



ISSN: 2222-4955 (Print)
ISSN: 2222-4963 (Online)
CODEN: AMSDFK

Advanced Management Science (AMS)

DOI: <http://doi.org/10.7508/ams.02.2022.61.69>



ARTICLE

FACTORS AFFECTING JOB SATISFACTION OF UNIVERSITY TEACHERS: AN APPLICATION OF HERZBERG'S TWO-FACTOR THEORY

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ARTICLE DETAILS

ABSTRACT

Article History:

Received 23 July 2022
Accepted 7 September 2022
Available online 13 September 2022

In China, forty percent of teachers said that they would probably or definitely leave teaching for another employment if the opportunity occurred. The current study aims to examine the factors affecting job satisfaction with university teachers based on an application of Herzberg's Two-Factor Theory. The independent variables of the current study are Hygiene factors (Compensation, Supervision, Interpersonal, Policy and Administration, Working Conditions) and Motivation factors (Achievement, Advancement, Work Itself, Recognition and Responsibility); while the dependent variable is job satisfaction. In this study, the researcher used Quantitative method and 150 university teachers as samples in Henan Province, China. Descriptive analysis and linear regression used for data analysis. The findings of the current study revealed that all of the motivation factors have significant relationship with job satisfaction; All hygiene factors except for interpersonal have significant relationship between job satisfaction. And also, females have better job satisfaction compared to males. Future studies are suggested to study the similar framework of the current studying in different provinces to examine its replicability.

KEYWORDS

Herzberg's Two-Factor Theory; Hygiene Factors; Motivation Factors; Job Satisfaction

1. INTRODUCTION

1.1 Research background

A university's effectiveness is determined by the caliber of its professors. Nearly all professional professions need a college education [1]. Higher education is critical to a country's socioeconomic progress. Today's rapid advancement of technology and changing environment has urged countries to become more adaptable to the coming trends to deal with the difficulties of the globalized world. A qualified higher education has become critical to a country's development and prosperity. Countries that devote more attention to higher education, implement structural and technical changes, and constantly apply their resources to the demands of higher education have risen to prominence in the globalized world. A country that is well-equipped and well-facilitated with high-quality institutions and an abundance of innovative, bright academic personnel will undoubtedly be a market leader in innovation [1]. Job satisfaction from academic staff is critical to achieving that particular characteristic of high-quality education and innovative academic workforce, and its various dimensions should be investigated because employee satisfaction has a significant impact on individual and organizational productivity and performance, as well as on organizational productivity and performance. One of the most critical components of teaching is motivation. Teachers not only listen to their pupils, but also coach and guide them. They are capable of assisting pupils in developing academic objectives and are committed to seeing them through. Teachers are patient with their pupils and understand when an idea does not sink

in. Teachers perform what they do out of a desire to assist others. They are not teaching for recognition or a paycheck, but out of a passion for children and education. The belief in the power of education and the need of providing excellent role models for children inspires many teachers, who then go on to teach as a consequence of their convictions. They have remained steadfast in their dedication to the education.

1.2 Problem statement

According to Liu and Onwuegbuzie, (2012), 40.4% of teachers said that they would probably or definitely leave teaching for another employment if the opportunity occurred in China [2]. The survey discovered that the causes for China teachers' desire to leave to include a high degree of stress, a low wage, insufficient breaks and vacations, a severe workload, and student conduct. There is always a need to search for the factors that is affecting the university teachers to satisfy their job in terms of staying productive and maintaining the education in high quality. Indeed, Herzberg's theory is sometimes referred to as the motivation-hygiene or dual-factor theory. Herzberg classified motivation into Motivators and Hygiene. "Motivators" foster a favorable attitude to one's job, as a result of job content components such as Achievement, Responsibility, Recognition, Advancement, and Work itself [1]. While "hygiene" may not promote a good attitude to work, it does mitigate the degree of discontent experienced by individuals. "Hygiene" is defined as a contextual aspect in the workplace, including working conditions, compensation, interpersonal relationships, policy administration, and supervision. Sometimes referred to as extrinsic employment factors.

