



Factors and Levels Associated with Lecturers' Motivation and Job Satisfaction in a Chinese University

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ABSTRACT

Motivation and job satisfaction of employees have been an important research area in recent years. Based on a case study on two-new-established colleges in one university located in China Beijing town, this study aimed to correlate and investigate the levels and factors affecting lecturers' motivation and job satisfactions in this university. The descriptive survey and co-relational methods were used. Seventy lecturers with 51.4 % male and 48.6 % female participated in the study. Data were analyzed by frequencies, percentages, means and Pearson' Linear Correlation Coefficient. Means were interpreted as poor, fair, satisfactory and very satisfactory. The motivational level of lecturers was satisfactory (average mean = 2.707, Std=.8014) mostly affected by Incentives & promotions and salary. The level of job satisfaction was interpreted as satisfactory (average mean of 2.660, Std=.7804) mostly affected by financial reward. The correlation reported a significant relationship between lecturers' motivation and job satisfaction ($r = 0.615$ with the sig-value of .000 lesser than .001). The continuity of lecturers' motivation was recommended by taking into consideration all analyzed factors.

Keywords: human development, job satisfaction, lecturers' motivation, working conditions

INTRODUCTION

Generally, organization or any social entity exists because it is sustained by its human resources (Munyengabe et al., 2016). Organizations are basically composed by three crucial key components; these include physical to mean equipment, financial to mean money and human capital. Motivation and job satisfaction in different contexts were studied and defined by different authors. According to Vroom (1964), motivation is defined as a process governing choices made by persons among alternative forms of voluntary activity while the job satisfaction is looked as the totality of one's perceptions and attitudes to one's job (Graham, 1982). Motivation and job satisfaction of employee are very crucial for the successfulness of any working organization.

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Contribution of this paper to the literature

- Lecturers' motivation and job satisfaction in university are significantly correlated.
- The level of lecturers' motivation in a Chinese university where the study was conducted was mostly affected by incentives & promotions while the job satisfaction was mostly affected by the financial rewards.
- The motivation and job satisfaction of university lecturers play a vital role in facilitating the overall achievements of the university.

Successful organizations always try to maintain their employees motivated and satisfied at their jobs (Griffin, 2006). In any education system, teachers are considered to be the pillars of society because they shoulder the responsibility of educating and training students until they become important elements to develop their countries (Li & Bray, 2007). Findings in previous researches have revealed that employees who are satisfied with their job are more likely to be creative, innovative and initiate the breakthroughs that can increase their job performance (Usop et al, 2013). According to Garcia et al., (2005) in their research they realized that organizations cannot achieve competitive levels of quality, either at a product level or a customer service level, if their employees do not feel satisfied or do not identify with the company. On the hand of Oshagbemi (1999) it is shown that an understanding of the factors affecting job satisfaction is relevant for improving the wellbeing of a huge number of people. It is very important to note also that in education system, it is indispensable to keep and try to maintain the teaching staff motivated and satisfied at their job (Munyengabe et al., 2016). In China for example; the research done by Lu (2004), on motivation and engagement of teachers in Chinese higher education institutions indicated that 80% of the teachers were dissatisfied with their jobs and 50% said that they would not be lecturers again if they had a choice. In Lu (2004), it is shown that 30% of the lecturers were trying to change their profession by engaging in further graduate education. In that research, lecturers reported that increased pressure for academic performance, a lack of challenge, no sense of self-growth, no sense of self-efficacy, and limited work autonomy were having a negative impact on their teaching (Lu, 2004). The study concluded that there was a serious crisis in motivation among English language lecturers in China (Lu, 2004). There are many attributes expected to attain in qualified teacher dependently on the level of motivation and job satisfaction. According to Shu (2005), these attributes include good teaching skills, good skills for classroom management, communication, research competence, rich knowledge, suitable personality and professional dedication are attributes expected from teachers. With different expectations to be attained from universities' teachers in the development of the country it is very crucial to motivate lecturers for being interested and satisfied to their lecturing job (Munyengabe et al., 2016). The present study was carried out to investigate to the current levels of the lecturers' motivations and job satisfaction and find out factors associated with in two schools newly established in a Chinese university. The study also hypothesized seven null hypotheses to find out the relationship ship between: (1) Factors of lecturers' motivation, (2) level of lecturers' motivation all correlated with job satisfaction.

LITERATURE REVIEW

Motivation

The concept of motivation originated from the Latin "movere" (to move) and can be defined as the processes that account for an individual's intensity, direction, and persistence of effort (Baron, 1991). Motivation may be also explained as the process that initiates, guides, and maintains goal-oriented behaviors in all activities. Guay et al., (2010) showed how motivation refers to the reasons underlying behavior. Broussard and garrison (2004) defined motivation as the attribute that moves someone to do or not do something. According to Vroom (1964), motivation is defined as a process governing choices made by persons among alternative forms of voluntary activity. According to Elliot and Covington (2001), motivation is defined as one's direction to behavior, or what causes a person to want to repeat a behavior and vice versa. On the other hand, motivation was looked as a pervasive and important determinant of behavior for students, teachers, and administrators at all educational levels (Pintrich and Schunk, 1996). According to Griffin (2013), motivation involves a series of modifying and directing human behaviors into desired patterns of work. Still, some authors also argue that individuals may vary in the

extent to which they are more oriented to higher order needs or intrinsic motivators. According to Amabile (1993), unmotivated employees are likely to expend little effort in their jobs, avoid the workplace as much as possible, exit the organization if given the opportunity, and produce low quality work. From above view and the general view of the study motivation in this study is defined as the efforts that encourage people in their activities to work in the mood of achieving the personal target and organizational targets.

