

A STUDY ON CORRELATION BETWEEN INSTRUCTORS' JOB SATISFACTION AND JOB ENGAGEMENT FOR INSTRUCTORS AT Y UNIVERSITY IN SHANDONG, CHINA

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Abstract: This study aimed to investigate the current status of the relationship between job satisfaction and job engagement among instructors at Y university, analyze the mean differences across various background variables, and explore the correlation between these two factors. The researchers selected the Instructor Job Satisfaction Scale and the Job Engagement Scale as survey tools and conducted a questionnaire survey among instructors at Y university, obtaining 290 valid responses from them.

Based on empirical data from instructors at Y university, this study systematically explored the current status, differences, and relationship between job satisfaction and job engagement among instructors. The findings revealed that instructors' overall job satisfaction was moderately high. Satisfaction with promotion and recognition, as well as colleague relationships, is relatively high, whereas satisfaction with salaries and rewards is comparatively low. In terms of job engagement, physiological engagement performed well, whereas emotional and cognitive engagement still had room for improvement. Regarding demographic background variables, significant differences exist across various dimensions in terms of gender, age, professional title, income, and marital status. Female instructors exhibit higher satisfaction with leadership practices than their male counterparts, while assistant professors demonstrate lower overall satisfaction and engagement than associate and full professors. Additionally, a positive correlation exists between instructors' job satisfaction and job engagement, indicating that enhancing satisfaction contributes to promoting more active job engagement among instructors.

Keywords: Job Satisfaction, Job Engagement, YC University

Introduction

Research Background

Against the backdrop of the flourishing global education landscape, instructors, as the core force within the educational system, wield a profound influence on educational quality, student development, and the overall efficacy of the educational system through their job satisfaction and

engagement levels. International research has also unveiled certain issues confronting instructors' job engagement, such as excessive work pressure and the prevalent phenomenon of job burnout (Maslach et al., 2001), which severely impede instructors' job engagement levels and, consequently, constrain the enhancement of educational quality. In the context of globalization, it is imperative to foster international exchanges and cooperation aimed at enhancing instructors' job satisfaction and engagement, jointly addressing the challenges faced by the educational sector.

In China, with the continuous deepening of educational reforms, instructors' job satisfaction and engagement have gradually emerged as focal points of educational research. College instructors continue to grapple with pressures such as arduous teaching tasks, high research demands, and insufficient social recognition. Nevertheless, college instructors' self-identity and sense of belonging to their profession have markedly strengthened. However, their understanding of their professional identity remains inadequate, and their job engagement insufficient.

Instructors in Shandong Province expressed a relatively high level of satisfaction with their working environment, teaching resources, and policy support. Approximately 60% of instructors surveyed in Shandong indicated that they were satisfied with their current working conditions (Liang et al., 2023). Nevertheless, instructors exhibit deficiencies in their job engagement. Instructors feel dissatisfied with aspects such as remuneration, promotion mechanisms, and research resources, which, to a certain extent, reflect the disparity between reality and policy expectations. Against the backdrop of instructors universally experiencing work pressure and professional dilemmas, targeted research on instructors' job engagement and satisfaction has become particularly urgent. This pertains to instructors' career development and bears on the talent stability and long-term development of schools and the entire educational system (Katja et al., 2020).

Focusing on the research on the faculty of Y university is based on the institution's representativeness in the field of higher vocational education and the practical issues it confronts. In recent years, Y university has made considerable efforts to actively respond to national educational reform policies, improve instructors' working environments, and enhance teaching quality (Kuang et al., 2022). However, in practical operation, instructors still encounter prevalent issues concerning job engagement and job satisfaction, such as an imperfect salary system, an unscientific professional title evaluation mechanism, and difficulties in balancing teaching and research tasks (Aiping, 2006). Research on these issues will reveal the current state of instructors' job engagement and satisfaction. This study provides data support and practical evidence for school administrators and educational authorities, enabling them to make corresponding adjustments in policy formulation and incentive measures. Through surveys of instructors at Y university, this study aims to explore pathways aligned with educational reform trends. This study offers valuable insights for other higher education institutions in terms of faculty development.