1.3 Research objectives

1) To determine the hygiene factors of Herzberg's Two-Factor Theory that are affecting the job satisfaction from university teachers; 2) To determine the motivation factors of Herzberg's Two-Factor Theory that is affecting the job satisfaction in university teachers. 3) To determine the differences in job satisfaction with males and females from university teachers.

1.4 Research questions

1)Is there an effect of hygiene factors of Herzberg's Two-Factor Theory on the job satisfaction from university teachers? 2) Is there an effect of motivation factors of Herzberg's Two-Factor Theory on the job satisfaction from university teachers? 3)Is there a difference in job satisfaction with males and females from university teachers?

2. LITERATURE REVIEW

2.1 Job satisfaction

According to the definition, job satisfaction is defined as a positive emotional state resulting from an appraisal of one's employment or work experience [3]. According to Thant and Chang (2021), when nations with similar social, political, cultural and economic settings have the same links between work satisfaction and its determinants, the correlations between job satisfaction and its determinants are the same [3]. Job satisfaction, according to Duan et al., (2019), is described as "an emotional condition associated with the good or negative judgement of job experiences." [4]. Employment satisfaction, according to Iqbal et al., (2017), is defined as "the amount to which an employee exhibits a favorable orientation towards his or her job" [5]. Evans, (2010) conducted an investigation of work happiness among academic employees at nine China's universities and discovered that the professors exhibit a basic level of job satisfaction [6]. Academics, on the other hand, express significant levels of discontent with their pay. Furthermore, this survey discovered that professors are happy with the teaching and research services and facilities provided. Szromek and Wolniak, (2020) used Herzberg's two-factor theory to assess the work satisfaction with college faculty members of a research study [7]. Among academic staff, salary, fringe benefits, administrative features, and collegial association are the most significant sources of job dissatisfaction, which is consistent with Herzberg's Notion of Job Satisfaction. Blezek conducted an investigation into the elements that influence works satisfaction with academic employees, in which he looked at the Herzberg definition of job satisfaction [3]. He specifically not that faculty professors are more satisfied with the motivational components of their jobs than they are with the hygienic elements of their jobs. In another study, as a consequence of the findings, policy and compensation are the most important sources of job happiness, whereas working circumstances and interpersonal connections are the most important drivers of job discontent.

2.2 Herzberg's two-factor theory

Ogunnaik et al., (2017) states that the history of Frederick Herzberg emphasis two factor theories, and that the motivation and hygiene factors resulted in the development of "maintenance factors." [8]. Herzberg stated that job enrichment is vital for intrinsic motivation and that it is a process that should be carried out on a constant basis. Following Herzberg's research, he divided aspects of motivation into two categories: motivators and hygiene factors. In accordance with Herzberg's two-factor theory of motivation, the motivator factors generate positive orientation toward one's employment, which arises from content components of the job such as accomplishments and responsibilities as well as recognition, advancement, and the actual work [9].

Under Maslow's proposed pyramid of requirements, the lower want must be addressed before the higher needs may be satisfied. To put it another way, this notion may be compared to the idea that cleanliness elements must be present in order for motivating factors to form, which in turn helps to minimise work unhappiness [10]. When it comes to employee satisfaction research, Herzberg's two-factor theory is commonly employed, however it has been used largely in other industries and for occupational groups other than health care

professionals. Examples include Ruthankoon and Ogunlana's study of Herzberg's two-factor theory, which led them to the conclusion that various hygiene and incentive components are significant in different tasks in the Thai construction sector, as evidenced by their results [10]. According to the data, these traits were found to be a major mediator of work satisfaction with workers of insurance companies.

