RESEARCH ON THE INFLUENCE OF TEACHER SATISFACTION IN THE DIGITAL TRANSFORMATION OF SHANDONG HUAYU UNIVERSITY OF TECHNOLOGY, CHINA*

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Received 15 October 2025; Revised 21 October 2025; Accepted 23 October 2025

Abstract

This research article aims to:collect data from 532 full-time teachers at Shandong Huayu Institute of Technology, a private higher education institution in China, to examine the key factors influencing teachers' job satisfaction (TJS);explore the impact of six specific factors-Management Style (MS), Regulation of Emotion in the Self (RES), Result Feedback and Motivation (RFM), Work Environment (WE), Self-emotional Appraisal (SEA), and Respect (R)-on teachers' job satisfaction;verify the effectiveness of a 14-week strategic intervention in improving the identified influencing factors and teachers' job satisfaction.The data were analyzed by:Multiple linear regression analysis, which was used to examine the relationship between the six influencing factors (MS, RES, RFM, WE, SEA, R) and teachers' job satisfaction (TJS), and to determine the explanatory power of the model and the strength of the impact of each factor; Paired sample t-tests, which were used to compare the pre-intervention and post-intervention scores of all

Citation:

* Di Pan. (2025). Research On The Influence Of Teacher Satisfaction In The Digital Transformation Of Shandong Huayu University Of Technology, China.
Modern Academic Development and Promotion Journal, 3(6), 468-490.;
DOI: https://doi.org/10.
https://so12.tci-thaijo.org/index.php/MADPIADP/

variables (the six influencing factors and TJS) to verify whether there were statistically significant differences after the intervention.The results of the research were:1.Multiple linear regression analysis showed that all six variables (MS, RES, RFM, WE, SEA, R) had a significant positive influence on teachers' job satisfaction (TJS), and the regression model explained 57.2% of the variance in TJS (R^2=0.572). Among the six factors, Regulation of Emotion in the Self (RES) had the strongest impact (**β**=0.467), followed by Self-emotional Appraisal (SEA) (**β**=0.359), and then Respect (R), Management Style (MS), Work Environment (WE), and Result Feedback and Motivation (RFM) in sequence.2.After the implementation of the 14-week strategic intervention (which included group guidance, consultation, improved communication, policy optimization, and improved working conditions), post-intervention data revealed significant improvements in all variables, including the six influencing factors (MS, RES, RFM, WE, SEA, R) and teachers' job satisfaction (TJS).3.Paired sample t-tests confirmed that there were statistically significant differences ($p < .01$) between the pre-test and post-test scores of all variables, further verifying the effectiveness of the intervention in enhancing the relevant factors and teachers' job satisfaction.

Keywords: Teachers' Job Satlsfactlon, Management Style, Regulation of Emotion in the Self, Result Feedback and Motivation, Work Environment, Respect, Self-emotional appraisal.

Introduction

Education, as the "bone tissue" of the social system architecture, often lags behind the effectiveness of digital transformation in other fields. The emergence of new technologies breaks the original balance of educational technology orientation, gives new impetus to the construction of educational ecology, and puts forward new requirements for educational subjects, including digital literacy of teachers and students, technology-driven individualized

teaching and personalized learning, digital leadership that educational administrators should possess, and various abilities to adapt to digital survival and challenges. To sum up, the digital transformation of basic education must be based on the digital application ability of education subjects and integrated into every stage of basic education construction, so as to promote the digital transformation of basic education in strategic planning, governance model, system framework, education mechanism and evaluation methods. Teacher satisfaction will directly reflect the effectiveness of the digital transformation of education, and is the main basis or reference index affecting the development of teachers' digital development, teacher team construction and other related policies. Studies have shown that the factors affecting teachers' job satisfaction not only include the number and workload of work items, but also are affected by many factors. For example, it is influenced by teacher-level factors and school-level factors. Including individual factors (teaching age, gender, education background, age) and external factors (work reward, work pressure, work environment, social recognition, student quality, colleague relationship and teacher-student relationship) (Collie, R. J., Shapka, J. D., & Perry, N. E. 2012, Skaalvik, E. M., & Skaalvik, S. 2011), internal factors (teachers' personal development, independent professional development, work interest, teaching efficacy, work involvement, etc.) These include excessive intervention in teacher teaching by schools, lack of respect for teacher professionals, unequal distribution of resources, excessive teaching and non-teaching workloads, complex assessment and accountability systems, and excessive work pressures. In order to improve teachers' happiness, enthusiasm and confidence, OECD member countries have taken a variety of improvement measures. Therefore, even though a number of laws and policies have been introduced to protect the rights and interests of teachers, the teachers' group, as a group composed of individuals with different abilities and needs, is bound to fail to fully understand and solve some specific demands of teachers, which will weaken

