identified factors affect teacher job satisfaction, compare current and expected levels of these variables, and design a strategic plan for improvement. By achieving these aims, the research offers practical guidance for educational leaders and policymakers in creating supportive environments that strengthen teacher satisfaction and improve institutional quality. It contributes both to theory and practice by deepening understanding of job satisfaction in the unique setting of Sichuan's private universities.

2. Literature Review

2.1 Principal Support

Principal support refers to the emotional, informational, and instrumental assistance provided by school leaders to help teachers carry out their professional responsibilities. Research consistently shows that such support plays a critical role in enhancing teacher job satisfaction by addressing both material and emotional needs (Eisenberger et al., 2002). It is also closely associated with teacher self-efficacy, as principals who offer professional development opportunities and provide constructive feedback can strengthen teachers' confidence and instructional effectiveness (Rhoades & Eisenberger, 2002).

Moreover, principal support complements transformational leadership, which emphasizes inspiring and empowering teachers, thereby further promoting job satisfaction (Bass, 1985). It also contributes to the development of positive teacher-student relationships by facilitating access to resources and creating a conducive learning environment (Kouali, 2012).

Given its multifaceted influence, principal support is a crucial factor in improving both teacher satisfaction and

overall educational outcomes.

H1: Principal support has a significant impact on teachers' job satisfaction.

2.2 Disciplinary Climate

Disciplinary climate refers to the academic culture and behavioral norms within an institution, encompassing support for research, collaboration, innovation, and classroom discipline. A positive disciplinary climate has been shown to significantly enhance teacher job satisfaction by fostering a stable, respectful, and productive work environment (Aiken et al., 2003).

This climate is closely linked to principal support, as leaders who implement clear policies and allocate adequate resources help establish a positive academic atmosphere (Ko & Lee, 2021). It also influences teacher self-efficacy, when the environment supports teaching and learning, teachers are more likely to feel confident and effective in their roles (Skaalvik & Skaalvik, 2014). Moreover, disciplinary climate aligns with transformational leadership practices that promote innovation, collaboration, and shared vision, further contributing to a cohesive and motivating academic setting (Hallinger, 2003).

Therefore, cultivating a constructive disciplinary climate is essential not only for maintaining institutional order but also for enhancing teacher satisfaction and professional performance.

H2: Disciplinary climate has a significant impact on teachers' job satisfaction.

2.3 Self-Efficacy

Self-efficacy refers to a teacher's belief in their ability to effectively manage classrooms and overcome instructional challenges. According to Bandura (1997), self-efficacy plays a pivotal role in shaping job satisfaction by influencing motivation, stress management, and the sense of professional accomplishment.

Research shows that self-efficacy is closely associated with principal support; when school leaders provide adequate resources and emotional encouragement, teachers are more likely to feel confident in their abilities (Allinder, 1994). It is also reinforced by transformational leadership, which builds teacher confidence through ongoing support, recognition, and professional empowerment (Tschannen-Moran & Woolfolk Hoy, 2007). Additionally, self-efficacy is positively linked to disciplinary climate, as teachers working in well-structured, supportive environments tend to exhibit greater confidence and satisfaction in their roles (Malinen & Savolainen, 2016).

Enhancing teacher self-efficacy is therefore essential not only for reducing stress and improving classroom

performance but also for increasing overall job satisfaction.

H3: Self-efficacy has a significant impact on teachers' job satisfaction.

2.4 Transformational Leadership Style

Transformational leadership involves inspiring and motivating followers through a clear vision, strong ethical standards, and a commitment to individual development. Studies have shown that transformational leadership significantly enhances teacher job satisfaction by fostering a supportive, innovative, and empowering work environment (Bass, 1985).