2.3 Conceptual framework

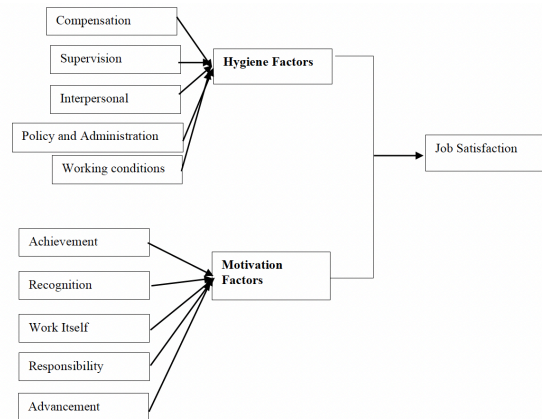


Figure 1: Conceptual Framework

2.4 Hypotheses

1)There is significant relationship between hygiene factors of Herzberg's Two-Factor Theory that are affecting the job satisfaction from university teachers. 2)There is significant relationship between motivation factors of Herzberg's Two-Factor Theory that are affecting the job satisfaction from university teachers. 3)There is a difference in job satisfaction with males and females from university teachers?

3. RESEARCH METHODOLOGY

3.1 Quantitative study

The current study is adopted Quantitative Method. It is the process of collecting and assessing numerical data that is known as quantitative research. In order to discover patterns and trends, make predictions, analyze causal linkages, and generalize results of larger populations, it is necessary to apply statistical methods.

3.2 Samples

Henan Province has the largest number of full teachers in China, which there are 123.98 thousands of teachers are there [11]. This study planed 150 samples in total. Based on the calculated by using Gpower, it has shown the sample size that are needed in this study will be 129, because the researcher needs to consider the outliers or any other issue, therefore this study included 150 respondents as samples.

Output Parameters	
Noncentrality parameter λ	19.3500000
Critical F	2.4447662
Numerator df	4
Denominator df	124
Total sample size	129
Actual power	0.9505747

Figure 2: Sample Size Calculation

3.3 Data collection

The data collection of the current study used the questionnaires. The questionnaires consisted the scales for the hygiene factors, motivation factors, and also the job satisfaction scale. All this used Likert scale for

collecting the numeric data and analyzed in further section.

3.4 Data analysis

The regression model used for the data analysis part of the work. When it comes to explaining relationships between variables, regression models are employed. Regression models are used to detect associations between variables by fitting a line to the observed data. The use of regression analysis may be used to estimate how a dependent variable changes when the independent factors change in a situation. It is a strategy for investigating the link between two or more independent variables and a single dependent variable, which the present study met all of the criteria for in this instance. Indeed, it is applied to analyze the first two hypotheses which are 'There is significant relationship between hygiene factors of Herzberg's Two-Factor Theory that are affecting the job satisfaction in university teachers' and 'There is significant relationship between motivation factors of Herzberg's Two-Factor Theory that are affecting the job satisfaction in university teachers. Also, independent t-test has been used for testing the hypothesis of 'There are significant differences in job satisfaction between males and females of university teachers.

4. RESEARCH RESULTS

4.1 Information of respondents

The current study has included 150 respondents, which they have different characteristics. The demographic characteristics of the respondents are:

Based on the Table 1 and Figure 3, it is clearly seen that there are 75

Table 1: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Males	75	50.0	50.0	50.0
Valid Females	75	50.0	50.0	100.0
Total	150	100.0	100.0	-

Table 2: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
21-30 years old	23	15.3	15.3	15.3
31-40 years old	68	45.3	45.3	60.7
Valid 41- 50 years old	47	31.3	31.3	92.0
51-60 years old	12	8.0	8.0	100.0
Total	150	100.0	100.0	-

Table 3: Monthly Income

	Frequency	Percent	Valid Percent	Cumulative Percent
3,001 RMB-5,000 RMB	11	7.3	7.3	7.3
5,001 RMB - 7,000 RMB	53	35.3	35.3	42.7
Valid 7,001 RMB-9,000RMB	59	39.3	39.3	82.0
9,001 RMB and above	27	18.0	18.0	100.0
Total	150	100.0	100.0	-

