

# **Research on Faculty Demographic Variables and Faculty Job Satisfaction — A Case Study of Private Institutes of Technology in the South of Taiwan**

Ming-Tsang Wu\*

## **Abstract**

The purpose of this research was to analyze the differences in different dimensions of faculty job satisfaction and total faculty job satisfaction based on different faculty demographic variables including faculties' gender, age, marital status, years of teaching at the institute, level of education, monthly salary, teaching title, and participation in administrative duties in all private institutes of technology in the south of Taiwan. Six hundred and sixty teachers were surveyed. Four hundred and forty survey instruments were returned, out of which 406 instruments responded completely to all of the items and were considered valid. Results showed that there were significant differences in total faculty job satisfaction and different dimensions of faculty job satisfaction on different faculty demographic variables. The results were discussed based on Taiwanese culture.

Keywords: faculty demographics, faculty job satisfaction

---

\* Associate Professor, Department of Public Finance, Meiho Institute of Technology

## **Research on Faculty Demographic Variables and Faculty Job Satisfaction—A Case Study of Private Institutes of Technology in the South of Taiwan**

### Introduction

In Taiwan there are two systems of higher education, technological and vocational education (TVE) and general academic education (GAE), beyond the six-year elementary school and three-year junior high school education put into force by law. In order to meet the growing demand for a workforce that is urgently needed for the economic development of Taiwan, the former (TVE) was designed to nurture skills, advance the quality and adjust the supply and demand of manpower at different levels. G. C. Chen and Shih (1989) found human resources, defined as an efficient and highly skilled workforce, to be the advantage in supporting economic growth in Taiwan. Undoubtedly, the TVE, in developing a trained and skilled workforce and accumulating human resource capital for use in economic development, contributed tremendously to a prospering Taiwan.

TVE is classified into three levels, with each level providing a different program: senior vocational schools, junior colleges, and institutes or universities of technology. Lee (2000) stated that in keeping pace with the economic growth in Taiwan, TVE trained students for the needs of economic development at basic, middle, and advanced levels. In the 1950s, because industry in Taiwan was labor-intensive, a large amount of basic level workforce, or skilled productive workers were needed. Thus, senior vocational schools played a very important role in supporting the demand for labor. Later, with rapid economic progress, junior colleges played a leading role in supplying a middle level workforce with middle-level technical skills until the 1990s. Now that Taiwan has moved into the rank of developed countries and its industries have upgraded, an advanced level workforce is needed. The last level becomes the most important source of higher technical expertise to support the economic growth in Taiwan. As T. J. Lin and Jang (1998) indicated, Taiwan, like many developed countries, has transformed its focal point of vocational education from the middle level to the advanced level. At present time, institutes of technology play a leading role in the economic development in Taiwan because of their majority position in higher TVE education.

Because of unbalanced district development policy, shortage of financial support, and decreasing birth rate, private institutes of technology in the south of Taiwan have faced a quite disadvantageous position for the competition in recruiting new students. An important consideration is how these institutes can make themselves more effective under present circumstances, so that they could solve the problems they are facing.

Teacher job satisfaction is one of most critical factors affecting school

effectiveness. Schulz and Teddlie (1989) believed that “teachers’ job satisfaction may serve to influence their morale, motivation and general willingness to maximize their teaching potential” (p. 461). Teachers’ dissatisfaction with their jobs may result in bad teaching or bad learning process, and school effectiveness will consequently be negatively influenced. Therefore, further understanding of the factors of teacher job satisfaction can serve as a means to increase school effectiveness.

A large number of studies, such as Howell and Dorfman (1986), and Klecker and Loadman (1996), attested to the fact that teacher job satisfaction plays an important role in school effectiveness. Teachers practice their profession with students, so the quality of teaching directly influences students’ achievement. According to Anderman, Belzer, and Smith (1991), teacher job satisfaction has considerable impact on teachers’ investment in their teaching. Thus, it can be inferred that teacher job satisfaction is an important determinant in the quality of teaching (Klecker & Loadman). Howell and Dorfman argued that teacher job satisfaction is one of the most critical determinants in school effectiveness. In Taiwan, private institutes of technology are attempting to develop themselves under challenging circumstances. Although it is recognized that teacher job satisfaction is an important and positive development of schools that cannot be accomplished without noticing teachers’ demographic characteristics.

A number of studies have suggested that demographic variables are related to job satisfaction (Klecker & Loadman, 1996; Robinson, 1993), despite disagreements from other studies (Bowden, 2002; Chiu, 2003). Saad and Isralowitz (1992) contended that demographic variables are a good source for comprehending the influence on job satisfaction.

Increased effectiveness in institutes of technology will be important to help them survive in the competitive educational market in Taiwan. Kuchler (2001) contended, “job satisfaction and organizational effectiveness are linked closely” (p. 11). Teachers’ demographic information was suggested to relate to teacher job satisfaction (Hsin, 2002). Hence, the schools have to be aware of the relationship between different teachers’ demographic information and teacher job satisfaction in order to enhance school effectiveness.

The purpose of this research was to compare the differences with different teachers’ demographic variables in teacher job satisfaction in all (11) private institutes of technology in the south of Taiwan. Teachers’ demographic information was investigated, teacher job satisfaction was measured, and the differences in teacher job satisfaction based on different teachers’ demographic

## **Research on Faculty Demographic Variables and Faculty Job Satisfaction—A Case Study of Private Institutes of Technology in the South of Taiwan**

information was compared with reference to Taiwanese culture.

In order to compare the differences in teacher job satisfaction based on different teachers' demographic information in the 11 private institutes of technology in the south of Taiwan, the null hypothesis is that there is no significant difference in total teacher job satisfaction and different dimensions of teacher job satisfaction based on different demographic characteristics of teachers.

Because the educational environment for private institutes in the south of Taiwan is disadvantageous and complicated, the institutes need to improve or reform themselves in order to reach greater school effectiveness so they can remain competitive in the educational market. There are studies related to the topic, such as C. R. Chen (2001), S. F. Chen (1999), which focus on elementary and high schools. There are also a few studies focusing on higher education, such as Chiang (1996), and S. F. Lin (1983). However there is only one focusing only on institutes of technology (M. T. Wu, 2004). Hence, this research not only adds to the body of knowledge on the topic in higher education in Taiwan, but also contributes to the effectiveness of private institutes of technology in the south of Taiwan. The results of this research can assist schools in promoting teacher job satisfaction and therefore positively influence school effectiveness. Further, the framework of this research can be potentially meaningful for private institutes of technology in the other parts of Taiwan. As institutes of technology make significant contributions to the economic progress of Taiwan, this research can aid these institutes in continuing the training of high a quality Taiwanese workforce to meet the economic development needs of the country.