This leadership style is closely linked to principal support, as principals who adopt transformational practices are more responsive to teachers' needs and more effective in providing the necessary resources (Nguni et al., 2006). It also enhances teacher self-efficacy by offering encouragement, recognition, and professional growth opportunities, thereby boosting teaching confidence and satisfaction (Kamerhoff & Schütz, 2019). Furthermore, transformational leadership positively influences the disciplinary climate by promoting collaboration, shared values, and mutual respect among faculty members (Hallinger, 2003). In addition, it contributes to improved teacher-student relationships by cultivating a classroom environment that supports engagement, trust, and effective instruction (Tentama et al., 2021).

Given its broad and positive impact, transformational leadership is a critical factor in promoting teacher well-being and job satisfaction.

H4: Transformational leadership style has a significant impact on teachers' job satisfaction.

2.5 Teacher-Student Relations

Teacher-student relations refer to the quality of interactions between teachers and students, encompassing care, support, mutual respect, and collaboration. Positive teacher-student relationships are a fundamental component of teacher job satisfaction, as they enhance teachers' sense of accomplishment, engagement, and purpose (Lopes & Oliveira, 2020).

Research suggests that these relationships are strongly influenced by principal support; school leaders who cultivate a supportive school climate contribute to more constructive classroom interactions (Admiraal et al., 2019). They are also associated with teacher self-efficacy, teachers who feel confident in their abilities are more likely to develop meaningful and effective connections with their students (Asif et al., 2016). In addition, teacher-student relations align with a positive disciplinary climate, as respectful and cooperative interactions reduce conflict and

foster a more productive teaching and learning environment (Goodenow, 1993).

Therefore, nurturing strong teacher-student relationships is essential not only for student outcomes but also for sustaining teacher motivation and satisfaction.

H5: Teacher-student relations have a significant impact on teachers' job satisfaction.

2.6 Job Satisfaction

Job satisfaction refers to the overall sense of fulfillment and positive emotional state that individuals derive from their work and workplace environment. It is a multidimensional construct shaped by factors such as job content, compensation, opportunities for advancement, leadership support, and interpersonal relationships (Skaalvik & Skaalvik, 2015).

In the context of higher education, research highlights that principal support significantly enhances job satisfaction by reducing stress and providing emotional and material resources (Eisenberger et al., 2002). A positive disciplinary climate also contributes to satisfaction by creating a structured, respectful, and predictable work environment (Aiken et al., 2003). Teacher self-efficacy plays a critical role, as confident educators are more motivated and resilient in the face of challenges (Bandura, 1997). Transformational leadership fosters job satisfaction by inspiring teachers, recognizing their efforts, and promoting a shared vision (Bass, 1985). Furthermore, positive teacher-student relationships are associated with higher satisfaction levels, as they promote meaningful engagement and reinforce teachers' sense of purpose (Lopes & Oliveira, 2020).

Taken together, these factors form the foundation for enhancing job satisfaction among university teachers. Addressing them effectively can lead to improved well-being, performance, and retention in higher education settings.

3. Research Methods and Materials

3.1 Research Framework

This study draws on four theoretical models to explain the factors that influence teacher job satisfaction. These models provide the foundation for including principal support, disciplinary climate, self-efficacy, transformational leadership, and teacher-student relations in the framework.

The first model by Sökmen and Kılıç (2019) shows that teachers with higher self-efficacy are more motivated, resilient, and fulfilled, which leads to greater job satisfaction. The second model by Türker and Kahraman (2021)

highlights how a positive school climate reduces stress and improves satisfaction. It also shows that teacher-student relations work alongside climate and self-efficacy to strengthen teachers' sense of purpose. The third model by Tentama et al. (2021) identifies transformational leadership as a key factor that inspires and motivates teachers, creating a supportive work environment that enhances satisfaction. Finally, the model by Eisenberger et al. (2002) demonstrates that supervisor support increases employees' sense of value and belonging, improving both satisfaction and retention. In schools, this translates into principal support as a critical source of encouragement and resources for teachers.

Based on these four models, the proposed framework (Figure 1) positions principal support, disciplinary climate, self-efficacy, transformational leadership, and teacher-student relations as predictors of teacher job satisfaction. This integrated approach ensures that all variables are theoretically grounded and provides a clear guide for examining faculty well-being in private universities in Sichuan Province.