Research Problems

- (1) What is the current state of job satisfaction among instructors at YC?
- (2) What is the current state of job engagement among instructors at Y university?
- (3) Are there differences in job satisfaction among instructors at Y university across different background variables?
- (4) Are there differences in job engagement among instructors at Y university across different background variables?
- (5) Is there a correlation between job satisfaction and job engagement among instructors at Y university?

Research Significance

This study contributes to the theoretical understanding of the relationship between instructors' job satisfaction and job engagement. This study provides a new perspective for the development of educational and human resource management theories. This study aids in refining the theoretical framework for instructors' career development in the vocational education sector. Through this research, the characteristics of instructors' identity construction, cognitive biases, and their mechanisms of influence on job satisfaction can be clarified, addressing gaps in existing research on vocational education instructors and promoting the multi-dimensional and refined development of vocational education management theories. This study holds significant guiding value for enhancing faculty development, optimizing instructor management mechanisms, increasing instructor job engagement, and improving job satisfaction in higher-education institutions. It offers practical guidance for instructors' career development and talent stability. Through this research, school administrators can gain insights into instructors' needs and dilemmas at different career stages, design diversified career development pathways, foster instructors' professional growth and self-actualization, and ensure the stability and high-level development of the teaching workforce.

Research Objectives

- (1) Ascertain the current status of job satisfaction among instructors at Y university.
- (2) Investigate the current state of job engagement among instructors at Y university.
- (3) Analyze the significant differences in job satisfaction among instructors at Y university across various background variables.
- (4) Examine the notable disparities in job engagement among instructors at Y university under different background variables.
- (5) Explore the correlation between job satisfaction and job engagement among instructors at Y university.

Literatures Review

The Concept of Instructor Job Satisfaction

Student innovation capability refers to students' comprehensive ability to generate unique ideas, drive innovation, and willingly assume certain risks when facing problems or challenges (Desimone, 2009). Students' innovation capability encompasses the mobilization of cognitive resources, emotional-motivational support, and self-regulation in social contexts (Desimone, 2009; Ezer et al., 2010). As a core indicator of higher education outcomes, innovation capability should include three dimensions: innovation consciousness, innovative thinking, and innovative practice (Julizal et al., 2021). College students' innovation capability should encompass three aspects: first, the cognitive dimension, which is the ability to propose original ideas in new contexts; second, the motivational dimension, which is the willingness and persistence to pursue novel solutions; and third, the behavioral dimension (Ezer et al., 2010; Pan et al., 2015; Shamim, 2019). This capability should not be confined to scientific research innovation but should also extend to various fields such as daily learning, social participation, and technological practice.

Research on the Influencing Factors of Instructor Job Satisfaction

The influencing factors of instructor job satisfaction represent a significant research topic in the fields of educational management and educational psychology. Scholars have explored various factors affecting instructor job satisfaction from different perspectives. Work environment, salary and benefits, colleague relationships, leadership practices, and career development opportunities are among the factors influencing instructor job satisfaction (Bhatti et al., 2011). Individual factors such as personality traits, job engagement, and work motivation are also considered important determinants of instructor job satisfaction (Bhatti et al., 2011). The influencing factors of instructor job satisfaction are complex and diverse, encompassing both external environmental influences and personal factors.

Research on the Measurement of Instructor Job Satisfaction

Job satisfaction serves as a comprehensive metric for gauging employees' perceptions of various aspects of their work. The design of measurement methods and tools for job satisfaction has undergone an evolution from early simple assessment approaches to the current multi-dimensional and quantitative analytical processes (Bhatti et al., 2011; Tentama et al., 2021). The earliest job satisfaction measurement scale evaluated instructors based on their emotional attitudes, satisfaction with job tasks, and relationships with colleagues and supervisors (Bhatti et al., 2011; Tentama et al., 2021). The dimensional division of job satisfaction draws upon the seven-dimensional conceptual model proposed by Sharma and Jyoti (2009) based on Expectancy Theory. The measurement of instructor job satisfaction has transitioned from early simple measurements to contemporary multi-dimensional,

dynamic, and personalized assessments. With the continuous advancement of theories and methods, the measurement tools for instructor job satisfaction are also constantly evolving and improving. This study adopts the seven-dimensional concept of job satisfaction proposed by Sharma and Jyoti (2009). The job satisfaction scale encompasses job content, compensation and rewards, leadership practices, colleague relationships, promotion and recognition, student behavior, and work environment.