Job Satisfaction

Job satisfaction explains the totality of one's perceptions and attitudes to one's job (Graham, 1982). Sempane et al (2002) maintain that satisfaction concerns the individuals' own evaluation towards their tasks against those issues that are important to them. People's emotions are also involved in such assessments; therefore, employees' levels of satisfaction at job impact significantly on their personal, social and work lives, and hence also impact their behavior at work. These views are shared by Beck (1983) and Buitendach (2005) who agree that satisfaction at work is an attitudinal and emotional response that orients on how individuals think about their overall working activities, as well numerous facets of the work. Considering the education context, Ololube (2006) maintains that satisfaction at work relates to the capability of the teaching job to reach on teachers' desire and increase their performance in teaching. Besides all different explanations of the term, the meaning of job satisfaction in this study relates on extent by which people within a working area are contented because of needs' fulfillment from their job.

Motivation and Job Satisfaction within Organizations

The existence of schools or organizations is for the human beings who direct their existence. It is important to remember, however, that individuals are only assets in so far as they choose to invest knowledge and skills which benefit their organizations (Seniwoliba, 2013). Because of the existence of different human beings in any organizational structure, it is very important to set strategies for maintaining them motivated and satisfied in the organization. Motivation and job satisfaction of employees have been found to be the important research orientation for being successful in organizational plans and targets (Broussard & Garrison, 2004). Motivation and Job satisfaction of teachers have been an important research area in the past several decades, as dissatisfaction on the job might cause teachers resignation climax (Liu, 2007). It is individuals' motivation for drawing people to become teachers, sustaining their commitment to teach, and promoting their professional knowledge (Day et al, 2005). According to Griffin (2013), motivation involves a series of modifying and directing human behaviors into desired patterns of work. Miech and Elder (1996), in their research found and suggested a relationship between teachers' entry motivations and their continued commitment to teaching: those who enter teaching because of strong altruistic motives are more likely to be frustrated by a lack of evaluation of their work and guidance with respect to goals, and are thus more likely to leave teaching. It is commonly suggested that intrinsically motivated teachers are likely to be more committed to teach than extrinsically motivated teachers. On the other hand, job satisfaction has been a subject to scientific researches with "Hawthorne" studies in 20th centuries. According to Locke (1976), job satisfaction is described as a pleasurable or positive emotional state as a result of evaluation of the job or job experience. Churchil et al (1974) described the term of "job satisfaction" for salesmen as a state relating with being satisfied with the emotional devotion, conferment (rewarding), all characteristic features constituting the job environment and the job itself. According to LaBelle (2005), employees have a different perception of rewards, some of them prefer to having intrinsic rewards and others prefer extrinsic rewards. According to the Fredrick Herzberg two-factor theory, couple of factors have been proved to affect towards employees' satisfaction, and increase efficiency in their work (Munyengabe et al., 2016). He found that, some of these factors increase the internal happiness (intrinsic motivation), the others increase the external happiness (extrinsic motivation). If some factors are missing, the possibility of employee's dissatisfaction will arise. In order to prevent this result, organizations should have a deeper understanding of the motivation aspect to reach a perfect level of employees' satisfaction (Saleem et al., 2010). To improve employee satisfaction has become one of the main corporation objectives in recent years (Garcia et al., 2005). It is realized that organizations cannot achieve competitive levels of quality, either at a product level or a customer service level, if their employees do not feel satisfied or do not identify with the company (Garcia et al., 2005). The topic of job satisfaction is a crucial one because of its relevance to the

physical and mental well-being of employees, and its implications for job related behaviors such as productivity, absenteeism or turnover. Work is an important aspect of people's lives and most employees spend a large part of their working life at work. An understanding of the factors affecting job satisfaction is relevant to improve the well-being of a huge number of people (Oshagbemi, 1999). Improving job satisfaction has become an important subject in both the professional world and the academic world (Garcia et al., 2005). Therefore, job satisfaction is perhaps one of the single most frequently researched variables in the field of organizational behavior or psychology.

Conceptual Framework

The development of human resources in motivation was a very interesting topic from which the organizations could discover factors associated with their employees' motivation and job satisfaction (Munyengabe et al., 2017). The organizations got much interested on the result. It is very important for organizations to explore and research in all different corners regarding factors that may cause the decrement of their employees' levels of motivation and job satisfaction. In the study of Osakwe (2014), factors such as good salary, conditions of service, prompt and regular promotion, recognition and feedback, increased job security/enrichment, professional development programs, empowerment and authority, good working environment, challenging and varied work, participation in decision making, and research grants were found to be significant to affect the level of motivation and job satisfaction in the academic staff. Findings from that study justify the importance of motivational factors to the job satisfaction of academic staff. Factors such as personal/social, classroom environment, socio economic status, student's behavior, examination stress, rewards/incentives, self-confidence/personality of teacher were studied in the study of Alam (2011) and concluded that teachers were not satisfied with their socio-economic status, choice of profession, student's behavior and examination stress. The work of Munyengabe et al, (2016), pointed out some major factors affecting motivation and job satisfaction of lecturers within a university. Hill and Power (2013) have previously pointed out similar major factors that affect motivation and job satisfaction. Because the current study adopted the existing research questionnaire adopted in the previous researches, the study assessed six factors of lecturers' motivation; these are: cheer love of career, salary, incentives & promotions, social, code of conduct and Classroom environment for independent variable (Lecturers' Motivation) and factors such as financial rewards, opportunity for advancement, relation with supervisors, workload and stress level; respect co-workers and working conditions were factors analyzed in the dependent variable that is lecturers job satisfaction (Hill and Power, 2013; Munyengabe et.al, 2016). The study hypothesized 7 null hypotheses to evaluate link between motivation and job satisfaction for lecturers in two schools newly established in a Chinese university located in Beijing. Firstly, the link between cheer love of the career with job satisfaction was determined by the null hypothesis of no significant relationship between cheer love of career with job satisfaction. Secondly, the link between salary with job satisfaction was determined by the null hypothesis of no significant relationship between salary with job satisfaction. Thirdly, the link between incentives & promotions with job satisfaction was determined by the null hypothesis of no significant relationship between incentives and promotions with job satisfaction. Fourthly, the link between social factors with job satisfaction was determined by the null hypothesis of no significant relationship between social factors with job satisfaction. Fifthly, the link between code of conduct with job satisfaction was determined by the null hypothesis of no significant relationship between code of conduct with job satisfaction. Sixthly, the link between classroom environment with job satisfaction was determined by the null hypothesis of no significant relationship between classroom environment with job satisfaction. Lastly, the link between the level of motivation with job satisfaction by the null hypothesis of no significant relationship between the level of motivation with job satisfaction among lecturers of two schools newly established in a Chinese university.