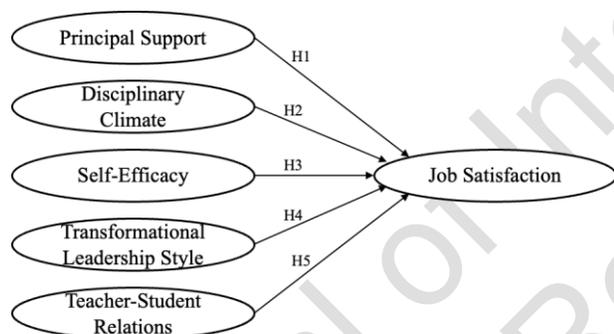


Figure 1: Conceptual Framework

3.2 Research Methodology

The research process was organized into three phases to provide a comprehensive examination of the study objectives.

In phase one, data were collected from a sample of 363 teachers, drawn from a total population of 1,276 members. A structured survey was administered both online and in print to capture baseline insights aligned with the conceptual framework. The collected data were analyzed using multiple linear regression (MLR) to test the proposed hypotheses, with statistical significance determined at the $p < 0.05$ level. Only hypotheses that met this threshold were retained for further analysis.

In phase two, a strategic plan was implemented over a period of 14 weeks. The plan focused on improving five variables: principal support, disciplinary climate, self-efficacy, transformational leadership, and teacher-student

relationships. Specific interventions and activities were designed to address these areas, such as leadership workshops, climate-strengthening initiatives, and activities to build teacher-student rapport.

In phase three, a follow-up survey was administered to the same group of participants after the 14-week period. Data were collected using the same structured questionnaire as in phase one to ensure comparability and reliability of measurement. The effectiveness of the strategic plan was assessed by comparing pre-intervention and post-intervention data using paired-sample t-tests.

Ethical considerations were observed throughout the study. Participation was voluntary, informed consent was obtained from all respondents, and confidentiality of responses was assured. Approval for the research design was secured from the relevant academic authority before data collection began.

This phased methodology ensures validity and reliability, providing robust evidence to guide strategies for improving teacher job satisfaction in private higher education institutions.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

This study focused on 363 full-time faculty members at Sichuan Media University, representing 28.5% of the university's total teaching staff (1,276 members). Participants were selected from five key colleges to ensure diversity in academic rank and discipline. Questionnaires were distributed both online and in print to ensure wide accessibility and a valid cross-sectional representation.

3.3.2 Sample Size

A pilot survey with 30 randomly selected teachers was conducted first to test the reliability and clarity of the questionnaire. After refinement, the main study involved 363 full-time teachers, and all responses were valid. This sample size was adequate for applying multiple linear regression analyses to examine the relationships among variables. For the intervention phase, 40 teachers were selected to participate in the strategic plan implementation. This number was considered acceptable for educational intervention studies, as Creswell (2012) notes that small but diverse samples can provide sufficient insights for evaluating program effectiveness. However, the relatively small intervention group may limit the generalizability of the findings.

3.3.3 Sampling Procedure

The sampling procedure had two stages.

Stage 1: Main Survey

From a population of 1,276 full-time teachers, 363 were chosen through a random sampling technique across departments and academic levels. This ensured broad representation and reduced selection bias. Surveys were distributed online through Wenjuanxing and in print, and all responses were valid for analysis.

Stage 2: Strategic Plan Implementation

From the survey participants, 40 teachers were purposively selected to join the 14-week strategic plan. Selection followed research criteria to ensure diversity and representativeness. This group provided a focused setting to assess how improvements in principal support, disciplinary climate, self-efficacy, transformational leadership, and teacher-student relationships affected job satisfaction.

3.4 Research Instruments

3.4.1 Questionnaire Design

The questionnaire was developed through three steps to ensure validity and relevance for university teachers in China. First, validated items were adapted from Amundsen and Martinsen (2015), Houghton and Neck (2002), and Neubert and Wu (2006). Second, the items were revised to reflect cultural and institutional features of Chinese higher education. Third, content validity was confirmed through an Index of Item-Objective Congruence (IOC), ensuring that the items matched the study's objectives.

