



A RELATIONSHIP STUDY OF TEACHERS' PERCEPTION TOWARDS
PROFESSIONAL DEVELOPMENT AND THEIR JOB SATISFACTION IN
GUILIN UNIVERSITY OF ELECTRONIC TECHNOLOGY, GUANGXI,
CHINA

XUEYING WU

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in EDUCATIONAL ADMINISTRATION
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

2015

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SATISFACTION IN GUILIN UNIVERSITY OF ELECTRONIC
TECHNOLOGY, GUANGXI, CHINA

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Field of Study: EDUCATIONAL ADMINISTRATION

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Partial Fulfillment of the Requirements for the Master Degree in Education




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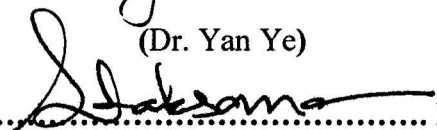
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ABSTRACT

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Key Words: PROFESSIONAL DEVELOPMENT, PERCEPTION, JOB
SATISFACTION, GUILIN UNIVERSITY OF ELECTRONIC
TECHNOLOGY

Name: XUEYING WU

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Thesis Advisor: DR.YAN YE

The main purpose of this study was to determine the relationship between teachers' perception towards professional development and their job satisfaction in GuiLin University of Electronic Technology, GuangXi, China in the academic year 2014 – 2015.

A total of one hundred and forty – one (141) full – time teachers from the GuiLin University of Electronic Technology were surveyed for this study. The main resource of data was the questionnaire that investigated the teachers' perception towards professional development and their job satisfaction. The collected data were analyzed by using the mean, standard deviation and Pearson Product Moment Correlation Coefficient.

The research findings indicated that the level of teachers' professional development was high in the school, and from the results of teachers' job satisfaction, it was found that the level of their job satisfaction was regarded as 'moderate'. Therefore the hypothesis was accepted as the study discovered that a moderate positive relationship between teachers' perception towards professional development and their job satisfaction was existing in GuiLin University of Electronic Technology, GuangXi province of China.

Teachers are recommended to establish a teachers' group to regularly meet and discuss openly all issues in their professional and personal lives that impact their professional development and job satisfaction. School's administrators can provide professional development program that emphasis on a vision of how to integrated technology in the school to build up teaching and learning. And multi – tasks should be arranged to teachers in the school; teachers' interests can be improved with their job.

Field of Study: Educational Administration

Student's signature.....

Graduate School of Education

Advisor's signature

Academic Year 2015

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CHAPTER I

INTRODUCTION

This chapter outlines the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope and limitation in this study, significance of the study and definition of terms.

Background of the Study

Teacher professional development is one of the most important aspects of training for every school. An effective professional development program is hard and it is one of the main challenges for every teacher, leader and administrator. Professional development is the key to improving teacher knowledge. Nevertheless, to ensure an effective professional development program, which is beneficial to teachers, identification of their needs is important.

Hargreaves (1994) expresses the importance of regular assessments of teachers' professional development needs in order to check the progress in their development. His post technocratic model looks at professional development as one that is mutually dependent.

Since the implementation of the Teacher Law in China in 1993, professional development has started to play a large part in educational reform. This law gave teachers a set of guidelines and framework in which to better instruct their students. In fact professional development appears to be important component that leads to job satisfaction, student achievement and the success of the school. One of

the most important things to a school is teachers' professional development, which will lead to student achievement, job satisfaction for the teachers and school success. When a teacher is satisfied in their job, they will put more effort into it. They will take more responsibility, contributing to a happy working environment.

Job satisfaction in the teaching profession is the level of commitment that teachers feel for their job, and it is one of the most important issues which has not been recognized enough in schools in the past, but in the last ten years considerable research has been carried out. In the past decades, most schools were not aware of the vital importance of job satisfaction. However, nowadays, every successful school or organization monitors their teachers' job satisfaction to maintain good quality teaching and high learning standards. Teachers feel part of an organization that cares and are motivated to produce good results and stay long term. Job satisfaction has been described as the amount of positive feeling that an employee may experience toward a particular job or organization (Price, 1997). The schools benefit by becoming good examples to other schools and raising standards in education. As leaders of many countries say "the future of the country is in the children's hands, as well as the children's future is in the teachers' hands".

There is a limited amount of studies that have been done on teachers' professional development and their job satisfaction in GuangXi, China. Guilin University of Electronic Technology has two campuses including Guilin campus and Beihai campus. Two campuses are in GuangXi. Although each campus has common goals and a shared commitment to provide the best to the students. Teachers at Guilin University of Electronic Technology have been seen as one of the most important elements to meet the goals in the school. Therefore, the school aims to provide effective professional development programs for their teachers to develop and

maximum their teaching potential. Teachers are the students' role models and their mood and behavior can influence the students' development. However, as this researcher felt, the teachers in this school do not earn high salaries. Therefore, teacher job satisfaction is also an important issue to research in order to know more about teachers' perceptions and education.

Statement of the Problem

Professional development and lifelong learning is quite a new, While this idea has been accepted by most teachers, not all have decided to take the professional development route to improvement. It is however extremely important for teachers to follow the professional development path so that their training will benefit not only the students but the school as well. Teachers have to be counselors, educational leaders, managers, coaches, and even facilitators. Researching what teachers feel and know about their own development is essential for managing any kind of professional development as is the positive impact that professional development has upon a teacher's abilities. Professional development solves the problem of average teachers by training them to be highly qualified. The professional development program is one of the parts teacher's needs, which will lead to student achievement and teacher's job satisfaction.

As everyone knows, the teacher's job is not an easy one and most teachers really love to teach and love the students. Teachers do not earn high salaries but they really love to teach and help students who are in need. They pass on their knowledge to the best of their ability, instilling good moral values and providing love and care for the students. Therefore job satisfaction is an important issue to investigate in Guilin University of Electronic Technology.

In the past, teachers taught lessons from textbooks and instructions but nowadays, the curricula have changed in order to help students learn better and develop life skills. Teachers are not only teaching theory to students, they are also developing the students' critical thinking skills and providing practical activities for the students to understand better (Khong, 2014).

Teachers have to handle big classes every day and increased workload. Teachers are role models for the children and they are the ones who give the students knowledge and skills. The students are the future leaders of our country, so that teachers are the people who will train the students to be a good leader. For these reasons, teachers need to be happy and satisfied in their positions. The researcher will study the different levels of teacher job satisfaction based on the professional development in the following schools in Guilin University of Electronic Technology.

The researcher chose Guilin University of Electronic Technology because there has never been a previous study done on teachers' professional development and job satisfaction at this school and the researcher would like to do this study to provide valuable feedbacks to the teachers, administrators and school.

Research Questions

1. What is the level of teachers' perception towards professional development in Guilin University of Electronic Technology?
2. What is the level of teachers' job satisfaction in Guilin University of Electronic Technology?
3. Is there a significant relationship between teachers' perception towards professional development and their job satisfaction in Guilin University of Electronic Technology?

Research Objectives

1. To determine the level of teachers' perception towards professional development in Guilin University of Electronic Technology.
2. To determine the level of teachers' job satisfaction in Guilin University of Electronic Technology.
3. To determine the relationship between teachers' perception towards professional development and their job satisfaction in Guilin University of Electronic Technology.

Research Hypothesis

There is a significant relationship between teachers' perception towards professional development and their job satisfaction in Guilin University of Electronic Technology.

Theoretical Framework

This study mainly focuses on the relationship between teachers' perception towards professional development and their job satisfaction in Guilin University of Electronic Technology. The following related theories of teachers' professional development and their job satisfaction used as the main theoretical support for this study.

1. Guskey (2003): Theory of Professional Development

Guskey (2003) looked at a list of characteristics of professional development, which he believed led to visionary leadership for educational

organizations. Through the analysis, he found that the characteristics of effective professional development that are discussed the most are similar to the social constructivist learning model. In order for professional development to be effective it should include collaboration, time and resources and most importantly improve the instructional knowledge of the teacher.

Guskey's mentioned that the three frequently talk about characteristics of teachers' effective professional development that they (1) enhance teachers' content and instructional knowledge, (2) provide time and resources, (3) promote collegiality and collaboration.

The number one characteristic described as important to professional development is the enrichment of teacher's content and instructional knowledge. As teachers better understand the content, they can better help the students understand the content. The professional development program should try to encourage teachers of their own ability to effect change in the classroom. Teachers will not just depend on theories but will see themselves as designers of professional knowledge.

Also an important characteristic is time and resources management. Teachers need time to understand the content, evaluate student work and design new ways to teach. Guskey said that it is not the amount of time given to the teachers for professional development, but how the time is used.

Collaboration is a teachers' opportunity to work together, to share ideas, strategies and expertise during the teachers' professional development. Collaborative efforts can run into serious conflicts about professional beliefs and practices. It has been found that educators when presented with certain evidence and strategies' of effectiveness, still chose what is easiest and related to current practice, rather than change their teaching methods to offers students the best benefits.

2. Herzberg (1959): Motivator – Hygiene Theory

In 1959, Frederick Irving Herzberg came up with a two – factor theory also called Herzberg’s motivation. This two-factor theory discussed what he called the satisfiers and the dissatisfiers. The satisfiers were considered the motivators and the dissatisfiers were called hygiene. He looked at the components of a job that he called motivators or satisfiers, which were, achievement, recognition, advancement, work itself, possibility of growth and responsibility. He also looked at the components of a job that he called dissatisfiers or hygiene, which were salary, supervision, interpersonal relationships, company policy and leader, status, conditions of working, factors in personal life and security of job.

The two motivational opposites are “extrinsic” and “intrinsic” motivation. Extrinsic motivation is concerned with the motivation of people from the outside and intrinsic motivation is concerned with the motivation coming from the inside.

Intrinsic Satisfaction: This deals with the internal motivation of a person. Hennessey and Amabile (2005) discussed intrinsic motivation as the eagerness to act or do something we enjoy based on our own interests or simply for the fun of it. Therefore, it is most important for organizations to know when people are intrinsically motivated. They will strive for the challenge or happiness instead of avoiding punishment and the promise of rewards. According to Cherry (2014), it is also suggested that people are more inspired when they are motivated from within. In the workplace, the efficacy and performance increases through extrinsic motivation such as job recognition and remuneration but the actual quality of work performed is influenced by intrinsic factors.

Extrinsic Satisfaction: The satisfaction of people whose motivation comes from external sources. Extrinsic motivation also refers to an activity, which contains

elements of stress, apprehension or uncertainty but the main goal is to strive for the object of desire (Lindenberg, 2001). Extrinsic motivation is related to external influences for example, rewards, recognition, and promotion. While offering rewards can increase motivation in some cases, it must be done responsibly as researchers have found that too much appreciation can made to a reduction in teachers' motivation (Cherry, 2014).

Conceptual Framework

This study aimed to investigate the teachers' professional development and their job satisfaction, and also to determined the relationship between professional development and teachers' job satisfaction in Guilin University of Electronic Technology, GuangXi, China.

The researcher used the characteristics of professional development of Guskey's (2003), include collaboration, time and resources, enhancement of teacher's knowledge. And researcher used Herzberg's Motivator – Hygiene Factor job satisfaction theory, include extrinsic satisfaction and intrinsic satisfaction to investigate the teachers' job satisfaction in the Guilin University of Electronic Technology.

