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Critical Literature Review:

***An investigation into Job Satisfaction:
a case of DingTalk and Chinese
universities***

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Part one: overview of literature review

1.1 overview of literature review

A review of the relevant academic literature is known as a "literature review," and it is a scholarly piece of work that exhibits knowledge and grasp of the relevant academic literature. Since a critical analysis of the material is an integral part of a literature review, rather than a literature report, this kind of writing is referred to by its more accurate name: a literature review. It is both a method of writing and a process that involves examining previous works. In most cases, a thesis, research project, or lengthy piece of writing will consist of, or at least include a literature review (Gall, 2006). However, it is also possible to put it up and evaluate it as a separate piece of work on its own. In addition, literature reviews are utilised when there is little known about a particular field of expertise; nevertheless, the purpose of these studies is not to enforce stringent standards. They may be carried out for a variety of reasons, including identifying areas of weakness in the already available body of information (1, Bassett 2013).

1.2 purpose of literature review

The objective of doing a complete and analytical analysis of the previous work done on a certain subject area is to satisfy the requirements of a critical literature review. In both the process of developing a theoretical and conceptual framework for research and in the process of identifying knowledge gaps that

need additional study, it is a very important function. Moreover, discussing and explaining these will research gives academic context and allows for the opportunity to demonstrate how the researcher's results and hypotheses link to prior study (Saunders, 2011). Moreover, this will research provides academic context and allows for the capacity to show how these will research. The objective of a literature review is not to present a summary of all of the articles that are linked to the research issue; rather, the purpose of a literature review is to evaluate the studies that are most relevant and crucial to the study topic. If the review that the researcher conducted is genuine, it will uncover recognised and visible holes in the study that have not been explored in the past (Saunders, 2011).

1.3 content of literature review

1.3.1 research background

The study subject and the goals must be determined before you can perform a literature review. Key phrases and topics may be found by doing an initial search utilising academic databases and other sources. Then, searches may be enhanced utilising certain search phrases and keywords. For assembling trustworthy information, it is crucial to choose suitable sources, such as peer-reviewed journal papers and renowned magazines (Denney, 2013). Through thorough study and review of the literature, including taking notes and underlining highlights, patterns, trends, and research gaps may be found. A

thorough grasp of the study background may be attained by assessing and synthesising the literature, common themes, ideas, methodologies, and outcomes. In the end, this information may be utilised to create a literature review that efficiently outlines the body of current knowledge and indicates gaps that call for more research (Knopf, 2006).

1.3.2 identify research topics

The particular framework that the researcher will use while discussing and analysing the literature will depend on the goals and objectives of the study. The researcher will begin by providing an overall summary of the most important themes and concepts before narrowing down to the goals and objectives of the investigation. The researcher will then need to take each topic in turn and discuss it, comparing and contrasting what other writers have to say about each topic along the way. It is considered to be written critically when comparisons and contrasts are made between the results of the researcher on each subject (4, Seth, 2011).

1.3.3 identify research gap.

It is the purpose of a literature review to "describe, summarise, assess, clarify, and integrate the main research." As a consequence of this, they are necessary for generating research questions, locating fresh research routes, steering clear of pointless techniques, getting insights into methodological practises,

formulating proposals for more study, and accumulating data to support theoretical frameworks (Zahra&Haniyeh, 2020) .

By reading and summarising a large amount of literature in the same field, the researcher needs to determine what has been extensively studied by scholars and what has been little or no study by scholars. Therefore, research gaps are also very important for the researcher, who needs to write new research from previous articles rather than repeating previous ones (Saunders, 2011).

1.3.4 select research methods.

When starting a new research project, choosing the right research method is essential to ensure that the research produces reliable and valid results. Researchers should determine the overall research approach, such as a qualitative, quantitative, or mixed methods study. They should then review the existing literature and consider the feasibility of the study, including time, budget, and availability of participants (Snyder, 2019). Whether a qualitative or quantitative approach is used to doing research is a crucial factor that should be taken into account throughout the whole process of designing the literature review that will be used to support a study (Randolph, 2009). To ensure that the review is accurate, precise, and dependable, one must ensure that the appropriate protocols are followed and that the required precautions are taken, just as one would when doing any other kind of study. The quality of a scholarly review, similar to the quality of any other kind of study, is judged by the

techniques utilised, the results, as well as the clarity of the report (Moher et al., 2009).