3.4.2 Questionnaire Components

The final instrument consisted of three sections. The first included screening questions to exclude ineligible respondents. The second collected demographic information such as gender, age, academic rank, and teaching experience. The third contained items measuring the independent variables (principal support, disciplinary climate, self-efficacy, transformational leadership, and teacher-student relations) and the dependent variable (job satisfaction).

3.4.3 IOC Results

Five experts conducted the IOC assessment, rating each item as +1 (relevant), 0 (unclear), or -1 (irrelevant). Most items showed strong alignment with the study objectives. All four items on principal support and all items on self-efficacy, teacher-student relations, and job satisfaction scored 1.00. For disciplinary climate, two items scored 1.00 and one scored 0.67, which was revised for clarity. For transformational leadership, three items scored 1.00, while two scored 0.80 and were slightly revised. Items scoring below 0.67 were either revised or removed. These adjustments ensured that the final questionnaire accurately measured the study variables.

3.4.4 Reliability and Validity

A pilot survey was conducted with 30 randomly selected faculty members from Sichuan Media University to further assess the reliability of the instrument. The Cronbach's Alpha values for each construct are presented in Table 1.

These values demonstrate acceptable to good internal consistency across all constructs. Based on the pilot results, necessary refinements were made to improve the clarity and effectiveness of the questionnaire, ensuring its reliability and validity for use in the main study.

Table 1: Pilot Test Result (n=30)

Variable	No. of Item	Cronbach's Alpha	Strength of Association
Principal Support	4	0.762	Acceptable
Disciplinary Climate	3	0.802	Good
Self-Efficacy	4	0.745	Acceptable
Transformational Leadership Style	5	0.814	Good
Teacher-Student Relations	5	0.838	Good
Job Satisfaction	5	0.841	Good

4. Results and Discussion

4.1 Demographic Profile

The study included 40 teachers from Sichuan Media University who took part in the intervention phase. As shown in Table 2, most participants were female (72.5%), while males made up 27.5%. All teachers had at least three years of experience, and the group represented a range of ages and academic ranks. This diversity in gender, age, position, and experience provided a broad perspective on the factors influencing teacher job satisfaction.

Table 2: Demographic Information

IDI Participants (n=40)		Frequency	Percentage
Gender	Female	29	72.5
	Male	11	27.5

4.2 Multiple Linear Regression

The multiple linear regression analysis provided meaningful insights into the factors influencing job satisfaction among higher education teachers at a private university in Sichuan. As shown in Table 3, all five independent variables, Principal Support, Disciplinary Climate, Self-Efficacy, Transformational Leadership Style, and Teacher-Student Relations, were found to have a statistically significant positive impact on job satisfaction.

Table 3: The MLR Results of Five Independent Variables on Job satisfaction (n=363)

Variable	Standardized Coefficients Beta Value	t-value	p-value	VIF	R ²
Principal Support	0.235	5.607*	<.001	1.137	0.423
Disciplinary Climate	0.088	2.244*	0.025	1.112	
Self-Efficacy	0.157	3.254*	<.001	1.402	
Transformational Leadership Style	0.225	5.038*	<.001	1.260	
Teacher-Student Relations	0.259	5.794*	<.001	1.294	

Note: p-value <0.05*

Among these, Teacher-Student Relations ($\beta=0.259$, $p<.001$) and Principal Support ($\beta=0.235$, $p<.001$) were the strongest predictors, followed closely by Transformational Leadership Style ($\beta=0.225$, $p<.001$). Self-Efficacy also demonstrated a significant positive effect ($\beta=0.157$, $p<.001$), while Disciplinary Climate had a weaker yet still significant influence ($\beta=0.088$, $p=0.025$).

The model explained 42.3% of the variance ($R^2 = 0.423$) in job satisfaction, indicating a moderate explanatory power. Variance Inflation Factor (VIF) values ranged from 1.112 to 1.402, suggesting no multicollinearity concerns among the predictors. These findings underscore the pivotal role of leadership, teacher confidence, and relational dynamics in shaping job satisfaction in higher education contexts.