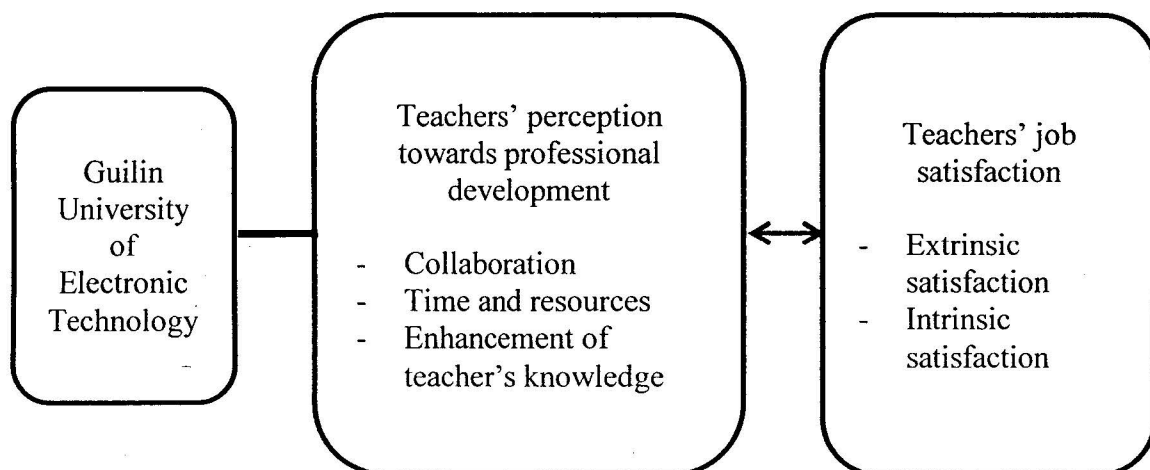


Figure 1. Conceptual Framework of this study

Scope of the Study

This research was conducted on during January to June 2015 at Guilin University of Electronic Technology, GuangXi Province, China. The reasons for choosing Guilin University of Electronic Technology to be the research targets were because it was one of the most famous public universities in GuangXi province, China, and it had a large number of full – time teachers that can be represented in the research.

One hundred and fifty eight full – time teachers who are teaching in Guilin University of Electronic Technology were surveyed to study their perception of job satisfaction according to the professional development program in the academic year of 2014 – 2015.

This study to be conducted in only one public university, and there are many other pubic universities in China. Therefore, the results of this study may not be applicable for other public universities in China.

Definitions of Terms

Teachers in this study refers to a person who is a full – time teaching staff at Guilin University of Electronic Technology during the 2014 – 2015 academic year.

Perception in this study refers to the sensory experiences felt by the teacher in a given school situation and involves both the recognition of environmental stimuli and actions in response to these stimuli.

Professional Development in this refers to an activity, which is provided to a school as an important administrative function. Teachers are not required to look out for their own experience of professional development.

1. ***Collaboration*** refers to opportunity for teachers to work together, to share ideas, strategies and expertise during the teachers' professional development. In Part I of the questionnaire, question number 1, 2, 3, and 4 will determine the collaboration.
2. ***Time and resources*** refers to the amount of time spent doing professional development, to provide teachers the time to understand content, evaluate student work and come up with new ways to instruct effectively. In Part I of the questionnaire, question number 7, 8, 11, 12, 13 and 14 will determine the time and resources.
3. ***Enhancement of teachers' knowledge*** refer to the professional development experience the knowledge that is gained, understood and then provided to the students in an interesting way. In Part I of the questionnaire, question number 5, 6, 10, 15 and 16 will determine the enhancement of teachers' knowledge.

Job Satisfaction refers to a person's feeling toward their job. Part II of the questionnaire will evaluate the teachers' job satisfaction in Guilin University of Electronic Technology.

1. Extrinsic satisfaction refers to the identification of the teachers' external satisfaction toward their school, including recognition, promotion, and rewards. In Part II of the questionnaire, question number 5, 6, 12, 13, 14, and 19 will determine the extrinsic satisfaction.

2. Intrinsic satisfaction refers to the identification of the internal teachers' satisfaction including power, freedom, and challenge. In Part II of the questionnaire, question number 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, and 20 will determine the intrinsic satisfaction.

Guilin University of Electronic Technology in this study refers to the most famous public university in China, which is located in Guangxi Province, China.

Significance of the Study

The researcher chose Guilin University of Electronic Technology because there had never been a previous study done on teachers' professional development and job satisfaction at this school and the researcher would like to do this study to provide valuable feedback to the teachers, students, administrators and school.

For Teachers, this study would be beneficial to the school teachers. Providing the professional development to solved a problem by training teachers to be highly qualified. Through professional development, teachers can enhance their academic skills in the teaching field. Meanwhile, students' assessment and administrator's evaluation can improve to increase teachers' job satisfaction.

For Students, this study would be beneficial to the students' academic achievement when the teachers increase their knowledge and develop resources as a result of professional development. The teachers will become more satisfied with their teaching, leading to improved learning for the students and their future.

For Administrators, this study would be enhancing the understanding of the importance of professional development and job satisfaction of the teachers. A highly qualified teacher is essential to attract students and remain competitive.

For Schools, this study would also be beneficial to the schools' success when the teachers are satisfied with their jobs. Supporting professional development is beneficial in training and retaining highly qualified teachers.

For Future researchers, this study would also be beneficial to future researchers of educational administration; it would provide them with background knowledge and information to conduct their research. A continued evaluation of the school system and teacher satisfaction is valuable to follow up on if the teachers are getting the right kind of training to continue to be valuable to students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the research literature, which serves as the theoretical foundation of this study, and was a detailed description of the conceptual framework engaged in this study as follows:

- Professional Development
- Guskey's Theory of Professional Development (collaboration, time and resources, enhancement of teacher's knowledge)
- Job Satisfaction
- Herzberg's Motivator – Hygiene Theory
- Other professional development theories and job satisfaction theories
- Previous studies of professional development and job satisfaction
- Background of Guilin University of Electronic Technology
- Introduction to the professional development activities in Guilin University of Electronic Technology

Professional Development

Professional development of instructors means the opportunities supported to instructors to develop new knowledge, skills, approaches and dispositions to improve their effectiveness in their classrooms. According to Abel and Lee (2008) professional development is the opportunity for instructors and educators to develop knowledge, skills, approaches and effectiveness in the classroom. Abel and Lee discuss the difference between teacher education and professional development;

professional development being for teachers who are already teaching and teacher education being for those who are studying to teach. Elmore (1997) explains that professional development is one of the many parts of an administrative function at an institution and that teachers do not need to figure out their own professional development needs. In fact, it should be a program that goes over a period of time and that is provided by the organizational administration. NCLB 2001 supported clear guidelines to the use of professional development in an institution, including improving teacher knowledge of academic subjects in order to improve quality of teaching. NCLB believes that professional development should be a part of the overall improvement plan for an organization, not just data job conditions (No Child Left Behind Act of 2001, 2001).

According to Li (1999), there have been a lot of changes in China's educational system to support new educational policies, institutional administration and instructor training. However, there still seems to be a lot of problems with the system, potentially due to the education system itself. The teachers all come from normal universities, colleges or schools where Psychology, Instruction and Methodology are taught for professional development.

Once a teacher graduates in China they may receive minimal training as far as service training, teacher mentoring, technology training and basic skills training. They also get holiday participant observation and college level lesson planning (Mengceng, 1999).

According to UNESCO's report of 1996 the Ministry of Education (ME) in China had a plan to train all elementary and teachers of middle school in professional development. The idea was to increase the quality of education China wide.

Lessons have been learned from using a similar type of training strategy in India (Dyer, 2004) and it was found that service training was not reaching the expected outcome where the training was irrelevant to the teacher's practice. To change this outcome the focus on teacher professional development has been changed to focus more on the teacher's daily practice and goals (Goodson, 1994).

Professional development in organizations is a national issue that has been around for a long time. Reports find that teachers need support to improve their training. However most institutions and teachers cannot produce the required learning as spelled out by the new reforms as they do not know how. (National Commission on Teaching and America's Future, 1996).

In conclusion teachers' professional development is an important component for schools, where providing the right way to train teachers will deliver more efficient and effective solutions, leading to more successful teaching and learning environments.

Guskey's Theory of Professional Development

Guskey's mentioned that the three most frequently talk about characteristics of instructors' effective professional development are that they (1) enhance teachers' content and instructional knowledge, (2) provide sufficient time and resources, (3) promote collegiality and collaboration.

Professional development is defined as a program given to educators to develop knowledge, skills, and ways to promote effectiveness in the classroom. Using this definition studies were done to understand the connection between professional development and job satisfaction (Elmore, 1997).

The number one characteristic described as important to professional development is the enrichment of teacher's content and instructional knowledge. As teachers better understand the content, they can better help the students understand the content.

The professional development program should try to encourage teachers of their own ability to effect change in the classroom. Teachers will not just depend on theories but will see themselves as designers of professional knowledge.

Pedagogical content knowledge (PCK) is the teachers' understanding of how students learn or do not learn specific subject matter. The development of this knowledge is important to professional development programs. Research showed that PCK is dependent on a topic, person, and situation. As a result, each professional development program should focus on teachers' professional practice allowing the teachers the opportunities to practice instructional strategies, reflect on the practice both individually and collectively. This will ensure that the right strategies are being implanted in the school (Van Driel et. Al 2011).

Guskey found that it was incredibly important to have follow – up activities after the initial professional development training, all educators need assistance as they attempt to adapt new curricula and new instructional practices in their classroom. Nearly all studies showed improvement in student learning when their was structured and continued follow – up after the initial training.

Also an important characteristic is time and resources management. Many educators today, always complain about not having enough time (Goodson, 1992). However, just providing teachers with extra time does not guarantee better student scores (Denham & Lieberman, 1980). Guskey said that it is not the amount of time given to the teachers for professional development, but how the time is used. Teachers

need time to understand the content, evaluate student work and design new ways to teach. Guskey found that at least 30 or more contact hours were needed, for the professional development to be effective. However, this time according to Guskey (1999) needs to be well organized, carefully structured and given purpose.

According to Supovitz (2002), collaboration and collegiality are essential to teacher development. Teachers like to exchange ideas, share strategies, share expertise, and appreciate the time spent working together. It also builds community. This characteristic also has to be guided by an organized, carefully structured framework as well as sensitive management and skillful leadership or there is the possibility of conflict over differing ideas. According to Achinstein (2002), collaborative efforts can run into serious conflicts about professional beliefs and practices. It has been found that educators when presented with certain evidence and strategies' of effectiveness, still chose what is easiest and related to current practice, rather than change their teaching methods to offers students the best benefits (Corcoran at el. 1990)

Collaboration in teaching can make various forms for example, peer discourse or dialogue, seminars, observing colleagues' classroom teaching, action research in team or even informal communication like discussion, chat and other collective activities among colleagues.

Guskey found that professional development experiences that are shared between teachers from different schools could start and maintain improvement at the school.