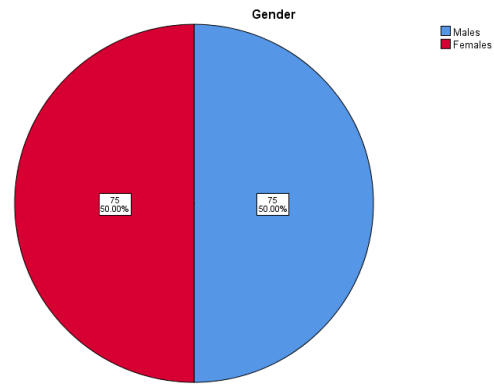


Figure 3: Gender

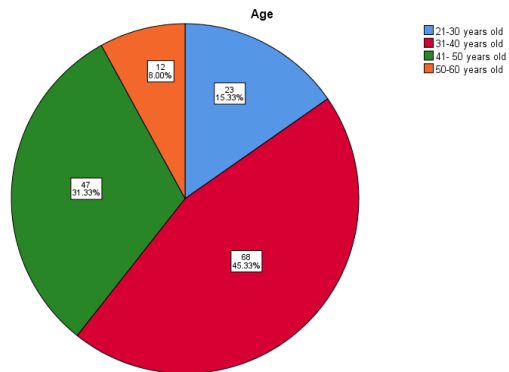


Figure 4: Age

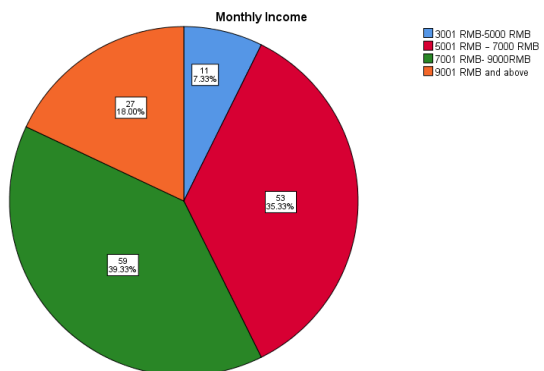


Figure 5: Monthly Income

respondents (50%) are males and 75 respondents (50%) are females.

According to Table 2 and Figure 4, there are 23 respondents are from age range of 21 to 30 years old, 68 respondents are from age range of 31 to 40 years old, 47 respondents are from age range of 41 to 50 years old, and 12 respondents are from age range of 51 to 60 years old. The respondents in this study are mainly from the age range of 31 years old to 40 years old (45.3%) and 41 years old to 50 years old (31.3%). This implies that more than 70 % of them are Generations X and Generation Y. In fact, different age range of workers would have different motivation factors.

According to Table 3 and Figure 5, there are 11 respondents are receiving between 3,001 RMB and 5,000RMB as their monthly income (7.33%), 53 respondents are receiving between 5,001 RMB and 7,000RMB as their monthly income (35.33%), 59 respondents are receiving between 7,001 RMB and 9000RMB as their monthly income (39.33%), and 27 respondents are receiving 9,000 RMB and above for their monthly income (18%). This implies that most of the people are having their monthly income range higher than 5,000 RMB but lower than 9,000 RMB.

According to Table 4 and Figure 6, there are 82 respondents (54.67%), which exceed half of them are married, while 48 respondents (32%) are

Table 4: Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	48	32.0	32.0	32.0
Married	82	54.7	54.7	86.7
Divorce	18	12.0	12.0	98.7
Separated	1	0.7	0.7	99.3
Widowed	1	0.7	0.7	100.0
Total	150	100.0	100.0	-

Table 5: Respondents' Working Location

Are you teachers in university in Henan?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	150	100.0	100.0	100.0

Table 6: Working Experiences

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 year below	33	22.0	22.0	22.0
1-3 years	68	45.3	45.3	67.3
4-6 years	31	20.7	20.7	88.0
7 years and above	18	12.0	12.0	100.0
Total	150	100.0	100.0	-

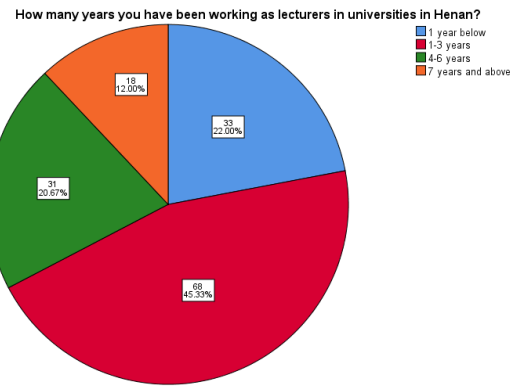


Figure 8: Working Experiences

single, 18 (12%) of them are divorce and only 1 of them is separated (0.67%) and 1 of them is widowed (0.67%).