Afterwards, SP implementation was conducted to follow below hypotheses:

H6: Principal support has a significant impact on teachers' job satisfaction before and after the strategic plan.

H7: Transformational leadership style has a significant impact on teachers' job satisfaction before and after the strategic plan.

H8: Disciplinary climate has a significant impact on teachers' job satisfaction before and after the strategic plan.

H9: Self-efficacy has a significant impact on teachers' job satisfaction before and after strategic plan.

H10: Teacher-student relations have a significant impact on job satisfaction before and after strategic plan.

4.3 Strategic Plan Implementation Phase

The Strategic Plan Implementation Phase was developed based on insights gathered during the pre-Strategic Plan stage, with the objective of enhancing teacher job satisfaction at a private university in Sichuan. This 14-week intervention focused on strengthening five key factors identified as significant predictors of job satisfaction: principal support, disciplinary climate, self-efficacy, transformational leadership style, and teacher-student relations.

Implementation activities were carefully structured and included a series of workshops, facilitated discussions, and

hands-on exercises designed to improve each target area. These activities were practical in nature and aimed at fostering collaboration, professional growth, and positive interpersonal dynamics.

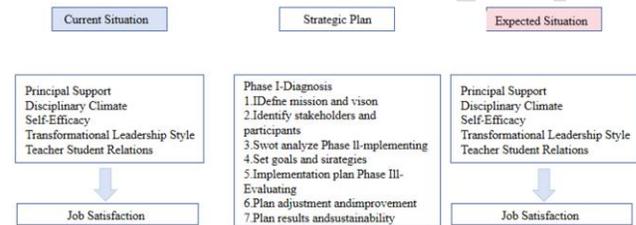


Figure 2: Finalized Strategic Plan Model for Enhancing Teacher Job Satisfaction

The intervention was conducted with a selected group of 40 teachers from the School of Art and Animation. These participants were chosen based on their teaching experience and familiarity with the institutional work environment. The strategic plan was tailored to build on faculty strengths while addressing specific challenges faced by the participants. The overarching goal was to cultivate a more supportive, motivating, and engaging work environment, ultimately leading to increased job satisfaction among the faculty.

4.4 Results Comparison between Pre-SP and Post-SP

The results of the paired-sample t-test revealed statistically significant improvements across all six variables following the 14-week Strategic Plan implementation, as shown in Table 4.

Table 4: Paired-sample T-test Results

Variable	Mean	SD	SE	p-value
Principal Support	Pre-SP	3.88	0.362	< .001
	Post-SP	4.06	0.347	
Disciplinary Climate	Pre-SP	3.37	0.735	< .001
	Post-SP	3.76	0.712	
Self-Efficacy	Pre-SP	3.94	0.387	< .001
	Post-SP	4.10	0.395	
Transformational Leadership Style	Pre-SP	4.05	0.387	.002
	Post-SP	4.20	0.323	
Teacher-Student Relations	Pre-SP	3.90	0.317	< .001
	Post-SP	4.04	0.318	
Job Satisfaction	Pre-SP	3.83	0.341	< .001
	Post-SP	4.16	0.274	

Principal Support increased from a mean score of 3.88 (Pre-SP) to 4.06 (Post-SP) ($p < .001$), indicating that teachers perceived stronger leadership support after the intervention. This enhancement reflects the effectiveness of the SP implementation in fostering a more supportive administrative environment.

For Disciplinary Climate, the mean rose from 3.37 to 3.76 ($p < .001$), suggesting the intervention successfully cultivated a more structured and respectful academic atmosphere conducive to effective teaching.

Self-Efficacy improved from 3.94 to 4.10 ($p < .001$), demonstrating increased teacher confidence in managing classroom challenges and instructional responsibilities.

Transformational Leadership Style showed a significant increase, with mean scores rising from 4.05 to 4.20 ($p = .002$), reflecting a noticeable shift toward more motivational and visionary leadership practices during the intervention period.