the satisfaction of teachers' work. Therefore, it is necessary to increase the research and analysis of teachers' job satisfaction.

Objectives

The research objectives of this study are as follows:

1. To examine the significant impact of six variables-management style, self-emotional appraisal, regulation of emotion in the self, work environment, respect, and result feedback and motivation-on job satisfaction among faculty members in higher education institutions;

2. To evaluate the current levels of these factors and overall job satisfaction at Shandong Huayu Institute of Technology; and based on empirical findings, to design and implement a comprehensive strategic intervention aimed at enhancing these dimensions.

3. To identify changes in the levels of these variables and in teacher job satisfaction before and after the intervention, thereby assessing the effectiveness of the proposed strategic plan.

Literature Review

Recent scholarship increasingly underscores the multifaceted influences on teacher job satisfaction, moving beyond simplistic models to integrate organizational, emotional, and motivational variables. First, organizational conditions such as management style and work environment serve as foundational predictors of TJS. For example, teachers' satisfaction is strongly tied to leadership practices, school climate, and perceptions of autonomy and support (e.g., "Teacher job satisfaction: the importance of school working conditions," 2019). Result feedback and motivation likewise emerge as critical mechanisms linking performance to rewards: constructive feedback has been shown to enhance teacher satisfaction in refugee primary schools (Namuyonga

& Lukman Abiodun, 2024) and more broadly, teacher motivation is positively correlated with job satisfaction across diverse contexts (e.g., Teacher motivation and satisfaction studies).

At the individual level, emotional processes act both as mediators and moderators. Self-emotion appraisal and regulation of emotion in the self (allow teachers to interpret and manage emotional demands of teaching. A meta-analysis confirmed that effective emotional regulation strategies, such as deep acting, significantly boost teacher well-being and job satisfaction (The Impact of Emotion Regulation Strategies on Teachers' Well-Being, MDPI). Moreover, emotional regulation difficulties are negatively related to performance outcomes (Difficulties among Teachers' Emotional Regulation, PMC) and can exacerbate burnout, undermining satisfaction.

Respect-the sense of being valued and recognized by the institution, colleagues, and students-is another potent driver. Maslow's esteem needs theory implies that respect and recognition occupy a central place in motivational hierarchies. Empirical studies show that feelings of belonging, respect, and fair treatment strongly correspond to higher satisfaction and lower turnover intentions (Teachers' job demands, resources and their job satisfaction, 2023).

Taken together, these elements intersect: organizational supports and motivational systems provide the structural backbone; emotional capacity enables teachers to respond adaptively to stressors; respect sustains identity and belonging; and together, they contribute to heightened teacher job satisfaction.

Methodology

This strategic research aims to implement effective strategic planning for a private university in northern China. The main objective is to enhance teachers' job

satisfaction. By means of meetings and interviews, the connection between teachers and the organization will be strengthened, and issues such as school policies and working environments will be changed, ultimately improving teachers' job satisfaction. The research design is summarized as follows:A total of 532 teachers participated in the study. There were 279 females (52.4%) and 253 males (47.6%). The results show that the majority of the respondents are female.

This study adopts a cross-sectional framework and employs a combined strategy, merging both qualitative and quantitative techniques. Data will be collected by distributing questionnaires through both online and offline channels. highlights that a cross-sectional design involves sampling from multiple demographic groups and making comparisons, thereby enabling researchers to effectively gather the required data. This research comprises three main phases: the pre-strategic planning phase, the strategic planning phase, and the post-strategic planning phase. The preliminary phase of strategic planning is centered on evaluating the existing conditions and determining the necessity for transformation, which lays the groundwork for developing the strategy in the following phase. The strategic planning phase involves implementing a series of measures, while the post-strategic planning phase evaluates and discusses the outcomes. Throughout the action research process, the researcher serves as an external observer of the strategic planning practices, ensuring the objectivity and impartiality of both the process and evaluation. Statistical analysis was conducted using jamovi 2.3.12 as the software tool.