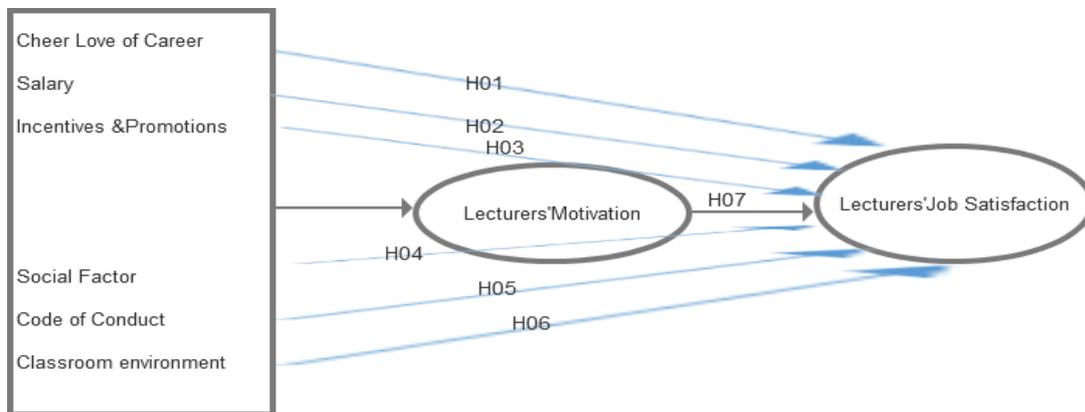


Figure 1. Proposed Conceptual Frame work

MATERIALS AND METHODS

Design, Population, Research Instrument and its Validity

The design of the study was mainly a descriptive survey type. It had adopted the descriptive co- relational design since it explored the relationship between the independent variable and the dependent variable. Seventy lecturers from two colleges of one university of Beijing town, China (with both male & female) accepted to participate in the study.

The population of the study was 101 university' lecturers from two colleges newly established in one university located in Beijing town, China. The universal sampling was used to select the respondents because the target was to let all lecturers in two considered colleges to participate into the study. At the time of the study, one hundred lecturers were available and all of them were given the research questionnaires by the researcher and his assistant. Only seventy-five research questionnaires were returned in which five of them were not filled correctly. The researcher considered seventy-research questionnaires that were correctly filled by respondents.

Data were collected by existing structured questionnaires composed by three parts adopted in recent researches of Munyengabe et al (2016). The first part of the research questionnaire was composed by five items to determine the profile of respondents. Lecturers motivational' level and job satisfaction were respectively determined in the second and third parts. The factors composing the dependent variable were cheer love of career composed by seven items, salary composed by ten items, incentives and incentives composed by five items, social factor composed by six items, code of conduct composed by six items and classroom environment composed by six items. The independent variable was composed by six factors including: Financial rewards, relation with supervisors, opportunity for advancement, workload and stress level, respect co-workers and working conditions. Except the financial rewards factor that was composed by ten items each of other remaining factors was composed by six items. Levels of factors, both independent dependent variable were measured by different rating items such as strong agree (SA), agree (A), disagree (DA) and strong disagree (SD). To ensure the validity of questionnaire, it gained the different suggestions, correction and adjustments from experts and supervisors. To determine if the questionnaire was valid, a minimum Content Validity Index (CVI) of 0.7 was used considered to that, one suggested by Amin (2005) as shown in [Table 1](#).

Table 1. Content Validity Index

Questionnaires	Number irrelevant questions	Number relevant questions	CVI
1. Questions to Determine the levels of factors affecting lecturers' motivations and the level lecturers' motivation	1	39	0.975
2. Questions to Determine the levels of factors affecting job satisfaction and the level of job satisfaction among lecturers	2	38	0.95

CVI=R/N: Where R refers to the number of questions declared valid and N is the total of all questions. Based on 0.975 calculated content validity index of independent variable and 0.950 of dependent variable both were combined and yielded an overall CVI of 0.9625; from that it was declared excellent and recommended to be used for data collection compared to 0.7 suggested by Amin (2005) also cited in Munyengabe et al. (2016).

Data Gathering Procedures

Researchers visited different lecturers to request them to fill the part of his research in the questionnaires. Interested respondents were explained and then briefed by introductory letter to motivate them and show how to fill the questionnaire. Besides all those measures, the researcher also decided again to indicate and include guidelines in the questionnaire. During data collection' phase, respondents were asked to give responses to all the items in questionnaire. After that, the filled questionnaires were collected by the researcher, organized and encoded into computer using the statistical package for social sciences (SPSS) 19th version.