Teacher-Student Relations also improved, with the mean increasing from 3.90 to 4.04 ($p < .001$), indicating better classroom dynamics and more constructive interactions between teachers and students.

Finally, Job Satisfaction exhibited the most notable gain, increasing from 3.83 to 4.16 ($p < .001$), affirming that the strategic plan effectively enhanced overall teacher morale and workplace satisfaction.

These results collectively confirm the success of the SP implementation in improving both environmental and personal factors influencing job satisfaction in the context of a private university.

5. Conclusions and Recommendation

5.1 Conclusions

This study provides meaningful insights into the factors influencing job satisfaction among higher education teachers at a private university in Sichuan. Using a mixed-methods approach that combined multiple linear regression analysis with a 14-week strategic plan, the study identified five key predictors of job satisfaction: principal support, disciplinary climate, self-efficacy, transformational leadership, and teacher-student relations.

The findings confirmed that principal support had a significant effect on job satisfaction, supporting earlier studies by Eisenberger et al. (2002) and Rhoades and Eisenberger (2002). This study showed that when principals provide trust, encouragement, and resources, teachers feel a greater sense of belonging and professional value, which strengthens their satisfaction both before and after the intervention.

The impact of a positive disciplinary climate was also confirmed, in line with the work of Aiken et al. (2003) and Ko and Lee (2021). The results highlighted that when rules are applied fairly and consistently, stress is reduced, and teachers experience stronger satisfaction. Improvements after the strategic plan further demonstrated that disciplinary climate can be actively strengthened to support teacher well-

being.

Self-efficacy, described by Bandura (1997) as a driver of motivation and accomplishment, was validated as a key factor in this study. Teachers with stronger self-belief reported higher satisfaction, echoing findings by Skaalvik and Skaalvik (2014). The significant post-intervention increase confirmed that targeted institutional strategies can enhance teachers' confidence and, in turn, their satisfaction.

Transformational leadership was another strong influence, consistent with Bass (1985), Hallinger (2003), and Kamermoff and Schütz (2019). Leaders who shared vision, stimulated ideas, and provided support created a more collaborative and motivating environment. Satisfaction increased significantly in this area after the intervention, confirming that leadership practices can be deliberately developed to improve outcomes.

Finally, teacher-student relations emerged as an important source of satisfaction, supporting Lopes and Oliveira (2020) and Asif et al. (2016). Respectful, caring, and supportive interactions enhanced teachers' sense of accomplishment. The improvement in this area after the intervention showed that such relationships are not fixed but can be strengthened through institutional effort.

The paired-sample t-test results showed statistically significant improvements in all five predictors after the strategic plan. Job satisfaction increased from a mean of 3.83 to 4.16 ($p < .001$), confirming the effectiveness of the interventions. These results align with the study's hypotheses by demonstrating that each factor significantly influenced job satisfaction and that targeted interventions produced measurable improvements across all five areas.

In conclusion, this study not only supports existing research but also extends it by applying a structured intervention in the under-researched context of private universities in Sichuan. The findings highlight the importance of leadership, professional confidence, structured environments, and positive relationships in promoting teacher satisfaction. They also demonstrate that institutional strategies can strengthen these factors over time, offering practical guidance for administrators seeking to retain faculty and enhance educational quality.

5.2 Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance teacher job satisfaction in private universities, particularly within the context of Sichuan Province:

Enhance Principal Support:

School leaders should actively strengthen their support for faculty by maintaining regular, open communication and ensuring the provision of necessary resources. This support should be both emotional and practical, helping teachers feel

valued, heard, and empowered. Involving teachers in decision-making processes can further foster a sense of inclusion and professional ownership.

Improve the Disciplinary Climate:

Establishing clear, fair, and consistently applied rules is essential for creating a structured and predictable academic environment. Universities should offer regular training in classroom management and promote positive discipline practices. A well-managed disciplinary climate reduces uncertainty and stress, thereby improving teachers' overall job satisfaction.