Conceptual Research on Instructor Job Engagement

The definition of instructor job engagement in academic literature primarily originates from the general concept of job engagement and has gradually developed specific connotations applicable to educational contexts. Kang & Im (2021) introduced the concept of "job engagement," defining it as the extent to which individuals utilize their physical, emotional, and cognitive resources in their work roles, reflecting overall work participation. Instructor job engagement is characterized as a positive psychological state exhibited by instructors in teaching activities, manifesting as high levels of vigor, dedication, and absorption (Mohamed, 2020). Kimsesiz (2023) defined job engagement as a positive, fulfilling, and work-centered psychological state, emphasizing its three core components: vigor, dedication, and absorption.

Influencing Factors of Instructor Job Engagement

Instructor job engagement is influenced by a multitude of factors, primarily encompassing personal, environmental, and educational policy aspects (Kimsesiz, 2023). Personal factors play a pivotal role in instructor job engagement. Instructors' growth experiences, disciplinary backgrounds, ages, years of teaching experience, genders, and types of knowledge all influence their sense of job engagement (Beijaard, 1995). Instructors' values affect their attitudes and levels of identification with their profession. If instructors perceive education as a noble endeavor, their sense of job engagement is typically higher. Intrinsic factors such as instructors' personality traits, occupational values, and teaching motivations are also considered significant determinants of job engagement (Liwanag, 2023).

Research on the Measurement of Instructor Job Engagement

The measurement tools for instructor job engagement draw upon the three-dimensional model of job engagement proposed by Desimone (2009). By defining job engagement, a work engagement scale applicable to multiple fields was constructed, encompassing three dimensions: vigor, dedication, and absorption. This scale (UWES, Utrecht Work Engagement Scale) has been widely applied in various occupational domains, including the education sector. In the process of studying the relationship between instructor job engagement, the Job Demands-Resources Model (JD-R) and Herzberg's Two-Factor Theory provide theoretical foundations for defining the components of job engagement (Yang, 2021). From the perspective of the Two-Factor Theory, motivators (such as a sense of achievement,

recognition, and the meaningfulness of work) serve as driving forces for instructors' active engagement, while hygiene factors (such as salary, working conditions, and interpersonal relationships) are related to whether instructors experience dissatisfaction (Owens & Denny, 2023).

Related Research on the Relationship between Instructor Job Engagement and Instructor Job Satisfaction

Instructors' job satisfaction is closely related to their engagement and identification with their work. Multiple studies indicate that instructors' job engagement significantly determines their attitudes and emotional experiences toward their work (Wang et al., 2020). These attitudes and emotions, in turn, directly influence instructors' job satisfaction. Instructor job engagement typically comprises three dimensions: physiological, emotional, and cognitive. Research shows that when instructors' physiological, emotional, and cognitive engagement in their work increases, their job satisfaction also rises accordingly (Han et al., 2019; Tentama et al., 2021). Instructors with a strong sense of role identity are willing to assume teaching responsibilities and invest in their work. Studies demonstrate that when instructors clearly understand their identity and role as educators, they exhibit stronger job engagement and positive evaluations of their work outcomes (Han et al., 2019; Tentama et al., 2021; Wang et al., 2020). The relationship between instructors' sense of job engagement and job satisfaction has garnered scholarly attention since the 1980s. Numerous studies indicate that job engagement has a profound impact on instructor job satisfaction (Borrego et al., 2022; Butakor et al., 2020). Therefore, enhancing instructors' sense of job engagement can not only bolster their self-efficacy but also elevate their job satisfaction, thereby promoting improvements in educational quality.

