

Motivating Factors, Work Performance, and Job Satisfaction among Young Doctoral Business Management Degree Holders in Universities in China: Basis for Enhancement of Chinese Tenure Track System

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Abstract

This study aimed to determine the motivating factors, work performance and job satisfaction of the doctoral business management degree holders in universities in China under the tenure track system. The study was conducted from August to October of 2022. This study based on Hagedorn's theory of job satisfaction used a quantitative research design with 320 respondents who are the business management doctoral under the tenure track system. The motivating factors showed significant difference when the respondents were grouped according to graduate school type, school affiliated type, research/talent plan and funding rank. The result of the study revealed that both the personal profile and motivating factors would not influence the respondents' work performance. However, the personal profile and motivating factors have significant correlation with job satisfaction. Further, work performance showed no correlation with job satisfaction. The respondents care more about salary and self-actualization. They have low satisfaction in salary and self-actualization in all dimensions.

Keywords: *Motivating Factors, Work Performance, Job Satisfaction, Tenure Track System*

INTRODUCTION

Background of the Study

Universities play an essential role as the highest institution in China's education system. Universities are the loosely coupled high-level social organization of human resources. According to the 1982-2021 Statistical Bulletin of China's Education Development, China's number of business management degree holders has expanded rapidly. The number of business management students is rising as indicated in statistics that show the number of doctoral degrees holders increased by at least 9% every year except 1997. In 1999, the number of doctoral graduates in China exceeded 10,000 for the first time. In 2008, China surpassed the United States in the number of doctoral degree graduates, becoming the world's most considerable degree awarding country. But the number of teaching positions in Chinese universities has not increased so much, leading to increasingly fierce competition for teaching positions, especially for business management majors. In recent years, the personnel appointment system of China universities has been continuously reformed. With the increasing number of doctoral degree holders, many schools are becoming increasingly competitive for positions, with

more rigid requirements for business management degree candidates in business management.

About 15%-42% of returning doctoral degree holders quit their jobs during the first employment period in different schools. At present, the research on the motivating factors, work performance and job satisfaction of business management teacher is still scarce. Studies related to teachers' work performance and job satisfaction in universities only focused on a particular group, such as female teachers, professors, etc. However, few studies focused on the business management teachers, and more studies are needed to pay attention to this group.

The tenure track system which originated in America is a mechanism by which young researchers, selected through an impartial, highly transparent screening process, can go through a review process to build up experience as independent researchers employed in official job positions before obtaining a permanent position. The system was introduced to China more than a decade ago by a group of top universities led by Tsinghua University and Beijing University. It was soon used for reference by many other universities in China because it can significantly stimulate business

management doctoral degree teachers' research motivation and publish articles with little investment. However, the tenure track system has undergone fundamental changes after being introduced into Chinese universities.

Many doctoral degree holders experience various psychological problems during the first employment of the tenure track system period after entering universities, and some even make extreme behaviors, which makes people think deeply. For example, the murder case of Jiang Wenhua from Fudan University and the suicide case of Tu Xuxin from Zhejiang University (news.sina.2009). Both of whom had doctoral degrees, suffered significant setbacks in their first employment period. How to avoid the occurrence of similar tragic events is the significance of this study.

This paper explored the motivating factors of job satisfaction, and analyzed the relationship of different factors on work performance and job satisfaction as the basis for the improvement of tenure track system.

Objectives of the Study

This study aimed to determine the motivating factors, work performance, and job satisfaction among young doctoral business management degree holders under the tenure track system in Universities in China.

Specifically, this study aimed to:

1. Describe the profile of respondents in terms of sex, age, graduate school attended, school-affiliated, talent/research, funding rank.
2. Describe the most predominant motivating factors- work itself, working condition, interpersonal relationship, personal life, the salary, and self-actualization among the respondents taken as an entire group;
3. Describe the level of intensity of the motivating factors taken as an entire group and classified according to (a) sex, (b) age, (c) graduate school attended, (d) school affiliated, (e) talent/research, and (f) funding rank;
4. Describe the work performance among the young business management degree holders in terms of teaching attitude, teaching content, teaching method, teacher's ethics;

5. Describe the level of job satisfaction of young business management degree holders.

6. Determine if there is significant difference in motivating factors when respondents are grouped according to the profiles of respondents.

7. Determine if there is significant difference in the work performance when respondents are grouped according to their profiles.

8. Determine if there is significance of the differences in job satisfaction when respondents are grouped according to their profiles.

9. Determine if there is significant correlation between the motivating factors and work performance.

10. Determine if there is significant correlation between motivating factors and job satisfaction.

11. Determine if there is significant correlation between work performance and job satisfaction.

12. Propose measures for the improvement of the Chinese Tenure Track System.

Theoretical and Conceptual Framework

This study was anchored on Hagedorn's Theory that identified motivators as follows: the work itself, working condition, interpersonal relationship, personal life, the salary, and self-actualization (Hagedorn L.S. 2000).

In this study, the business management doctoral degree teachers work in new units after graduation, which is similar to considering the trigger factors in this theoretical model, namely the change of life or work environment. Therefore, this study mainly refers to the Hagedorn's factor theory and job satisfaction.