Guskey through his research found that an effective professional development comes from not just one list of best practices, but rather from an important collection of core elements that needs to be adapted to the unique problems

and characteristics of a specific school. There is no professional development practice, strategy, approach, method, or activity that works perfectly for everyone. Every institution should focus their professional development on learning and learners, while including the core elements of time, collaboration, school-based orientation, and leadership. After which they should find the right way to adapt these core elements to their institution (Guskey, 1994).

Job Satisfaction

Employee job satisfaction is one of the most important issues in every organization and work place. If leaders are vigilant and review the job satisfaction of their employees, they can retain their best employees for many years. There are many studies, which have been carried out on job satisfaction within companies and organizations, but not so many on teachers in schools. The job satisfaction of teachers, administrators and staff in schools is just as important as in the commercial sector. Satisfied staff is likely to be more creative, committed and productive in the work place.

According to Mitchell & Laron (1987), job satisfaction is accepted as an organizational behavior that is critical in every job situation. It is dependent on the employees feeling of having things provided that are important to them. Job satisfaction is a positive vocational impression that individuals build as result of being pleased with their working condition such as feeling are considered as a remote control to one's behavior. (Steer & Porter, 1991)

The affective orientation of the individual toward the job role he is occupying. Positive attitudes are equated with job satisfaction, and negative attitudes are equated with job dissatisfaction (Vroom 1964). Job satisfaction was defined as the

amount that employees had either positive or negative feelings about their job, also how they felt their professional needs were being met (Schermerhorn et al, 1982).

Armstrong (2006) also defined job satisfaction as how the employee felt either positively or negatively about the job. When employees have a good attitude to their job, this leads to job satisfaction and when they have a negative attitude, this indicates dissatisfaction. When the atmosphere in the workplace is happy and cooperative, morale will be high.

Hoppock (1935) found it as “any combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say I am happy with my job” (p. 47).

Young (1984) described job satisfaction as a relative measure of the impact that a particular position has on the individual. Randolph (1985) stated that job satisfaction or dissatisfaction was the set of attitudes we developed about our work; it reflected the fit between person and job. Kotler and Clark (1987) defined job satisfaction also as how an employee feels about their job experience and performance. They would be more satisfied if they fulfilled their own expectations. Every organization should assure their employees of job satisfaction in order to maintain their organization's success. Job satisfaction means the individual's reaction to the job experience (Berry, 1997). It is very important in every work place, as it will influence their employees' job performance. The employer must also consider employees' salaries, safety, benefits, and promotion etc.

Satisfied instructors are more likely to be motivated, energetic and willing to spend more time with the students (Nguni et al 2006, in Cerit, 2009, P. 600). Therefore, according to Firman and Tola (2008) happy, effective teachers are

paramount to the success of an education system and they also contribute to the success of the school.

Herzberg's Motivator – Hygiene Theory

In 1959, Frederick Herzberg distributed the two – factor theory of job motivation. At that time his study was a debatable subject and also the most imitated study, but it has produced many different foundations of theory to support human resource development (Herzberg, 1987). In his study, two factors known as hygiene factors, led to dissatisfaction and motivation, subsequently resulting in satisfaction.

Herzberg divides work factors into two categories: (1) Hygiene factors: Those factors that are not strong contributors to satisfaction but that must be present to meet a worker's expectation and prevent job dissatisfaction. (2) Motivation factors: those factors are the strong contributors to job satisfaction.

Herzberg categorized the elements into two groups called satisfiers and dissatisfies. Herzberg found that satisfiers as motivators and dissatisfies were called hygiene. The factors of a job that he categorized as motivators or satisfiers are achievement, recognition, advancement, work itself, possibility of growth, responsibility. The elements of a job that he categorized as dissatisfies or hygiene are salary, supervision, interpersonal relationships, policy and administration, status, working conditions, elements in personal life, and job security.

Regarding the two parts hygiene factor theory: (1) policy and administration and job satisfaction were positively related, because it means that what staff feel about the company produces either sufficiency or insufficiency of the management of the organization. This includes communication, rules, policies, poor management and their procedures. (2) Quality of supervision, this factor explains that

supervisors wish to help their followers. Do they treat their employees fairly and ensure their knowledge? (3) Relations with others, refers to the relationship between the staff and manager. It also includes social communication in their work place. (4) Status includes staff allowances and other bonuses. (5) Salary - Herzberg concluded that pay is a source of dissatisfaction when it is perceived to be unfairly low, but maintained that high pay can serve not only as a hygiene factor, but also as a means of providing recognition to the worker, enhancing self – esteem, thus acting as a satisfier. (6) Job security, which means whether the staff job at the company is stable or not. (7) Working conditions - Herzberg found working conditions to be correlated with job dissatisfaction. He found that the way universities are organized and function has a great deal to do with the effectiveness of faculty efforts to meet renewal needs. If institutions are organized in such a way that faculty can learn more and act upon their professional goals, attitudes, and competencies, faculty will be more satisfied with their jobs.

Regarding motivational factors: (1) Achievement - Herzberg found that achievement was positively correlated with the job satisfaction of managerial and professional workers in the private sector. Similarly, studies found with educators at the university level revealed a relationship between job satisfaction and achievement. (2) Career advancement - Herzberg listed the relationship between job satisfaction and advancement, if it is included: will the staff have a chance of promotion? (3) Personal growth if it is included do the staff have a chance to learn new knowledge or skills in their current positions especially receiving more training which is needed for the job? (4) Work itself - since publication of the Herzberg, increased attention has been paid to the role the work itself plays in determining job satisfaction. An individual's level of job satisfaction may depend upon perceived alternatives rather

than on results of the action of universal satisfiers or dissatisfiers. (5) Recognition - Herzberg indicated that a positive correlation existed between recognition and job satisfaction, if it is included: does the staff receive the recognition she deserves for her personal achievement or success? (6) Responsibility if it is included: does the staff have a chance to manage their job by themselves or is someone in control? This is explained by the gap between the staff responsibility and authority.

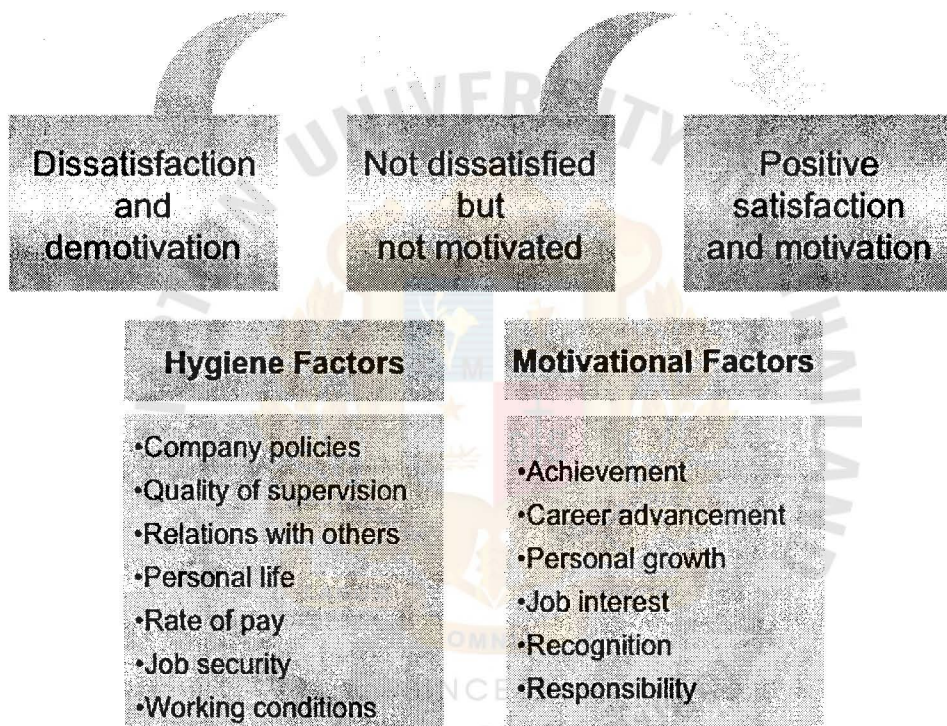


Figure 2: Herzberg's two – factor Theory

Two motivational opposites are “intrinsic” and “extrinsic” motivation. Intrinsic motivation is concerned with the motivation from the inside and extrinsic motivation is concerned with the motivation of people from the outside.

Intrinsic satisfaction is the enthusiasm to do something or act for one's own interests or simply for the fun of the activity itself. Therefore, it is very important for organizations to know when people are intrinsically motivated. People will react

to a challenge or happiness rather than avoiding punishment and the promise of rewards (Hennessey & Amabile, 2005). Cherry (2014) also suggested that people are more inspired when they are motivated from within. In the workplace, the efficiency and work performance expands through extrinsic motivation such as job recognition and monetary compensation but the actual quality of work performed is influenced by intrinsic factors.

According to Lindenberg (2001), Extrinsic Satisfaction is the satisfaction of people whose motivation comes from external sources. Extrinsic satisfaction also refers to an activity, which contains elements of stress, apprehension or uncertainty but the main goal is to strive for the object of desire. According to Cherry (2014), Extrinsic satisfaction is related to outside influences such as promotion, recognition and rewards. While offering rewards can improve motivation in some cases, it must be done responsibly as researchers have found that too much recognition can lead to a decrease in intrinsic motivation.

Other Theories of Professional Development

According to Gaible & Burns (2005), there are several theories or models for Teacher Professional Development (TPD); Standardized TPD programs, School centered or Site based TPD programs and Individual or Self Directed TPD programs

Standardized TPD works to distribute skills, content and training quickly. It often uses a cascade approach. Site based or school centered TPD looks doing training through activities using local facilities. Individual or self-directed TPD works to train via individualized, or self-guided TPD without any formal structure. These models are not cost prohibitive to implement, and can be supported by ICT.

The strengths of Standardized TPD include providing teachers with new ideas, new methods and a network of new colleagues across a country in a less cost prohibitive way. The limitations of this TPD method is that it is a one size fits all approach, and it does not provide follow up or support.

The strengths of site based TPD include training over a longer period of time where collaborative approaches are used to solve problems and training is flexible and intensive. It also includes opportunities for ongoing professional development training. Site based TPD helps to build community practice, is locally based, and works on relevant local issues. It also uses local expertise to solve problems and train the trainer. Problems with Site based TPD include issues of time with the training, and access to remote areas.

The Self Directed TPD model is flexible, and provides opportunities for individual and self-guided training. Teachers can get involved in online forums and access information from remote areas. Limitations include access to technology, access to expertise, individual burnout, and access to basic resources like a consistent electricity source. Self-Directed TPD when it does work, includes watching video examples, reading books on education, keeping journals, doing case studies, doing online training and doing classroom observation. This method is completely teacher guided with little resources provided by the school.

Other Theories of Job Satisfaction

Maslow's Hierarchy of needs theory

Abraham Maslow's (1954) need – based motivations' theory is a widely recognized theory of motivation and may be the most referred to of the content theories. Maslow's Hierarchy of needs theory is one of the most well – known theory and widely used to achieve success in organizations. Maslow developed this theory to define how people find satisfaction in their work. According to this theory, Maslow hypothesized that there are five human needs that a person has, and are arranged in a hierarchy. These five needs are: physiological needs, safety needs, social needs, esteem needs, and self – actualization.