1.4 structure of the literature study

According to Guidelines on writing a first quantitative academic article provided by Theuns Kotzé, (Kotzé, 2007) When doing a literature review, it is common practise to make use of a well-structured framework in order to properly summarise the most recent information and research on a certain topic. It begins out with an introduction that describes the research subject and lays out the aims and objectives of the literature review in a clear and concise manner. After this comes a section on the background and context of the study, which provides relevant background information and establishes the setting of the research. After that comes the scope and criteria section, which lays out the parameters of the review and discusses the factors that were considered while selecting the relevant literature. The section under "Methodology" describes the many approaches of research that were used, including search strategies, databases, and other sources that were utilised to compile pertinent papers. In the main body of the literature review, the facts, hypotheses, methodology, and arguments from the research are organised topically or chronologically, depending on how they were found in the literature. The section on analysis and synthesis conducts a critical study of the aforementioned literature, locating recurring themes, patterns, and gaps. In the section titled "Gaps and additional

Directions," the limitations of the already known literature are analysed, and suggestions for areas of focus for future research are provided. In the conclusion, the significant findings and the implications of those findings are discussed, with particular focus placed on the significance of the research. Through the use of this methodical approach, the literature review is certain to have material that is presented in a way that is coherent, consistent, and logical. In the section titled "Gaps and additional Directions," the limitations of the already known literature are analysed, and suggestions for areas of focus for future research are provided.

Part two: literature list

number	authors	year	title	type	journal title	related to research	reference	statuts	Key Words
1	Kircaburun, Kagan ; Alhabash, Saleem ; Tosuntas, Sule Betil ; Griffiths, Mark D.	2020	Uses and Gratifications of Problematic Social Media Use Among University Students: a Simultaneous Examination of the Big Five of Personality Traits, Social Media Platforms, and Social Media Use Motives.	Journal article	International journal of mental health and addiction	With today's social and technological developments, the use of social media has become one of the most popular social behaviours	Kircaburun, K. et al. (2020) Uses and Gratifications of Problematic Social Media Use Among University Students: a Simultaneous Examination of the Big Five of Personality Traits, Social Media Platforms, and Social Media Use Motives. International journal of mental health and addiction. 18 (3), 525–547.	read	social media
2	Dedeoglu, Bekir Bora	2019	Are information quality and source credibility really important for shared content on social media?	article	International journal of contemporary hospitality management.	As one of the largest sources of information, the internet and social media are becoming increasingly important and affect people of all ages	Dedeoglu, B. B. (2019) Are information quality and source credibility really important for shared content on social media? International journal of contemporary hospitality management. 31 (1), 513–534.	read	internet and social media
3	YIN, XIAOXIA	2020	Discussion on online teaching based on "Super Star Learning Pass + Dingding Live Streaming" under the background of COVID-19 prevention and control.	article		China is no exception, as Ding talk has been adopted by most schools and even universities in China since the implementation of the "no teaching, no learning" teaching policy in February 2020.	YIN, XIAOXIA (2020) Online teaching based on "Super Star Learning + Dingding Live Streaming" under the background of COVID-19 prevention and control. (40),306–307	read	no teaching, no learning
4	Chakraborty, Pinaki ; Mittal, Prabhakar ; Gupta, Manu Sheel ; Yadav, Savita ; Arora, Anshika	2021	Opinion of students on online education during the COVID-19 pandemic.	article	Human behavior and emerging technologies.	a lockdown policy was implemented in many countries to avoid widespread transmission of the virus, and schools around the world had to close their campuses and move all academic programmes online in spring 2020	Chakraborty, P. et al. (2021) Opinion of students on online education during the COVID-19 pandemic. Human behavior and emerging technologies. 3 (3), 357–365.	read	all academic programmes online
5	TANG Hao; GUO Yingfu; SHI Yu	2021	Exploration and Practice of Online Teaching Mode Based on Ding Talk Platform.	article	university education	Internet teaching, a new teaching method developed by Internet technology, is characterized by the ability to concentrate a large number of high-quality resources and to facilitate teaching through the integration of high-quality resources	TANG Hao; GUO Yingfu; SHI Yu.(2021) Exploration and Practice of Online Teaching Mode Based on Ding Talk Platform. university education, 2021(02), page:57-60	read	Internet teaching