The antecedent variables are the profile of management doctoral degree teachers in universities in China which include the sex, the age when the doctoral degree was attained, the graduate school attended, school affiliated, talent project funding, and rank. Independent variables are the motivating factors that include the work itself, working conditions, interpersonal relationships, salary, personal life, and self-actualization. Moderating variables include work performance in teaching attitude, teaching content, teaching method, and teachers' ethics. The dependent variable is job satisfaction.

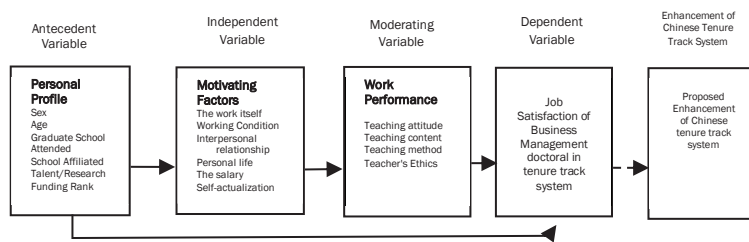


Figure 1. Research Paradigm Illustrating the Hypothesized Interplay among Study Variables

Significance of the Study

The results of this study would be beneficial to the following:

For the doctoral degree holders. This paper focused on the motivating factors, work performance and job satisfaction of doctoral degree teachers under the tenure track system, and the result of the study will help ensure the stability of the university talent team, improve the personal initiative and creativity of teachers, and provide scientific suggestions for the development and management of the new generation of teachers.

For the local government. After the introduction of talents, whether the local government can give full picture as to the advantages of business management doctoral degree holders, whether the talents can stay for a long time, drive the development of local scientific and technological innovation, promote the international cooperation of universities, promote the internationalization of higher education, and enhance the global academic discourse power of various professional fields in China.

For the University of China. Business management doctoral degree holder students are

looking for development platform that better matches their personal needs, the growth and development of teachers cannot be separated from the cultivation of universities. The results of this study will provide basis for the enhancement of the track system that will be mutually beneficial and win-win between universities and teachers.

For the tenure track system in China. The result of this study will give decision makers insights to come up with excellent selection system.

Scope and Limitation of the Study

This paper focused on the relationship of motivating factors, work performance and job satisfaction among Business Management doctoral degree holders under the tenure track system in university in China. This study was conducted from August to November, 2022. The research sample is only limited to doctoral degree holders who have signed tenure track contracts with the universities in China. The study used "Questionnaire Star" platform with 320 respondents computed from a population of 1600. The questionnaire was made available online and sent by email or 'WeChat' platform. SPSS version 26 was used for data statistical and analysis.

REVIEW OF RELATED LITERATURE AND STUDIES

Related literature

The Motivating factors

Work itself. Chen Yunying et al., found that the work itself plays a significant role in influencing teachers' job satisfaction (Chen yunying, 1994).

Working condition

Working conditions usually refer to the size of the work environment workload, work required equipment, etc. Working conditions are the main factors affecting employee job dissatisfaction and performance (Tharp, 1991). Similarly, Weaver and Wilhoit found in a national survey that working conditions had a small effect on job satisfaction but a more significant impact on job dissatisfaction (Weaver and Wilhoit, 1996).

Personal life

Scholar Jason believes that the aspects of personal life that affect job satisfaction include the change in life stage, the change in a family or personal situation, the shift from the workplace to another organization, and the evolution of mood or emotional state (Johnson, 2010). Hagedorn believes that these changes act as triggers for job satisfaction, affecting job satisfaction and making employees gradually accept the organization or leave it (Hagedorn, 2000).

Scholar Gao Luan (Gao Luan, 2015) conducted a survey on the job satisfaction of young teachers in

universities and colleges in Beijing, carefully analyzed the influence of personal profile such as age, gender, professional title, working conditions, graduated university and research funding on the job satisfaction of faculty, and believed that these factors can significantly affect the job satisfaction of teachers.

Interpersonal relationships

Positive relationships are critical to job satisfaction, teamwork, and work performance (Collins, J. C. 2009).

The salary

Ismail's research found that job satisfaction is higher when employees think pay is adequate (Ismail, 2011).

Self-actualization

Self-actualization is defined as the desire to meet one's own wants, realize one's ideas and desires, develop one's abilities, and achieve goals that are commensurate with one's ability. According to Feng Bolin's research, teachers have a high degree of satisfaction with self-actualization. Even in the case of hard work and low income, teachers still show a positive tendency towards self-actualization at work (Feng Bolin. 2007).

Job satisfaction

Based on job satisfaction, some scholars describe teachers' job satisfaction as the attitude that teachers still stick to their jobs under different circumstances. Some scholars describe teachers' job satisfaction as teachers' self-evaluation of their

work and their opinions on the quality of their work. In addition, some scholars believe that teachers' overall job satisfaction refers to teachers' comprehensive evaluation of their work (Armour S Y, 2014).

METHODOLOGY

This study adopted the survey-correlational research. It is an appropriate method used for collecting, processing and analyzing data on the difference and correlation of the motivating factors, work performance and level of job satisfaction based on the personal profile of respondents in terms of sex, age, graduate school attended, school-affiliated, talent/research, funding rank. Likewise, it will facilitate the identification of the most predominant motivating factors among the respondents.