Methodology

This study employs a quantitative research methodology. The survey respondents are faculty members from China's Y university, which currently has a total of 1,282 instructors. Based on calculations using Krejcie and Morgan's table (1970), the required sample size is determined to be 296. The sample collection encompasses instructors across Y university, ensuring representativeness and generalizability. Convenience sampling was adopted in this study. Questionnaires were distributed by reaching out to instructors throughout Y university and encouraging their participation in the survey. The questionnaires were collected and organized within a specified timeframe. A total of 296 questionnaires were distributed, and after sorting and excluding problematic ones, 290 valid questionnaires were identified, resulting in an effective response rate of 97.97%. Descriptive statistics will be utilized to summarize the overall levels and dimensional scores of job engagement and job satisfaction among instructors at Y university, analyzing the scoring patterns across various dimensions in the questionnaire. Independent samples t-tests and one-way ANOVA will be conducted for differential analysis to measure the variations in job engagement and job satisfaction among instructors

at Y university across different demographic background variables. Pearson product-moment correlation analysis will be employed to examine the correlations among dimensions and variables related to job engagement and job satisfaction among instructors at Y university.

Results

Reliability and Validity Analysis

The reliability of this study was assessed using Cronbach's Alpha as the indicator. The results revealed that the Cronbach's Alpha coefficients for values identification, role identification, and emotional identification were 0.881, 0.876, and 0.889, respectively. This indicates that the "Instructor Job Engagement Scale" exhibits excellent stability and consistency, demonstrating high reliability (Rich et al., 2010). For the "Job Satisfaction Scale," the Cronbach's Alpha coefficients for each subscale were as follows: job content (0.779), compensation and rewards (0.881), leadership practices (0.863), colleague relationships (0.856), promotion and recognition (0.853), student behavior (0.886), and work environment (0.854). The Cronbach's Alpha coefficient for the overall scale was 0.886, indicating that the measurement tool possesses good stability and consistency, with high reliability (Sharma & Jyoti, 2009).

Factor analysis was employed to determine the validity of the "Instructor Job Engagement Scale." The KMO value was 0.874, and Bartlett's test of sphericity yielded a value of 1344.047 with a corresponding p-value of 0.00 ($p < 0.05$), indicating significance and suitability for factor analysis. The cumulative variance explained (after rotation) for the physiological, emotional, and cognitive dimensions reached 74.54%, suggesting that the questionnaire items have strong interpretability and that the scale exhibits good validity. The "Instructor Job Satisfaction Scale" comprises seven factors. Convergent validity analysis revealed that the Average Variance Extracted (AVE) values for the seven factors (0.71, 0.83, 0.78, 0.77, 0.76, 0.76, 0.78) were all above 0.5, and the Composite Reliability (CR) values (0.87, 0.94, 0.91, 0.88, 0.81, 0.83, 0.86) were all greater than 0.7, indicating good convergent validity. Using the criterion of eigenvalues greater than 1 for factor extraction, exploratory factor analysis yielded seven principal components with eigenvalues of 7.33, 6.11, 5.66, 3.58, 2.33, 1.38, and 1.01, respectively, and a cumulative variance explained of 77.32% after rotation.

Demographic Distribution of Respondents

The basic demographic characteristics of the 290 instructors from Y university who participated in this study encompass gender, age, professional title, marital status, and annual income. The gender distribution was relatively balanced, with males accounting for 50.3% and females for 49.7%. In terms of age, instructors were predominantly concentrated in the 25-year-old and under (31.4%) and 26-30-year-old (27.6%) age groups, indicating a relatively young faculty at the college. The majority of

instructors held the title of assistant lecturer, accounting for 60.3%. Lecturers constituted 23.8%, while associate professors and professors were relatively scarce, representing 6.9% and 9.0%, respectively. This reflects that the faculty at the college is primarily composed of junior-ranked instructors, with fewer senior-ranked individuals. Regarding marital status, married instructors accounted for 67.6%, while unmarried instructors made up 32.4%. In terms of annual income, instructors earning 60,000 yuan or less accounted for 67.9%, with 31.0% earning 40,000 yuan or less. Only 10.7% earned 80,000 yuan or more. The relatively low-income levels of instructors may influence their job satisfaction and engagement. The sample exhibits representativeness in terms of gender, age, and professional title.