Data Analysis

Data on the first part of questionnaire concerning the profile of respondents were analyzed using frequencies and percentage distributions. We used means to determine the levels of lecturers' motivation and job satisfaction. Means were used in identification of ranks of factors affecting both independent and dependent variables. The Likert' scale of four levels were used to measure and interpret the obtained means. The following numerical values and response modes were used to interpret the means.

Mean range	Description	Interpretation
3.26-4.00	Strong agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Fair
1.00-1.75	Strong disagree	Poor

A Pearson Linear Correlation Co-efficient (PLCC) was used to determine the significance of relationships between: (1) levels of six factors affecting motivation, (2) level of lecturer's motivation all correlated with job satisfaction.

Ethical Considerations

The full confidentiality and secrecy were guaranteed to the respondents by the following activities: a) respondents' names could not figurate in the study, b) coding of all questionnaires c) respondents signed the informed consent and d) findings were presented in generalized manner.

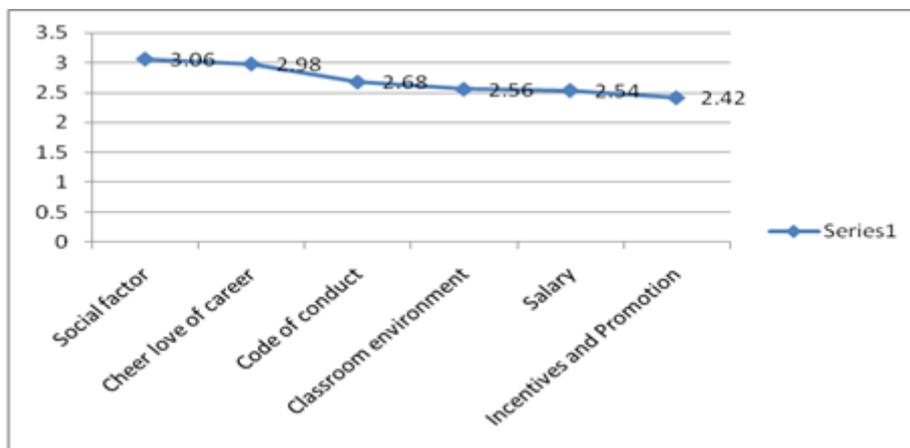
Results and Discussions

All findings presented in this part, were generated from respondents' demography of the following characteristics: the percentage of male lecturers was 51.4 while that of female was 48.6. Regarding the age of respondents: 7.1% were lecturers aged between 21-30 years old, the second range of 31-40 years old was 32.9%, the range of 41-50 was represented by 37.1% and the last category of lecturers 'age felt in the range of 51-60 with 22.9%. No lecturer was found to be in the range of 61years old and above. Regarding the experience 20% were ranged in

1-5 years, 20% in range of 6-10 years, 28.6% in range of 11-15 years, 11.4% in the range of 16-20 years and the last range of 21 years and above was made by 20% of all participants. The data analyzed showed that the qualifications of respondents were composed by masters' (11.4%), doctorates (40%), associate professors (35.7%) and full professors 12.9%. Regarding the nationality, all lecturers who participated in the research were Chinese lecturers.

Level of Lecturers' Motivation

Results associated with Level of Lecturers' Motivation are presented in **Figure 2** and **Table 2** of all items. The level of lecturers' motivation was satisfactory with a grand mean of 2.707 (Std=.8014). The factors affecting the level of motivation were arranged as follows: Social Factor (mean: 3.061, Std=0.7236), cheer love of career (mean: 2.971, Std=.7640), Code of Conduct (mean: 2.680, Std=.8369), Classroom environment (mean: 2.568, Std=.8446), Salary (mean: 2.545, Std=.8757) and incentives & promotions with average mean of 2.420 (Std= .7640)



Source: Primary Data collected in 2016

Figure 2. Ranking of factors affecting lecturers' motivation in a Chinese university

From **Figure 2** of results on the level of motivation among lecturers in a Chinese university one may conclude that social factor highlights a very big influence in increasing the level of motivation compared to other factors while incentives and promotions was noted to be the factor that tend to reduce the level of motivation. The tendency of factors in reducing the level of motivation among lecturers in a Chinese university where the study was conducted is arranged as follows: Incentives & promotions > Salary > Classroom environment > Code of Conduct > Cheer love of career > social factor.

Social Factors

Findings presented in **Table 2** revealed the social factor to be the first with the highest mean of 3.060 (Std=0.7236) and interpreted the satisfactory on the 4th level of Likert' scale. The motivation among lecturers in a Chinese university is highly associated with their communities. The satisfactory level of lecturers' motivation may be concluded from cultural context of Chinese society where teachers are paid respect and valued as important personal in their society. From that, one may deduct that the society in which the lecturers live has an important role in their everyday activities that tends to increase the level of motivation. From this it also found the recognition of one's activities by the society is the key element to maintain the level of motivation among employees. Similar to the findings of other previous studies such as that of Munyengabe et al (2016), Alam (2011) the social factor was proven to be a very influential factor in increasing the level of motivation.