### Literature Review

#### *Job Satisfaction*

Because work is a critical factor for quality of life, job satisfaction is an important factor that not only promotes the individuals' happiness, but also contributes to organizational effectiveness (Gruneberg, 1979). In educational institutions, teachers practice their profession with students, and students' achievement is influenced by the quality of teaching. Hagedorn (2000) contended that positive college environment increases teacher job satisfaction and results in positive student achievement. Smith (1992, p. 1) asserted "job satisfaction is an affective reaction to a job that results from the incumbent's comparison of actual outcomes those which are desired."

Studies on job satisfaction date from the beginning of the twentieth century when scientific management theory was prevalent and much attention

was paid to improving production efficiency. In this period, psychological and sociological variables were ignored (Hoy & Miskel, 1996), and workers and production equipment were thought of as parts of the process of production; so studies focused on extrinsic factors such as salary and materiel. The intrinsic factors, human relations, were not attached with importance until the 1920's in the Hawthone Studies.

The Hawthone Studies were conducted in 1924 at Western Electric Company's Hawthone Works in Cicero, Illinois, and the research was considered critical. The studies used the human relations approach and recognized that promoting workers' job satisfaction resulted in higher productivity. The studies found that work efficiency could be promoted by improving not only the physical conditions of work but also the intrinsic factors such as work attitudes. According to Mayo (1993), the studies identified that more than the work itself, other factors such as management-employee relations and interrelations among work settings are influential to job satisfaction; so research on job satisfaction has attached more importance to human factors after the studies.

After the 1940's, there were some popularly accepted theories of job satisfaction. Hierarchy needs theory, one of the most famous theories with the viewpoint of satisfying individuals needs, was proposed by Abraham Maslow (1964). Maslow divided human needs into five categories from low to high needs in order of physiological, safety, social, esteem, and self-actualization. If the lower order needs of physiological, safety, and social cannot be satisfied, individuals will be occupied and not pursue the high order needs of esteem and self-actualization. On the other hand, the Herzberg's two-factor theory was proposed by Frederick Herzberg (1966) and his colleagues in the late 1950's, where job factors are classified into two categories, motivators and hygienes. Motivators are satisfiers with which workers can increase job satisfaction. On contrary, hygienes are dissatisfiers without which workers are led to job dissatisfaction. According to Herzberg, satisfiers include achievement, recognition, work itself, responsibility, advancement, and other intrinsic job factors. Dissatisfies include organizational policy and administration, supervision, working conditions, salary, and other extrinsic job factors. These two theories are very popular with people in the managerial field and familiar in educational fields (Fried, 1994).

The Vroom's expectancy theory, proposed by Victor Vroom (1964), focused on individuals' specific motivation in the organization. The basic idea is that individuals make efforts to perform what will lead to desired outcomes.

**Research on Faculty Demographic Variables and Faculty Job Satisfaction—A Case Study  
of Private Institutes of Technology in the South of Taiwan**

The theory indicated that, based on the strength of the individual's expectancy of outcome and the attraction of the outcome to the individual, the individual decides on the course of action. Therefore, once the individual believes that desired outcome will be obtained after hard work, the individual will make full effort toward that goal. In the theory, job satisfaction is thought of as pursuing a specific goal to which an individual desires; so if an individual chooses the job as a personal goal and strongly believes that the goal can be achieved and outcomes can be reached, the individual will be dedicated to the job and job satisfaction will increase.

According to Miskel, Defrain and Wilcox (1980), teacher job satisfaction requires that teachers expect successful performance, and teachers should be well motivated to reach the purpose. The applicability of Vroom's expectancy theory in predicting individual's valence and effort level of performance in educational settings has been demonstrated (Griger & Cooper, 1996; Joan, 1992).

The equity theory, created by Adams (1965), indicates that job satisfaction is influenced by an individual's perception of the degree of equity in the individual's job situation. Individuals compare the ratio of the outcome, what they obtain from their job situation (such as pay, promotion, sense of achievement, and job input), and what they input into their job (such as skills, labor, time) to the ratio of others. If the ratios are equal, a perceived state of equality exists resulting in job satisfaction. If not, the perceived unfair situation results in job dissatisfaction.

The theory is based on distributive justice and making comparisons with others. Only when the individuals' personal perception of equality is created between the individuals and their organization can the organizational reward system possibly be regarded as effective and making sense.

Research on this theory found that taking note of the individual's comparison processes helps promote the accuracy of predicting individual behavior in the organization, and leads to a special perspective on motivating individuals (Kulik & Ambrose, 1992). Blaesing (1996) conducted a study guided by equity theory by analyzing differences between an individual's job inputs and outcomes and the behaviors that resulted to assess the relationship between job satisfaction and education level. Results indicated that significant relationships existed not only between job satisfaction and education level, but also between education level or job satisfaction and geographic area and employment. The study suggested that equity theory could provide a guide for organizational transformation.

The discrepancy theory resulted from individual's emotional comparison between what the individual ought to receive and actual outcomes. If the amount of the latter is greater than or equal to that of the former, workers will feel satisfied about their jobs. If the amount of the latter is lower than that of the former, job dissatisfaction will result.

Lawler (1973) made the theory even more complicated by adding several other factors to determine what the individual ought to receive and actually receives, and made comparisons with referent others based on Adams' equity theory. According to Lawler, three important determinants of what the individual should receive are personal job inputs (including the individual's skill, experience, training, and other advantages that the individual contributes to job situation) perceived inputs and outcomes of referent others, and perceived job characteristics (including level, difficulty, responsibility, and other factors related to job traits). Two critical determinants of the individual's outcome are the amounts received including actual outcomes received and perceived outcomes of referent others. If the amount the individual actually receives is greater than or equal to what the individual should receive, the comparison is favorable and job satisfaction results. If not, the individual feels dissatisfaction.

Christian's (1983) study supported the theory, and inferred that job satisfaction could be improved by predicting the gap. Additionally, Jiang and Klein (2002) stated that the discrepancy between the individual's desires and individual's perceived outcome from the organization is closely associated with individual turnover, and suggested that developing career plans matching individual's perceptions is critical for reducing the gap.

#### *Demographic Variables Influencing Job Satisfaction*

Numbers of studies have suggested that demographic variables are related to job satisfaction (Hsin, 2002, Klecker & Loadman, 1996; Robinson, 1993), despite disagreements from other studies (Bowden, 2002; Chiu, 2003). Saad and Isralowitz (1992) contended that demographic variables are a good source for comprehending the influence on job satisfaction.

Age and gender are two of the most popular demographic variables that are used to test the impact on job satisfaction (Chieffo, 1991). Chiang (1996) found that male teachers have higher job satisfaction than female teachers, and teachers in higher age groups tend to have higher job satisfaction than those in younger age groups (Ian, 2003; Liang, 2002,). However, Bowden's (2002) research failed to identify significant influence of gender or age on teacher job satisfaction.