Physiological needs are defined as the people's bodies needs such as hunger, thirst, sex, and so on. To fulfill these needs, an organization must provide the staff with good salary, food, water, clothing and shelter. As Maslow (1954) observed a person who is lacking food, safety, love, and esteem would most probably feel hungry for food more strongly than for anything else. These basic needs are the most important for humans to achieve physiological satisfaction.

Safety is the second level of human need, referred to when physiological needs are basically fulfilled. An organization can fulfill this need by providing fair treatment, protection against the threat, job security, and a comfortable working environment for the staff, while ensuring that staff are not in a position of anxiety.

Social needs are composed of affection, acceptance, belonging, and friendship. To meet the needs, an organization can encourage staff to work as a group, fund team activities such as sports programs in schools and other related activities. This can build friendship between all the staff.

A person's self - esteem needs comes from internal and external factors. It includes the need for recognition, achievement, independence and so on. People need to respect themselves, have self – confidence and also respect or receive recognition from other people around them. An organization can fulfill this need by giving rewards or promotions to staff.

Self – actualization needs are met by the desire to meet one's goals. It is the highest level of Maslow's need theory. It includes realizing one's full potential or self – development. To meet the needs, an organizations can encourage their staff to involve themselves in work design planning, which allows self – development.

Maslow explained that his hierarchy of needs should be met gradually while slowly rising to higher levels. Nowadays, many organizations use Maslow's hierarchy of needs to maintain the long – term employment of their staff. He also states that people cannot become leaders if they do not know how to motivate their followers. Maslow's theory has offered value and significance for meeting an organization's requirements in order to improve working conditions, improve needs for change and to better improve employee's job satisfaction.

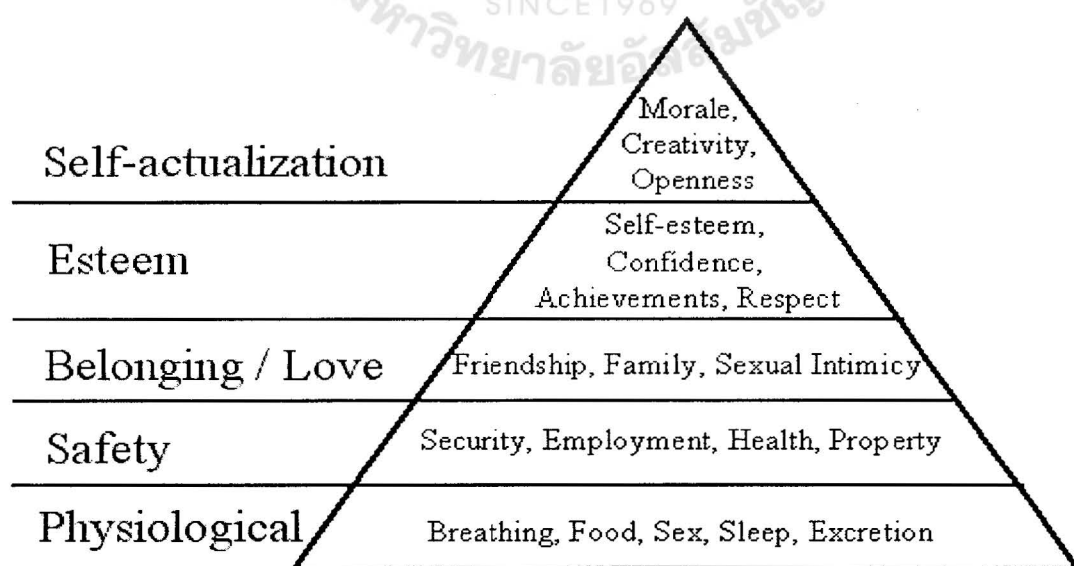


Figure 3: Maslow's Hierarchy of Needs

McGregor's Theory X and Theory Y

Douglas McGregor, created a theory called Theory X and Theory Y. This theory was to help with the management of staff (managers, supervisors and leaders) in an organization (Judge and Robbins, 2001). Managers who practiced Theory X evaluated the staff dislikes, those who tried to avoid work, those who needed direction, those who evaded responsibility and those who had difficulty achieving goals. Theory X on the other hand had managers who looked at staff in a positive light; those that have self –discipline, had responsibility and direction. McGregor posed that Theory X would not work in a democratic organization where participation is required and individual needs need to be satisfied on the job. He believed rather that Theory Y was a better fit with organizations today. Oudejans (2007) also suggested that Theory X is more associated with extrinsic motivation because of punishments are involved whereas theory Y is concerned with intrinsic motivation because staff that are happy are more productive.

Previous Study on Professional development and Job satisfaction

Natapat (2009) studied “A study of professional development needs of teachers in St.Andrews international schools”. In this study, the teachers of St. Andrews International School needed some professional development in all nine professional knowledge areas as required by the Teachers Council of Thailand: Language for teachers, Curriculum development, Learning management, Education measurement and evaluation, Psychology for teachers, Classroom management, Educational research, Educational innovation and information technology and Teachership. Educational innovation and information technology, Teachership and Learning management are the top three areas, which the teachers needed for

professional development. On the other hand, Curriculum development, Language for teachers and Educational research are the least important three areas, which the teachers needed for their professional development. According to the results of Analysis of Variance (ANOVA) techniques, it showed significance at a level of below 0.05, so there were no statistically significant differences with the teachers' professional needs regarding school location in nine areas.

Professional development is defined as a program given to educators to develop knowledge, skills, and ways to promote effectiveness in the classroom. Using this definition studies were done to understand the connection between professional development and job satisfaction (Elmore, 1997).

A study was carried out by Rothman (1981) where he pointed out that the level of job satisfaction of teachers relates to the achievement of students. Students can recognize when a teacher is happy and involved in his/her work. Teachers have two roles to play, as educators and role models. Therefore the morale in the classroom is strongly affected by teachers' activities outside the school, whether they have a happy family life and receive sufficient income.

According to Muindi (2011), job satisfaction is an integral part of any organization's assessment program. When staff is satisfied with their positions, they feel secure and happy. Successful organizations always take into account the wellbeing and job satisfaction of their employees. There are many researchers and authors who have carried out studies on job satisfaction and the importance of it in organizations. Robbins (2003) added that the people who are not satisfied in their jobs do not perform well but those who are happy have a good attitude and work ethic. Consequently, if the negative aspects of a job out – balance the positive, the people will leave to find better employment.

In educational development, teacher job satisfaction is one of the most important aspects to consider. When teachers are content with what they receive at the end of the job, it is a positive feeling which means teachers are satisfied with their job. Elaine and Marie (1984) explained that job satisfaction could be achieved if individual needs and the aspects of the job can be combined together and the expectations meet the reality. According to Arnold, Cooper and Robertson (1998), in the study of social sciences, job satisfaction has been the most important subject of influential and significant research.

Marsland, Syptak and Ulmer (1999) also stated that employees, who believe their organization is a positive work place for them, are also able to develop their own job satisfaction. Therefore, satisfied teachers are always motivated, active and like to spend their time with the students (Nguni et al 2006, in Cerit, 2009). Robbins and Judge (2012) stated that, the employee who received high level of job satisfaction always has positive feelings about their job; whereas the employees who receive a low level of job satisfaction always has negative feelings.

Darroux, Jonathan and Massele, (2013) mentioned that employees who are satisfied on their job with intrinsic and extrinsic job features, it showed that they are strong organizational commitment and have progressive relationship between variables.

Malik (2001) conducted a study on job satisfaction elements of school members at Balochistan's university, explained the factors affecting job satisfaction of 120 faculty members as explained by Herzberg job satisfaction motivator and hygiene factor. The findings showed that female school members were less satisfied than male. The job satisfaction of teachers towards work itself is the most motivating aspect and the least motivating aspect was working conditions.

A study of “Job satisfaction of secondary school teachers in Thimphu District of Bhutan” was conducted by Drukpa (2010). The study objectives were to determine the level of job satisfaction of teachers in secondary schools and to compare the level of job satisfaction of teachers in secondary schools in Thimphu District of Bhutan, according to their personal characteristics and job characteristics of their job satisfaction based on (income, work, self – esteem, working condition, management, policy, interpersonal relations and intrinsic rewards). The results were very useful for policy makers at the schools and the people responsible for school improvement, trying to raise teachers’ job satisfaction in the secondary schools in the Thimphu district of Bhutan. The results were statistically very different for job satisfaction with regard to teachers’ age and gender. However, there was no significant difference with regard to marital status and job satisfaction. Also there was a significant difference in total job satisfaction in teaching experience and their present position. There was no significant difference in work overload and number of teaching periods.

Background of Guilin University of Electronic Technology

Guilin University of Electronic Technology was established in 1960. At present, it has 158 full – time instructors, more than 10,000 students in this academic year 2014 – 2015 in Beihai campus.

Founded in 1960, as one of the four universities focusing on electronic technology in China, Guilin University of Electronic Technology (GUET) , is a key university of Guangxi which is jointly sponsored by the Ministry of Industry and Information Technology and the Guangxi Zhuang Autonomous Region. GUET now develops 22 academic units, 18 institutes, 28 experiment centers as well as a graduate

school, covering 7 disciplines of engineering, science, economics, management, liberal arts, law and fine arts, proud of its 15 key disciplines in Guangxi, enjoying 3 doctoral programs, 1 joint doctoral program, 11 primary discipline master programs, Master of Business Administration (MBA) , 2 professional master programs in engineering with 11 engineering master's fields of expertise, and 60 undergraduate programs.

The reasons for choosing Guilin University of Electronic Technology to be the population were because it is the most prestigious public university in Guangxi province, China, which was approved by the Ministry of Education, and more importantly, there were 158 full – time teachers involved in this research.

A Brief introduction to the school's Professional development activities

Guilin University of Electronic Technology has over many years implemented a list of professional development activities that are useful as potential activities to be use elsewhere. These activities fit within the scope of professional development needs. Previously, professional development focused on individual development, but these days, the focus is on activities including team development, tutoring and collaboration.

In Guilin University of Electronic Technology, those Professional Development activities take place in various forms including:

1. Classroom Visitation – instructor attend the classrooms of co – workers to watch new ways of teaching and grow and fine-tune their own personal instructional knowledge. School leaders can learn from going to a school in their own district or a different district to view the facility, looking at other ways to organize resources and review leadership strategies with the school leader they are visiting.

The number of days to visit schools can be from a single day up to two weeks or multiple visits over time.

2. Collaborative Curriculum Development – offers an opportunity for teachers to understand the content better and in depth. Through collaboration teachers can create new materials, methods of teaching, resource materials and assessment tools.

3. Conferences – can offer focused learning opportunities, especially when they are part of an instructor's long-term professional development plan.

4. Conference Audio Tapes – can offer teachers who are not able to go to international conference with a new way to access ideas and techniques from experts. A majority of organizations can provide this information through audiocassettes, CD, DVD.

5. Community/Service Organizations – can offer training to instructors and school leaders to improve their leadership skills and understand better their role in a community context. Churches and service clubs are examples of these kinds of organizations.