Table 2. Level of Lecturers' motivation in a Chinese university

Items & Rank	N	Sum	Mean	Std. Deviation
1.Cheer love of career				
I have set my own objectives to enjoy the lecturing job	70	227.00	3.242	.69022
No other factors that pushed me to select the lecturing job	70	224.00	3.200	.73426
I choose the teaching career because I like it.	70	224.00	3.200	.69366
When I teach, I feel being motivated of that	70	211.00	3.014	.73214
I am not interested to get other job because I like to be a lecturer	70	198.00	2.828	.74155
I can't change this career because it is my preference from the beginning	70	193.00	2.757	.84159
My lecturing job doesn't depend on the salary even if my salary may be reduced I can't change my job	70	186.00	2.657	.91502
Mean average			2.985	
2.Salary				
I receive my salary on time	70	221.00	3.157	.75442
With my salary I hope to improve and succeed my plans	70	203.00	2.900	.95021
Nobody in superiors has right to decide on my salary or obliges me to give its part to	70	202.00	2.885	.90958
My salary doesn't affect negatively my teaching activities	70	186.00	2.657	.88278
My superiors do all necessities to increase my salary	70	168.00	2.400	.84098
I appreciate the way my teaching activities are considered in terms of payment.	70	163.00	2.328	.86345
My salary is sufficient to equip me and my relatives in all necessities.	70	163.00	2.328	.91242
My salary is good compared to the work I do	70	162.00	2.314	.90958
My salary motivates me to work hard.	70	158.00	2.257	.87949
I have a reasonable salary	70	156.00	2.228	.85417
Mean average			2.545	
3. Promotions and incentives				
Promotion is based on lecturers' performance.	70	184.00	2.6286	.55653
The way promotions are given motivates me to work hard so that I can be promoted.	70	180.00	2.5714	.65132
Incentives given are relevant compared to the work I do.	70	165.00	2.3571	.56831
I do really appreciate the way lecturers are promoted.	70	159.00	2.2714	.62983
There is a good established way to motivates lecturers by giving incentives.	70	159.00	2.2714	.66314
Mean average			2.420	
4. Social factor				
Students 'effort in learning and ambitions motivate me to help them.	70	231.00	3.3000	.70915
I am motivated by respect students pay to me.	70	225.00	3.2143	.81459
I am interested to help students because they are interested themselves to learn.	70	224.00	3.2000	.69366
The students discipline motivates me to do my job.	70	214.00	3.0571	.79647
I am motivated by the way the society considers my everyday effort in lecturing.	70	199.00	2.8429	.73496
I am considered important person in attaining the country vision.	70	193.00	2.757	.64686
Average mean			3.060	
5.Code of conduct (punishment avoidance)				
I do perform well my work to avoid punishment.	70	239.00	3.414	.78929
The way the code of conduct is set doesn't interrupt me	70	190.00	2.714	.80114
Lecturers are same towards the code of conduct.	70	182.00	2.600	.87477
Lecturers' opinions are considered when they are suggested in decision making.	70	176.00	2.514	.82958
Lecturers are well treated at work and their challenges are solved.	70	172.00	2.457	.77433
There is no injustice in handling issues related to job performance.	70	167.00	2.385	.95239
Mean Average			2.680	
6. Classroom' environment				
I am self-confident in classroom management	70	212.00	3.0286	.79803
The number of students doesn't affect me in my teaching activities.	70	187.00	2.6714	.94365
The class size and disposal don't affect me while teaching.	70	186.00	2.6571	.94617
The university disposes all required teaching material.	70	175.00	2.5000	.75661
Students 'performance motivates my lecturing activities.	70	166.00	2.3714	.80165
I am not stressed by examination processes.	70	153.00	2.1857	.82168
Mean average			2.56	
Grand Mean			2.707	
Interpretation			Satisfactory	

Source: Data collected in 2016

Cheer Love of the Career (Internal Motivation)

Findings of this factor are presented in **Figure 2**. This factor was ranked as the second by having the average mean of 2.971 (Std=.7640), at Likert' Scale of four levels and interpreted as satisfactory. From the analysis, all means associated with the items were interpreted as satisfactory to show the motivation level among lecturers in a Chinese university, and it is highly associated with internal motivation. The findings of the study were in the agreement with findings of Munyengabe et al (2016) who indicated that the cheer love of career among university' lecturers play a vital role in increasing their commitment and the will of remaining at their lecturing job. The findings also were not different from other researchers such Broussard and Garrison (2004), who argue that teachers who feel deprived of internal motivation factor are less motivated to do their best in the classroom.

Code of Conduct (Punishment Avoidance)

The factor "code of conduct" also referred as punishment avoidance was analyzed to discover if their achievements at work were relying on punishment avoidance. It is a common sense that some employees heavily achieve to prevent any consequence if the results are different from the overall target of the organization (McGregor, 1960). Findings revealed the code of conduct to have a mean of 2.680 (Std=.8369) and interpreted as satisfactory on the 4th level of Likert' scale. It is found that even though lecturers are internally motivated at their lecturing job, the code of conduct plays an important role to redress those with low level of motivation to achieve in their everyday lecturing job.

Classroom Environment

A good classroom environment makes teachers and students feeling good and comfortable during their teaching/learning processes. The good classroom environment is not only helpful at the secondary or primary schools levels, it is also an indispensable factor at the university level, and the good environment provides the motivation of lecturers in their everyday teaching activities (Munyengabe et al (2016). Findings regarding the classroom environment factor showed the average mean of 2.560 (Std=.8446), from that it was ranked as third in affecting negatively the level of motivation among lecturers. The findings of the study were in agreement with the previous studies where it was found that a positive environment is one in which teachers and students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask and respond to questions (Sheffler, 2009).