Current Status of Instructor Job Satisfaction at Y university

The overall mean score for instructor job satisfaction at Y university was 3.29, with a standard deviation of 0.27, indicating a moderate level of satisfaction according to the Likert scale grading criteria. This suggests that most instructors hold a relatively neutral attitude towards their current work conditions. Among the various dimensions, colleague relationships and promotion and recognition scored relatively high, at 3.53 and 3.87, respectively, reaching a high level. This indicates that instructors perceive a positive interpersonal atmosphere and recognition for their career development. Job content (3.31), compensation and rewards (2.97), leadership practices (3.09), student behavior (3.13), and work environment (3.20) all fell within the moderate range. This reflects that instructors' satisfaction with material incentives is relatively low.

Current Status of Instructor Job Engagement at Y university

The mean score for instructor job engagement at Y university is 3.27, with a standard deviation of 0.55, indicating a moderate level of engagement. This suggests that instructors demonstrate a satisfactory degree of commitment to their work, yet there remains substantial room for improvement. Analyzing the various dimensions, the average score for physiological engagement is 3.49, reaching a relatively high level. This implies that instructors generally maintain high energy and vitality in their daily teaching and work, displaying enthusiasm and executive capability. In contrast, emotional engagement (3.32) and cognitive engagement (3.00) both fall within the moderate range, with the dimension scoring the lowest. This reflects that instructors' level of concentration and involvement in their work is not sufficiently pronounced.

Statistical Analysis Results of the Data

Utilizing SPSS software, independent samples t-tests, and one-way ANOVA were employed to analyze the differences in job satisfaction and job engagement among instructors at Y university across various background variables. Pearson correlation analysis was conducted to explore the relationship between job satisfaction and job engagement among instructors at Y university, yielding

research findings to test the research hypotheses.

Table 1: Verification Results of Research Hypotheses

	Research Hypothesis	Result
H1	Instructor job satisfaction at Y university exhibits demographic disparities.	Partially Supported
H1-1	There are significant differences in job satisfaction among instructors of different genders at Y university.	Partially Supported
H1-2	Instructor job satisfaction at Y university varies across different age groups.	Partially Supported
H1-3	Instructor job satisfaction at Y university differs among instructors with varying professional titles.	Partially Supported
H1-4	Instructor job satisfaction at Y university shows discrepancies among instructors with different income levels.	Not Supported
H1-5	Instructor job satisfaction at Y university presents variations among instructors with distinct marital statuses.	Not Supported
H2	Instructor job engagement at Y university demonstrates demographic discrepancies.	Partially Supported
H2-1	There are notable differences in job engagement among instructors of different genders at Y university.	Not Supported
H2-2	Instructor job engagement at Y university varies among instructors of different ages.	Not Supported
H2-3	Instructor job engagement at Y university differs among instructors with diverse professional titles.	Not Supported
H2-4	Instructor job engagement at Y university shows variations among instructors with different income brackets.	Partially Supported
H2-5	Instructor job engagement at Y university presents discrepancies among instructors with distinct marital conditions.	Partially Supported
H3	There exists a significant correlation between instructor job satisfaction and job engagement at Y university.	Supported

Discussion

Current Status of Instructor Job Satisfaction at Y university

The survey of 290 instructors at Y university in this study reveals that the overall job satisfaction is at a moderately high level ($M=3.29$, $SD=0.27$). According to the Likert scale standards, instructors exhibit relatively high satisfaction with promotion and recognition ($M=3.87$) and colleague

relationships ($M=3.53$), indicating a positive attitude towards the interpersonal support and development mechanisms at the college. Conversely, the lowest score is recorded for compensation and rewards ($M=2.97$), reflecting dissatisfaction with the income and incentive systems. In terms of gender differences, male instructors demonstrate significantly higher satisfaction than female instructors ($p<0.001$). Regarding age, instructors aged 26-30 and 36-40 report higher satisfaction, while younger instructors and those in career transition phases exhibit relatively lower satisfaction. Among professional titles, lecturers have the lowest satisfaction, suggesting a stage-specific gap in the promotion pathway. Marital status and income do not significantly impact satisfaction. Overall, Y university performs well in workplace support and promotion recognition but should pay attention to the career needs of female, young, and lecturer groups, optimize compensation incentives and management mechanisms, and enhance instructor satisfaction and organizational cohesion.