6. Education Exchange – Teacher exchange program where teachers swap schools to learn in a different school setting.

7. Integrated Curriculum Planning – the terms “integrated curriculum planning,” “interdisciplinary teaching” and “thematic teaching” are used equally. The instructor plans curriculum so that it interconnects between different subjects, allowing students to pay more attention to a broader area of study.

8. Lesson study – is a process of professional development where teachers look at their practice in depth and work to improve it. Through this evaluation of practice, teachers work together and follow up work is then done to plan, teach, observe and critique a small number of study lessons. Part of this process includes

selecting an overall goal and related research question that they look at in detail. The research question guides their practices throughout the lessons. Instructors then work together to devise a comprehensive plan that is implemented in a real classroom. Other teachers sit in on the lesson after which the teachers meet to talk about their findings. The teachers then make changes to the course material, and different teacher presents this material in a different classroom. Other teachers once again sit in on the lesson. The school of teachers then meets again to evaluate the teaching material. At the end of this process, the teachers put together a report of findings a lesson learned from this exercise, more specifically with respect to their research question.

9. Professional Development Schools - that work with a university. The faculty and staff of the university work directly with teachers in the field on issues specific to the daily work methods of instructors, schools and school systems. Universities are largely involved in graduate education and professional certification. Trends and challenges are identified through continued conversations between teachers, principals, consultants, and faculty members.

10. Study groups - include small groups of trainers who meet each other often to work on a project that has already been decided on. This approach to professional development has a positive benefit for both teachers and administrators to work collaboratively together to perform group tasks that they would usually do alone. The best number of people in a study group is approximately six ensuring that each participant is given equal responsibility in the group.

11. Administrators offer rewards twice a year to educators as an incentive to work hard and feel satisfied about their job. These rewards can be monetary or a trip given to teachers that excel.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology including research design, population, research instrument, reliability and validity, collection of data, data analysis and summary of the research process.

Research Design

The aim of this research was to investigate teachers' professional development and their job satisfaction in Guilin University of Electronic Technology, Guangxi province, China in the academic year 2014 - 2015. This research was a quantitative and correlational research, based on questionnaire to collect data from teachers from Guilin University of Electronic Technology.

The used questionnaire included two parts: Part I: Professional development – (a) Collaboration (b) Time and resources (c) Enhancement of teacher's knowledge, Part II: Teachers' job satisfaction. The questionnaire was designed to examine the teachers' perception towards professional development and their job satisfaction and to determine the relationship between that two variables in Guilin University of Electronic Technology, Guangxi province, China.

Population

The population of this study was the total number of the full – time teachers who are teaching at Guilin University of Electronic Technology, Guangxi Province, China. One hundred and fifty eight teachers who are teaching at Guilin

University of Electronic Technology, Guangxi Province, China, in the academic year 2014 – 2015 are being used as the target group for this study.

The reasons for selecting Guilin University of Electronic Technology, as stated in the scope of the study, mainly because it is listed as one of the most famous public universities in Guangxi Province, China, which contains the ideal population for this study.

Research Instrument

The researcher used the following instruments to collect data. It was a questionnaire including two parts for the teachers in the Guilin University of Electronic Technology.

Part I: In this part, the questionnaire was used to identify the teachers' perception towards professional development and it contains (16) items. This questionnaire was based on the Lists of the Characteristics of Effective Professional Development from Guskey (2003).

Professional development included collaboration, time and resources, and enhancement of teacher's knowledge. Questions no. 1, 2, 3, and 4 reflect the collaboration, questions no. 7, 8, 11, 12, 13 and 14 reflect the time and resources and questions no. 5, 6, 9, 10, 15 and 16 reflect the enhancement of teacher's knowledge.

Table 1 showed the details about the questions for professional development, and Table 2 explained the Scale and Interpretation for professional development questions (1-16).

Table 1: Breakdown of Survey Questions (Professional development 1 – 16)

Professional Development	Survey Questions
Collaboration	1, 2, 3, and 4
Time and Resources	7, 8, 11, 12, 13 and 14
Enhancement-of teacher's knowledge.	5, 6, 9, 10, 15 and 16

Table 2: Scale and Interpretation for Survey Questions (Professional development 1- 16)

Teachers' perception towards professional development	Scores	Range	Interpretation for the level of professional development
Always	5	4.51 – 5.00	Very high
Frequently	4	3.51 – 4.50	High
Sometimes	3	2.51 – 3.50	Moderate
Seldom	2	1.51 – 2.50	Low
Never	1	1.00 – 1.50	Very low

Part II: In this part, the questions were about teacher' job satisfaction levels. The researcher used Weiss J. (1967) MSQ questionnaire, the short form, and a total of 20 items.

Questions no. 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20 used the measurement of intrinsic satisfaction and questions no. 5, 6, 12, 13, 14, and 19 used the measurement of extrinsic satisfaction of teachers' in Guilin University of Electronic Technology.

Table 3 showed the details about the questions for job satisfaction, and Table 4 explained the Scale and Interpretation for Job satisfaction Questions (1 – 20).

Table 3: Breakdown of Survey Questions (Job satisfaction 1 – 20)

Job Satisfaction	Survey Questions
Intrinsic satisfaction	1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20
Extrinsic satisfaction	5, 6, 12, 13, 14, and 19
Overall	All 20 items

Table 4: Score and Interpretation for Survey Questions (Job satisfaction 1 – 20)

Teachers' perception towards Job satisfaction	Scores	Range	Interpretation for the level of Job satisfaction
Very Dissatisfied	1	1.00 – 1.50	Very low
Dissatisfied	2	1.51 – 2.50	Low
Neither	3	2.51 – 3.50	Moderate
Satisfied	4	3.51 – 4.50	High
Very Satisfied	5	4.51 – 5.00	Very High

Validity and Reliability of the Instrument

In this study, the researcher used a questionnaire with two parts. The research questionnaire part I, professional development was based on Lists of the Characteristics of Effective Professional Development by Guskey (2003) and the questionnaire part II, was from Weiss J. (1981) MSQ Job Satisfaction questionnaire, short form.

The validity of part I of the questionnaire was confirmed by Thomas Meagher (2011), who also used this questionnaire for conducting his research. The reliability of part I of the questionnaire was analyzed by means of Crobach's alpha coefficient as the previous study of Tomas (2011) and the total result was .52. Meanwhile, this study also found that the Crobach's Alpha for the questionnaire part I reached .837.

The validity of part II of the questionnaire was confirmed by Lin C. Hsiu (2003), who also used this questionnaire for conducting her research. The reliability of Weiss et al. (1967) questionnaire Crobach's alpha coefficient of job satisfaction was .90. The Crobach's alpha coefficient of Lwin (2014) showed for part II were .778, which will regarded as reliable of job satisfaction. Meanwhile, this study also found that the Crobach's Alpha for the questionnaire part II reached .842.

Translation of the Instrument

The researcher sought the translation service of a legal institution, which is called "Real Learning Language and Translation Institution". This institution had professional experts to translate from English to Chinese language and check its accuracy. The translation institution provided this kind of translation service for years, with high accuracy and accredited as reliable even for the government and court uses for the public society. The details of translation evidences from this institution were in Appendix C.

Collection of Data

This research mainly aimed to determine the relationship of teachers' perception towards professional development and their job satisfaction in Guilin

University of Electronic Technology, Guangxi province, China. The researcher collected data from one hundred and fifty eight full – time teachers in Guilin University of Electronic Technology, Guangxi province, China.

To be able to collect data successfully, firstly, the researcher has requested the permission from the principals of Guilin University of Electronic Technology, Guangxi province, China.

After the proposal was approved, the researcher herself went to Guilin University of Electronic Technology and distribute total 158 questionnaires to all the full – time teachers of Guilin University of Electronic Technology, finally, the researcher got 141 returned valid questionnaires, which resulted in 89% return rate, by the end of June.

Table 5. Data Collection Process

Tentative Date	Data Collection Process
March, 2015	Request permission from the principal of Guilin University of Electronic Technology
June, 2015	Thesis proposal defense
June, 2015	Translation check
June, 2015	Distributing Questionnaires
30 June, 2015	Data collection is complete

Data Analysis

All the collected data was statistically calculated and analyzed in this study.

Objective 1: *Means and Standard Deviation* were used to determine the job satisfaction levels in Guilin University of Electronic Technology, Guangxi province, China.

Objective 2: *Means and Standard Deviation* were used to determine the teachers' perception of towards professional development in Guilin University of Electronic Technology, Guangxi, China.

Objective 3: *The Pearson Product Moment Correlation Coefficient* were used to determine the relationship between professional development and their job satisfaction in Guilin University of Electronic Technology, Guangxi, China.



Summary of the Research Process

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
1.To determine levels of teachers' perception towards professional development in Guilin University of Electronic Technology	158 teachers in Guilin University of Electronic Technology	Part I: question the teacher professional development Part II: question the teacher job satisfaction	Mean and standard deviation
2.To determine levels of teachers' job satisfaction in Guilin University of Electronic Technology			Mean and standard deviation
3.To determine the relationship between professional development and their job satisfaction in Guilin University of Electronic Technology			Pearson Product Moment Correlation Coefficient

CHAPTER IV

RESEARCH FINDINGS

This chapter discloses the research findings and interpretation of the data obtained by 141 respondents who are full – time teachers at GuiLin University of Electronic Technology. The number of completed questionnaires returned was 141 out of 158, which resulted in 89% return rate.

Data analysis and research findings were presented within the structure of the research objectives. The findings are demonstrated in three parts as follows:

1. To determine the level of teachers' perception towards professional development in GuiLin University of Electronic Technology.
2. To determine the level of teachers' job satisfaction in GuiLin University of Electronic Technology.
3. To determine the relationship between teachers' perception towards professional development and their job satisfaction in GuiLin University of Electronic Technology.

Research Objective One

Research Objective One was to determine the level of teachers' perception towards professional development in GuiLin University of Electronic Technology.

To determine the level of teachers' perception towards professional development, the researcher adapted the questionnaire developed by Guskey (2013), his study on the professional development of teachers and it included 16 questions. In

this research, 141 participants answered the questions based on their self – perception of their professional development by choosing from the following range of indicators:

1=Never 2=Seldom 3=Sometimes 4=Frequently 5=Always

The questionnaire assessed the teachers' perception towards professional development from three subscales: collaboration (**question1, 2, 3, 4**), time and resources (**question7, 8, 11, 12, 13, 14**) and enhancement of teacher's knowledge (**question5, 6, 9, 10, 15, 16**).

The research findings of objective one were shown in Table 6, Table7, Table 8, and Table 9.

Table 6: Teachers' Perception Towards Professional Development Based on Collaboration

Items	N	Mean	SD	Interpretation
I am part of a team of teachers during my professional development experiences.	141	4.00	0.97	High
I believe that the teachers that work with in my professional development activities share a common goal and vocabulary related to our work with students.	141	3.68	0.83	High
My professional development activities are scheduled exclusively with teachers who work in my subject area.	141	3.51	0.96	High
My professional development activities allow me to be an active member of a peer study group.	141	3.26	0.83	Moderate
Total	141	3.61	0.65	High

Table 6 indicated that the total mean scores of teachers' perception towards professional development based on collaboration were 3.61, in the scale of 3.51-4.50, according to the criteria of interpretation; it meant teachers' perception towards professional development based on collaboration at GuiLin University of Electronic Technology was regarded as high.