## **Research on Faculty Demographic Variables and Faculty Job Satisfaction—A Case Study of Private Institutes of Technology in the South of Taiwan**

In addition, McKee (1990) confirmed significant differences on teacher job satisfaction among different groups of the variable of years of teaching at the current institution; teachers who have many years of teaching at the institute tend to be more satisfied with their jobs (Liang, 2002; Lo, 2003). The demographic variable of educational level also drew much attraction. Teacher's educational level was found to be strongly related with teacher job satisfaction; teachers with higher educational levels have higher job satisfaction (Wei, 2003; M. T. Wu, 2004).

Except for the four demographic variables mentioned above, there are four other demographic variables, marital status, teaching title, salary, and participation in administrative duties, that are regarded as important factors for teacher job satisfaction in Taiwan. Most research reported married teachers to have higher job satisfaction than single teachers (Liang, 2002; M. T. Wu, 2004; Su, 1998), while others showed marital status to have no influence on teacher job satisfaction (T. S. Chen, 2002; I. F. Wu, 1989). In addition, studies reported that in higher education, the higher the salary teachers received, the higher the level of job satisfaction they have (S. F. Lin, 1983).

Also, in higher education, teachers who did not participate in administrative duties were more satisfied with the dimension of supervision, but no difference could be concluded in the other dimension of teacher job satisfaction (Chiang, 1996). However, M. T. Wu (2004) obtained different results. Moreover, according to Chiang (1996), S. F. Lin (1983), M. T. Wu (2004), the level of teacher job satisfaction was almost completely correlated with the title of the teachers, especially in the dimensions of pay and promotion of teacher job satisfaction.

### *Taiwanese Culture*

From the viewpoint of Taiwan history, many Taiwanese immigrants mainly emigrated from China either 60 years ago or several hundred years ago. Therefore, the cultural heritage of China was brought to Taiwan and dominated the development of Taiwanese culture. However, the Japanese colonial experience 60 years ago and the close relationship with the United States after World War II has made Taiwanese culture more multicultural than it originally was. Through the mixture of these different cultures, Taiwan has established a culture of its own. Despite its diversity, however, Confucianism still sits at the core of Taiwanese culture because Confucius' teachings laid a strong foundation for the development of Taiwanese culture.

Confucianism originated from Confucius around the sixth century B.C. in China. Based on the philosophy of Confucius, Taiwanese culture is conscious



of rank, respectful of seniority, and pays much attention to status symbols in the society (Bjerke, 1999). Interpersonal relationships are strictly arranged by social norms. Confucius codified the critical relationships to serve as social norms. He called these social norms *li*, one of the crucial Confucian teachings setting down precise rules for social behavior, which “governs the interaction of individuals within social order, the behavior of individuals are assessed based on their conformity to the prescribed ways” (W. C. Chen, 2002, p. 20). Persons of rank have superior status in organizations; they are respected and appropriate social behaviors are thereby created. According to Confucianism, there are two criteria, distance and superiority, for subordinates to behave appropriately based on social ranking (Hwang, 2001).

According to Hofstede’s (1997) research, Taiwanese culture is regarded as a high power distance culture. Although Taiwanese culture has been influenced by other cultures and the changes are reflected in business settings, educational settings are more conservative and traditional and remain more centered on Confucianism than other organizations within the society. High power distance is still quite evident in educational settings, and the concept is deeply rooted in teachers’ minds.

#### Methodology

Due to the cultural factors in Taiwan discussed above, the faculties’ demographics variables selected for this study included gender, age, marital status, years of teaching at the institute, level of education, monthly salary, teaching title, and participation in administrative duties. These demographics were examined for their relationships with teachers’ job satisfaction.

In order to assess the possible relationship between presidential leadership style and teacher job satisfaction in private institutes of technology in the south of Taiwan, the null hypothesis posited here was there is no significant difference in total teacher job satisfaction and different dimensions of faculty job satisfaction including work, school environment, supervision, pay, and promotion based on above-mentioned demographic characteristics of teachers.

The population of this research was the teachers of 11 private institutes of technology in the south of Taiwan during 2003. Here, full-time faculties were delimited by having worked at the same institute of technology for at least one year, and there were approximately 3300 full-time faculties in the population. This research used stratified random sampling to select subjects from each subgroup by non-proportional sampling, selecting the same number of subjects from each institute. Sixty subjects were selected from each institute by random sampling, resulting in 660 subjects.

**Research on Faculty Demographic Variables and Faculty Job Satisfaction—A Case Study  
of Private Institutes of Technology in the South of Taiwan**

In this research, the Teacher Job Satisfaction Questionnaire is used to measure faculty job satisfaction. The survey instrument was created by S. F. Lin (1983) by modifying the Job Descriptive Index (JDI), the most popular facet scale among organizational researchers in the United States (Spector, 1997), in order to practically use in Taiwanese educational settings. In his research, the teacher job satisfaction was measured in five dimensions of work, school environment, supervision, pay, and promotion.

According to S. F. Lin (1983), the dimension of work refers to the degree of a teacher's satisfaction with the special properties, values, achievements, and responsibilities of the teaching career. The dimension of school environment refers to the degree of a teacher's satisfaction with the interrelationship with co-workers, the working environment, and organizational climate. The dimension of promotion refers to the degree of a teacher's satisfaction with the opportunities of promotion, growth, and sense of job security. The dimension of pay refers to the degree of a teacher's satisfaction with spiritual and material rewards. Finally, the dimension of supervision refers to the degree of a teacher's satisfaction with the need for administrative support from the president and administrative staff. There were 30 items evenly classified into the abovementioned five categories in the survey instrument, and the survey instrument adopted a Likert five-point scale.

The reliability of the Teacher Job Satisfaction Questionnaire has also been demonstrated. According to S. F. Lin (1983), the degree of reliability of the survey instrument was estimated by Cronbach alpha based on the statistical analysis of data from 125 teachers. Cronbach alpha coefficients in the five dimensions and overall teacher job satisfaction ranged from .642 to .930 for overall teacher job satisfaction; therefore the survey instrument is still considered at a believable level (Cronbach, 1951). Furthermore, the construct validity of both survey instruments was determined by professionals and educators in Taiwan, who were asked to examine the items of the instrument to ensure that these items can fit into the content of the research.

In this research, the results were calculated by using quantitative descriptive and inferential statistical analysis. Cronbach alpha coefficients were used to test the reliability of the survey instruments. In order to compare the differences in teacher job satisfaction based on different faculties' demographic information in these institutes. Data obtained were analyzed by one-way ANOVA to test the mean differences between faculties' demographic information and faculty job satisfaction. Then, Scheffe's test was employed to examine where the differences are between groups in the hypothesis. Inferential

statistical analysis was computed by SPSS for Windows with the significant level of .050.