The target respondents were limited to business management doctoral who underwent the tenure track test. Probability sampling is a sampling method in which a researcher randomly selects objects in such a way that the probability of selecting each member of the population is known. The sample size is 320 for a population of 1600 business management doctoral, with the margin of error of 0.05. Then multi-stage sampling is used to determine numbers of each university according to the percentage. All the respondents' information could be found on the website of each school, most of them have email address. The self-constructed questionnaire was composed for data gathering. It consisted of three parts. Part I: The personal profile of respondents in terms of sex, age, graduate school attended, school-affiliated, talent/research, funding rank; Part II: The motivating factors in terms of work itself, working condition, interpersonal relationship, personal life, the salary, and self-actualization; Part

III: The work performance which includes the Teaching attitude, Teaching content, Teaching method, and Teacher's Ethics; Part IV: The level of job satisfaction of young business management degree holders. This paper used 5 points Likert Scale. The reliability test Cronbach's alpha coefficient of the questionnaire showed that each dimension of the questionnaire have good reliability. The researcher-made questionnaire was validated by three experts and pilot-testing was done. With the help of the "Questionnaire Star" platform, questionnaires were sent out in batches by email. The following statistical tools were used to present, analyze and interpret the data in this study: for the descriptive analysis, the frequency distribution and percentages were used to present data on the personal profile of the respondents, ranks of predominant motivating factors, degree of intensity of motivating factors-work itself, working condition, interpersonal relationship, personal life, the salary, and self-actualization, level of work performance, and level of job satisfaction of young doctoral business management degree holders in universities.

Statistical tools were used to analysis the personal profile of respondents with motivating factors, work performance, and job satisfaction. The inferential analysis was done using t-test and Anova. Ethics clearance was secured to ensure that ethical considerations were duly complied.

RESULTS AND DISCUSSIONS

The survey included a nearly equal representation of males (51%) and females (49%), indicating a balanced sample in terms of gender. The majority of respondents fall within the age range of 30-39 (75%), with the highest percentage being in the 35-39 category (45%). This suggests that the sample predominantly consists of mid-career professionals. There are 211 universities were attended by a sizable percentage of the respondents (42%), demonstrating a sizable representation of respondents from elite colleges. Furthermore, 50% of them attended institutions other than 211, demonstrating a variety of educational backgrounds.

In comparison to 65% of respondents who were connected to non-211 universities, 35% of respondents were affiliated with 211 universities.

Most respondents did not indicate if they were involved with talent or research programs. China Ten Talents Plan had an excessively high representation (16652) among those who were specified, indicating a significant presence in the sample.

According to the majority of respondents (68%) who said they had a funding rank, a sizable percentage of people receive financing for their research or project.

Overall, this table gives a thorough summary of the respondents' racial and educational backgrounds. It's crucial to take these conclusions into account when interpreting the study's findings because they may have an impact on participants' opinions and experiences.

Table 1
Distribution of Respondents according to their Profile

Category	f	%
Entire group	320	100
Sex		
Male	164	51
Female	156	49
Age		
29 and below	62	19
30-34	95	30
35-39	145	45
40 and above	18	6
Graduate School Attended		
211 University	144	42
211 non university	186	50
School Affiliated		
211 university	113	35
Non 211 university	207	65
Talent/research		
China Hundred Talents Plan	10	
China Thousand Talent Plan	37	12
China Ten Talents Plan	16652	
Others		
Funding Rank		
With Funding Rank	107	33
Without Funding Rank	216	68
	104-32	
	104	32

Table 2
Degree of Intensity of Motivating Factors Among the Respondents Taken as an Entire Group and Classified According to Sex, Age, Graduate School Attended, School Affiliated, Talent/Research, and Funding Rank