Among these four items, the teachers scored the highest mean on the part of a team of teachers during their professional development with the mean score of 4.00 and the lowest on the professional development activities allow they to be an active member of a peer study group in their school with mean of 3.26.

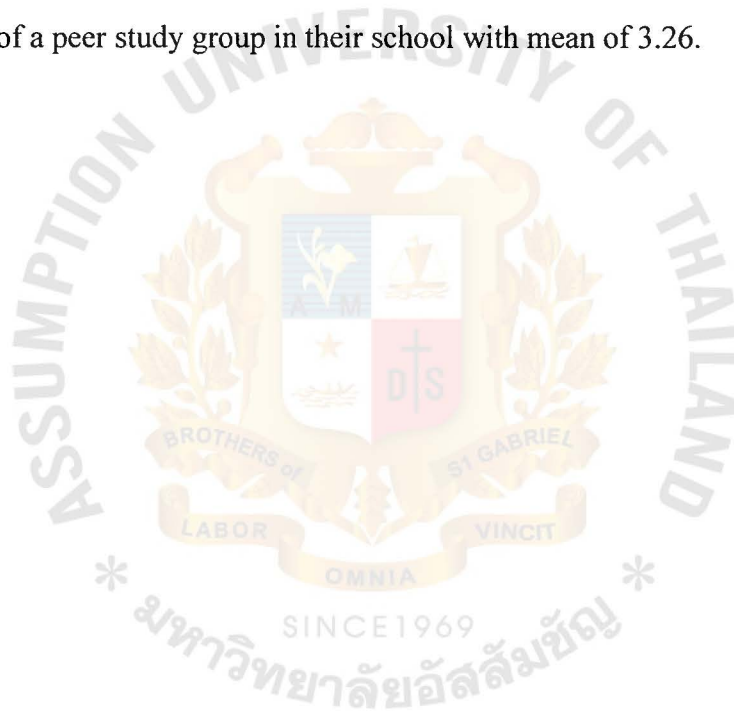


Table 7: Teachers' Perception Towards Professional Development Based on Time and Resources

Items	N	Mean	SD	Interpretation
During my professional development activities, I am provided with data on student achievement related to my subject area.	141	3.96	0.87	High
During my professional development experiences, I have access to teaching materials that potentially could be used in my classroom.	141	3.76	1.04	High
My professional development activities occur in a location that is convenient for me to attend.	141	3.48	0.99	High
During my professional development experiences, I discuss and review teaching materials that are appropriate for my classroom.	141	3.42	0.92	High
My professional development activities occur at a location outside of my school.	141	2.78	0.79	Moderate
My professional development activities occur after regular school hours.	141	2.76	0.97	Moderate
Total	141	3.37	0.48	Moderate

Table 7 indicated that the total mean scores of teachers' perception towards professional development based on time and resources were 3.37, in the scale of 2.51-3.50, according to the criteria of interpretation; it meant teachers' perception towards professional development based on time and resources at GuiLin University of Electronic Technology was regarded as moderate.

Among these six items, the teachers scored the highest mean on the instructors provided with data on student achievement related to their subject area

during professional development activities in their school with the mean score of 3.96 and the lowest on their professional development activities occur after regular school hours with mean of 2.76.

Table 8: Teachers' Perception Towards Professional Development Based on Enhancement of Teacher's Knowledge

Items	N	Mean	SD	Interpretation
My professional development activities occur regularly throughout the school year.	141	3.89	1.15	High
My professional development activities enhance my pedagogical knowledge for the courses I teach.	141	3.82	0.82	High
My professional development activities enhance my content knowledge for the courses I teach.	141	3.68	0.87	High
During my professional development activities, teachers in my subject area review and discuss student work of our subject area.	141	3.58	0.87	High
My professional development activities are scheduled during regular school hours.	141	3.56	1.00	High
I do not work on a daily basis with the teachers who attend the professional development activities I attend.	141	2.70	0.95	Moderate
Total	141	3.54	0.60	High

Table 8 indicated that the total mean scores of teachers' perception towards professional development based on enhancement of teacher's knowledge were 3.54, in the scale of 3.51-4.50, according to the criteria of interpretation; it

meant teachers' perception towards professional development based on enhancement of teacher's knowledge at GuiLin University of Electronic Technology was regarded as high.

Among these six items, the teachers scored the highest mean on the teachers' professional development activities occur regularly throughout the school year in their school with the mean score of 3.89 and the lowest on the teachers' they do not work on a daily basis with the teachers who attend the professional development activities they attend with mean of 2.70.

Table 9 showed that the mean score and standard deviation for subscale of the teachers' perception towards professional development among 141 teachers who are full – time teachers in Guilin University of Electronic Technology.

Table 9: Teachers' Perception Towards Professional Development

Professional Development	N	Mean	SD	Interpretation
Collaboration	141	3.61	0.65	High
Time and Resources	141	3.36	0.48	Moderate
Enhancement of teacher's knowledge	141	3.54	0.60	High
Total	141	3.51	0.50	High

From Table 9, it can be seen that teacher's had the level of collaboration is high, refers to opportunity for teachers to work together during the teachers' professional development. They had the level of time and resources is moderate, refers to the amount of time spent doing professional development. And they had the level of enhancement of teacher's knowledge is high, refers to the professional development experience the knowledge that is gained.

Meanwhile, Table 9 showed that the overall result of the mean score was 3.51, in the range of 3.51 – 4.50, which meant the teachers' perception towards professional development is high.

Research Objective Two

Research Objective Two was to determine the teachers' job satisfaction levels in the Guilin University of Electronic Technology.

To determine the teachers' job satisfaction levels, the researcher used a job satisfaction questionnaire with 20 questions, covering two areas, "intrinsic satisfaction" and "extrinsic satisfaction". The teachers answered the questionnaire on their job satisfaction level by choosing scores:

1=Very Dissatisfied 2=Dissatisfied 3=Neither 4=Satisfied 5=Very Satisfied

The questionnaire assessed the teachers' perception towards job satisfaction from two subscales: intrinsic satisfaction (question1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20), extrinsic satisfaction (question5, 6, 12, 13, 14 and 19).

The research findings of objective one were shown in Table 10, Table 11 and Table 12.

Table 10: Teachers' Perception Towards Job Satisfaction Based on Intrinsic Satisfaction

Items	N	Mean	SD	Interpretation
Being able to keep busy all the time.	141	3.83	1.12	High
The freedom to use my own judgment.	141	3.76	1.72	High
The chance to work alone on the job.	141	3.67	0.99	High
The way my job provides for steady employment.	141	3.60	0.84	High
The chance to try my own methods of doing the job.	141	3.56	0.88	High
The feeling of accomplishment I get from the job.	141	3.48	1.01	Moderate
Being able to do things that don't go against my conscience.	141	3.48	0.84	Moderate
The chance to do things for other people.	141	3.44	0.85	Moderate
The chances to tell people what to do.	141	3.37	0.91	Moderate
The chance to do something that makes use of my abilities.	141	3.27	1.04	Moderate
The chance to do different things from time to time.	141	2.91	1.05	Moderate
Total	141	3.49	0.51	Moderate

Table 10 showed that the total mean scores of teachers' perception towards their job satisfaction based on intrinsic satisfaction were 3.49, in the scale of 2.51-3.50, according to the criteria of interpretation; which meant teachers' perception towards their job satisfaction based on intrinsic satisfaction at GuiLin University of Electronic Technology was regarded as moderate.

Among these items, the teachers scored in the highest mean on they were being able to keep busy all the time in their school with mean of 3.83 and the lowest mean on they had the chance to do different things from all the time in their school with mean of 2.91.

Table 11: Teachers' Perception Towards Job Satisfaction Based on Extrinsic Satisfaction

Items	N	Mean	SD	Interpretation
The praise I get for doing a good job.	141	3.34	0.93	Moderate
The competence of my supervisor in making decisions.	141	3.22	1.03	Moderate
The chances for advancement on this job.	141	3.21	0.90	Moderate
The way my supervisor handles his/her team.	141	3.19	0.95	Moderate
The way school policies are put into practice.	141	2.87	0.95	Moderate
My pay and the amount of work I do.	141	2.63	1.17	Moderate
Total	141	3.08	0.69	Moderate

Table 11 showed that the total mean scores of teachers' perception towards their job satisfaction based on extrinsic satisfaction were 3.08, in the scale of 2.51-3.50, according to the criteria of interpretation; which meant teachers perception toward their job satisfaction based on extrinsic satisfaction at GuiLin University of Electronic Technology was regarded as moderate.

Among these items, the teachers scored in the highest mean on the praise teachers' get for doing a good job in their school with mean of 3.34 and the lowest mean on their pay and the amount of work they do in their school with mean of 2.63.

Table 12 showed that the mean score and standard deviation for subscale of the teachers' job satisfaction among 141 teachers who are full – time teachers in Guilin University of Electronic Technology.

Table 12: Teachers' Job Satisfaction Level

Teachers' Job Satisfaction	N	Mean	SD	Interpretation
Intrinsic Satisfaction	141	3.49	0.51	Moderate
Extrinsic Satisfaction	141	3.08	0.69	Moderate
Total	141	3.36	0.51	Moderate

From Table 12, it can be seen that teacher's had the level of intrinsic satisfaction and extrinsic satisfaction are moderate. Meanwhile, Table 12 showed that the overall result of the mean score of 3.36, in the range of 2.51 – 3.50, which meant teachers' job satisfaction level, was "Moderate" for the GuiLin University of Electronic Technology.

Research Objective Three

Research Objective Three was to determine the relationship between teachers' perception towards professional development and their job satisfaction in Guilin University of Electronic Technology.

The data was analyzed using the Pearson Product Moment Correlation Coefficient (r). The skewness was less than plus or minus one for the level of teachers' perception towards professional development and their job satisfaction, and it was indicated that both of these variables were approximately normally distributed.

Therefore, the researcher proceeded with the analysis of the data and the result is shown in Table 13.

Table 13: Pearson Correlation between the Level of teachers’ perception towards professional development and their job satisfaction (n=141).

		Teachers’ Job Satisfaction	Conclusion
Teachers’ perception towards professional development	Pearson Correlation Sig. (2 – tailed)	.475* .000	There is a significant relationship.

*. Correlation is significant at the 0.05 level (2-tailed).

Since Pearson correlation r is .475 and Sig. is .000, which is smaller than .05 (even .01). Pearson correlation r is .475, which mean the relationship between teachers’ professional development and their job satisfaction is moderate possitive. It indicated that there is a significant relationship between teachers’ perception towards professional development and their job satisfaction. Therefore, the researcher accepted research hypothesis: *“There is a significant relationship between teachers’ perception towards professional development and their job satisfaction in GuiLin University of Electronic Technology.”*

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief review of how the study was conducted, what instruments were used to collect the data, the study's findings, conclusion, discussion, its recommendations for the selected schools and for further study.

Firstly, the study identified the teachers' perception towards professional development and then determined the teachers' job satisfaction levels in GuiLin University of Electronic Technology. Finally, the researcher determined the relationship between teachers' perception towards professional development and their job satisfaction in GuiLin University of Electronic Technology, GuangXi province, China.