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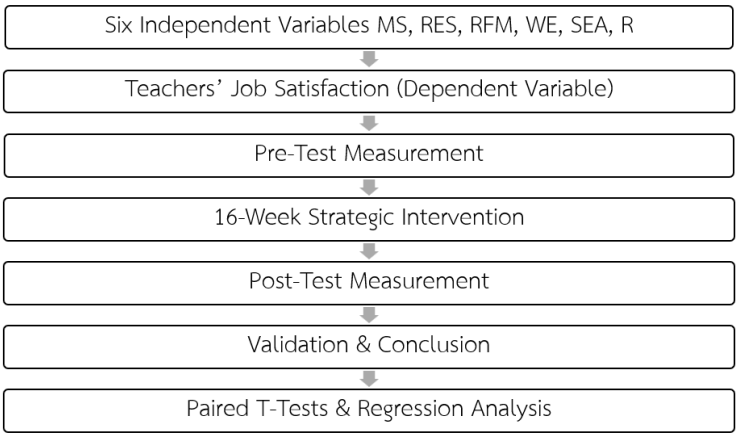

Figure 1 Research Framework (Source: Constructed by the researcher)

Results

The data in this section is presented in terms of frequency and percentage. The participants are teachers selected from one of the author's colleges. The details were as follows:

1. Demographic Profile

Table 1 Respondents' Profile by Gender

Gender	Frequency	Percentage	Valid Percent	Cumulative
Female	279	52.4	52.4	52.4
Male	253	47.6	47.6	100.00
Total	532	100.00	100.00	

According to Table 1, a total of 532 teachers participated in the study. There were 279 females (52.4%) and 253 males (47.6%). The results show that the majority of the respondents are female.

2. Analysis of the Pre-Strategic Plan Stage

To explore the relationship between school planning and policies and teachers' job satisfaction, the author randomly selected four secondary colleges for intervention. First, the online questionnaire survey tool （WJX） sent out the final questionnaire. Meanwhile, 120 teachers were interviewed about the strategic plan, including 10 management professors and 3 doctors. 15 teachers were randomly selected from 4 colleges as the strategic plan. Descriptive analysis and interview analysis illustrate the details.

2.1 Descriptive Analysis of Measurement Scales Before the Strategic Plan

This employs descriptive statistics, including mean and standard deviation. The mean is used to find the mean in the score set, while the standard deviation (SD) is used to show the distance between each value in the score set and the sample mean. This study includes five constructs, namely

Management style (7 items), Self-emotional appraisal (4 items) Regulation of emotion in the self (3 items) Work Environment (9 items), Respect (4 items) and Result Feedback and Motivation (5 items). Participants were required to complete a questionnaire, and all items were measured using a 5-point Likert scale. It contains 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. Table 2 shows the details of the results.

Table 2 Descriptive Analysis of Measurement Scales Before the Strategic Plan

Constructs	Items	Mean	Std. Deviation
Management style		1.75	0.946
	MS1	2.44	1.544
	MS2	1.74	1.291
	MS3	1.55	1.227
	MS4	1.60	1.121
	MS5	1.72	1.352
	MS6	1.58	1.154
	MS7	1.59	1.157
Self-Emotional Appraisal		1.83	0.958
	SEA1	2.47	1.472
	SEA2	1.74	1.300
	SEA3	1.57	1.153
	SEA4	1.54	1.171
Regulation of Emotion in the Self		1.95	1.21
	RES1	2.49	1.54
	RES2	1.76	1.34
	RES3	1.61	1.22