Strengthen Teacher Self-Efficacy:

Professional development initiatives should be implemented to enhance teachers' instructional skills and confidence. Programs may include workshops, mentoring schemes, peer collaboration, and reflective practice opportunities. Empowering teachers through skills development increases their belief in their professional capabilities, positively influencing both performance and satisfaction.

Promote Transformational Leadership:

Educational leaders should be encouraged to adopt transformational leadership practices that inspire, support, and motivate staff. This includes recognizing individual contributions, nurturing professional growth, and articulating a shared vision that aligns with teachers' personal and institutional goals. Such leadership fosters trust, engagement, and a more positive organizational culture.

Foster Positive Teacher-Student Relationships:

Training in communication skills and relationship-building strategies should be provided to help teachers connect meaningfully with students. Encouraging collaborative learning activities and promoting a culture of mutual respect can strengthen classroom interactions. Strong teacher-student relationships not only enhance job satisfaction but also contribute to improved student learning outcomes.

By implementing these recommendations, private universities in Sichuan can cultivate a more supportive, motivating, and satisfying work environment for their educators. In turn, this will lead to higher faculty retention, improved teaching effectiveness, and stronger educational outcomes for students.

5.3 Limitation and Further Study

This study offers important insights into the factors influencing teacher job satisfaction at a private university in Sichuan, but several limitations should be noted.

First, the research was conducted in a single institution, and only 40 teachers took part in the strategic plan phase. This narrow scope limits the generalizability of the findings. Future studies should include larger and more diverse

samples from both private and public universities across different regions to provide a broader understanding of teacher job satisfaction in China's higher education sector.

Second, the study relied on self-reported survey data, which may be affected by accuracy or completeness issues. To address this, future research could combine surveys with interviews and classroom observations, providing a more comprehensive and triangulated view of teacher experiences.

Third, the cross-sectional nature of the survey introduces the risk of common method bias. Longitudinal or experimental designs would strengthen causal claims and capture how job satisfaction changes over time.

Fourth, the strategic plan was carried out over a relatively short period of 14 weeks. Although the results were promising, further research should examine the long-term impact and sustainability of such interventions. Longitudinal studies would help determine whether improvements are maintained under different institutional conditions.

Finally, external factors such as education policy changes, public perceptions of teaching, and resource constraints were not examined in depth. Future research should explore how these broader factors interact with internal organizational dynamics to influence teacher satisfaction.

By addressing these limitations, future studies can build on this research and provide stronger, more generalizable evidence on how to improve teacher job satisfaction in higher education.

References

- Admiraal, W., Veldman, I., Mainhard, T., & van Tartwijk, J. (2019). Teacher-student relationships across the teaching career. *International Journal of Educational Research*, 98, 275-285. <https://doi.org/10.1016/j.ijer.2019.09.002>
- Aiken, L. H., Clarke, S. P., Cheung, R. B., Sloane, D. M., & Silber, J. H. (2003). Educational levels of hospital nurses and surgical patient mortality. *JAMA*, 290(12), 1617-1623. <https://doi.org/10.1001/jama.290.12.1617>
- Allinder, R. M. (1994). The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education*, 17(2), 86-95. <https://doi.org/10.1177/088840649401700203>
- Amundsen, S., & Martinsen, Ø. L. (2015). Linking empowering leadership to job satisfaction, work effort, and creativity: The role of self-leadership and psychological empowerment. *Journal of Leadership & Organizational Studies*, 22(3), 304-323. <https://doi.org/10.1177/1548051814565819>
- Asif, M., Ayyub, S., & Bashir, M. (2016). Teacher-student relationship and its impact on student satisfaction and achievement. *Journal of Education and Educational Development*, 3(2), 203-221. <https://doi.org/10.22555/joeeed.v3i2.1009>

