

Exploring the Antecedents and Consequences of Job Satisfaction among Private University Teachers: A Qualitative Study

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ABSTRACT

This study aimed to explore the antecedents and consequences of job satisfaction among private university teachers. In other words, the main purpose was to conduct an in-depth investigation into the factors influencing teachers' job satisfaction and the resulting outcomes. This study employed a qualitative research approach and conducted in-depth interviews with 20 teachers to explore the antecedents and consequences of job satisfaction among private university teachers. A semi-structured interview checklist was developed, meticulously translated, reviewed by five teacher educators recognized as experts in qualitative research methodology and teacher education, and edited based on the feedback from the experts. The findings show that the antecedents of job satisfaction can be categorized into individual conditions and organizational conditions. Individual conditions include personality traits such as conscientiousness, agreeableness, openness, extraversion, neuroticism, and individual cognitive self-efficacy. Organizational conditions include perceived organizational support, including support from management leadership, colleagues, and students. This study was conducted in a specific context, with specific participants. Most research on job satisfaction is quantitative, whereas this qualitative study explores the antecedents and consequences of job satisfaction from the private university teachers' perspective. Some of these aspects have not been mentioned in any relevant research.

Keywords: Job satisfaction, Job performance, Personality traits, Perceived organizational support, Self-efficacy

INTRODUCTION

The job satisfaction of teachers in private universities has been a significant topic in the field of educational management (Lopes & Oliveira, 2020; Sahito & Vaisanen, 2020). With the rapid development of private universities, teachers are facing increasingly more challenges in teaching, research, and students management (Jacob et al., 2021; Tadesse & Muluye, 2020). Job satisfaction is one of the important indicators for evaluating the quality of teachers' work and education, it refers to the pleasurable emotional state derived from assessing one's work consistent with their professional values (Ho & Au, 2006). Understanding the antecedents and consequences that influence teacher job satisfaction holds paramount significance in improving overall teacher satisfaction, fostering enthusiasm in their work, enhancing the quality of education, and boosting university competitiveness.

Currently, there are prominent issues with the job satisfaction of teachers in private universities. Firstly, teachers in private universities typically receive lower salaries, fewer benefits, and limited opportunities for advancement compared to their counterparts in public universities. As a result, they often experience lower

job satisfaction in China (Fute et al., 2022). Secondly, teachers in private universities often face significant work pressure as they need to juggle multiple tasks including teaching, research, student management and administration, while lacking sufficient support, resources, and facing uncertainty about their future development (Charoensukmongkol & Phungsoonthorn, 2021; Orpina & Jalil, 2022). Additionally, the career development path for teachers in private universities is relatively unclear, with a lack of clear promotion mechanisms and career development plans, resulting in feelings of distress and uncertainty regarding their career advancement (Adi Badiozaman, 2020; Bergmark, 2023). Therefore, gaining a deeper understanding of the current status of job satisfaction among teachers in private universities and its influencing factors can provide valuable insights and recommendations for enhancing job satisfaction among teachers.

Most studies on teacher job satisfaction are grounded in Social Cognitive Career Theory (Granziera & Perera, 2019; Malinen & Savolainen, 2016; Perera et al., 2018), which elucidates the interaction between personality and self-efficacy, as well as how job satisfaction is influenced by environmental support related to goals and efficacy (Lent & Brown, 2006). From a broader literature perspective, there are numerous factors directly influencing job satisfaction, such as personality traits (Dababneh et al., 2022; Perera et al., 2018), perceived organizational support and self-efficacy (Islam & Ahmed, 2018; Sulistyo & Suhartini, 2019), work stress and work-life balance (Solanki & Mandaviya, 2021), school conditions, and teacher characteristics (Toropova et al., 2021). Specifically, some argue that teacher efficacy is positively associated with job satisfaction (Chan et al., 2021; Perera & John, 2020). Teacher self-efficacy benefits both teachers and students (Burić & Moè, 2020), and it is linked to reduced teacher job stress and increased job satisfaction (Troesch & Bauer, 2017).