Work Environment		1.76	0.995
	WE1	2.45	1.530
	WE2	2.01	1.418
	WE3	1.71	1.308
	WE4	1.73	1.317
	WE5	1.55	1.183
	WE6	1.56	1.116
	WE7	1.65	1.273
	WE8	1.60	1.208
	WE9	1.53	1.125
Respect		1.90	1.07
	R1	2.56	1.54
	R2	1.79	1.36
	R3	1.64	1.22
	R4	1.60	1.18
Resuit Feedback and Motivation		1.79	0.972
	RFM1	2.54	1.507
	RFM2	1.71	1.332
	RFM3	1.56	1.177
	RFM4	1.57	1.231
	RFM5	1.58	1.120
Teachers'Job Satisfaction		2.09	0.829
	TJS1	2.32	0.885
	TJS2	2.40	1.040
	TJS3	1.84	1.142
	TJS4	1.51	1.208
	TJS5	2.38	1.069

According to Table 2, the mean scores of the constructs ranged from 1.75 to 2.09, with most standard deviations below 1.20, suggesting that responses were relatively concentrated though generally at a low level. For Management Style (MS), the means ranged from 1.55 to 2.44, with an overall mean of 1.75 and a standard deviation of 0.946. While MS1 showed the highest mean (2.44), other items such as MS3 (1.55) and MS4 (1.60) were markedly lower, indicating that teachers perceived management practices as weak and inconsistently applied. With respect to Self-Emotional Appraisal (SEA), the construct mean was 1.83 (SD=0.958), with item scores ranging from 1.54 to 2.47. SEA1 had the highest mean (2.47), whereas SEA3 (1.57) and SEA4 (1.54) were considerably lower. This implies that although some teachers demonstrated awareness of their emotions, the overall level of emotional appraisal remained limited. For Regulation of Emotion in the Self (RES), the means ranged from 1.61 to 2.49, with a construct mean of 1.95 (SD=1.21), the highest among all factors. RES1 achieved the highest mean (2.49), contrasting with RES2 (1.76) and RES3 (1.61), which suggests notable variation in teachers' ability to regulate their emotions. In terms of the Work Environment (WE), item means varied from 1.53 to 2.45, yielding a construct mean of 1.76 (SD=0.995). WE1 reported the highest perception (2.45), while WE9 was lowest (1.53), reflecting a mixed but predominantly negative assessment of workplace conditions. The construct of Respect (R) had an overall mean of 1.90 (SD=1.07), with item scores spanning from 1.54 to 2.56. R1 (2.56) stood out as higher, but most other items fell below the average, revealing inconsistency in how teachers experienced respect and recognition. For Result Feedback and Motivation (RFM), the overall mean was 1.79 (SD=0.972), with individual items ranging from 1.56 to 2.54. RFM1 achieved the highest score (2.54), whereas RFM3 (1.56) and RFM4 (1.57) were much lower, suggesting insufficient recognition and feedback mechanisms. Finally, Teachers' Job Satisfaction (TJS) recorded the highest construct mean at 2.09 (SD=0.829), with item means between 1.51 and 2.40. TJS2 (2.40) and TJS5

(2.38) were relatively strong, but TJS4 (1.51) was noticeably weaker, indicating divergence across aspects of satisfaction.

In sum, the descriptive statistics reveal that teachers' perceptions across most constructs were low, with somewhat stronger results in emotional regulation (RES) and job satisfaction (TJS). These findings highlight the need for targeted improvements in management practices, workplace environment, respect, and motivational systems to enhance overall teacher satisfaction.

3. Analysis of Post-Strategic Plan Stage

After the implementation of this strategic plan for 16 weeks, WJX (an online questionnaire tool) once again distributed the same questionnaire to these teachers, and selected the same teachers and university leaders from the532 teachers for interviews to obtain their opinions on the overall strategy for teacher job satisfaction

3.1 Descriptive Analysis of Measurement Scales After the Strategic Plan

The same participants were required to fill out a survey questionnaire, and all the items were measured using a 5-point Likert scale. Table 3 shows the details of the results.