Salary

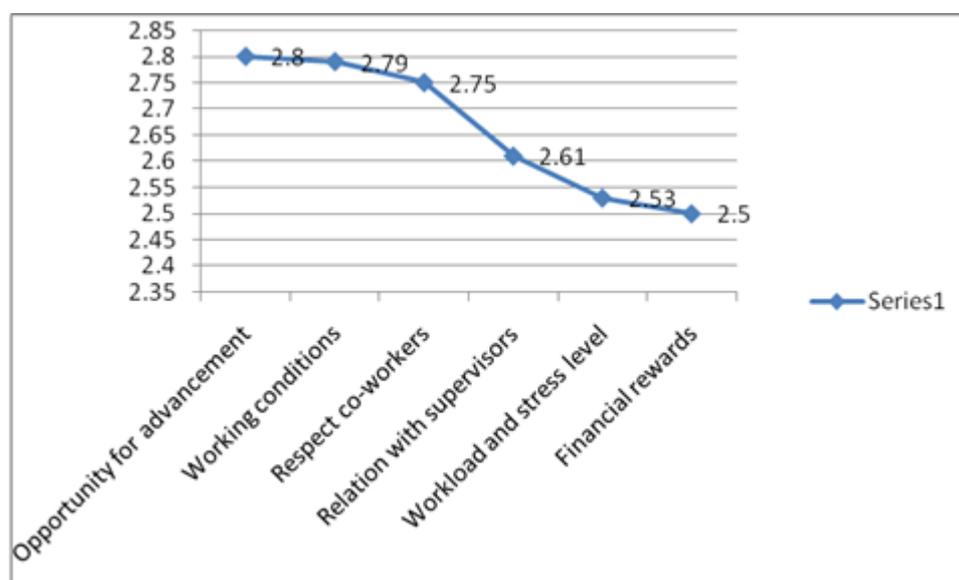
The impact of salary was found to be the second with low level (mean: 2.545, Std=.8757) compared to other factors affecting the overall level of motivation among lectures in a Chinese university. According to Deci et al (1989), the motivation is classified as internal and external. Findings regarding salary as one external factor of overall motivation revealed to be the second factor in lowering the level of motivation and interpreted as satisfactory with low value of mean at the 4th level of Likert' scale. Similar to studies of Munyengabe et al (2016) and Alam (2011), the findings on this study regarding the salary were in agreement with other related studies where it was shown that employees tend to be motivated by their incomes from the job. From the findings on this factor, lecturers valued the equity theory as suggested by Johnson (1986).

Promotions and Incentives

Promotions and incentives are stimulus to greater actions; they are also given in addition to what employees were suggested to get. Findings regarding promotion and incentives revealed this factor to be interpreted as fair and ranked as the last with a lowest average mean of 2.420 (Std= .7640) as presented in **Figure 2** and **Table 2**. It is found that the level of motivation among lecturers in a Chinese university tends to decrease when there is a decrement of promotions and incentives. Similar to other related studies salary is not the only external factor to increase the level of motivation, to mean that employees are also likely to be motivated by other additional form of rewarding like getting promotions and other types of incentives (Munyengabe et al, 2016; Alam, 2011)

Level of Job Satisfaction among Lecturers

Findings presented in **Figure 3** and **Table 3** revealed the level of job satisfaction within a Chinese university to be interpreted as satisfactory with an average mean of 2.660 (SD=.7804). Six analyzed factors starting from the highest mean were ranged as follows: opportunity for advancement (mean:2.800, SD=.7670); working conditions (mean: 2.790, SD=.7368) ; respect co-workers (mean: 2.750, SD=.7383); relation with supervisors (mean:2.610, SD=.7955); workload and stress level (mean :2.530, SD=.7964) ;financial reward (mean:2.500, SD=.8489). From this observation, it was found that the level of job satisfaction is highly affected negatively by the financial rewards. One might observe from the findings that the level of job satisfaction was highly associated with the earnings obtained from their job.



Source: Primary Data collected in 2016

Figure 3. Ranking of factors affecting the level of job satisfaction in a Chinese university

Opportunity for Advancement

Advancement in the career is one of the factors that increases employees' job satisfaction level in organizations (Hill & Power, 2013). Findings revealed that lecturers in a Chinese university ranked this factor the first with an average mean of 2.800 (SD=.7670) and interpreted as satisfactory on the fourth level of Likert' scale. It has been noted that when workers are helped to advance in the career; there will be the reduction of challenges related to the job performance and their satisfaction level will be increased (Munyengabe et al, 2016).

Working Conditions

The analysis of this factor showed to be ranked as the second with average mean of 2.790, (SD=.7368) interpreted as satisfactory on the fourth level of Likert' scale. From above findings, it is observed that people tend to be satisfied when the working conditions are good, safe and equipped by all necessities. The impact of this factor on the job satisfaction was also studied by Bakotić and Fiskovića (2013), they found that workers who work in normal working conditions usually show the high level of being satisfied at their work while those working in not favored conditions were presented with the low level of satisfaction at their work. The same as Poggi (2010) and Munyengabe et al. (2016) for their findings they reached to illustrate that working conditions play a vital role in increasing or reducing the level of employees' satisfaction at their work.