However, because teacher job satisfaction is a result of specific environmental interactions, the positivistic tools of investigation such as experimental studies may not be suitable for exploring these influencing dynamics. Moreover, the majority of research on teacher job satisfaction is quantitative in nature; therefore, interpretive research paradigms and tools can better elucidate these concepts and outcomes, to fill in previous research gap. Thereby understanding the antecedents and consequences of teacher job satisfaction. Thus, this study aims to explore the antecedents and consequences that affect the job satisfaction of private university teachers. In other words, the main purpose was to deeply delve into the main variables affect the job satisfaction of private university teachers. Furthermore, what consequences does job satisfaction among private university teachers entail.

LITERATURE REVIEW

Review of the related literature

Origin and sources of teachers' and job satisfaction

Taylor (1911) introduced the concept of assessing job satisfaction, proposing that factors such as salary, rewards, promotions, recognition, and career development opportunities play a role in enhancing employee satisfaction. Job satisfaction is multifaceted, encompassing emotional, cognitive, and behavioral elements. It may involve varying degrees of boredom, anxiety, and excitement, as well as individual beliefs, feelings, and responses to job-related challenges such as tardiness, absenteeism, and avoidance (Bernstein & Nash, 2008). Job satisfaction can be classified into two types: global job satisfaction, which reflects overall feelings about the job among employees, and job aspect, which pertains to specific job aspects such as salary, benefits, and resource quality (Mueller & Kim, 2008). Research into the influence of job satisfaction on teacher satisfaction and the various factors affecting teacher satisfaction is critical (Sahito & Vaisanen, 2020). In this study, job satisfaction refers to teachers' holistic perceptions of their work and their satisfaction with its various aspects.

Research findings on the antecedents of teachers' job satisfaction

Teachers' job satisfaction is considered a crucial factor in ensuring high-quality teaching and academic performance across all levels and stages of education (Dreer, 2024; Edinger & Edinger, 2018; Harrison et al., 2023). But, the level of job satisfaction of teachers in private universities in China is low (Fute et al., 2022). One of the reasons for the low job satisfaction of teachers in private universities is insufficient organizational support (Orpina & Jalil, 2022). The current emphasis on work-related stress and the societal trend of overwork significantly influence teachers' job satisfaction (Xu et al., 2023). Highly educated employees have undesirable levels of work-related stress, motivation and satisfaction (Mohammed et al., 2020). Pressure and overwork in teaching and research are also key factors affecting faculty job satisfaction. As education reform continues to deepen and social competition intensifies, teachers' work pressure gradually increases, which may affect their job satisfaction and performance.

In addition, remuneration and career development opportunities are also important factors affecting teachers' job satisfaction (Sahito & Vaisanen, 2020). Compared with public universities, private universities may have differences in salary, benefits and career development (Cox & Jimenez, 1990), providing fair pay and adequate professional development opportunities can increase teacher motivation and satisfaction. Teachers' satisfaction with benefits and career development opportunities directly affects their job satisfaction (Zembylas & Papanastasiou, 2005). Providing fair and reasonable salary packages and broad career development space can enhance teachers' work motivation and satisfaction, when teachers receive rewards and benefits at work, they feel job satisfaction and develop positive emotions (Arif & Ilyas, 2013). Key factors affecting job satisfaction also include teachers' personality traits (Dababneh et al., 2022), perceived organizational support (Oubibi et al., 2022) and self-efficacy (Burić & Moè, 2020), working conditions and

work environment (Sims, 2020). Furthermore, variables related to interpersonal relationships are the most important predictors of job satisfaction (Lopes & Oliveira, 2020). Relationships with colleagues and students also have an important impact on teachers' job satisfaction. A good teacher-student relationship and a cooperative atmosphere among colleagues can help reduce teachers' work stress and loneliness and improve their job satisfaction and work happiness.

METHOD

Methodology

This study employed a qualitative research methodology, which relied on philosophical assumptions, such as those concerning epistemology and ontology (Crotty, 1998). It was underpinned by interpretivism, which posits that reality is multifaceted, and epistemological constructivism, which suggests that knowledge is constructed and subjective (Creswell & Creswell, 2017).