Based on the returned and validated responses, the researcher of this study had found out the following significant findings.

There were three research objectives in this study, i.e.

1. To determine the level of teachers' perception towards professional development in GuiLin University of Electronic Technology.
2. To determine the level of teachers' job satisfaction in GuiLin University of Electronic Technology.
3. To determine the relationship between teachers' perception towards professional development and their job satisfaction in GuiLin University of Electronic Technology.

Findings

1. Teachers' Perception towards Professional Development

- 1.1 In the teachers' perception towards professional development according to collaboration, the total mean was 3.61. The part of a team of teachers during their professional development at the school was scored high with 4.00 and the professional development activities allow them to be an active member of a peer study group at the school was scored low with 3.26.
- 1.2 In the teachers' perception towards professional development according to time and resources, the total mean was 3.37. The teachers had the highest score on the teachers provided with data on student achievement related to their subject area during professional development activities at the school with 3.96 and the lowest score on their professional development activities occur after regular school hours with 2.76.
- 1.3 In the teachers' perception towards professional development according to enhancement of teacher's knowledge, the total mean score was 3.54. The teachers had the highest score on the teachers' professional development activities occur regularly throughout the school year at the school with 3.89 and had the lowest score on the teachers' they do not work on a daily basis with the teachers who attend the professional development activities they attend with 2.70.
- 1.4 Overall, the mean score of the teachers' perception towards professional development was 3.51 in the range of 3.51-4.50, which

meant level of teachers' perception towards professional development was high for the school. Ranked from the highest to the lowest, were:

- Collaboration with 3.61;
- Enhancement of teacher's knowledge with 3.54;
- Time and resources with 3.36.

2. Teachers' Perception towards job satisfaction

- 2.1 In the teachers' perception towards job satisfaction according to intrinsic satisfaction, the total mean score was 3.49. The teachers had the highest score on they were being able to keep busy all the time in their school with 3.83 and had the lowest score on they had the chance to be "somebody" in the community in their school with 1.91.
- 2.2 In the teachers' perception towards job satisfaction according to extrinsic satisfaction, the total mean score was 3.08. The teachers had the highest score on the praise teachers' get for doing a good job in their school with 3.34 and had the lowest score on their pay and the amount of work they do in their school with 2.63.
- 2.3 Overall, the total mean score of teachers' job satisfaction from the school was 3.36 in the range of 2.51-3.50, which meant level of teachers' job satisfaction was moderate for the school. Teachers' intrinsic satisfaction was higher a bit than their extrinsic satisfaction.

3. The relationship of teachers' perception towards professional development and their job satisfaction.

3.1 There was a significant relationship between teachers' perception towards professional development and their job satisfaction in GuiLin University of Electronic Technology. Pearson correlation r is .475, which mean the relationship between teachers' professional development and their job satisfaction is moderate positive.

Conclusion

Based on the findings derived from the data analysis of this study, the following conclusions were drawn:

1. Teachers' Perception Towards Professional Development

The general score mean of teachers' perception towards professional development at GuiLin University of Electronic Technology, Guangxi Province, China in the academic year 2014 – 2015 were:

- 1.1 Collaboration were regarded as high;
- 1.2 Time and resources were regarded as moderate;
- 1.3 Enhancement of teacher's knowledge were regarded as high.
- 1.4 Overall, as for the teachers' perception towards professional development was regarded as high.

2. Teachers' Perception Towards Job Satisfaction

The general score mean of teachers' perception towards job satisfaction at GuiLin University of Electronic Technology, Guangxi Province, China in the academic year 2014 – 2015 were:

2.1 Intrinsic satisfaction were regarded as moderate;

2.2 Extrinsic satisfaction were regarded as moderate.

2.3 Overall, as for the teachers' perception towards job satisfaction was regarded as moderate, but teachers' intrinsic satisfaction was higher a bit than their extrinsic satisfaction.

3. Relationship Between Teachers' Perception Towards Professional Development and Their Job Satisfaction

At the 0.05 level of significance, the analysis between teachers' perception towards professional development and job satisfaction revealed that:

There was a significant relationship between teachers' perception towards professional development and their job satisfaction in GuiLin University of Electronic Technology. Pearson correlation r is .475, which mean the relationship between teachers' professional development and their job satisfaction is moderate positive.

Discussion

The discussion was made according to the following stated objectives and par of the questionnaire:

1. What are the teachers' perception towards professional development at GuiLin University of Electronic Technology, GuangXi province, China?

The total mean score of teachers' perception towards professional development at GuiLin University of Electronic Technology, was 3.51 in the range of 3.51-4.50 levels of teachers' perception towards professional development was high in this school. This indicated that the level of teachers'

perception towards professional development in GuiLin University of Electronic Technology were high.

Collaboration: As the study found, the score of collaboration in teachers' professional development from GuiLin University of Electronic Technology, was 3.61 in the range of 3.51-4.50 levels of teachers' perception towards professional development was high in this school.

In depth analysis, on the part of a team of teachers during their professional development was highest score in this school, and the lowest on the professional development activities allow they to be an active member of a peer study group in their school. Therefore, teachers' professional development activities should be focus on more interaction between team members. Interactions among groups should be encouraged. Members in the group need to communicate a lot.

Collaboration in teaching can take various forms, such as peer discourse or dialogue, seminars or workshops, observing colleagues' classroom teaching, action research in group or even informal communication like discussion, chat and other collective activities among colleagues.

The most previous study also indicated collaboration was important in teachers' professional development. This was revealed in a study by Achinstein (2002), collaborative efforts can run into serious conflicts about professional beliefs and practices.

According to the previous study by Supovitz (2002), collaboration and collegiality are essential to teacher development. Teachers like to exchange ideas, share expertise, and appreciate the time spent working together. It also builds community.

Time and resources: As the study found, the score of time and resources in teachers' professional development from GuiLin University of Electronic Technology, was 3.36 in the range of 2.51-3.50 levels of teachers' perception towards professional development was moderate in this school.

The teachers had the highest score on the teachers provided with data on student achievement related to their subject area during professional development activities at the school and the lowest score on their professional development activities occur after regular school hours. Therefore, when the school administrators arrange teachers' professional development activities, should be think more about location and time for every teacher. Professional development activities are scheduled during regular school hours is better.

An important characteristic is time and resources management. Just providing teachers with extra time does not guarantee better student scores. Guskey said that it is not the amount of time given to the teachers for professional development, but how the time is used. Teachers need time to understand the content, evaluate student work and design new ways to teach.

Enhancement of teachers' knowledge: As the study found, the score of enhancement of teachers' knowledge in teachers' professional development from GuiLin University of Electronic Technology, was 3.54 in the range of 3.51-4.50 levels of teachers' perception towards professional development was high in this school.

The teachers had the highest score on the teachers' professional development activities occur regularly throughout the school year at the school and had the lowest score on the teachers' they do not work on a daily basis with the teachers who attend the professional development activities they attend.

Therefore, the school leaders should provide more different activities to the teachers, who attend the professional development activities, promote the relationship between them. Teachers in the group need to communicate a lot on a daily basis such as share their own idea, discuss different topic. When the teachers increase their knowledge and develop resources as a result of professional development. It would be beneficial to the teachers' relationship and student achievement.

The professional development program should try to encourage teachers of their own ability to effect change in the classroom. Teachers will not just depend on theories but will see themselves as designers of professional knowledge.

Pedagogical content knowledge (PCK) is the teachers' understanding of how students learn or do not learn specific subject matter. The development of this knowledge is important to professional development programs. As a result, each professional development program should focus on teachers' professional practice allowing the teachers the opportunities to practice instructional strategies, reflect on the practice both individually and collectively.

2. What are the job satisfaction levels of teachers' at GuiLin University of Electronic Technology, GuangXi province, China?

The total mean score of teachers' job satisfaction in GuiLin University of Electronic Technology, was 3.36 in the range of 2.51-3.50 levels of teachers' job satisfaction level was moderate in this school. This indicated that the job satisfaction level of teachers in GuiLin University of Electronic Technology were moderate.

In the depth analysis of intrinsic satisfaction, the teachers scored in the highest on they were being able to keep busy all the time in school and the lowest on they had the chance to do different things all the time in their school. Therefore, multi – tasks should be arranged to teachers in the school, teachers' interests can be improved with their job. For extrinsic satisfaction, the teachers scored in the highest on the praise teachers' get for doing a good job in their school and the lowest on their pay and the amount of work what they do in school. Salary is an important element for each are. Pay is a source of dissatisfaction when it is perceived to be unfairly low, but maintained that high pay can serve not only as a hygiene factor, but also as a means of providing recognition to the worker, enhancing self – esteem, thus acting as a satisfier. Higher salary also effective means of keep the good teachers in a school.

A study was carried out by Rothman (1981) where he pointed out that the level of job satisfaction of teachers relates to the achievement of students. Students can recognize when a teacher is happy and involved in his/her work. Teachers have two roles to play, as educators and role models. Therefore the morale in the classroom is strongly affected by teachers' activities outside the school, whether they have a happy family life and receive sufficient income.

According to Muindi (2011), job satisfaction is an integral part of any organization's assessment program. When staff is satisfied with their positions, they feel secure and happy. Successful organizations always take into account the wellbeing and job satisfaction of their employees. There are many researchers and authors who have carried out studies on job satisfaction and the importance of it in organizations. Robbins (2003) added that the people who are not satisfied in their jobs do not perform well but those who are happy have a good attitude and work

ethic. Consequently, if the negative aspects of a job out – balance the positive, the people will leave to find better employment.

In educational development, teacher job satisfaction is one of the most important aspects to consider. When teachers are content with what they receive at the end of the job, it is a positive feeling which means teachers are satisfied with their job. Elaine and Marie (1984) explained that job satisfaction could be achieved if individual needs and the aspects of the job can be combined together and the expectations meet the reality. According to Arnold, Cooper and Robertson (1998), in the study of social sciences, job satisfaction has been the most important subject of influential and significant research.

Marsland, Syptak and Ulmer (1999) also stated that employees, who believe their organization is a positive work place for them, are also able to develop their own job satisfaction. Therefore, satisfied teachers are always motivated, active and like to spend their time with the students (Nguni et al 2006, in Cerit, 2009). Robbins and Judge (2012) stated that, the employee who received high level of job satisfaction always has positive feelings about their job; whereas the employees who receive a low level of job satisfaction always has negative feelings.

Darroux, Jonathan and Massele, (2013) mentioned that employees who are satisfied on their job with intrinsic and extrinsic job features, it showed that they are strong organizational commitment and have progressive relationship between variables.

In short, there were no precious studies about job satisfaction in GuiLin University of Electronic Technology; however, there were so many international precious studies about teachers' job satisfaction, since this can bring the schools

or organization success. Teachers' job satisfaction in this school is just as important as other schools around the world, since they are the stakeholders of our future leaders. As many people say, teachers are the second parents of the children. Half of a student's life is spent in school and half at home. Therefore, every school should consider evaluating their teachers' job satisfaction in order to achieve success.

3. Are there any relationship between teachers' perception towards professional development and their job satisfaction at Guilin University of Electronic Technology, GuangXi province, China?