Category (N = 320)	Work itself			Working condition			Interpersonal relationship			Personal life			The salary			Self-actualization			
	SD	M	Rank	SD	M	Rank	SD	M	Rank	SD	M	Rank	SD	M	Rank	SD	M	Rank	
Entire group	0.59	3.35	3.5	0.41	3.70	1	0.54	3.69	2	0.69	3.13	5	0.59	3.35	3.5	0.85	2.30	6	
Sex																			
Male	0.59	3.27	4	0.46	3.63	2	0.53	3.70	1	0.71	3.11	5	0.65	3.28	3	0.85	2.37	6	
Female	0.58	3.43	3	0.34	3.77	1	0.55	3.68	2	0.68	3.15	5	0.51	3.43	4	0.86	2.23	6	
Age																			
<30	0.51	3.37	3	0.47	3.73	2	0.45	3.74	1	0.69	3.25	5	0.57	3.29	4	0.85	2.36	6	
30 to 35	0.57	3.43	4	0.38	3.73	2	0.48	3.76	1	0.67	3.16	5	0.45	3.51	3	0.81	2.34	6	
36 to 40	0.64	3.22	3	0.42	3.63	1	0.63	3.60	2	0.71	3.02	5	0.70	3.18	4	0.89	2.26	6	
over 40	0.62	3.39	3	0.36	3.80	1	0.61	3.52	2	0.74	3.05	5	0.55	3.36	4	1.03	1.97	6	
Graduate school Attended																			
211	0.59	3.42	4	0.38	3.79	1	0.48	3.75	2	0.67	3.37	5	0.55	3.50	3	0.86	2.62	6	
Non-211	0.58	3.30	4	0.42	3.63	2	0.57	3.65	1	0.66	2.96	5	0.59	3.24	3	0.77	2.07	6	
School affiliated																			
211	0.51	3.58	3	0.33	3.87	1	0.42	3.75	2	0.63	3.40	4	0.45	3.49	5	0.78	2.34	6	
Non-211	0.59	3.22	3	0.42	3.61	1	0.59	3.66	2	0.68	2.98	5	0.64	3.27	4	0.89	2.28	6	
Talent/research																			
Hundred Talents Plan	0.19	4.06	2	0.22	4.22	1	0.32	4.04	3	0.52	3.77	5	0.16	4.00	4	0.67	3.13	6	
Thousand Talents Plan	0.73	6.57	3	0.60	3.71	2	0.41	3.74	1	0.65	3.40	5	0.83	3.41	4	0.90	2.45	6	
Ten thousand Talents Plan	0.53	3.55	4	0.35	3.72	2	0.50	3.79	1	0.64	3.17	5	0.51	3.39	3	0.80	2.42	6	
Others Plan	0.58	3.21	4	0.39	3.61	1	0.59	3.49	2	0.72	2.91	5	0.59	3.49	2	0.83	1.99	6	
Funding rank																			
With	3.46	0.57	3	0.42	3.77	2	0.48	3.81	1	0.63	3.29	5	0.57	3.44	4	0.83	2.51	6	
Without	3.12	0.57	4	0.37	3.57	1	0.57	3.46	2	0.70	2.80	5	0.58	3.16	3	0.74	1.88	6	

The table 3 shows that teaching ethics have highest mean value in motivating factors (Sex, Age, Graduate, School Attended, School Affiliated, Talent/Research, and Funding Rank) means respondents always keep very good work performance. This also confirms that Dr.Zhang Shuang's study of teacher performance under the tenure track system in Texas (Zhang Shuang 2019).

Table 3
 Level of Work Performance among the Respondents Taken as an Entire Group and Classified According to Sex, Age, Graduate School Attended, School Affiliated, Talent/Research, and Funding Rank

Category (N = 320)	Teaching attitude			Teaching content			Teaching method			Teaching ethics		
	SD	M	Description	SD	M	Description	SD	M	Description	SD	M	Description
Entire group	0.30	4.16	Very Good	0.33	4.19	Very Good	0.31	4.17	Very Good	0.38	4.24	Outstanding
Sex												
Male	0.31	4.18	Very Good	0.35	4.20	Very Good	0.33	4.17	Very Good	0.40	4.26	Outstanding
Female	0.28	4.14	Very Good	0.30	4.18	Very Good	0.30	4.17	Very Good	0.36	4.22	Outstanding
Age												
<30	0.24	4.13	Very Good	0.27	4.15	Very Good	0.29	4.17	Very Good	0.29	4.15	Very Good
30 to 35	0.30	4.14	Very Good	0.31	4.17	Very Good	0.31	4.17	Very Good	0.37	4.22	Outstanding
36 to 40	0.30	4.17	Very Good	0.34	4.20	Very Good	0.31	4.17	Very Good	0.40	4.27	Outstanding
over 40	0.37	4.32	Outstanding	0.33	4.19	Outstanding	0.40	4.14	Very Good	0.49	4.44	Outstanding
Graduate school Attended												
211	0.30	4.16	Very Good	0.34	4.18	Outstanding	0.32	4.16	Very Good	0.35	4.21	Outstanding
Non-211	0.30	4.16	Very Good	0.32	4.19	Very Good	0.31	4.18	Very Good	0.40	4.27	Outstanding
School affiliated												
211	0.28	4.19	Very Good	0.33	4.22	Outstanding	0.29	4.19	Very Good	0.37	4.25	Outstanding
Non-211	0.31	4.14	Very Good	0.33	4.17	Very Good	0.33	4.16	Very Good	0.38	4.24	Outstanding
Talent/research												
Hundred Talents Plan	0.33	4.30	Outstanding	0.33	4.30	Outstanding	0.18	4.23	Outstanding	0.34	4.27	Outstanding
Thousand Talents Plan	0.29	4.22	Very Good	0.34	4.21	Very Good	0.38	4.14	Very Good	0.33	4.25	Very Good
Ten thousand Talents Plan	0.33	4.20	Very Good	0.36	4.24	Outstanding	0.31	4.20	Very Good	0.41	4.28	Outstanding
Others Plan	0.24	4.11	Very Good	0.24	4.12	Very Good	0.29	4.13	Very Good	0.34	4.21	Outstanding
Funding rank												
With	0.32	4.19	Very Good	0.35	4.21	Outstanding	0.32	4.19	Very Good	0.40	4.26	Outstanding
Without	0.24	4.11	Very Good	0.26	4.13	Very Good	0.29	4.13	Very Good	0.33	4.21	Outstanding

The table 4 shows that the respondents who have China Hundred Talents Plan, China Thousand Talents Plan or funding rank support have higher satisfaction in work itself, working condition, interpersonal relationship, personal life, salary, and self-actualization. The respondents who have others talents plan support or didn't have talents plan

support have lower job satisfaction. Especially in salary, and self-actualization. This confirmed that Chen Min's research on talent programs in China (Chen Min 2019). Whether or not have higher talents plan support in China could significantly influenced the respondents' job satisfaction.