Sampling and participants

Firstly, considering feasibility and resource constraints, this study employed purposive sampling and selected four private universities within Yunnan Province. This sampling method enabled researchers to obtain a representative sample of participants, all of whom have experienced the phenomenon (Creswell & Poth, 2016). Teachers from these four private universities exhibit diversity in backgrounds, experiences, and teaching fields, thereby providing comprehensive and extensive research data. The study utilized a snowball sampling technique, gradually expanding the research sample through recommendations and referrals from existing teachers at the selected universities in Yunnan Province. Researchers recruited participants with the assistance of former university teachers in Yunnan Province, contacting them via WeChat to introduce the research purpose and obtain voluntary consent. Formal interviews were conducted using online Tencent meetings, employing a semi-structured in-depth interview method to collect data, as it allows researchers to better understand participants' internal thoughts, experiences, and perspectives (Horton et al., 2004). Participants' identities were protected, and all data were treated confidentially, which aligns with both epistemological and methodological considerations (Shaw, 2023). Data saturation occurred when the 20th teacher was interviewed, meeting the requirements of previous studies. These participants covered various disciplines including sports, foreign languages, information technology, marketing, architecture, economics, psychology, human resource management, and e-commerce.

Participants' attributes include gender, age, marital status, educational background, teaching experience, academic position, and management position. In terms of gender distribution, there were 9 males, accounting for 45%, and 11 females, accounting for 55%. Regarding age, 10 participants were aged 30 and under, representing 50%, 9 participants were aged 30-40, representing 45%, and 1 participant was aged 40 and above, representing 5%. Marital status indicated that 9 participants were married, accounting for 45%, while 11 participants were unmarried, accounting for 55%. Regarding educational background, 16 participants held a master's degree, representing 80%, and 4 participants held a PhD degree, representing 20%. In terms of teaching experience, 12 participants had less than 5 years of experience, accounting for 60%, 7 participants had 5-10 years of experience, accounting for 35%, and 1 participant had more than 10 years of experience, accounting for 5%. Academic position-wise, 8 participants held an academic position, representing 40%, while 12 participants did not hold an academic position, representing 60%. In terms of management position, 6 participants held a management position, representing 30%, while 14 participants did not hold a management position, representing 70%.

Data collection

This study employed semi-structured interviews conducted from December 15, 2022, to December 30, 2022. The researchers prepared a Chinese interview guide in advance, comprising pre-designed and open-ended questions to guide respondents' answers. Prior to the formal interviews, pilot interviews were conducted with five teachers, revealing semantic differences. To mitigate language disparities, the questionnaire underwent double translation by English proficient lecturers, encompassing both English-to-Chinese and Chinese-to-English translations, with particular emphasis on accurate expression of cultural backgrounds and educational terminology to ensure the questionnaire's expert validity. Each interview was recorded with permission, lasting between 30 to 60 minutes. Recordings were stored in encrypted devices, accessible only to authorized personnel, to safeguard data security and confidentiality. Following each interview, the researchers conducted verbatim transcription using professional transcription software to validate the accuracy and completeness of the interview records.

Data analysis

This study employed Moustakas's inductive data analysis method to analyze all interview data. Initially, all interview contents were transcribed verbatim and read twice to gain a deep understanding of the data. Subsequently, open coding and axial coding were conducted to analyze the records, with transcription and coding performed by the first author. Following this, peer debriefing sessions were conducted with experts in the field of teacher education to review the coding and assess inter-coder consistency. Through rereading the

records, the extracted themes and their relevance to participants' discourse were validated. Each theme was supported by at least one direct quotation from an interviewee. For data analysis, NVivo12.0 version software was utilized to systematically analyze the interview data. Categories were extracted and summarized from the raw data (Thomas, 2003). Each category underwent a search for subthemes, including contradictions and new insights. Themes with similar meanings were categorized into the same group, forming 3-8 key abstract categories.

Results

This study investigated the antecedents of job satisfaction among private university teachers. Through content analysis of participant interviews, the antecedents influencing job satisfaction were classified into two categories (individual conditions and organizational conditions): individual conditions, such as personality traits and self-efficacy, and organization conditions, such as perceived organizational support. Below, each category is elaborated upon in detail.

The antecedents of job satisfaction are individual conditions. The first set of antecedents is classified as personality traits. The personality traits of teachers, including conscientiousness, agreeableness, openness, extraversion, and neuroticism, were mentioned by participants in the interviews as predictors of teachers' job satisfaction.