6	LI, YANAN, WANG, LING	2020	Application of Webcast classroom in primary and secondary schools -- A case study of Webcast classroom practice in Taishan District	article		Some parents also expressed concerns about the quality and reliability of online teaching, especially if students do not have access to quality technology or internet connections	LI, YANAN, WANG, LING. (2020) Application of Webcast classroom in primary and secondary schools: A case study of Webcast classroom practice in Taishan District. 2020.17.024, 1671-489X(2020)17-0024-04	read	quality and reliability of online teaching
7	Blonder, Ron ; Feldman-Maggor, Yael ; Rap, Shelley, Zou, Di	2020	What can be learned from lecturers' knowledge and self-efficacy for online teaching during the Covid-19 pandemic to promote online teaching in higher education.	article		The main negative aspect of distance learning for tutors is the difficulty in maintaining interaction between tutor and student.	Blonder, R. et al. (2022) What can be learned from lecturers' knowledge and self-efficacy for online teaching during the Covid-19 pandemic to promote online teaching in higher education. PLoS one. 17 (10), e0275459 -e0275459.	read	main negative aspect
8	Cathy Li, Farah Lalani	2020	The COVID-19 pandemic has changed education forever. This is how. World Economic Forum.	online article		However, schools can reduce the costs associated with maintaining physical classrooms and facilities, reduce transportation costs, and reduce costs associated with printing and distributing physical learning materials	Li, C., & Lalani, F. (2020). The COVID-19 pandemic has changed education forever. This is how. World Economic Forum. Retrieved from https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/	read	assessment and marking policies
9	China Economic net	2021	With over 500 million users, Dingding announces "Two Digitization" strategy	news		By 31st August 2021, dingtalk has more than 500 million users, including more than 19 million enterprises, schools and various organizations	The number of users exceeded 500 million, Dingding announced the "Two digital" strategy, October 14, 2021. http://finance.people.com.cn/n1/2021/1014/c1004-32253637.html	read	dingtalk
10	China Economic net	2020	The line "student number" nails into education	news		dingtalk has supported 140,000 schools, 3 million classes and 6 million teachers in China to complete over 60 million hours of teaching on dingtalk, covering 130 million students	Online "student number" nail nail into education, July 31, 2020. http://sc.people.com.cn/n2/2020/0731/c345167-34197019.html	read	dingtalk, covering 130 million students
11	Jinjuan Guo	2020	Thoughts on the application of Dingding in remote live classroom.	article	China Educational Technology and Equipment,	DingTalk is a multi-terminal system platform for instant messaging, free communication and collaboration developed by	Guo Jinjuan. Reflection on the application of Dingding in remote live classroom. China Educational Technology and Equipment, 2020(10):34-36. doi:CNKI:SUN: zj.0.2020-10-013.	read	Alibaba Group.
12	LIXIA YE	2020	Practice and Exploration of Hybrid teaching of linear Algebra based on Learning Tong and Dingding.	article	Computer age	After class, students submit their written work, which is corrected by the teacher and given timely feedback	Ye, L.X. (2020) Practice and Exploration of Hybrid teaching of linear Algebra based on Learning Tong and Dingding. Journal: Computer age. 2020(09):106-108.	read	timely feedback
13	Sideri, Maria ; Kitsiou, Angeliki ; Filippopoulou, Ariadni ; Kalloniatis, Christos ; Gritzalis, Stefanos	2019	E-Governance in educational settings: Greek educational organizations leadership' s perspectives towards social media usage for participatory decision-making	article	Internet research.	Educational institutions with different user groups and services use social media as a tool in the learning process	Cao, Y. et al. (2013) Using social media applications for educational outcomes in college teaching: A structural equation analysis: Social media use in teaching. British journal of educational technology. 44 (4), 581-593.	read	tool
14	Sabah, Nasser M. ; Altalbe, Ali A.	2022	Learning Outcomes of Educational Usage of Social Media: The Moderating Roles of Task-Technology Fit and Perceived Risk	article	Sustainability (Basel, Switzerland).	Educators try to incorporate these practices into classroom instruction to maximize the use of SM technology	Sabah, N. M. & Altalbe, A. A. (2022) Learning Outcomes of Educational Usage of Social Media: The Moderating Roles of Task-Technology Fit and Perceived Risk. Sustainability (Basel, Switzerland). 14 (14), 8895-.	read	SM technology