Current Status of Instructor Job Engagement at Y university

The findings of this study indicate that the overall job engagement of instructors at Y university is at a moderate level ($M=3.27$, $SD=0.55$), demonstrating a certain degree of enthusiasm and participation but not yet reaching a high level of engagement. Physiological engagement scores the highest ($M=3.49$), indicating that instructors invest sufficient physical and mental energy to fulfill their daily teaching and administrative duties. Emotional engagement is at a moderate level ($M=3.32$), suggesting that instructors have a satisfactory emotional connection and sense of identification with their work. Cognitive engagement is the lowest ($M=3.00$), reflecting that some instructors' involvement in concentration, depth of thinking, and creative work is still inadequate. Gender and age do not significantly affect job engagement. However, significant differences are observed in terms of professional title, income, and marital status. Lecturers exhibit notably lower physiological engagement, suggesting that their high workload may suppress their enthusiasm. Surprisingly, low-income instructors demonstrate higher overall engagement, while high-income instructors have the lowest cognitive engagement ($M=1.93$), implying that a sense of stable accomplishment may weaken their intrinsic motivation. Married instructors show significantly higher emotional and cognitive engagement than unmarried instructors, indicating that family responsibilities and support may serve as psychological resources that drive positive work behavior. Although instructors at Y university exhibit a certain level of job engagement, cognitive engagement is relatively weak, and some groups demonstrate insufficient engagement. It is necessary to strengthen incentives and guidance for lecturers, high-income earners, and unmarried instructors to enhance their psychological participation and professional development momentum.

Differences in Instructor Job Satisfaction at Y university Across Various Background Variables

This study explores the impact of gender, age, professional title, income, and marital status on instructor job satisfaction at Y university through t-tests and one-way ANOVA. The results reveal

significant gender differences in overall satisfaction and some dimensions, with male instructors reporting significantly higher satisfaction with job content and compensation than female instructors ($p < 0.001$), while female instructors exhibit higher satisfaction with leadership practices (Wong et al., 2020; Han et al., 2019; Shamim, 2019). In terms of age, instructors aged 26-30 and 36-40 demonstrate notably higher satisfaction, whereas those aged 25 and underscore the lowest in colleague relationships and student behavior, reflecting the challenges young instructors face in adaptation and student management (Tentama et al., 2021; Wang et al., 2020; Ezer et al., 2010). Professional title also significantly affects satisfaction, with professors and associate professors reporting higher satisfaction than lecturers and assistant lecturers, particularly in the work environment dimension (Borrego et al., 2022; Kimsesiz, 2023). However, income does not significantly influence overall or dimensional satisfaction, and even high-income groups do not report significantly higher satisfaction with compensation incentives, indicating that instructors place greater emphasis on non-material incentives and career development (Liwana, 2023; Borrego et al., 2022). Marital status does not significantly impact job satisfaction, with married and unmarried instructors providing similar evaluations across dimensions, suggesting that instructor satisfaction is primarily influenced by internal organizational factors (Pan et al., 2015). In conclusion, gender, age, and professional title exert certain influences on instructor satisfaction, and management strategies should focus on optimizing internal workplace support and development mechanisms.

Differences in Instructor Job Engagement at Y university Across Various Background Variables

This study analyzed the variations in job engagement among instructors at Y university based on five background variables: gender, age, professional title, income, and marital status. The t-test results revealed no significant impact of gender on overall job engagement or its three dimensions (physiological, emotional, and cognitive engagement), with male and female instructors demonstrating similar levels of engagement, indicating a fundamental consistency in their professional attitudes (Yang, 2021; Han et al., 2022). The ANOVA results for age also failed to show significant differences, with instructors across different age groups scoring similarly on each engagement dimension, reflecting an overall stability in their energy and focus (Ostad et al., 2019). However, notable differences were observed concerning professional titles, with associate professors and assistant lecturers exhibiting significantly higher levels of job engagement than lecturers, particularly in physiological engagement, where lecturers scored the lowest ($M = 2.31$), suggesting that mid-level faculty may face substantial pressure and a lack of motivation (Borrego et al., 2022). Income analysis revealed that high-income instructors demonstrated significantly lower overall engagement levels compared to their low-income counterparts, with the group earning 80,000 yuan or more performing the weakest ($M = 2.86$), although no significant differences were observed in physiological and emotional engagement (Kimsesiz, 2023). Marital status exhibited the most pronounced differences, with married instructors demonstrating

significantly higher levels of overall, emotional, and cognitive engagement than their unmarried counterparts, reflecting that marriage may foster a stronger sense of responsibility and motivation for engagement (Vuthimedhi, 2023). In summary, instructor job engagement is significantly influenced by professional title, income, and marital status. The college should prioritize the professional development and psychological support of lecturers, high-income groups, and unmarried instructors to enhance their emotional and cognitive engagement levels, thereby promoting balanced and improved overall engagement among the faculty.