Table 3. Level of job satisfaction among lecturers in Chinese university

Items and Rank	N	Sum	Mean	Std. Deviation
1. Financial reward				
I am satisfied with my salary because it will help me to improve and reach my plans.	70	214.00	3.0571	.81447
I am satisfied with the way my salary is respected; nobody in superiors has right to decide on my salary or obliges me to give its part to other social activities.	70	208.00	2.9714	.81599
I am satisfied with the payment time.	70	202.00	2.8857	.77165
My salary satisfies me because it doesn't affect negatively my teaching activities.	70	183.00	2.6143	.92145
I am satisfied because my superiors do all necessities to increase my salary.	70	163.00	2.3286	.86345
I am satisfied because my salary is enough compared to the work I do.	70	161.00	2.3000	.87394
I am satisfied with the way my teaching activities are considered in terms of payment.	70	158.00	2.2571	.89581
My salary satisfies me because is reasonable.	70	155.00	2.2143	.84943
I am satisfied with my salary because is sufficient to equip me and my relatives in all necessities.	70	155.00	2.2143	.84943
I am satisfied with my salary.	70	152.00	2.1714	.83356
Mean Average			2.50	
2. Relation with supervisors				
I am satisfied with the ways my supervisors pay respect to me	70	190.00	2.7143	.80114
I am satisfied with the way my supervisors give feedback	70	184.00	2.6286	.78337
I am satisfied because my supervisors don't harm me at work always support me.	70	183.00	2.6143	.82168
I am my satisfied because my opinions at work are considered	70	182.00	2.6000	.76896
I am satisfied because my supervisors gave me clear responsibilities	70	180.00	2.5714	.75319
I am satisfied at work because my supervisors are able to manage employees equally.	70	179.00	2.5571	.84503
Mean average			2.61	
3. Respect co-workers				
I am satisfied with Lecturers' respect towards their colleagues.	70	203.00	2.9000	.64043
I am satisfied with the respect existing among lecturers	70	200.00	2.8571	.70784
I am satisfied with the way lecturers help each other.	70	192.00	2.7429	.75538
I am satisfied because there is a good communication between lecturers.	70	192.00	2.7429	.71598
I am satisfied with the way there is a team work in the working area.	70	187.00	2.6714	.79348
I am satisfied with the job because my colleagues don't fell jealous of me	70	185.00	2.6429	.81713
Mean average			2.759	
4. Opportunity for advancement				
I am satisfied with my work because through it I hope that my profession will be highly developed.	70	200.00	2.8571	.74767
I am satisfied with my work because I always advance in the career.	70	199.00	2.8429	.77339
I am satisfied with the chance given to all lecturers.	70	198.00	2.8286	.77966
I am satisfied because my universities give us the study leave in need.	70	197.00	2.8143	.74781
I am satisfied with the way the university favors lecturers to increase their skills.	70	193.00	2.7571	.73101
I am satisfied with the way the university has set regular training to lecturers.	70	189.00	2.7000	.82269
Mean average			2.8	
5. Workload and stress level				
I am satisfied with my working hours because they do not stress me	70	189.00	2.7000	.72930
I am satisfied because other university' activities do not affect my teaching activities	70	184.00	2.6286	.83703
I am satisfied with my work because there is a clear policy towards the work.	70	183.00	2.6143	.78561
I am satisfied at my work because exams do not stress me.	70	176.00	2.5143	.75648
I am satisfied at work because none blames me because of learners 'low results	70	168.00	2.4000	.78758
I am satisfied at my work because there is no stress.	70	163.00	2.3286	.88008
Mean average			2.530	
6. Working conditions				
I am satisfied at work because of job security.	70	209.00	2.9857	.71207
I am satisfied at job because the university always makes the working conditions affordable.	70	206.00	2.9429	.65686
I am satisfied because classrooms are equipped by all necessities to favor teaching activities.	70	200.00	2.8571	.70784
The way teaching materials are provided satisfies me a lot.	70	191.00	2.7286	.77873
I am satisfied with my work because the teaching environment doesn't affect me.	70	186.00	2.6571	.79647
I am satisfied with my work because the job location doesn't affect me.	70	182.00	2.6000	.76896
Mean average			2.790	
Grand Mean			2.660	
Interpretation			Satisfactory	

Source: Data collected in 2016

Respect Co-Workers

Findings presented in **Figure 3** reveals this factor to be important among lecturers in a Chinese university where the study was conducted. Lecturers ranked the respect co-workers at the third place with an average mean of mean 2.750 (SD=.7383). From that, one may analyze that a working organization where each employee is paying respect to other employees, there will be the tendency of the increment of level of job satisfaction. The study agreed with the findings of May *et al* (2004), who stated that employee relationships with co-workers and supervisors have an inconsiderable effect on the psychological state of employees in the working area. People at working place need to talk about their experiences and discuss ideas altogether by sharing the happiness and sorrows (Munyengabe et al., 2016).

Relation with Supervisors

The ranks of items used to analyze the level of relation with supervisors on job satisfaction are listed in **Figure 3** and **Table 3**. The level of relation with supervisors was interpreted as satisfactory on the fourth level of Likert' scale with an average mean of 2.610 (SD=.7955). Findings from lecturers showed that the factor is highly linked with job satisfaction. Employees are happy and interested to work in the place where there is a good relationship with their employers (Munyengabe et al, 2016). Similar to May *et al* (2004) in their study showed that workers in the organization rely on the good relationship existing between them and employers. In the recent study of Munyengabe et al (2017), it was stated that lecturers at university valued highly the respect between the leaders and lecturers as an influential item to construct the good relationship between lecturers and their leaders. From above results, it is seen that if the good relationship is maintained at the workplace the level of job satisfaction will be increased.