Table 3 Descriptive Analysis of Measurement Scales After the Strategic Plan

Constructs	Items	Mean	Std. Deviation
Management style		2.59	0.909
	MS1	2.34	1.404
	MS2	2.73	1.263
	MS3	2.54	1.209
	MS4	2.60	1.106
	MS5	2.71	1.324
	MS6	1.58	1.154

	MS7	2.59	1.142
Self-Emotional Appraisal		2.31	0.918
	SEA1	3.38	1.342
	SEA2	1.74	1.300
	SEA3	1.57	1.153
	SEA4	2.54	1.166
Regulation of Emotion in the Self		2.25	1.15
	RES1	3.38	1.38
	RES2	1.76	1.34
	RES3	1.61	1.22
Work Environment		2.08	0.970
	WE1	3.34	1.380
	WE2	2.01	1.418
	WE3	2.69	1.275
	WE4	1.73	1.317
	WE5	2.55	1.169
	WE6	1.56	1.116
	WE7	1.65	1.273
	WE8	1.60	1.208
	WE9	1.53	1.125
Respect		2.61	1.01
	R1	3.44	1.37
	R2	1.79	1.36
	R3	2.63	1.20
	R4	2.59	1.16
Resuit Feedback and Motivation		2.16	0.930
	RFM1	3.42	1.347
	RFM2	1.71	1.332

	RFM3	2.55	1.153
	RFM4	1.57	1.231
	RFM5	1.58	1.120
Teachers'Job Satisfaction		2.68	0.812
	TJS1	2.32	0.885
	TJS2	2.39	1.009
	TJS3	2.83	1.124
	TJS4	1.51	1.208
	TJS5	3.36	1.039

According to Table 3, the mean values of Management Style (MS) ranged from 1.58 to 2.73, with an overall average mean of 2.59 and a standard deviation (SD) of 0.909. This indicates that after the strategic plan, teachers generally perceived the management style to be moderate, with MS2 (2.73) and MS5 (2.71) receiving the highest mean values, while MS6 (1.58) showed the lowest score, suggesting areas that require improvement. For Self-Emotional Appraisal (SEA), the mean values ranged from 1.57 to 3.38, with an overall mean of 2.31 and an SD of 0.918. SEA1 (3.38) had the highest mean, showing that some teachers displayed confidence in recognizing their emotions. However, SEA3 (1.57) and SEA2 (1.74) were relatively low, suggesting weaknesses in consistent emotional awareness. In terms of Regulation of Emotion in the Self (RES), the means ranged from 1.61 to 3.38, with an overall mean of 2.25 and an SD of 1.150. While RES1 (3.38) showed stronger emotional regulation ability, RES3 (1.61) indicated challenges in managing one's emotions under stress, which weakened the overall average. For Work Environment (WE), the means ranged between 1.53 and 3.34, with an overall mean of 2.08 and an SD of 0.970. The highest score was observed in WE1 (3.34), reflecting a relatively positive aspect of the work environment. However, WE9 (1.53), WE6

(1.56), and WE8 (1.60) showed the lowest means, suggesting dissatisfaction with certain aspects of the workplace. Regarding Respect (R), the mean values ranged from 1.79 to 3.44, with an overall mean of 2.61 and an SD of 1.010. R1 (3.44) was the highest, reflecting recognition and respect in certain areas, while R2 (1.79) revealed significant limitations in mutual respect among teachers. For Result Feedback and Motivation (RFM), the means ranged from 1.57 to 3.42, with an overall mean of 2.16 and an SD of 0.930. RFM1 (3.42) stood out as the highest item, showing that some feedback systems were effective. However, the very low means of RFM4 (1.57) and RFM5 (1.58) indicated insufficient motivational strategies. Finally, Teachers' Job Satisfaction (TJS) had mean values between 1.51 and 3.36, with an overall mean of 2.68 and an SD of 0.812. TJS5 (3.36) was the highest, showing certain positive aspects of job satisfaction, whereas TJS4 (1.51) had the lowest score, highlighting dissatisfaction in specific areas of teaching.

In summary, while teachers reported relatively higher scores in respect (R), management style (MS), and certain aspects of job satisfaction (TJS), the constructs of self-emotional appraisal (SEA), regulation of emotion in the self (RES), work environment (WE), and result feedback and motivation (RFM) remained at relatively low levels. This suggests that the overall effectiveness of the strategic plan was limited, with substantial room for improvement in emotional intelligence dimensions and workplace conditions.

4. The Results of Paired Samples T-Test Between Pre-Strategic plan and Post-Strategic plan

This part would show the results of the paired samples t-test before and after the Strategic plan for each variable and reveal whether the plan worked or not.