Table 4
 Level of Job Satisfaction among the Respondents Taken as an Entire Group and Classified According to Sex, Age, Graduate School Attended, School Affiliated, Talent/Research, and Funding Rank

Category (N = 320)	Work itself			Working condition			Interpersonal relationship			Personal life			The salary			Self-actualization		
	SD	M	Desc	SD	M	Desc	SD	M	Desc	SD	M	Desc	SD	M	Desc	SD	M	Desc
Sex																		
Male	0.66	3.35	Good	0.77	3.22	Good	0.80	3.32	Good	0.86	3.09	Good	0.87	2.43	Fair	0.92	2.23	Fair
Female	0.74	3.31	Good	0.72	3.44	Very Good	0.81	3.36	Good	0.79	2.88	Good	0.87	2.42	Fair	0.90	2.07	Fair
Age																		
<30	0.71	3.23	Good	0.69	3.40	Good	0.78	3.31	Good	0.84	2.92	Good	0.84	2.44	Fair	0.84	1.92	Fair
30 to 35	0.69	3.31	Good	0.73	3.29	Good	0.81	3.36	Good	0.85	2.92	Good	0.89	2.37	Fair	0.97	2.16	Fair
36 to 40	0.71	3.35	Good	0.79	3.34	Good	0.83	3.31	Good	0.81	2.97	Good	0.87	2.43	Fair	0.87	2.14	Fair
over 40	0.59	3.67	Very Good	0.79	3.17	Good	0.62	3.56	Very Good	0.58	3.72	Very Good	0.85	2.61	Fair	0.73	2.94	Good
Graduate school Attended																		
211	0.84	3.39	Good	0.76	3.33	Good	0.82	3.37	Good	0.82	3.17	Good	0.93	2.63	Good	0.95	2.37	Fair
Non-211	0.74	3.29	Good	0.75	3.33	Good	0.79	3.32	Good	0.82	2.85	Good	0.79	2.28	Fair	0.85	1.99	Fair
School affiliated																		
211	0.61	3.50	Very Good	0.58	3.49	Very Good	0.64	3.42	Very Good	0.78	3.27	Good	0.88	2.56	Fair	0.89	2.21	Fair
Non-211	0.73	3.24	Good	0.82	3.24	Good	0.88	3.29	Good	0.82	2.84	Good	0.86	2.35	Fair	0.92	2.12	Fair
Talent/research																		
Hundred Talents Plan	0.28	4.00	Very Good	0.32	3.90	Very Good	0.00	4	Very Good	0.32	3.9	Very Good	0.52	3.6	Very Good	0.74	3.1	Good
Thousand Talents Plan	0.68	3.35	Good	0.79	3.38	Good	0.69	3.41	Very Good	0.78	3.19	Good	0.86	2.62	Good	0.93	2.49	Fair
Ten thousand Talents Plan	0.63	3.49	Very Good	0.76	3.34	Good	0.84	3.41	Very Good	0.84	3.07	Good	0.85	2.45	Fair	0.83	2.26	Fair
Others Plan	0.72	3.01	Good	0.73	3.23	Good	0.77	3.14	Good	0.77	2.7	Good	0.82	2.42	Fair	0.85	1.78	Poor
Funding rank																		
With	0.61	3.54	Very Good	0.76	3.38	Good	0.79	3.46	Very Good	0.80	3.18	Good	0.88	2.61	Good	0.87	2.39	Fair
Without	0.68	2.89	Good	0.73	3.21	Good	0.77	3.09	Good	0.75	2.59	Fair	0.72	2.05	Fair	0.79	1.65	Poor

The table 5 shows that graduate school attended could influenced respondents' job satisfaction, especially in salary and self-actualization. The doctoral graduates from 211 universities have more

competitive than graduates from non-211 universities in China. '211' university Similar to the American Ivy League university. Graduates from 211 universities could get better personal life, the salary

and self-actualization (Yan Weifang 2016). '211' university could supply good salary level and broader space for development. '211' university could attract more talents addition than 'Non-211' university in China. Mostly respondents have research funding support could get better salary and self-actualization, better interpersonal relationship, personal life and broader development space.