According to Table 5 and Figure 7, based on the sampling criteria, this study included the teachers from universities in Henan to understand their motivation. Hence, the respondents that are included in this study are 100 percent, which 150 of them are teachers from universities in Henan. This means none of them are excluded because of the mismatch of this sampling criteria. How many years you have been working as teacher from universities in Henan?

According to Table 6 and Figure 8, as per all of the respondents are teachers from universities in China, it's imperative to understand the years of them working as teachers from universities in China. Based on the table and chart above, 45.33% of the respondents have been working within 1 to 3 years, followed by 20.67% of the respondents have been working within 4 to 6 years, 22% of the respondents have been working as lecturer 1 year and below, and only 12% of them have been working as teachers from universities in Henan 7 years and above.

4.2 Data analysis for RQ1 & RQ2

4.2.1 Correlations

Pearson R is used for understanding the correlation relationship between the variables. In this part, the variables, hygiene factors, motivation factors and job satisfaction are tested by running Pearson R. Essentially, if the p value of the results by running Pearson R is lower than 0.05, it means that the variables are correlated. Based on the correlation Table 8- Table 10 above, the independent variable, hygiene factors are correlated with the dependent variable, job satisfaction as the P value that are shown is $P < 0.05$. And also, the independent variable, motivation factors is also correlated with the dependent variable, job satisfaction as the p value that are shown is $P < 0.05$. Essentially, hygiene factors and motivation factors could have categorized into different elements, hence, this study has also run Pearson R for understanding each element of them and its correlation relationship with the dependent variable, job satisfaction.

4.2.2 Motivation factors

Motivation factors could be categorized into Achievement, Advancement, Work Itself, Recognition and Responsibility. Based on the table above, all of the elements of the motivation factors are correlated to job satisfaction because all of the P-value are not exceed the threshold of 0.05.

4.2.3 Hygiene factors

Hygiene factors could be categorized into Compensation, Supervision, Interpersonal, Policy and Administration, and Working Conditions. Based on the Table 11-Table 13 above, all of the elements of the hygiene factors are correlated to job satisfaction because all of the p-value are not exceeding the threshold of 0.05.

4.2.4 Linear regression

As per the rule of thumb of the linear regression, if the P - value is

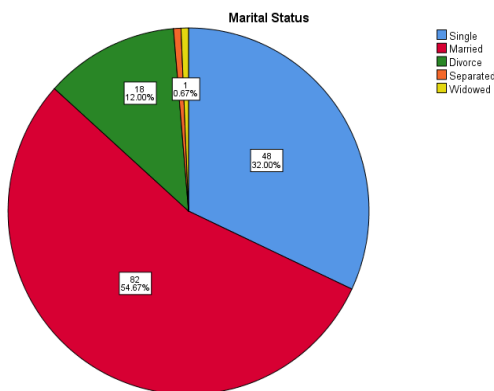


Figure 6: Marital Status

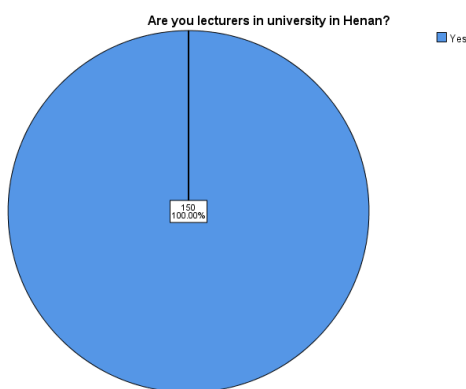


Figure 7: Respondents' Working Location

Table 7: Correlation (motivation factors, hygiene factors & job satisfaction)

		Motivation Factors	Hygiene Factors	Job Satisfaction
Motivation Factors	Pearson Correlation	1	0.871**	0.812**
	Sig. (2-tailed)		0.000	0.000
	N	150	150	150
Hygiene Factors	Pearson Correlation	0.871**	1	0.782**
	Sig. (2-tailed)	0.000	-	0.000
	N	150	150	150
Job Satisfaction	Pearson Correlation	0.812**	0.782**	1
	Sig. (2-tailed)	0.000	0.000	-
	N	150	150	150