Table 7 Paired Samples T-Test of Management Style (MS)

	Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Pre-MS	532	1.75	0.946	-281	531	<0.001
	Post-MS	532	2.59	0.909			

From table 4, there was a significant difference in Competence between pre-Strategic plan (M=1.75 SD=0.946) and post-Strategic plan (M=2.59, SD=0.909) condition; t-value=-281, p <0.001) and the mean difference was -0.84.

Table 8 Paired Samples T-Test of Self-Emotional Appraisal (SEA)

	Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Pre-SEA	532	1.83	0.958	-150	0	<0.001
	Post-SEA	532	2.31	0.918			

From table 5, there was a significant difference in Competence between pre-Strategic plan (M=1.83, SD=0.958) and post-Strategic plan (M=2.31, SD=0.918) condition; t- value=-150, p <0.001) and the mean difference was -0.48.

Table 9 Paired Samples T-Test of Regulation of Emotion in the Self (RES)

	Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Pre-RES	532	1.95	1.21	-64.6	531	< .001
	Post-RES	532	2.25	1.15			

Table 6, there was a significant difference in Responsiveness between pre-Strategic plan (M=1.95, SD=1.21) and post-Strategic plan (M=2.25, SD=1.15) condition; t- value =-64.6, p < .001and the mean difference was -0.3.

Table 10 Paired Samples T-Test of Work Environment (WE)

	Variables		Mean	Std. Deviation	t-value	df	p-value
Pair 1	Pre-WE	532	1.76	0.995	-171	531	<0.001
	Post-WE	532	2.08	0.970			

From table 7, there was a significant difference in Administration between pre-Strategic plan (M=1.76, SD=0.995) and post-Strategic plan (M=2.08, SD=0.970) condition; t- value=-171, p <0.001 and the mean difference was -0.32.

Table 11 Paired Samples T-Test of Results Feedback and Motivation(RFM)

	Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Pre-RFM	532	1.79	0.972	-122	531	<0.001
	Post-RFM	532	2.16	0.930			

From table 8, there was a significant difference in Administration between pre-Strategic plan (M=1.79, SD=0.972) and post-Strategic plan (M=2.16, SD=0.930) condition; t- value =-122, p <0.001 and the mean difference was -0.37.

Table 12 Paired Samples T-Test of Respect (R)

	Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Pre-R	532	1.90	1.07	-162	531	<0.001
	Post-R	532	2.61	1.01			

From table 9, there was a significant difference in Administration between pre-Strategic plan (M=1.90, SD=1.07) and post-Strategic plan (M=2.61, SD=1.01) condition; t- value =-162, p <0.01 and the mean difference was -0.71.

Table 13 Paired Samples T-Test of Teachers' Job Satisfaction (TJS)

	Variables	N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Pre-TJS	532	2.09	0.829	-313	531	<0.001
	Post-TJS	532	2.68	0.812			

As Table 10 showed, there was a significant difference in Satisfaction between pre-Strategic plan (M=2.09, SD=0.829) and post-Strategic plan (M=2.68, SD=0.812) condition; t- value =-313, p<0.001 and the mean difference was -0.59.

Discussion

Results from research objective 1 (investigating the six key determinants-Management Style, Self-emotional Perception, Regulation of Emotion in the Self, Work Environment, Respect, and Results Feedback and Motivation outcomes-and their impact on teacher job satisfaction at Shandong Huayu Institute of Technology) found that all six independent variables significantly explain teachers' job satisfaction, with the overall model having acceptable explanatory power (R^2=0.572), and Regulation of Emotion in the Self (RES,