15	Cao, Yingxia ; Ajan, Haya ; Hong, Paul	2013	Using social media applications for educational outcomes in college teaching: A structural equation analysis: Social media use in teaching	article	British journal of educational technology.	The way students acquire knowledge is not limited to schools and teachers	Cao, Y. et al. (2013) Using social media applications for educational outcomes in college teaching: A structural equation analysis: Social media use in teaching. British journal of educational technology. 44 (4), 581-593.	read	Development and openness
16	Kutbi, Alaa ; Alomar, Madani	2017	The Importance of Social Media in Education and Prioritizing Process	article	Journal of King Abdulaziz University-Engineering Sciences.	Students are willing to spend time and effort in using social media to gain rich knowledge and skills, and students will feel proud and won't easily forget the process of living knowledge	Kutbi, A. & Alomar, M. (2017) The Importance of Social Media in Education and Prioritizing Process. Journal of King Abdulaziz University-Engineering Sciences. 28 (2), 27-37.	read	Students feel proud
17	Cutri, Ramona Maile ; Mena, Juango ; Whiting, Erin Feinsauer	2020	Faculty readiness for online crisis teaching: transitioning to online teaching during the COVID-19 pandemic	article	European journal of teacher education.	Even if students and teachers are not properly prepared or interested in online teaching, there is no choice but to move courses online in a crisis	Cutri, R. M. et al. (2020) Faculty readiness for online crisis teaching: transitioning to online teaching during the COVID-19 pandemic. European journal of teacher education. 43 (4), 523-541.	read	Cheng moved online
18	NING DING, JIEGUANG SHI	2022	Study on the influence of off-line teaching methods on teaching effect of epidemic background	article	Journal of Changchun Institute of Education	The connection between teachers and students is not close enough. Teachers usually adopt various ways to assist teaching	Ding, N. & Shi, J. (2022) Study on the influence of off-line teaching methods on teaching effect of epidemic background. Journal of Changchun Institute of Education. 38(06):32-38.	read	to assist teaching
19	YALING DONG, SUPING AN	2021	An analysis of Dingding's experience from the perspective of teachers during the epidemic.	article	Chinese educational technology and equipment	The platform and teachers realize interaction in a real sense, including "hard" interaction between people and machines, and "soft" interaction between people through the platform	Dong, Y. & An, S. (2021) "An analysis of the experience of Dingding from a teacher's perspective during the pandemic." China Educational Technology and Equipment, pp 38-41.	read	"soft" interaction
20	Zhuo Wang, Hui Pang, Jia Zhou, Yubin Ma & Zhonghou Wang	2021	"What if-it never ends?" : Examining challenges in primary teachers' experience during the wholly online teaching	article	The Journal of Educational Research	dingtalk online teaching has the advantages of real-time generation of teaching data, free live teaching, powerful platform, convenient and interesting design of live teaching activities and so on	Zhuo Wang, Hui Pang, Jia Zhou, Yubin Ma & Zhonghou Wang (2021) "What if-it never ends?" : Examining challenges in primary teachers' experience during the wholly online teaching. The Journal of Educational Research, 114:1, 89-103.	read	advantages
21	Johannes König, Daniela J. Jäger-Biela, Nina Glutsch	2020	Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany	article	European Journal of Teacher Education	In addition, administrators should develop policies for teacher evaluation mechanisms in online environments	Johannes König, Daniela J. Jäger-Biela & Nina Glutsch (2020) Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. European Journal of Teacher Education, 43:4, 608-622	read	develop policies for teacher
22	SHIVANGI DHAWAN	2020	Online Learning: A Panacea in the Time of COVID-19 Crisis	article	Journal of Educational Technology Systems.	Governments and all other stakeholders should strive to create and maintain such infrastructure so that learning services can be delivered without hindrance	Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. Journal of Educational Technology Systems.	read	Governments