Table 8: Correlation between Each Components of Motivation Factors & Job Satisfaction

		Achievement	Advancement	Work Itself	Recognition	Responsibility	Job Satisfaction
Achievement	Pearson Correlation	1	0.588**	.649**	0.554**	0.582**	0.641**
	Sig. (2-tailed)	-	0.000	0.000	0.000	0.000	0.000
	N	150	150	150	150	150	150

Table 9: Correlation between Each Components of Motivation Factors & Job Satisfaction

		Achievement	Advancement	Work Itself	Recognition	Responsibility	Job Satisfaction
Advancement	Pearson Correlation	0.588**	1	0.649**	0.655**	0.634**	0.699**
	Sig. (2-tailed)	.000	-	0.000	0.000	0.000	0.000
	N	150	150	150	150	150	150
Work Itself	Pearson Correlation	0.649**	0.649**	1	0.641**	0.566**	0.679**
	Sig. (2-tailed)	0.000	0.000	-	0.000	0.000	0.000
	N	150	150	150	150	150	150
Recognition	Pearson Correlation	0.554**	0.655**	0.641**	1	0.491**	0.674**
	Sig. (2-tailed)	0.000	0.000	0.000	-	0.000	0.000
	N	150	150	150	150	150	150
Responsibility	Pearson Correlation	0.582**	0.634**	0.566**	0.491**	1	0.655**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	-	0.000
	N	150	150	150	150	150	150
Job Satisfaction	Pearson Correlation	0.641**	0.699**	0.679**	0.674**	0.655**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	-
	N	150	150	150	150	150	150

equal to or smaller than 0.05, it could be considered as the independent variable has significant relationship to the dependent variable. Based on the Table 14-Table 16 above, hygiene factor is significant related with job satisfaction, $P = 0.001$; while motivation factors have a significant relationship with job satisfaction, $P < 0.001$. Hence, each of the element of the hygiene factors and motivation factors are examined with the job satisfaction as per following statistics.

4.2.5 Motivation factors

Motivation factors could be categorized into Achievement, Advancement, Work Itself, Recognition and Responsibility. Based on the Table 17-Table 19 above, achievement is significant related to job satisfaction, $P = 0.037$;

advancement is significant related to job satisfaction, $P = 0.010$; work itself is significant related to job satisfaction, $P = 0.023$; recognition is significant related to job satisfaction, $P = 0.001$; and responsibility is significant related to job satisfaction, $P = 0.001$.

4.2.6 Regression of hygiene factors

Hygiene factors could be categorized into Compensation, Supervision, Interpersonal, Policy and Administration, and Working Conditions. Based on the Table 20-Table 21 above, compensation is significant related to job satisfaction, $P = 0.009$; supervision is significant related to job satisfaction, $P < 0.001$, interpersonal is not significant related to job satisfaction, $P = 0.243$; policy and administration is significant related to

Table 10: Correlation between Each Components of Hygiene Factors & Job Satisfaction

		Compensation	Supervision	Interpersonal	Policy and Administration	Working Conditions	Job Satisfaction
Compensation	Pearson Correlation	1	0.518**	0.376**	0.423**	0.615**	0.615**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000
	N	150	150	150	150	150	150
Supervision	Pearson Correlation	.518**	1	0.403**	0.405**	0.526**	0.621**
	Sig. (2-tailed)	0.000	-	0.000	0.000	0.000	0.000
	N	150	150	150	150	150	150
Interpersonal	Pearson Correlation	0.376**	0.403**	1	0.464**	0.491**	0.484**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000
	N	150	150	150	150	150	150
Policy and Administration	Pearson Correlation	0.423**	0.405**	0.464**	1	0.547**	0.560**
	Sig. (2-tailed)	0.000	0.000	0.000	-	0.000	0.000
	N	150	150	150	150	150	150
Working Conditions	Pearson Correlation	0.615**	0.526**	0.491**	0.547**	1	0.708**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	-	0.000
	N	150	150	150	150	150	150
Job Satisfaction	Pearson Correlation	0.615**	0.621**	0.484**	0.560**	0.708**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	-
	N	150	150	150	150	150	150