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Chen, M. Y. (2009). Validation of the Wood's Job Satisfaction Questionnaire among Taiwanese non-profit sport organization workers. *Social Indicators Research*, 94(3), 437-447. <https://doi.org/10.1007/s11205-008-9426-5>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I. L., & Rhoades, L. (2002). Perceived supervisor support: Contributions to perceived organizational support and employee retention. *Journal of Applied Psychology*, 87(3), 565-573. <https://doi.org/10.1037/0021-9010.87.3.565>
- Goodenow, C. (1993). Classroom belonging among early adolescent students: Relationships to motivation and achievement. *The Journal of Early Adolescence*, 13(1), 21-43. <https://doi.org/10.1177/0272431693013001002>
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-352. <https://doi.org/10.1080/0305764032000092344>
- Houghton, J. D., & Neck, C. P. (2002). The revised self-leadership questionnaire: Testing a hierarchical factor structure for self-leadership. *Journal of Managerial Psychology*, 17(8), 672-691. <https://doi.org/10.1108/02683940210450484>
- Kamerhoff, J., & Schütz, A. (2019). Leading toward harmony: Different types of conflict mediate how followers' perceptions of transformational leadership are related to job satisfaction and performance. *European Management Journal*, 37(2), 210-221. <https://doi.org/10.1016/j.emj.2018.06.001>
- Ko, H. S., & Lee, Y. (2021). The relationship between school climate and teacher self-efficacy: A cross-cultural approach. *European Journal of Investigation in Health, Psychology and Education*, 11(1), 119-133. <https://doi.org/10.3390/ejihpe11010010>
- Kouali, G. (2012). *Time management of Cypriot school principals and its relationship with principal's effectiveness and the job satisfaction of teachers* [Doctoral dissertation]. Open University of Cyprus.
- Lopes, J., & Oliveira, C. (2020). Teacher and school determinants of teacher job satisfaction: A multilevel analysis. *School Effectiveness and School Improvement*, 31(1), 65-83. <https://doi.org/10.1080/09243453.2019.1621119>
- Malinen, O. P., & Savolainen, H. (2016). The effect of perceived school climate and teacher efficacy in behavior management on job satisfaction and burnout: A longitudinal study. *Teaching and Teacher Education*, 60, 144-152. <https://doi.org/10.1016/j.tate.2016.07.019>
- Neubert, M. J., & Wu, C. (2006). An investigation of the generalizability of the servant leadership relationship across cultures. *Journal of International Management*, 12(4), 385-401. <https://doi.org/10.1016/j.intman.2006.09.001>
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement*, 17(2), 145-177. <https://doi.org/10.1080/09243450600565746>
- Peng, M. Y. P., Chen, C. C., & Yen, H. Y. (2019). A comparative study of the relationship among antecedents and job satisfaction in Taiwan and mainland China: Employability as mediator. *International Journal of Environmental Research and Public Health*, 16(14), 2507. <https://doi.org/10.3390/ijerph16142507>
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714. <https://doi.org/10.1037/0021-9010.87.4.698>
- Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports*, 114(1), 68-77. <https://doi.org/10.2466/14.02.PR0.114k14w0>
- Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress, and coping strategies in the teaching profession: What do teachers say?. *International Education Studies*, 8(3), 181-192. <https://doi.org/10.5539/ies.v8n3p181>
- Sökmen, Y., & Kılıç, D. (2019). The relationship between primary school teachers' self-efficacy, autonomy, job satisfaction, teacher engagement, and burnout: A model development study. *International Journal of Research in Education and Science*, 5(2), 709-721. <https://doi.org/10.21890/ijres.616910>
- Tentama, F., Merdiaty, N., & Subardjo, S. (2021). The job satisfaction of university teachers. *Journal of Education and Learning (EduLearn)*, 15(1), 48-54. <https://doi.org/10.11591/edulearn.v15i1.2244>
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944-956. <https://doi.org/10.1016/j.tate.2006.05.003>
- Türker, Y., & Kahraman, Ü. (2021). School climate and self-efficacy as a predictor of job satisfaction. *Journal of Theoretical Educational Science*, 14(4), 548-569. <https://doi.org/10.30831/akukeyg.v14i4.707>