23	Xiaoying Feng, Neacsu Ioan & Yan Li	2021	Comparison of the effect of online teaching during COVID-19 and pre-pandemic traditional teaching in compulsory education	article	The Journal of Educational Research	Because there are great differences in teaching resources, teaching facilities and hardware between urban and rural areas	Xiaoying Feng, Neacsu Ioan & Yan Li (2021) Comparison of the effect of online teaching during COVID-19 and pre-pandemic traditional teaching in compulsory education, The Journal of Educational Research, 114:4, 307-316	read	urban and rural areas
24	Bambara, C. S., Harbour, C. P., Davies, T. G., & Athey, S.	2009	Delicate Engagement: The Lived Experience of Community College Students Enrolled in High-Risk Online Courses	article	Community College Review.		Bambara, C. S., Harbour, C. P., Davies, T. G., & Athey, S. (2009). Delicate engagement: The lived experience of community college students enrolled in high-risk online courses. Community College Review, 36(3), 219-238.	read	
25	OSNAT LAVENDA	2010	Parental involvement in school: A test of Hoover-Dempsey and Sandler's model among Jewish and Arab parents in Israel Author links open overlay panel	article	Children and Youth Services Review		Lavenda, O. (2011). Parental involvement in school: A test of Hoover-Dempsey and Sandler's model among Jewish and Arab parents in Israel. Children and Youth Services Review, 33(6), 927-935.	read	
26	SHUANGYE CHEN YUANYUAN YAN, YANSI HOU	2023	Parents' digital Labor and disrupted parent-teacher relationships: theorizing Chinese parents' voices from the home-based online learning	article	Asia Pacific Journal of Education		Shuangye Chen, Yuanyuan Yan & Yansi Hou (2023) Parents' digital Labor and disrupted parent-teacher relationships: theorizing Chinese parents' voices from the home-based online learning, Asia Pacific Journal of Education	read	
27	Neil Selwyn	2021	The human labour of school data: exploring the production of digital data in schools	article	Oxford Review of Education		Neil Selwyn (2021) The human labour of school data: exploring the production of digital data in schools, Oxford Review of Education, 47:3, 353-368	read	
28	Dong, Chuanmei, Cao, Simin, and Hui L	2023	"Young children" s online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes."	article	Children and Youth Services Review		Dong, Chuanmei, Cao, Simin, and Hui Li. "Young children" s online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes." Children and Youth Services Review 118, (2020): 105440	read	
29	Luo, Rufan, Tamis-LeMonda, Catherine S., and Lulu Song	2023	"Chinese parents' goals and practices in early childhood."	article	Early Childhood Research Quarterly		Luo, Rufan, Tamis-LeMonda, Catherine S., and Lulu Song. "Chinese parents' goals and practices in early childhood." Early Childhood Research Quarterly 28, no. 4 (2013): 843-857.	read	
30	Jiangbo Hu, Huiling Yang, Qiong Xia & Tangqing Yang	2022	Unlock the father-child relationship during lockdown: an investigation of sociemotional experiences of Wuhan preschool children and parents under COVID-19, Early Years	article			Jiangbo Hu, Huiling Yang, Qiong Xia & Tangqing Yang (2022) Unlock the father-child relationship during lockdown: an investigation of sociemotional experiences of Wuhan preschool children and parents under COVID-19, Early Years	read	
31	CHARLOTTE N. GUNAWARDENA, FRANK J. ZITTE	2009	Social presence as a predictor of satisfaction within a computer-mediated conferencing environment	article	Journal of Distance Education		Charlotte N. Gunawardena & Frank J. Zittle (1997) Social presence as a predictor of satisfaction within a computer-mediated conferencing environment, American Journal of Distance Education, 11:3, 8-26	read	
32	D.R. Garrison, T. Anderson, W. Archer	1999	Critical inquiry in a text-based environment: Computer conferencing in higher education	article	The Internet and Higher Education		D.R. Garrison, T. Anderson, W. Archer Critical inquiry in a text-based environment: Computer conferencing in higher education, The Internet and Higher Education, 2 (2-3) (1999), pp. 87-105	read	
33	K. Swan, L.F. Shih	2005	On the nature and development of social presence in online course discussions	article	Journal of Asynchronous Learning Networks		K. Swan, L.F. Shih On the nature and development of social presence in online course discussions Journal of Asynchronous Learning Networks, 9 (3) (2005), pp. 115-136	read	
34	KAREL KREIGNS, KATE XU, JOSHUA WEIDLICH	2022	Social Presence: Conceptualization and Measurement	article	Educ Psychol Rev 34		Kreijns, K., Xu, K. & Weidlich, J.(2022) Social Presence: Conceptualization and Measurement. Educ Psychol Rev 34, 139-170.	read	
35	Kia J. Bentley, Mary C. Secret & Cory R. Cummings	2015	The Centrality of Social Presence in Online Teaching and Learning in Social Work	article	Journal of Social Work Education		Kia J. Bentley, Mary C. Secret & Cory R. Cummings (2015) The Centrality of Social Presence in Online Teaching and Learning in Social Work, Journal of Social Work Education, 51:3, 494-504	read	
36	Benjamin Kehrwald	2008	Understanding social presence in text-based online learning environments, Distance Education	article			Benjamin Kehrwald (2008) Understanding social presence in text-based online learning environments, Distance Education, 29:1, 89-106	read	
37	Komninou, I	2017	"A Case Study of the Implementation of Social Models of Teaching in E-learning: 'The Social Networks in Education' - Online Course of the Inter-orthodox Centre of the Church of Greece."	article	TechTrends		Komninou, I. 2017. "A Case Study of the Implementation of Social Models of Teaching in E-learning: 'The Social Networks in Education' - Online Course of the Inter-orthodox Centre of the Church of Greece." TechTrends 62 (2): 146-151. doi:10.1007/s11528-017-0247-4.	read	
38	Carmen Carrillo & Maria Assunção Flores	2020	COVID-19 and teacher education: a literature review of online teaching and learning practices	article	Journal of Teacher Education		Carmen Carrillo & Maria Assunção Flores (2020) COVID-19 and teacher education: a literature review of online teaching and learning practices, European Journal of Teacher Education, 43:4, 466-487	read	
39	Renu Gupta, Archana Aggarwal, Drushti Sable, Preena Chahar, Anamika Sharma, Annu Kumari & Rishika Maji	2022	Pandemic and Online Education: Impact on Students, Parents and Teachers	article	Journal of Human Behavior in the Social Environment		Renu Gupta, Archana Aggarwal, Drushti Sable, Preena Chahar, Anamika Sharma, Annu Kumari & Rishika Maji (2022) Covid-19 Pandemic and Online Education: Impact on Students, Parents and Teachers, Journal of Human Behavior in the Social Environment, 32:4, 426-449,	read	