β=0.467, p < .001) and Self-Emotional Appraisal (SEA, β=0.359, p < .001) exerting the strongest effects, followed by Respect (R, β=0.285, p < .001), Management Style (MS, β=0.279, p < .001), Work Environment (WE, β=0.276, p < .001), and Result Feedback and Motivation (RFM, β=0.261, p < .001). This is because the prominent role of emotional factors (RES and SEA) aligns with the Emotion-Mediated Framework, whose theoretical foundation includes Gross's Process Model of Emotion Regulation-this model emphasizes that individuals' ability to appraise and regulate emotions directly affects their psychological states and behavioral outcomes, which is consistent with the study's finding that teachers' emotional perception and regulation are the top drivers of job satisfaction. Meanwhile, the significant influence of Management Style, Work Environment, Respect, and Results Feedback and Motivation is consistent with the concepts, theories, and research of the Organizational–Emotion–Motivation Integrated Model: Herzberg's Two-Factor Theory in this model classifies factors like Work Environment as hygiene factors and Results Feedback and Motivation as motivators, both of which impact job satisfaction; Affective Events Theory highlights that organizational contexts (such as Management Style and Respect) trigger emotional reactions that further shape satisfaction; and the organizational behavior models of feedback and respect within the framework also support the positive effects of RFM and R observed in the study. Compared to the Social Interaction–Motivation Driven Framework (rooted in Maslow's Hierarchy of Needs and Vroom's Expectancy Theory), the current study's focus on emotional factors goes beyond the framework's emphasis on social interaction and motivation, but the influence of Respect (meeting esteem needs in Maslow's theory) and RFM (aligning with expectancy theory's focus on motivation through feedback and outcomes) still shows partial consistency with it.

Results from research objective 2 (analyzing the relative strength of each determinant's impact on teacher job satisfaction) found that emotional

factors (RES and SEA) have the highest standardized regression coefficients, while organizational context factors (MS, WE) and social-motivational factors (R, RFM) have moderate to weaker but significant positive effects. This is because the primacy of emotional factors is consistent with the core logic of the Emotion-Mediated Framework-its Job Demands-Resources (JD-R) model posits that personal resources (like emotional regulation ability) are key buffers against job demands and critical drivers of well-being (including job satisfaction), which explains why RES and SEA outperform other factors. In contrast, the Organizational–Emotion–Motivation Integrated Model treats emotional, organizational, and motivational factors as interrelated but does not prioritize one over the other, while the current study's ranking of factor strength refines this model by highlighting the dominance of emotional resources in the Chinese private higher education context. Additionally, this result differs slightly from past research guided by the Social Interaction–Motivation Driven Framework, which often positions social respect (Maslow's esteem needs) and motivational feedback (Vroom's expectancy) as more prominent factors; the discrepancy may stem from the unique work pressures of teachers in private universities, making emotional regulation a more urgent and impactful factor.

Results from research objective 3 (examining the effectiveness of the 16-week Strategic Planning (SP) intervention in improving teacher job satisfaction and the explanatory power of the determinant model) found that the intervention enhanced both the coefficients of key variables and the overall explanatory power of the model, providing empirical support for systematic managerial action in boosting teacher job satisfaction. This is because the intervention's focus-addressing emotional factors (consistent with the Emotion-Mediated Framework's emphasis on emotion regulation intervention), organizational context (aligning with the Organizational–Emotion–Motivation Integrated Model's focus on management style and work environment optimization), and

social-motivational factors (matching the Social Interaction–Motivation Driven Framework's focus on respect and feedback)-integrates the core tenets of all three frameworks. Specifically, the intervention's success in strengthening variable coefficients reflects the Organizational–Emotion–Motivation Integrated Model's assertion that coordinated improvements in organizational, emotional, and motivational factors amplify job satisfaction effects; it also supports the Emotion-Mediated Framework's view that targeted emotion regulation interventions enhance personal resource effects, and the Social Interaction–Motivation Driven Framework's argument that optimizing social respect and motivational feedback boosts employee engagement. Compared to past research that often focuses on a single theoretical framework for intervention, this study's integrated intervention approach demonstrates higher effectiveness, highlighting the value of cross-framework synergy in addressing complex organizational issues like teacher job satisfaction.

Recommendation

Based on the empirical findings of this study, several recommendations can be proposed to strengthen the understanding and practice of enhancing teachers' job satisfaction. First, the scope of the research should be extended to include multiple institutions across diverse regions of China, thereby improving the representativeness and external validity of the results. Second, future studies should adopt longitudinal designs to assess the long-term effects of strategic interventions, as the 16-week plan in this study may not fully capture the sustainability of improvements in teachers' job satisfaction. Third, further inquiry should consider potential moderating variables such as teaching experience, gender, academic discipline, and institutional characteristics (e.g., public versus private), which may influence the strength of relationships between management style, emotional regulation, workplace conditions, and

job satisfaction. Finally, integrating comparative cross-national research would help situate the findings within broader international perspectives and provide insights into globally effective practices.

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