Table 5a
T-test Results for the Differences in the Degree of Intensity of Motivating Factors among the Respondents Classified According to Sex, Graduate School Attended, School Affiliated, and Funding Rank, School Attended, School Affiliated, and Funding

Category (N=320)	Work itself				Working Condition				Interpersonal Relationship			
	M	t-value	df	2-tail prob	M	t-value	df	2-tail prob	M	t-value	df	2-tail prob
Sex												
Male	3.35	2.41	164	0.559	3.22	3.02	164	0.058	1.64	0.36	164	0.641
Female	3.31		156		3.44		156		1.56			
Graduate School Attended												
211	3.39	1.231	134	0.219	3.33	0.005	134	0.996	3.37	0.532	134	0.595
Non-211	3.29		186		3.33		186		3.32			
School Affiliated												
211	3.50	3.14	113	0.052	3.49	2.816	113	0.08	3.42	1.293	113	0.197
Non-211	3.24		207		3.24		207		3.29			
Funding Rank												
With	3.54	8.568	216	0.000	3.38	1.932	216	0.054	3.46	3.969	216	0.000
Without	2.89		104		3.21		104		3.09			

Table 5b

Category (N=320)	Personal Life				The Salary				Self-Actualization			
	M	t-value	df	2-tail prob	M	t-value	df	2-tail prob	M	t-value	df	2-tail prob
Sex												
Male	3.09	0.49	164	0.053	2.43	2.25	164	0.969	2.23	1.42	164	0.128
Female	2.88		156		2.42		156		2.07			
Graduate School Attended												
211	3.17	3.43	134	0.001	2.63	3.598	134	0.000	2.37	3.663	134	0.000
Non-211	2.85		186		2.28		186		1.99			
School Affiliated												
211	3.27	4.56	113	0.000	2.56	2.028	113	0.043	2.21	0.905	113	0.366
Non-211	2.84		207		2.35		207		2.12			
Funding Rank												
With	3.18	6.353	216	0.000	2.61	5.647	216	0.000	2.39	7.291	216	0.000
Without	2.59		104		2.05		104		1.65			

The table 6 shows that the working condition have a significant difference intensity degree of motivating factors among the respondents classified according to age. The younger respondents more emphasize on working condition. Enhance work condition could attract more young business

management doctoral join in. Work itself, Interpersonal relationship, personal life, salary, and self-actualization were no significant difference intensity degree of motivating factors among the respondents classified according to age.

Table 6
One-Way ANOVA Results for the Differences in the Degree of Intensity of Motivating Factors among the Respondents Classified According to Age

Source of Variation	Sum of Suares			df			Mean Square		F	Sig.F
	Between groups	Within groups	Total	Between groups	Within groups	Total	Between groups	Within groups		
Work itself	2.552	108.367	110.919	3	316	319	0.851	0.343	2.481	0.061
Working condition	1.996	51.444	53.440.	3	316	319	0.665	0.163	4.088	0.007
Interpersonal relationship	1.190	90.635	91.825	3	316	319	0.397	0.287	1.383	0.248
Personal life	0.919	152.383	153.302	3	316	319	0.306	0.482	0.635	0.593
Salary	2.026	109.108	110.133	3	316	319	0.675	0.342	1.974	0.118
Self-actualization	4.844	227.689	232.533	3	316	319	1.615	0.721	2.241	0.083

The table 7 shows that the sig. F of work itself, working conditions, interpersonal relationships, personal life, talent/research, the Salary, and Self-actualization are less than 0.05. work itself, working conditions, interpersonal relationships, personal life, Talent/research, Salary, and Self-actualization were

significant different intensity degree between groups according to talent/research plan. Weather could get the Talent/research plan support, what kinds of talent/research plan the respondents can get were significantly influenced the faculty working enthusiasm and job satisfaction(Lin Yaqiong, 2018).

Table 7

Level of Job Satisfaction among the Respondents Taken as an Entire Group and Classified According to Sex, Age, Graduate School Attended, School Affiliated, Talent/Research, and Funding Rank

Source of Variation	Sum of Sqaures			df			Mean Square		F	Sig.F
	Between groups	Within groups	Total	Between groups	Within groups	Total	Between groups	Within groups		
Work itself	9.000	101.920	110.919	3	316	319	3.000	0.323	9.301	<0.001
Working condition	3.606	49.834	53.440	3	316	319	1.202	0.158	7.622	<0.001
Interpersonal relationship	7.484	84.341	91.825	3	316	319	2.495	0.267	9.346	<0.001
Personal life	11.975	141.327	153.302	3	316	319	3.992	0.447	8.926	<0.001
Salary	6.500	103.634	110.133	3	316	319	2.167	0.328	6.606	<0.001
Self-actualization	20.527	212.006	232.533	3	316	319	6.842	0.671	10.199	<0.001

The table 8 shows that the dimensions of teaching attitude, teaching content, teaching method and teacher's ethics have no significant differences work performance according to sex, graduate school type, graduate school type and broader space for development. This mean the sex,

graduate school attended, school affiliated type, and funding rank not influenced the respondents' work performance. No matter what personal profile, the faculty in university in China always excellent work performance (Guo Shujian, 2020).