Participant 3's statement is as follows: "I am dissatisfied with my current teaching job. The role of a teacher doesn't align with my expectations, leading to reluctance towards work. Teachers are dissatisfied with the curriculum arrangements made by administrators. The university doesn't prioritize sports programs. There is a tendency among teachers to delegate responsibilities and tasks to others. Teachers feel they lack care and attention from leaders. They need to address teaching problems on their own. I dislike engaging in research activities and tend to avoid them. Some teachers have collapsed from overworking, and female teachers don't receive sufficient support during maternity leave. The university lacks adequate staffing, and there is little flexibility in work arrangements, leading to high work pressure."

"I am a responsible teacher who emphasizes the quality of work and timely completion of tasks. My teaching work is of high quality, and I derive a sense of achievement from teaching, thereby increasing my job satisfaction. I am skilled at building good relationships with colleagues and students. I am empathetic and willing to offer help and support to others. These positive interpersonal relationships promote teamwork and enhance my job satisfaction. I am open to new ideas and experiences, willing to try new teaching methods and resources, and actively participate in educational innovations. This spirit of exploration and innovation enriches my teaching experience, adding to the enjoyment and satisfaction of my work. I enjoy interacting with students and colleagues, actively participating in campus activities and social events. This positive social behavior enhances my job satisfaction as I can better enjoy the process of communicating and collaborating with others. However, when faced with stress and difficulties, my neuroticism tends to show. I may be more susceptible to the impact of work pressure and challenges, reacting more strongly to difficulties and setbacks in work. This may lower my job satisfaction."

Participant 11's statement is as follows: "I am dissatisfied with my current job. I am unhappy with the salary, especially dissatisfied with the working environment. The university doesn't support me; I won awards in competitions, but the university didn't provide financial rewards. The university doesn't value the career development of teachers. Relationships among teachers are oppressive; new teachers can be discouraged by experienced teachers."

"Conscientiousness significantly enhances teaching quality, ensuring adherence to standards in both instruction and physical activities. With high expectations for students, I maintain strict control over curriculum and exercise benchmarks. Additionally, my adept communication and friendly demeanor foster strong rapport with students, bolstering my job satisfaction. I cultivate open, friendly relationships with students, akin to friends and family. Conversely, encountering colleagues with negative attitudes induces frustration and stifles productivity. This dissatisfaction notably impairs my workflow, particularly when I disagree with a colleague's teaching approach, causing distraction and hindering concentration."

Participant 8's statement is as follows: "I have been working for two years, but I am dissatisfied with my job because the income at the private university is low, there is a heavy workload in teaching, few opportunities for teacher training, and particularly little care from leadership. I plan to pursue a doctoral degree, consider finding a better university job, and plan to resign because this job makes me unhappy and dissatisfied with life."

"From a personal standpoint, teaching brings me immense joy as I eagerly engage with students daily. My proactive approach and resilient attitude help me tackle challenges with enthusiasm, inspiring my students in turn. As a young and outgoing educator, I excel in building strong rapport with university students, fostering effective teaching relationships. Embracing student feedback, I continuously refine my methods and curriculum, ensuring innovation and relevance. Through dynamic lesson planning, I create an engaging atmosphere that sparks student enthusiasm and fosters learning. The praise from students fuels my passion and drives my commitment to improvement, amplifies my job satisfaction. Overall, this fulfillment deepens my love for teaching, motivates me to further elevate my skills."

The antecedent of job satisfaction is self-efficacy. The second set of antecedents is classified as self-efficacy, reflecting teachers' confidence in their teaching abilities and professional competence. Many participants mentioned that this positive mindset and belief not only enhance teachers' teaching effectiveness but also strengthen their job satisfaction.

Participant 2's statement: "My self-efficacy is high because of my effective teaching and good student performance. When my students excel in competitions and receive awards, it motivates me to achieve even better teaching outcomes. The success of my teaching and the performance of my students make me feel a stronger sense of purpose in my work. I understand that my job is not just a duty but also a contribution to the future of my students. This sense of purpose increases my job satisfaction and happiness."

Participant 6's statement: "I have strict demands on teaching and research work, and I am confident in efficiently completing tasks and achieving career goals. I am highly efficient in research and have received praise from colleagues. When students perform well, my self-efficacy in teaching increases, contributing to my overall job satisfaction."