Data from the research show that the probability significance of .000, is less than .05, therefor, the research hypothesis was accepted, which means there were significant relationship between teachers' perception towards professional development and their job satisfaction in Guilin University of Electronic Technology. Pearson correlation r is .475, which mean the relationship between teachers' professional development and their job satisfaction is moderate positive.

Professional development is defined as a program given to educators to develop knowledge, skills, and ways to promote effectiveness in the classroom. Using this definition studies were done to understand the connection between professional development and job satisfaction (Elmore, 1997).

The study found a moderate positive relationship between teachers' perception towards professional development and their job satisfaction in Guilin University of Electronic Technology, which illustrated that teachers' professional development and their job satisfaction not only played important roles in schools and organization, but also they will related to each other in the educational

administration work. School leaders and administrators should take teachers' job satisfaction into consideration when it comes to decide the professional development activities. Meanwhile, when the school leaders and administrators want to improve teachers' job satisfaction, they can through complete teachers' professional development.

Recommendations

With the preceding findings found in this study, the following recommendations were forwarded.

1. Recommendations for the teachers at GuiLin University of Electronic Technology, GuangXi province, China

This study provided directions to teachers to understand teachers' job satisfaction based on their professional development in schools. Teachers need to know what kind of professional development they need and how it affects on their schoolwork. Based on the findings of this study, the researcher found that the teachers at Guilin University of Electronic Technology had neither opinions on job satisfaction, if the teachers would like to change their current situations, they need make themselves changed in their school leader attempt to reform and improve the both the conditions of internal and external. Such as focus on professional development, the teachers can improve their education level to enhance own academic knowledge; observe the experienced teachers to improve own teaching skills, and attend more conference and extra vocational training to achieve their professional

development goals. These more considered choices could affect their own job satisfaction, the achievement of the students and the success of the school.

2. Recommendations for leaders and administrators at GuiLin University of Electronic Technology, GuangXi province, China

School leaders and administrator are recommended to understand how important teachers' job satisfaction is related to their professional development, this subject and that it could affect the school's success or failure. According to the findings of this study, most of teachers have heavy job but low salary, and they have small opportunities of development. Therefor, the researcher suggested administrator of the school can help improve teachers' job satisfaction by enhancing the extrinsic satisfaction. Such as increasing teacher salaries and benefits, encouraging teamwork and social cohesion between the teachers, creating more chance to support teachers' professional development to help them achieve their both goals for career and lives.

School's administrators can provide professional development program that emphasis on a vision of how to integrated technology in the classroom to improve teaching and learning. And the school should design its own professional development plan that meet the need of the teachers, teachers' education and training should have varity of the topics that suit to teachers interest and needs. And the school leaders and administrators should try to arrange better that professional development activities' location and time for every teacher.

Moreover, school leaders and administrators should arrange personal development training for their teachers in order to gain more skills to use effectively in the classroom and in their personal lives. Professional development and job satisfaction are two of the most important subjects to be recommended for consideration.

3. Recommendations for future researchers

This relationship study on teachers' perception towards professional development and their job satisfaction was 114 full – time teachers at Guilin University of Electronic Technology in the academic year 2014 – 2015. The data presented in this study cannot be used to make generalizations for another school. With respect to the research findings of this study, the future researchers are recommended to conduct a similar study in other places where more diverse factors as data will be collected such as the teacher retention, student and teacher motivation, teacher incentives and rewards.

Future researchers should also combine qualitative and quantitative research design for relationship between teachers' professional development and their job satisfaction. The mixed approaches give a greater depth to the findings and will improve understanding of teachers' professional development and their job satisfaction.

Finally, this study can be extended even further to include the other public schools in other province or the Independent College in China.

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APPENDICES

APPENDIX A
INSTRUMENT



Part I: Professional Development Questionnaire

Direction: This questionnaire contains a total of 16 items regarding your present professional development in this school.

Please read each item carefully whether you 1=Never, 2=Seldom, 3=Sometimes, 4=Frequently, 5=Always and mark “√” in the appropriate box.

	Please make “√” the number that best represents your experience	Never	Seldom	Sometimes	Frequently	Always
1	My professional development activities are scheduled exclusively with teachers who work in my subject area.	1	2	3	4	5
2	I am part of a team of teachers during my professional development experiences.	1	2	3	4	5
3	I believe that the teachers that work with in my professional development activities share a common goal and vocabulary related to our work with students.	1	2	3	4	5
4	My professional development activities allow me to be an active member of a peer study group.	1	2	3	4	5
5	I do not work on a daily basis with the teachers who attend the professional development activities I attend.	1	2	3	4	5
6	During my professional development activities, teachers in my subject area review and discuss student work of our subject area.	1	2	3	4	5

7	During my professional development activities, I am provided with data on student achievement related to my subject area.	1	2	3	4	5
8	During my professional development experiences, I discuss and review teaching materials that are appropriate for my classroom.	1	2	3	4	5
9	My professional development activities are scheduled during regular school hours.	1	2	3	4	5
10	My professional development activities occur regularly throughout the school year.	1	2	3	4	5
11	My professional development activities occur in a location that is convenient for me to attend.	1	2	3	4	5
12	My professional development activities occur at a location outside of my school.	1	2	3	4	5
13	My professional development activities occur after regular school hours.	1	2	3	4	5
14	During my professional development experiences, I have access to teaching materials that potentially could be used in my classroom.	1	2	3	4	5
15	My professional development activities enhance my content knowledge for the courses I teach.	1	2	3	4	5
16	My professional development activities enhance my pedagogical knowledge for the courses I teach.	1	2	3	4	5

Part II: Job satisfaction Questionnaire

Direction: This questionnaire contains a total of 20 items regarding your present working situation.

Please express your degree of satisfaction by drawing a circle around the option that best represents your perspective.

1=Very Dissatisfied, 2=Dissatisfied, 3=Neither, 4=Satisfied, 5=Very Satisfied and mark “√” in the appropriate box.

	Statements	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
1	Being able to keep busy all the time.	1	2	3	4	5
2	The chance to work alone on the job.	1	2	3	4	5
3	The chance to do different things from time to time.	1	2	3	4	5
4	The chance to be “somebody” in the community.	1	2	3	4	5
5	The way my supervisor handles his/her team.	1	2	3	4	5
6	The competence of my supervisor in making decisions.	1	2	3	4	5
7	Being able to do things that don't go against my conscience.	1	2	3	4	5
8	The way my job provides for steady employment.	1	2	3	4	5
9	The chance to do things for other people.	1	2	3	4	5
10	The chance to tell people	1	2	3	4	5

	what to do.					
11	The chance to do something that makes use of my abilities.	1	2	3	4	5
12	The way school policies are put into practice.	1	2	3	4	5
13	My pay and the amount of work I do.	1	2	3	4	5
14	The chances for advancement on this job.	1	2	3	4	5
15	The freedom to use my own judgment.	1	2	3	4	5
16	The chance to try my own methods of doing the job.	1	2	3	4	5
17	The working conditions	1	2	3	4	5
18	The way my co-workers get along with each other.	1	2	3	4	5
19	The praise I get for doing a good job.	1	2	3	4	5
20	The feeling of accomplishment I get from the job.	1	2	3	4	5

APPENDIX B

第一部分：职业发展问卷

说明：此部分问卷总共包含 16 项，调查问卷填写人所在学校职业发展方面的情况。

根据您在学校工作的实际情况,请仔细阅读每项问题,并在适当的空格中打钩“√”, 1-5 分别代表:

1=从不, 2=很少, 3=有时, 4=经常, 5=总是。

	问卷项	从 不	很 少	有 时	经 常	总 是
1	我的职业发展活动仅和我工作领域内的教师有关。	1	2	3	4	5
2	在职业发展的经历中, 我是教师团队的一份子。	1	2	3	4	5
3	我确信: 在职业发展的活动中, 和我一起工作的教师与我们所教授的学生和我有着一样的目标和语汇。	1	2	3	4	5
4	我的职业发展活动让我成为同领域学习小组中的积极分子。	1	2	3	4	5
5	我并不和参与我职业发展活动的教师天天一起工作。	1	2	3	4	5
6	在职业发展活动中, 在我工作范围内的教师检查并讨论此范围内的学生作业。	1	2	3	4	5
7	在职业发展活动中, 我能得到我工作范围内学生的成绩数据。	1	2	3	4	5
8	在职业发展经历中, 我讨论并检查适合我班级的教学材料。	1	2	3	4	5
9	我的职业发展活动被安排在正常上课时间。	1	2	3	4	5
10	我的职业发展活动有规律地贯穿整个学年。	1	2	3	4	5
11	我的职业发展活动都发生在便于我参与的地方。	1	2	3	4	5
12	我的职业发展活动发生在校外。	1	2	3	4	5
13	我的职业发展活动发生在正常上课时间外。	1	2	3	4	5
14	在职业发展经历中, 我可以使用在我教室内可能利用到的教学材料。	1	2	3	4	5
15	我的职业发展活动增加了我所授课目的	1	2	3	4	5

	学科知识。					
16	我的职业发展活动增加了我所授课目的教学知识。	1	2	3	4	5

第二部分 教职工满意度问卷

说明：此部分问卷总共包含 20 项,主要调查问卷填写人对目前工作情况的满意度。

根据您在学校工作的实际情况,请在最能代表您满意度的一格中打上钩“√”,1-5 分别代表:

1=非常不赞成, 2=不赞成, 3=无意见, 4=赞成, 5=非常赞成。

	问卷项	非常不赞成	不赞成	无意见	赞成	非常赞成
1	我的工作一直保持忙碌状态。	1	2	3	4	5
2	我有单独工作的机会。	1	2	3	4	5
3	我不时会有做不同事情的机会。	1	2	3	4	5
4	我在单位里有机会成为重要人物。	1	2	3	4	5
5	我的主管有掌控其团队的方法。	1	2	3	4	5
6	我有机会学习主管决策能力。	1	2	3	4	5
7	我能够做一些不违背良心的事情。	1	2	3	4	5
8	我工作稳定。	1	2	3	4	5
9	我可为他人做事的机会。	1	2	3	4	5
10	我有可以告知人们做什么的机会。	1	2	3	4	5
11	我有使用我能力做一些事情的机会。	1	2	3	4	5
12	我对学校政策付诸实践方式满意	1	2	3	4	5
13	我对薪资和工作量满意	1	2	3	4	5
14	我在工作上有进一步提升的机会。	1	2	3	4	5
15	我有自我判断的权利。	1	2	3	4	5
16	我有使用自己的方式来工作的机会。	1	2	3	4	5
17	我对工作劳动条件满意	1	2	3	4	5
18	我与同事相处融洽	1	2	3	4	5
19	我对工作做好后得到赏识满意。	1	2	3	4	5
20	我对从工作中得到的成就感满意。	1	2	3	4	5



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Letter of Certification

This is to certify that Miss XueYing Wu's Questionnaire for her Master's Thesis in Assumption University of Thailand was translated and edited into standardized Chinese simplified version by our professional translator from RealLearning Center and Translation Institute. The translated version was exactly based on the original document, which was the English version. The quality of the translated Chinese version was confirmed also herein this letter.

Bangkok, Thailand

April 24th, 2015

The Translator


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Ka Wen Lee
RealLearning Center

