

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

Xueying Wu¹

Yan Ye²

Abstract: 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 the 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'. 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.

Keywords: Professional Development, Perception, Job Satisfaction, Guilin University of Electronic Technology.

Introduction

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.

¹ M.Ed. Candidate in Educational Administration, Graduate School of Education, Assumption University, Thailand.
liviawxy@gmail.com

² Ph.D., Director of Educational Research, Statistics and Measurement Center, Graduate School of Education, Assumption University, Thailand.
norayeyan723@hotmail.com