Table 11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.826a	0.682	0.678	1.73899

Table 12: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	954.501	2	477.251	157.817	0.000b
	Residual	444.539	147	3.024	-	-
	Total	1399.040	149		-	-

Table 13: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.938	0.814	-	2.382	0.019
	Hygiene Factors	0.147	0.044	0.313	3.311	0.001
	Motivation Factors	0.204	0.036	0.539	5.704	0.000

Table 14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.813a	0.661	0.649	1.81440

Table 15: ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	924.987	5	184.997	56.195	0.000 ^b
	Residual	474.053	144	3.292	-	-
	Total	1399.040	149	-	-	-

Table 16: Coefficients

	Model B	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Std. Error	Beta			
1	(Constant)	2.160	0.930	-	2.323	0.022
	Achievement	0.241	0.114	0.146	2.103	0.037
	Advancement	0.338	0.130	0.199	2.609	0.010
	Work Itself	0.246	0.108	0.171	2.292	0.023
	Recognition	0.373	0.108	0.242	3.458	0.001
	Responsibility	0.346	0.102	0.228	3.398	0.001

Table 17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.796 ^a	0.634	0.622	1.88511

Table 18: ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	887.315	5	177.463	49.938	0.000 ^b
	Residual	511.725	144	3.554	-	-
	Total	1399.040	149	-	-	-

Table 19: Coefficients

	Model B	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Std. Error	Beta			
1	(Constant)	3.995	0.821	-	4.864	0.000
	Compensation	0.320	0.121	0.178	2.657	0.009
	Supervision	0.501	0.124	0.255	4.045	0.000
	Interpersonal	0.126	0.107	0.071	1.172	0.243
	Policy and Administration	0.276	0.107	0.162	2.574	0.011
	Working Conditions	0.596	0.129	0.340	4.626	0.000

Table 20: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
JS_M	75	10.00	18.00	13.5333	1.71900
JS_F	75	14.00	22.00	18.6267	1.67472
Valid N (listwise)	75	-	-	-	-

job satisfaction, $P = 0.011$, and working conditions is significant related to job satisfaction, $P < 0.001$.

4.3 Data analysis for RQ3 - independent T-test

Based upon the mean score of the job satisfaction among males and

female teachers, it could be seen that females scored total mean of 18.6 for all five questions and males scored total mean of 13.5 for all five questions. This implies that each question of female teachers is scored average of 3.72 while male teachers are scored average mean of 2.7 for each question. In other word, the mean score showed that females are more satisfied to their job compared to the males in this study.

Table 21: Independent Samples Test

F		Levene's Test for Equality of Variances			t-test for Equality of Means					
		Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Job Satisfaction	Equal variances assumed	0.069	0.793	-18.380	148	0.000	-5.09333	0.27712	-5.64096	-4.54571
	Equal variances not assumed			-18.380	147.899	0.000	-5.09333	0.27712	-5.64096	-4.54571

Independent t-test with p-value smaller than the significance level, 0.05 is considered as significant. Hence, the study revealed that males and females have a significant difference in job satisfaction because the p-value is $P < 0.001$.

5. DISCUSSION AND CONCLUSION

5.1 Introduction

The findings of the current study are revealed that all of the motivation factors have significant relationship with job satisfaction; all hygiene factors excepted for interpersonal have significant relationship with job satisfaction. Also, females have a better job satisfaction compared to males.