### Results

The survey instruments were distributed to 660 faculties. Four hundred and forty survey instruments were returned, out of which 406 instruments responded completely to all of the items and were considered valid.

The Cronbach alpha method was used to test the reliability of survey instruments employed in this research. Table 1 indicates that the Cronbach alpha coefficients ranged from .821 to .899 in the elements of the survey instrument, and the coefficient of the overall instrument was .962. All the reliability coefficients exceeded .800, and are regarded as very reliable.

Table 1

*Cronbach Alpha Coefficients of the Survey Instruments*

Dimensions	Coefficients
Work	.887
School Environment	.826
Supervision	.899
Pay	.821
Promotion	.883
Overall	.962

Note.  $N = 406$ .

In the survey, faculties' demographic information was considered independent variables; the descriptive statistics (frequencies and percentages) of the demographics are shown in Table 2. As indicated by Table 2, teachers in the subgroups age 36-45, 6-15 years of teaching at the institute, master level of education, teaching title of instructor/lecturer, and without participation in administrative duties were above 50%, which are more than 10% above other subgroups in these demographic variables.

Table 2

*Faculties' Demographic Information in the Survey*

Demographics	Subgroups	$f$	$P$
Gender	Male	220	54.2
	Female	186	45.8
Age	35 and under	92	22.7
	36-45	206	50.7
	46-55	83	20.4
	56 and over	25	6.2

**Research on Faculty Demographic Variables and Faculty Job Satisfaction – A Case Study  
of Private Institutes of Technology in the South of Taiwan**

Marital Status	Married	320	78.2
	Single	86	21.2
Years of Teaching at the Institutes	5 and under	84	20.7
	6-15	204	50.2
	16-25	93	22.9
	26 and over	25	6.2
Level of Education	Doctorate	112	27.6
	Master	223	54.9
	Others	71	17.5
Teaching Title	Professor	16	3.9
	Associate Professor	99	24.4
	Assistant Professor	51	12.6
	Instructor/Lecturer	231	56.9
	Others	9	2.2
Monthly Salary	NT\$ 55,000 and under	42	10.3
	NT\$ 55,001-65,000	106	26.1
	NT\$ 65,001-75,000	115	28.3
	NT\$ 75,001 and over	143	35.2
Participation in Administrative Duties	Yes	133	32.8
	No	273	67.2

*Note.*  $N = 406$ .

Table 3 presents descriptive data for subscales and overall job satisfaction of the survey instrument. In addition, the mean scores of total faculty job satisfaction and each dimension of faculty job satisfaction as a function of different faculties' demographics are provided in Table 4.

Table 3

*Variable Scores in Faculty Job Satisfaction*

Dimensions	<i>M</i>	<i>SD</i>
Work	22.74	4.44
School Environment	20.80	4.41
Supervision	21.27	4.59
Pay	21.26	4.19
Promotion	22.17	4.71
Total Job Satisfaction	108.49	23.34

*Note.*  $N = 406$ .

The null hypothesis was tested by one-way ANOVA to assess the effect of

different faculties' demographics on total faculty job satisfaction, and the effect of different faculty demographics on different dimensions of faculty job satisfaction. Summary of results of ANOVA for total faculty job satisfaction and different dimensions of faculty job satisfaction on faculties' demographic information is shown in Table 5.

According to Table 5, there were significant differences in total faculty job satisfaction and different dimensions of faculty job satisfaction on faculties' gender, age, level of education, teaching title, and monthly salary, and in different subgroups of faculties' gender, male faculties were more satisfied with their jobs as exhibited by the higher mean scores than female faculties (see Table 4).

There were significant differences in total faculty job satisfaction or different dimensions of faculty job satisfaction on faculties' years of teaching at the institutes and faculties' participation in administrative duty (see Table 5), and in subgroups of faculties' participation in administrative duty, Table 4 exhibits that faculties who do not participate in administrative duties were more satisfied with their jobs than faculties who participate in administrative duties.

Additionally, as indicated in Table 5, there was a significant difference in school environment on faculties' marital status; as seen in Table 4, married faculties were more satisfied with their jobs than single faculties.

Table 4

*Mean Scores of Faculty Job Satisfaction on Faculties' Demographic Variables*

Demographics	Dimensions					
	Work	School Environment	Supervision Pay	Promotion	Total	Job Satisfaction
<b>Gender</b>						
Male	23.63	22.03	22.53	22.31	23.41	114.19
Female	21.68	19.33	19.78	20.03	20.70	101.74
<b>Age</b>						
35 and under	21.54	19.59	21.27	19.95	20.55	103.25
36-45	22.83	20.68	20.62	21.11	22.23	107.83
46-55	23.49	21.94	22.30	22.55	23.25	113.34
56 and over	23.88	22.40	23.16	23.08	24.08	117.00
<b>Marital Status</b>						
Married	22.75	21.10	21.45	21.43	22.38	109.36
Single	22.69	19.66	20.59	20.64	21.42	105.23
<b>Years of Teaching at the Institutes</b>						

**Research on Faculty Demographic Variables and Faculty Job Satisfaction – A Case Study  
of Private Institutes of Technology in the South of Taiwan**

5 and under	22.77	20.08	21.42	20.48	21.06	105.74
6-15	22.23	20.43	20.91	20.95	22.03	107.27
16-25	23.61	21.99	21.43	22.31	23.06	111.86
26 and over	23.52	21.72	23.08	22.06	23.72	115.64
<b>Level of Education</b>						
Doctorate	24.06	21.95	22.47	22.71	24.10	115.33
Master	22.37	20.18	20.66	20.48	21.40	105.28
Others	21.08	20.92	21.27	21.44	21.55	107.76
<b>Teaching Title</b>						
Professor	25.75	24.13	25.13	24.19	25.38	124.75
Associate Professor	24.53	22.77	22.60	23.16	24.75	118.14
Assistant Professor	23.02	20.98	21.76	21.96	23.02	110.75
Instructor/Lecturer	21.71	19.76	20.56	20.08	20.68	103.12
Others	22.67	18.67	14.89	21.56	21.56	100.44
<b>Monthly Salary</b>						
NT\$ 55,000 and under	22.36	19.62	19.57	20.45	21.17	103.76
NT\$ 55,001-65,000	20.97	18.92	20.60	19.25	19.92	100.03
NT\$ 65,001-75,000	22.89	21.34	20.92	21.57	22.31	109.00
NT\$ 75,001 and over	24.04	22.09	22.54	22.75	24.02	115.73
<b>Participation in Administrative Duties</b>						
Yes	22.86	20.38	20.93	20.59	21.34	106.59
No	22.68	21.00	21.43	21.59	22.58	109.41

*Note.*  $N = 406$ .

Data analysis for the hypothesis reveals that the null hypothesis was partially rejected.