Participant 9's statement: "I am dissatisfied with my current salary. As a teacher at this private university, my salary is lower than that of other similar private universities, yet the workload is high, and the benefits are few. There is a mismatch between input and output, leading to a feeling of imbalance. I experience significant psychological pressure and often feel unable to cope due to the heavy workload, which increases psychological anxiety and self-doubt. Although my job satisfaction is not high, I can continue working mainly because of my high level of self-efficacy. I am better able to deal with challenges and difficulties in teaching work. When faced with problems from students, I can actively communicate with them and have confidence in effectively helping them overcome difficulties. This positive attitude and capability help me avoid serious teaching accidents in my work, which means I have positive confidence in my abilities and job performance."

The second category of antecedents is classified as organizational conditions. The antecedent of job satisfaction is perceived organizational support, encompassing support from organizational management, leaders, colleagues, and students towards teachers' work.

Participant 4's statement: "Facing challenges and difficulties at work, the lack of organizational support can make me feel more isolated and helpless. This may increase my emotional stress, leading to anxiety, depression, or even feelings of being unsupported, especially during my pregnancy when I received little support and care. Insufficient staffing at the university adds to my stress. Lack of organizational support can negatively impact my job satisfaction, making me feel misunderstood and unsupported. My work involves not only teaching but also managing university students, making organizational support crucial for me. It not only enhances my job satisfaction but also promotes my personal and professional growth. I will seek support actively and strive to improve the work environment to enhance job satisfaction and quality of life."

Participant 7's statement: "I feel a certain level of organizational support, especially from the cooperation and support among colleagues. Receiving small gifts and care from colleagues enhances my sense of belonging and identity, contributing to a harmonious work atmosphere. Additionally, the flexibility of the management system provides me with some freedom to flexibly tackle challenges at work. However, high demands from leadership, coupled with only verbal praise and care and insufficient financial support, make me feel unfair and dissatisfied. Despite the positive atmosphere among colleagues and mutual support, poor teacher accommodation and low salaries also affect my job satisfaction. With the increasing workload at the private university, teachers' stress mounts, making it difficult to complete tasks, and the support provided by the school is insufficient, severely affecting teachers' job satisfaction and performance."

Participant 16's statement: "I received policy support from the university while pursuing my doctoral degree. After completing my doctoral studies with promising research results, I primarily received research support from the university. I had a good relationship with the college leaders, often socialized with them, and attended meetings. I received significant support from the leadership, which facilitated my teaching and academic work. My high level of job satisfaction was largely due to the support from the leaders."

The second research objective of this study is what are the consequences of job satisfaction among private university teachers?

Many participants mentioned that dissatisfaction among teachers in private universities can impact their teaching enthusiasm, leading to a decline in teaching quality and hindering effective interaction with students, ultimately compromising overall job performance.

Participant 1's statement: "I am currently dissatisfied with my job, and this dissatisfaction seriously affects my enthusiasm and dedication to work. During the teaching process, I merely aim to complete tasks, lack motivation and passion, thereby affecting my teaching effectiveness. My job dissatisfaction may be reflected in my teaching, potentially leading to a decline in teaching quality and thus negatively affecting my job performance."

Participant 10's statement: "I am moderately satisfied with my current job. However, the workload is heavy, and there are insufficient teachers at the private university, making me feel exhausted. Some teachers procrastinate in their teaching tasks, which can affect the progress of other teachers' work. I dare not offend experienced teachers and feel it unfair that new teachers have heavier teaching tasks but dare not speak up. There is mutual respect among teachers."

Participant 20's statement: "I lack confidence in my abilities, which may affect my teaching quality. Negative emotions may transmit to teaching, affecting interaction with students, and teaching effectiveness, thereby lowering students' satisfaction with the course and the teacher, seriously impacting teaching quality. Due to insufficient time to prepare courses or interact with students, teaching effectiveness is reduced. I may tend to only complete tasks without trying new teaching methods or course designs, resulting in rigid teaching content and methods, thereby affecting students' learning experience. Excessive workload may lead to distraction, affecting work concentration and efficiency. I may often experience work procrastination and distraction, further affecting the timely completion of work tasks. Due to dissatisfaction with the work environment significantly affecting my job performance and salary, I may consider resigning to seek more satisfactory job opportunities."

DISCUSSION

This study investigates the antecedents and consequences of teacher job satisfaction. Through the analysis of interview data from participants, the antecedents of teacher job satisfaction are categorized into individual conditions, including personality traits and self-efficacy, and organizational conditions, such as perceived organizational support. Job satisfaction directly impacts teacher job performance.