5.2 Discussion

The reason for the interpersonal from the hygiene factors is not significant towards job satisfaction could be because of the context of Covid-19. During the pandemic, China has announced to follow the Zero Policy to deal with it and this makes most of the education to shift online, no matter teachers or students. In fact, during the online education, the frequency of the communication between the teachers are lower, which led to a poor interpersonal issue. In other word, the interpersonal could not be applied in role to job satisfaction is explained by the new context of Covid-19. A pandemic has been declared by the WHO in the wake of the COVID-19 outbreak. Since then, the pandemic has had a significant impact on the social life of the world's people. The number of human contacts has been severely regulated by government laws in the vast majority of cultures, reducing the frequency of social connections and face-to-face interpersonal contacts at work and in leisure. It is probable that the basic human urge for social belonging has been impaired as a result of the widespread social alienation induced by the COVID-19, increasing the likelihood of loneliness. For example, over 36% of British respondents reported feeling lonely occasionally or frequently during COVID-19, while loneliness climbed dramatically. Additionally, in general, and particularly adults, reported higher levels of loneliness during COVID-19.

Additionally, females would experience greater job satisfaction than males. On average, women are more satisfied with their jobs than males. A significant piece of research by Clark, (1997) indicates that the gender difference in job satisfaction continues in the United Kingdom even when a wide range of personal and professional traits are taken into account. As a result of income differences, discrimination, and limited advancement prospects, Clark believes that women have lower professional aspirations than their male counterparts. In this way, even while women may work in jobs that are "objectively inferior" than men's, lower expectations may lead to higher levels of job satisfaction for female employees. Kaiser, (2007) investigates 15 European Union countries and shows that women had better work satisfaction than men, even in countries with more limited employment opportunities for women. As a result, the "expectations hypothesis" proposed by Clark, (1997) is viewed as supporting evidence. An alternative to the "expectations theory" is proposed by Sloane and Williams, (2000), in another extensively regarded study published in 2000. They reveal that the factors of job satisfaction are different for men and women, as

previously stated. As a consequence, when women are exposed to work characteristics that are comparable to those of males, their job happiness decreases, suggesting that the difference in gender satisfaction is the result of women being categorized into different positions based on their preferences.

5.3 Practical implications

Herzberg, (1968) emphasized the practical implication by the distinction between "kick in the pants" (KITA) management and motivational management in this piece (Herzberg, 1968). In essence, KITA management continues to priorities hygienic aspects, which results in only short-term progress, whereas management through motivation taps into employees' potential and provides an opportunity for job happiness, which results in long-term motivation. In order to incorporate Herzberg's notions into existing organizational rules as well as establish new policies that increase workplace hygiene and motivation factors, there are a lot of applications. The following are examples of such: Increase the level of employee autonomy. The more the sense of accountability and autonomy that individuals have in their job, the greater their sense of achievement in their work. When it comes to motivation, autonomy is a powerful motivator, and the greater the extent to which an employer can encourage people to accept responsibility for their job in a responsible manner, the more motivated the workforce will be.

Fill out the form to give some input. Giving employees relevant and constructive feedback on their performance is crucial in maintaining open lines of communication regarding their work. The process of offering constructive criticism or appreciation to a team member should be straightforward if the employer has taken the effort to establish trustworthy interpersonal relationships in the workplace. Educating employees on their strengths and areas for growth is a vital step in enhancing their motivation and productivity. Improve the working environment. Creating a clean, safe, and visually appealing work environment is one of the most straightforward techniques of improving workplace hygiene factors. The aesthetics of an office are usually overlooked by organizations, despite the fact that workplace safety is a given. Create an office that is well-lit and elegantly furnished in order to encourage good workplace hygiene factors. Employees of the poll. Conducting a survey is an effective technique to ascertain what inspires employees. Checking in with a team provides managers with insight into areas where they may improve and which work elements they like over others. Consider the issue of employee well-being at the macroeconomic level. Accord to Herzberg's two-factor approach, employers cannot choose between motivation and cleanliness; rather, they must seek to enhance both at the same time. In order to prevent both low motivation and poor hygiene at the same time, employers might develop corporate rules that promote employee welfare. If employee happiness is a consideration when it comes to job qualities, employers must take into account a broad range of needs in the areas of cleanliness and motivation.

5.4 Limitation & Future Scope

The limitation of this study is that it has lower generalization rate in different provinces in China. Because all the samples of this study that

only from Henan Province, it's not from all the provinces in China. And also, based on the education background and culture of the teachers in different provinces might be different, so this study might be applicable only in Henan. Hence, the researcher suggests future scope could focus on the other provinces in China, and it can use similar research framework from this study.

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