As to multiple comparison of faculty job satisfaction on different faculties' demographics, Scheffe's test shows that faculties in the age group of 35 and under exhibited significant differences in total faculty job satisfaction and every dimension of faculty job satisfaction compared with faculties in other age groups. This is especially true with faculties in the age group of 46 to 55. However, faculties in the age group of 36 to 45 showed almost no difference in job satisfaction compared to faculties in other age groups. On the average, faculties in higher age groups were more satisfied with their job than faculties in lower age groups (see Table 4).

In faculties' level of education, there were significant group differences between faculties with doctorate and master degrees; faculties with doctorate

degrees were more satisfied with all dimensions of job satisfaction than faculties with master's degrees (see Table 4).

In addition, Scheffe's test reports that satisfaction with all dimensions differed significantly with instructors/lecturers versus professors and associate professors. Table 4 shows that the professor and the associate professor were more satisfied with their jobs on total job satisfaction and each dimension of job satisfaction than the instructor/lecturer; the higher the teaching title, the higher the job satisfaction.

Moreover, the group of NT\$ 75,001 and over exhibited significant differences in all dimensions of job satisfaction compared with other groups, especially with the group of NT\$ 55,001-65,000 in faculties' monthly salary. Table 4 shows that the group of NT\$ 75,001 and over was more satisfied with almost every dimension of job satisfaction than other groups.

Finally, Scheffe's test portrays that most differences existed on three measures, school environment, pay, and promotion, between teachers in the group of 16 to 25 years and the group of 5 years and under. Table 4 shows that faculties in the group of 16 to 25 years were more satisfied in these three dimensions than faculties in the group of 5 years and under, and that faculty job satisfaction was increased with faculties' years of teaching at the institute. Table 5

*Summary of Results of ANOVA for Total and Different Dimensions of Faculty Job Satisfaction on Faculties' Demographic Information*

	Work	School Environment	Supervision
Gender	$F = 20.863$ $p = .000$	$F = 41.480$ $p = .000$	$F = 39.551$ $p = .000$
Age	$F = 3.680$ $p = .012$	$F = 5.489$ $p = .001$	$F = 4.282$ $p = .005$
Marital Status	$F = .015$ $p = .901$	$F = 7.306$ $p = .007$	$F = 2.371$ $p = .124$
Years of Teaching at the Institute	$F = 2.381$ $p = .069$	$F = 3.911$ $p = .009$	$F = 1.786$ $p = .149$
Level of Education	$F = 7.563$ $p = .001$	$F = 6.166$ $p = .002$	$F = 5.934$ $p = .003$
Teaching Title	$F = 9.829$ $p = .000$	$F = 12.146$ $p = .000$	$F = 12.283$ $p = .000$
Monthly Salary	$F = 10.565$ $p = .000$	$F = 13.125$ $p = .000$	$F = 6.802$ $p = .000$
Participation in Administrative Duties	$F = .140$ $p = .708$	$F = 1.793$ $p = .181$	$F = 1.061$ $p = .304$
Leadership Style	$F = 38.803$ $p = .000$	$F = 43.957$ $p = .000$	$F = 69.456$ $p = .000$
	Pay	Promotion	Total Job Satisfaction

**Research on Faculty Demographic Variables and Faculty Job Satisfaction – A Case Study  
of Private Institutes of Technology in the South of Taiwan**

Gender	$F = 32.232$ $p = .000$	$F = 36.220$ $p = .000$	$F = 43.425$ $p = .000$
Age	$F = 7.684$ $p = .000$	$F = 6.720$ $p = .000$	$F = 5.531$ $p = .001$
Marital Status	$F = 2.430$ $p = .120$	$F = 2.805$ $p = .095$	$F = 2.291$ $p = .088$
Years of Teaching at the Institute	$F = 4.272$ $p = .006$	$F = 3.703$ $p = .012$	$F = 2.605$ $p = .052$
Level of Education	$F = 11.222$ $p = .000$	$F = 13.759$ $p = .000$	$F = 9.996$ $p = .000$
Teaching Title	$F = 13.467$ $p = .000$	$F = 18.056$ $p = .000$	$F = 15.196$ $p = .000$
Monthly Salary	$F = 16.551$ $p = .000$	$F = 18.081$ $p = .000$	$F = 14.854$ $p = .000$
Participation Administrative Duties	in $F = 5.106$ $p = .024$	$F = 6.278$ $p = .013$	$F = 1.785$ $p = .182$

$N = 406$ .

### Discussions, Conclusions and Suggestions

#### *Discussions*

*Influence of Confucianism.* Confucianism has dominated Taiwanese life and society since Taiwanese culture developed three hundred years ago, when the Taiwanese ancestors emigrated from China. Temples have been established throughout Taiwan to worship Confucius and his disciples, revealing the deep admiration of the Taiwanese to this great educator. Confucius' birthday on September 28 was institutionalized as Teacher's Day, which was a public holiday until 1997 and still remains an important memorial day in Taiwan.

Confucius, the founder of Confucianism, was born in China in 551 BC in a deposed noble family, and died at the age of 72 in 479 BC. His period was a time of great strife and turmoil in China, with many feudal states fighting each other for supremacy in the Spring and Autumn Period (770 BC to 404 BC).

Confucius is recognized as the greatest Chinese philosopher and educator. During his time, Confucianism existed among various other schools of thought that flourished in the stimulating intellectual environment amidst the political turmoil of the time. However, in 104 BC, Confucianism surpassed all other schools of thought during the Han Dynasty, when the Emperor Wu appointed Confucianism as the official philosophy of the realm. From that time, Confucianism became the dominant philosophy in Chinese society and the teachings of Confucius guided the lives and thoughts of the Chinese for more than 2000 years until the Chinese Communists took over Mainland China in 1949.

Since Confucius was also considered the greatest educator in China,



Confucianism intensively affected the educational fields. The Emperor Kang Hsi in the Ching Dynasty endowed upon Confucius the special title of “The Greatest Master of All Age” in reverence of his contribution in education (Riegel, 2000).

Chao (1990) stated, “culture is an embodiment of traditions as well as a repository of values and normative assumptions developed among members in a group, collectivity and society” (p. 584). Taiwanese society reflects the abundant teachings of Confucianism. According to *li*, the important teaching of Confucianism is the social norm of interpersonal relationship and conduct and the forms and distinctions of propriety are produced by respecting superiors based on their ranks (Hwang, 2001). Dorfman and Howell (1988) also reported a high degree of collectivism and paternalism in the Taiwanese society. Following these cultural norms, an organization in Taiwanese society is managed according to the family model (Redding, 1990).