The findings of this study confirm that teachers' personality traits serve as significant antecedents to their job satisfaction, aligning with established perspectives in prior research (Dababneh et al., 2022; Judge et al., 2002; Murtza et al., 2021). This assertion stems from the observation that teachers exhibiting high levels of conscientiousness typically prioritize both the quality of their work and the timely completion of tasks (Ilies et al., 2009). Their propensity for organization and self-discipline enables them to effectively navigate work challenges and pressures, thereby enhancing work quality and overall job satisfaction. Similarly, teachers characterized by agreeableness traits are often perceived as friendly, cooperative, and supportive (Khodamoradi et al., 2020). Their adeptness at fostering positive relationships with colleagues and students serves to mitigate work-related stress and conflicts, thereby fostering greater job satisfaction. Moreover, teachers with a pronounced openness to experience tend to embrace novel ideas, teaching method, and challenges. Their willingness to explore innovative teaching approaches and educational resources enriches their teaching experiences, fostering greater job enjoyment and satisfaction. Additionally, extraverted teachers are inclined to engage actively in interactions with colleagues and students, participating enthusiastically in campus activities (Furnham et al., 2002). This active involvement fosters a sense of camaraderie and belonging, ultimately bolstering job satisfaction. Conversely, teachers characterized by neuroticism may be more susceptible to experiencing anxiety, stress, and emotional volatility, which can adversely affect their attitudes and emotional well-being in the workplace, leading to diminished job satisfaction (Perera et al., 2018). Conversely, emotionally stable teachers are better equipped to navigate work challenges and pressures, thereby maintaining higher levels of job satisfaction (Cohrs et al., 2006).

This study further investigates that teachers' self-efficacy serves as a precursor to job satisfaction (Ismayilova & Klassen, 2019). This findings aligns with the results of Türkoglu et al. (2017), who assert that teachers' self-efficacy stands as a prevalent predictor of job satisfaction, encompassing various aspects such as opportunities for job conditions, promotion and development, and interpersonal relationships. Additionally, this finding resonates with the research of Caprara et al. (2003), indicating that teachers with high self-efficacy tend to exhibit greater enthusiasm. They actively tackle teaching challenges and maintain effective communication with colleagues. Furthermore, they exert their utmost effort in teaching and believe in their ability to succeed in their teaching endeavors (Song et al., 2020). This is consistent with earlier research, which emphasizes the importance of teachers' confidence in their ability to fulfill their job responsibilities (Malmir & Mohammadi, 2018; Türkoglu et al., 2017). When teachers feel capable of fulfilling their roles, they are more likely to experience higher levels of satisfaction and happiness.

The findings of this study shed light on the significant impact of job satisfaction on the performance of private university teachers, corroborating previous research in the field (Baluyos et al., 2019; Submitter et al., 2022). Previous studies have consistently emphasized the crucial role of job satisfaction in shaping various aspects of teachers' professional experiences and outcomes. Firstly, the findings align with existing literature that emphasizes the importance of job satisfaction in influencing teaching quality. Consistent with prior research Alkhyeli and Ewijk (2018) reveals that job dissatisfaction among teachers can lead to a deterioration in teaching quality. When teachers experience dissatisfaction with their work, they may lack the motivation and enthusiasm needed to deliver high-quality instruction (Karavas, 2010). This echoes the findings of Tschannen-Moran and Hoy (2007), who highlighted the significance of teachers' confidence in their abilities in maintaining teaching quality. Thus, it is evident that job satisfaction plays a pivotal role in shaping the effectiveness of teaching practices. Secondly, the results underscore the impact of job satisfaction on teacher-student interactions. Participants' statements indicate that job dissatisfaction can hinder effective communication and engagement with students, ultimately impairing the learning experience. This finding is consistent with previous research (Malmir & Mohammadi, 2018), which suggests that teachers' job satisfaction influences the quality of interactions with students. Moreover, the negative emotions associated with job dissatisfaction may transmit to teaching, further exacerbating the challenges in fostering positive teacher-student relationships. Furthermore, our study highlights the broader implications of job satisfaction on overall job performance. Participants reported experiencing reduced efficiency and effectiveness in fulfilling their

teaching responsibilities when dissatisfied with their jobs. This finding is in line with prior research (Caprara et al., 2003), which suggests that teachers with high self-efficacy and job satisfaction tend to exhibit greater enthusiasm and are more adept at addressing teaching challenges. Conversely, job dissatisfaction may lead to procrastination, distraction, and a lack of commitment to professional duties, ultimately impacting job performance negatively. In conclusion, the findings of this study contribute to the growing body of literature on the relationship between job satisfaction and teacher performance. By elucidating the detrimental effects of job dissatisfaction on teaching quality, teacher-student interactions, and overall job performance, our study underscores the importance of addressing factors contributing to job satisfaction in promoting positive outcomes in educational settings. These findings have implications for educational policymakers, administrators, and stakeholders seeking to enhance teacher well-being and effectiveness in private university settings.