41	Mahmood, F., Ariza-Montes, A., Saleem, M. et al	2023	Teachers' teleworking job satisfaction during the COVID-19 pandemic in Europe.	article			Mahmood, F., Ariza-Montes, A., Saleem, M. et al(2023). Teachers' teleworking job satisfaction during the COVID-19 pandemic in Europe. Curr Psychol 42, 8540–8553.	read	
42	Kniffin, K. M., Narayanan, J., Anseel, F., Antonakis, J., Ashford, S. P., Bakker, A. B., et al.	2021	COVID-19 and the workplace: Implications, issues, and insights for future research and action	article	American Psychologist		Kniffin, K. M., Narayanan, J., Anseel, F., Antonakis, J., Ashford, S. P., Bakker, A. B., et al. (2021a). COVID-19 and the workplace: Implications, issues, and insights for future research and action. American Psychologist, 76(1), 63.	read	
43	Wnuk, Marcin	2017	Organizational Conditioning of Job Satisfaction. A Model of Job Satisfaction	article	Contemporary economics	The literature has identified job satisfaction as a key factor in commitment to work or change of intention	Wnuk, M. (2017) "Organizational Conditioning of Job Satisfaction. A Model of Job Satisfaction" Contemporary economics, 11(1), pp. 31–43. Available at: https://doi.org/10.5709/ce.1897-9254.227 .	read	to work or change of intention
44	MBA SKOOL	2023	Job Satisfaction - Meaning, Importance, Factors & Example	article		Job satisfaction is related to the environment, culture, and quality of work that an organization can provide for its employees	Job Satisfaction - Meaning, Importance, Factors & Example, (2023) Published by MBA Skool Team.	read	Job satisfaction is related to the environment
45	SONJA WAngLER, JOANA STREFFING, ANKE SIMON, GABRIELE MEYER, GERTRUD M. AYERLE	2022	Measuring job satisfaction of midwives: A scoping review	article	PLOS ONE	JS is a subjective experience, which means it varies from person to person	Wangler, S., Streffing, J., ET AL. (2022)Measuring job satisfaction of midwives: A scoping review. PLOS ONE, 17(10), e0275327.	read	subjective experience
46	susanne braun, claudia peus, silke weisweiler, dieter frey	2013	Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust	article	The Leadership Quarterly	The organization's primarily team-based structure requires leaders to "lead and motivate not only individuals, but the entire team."	Braun, S., Peus, C., Weisweiler, S., & Frey, D. (2013). Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. The Leadership Quarterly, 24(1), 270–283.	read	organization's primarily team
47	Wildman, Jessica L., Shuffler, Merissa L., Lazzara, Elizabeth H., Fiore, Stephen M., Burke, C. S., Salas, Eduardo, and Sena Garven.	2012	"Trust Development in Swift Starting Action Teams."	article	Group & Organization Management	The mutual trust between the leader and the people in the organization is very important. The leader cultivates the sense of belonging to the team and shares resources with each other	Wildman, J. L., Shuffler, M. L., Lazzara, E. H., Fiore, S. M., Burke, C. S., Salas, E., & Garven, S. (2012). Trust Development in Swift Starting Action Teams. Group & Organization Management.	read	sense of belonging
48	Roland P. Chaplain	2008	Stress and psychological distress among trainee secondary teachers in England.	article	Educational Psychology	Stress has been identified as a necessary consequence of the demands of the job because teaching has been widely accepted as a stressful profession	Roland P. Chaplain (2008) Stress and psychological distress among trainee secondary teachers in England. Educational Psychology, 28:2, 195–209	read	Stress
49	WILMAR B. SCHAUFELI and ESTHER R. GREENGLAS	2001	INTRODUCTION TO SPECIAL ISSUE ON BURNOUT AND HEALTH	article	Psychology and Health	Emotional burnout is a key component of job burnout and is characterized by a decline in productivity and mood	Wilmar B. Schaufeli & Esther R. Greenglass (2001) Introduction to special issue on burnout and health. Psychology & Health, 16:5, 501–510	read	Emotional burnout
50	Jiyin Han, Hongbiao Yin, Junji Wang & Jing Zhang	2020	Job demands and resources as antecedents of university teachers' exhaustion, engagement and job satisfaction	article	Educational Psychology	Job demands will weaken teachers' job commitment, which will lead to lower job satisfaction	Jiyin Han,et al (2020) Job demands and resources as antecedents of university teachers' exhaustion, engagement and job satisfaction. Educational Psychology, 40:3, 318–335	read	Job demands