*Faculties’ Demographics and Faculty Job Satisfaction.* The special relationship of Confucianism on Taiwanese education influences the way teachers’ demographics is related to teacher job satisfaction. Another aspect of Confucianism, *ren*, of Confucianism, benevolence, human kindness, and love for others, is the core concept and the golden rule of Confucian teachings from which the other Confucian teachings evolved. *Ren* means being conscientious and altruistic. According to *Lunyu (Analects)*, the book of famous Confucius teachings, the concept of *ren* is signified by the teaching of reciprocity: “What you do not want others do to you, do not do to others” (Ruan, 1985). The expression of *ren* involves the showing of affection not only to oneself but also to others, especially the showing of affection and respect to elders. Devotion to those with whom one has a close relationship, such as parents and elders in the family, is the first priority and the foundation of spreading affection to others. Therefore, according to *Mencius*, “Respect and take care of the elder and show kindness to the young with whom one has close relationship, and then the affection could spread to others” (Ruan, 1985). *The Commonwealth State of the Record of Rites, Book IX* noted that “Caring for the old is one of the symbols when the world is overwhelmed by perfect order” (Ruan, 1985).

*Li*, the rules of propriety, is always a companion to *ren*. According to Confucianism, “each individual occupies a place in hierarchical ordering of social relationships, with its commensurate obligations and benefits” (Tung, 1996, p. 239). Under *li*, an individual assesses his or her own role and establishes an appropriate role in society or an organization, and shows respect to the people in upper positions based on their social or organizational rank.

**Research on Faculty Demographic Variables and Faculty Job Satisfaction—A Case Study  
of Private Institutes of Technology in the South of Taiwan**

Playing their roles in accordance with the rule of propriety in society or an organization creates stability and harmony. However, the social norms are often restricted by relations in the family, and individuals' interactions with others could be aroused by broadly practicing *ren* (Chao, 1990). Therefore, without *ren* the practice of *li* cannot fully develop the sense of moral propriety.

From the above, it is seen that the elder garners more respect in Taiwanese society, and the situation is more so in conservative organizations such as education. As they increase in age, teachers obtain more respect, and they become more experienced in interacting with others under the social norms. For this reason, senior teachers obtain higher organizational status, which is enhanced as they increase in age. This research shows that faculties in higher age groups were more satisfied with their jobs than in lower age groups (see Table 4). In addition, faculties in the age group of 35 and under face an unstable period of adjusting to their roles in the family and the organization. On the other hand, faculties in age group of 46 to 55 have well established roles in the family and the organization and can pay more attention to their jobs. Therefore, Scheffe's test shows significant differences in age group of 35 and under and age group of 46 to 55 on total and different dimensions of faculty job satisfaction.

Additionally, the longer the faculties serve in an institute, the more contributions they can make to the institute. With the increase of years of teaching at the institute, faculties obtained more respect and higher organizational status. The results confirm that teacher job satisfaction increased with years of teaching at the institute (see Table 4). Moreover, Scheffe's test indicates that the group of 16 to 25 and the group of 5 and under showed significant differences on dimensions of school environment, pay, and promotion. The reasons are that, on the average, the career of the former is progressing smoothly and steadily, as the faculties have created good working relationships with co-workers. They are very familiar with their working environments, and their salaries have increased with the length of service at the institute. In addition, they have more opportunities to sharpen their research skills, which in turn increase opportunities of promotion in their careers. Hence, the former were more satisfied with the three dimensions of job satisfaction than the latter.

Faculties with high level of education are regarded as possessing high academic abilities and are highly admired in society; so faculties with doctorate degrees obtain higher organizational status and garner more respect in the institute than faculties with master's degrees. Thus, the faculties with doctorate

degrees were more satisfied with their jobs than the faculties with master's degrees (see Table 4). In addition to obtaining more respect in the institute, faculties with doctorate degrees have many advantages in doing academic research (such as research skills and abilities and more time and equipment available for research) and other benefits (such as higher salary and more opportunities of promotion). Therefore, Scheffe's test portrayed that there were significant differences between faculties with doctorate degrees and faculties with master's degrees on total and every dimension of faculty job satisfaction.

Furthermore, the faculties' teaching title in higher education is approved by the Ministry of Education in Taiwan; so faculties with higher teaching titles have higher recognition from the public. Therefore, as the faculties obtain higher institutional status with the elevation of a teaching title, they obtain more respect from the society as a whole. Results confirm the fact that faculty job satisfaction increased with the elevation of a teaching title, and there were significant differences in different teaching titles on total and different dimensions of faculty job satisfaction (see Table 4 and 5). Scheffe's test reports that professors and associate professors had significant mean differences with instructors/lecturers on total and different dimensions of faculty job satisfaction. Besides being highly respected in the institute, professors and associate professors have more opportunities for promotion and participating in decision-making and receive higher salary. In addition, the number of professor and associate professor consist of less than one quarter of the faculties in private institutes of technology in the south of Taiwan and are highly valued in their institutes.

In traditional Taiwanese society, most females stay at home and are responsible for housekeeping while most males work outside the home to provide financial support. With the change in Taiwanese society, more and more females share the responsibility of family financial support and have jobs outside rather than being full-time housewives. However, most females are still responsible for most of the housework, so they cannot devote full attention to their jobs as with the males. Hence, Table 4 indicates the male faculties were more satisfied with their jobs than female faculties, and there were significant differences in gender on total and different dimensions of faculty job satisfaction (see Table 5).

Based on Confucianism, the family is an important unit and makes up the society. *The Commonwealth State of the Record of Rites, Book IX* stated that "The males and females have to play appropriate roles in both family and society" (Ruan, 1985). This means that the establishment of families is

## **Research on Faculty Demographic Variables and Faculty Job Satisfaction—A Case Study of Private Institutes of Technology in the South of Taiwan**

important for the society. Therefore, single faculties who are of appropriate age for marriage are always a concern in educational settings. However, too much concern creates pressure for these faculties. Therefore, married faculties are more satisfied with their jobs than single faculties (see Table 4), and there were significant differences between the single faculties and married faculties on the dimension of school environment (see Table 5).

College faculties' income is far above the average in Taiwan. Most college faculties are married and their monthly salary is the main financial source for supporting their families. Thus, Table 5 shows that there were significant differences in different monthly salary groups on total and different dimensions of faculty job satisfaction. Additionally, the amount of a faculties' salary is influenced by other factors, such as years of teaching at the institute, level of education, teaching title, and participation in administrative duties. Teachers with long years of teaching at the institute, high levels of education, high teaching titles, or participation in administrative duties may earn higher salaries. Faculties with the circumstances mentioned above, except for participation in administrative duties, have higher salaries without increase in workload. As indicated by Table 4, higher monthly salary usually led to higher faculty job satisfaction, and Scheffe's test shows that the group of NT\$ 75,000 and over shows significant mean differences from the other groups, especially the group of NT\$ 55,001 to NT\$ 65,000, on total and different dimensions of faculty job satisfaction.