Table 8

t-test Results for the Differences in the Level of Work Performance among the Respondents Classified According to Sex, Graduate School Attended, School Affiliated, and Funding Rank

Category (N = 320)	Teaching attitude				Teaching content				Teaching method				Teaching ethics			
	M	t-value	df	2-tail prob	M	t-value	df	2-tail prob	M	t-value	df	2-tail prob	M	t-value	df	2-tail prob
Sex																
Male	4.18	0.976	164	0.33	4.20	0.653	164	0.514	0.33	0.249	164	0.804	4.26	1.09	164	0.276
Female	4.14		156		4.18		156		0.30		156		4.22		156	
Graduate school Attended																
Male	4.16	0.12	134	0.905	4.18	0.158	134	0.874	4.16	0.531	134	0.596	4.21	1.41	134	0.16
Female	4.16		186		4.19		186		4.18		186		4.27		186	
School affiliated																
Male	4.19	1.49	113	0.136	4.22	1.362	113	0.174	4.19	0.875	113	0.382	4.25	0.315	113	0.753
Female	4.14		207		4.17		207		4.16		207		4.24		207	
Funding rank																
Male	4.19	2.433	216	0.116	4.21	2.217	216	0.127	4.19	1.483	216	0.139	4.26	1.051	216	0.294
Female	4.14		104		4.13		104		4.13		104		4.21		104	

The table 9 shows that the respondents have no different work performance in teaching attitude, teaching content, teaching method and teaching ethics according to age. The respondents' work

performance were very well in all age grade. The age not influenced the respondents work performance (Meng Qingfei, 2014).

Table 9

One-Way ANOVA Results for the Differences in the Level of Work Performance among the Respondents Classified According to Age

Source of Variation	Sum of Sqaures			df			Mean Square		F	Sig.F
	Between groups	Within groups	Total	Between groups	Within groups	Total	Between groups	Within groups		
Teaching attitude	0.575	27.886	28.462	3	316	319	0.192	0.088	2.173	0.091
Teaching attitude	0.286	34.019	34.306	3	316	319	0.095	0.108	0.886	0.449
Teaching method	0.021	31.219	31.24	3	316	319	0.007	0.099	0.072	0.975
Teachers' ethics	1.453	44.524	45.978	3	316	319	0.484	0.141	3.438	0.057

According to the mean value of table 10, the respondents who have China hundred talents plan, China thousand talents plan and China ten thousand talents plan support have significant higher work performance than respondents who have others

talents plan or didn't have talents plan support. The research/talent plan could influenced the respondents work performance, especially to those only have others talents plan or didn't have talents plan support (Guo Shujian, 2020).

Table 10

One-Way ANOVA Results for the Differences in the Level of Work Performance among the Respondents Classified According to Talent/Research

Source of Variation	Sum of Sqaures			df			Mean Square		F	Sig.F
	Between groups	Within groups	Total	Between groups	Within groups	Total	Between groups	Within groups		
Teaching attitude	0.803	27.659	28.462	3	316	319	0.268	0.088	3.058	0.029
Teaching attitude	1.382	32.924	34.306	3	316	319	0.461	0.104	4.421	0.005
Teaching method	0.347	30.893	31.240	3	316	319	0.116	0.098	1.183	0.316
Teachers' ethics	0.671	45.307	45.978	3	316	319	0.224	0.143	1.559	0.199

The table 11 shows that respondents who got research funding support have greater satisfaction than didn't have support. Which damages the objective basis for the equitable and free development of teachers in the system. This result

also proved that Scholar Liu Jia through a series of studies found that without funding rank support could significantly reduce the faculty job motivation and job satisfaction (Liu Jia, 2022).

Table 11

T-test Results for the Differences in the Level of Job Satisfaction among the Respondents Classified According to Sex, Graduate

Compared Groups	M	t-value	df	2-tail prob
Sex				
Male	2.94	0.325	318	0.746
Female	2.91			
Graduate school type				
211	3.04	2.719	318	0.007
No-211	2.84			
School affiliated				
211	3.07	3.02	318	0.003
No-211	2.85			
Funding rank				
With	3.09	7.17	318	0.000
Without	2.58			

The table 12 proved that scholar Herzberg about the age would influenced the job satisfaction (Alshmemri, M, 2017). As the age grow, the titles of university teachers were promoted, their income growth mostly, their opportunities increased mostly, and their job satisfaction was growth. the table 12 also show that The talent program selected candidates can not only get allocated resources but

also spill over to the disciplinary universities and other levels, becoming an essential goal of the development of relevant organizations, and also get allocated academic reputation. Weather could get the Talent/research plan support, What kinds of talent/research plan the respondents can get were significantly influenced the faculty working enthusiasm and job satisfaction (Lin Yaqiong, 2018).

Table 12

One-Way ANOVA Results for the Differences in the Level of Job Satisfaction among the Respondents Classified According to Age and Talent/Research

Source of Variation	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Age					
Between Groups	3	2.766	0.922	2.237	0.044
Within Groups	316	130.258	0.412		
Total	319	133.024			
Between Groups	3	15.111	5.037	13.499	0.000
Within Groups	316	117.914	0.373		
Total	319	133.024			

The table 13 shows that interpersonal relationship ($p < 0.001$) could influenced respondents' work performance. The good interpersonal relationship, could enhanced the respondents' work performance. Based on this

findings, there is enough evidence to reject the null hypothesis (H04) according to interpersonal relationship.