51	Barbara P. Heuer and Kathleen P. King	2004	Leading the Band: The Role of the Instructor in Online Learning for Educators	article	The Journal of Interactive Online Learning	Teachers have multiple identities	Heuer, B. P., & King, K. P. (2004). Leading the band: The role of the instructor in online learning for educators. The Journal of Interactive Online Learning, 3(1), 1–11.	read	identities
52	El-Soussi, Amira.	2022	The shift from face-to-face to online teaching due to COVID-19: Its impact on higher education faculty's professional identity.	article	International Journal of Educational Research Open 3	They also need to be uploaded to the learning management system on time and accurately	El-Soussi, Amira (2022) "The shift from face-to-face to online teaching due to COVID-19: Its impact on higher education faculty's professional identity." International Journal of Educational Research Open 3, 100139.	read	Organizational learning materials
53	Alaattin Parlaklıç	2014	Change Management In Transition To E-learning System	article	Qualitative and Quantitative Methods in Libraries	To lead followers to change and change their identity, leaders need to realize the importance of change at an early stage	Parlaklıç,A (2014) ."Change Management In Transition To E-learning System" ,Qualitative and Quantitative Methods in Libraries 3:637 –651	read	importance of change
54	El-Soussi, Amira.	2022	The shift from face-to-face to online teaching due to COVID-19: Its impact on higher education faculty's professional identity.	article	International Journal of Educational Research Open 3	A comprehensive theoretical framework will enable researchers to achieve success in their future research and writing	El-Soussi, Amira (2022) "The shift from face-to-face to online teaching due to COVID-19: Its impact on higher education faculty's professional identity." International Journal of Educational Research Open 3, 100139.	read	theoretical framework
55	Lederman, N.G., Lederman, J.S.	2015	What Is A Theoretical Framework? A Practical Answer.	article	J Sci Teacher Educ	That is, a thorough review of the literature that includes both theoretical and empirical literature and the clear gaps in the literature	Norman G. Lederman & Judith S. Lederman (2015) What Is A Theoretical Framework? A Practical Answer, Journal of Science Teacher Education, 26:7, 593–597.	read	review of the literature
56	Collins, Christopher S., and Carrie M. Stockton.	2023	The Central Role of Theory in Qualitative Research.	article	International Journal of Qualitative Methods	Produce a literature base to substantiate the issue and document what has been discussed	Collins, C. S., & Stockton, C. M. (2018). The Central Role of Theory in Qualitative Research. International Journal of Qualitative Methods.	read	literature base
57	Bakker, Arnold B., Demerouti, Evangelia, and Ana Sanz-Vergel.	2023	Job Demands-Resources Theory: Ten Years Later	article		JD-R theory is a unified job design theory	Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. (2023). Job Demands-Resources Theory: Ten Years Later.	read	JD-R theory
58	Arnold B. Bakker, Evangelia Demerouti	2007	The Job Demands-Resources model: state of the art	article	Journal of Managerial Psychology	Job requirements and job resources to form an overall model that can be applied to a variety of occupational Settings	Bakker,A.B. & Demerouti,E. (2007) The job demands-resources model: state of the art. Journal of Managerial Psychology, Volume 22 Issue 3.	read	Job demands and resources
59	Mind Tools Content Team	2023	The JD-R Model	online article		Job demands are the physical or emotional stressors of a person's role	The JD-R Model https://www.mindtools.com/aSig64e/the-jd-r-model	read	JD-R Model
60	Arnold B. Bakker	2011	The Job Demands-Resources model: challenges for future research	article	SA j. ind. Psychol	Graatification can become a job stressor when it takes a lot of effort and the employee cannot recover adequately	Bakker,A.B. & Demerouti,E. (2011) The job demands- resource model: challenges for future research. SA Journal of industrial psychology.Vol.37 n2	read	cannot recover adequately