Teaching students and doing research are the two main tasks for a college faculty. Administrative duties are usually heavy tasks in the institute. Participation in administrative duties is so complicated and time-consuming that it takes time away from the faculties' main tasks. For these teachers, it is difficult to have good research performance, since performing research is also very time-consuming. This can lead to these faculties having little possibility for promotion in teaching title. In addition, although there is extra pay for faculties participating in administrative duties, compared to the amount of the duties, the compensation is not sufficient. For these reasons, Table 4 depicts that faculties who participate in administrative duties were less satisfied with their jobs than faculties who do not participate in administrative duties. Table 5 also portrays that significant differences appeared in the job satisfaction dimensions of pay and promotion based on participation administrative duties.

### *Conclusions and Suggestions*

This research explored the differences in faculty job satisfaction based on different faculties' demographics in private institutes of technology in the south

of Taiwan, and this research produced numerous significant results contributing to assist the institutes in possibly, positively influencing faculty job satisfaction in the field so that higher teaching quality and student performance can be achieved.

Among the dimensions of faculty job satisfaction, faculties are the most satisfied with work, but least satisfied with school environment. The institutes need to develop programs for faculties to promote their interrelationship with co-workers. In addition, instructors/lecturers constitute the majority of the faculties in institutes of technology in the south of Taiwan, and were found to have lower job satisfaction in comparison with faculties with other teaching titles. The president should attach more importance to show more appreciation to instructors/lecturers in order to affirm their contributions to the institute. Moreover, teaching title is the most critical factor of impacting faculties' salary, and higher teaching title leads to more salary. Thus, the institute can encourage and provide opportunities for faculties to do research and advance their studies, so they can have more opportunities in promoting their teaching titles.

Further, the results indicate that male faculties were more satisfied with their jobs than female faculties, married faculties were more satisfied with their jobs than single faculties, and faculties who do not participate in administration duties were more satisfied with their jobs than faculties who participate in administration duties. Also, faculty job satisfaction mostly increased with the faculties' age, number of years of teaching at the institute, level of education, teaching title, and monthly salary. The results showed that faculty job satisfaction was potentially influenced by Taiwanese culture, and institutes have to give more encouragement to the faculties in the least satisfied groups in these demographic variables.

In terms of faculties' demographics, significant differences in total faculty job satisfaction and different dimensions of faculty job satisfaction based on different faculties' demographic variables were shown. The significant differences existed in total faculty job satisfaction and different dimensions of faculty job satisfaction based on the different faculties' gender, age, level of education, teaching title and monthly salary. On the other hand, the significant difference existed in some dimensions of faculty job satisfaction based on the different faculties' marital status, number of years of teaching at the institute, and participation in administrative duties.

This research contributes to the important emphasis of studying teacher job satisfaction in particular cultural contexts, and is necessary for the development of the field of educational management.

**Research on Faculty Demographic Variables and Faculty Job Satisfaction—A Case Study  
of Private Institutes of Technology in the South of Taiwan**

References

- Adams, J. S. (1965). Injustice in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (pp. 267-300). New York: Academic Press.
- Anderman, E. R., Belzer, S., & Smith, J. (1991). *Teacher commitment and job satisfaction: The role of school culture and principal leadership*. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- Bjerke, B. (1999). *Business leadership and culture: national management styles in the global economy*. Northampton, MA: Edward Elgar.
- Blaesing, S. L. (1996). *Job Satisfaction of Missouri nurses: Implications for the practice and education*. Unpublished doctoral dissertation, Saint Louis University, MO.
- Bowden, A. G. (2002). *Collaborative leadership in middle schools and teacher job satisfaction: A search for relationships*. Unpublished doctoral dissertation, University of San Diego, CA.
- Chao, Y. T. (1990). Culture and work organization. *Information Journal of Psychology*, 25(5/6), 583-592.
- Chen, C. R. (2001). *Research on relationship between transformational leadership of principals and teacher job satisfaction of elementary schools—Conducted on five counties and cities in northern Taiwan*. Unpublished master's thesis, National Hsin-Chu Teachers College, Taiwan.
- Chen, G. C., & Shih, M. (1989, Dec). *Vocational education at the crossroads--The case of Taiwan*. Paper presented at the annual meeting of the International Vocational Education and Training Association. Orlando, FL.
- Chen, S. F. (1999). *Research on work pressure and job satisfaction of elementary school teachers in Taitung*. Unpublished master's thesis, National Taitung Teachers College, Taiwan.
- Chen, W. C. (2002). *Analysis of cultural factors in leadership and succession practices in Taiwan business*. Unpublished doctoral dissertation, The University of the Incarnate Word, TX.
- Chiang, C. S. (1996). *The effects of the leadership styles of Taiwanese junior college presidents on teacher job satisfaction*. Unpublished doctoral dissertation, Florida International University, FL.
- Chieffo, A. M. (1991). Factors contributing to job satisfaction and organizational commitment of community college leadership teams.

- Community College Review*, 19(2), 15-25.
- Chiu, I. L. (2003). *Research on job satisfaction of elementary school teachers of special education in central Taiwan*. Unpublished master's thesis, National Taichung Teachers College, Taiwan.
- Christian, P. (1983). *The relationship between faculty expectations and perceptions of the department chairperson's role and job satisfaction of the faculty*. Unpublished doctoral dissertation, The University of North Carolina at Chapel Hill, NC.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of the tests. *Psychometrika*, 16, 297-334.
- Dorfman, P. W., & Howell, J. P. (1988). Dimensions of national culture and leadership patterns: Hofstede revised. In E. G. McGoun (Ed.), *Advanced in international comparative management* (Vol. 3, pp. 127-149). Greenwich, CT: JAI Press.
- Fried, B. N. (1994). *Job Satisfaction of hospitality college faculty*. Unpublished doctoral dissertation, University of La Vern.
- Geriger, M. A., & Cooper, E. A. (1996). Using expectancy theory to assess student motivation. *Issues in Accounting Education*, 11(1), 113-130.
- Grunberg, M. M. (1979). *Understanding job satisfaction*. New York: John Wiley & Sons.
- Hagedorn, L. S. (2000). Conceptualizing faculty job satisfaction: Components, theories, and outcomes. In L. S. Hagedorn (Ed.) *What contributes to job satisfaction among faculty and staff ?* (pp. 5-20). San Francisco, CA: Jossey-Bass.
- Herzberg, F. (1966). *Work and the nature of man*. New York: Work Publishing.
- Hofstede, G. (1997). *Cultures and organizations: Software of the mind*. New York: McGraw-Hill.
- Howell, J. P., & Dorfman, P. W. (1986). Leadership and substitutes for leadership among professional and nonprofessional workers. *The Journal of Applied Behavioral Science*, 22, 29-46.
- Hoy, W. K., & Miskel, C. G. (1996). *Educational administration: Theory, research, and practice* (5<sup>th</sup> ed.). New York: McGraw Hill.
- Hsin, C. T. (2002). *Research on relationship between participation in administrative decision and job satisfaction of elementary school teachers*. Unpublished master's thesis, National Taichung Teachers College, Taiwan.
- Hwang, K. K. (2001). Introducing human rights education in the Confucian society of Taiwan: Its implications for ethical leadership in education. *International Journal of Leadership in Education*, 4(4), 321-333.