Table 13

Correlations among the Respondents' Motivating Factors, Work Performance, and Job Satisfaction

Variables N = 320	Work Performance		Overall Satisfaction	
	r	r prob	r	r prob
Motivating Factors				
The work itself	0.106	0.057**	0.000	0.524**
Working condition	0.149	0.081**	0.000	0.412**
Interpersonal relationship	0.000	0.197**	0.000	0.657**
Personal life	0.233	0.067**	0.000	0.583**
The salary	0.751	0.018**	0.000	0.411**
Self-actualization	0.753	0.018**	0.000	0.461**

The table 14 shows that there is not significant relationship between self-actualization and job satisfaction ($p=0.7.22$). This mean that work performance could not influenced job satisfaction. No matter what satisfaction of respondents, they all

keep high work performance (Chamundeswari, S. 2013). Based on this findings, there is enough evidence to accept the null hypothesis (H05) according to self-actualization.

Table 14

Correlations between the Respondents' Work Performance and Job Satisfaction

Variables N = 320	Job Satisfaction	
	r	r prob
Work Performance	0.02**	0.722

FINDINGS AND CONCLUSIONS

Findings

1. Most respondents were satisfied to working condition and interpersonal relationship in university in China, but most of them were not satisfied to salary and self-actualization according to age or sex.

2. The respondents who graduate from '211' university have higher satisfaction than graduate from 'non-211' university in working condition, personal life, the salary, and self-actualization.

3. School affiliated type could influenced respondents' job satisfaction in salary and self-actualization. '211' university could supply good salary level and broader space for development.

4. Respondents who have others talents plan or didn't have talents plan support have significant low satisfaction compare to China hundred talents plan, China thousand talents plan and China ten thousand talents plan support. The research/talent plan was significant influenced the respondents job satisfaction especially to those didn't have talents plan support.

5. Whether or not have research funding support also could significantly influenced the respondents' job satisfaction. Mostly respondents have research funding support could get better salary and self-actualization, better interpersonal relationship, personal life and broader development space.

6. The personal profile (sex, age, graduate school attended, school-affiliated, talent/research, funding rank) not influenced the respondents' work performance. The personal profile have no significant relationship with work performance.

7. The motivating factors (work itself, working condition, interpersonal relationship, personal life, the salary, and self-actualization) have no significant relationship with respondents' work performance.

8. The motivating factors (The work itself, working condition, interpersonal relationship, personal life, the salary, and self-actualization) have significant relationship with respondents' job satisfaction.

9. The job satisfaction have no significant relationship with respondents' work performance. No matter what respondents' satisfaction, they all keep high work performance.

10. Age could significantly influenced the respondents job satisfaction, as the age growth, their job satisfaction was growth.

Conclusions

1. Most of university in China could supply good working condition, such as, most university could provide faculties' good conducting experiments, good career opportunities for business management teachers. Most university could provide good office conditions and sports facilities such as library materials, faculty lounge, offices, etc.

2. With the development of the times, the working pressure and life pressure were increasing, the doctoral living condition not as good as imagine, and the young business management doctoral also care about their personal life (Li Tang, 2015). Like weather the university could supply good development opportunities under the Tenure Track System. Weather the university could provide good

promotion to faculty with doctoral degree. Whether the university could provide housing benefits for faculty with doctoral. Does the faculty have free time for rest, recreation and other related purposes. Base on the rank of the motivating factors, most respondents worried about their self-actualization and their personal life.

3. Base on the questionnaire, 78.3% respondents agree they have good relationship with their leaders and their faculty colleagues. 75.9% respondents amenable to their school leadership and management styles. 58.8% respondents agree they good teamwork.

4. The respondents who graduate from '211' university have higher competitiveness. Easier to get good faculty in China university. Graduate from 'Non-211' university respondents should pay more time and effort to get good faculty

5. "Non- 211" university graduates doctoral suffered employment discrimination, which is mainly reflected in that most employers, companies and government departments only recruit "211" university graduates in the recruitment process. Some regulations give priority to graduates from "211" universities; others stipulate higher treatment for graduates from "211" universities. These phenomena were "unique to China". There is not a single world-class university in the world that relies on a government "plan". All universities grow through market competition. "211" universities were typical examples of administrative departments interfering in university education.

6. An obvious defect in the selection mechanism of the national "Project 211" is the solidification of identity. As there is no exit mechanism for the project, once a university selected as a "211" university, it will retain its name forever. Without an opt-out mechanism has resulted in a "211" university's fixed status. This kind of mechanism is easy to cause the lack of competition among the selected universities, and at the same time hit the enthusiasm of the unselected universities to develop.

7. The respondents who didn't have China talents support always get into low satisfaction compare to who have China talents support. University should pay attention to the doctoral who have others china talents plan support or did not have talents plan support, especially in self-actualization.

8. The doctoral who have research funding support have higher satisfaction than who didn't have research funding support in all dimensions. University should pay more attention to the doctoral who without research funding support, especially in self-actualization. To help them obtain research funding support from private enterprises, government organizations, non-governmental organizations and crowdfunding.

9. No matter what personal profile (sex, age, graduate school attended, school-affiliated, talent/research, funding rank), the respondents always have good or excellent work performance. Means the job satisfaction have no significant connection with work performance.

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