CONCLUSIONS

This study aims to explore the antecedents and consequences of job satisfaction among private university teachers. It concludes that teachers' personal variables, such as personality traits, specifically conscientiousness, agreeableness, openness, and extraversion, contribute to job satisfaction, while neuroticism leads to lower job satisfaction. Teachers with high self-efficacy are more likely to experience job satisfaction. Furthermore, organizational factors, such as perceived organizational support, also play a crucial role in enhancing teacher job satisfaction. Therefore, teachers characterized by high levels of conscientiousness exhibit diligence and responsibility, enabling them to effectively fulfill their professional roles and responsibilities. Agreeable teachers excel in handling interpersonal relationships, facilitating interactions among students, colleagues, and fostering a conducive teaching environment (Caprara et al., 2003). Similarly, openness and extraverted teachers employ innovative teaching methods, positively impacting their teaching endeavors. Education administrators can leverage this understanding of teachers' personal traits to allocate tasks and provide support, accordingly, maximizing their potential and enhancing job satisfaction. It's particularly important for education administrators to offer additional support to neurotic teachers, including access to mental health resources and emotional management training. Establishing support networks and promoting collaboration among colleagues are essential in assisting neurotic teachers in coping with work-related stress and enhancing job satisfaction.

Furthermore, teachers with high self-efficacy often demonstrate superior job satisfaction. These educators possess strong beliefs and confidence in their ability to effectively tackle various challenges and issues in their work (Caprara et al., 2003; Romar & Frisk, 2017). They are confident in their teaching abilities and have a clear understanding of their skills and capabilities. As they firmly believe in their capacity to overcome job-related obstacles, they typically experience higher levels of job satisfaction. In conclusion, this research underscores the importance of self-efficacy in teacher job satisfaction. The confidence and beliefs of teachers not only influence their attitudes and emotions towards their work but also directly impact their ability to cope with work-related stress and challenges. Therefore, fostering and enhancing teachers' self-efficacy can be regarded as a crucial strategy for improving overall teacher job satisfaction.

Additionally, perceived organizational support has a significant impact on job satisfaction. Support from the university, colleagues, and students all contributes to enhancing teachers' work quality. Providing effective support to teachers entails creating a friendly, collaborative, and cooperative atmosphere within the university, enabling teachers to have autonomy and freedom in the teaching process, thereby improving teaching quality. When teachers feel supported by the organization, they typically exhibit higher levels of job satisfaction. This support can take various forms, including providing good working conditions, appropriate work resources, compensation and benefits, opportunities for training, career development prospects, as well as understanding and supporting individual needs within the management culture. Teachers who perceive organizational support are often more actively engaged in their work and feel motivated and satisfied with their jobs. Moreover, organizational support also contributes to fostering a positive work environment and a spirit of teamwork, thereby enhancing employees' work efficiency and quality. In summary, for private university teachers, perceiving organizational support is one of the key factors in maintaining job satisfaction and can help improve their overall job satisfaction.

RESEARCH LIMITATIONS

Although this study has made some new findings, there are still some limitations. Firstly, because qualitative research methods were employed, the results may be subject to limitations imposed by the context and field. To validate the antecedents and consequences of job satisfaction, quantitative research methods should be used, and representative samples of more private university teachers should be selected. Secondly, future research could consider introducing variables related to demographic characteristics. Existing studies suggest that female teachers may have higher job satisfaction than male teachers, and the job satisfaction of private school teachers may be lower than that of public school teachers (Aktan & Toraman, 2022). Finally, other researchers may consider comparing the job satisfaction of public school and private school teachers and delve into the antecedents and consequences of job satisfaction among public university teachers, in order to address the gaps in existing research.

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