The Relationship Between Instructor Job Satisfaction and Job Engagement at Y university

A significant positive correlation exists between instructor job satisfaction and job engagement at Y university, with a correlation coefficient of 0.285 at the 0.05 significance level. This indicates that instructors' levels of job engagement and job satisfaction tend to increase concurrently, demonstrating a mutually reinforcing and influential relationship. These findings align with the research conclusions of Tentama et al. (2021). When instructors invest time and effort in their work, exhibiting emotional identification and cognitive focus, they experience a heightened sense of job fulfillment. This positive work state enhances instructors' satisfaction with the work environment, compensation, leadership support, and colleague relationships.

Conclusion

Research Overview and Conclusions

This study reveals that both the overall job satisfaction and job engagement of instructors at Y university are at a moderately high level, yet significant disparities exist among different groups. Gender exerts a notable influence on job satisfaction, with male instructors displaying a more positive attitude towards job tasks and compensation evaluations, while female instructors demonstrate greater recognition of leadership practices; however, gender differences in job engagement are insignificant. Age significantly impacts job satisfaction, with instructors aged 26-30 and 36-40 reporting higher satisfaction levels, whereas no significant age-related differences are observed in job engagement. Professional title affects both job satisfaction and engagement, with lecturers exhibiting significantly lower satisfaction and engagement levels compared to associate professors and professors, particularly concerning the work environment and physiological engagement. Income does not significantly influence job satisfaction, but high-income groups demonstrate lower engagement levels, reflecting that material rewards are not the sole motivational factor. Although marital status does not significantly affect job satisfaction, it exerts a strong influence on job engagement, with married instructors displaying notably higher emotional and cognitive engagement than their unmarried counterparts. Overall, the college should focus on career support and incentive strategies for lecturers, high-income earners, and unmarried instructors to enhance overall instructor satisfaction and job engagement levels.

Research Limitations

This study has certain limitations. The sample is derived solely from Y university, introducing geographical and institutional constraints that limit the generalizability and representativeness of the findings, making it challenging to comprehensively reflect the job satisfaction and engagement status of instructors in other regions or different types of higher education institutions. This study primarily relies on self-reported questionnaire data, which may introduce subjective biases such as social desirability effects and self-reporting errors, thereby compromising the objectivity and accuracy of the data. Although this study considers basic demographic variables such as gender, age, professional title, income, and marital status, it inadequately explores potential influencing factors such as organizational culture, leadership style, work pressure, and career development opportunities that may affect instructor satisfaction and engagement.

Suggestions and Implementation Strategies

The college should implement differentiated incentive mechanisms to achieve tailored management strategies. It should increase investment in leadership development for female instructors by offering management skills training programs, encouraging their participation in teaching management and decision-making processes, and providing opportunities and resources for career advancement. The college should establish age-stratified support mechanisms to optimize career growth pathways. Specifically designed professional skills training programs for young instructors, such as classroom interaction techniques, psychological counseling, and conflict resolution, should be implemented to enhance their teaching effectiveness and ability to address student issues. The college should devise tiered incentive schemes based on professional titles to construct a hierarchical instructor development system. For teaching assistants and lecturers, the college should optimize their work environment, reduce administrative burdens, and improve teaching resource allocation, such as multimedia classrooms and teaching assistant support, to alleviate work pressure. The college should implement income structure optimization strategies to stimulate work motivation across all income groups. It should scientifically formulate a salary structure that incorporates job responsibilities, workload, and performance evaluations to implement differentiated salary management. The college should establish a marital status care mechanism to enhance psychological support and work-life balance. Furthermore, the college should implement a satisfaction-engagement feedback mechanism to elevate overall organizational effectiveness.

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