**Research on Faculty Demographic Variables and Faculty Job Satisfaction—A Case Study  
of Private Institutes of Technology in the South of Taiwan**

- Ian, I. (2003). *A study on job satisfaction and organizational commitment of elementary school teachers with administrative duties in Taipei City*. Unpublished master's thesis, National Taipei Municipal Teachers College, Taiwan.
- Jiang, J. J., & Klein, G. (2002). A discrepancy model of information system personnel turnover. *Journal of Management Information Systems*, 19(2), 249-273.
- Joan, S. G. (1992). *Identification of motivational factor in teacher training inservice of La Noguera district*. Unpublished doctoral dissertation, Autonoma University at Barcelona, Spain.
- Klecker, B., & Loadman, W. E. (1996). *Exploring the relationship between teacher empowerment and teacher job satisfaction*. Paper presented at the Annual Meeting of the Mid-Western Educational Research Association. Chicago, IL.
- Kuchler, W. J. (2001). *The association of perceived leadership behaviors with subordinate job satisfaction at selected NACC Division III Midwest college athletic departments*. Unpublished doctoral dissertation, United States Sports Academy, AL.
- Kulik, C., & Ambrose, M. (1992). Personal and situational determinants of referent choice. *Academy of Management Review*, 17, 212-237.
- Lawler, E. E. III (1973). *Motivation in work organizations*. Pacific Grove, CA: Brooks/Cole.
- Lee, L. S. (2000, July 8). *Technological and vocational education in Taiwan*. Paper presented at the conference of the Japan Academic Society for Industrial Education.
- Liang, D. T. (2002). *Research on relationship between principals' transformational leadership and teacher job satisfaction in elementary schools*. Unpublished master's thesis, National Taichung Teachers College, Taiwan.
- Lin, S. F. (1983). *Research on relationship between presidential leadership style and teacher job satisfaction in junior colleges*. Unpublished master's thesis, National Taiwan Normal University, Taiwan.
- Lin, T. J., & Jang, S. S. (1998). Developmental trends of higher education abroad. *Technological and Vocational Education Journal Biomonthly*, 43, 6-12.
- Lo, M. C. (2003). *A study on relationship between principals' leadership behavior and teacher job satisfaction in elementary schools in Taichung City*. Unpublished master's thesis, National Taichung Teachers College, Taiwan.



Taiwan.

- Maslow, A. H. (1964). A theory of human motivation. *Psychological Review*, 50, 370-369.
- Mayo, E. (1993). *The human problems of industrial civilization*. New York: Viking.
- McKee, J. G. (1990). *Relationship between community college presidents' leadership styles and faculty job satisfaction*. (ERIC Document Reproduction Service No. 316295)
- Miskel, C., Defrain, J., & Wilcox, K. (1980). A test of expectancy work motivation theory in educational organizations. *Educational Administration Quarterly*, 16(1), 70-92.
- Redding, S. G. (1990). *The spirit of Chinese capitalism*. New York: De Gruyter.
- Riegel, J. (2000, Fall). *The Stanford Encyclopedia of Philosophy*. Retrieved July 20, 2003, from <http://plato.stanford.edu/archives/fall2002/entries/confucius>.
- Robinson, G. H. (1993). *A study of the relationship of leadership styles of principals and teacher job satisfaction*. Unpublished doctoral dissertation, University of Arkansas, AR.
- Ruan, I. (1985). *Commentary on the Thirteen Scriptures*. Taipei, Taiwan: I-Wen.
- Saad, I. A., & Isralowitz, R. E. (1992). Teachers' job satisfaction in transitional society within the Bedouin Arab schools of the Negev. *Journal of Social Psychology*, 132(6), 771-782.
- Schulz, I. L., & Teddlie, C. (1989). The relationship between teacher's job satisfaction and their perceptions of principals' use of power and school effectiveness. *Education*, 109(4), 461-468.
- Smith, P. C. (1992). In pursuit happiness: Why study general job satisfaction? In Cranny, C. J., Smith, P. C., & Stone E (Eds.), *Job satisfaction: How people feel about their jobs and how it affects their performance?* (pp. 1-20). New York: Lexington Books.
- Spector, P. E. (1997). *Job satisfaction—Application, assessment, cause, and consequence*. London: Sage.
- Su, U. I. (1998). *Research on relationship of principals' leadership style and teacher job satisfaction of elementary schools in Chayi County*. Unpublished master's thesis, Soochow University, Taiwan.
- Tung, R. L. (1996). Managing in Asia: Cross culture dimensions. In P. Joynt, & M. Warner (Eds.), *Managing across culture: Issues and perspectives* (pp. 233-245). London: International Thomson Business.
- Vroom, V. H. (1964). *Work and Motivation*. New York: John Wiley & Sons.

**Research on Faculty Demographic Variables and Faculty Job Satisfaction—A Case Study  
of Private Institutes of Technology in the South of Taiwan**

- Wei, P. F. (2003). *Exploration of teacher job satisfaction of business vocational high schools*. Unpublished master's thesis, National Changhua University of Education, Taiwan.
- Wu, I. F. (1989). Research on self actualization and job satisfaction of teachers in elementary schools. *Journal of Education*, 8, 248-290.
- Wu, M. T. (2004). Research on presidential leadership styles and faculty job satisfaction-A case study of an institute of technology in the south of Taiwan. *Journal of Meiho Institute of Technology*, 23(1), 43-68.

# 教師人口變項與教師工作滿意之研究—以南部私立技術學院為例

吳明蒼\*

## 摘要

本研究之目的旨在分析於台灣南部私立技術學院，不同性別、年齡、婚姻狀態、年資、學歷、月薪、職級與是否兼任行政工作狀況之教師，在各層面與整體工作滿意之差異，問卷分發予六百零六位專任教師。收回四百四十份，剔除填答不全者，有效問卷計有四百零六份。結果顯示，具有不同人口變項教師在各層面與整體工作滿意有顯著差異。本文將以台灣文化來探討研究結果。

關鍵詞：教師人口變項、教師工作滿意

---

\* 美和技術學院財政稅務系專任副教授

**Research on Faculty Demographic Variables and Faculty Job Satisfaction—A Case Study  
of Private Institutes of Technology in the South of Taiwan**