Workload and Stress Level

Findings regarding this factor are presented in **Figure 3** and **Table 3**. The level of workload and stress level was shown by the mean of 2.530 (SD=.7964) interpreted as satisfactory on the fourth level of Likert' scale. It was ranked as the fourth factor in increasing the overall level of job satisfaction. From the findings, it was observed that workload and stress level had a negative impact to the overall level of job satisfaction. The findings of this study did not contrast with other existing studies such that of Munyengabe et al (2016) who indicated that the increment in reducing the workload and stress level impact will go in hand with the increment with the job satisfaction

Financial Reward

The negative impact of financial reward on job satisfaction in a Chinese university was ranked the first and interpreted as fair on the fourth level of Likert' scale with an average mean of 2.500 (SD=.8489). Respondents were given the chance to rank different suggested items related with their financial rewards. From above presented data one may observe that the higher financial reward is the higher will be the level of satisfaction at work. Similarly, to the recent studies of Mustapha (2013) and Munyengabe et al. (2016), it is agreed that a good financial reward influences positively on the level of job satisfaction among university' lecturers. According to Sarwar and Abugre (2013), in their study, it was shown that a positive financial reward plays a vital role in increasing the level job satisfaction among workers within a working organization.

Hypotheses Testing

Findings regarded to the tested null hypotheses are presented in **Table 4**. The results are interpreted as follows: The null hypothesis of no significant relationship between the level of cheer love of the career and job satisfaction was rejected because of r-value of 0.317 and sig -value of .000 lesser than 0.001. From this, the study confirmed the significance relationship between cheer love of career and job satisfaction. The null hypothesis of no significant relationship between the level of salary and job satisfaction was rejected because of r-value of 0.688 and sig -value of .000 lesser than 0.001. The findings of this study confirmed a significance relationship between salary and job satisfaction.

Table 4. Correlations between factors and level of lecturers' motivation correlated with job satisfaction

		Cheer Love of Salary career	Incentives & Promotions	Social Factor	Code of Conduct	Classroom environment	Level of Motivation	Level of Job Satisfaction
Cheer Love of career	Pearson Correlation	1	.422**	.092	.360**	.458**	.561**	.652**
	Sig. (2-tailed)		.000	.450	.002	.000	.000	.000
	N	70	70	70	70	70	70	70
Salary	Pearson Correlation	.422**	1	.613**	.027	.513**	.437**	.688**
	Sig. (2-tailed)	.000		.000	.824	.000	.000	.000
	N	70	70	70	70	70	70	70
Incentives &Promotions	Pearson Correlation	.092	.613**	1	.154	.624**	.480**	.559**
	Sig. (2-tailed)	.450	.000		.203	.000	.000	.000
	N	70	70	70	70	70	70	70
Social Factor	Pearson Correlation	.360**	.027	.154	1	.495**	.208	.488**
	Sig. (2-tailed)	.002	.824	.203		.000	.084	.000
	N	70	70	70	70	70	70	70
Code of Conduct	Pearson Correlation	.458**	.513**	.624**	.495**	1	.544**	.830**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	70	70	70	70	70	70	70
Classroom environment	Pearson Correlation	.561**	.437**	.480**	.208	.544**	1	.730**
	Sig. (2-tailed)	.000	.000	.000	.084	.000		.000
	N	70	70	70	70	70	70	70
Level of Motivation	Pearson Correlation	.652**	.752**	.697**	.488**	.830**	.730**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	70	70	70	70	70	70	70

** . Correlation is significant at the 0.001 level (2-tailed)

The null hypothesis of no significant relationship between the level of incentives & promotions and job satisfaction was rejected because of r-value of 0.559 and sig -value of .000 lesser than 0.001 and this confirmed the significance relationship between incentives & promotions and job satisfaction. Contrarily to other tested factors, the null hypothesis of no significant relationship between the level of social factors and job satisfaction was not rejected because of r-value of **0.054** and sig -value of **.659** greater than 0.001. From this, one may deduct that the influence of social factor on job satisfaction might be attached to the social context in which the study is carried out. The null hypothesis of no significant relationship between the level of code of conduct and job satisfaction was rejected because of r-value of **0.636** and sig -value of .000 lesser than 0.001. From that, the significance relationship between code of conduct and job satisfaction was confirmed by the current study. The null hypothesis of no significant relationship between the level of classroom environment and job satisfaction was rejected because of r-value of **0.357** and sig -value of .000 lesser than 0.001. From that, the significance relationship between classroom environments with job satisfaction was confirmed. The null hypothesis of no significant relationship between the level of lecturers' motivation and job satisfaction was rejected because of r-value of **0.615** and sig -value of .000 lesser than 0.001. Similarly, to the other related studies such those of Alam (2011); Munyengabe et al (2016) and Sheffler (2009), the findings of this study, greatly supported the existing established relationship between motivation and job satisfaction of employees in any organization setting. For example, the recent study of Munyengabe et al. (2016), has proven a great relationship between job satisfaction with factors as cheer love, salary, incentives & promotions, social, code of conduct, learning environment and overall motivation.

CONCLUSIONS

Based on the findings, the conclusion for this research should be as this: there is a significant relationship between lecturers' 'motivation' level and jobs satisfaction level in a Chinese university located in Beijing. Starting on the first factor affecting negatively the lecturers' 'motivation, the arrangement of factors should be as followed: Promotions and incentives; Salary; Classroom environment; Code of conduct; Cheer love of career (internal motivation) and Social factors. For job satisfaction level, starting at the first negative influence of factors, the ranking was shown as the followings: financial rewards; workload and stress level; working conditions; relation with supervisors; respect co-workers; working conditions and opportunity for advancement. From above, the general conclusion was drawn that an upgraded factor of motivation will have a positive impact on job satisfaction.

RECOMMENDATIONS

The study recommended setting a good plan to adjust all issues related on salaries, incentives and promotions regularly. The regular trainings and more opportunities for career advancement should be created to increase the level motivation and job satisfaction for the lecturing staff. The efficient communication and feedback should be maintained among staff that works on administration, teaching and service supporting area in the university. Finally, regular researches should be done in different corners regarding the motivation and job satisfaction among lecturers in other colleges of the similar university.

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