62	Burniss, Suzanne, and Diane R. Kelly	2010	Research paradigms in medical education research	article	Medical Education 44	Paradigms regulate research within disciplines, with ontological, epistemological and methodological differences	Burniss, Suzanne, and Diane R. Kelly. (2010) "Research paradigms in medical education research." Medical Education 44, no. 4 358-366.	read	Paradigms
63	Weaver, Kathryn, and Joanne K. Olson	2006	Understanding paradigms used for nursing research.	article	Journal of Advanced Nursing 53	Kathryn Weaver understands the research paradigm as the mechanism that connects the discipline's requirements for knowledge and the system that produces that knowledge.	Weaver, Kathryn, and Joanne K. Olson (2006) "Understanding paradigms used for nursing research." Journal of Advanced Nursing 53, no. 4: 459-469.	read	Kathryn Weaver
64	Saunders, M. Lewis, P. & Thomhill	2019	Research Methods for Business Students	book		The term "philosophy of research" refers to a set of beliefs and assumptions about the development of knowledge	Saunders, M. Lewis, P. & Thomhill, A (2019) Research Methods for Business Students, Pearson Education, Limited, Harlow. Available from: ProQuest Ebook Central.	read	philosophy of research
65	Megan E.L. Brown, Angelique N. Duenas	2019	A Medical Science Educator's Guide to Selecting a Research Paradigm: Building a Basis for Better Research	article		Epistemology tries to answer two questions: what is knowledge and how is knowledge obtained	Brown, M. & Duenas, A. (2019) A Medical Science Educator's Guide to Selecting a Research Paradigm: Building a Basis for Better Research	read	Epistemology
66	Seth C. Lewis & Oscar Westlund	2015	Big Data and Journalism	article	Digital Journalism	Epistemology indicates the nature and limits of human knowledge about the world	Seth C. Lewis & Oscar Westlund (2015) Big Data and Journalism, Digital Journalism, 3.3, 447-466	read	Epistemology
67	Žukauskas P, Vveinhardt J and Andriukaitienė R	2018	Philosophy and Paradigm of Scientific Research	article	Management Culture and Corporate Social Responsibility, InTech	Philosophy of research can be defined as the study of the development of hypotheses, knowledge and properties	Žukauskas P, Vveinhardt J and Andriukaitienė R (2018) Philosophy and Paradigm of Scientific Research. Management Culture and Corporate Social Responsibility, InTech.	read	Philosophy of research
68	Naomi Scheman	2012	toward a Sustainable Epistemology	article	Social Epistemology	Philosophy also deals with how knowledge should be produced, who should be authorized, and how should presumptive credibility be distributed	Naomi Scheman (2012) Toward a Sustainable Epistemology, Social Epistemology, 26.3-4, 471-489	read	Philosophy of research
69	Keith DeRose	2005	What Is Epistemology? A Brief Introduction to the Topic	article		If and when they "reasonably" believe something to be true	DeRose, K. (2005) Yale University, What Is Epistemology? A Brief Introduction to the Topic	read	Epistemology should not involve "luck."
70	Hughes, N	2022	Epistemology without guidance	article	Philos Stud 179	Epistemology also involves the topic of "belief"	Hughes, N. (2022) Epistemology without guidance. Philos Stud 179, 163-196.	read	belief
71	Rand Irshaidat	2022	Interpretivism vs. Positivism in Political Marketing Research	article	Journal of Political Marketing	Interpretivists seek to understand reality based on empirical learning, thus creating a link between the researcher and the subject of investigation	Rand Irshaidat (2022) Interpretivism vs. Positivism in Political Marketing Research, Journal of Political Marketing, 21:2, 126-160	read	Interpretivism
72	Thomas Schwant	1994	Constructivist, interpretivist approaches to human inquiry	article	The landscape of qualitative research	Interpretivism is not just a new technique, it is a challenge to the basic concepts of social inquiry	Thomas Schwant, Constructivist, interpretivist approaches to human inquiry 1994, the landscape of qualitative research: theories and issues, ed. Norman K.	read	Interpretivism
73	Schwandt, T. A.	2003	Three epistemological stances for qualitative inquiry. Interpretivism, hermeneutics, and social constructionism.	article	The landscape of qualitative research	From an interpretivist perspective, to understand a particular social behaviour, the researcher must have a grasp of what constitutes that behaviour.	Schwandt, T. A. (2003) Three epistemological stances for qualitative inquiry. Interpretivism, hermeneutics, and social constructionism. In: N. K. Denzin, & Y. S. Lincoln (Eds.), The landscape of qualitative research (2nd ed., pp. 292-331). Thousand Oaks, CA: Sage.	read	Understanding a particular social behaviour
74	Patrick R. Frierson	2014	Maria Montessori's Epistemology	article	British Journal for the History of Philosophy	The researcher's task is to learn and organize what is immediately presented to the sensory organs	Patrick R. Frierson (2014) Maria Montessori's Epistemology, British Journal for the History of Philosophy, 22:4, 767-791	read	researcher's task
75	XIN ZHAO, WEI DONG	2020	Survey on online teaching satisfaction of university teachers in the context of epidemic prevention and control	article		Overall satisfaction with online teaching was relatively high among most university teachers in China during the pandemic, with the highest satisfaction with teaching support in particular	Zhao, X. & Dong, W. (2020) Survey on online teaching satisfaction of college teachers under the background of epidemic prevention and control. [online] https://www.fx361.com/page/2020/0820/14509333.shtml	read	university teacher
76	Bruce They	2009	reliability and validity in qualitative research	book	the handbook of social work research methods	Consistency refers to the agreement between the participants involved in the survey about the content of the study and their interpretation of the causal relationship	They, B. (2009) reliability and validity in qualitative research, the handbook of social work research methods, chapter 19, page 355	read	Consistency
77	Katie Moon and Deborah Blackman	2017	A guide to ontology, epistemology, and philosophical perspectives for interdisciplinary researchers	article		Ontology, also known as the "study of being", is concerned with what actually exists in the world that humans can acquire knowledge about	Moon, K. & Blackman, D. (2017) A guide to ontology, epistemology, and philosophical perspectives for interdisciplinary researchers	read	Ontology
78	Anneli Janssen, Colin Klein & Marc Slors	2017	What is a cognitive ontology, anyway?	article	Philosophical Explorations	Ontology stems from the work of informatics, where it is important to use a consistent set of terms and relationships	Anneli Janssen, Colin Klein & Marc Slors (2017) What is a cognitive ontology, anyway?, Philosophical Explorations, 20:2, 123-128	read	Ontology
79	Schroeder, M.	2008	Value Theory	article	The Stanford Encyclopedia of Philosophy.		Schroeder, M. (2008) Value Theory, The	read	
80	Denny, E. & Weckesser, A.	2022	How to do qualitative research?: Qualitative research methods.	article	an international journal of obstetrics and gynaecology.	Qualitative research starts with one or more relatively broad research questions	Denny, E. & Weckesser, A. (2022) How to do qualitative research?: Qualitative research methods. BJOG: an international journal of obstetrics and gynaecology, 129 (7), 1166-1167.	read	Qualitative research
81	Busetto, L., Wick, W. & Gumbinger, C.	2020	How to use and assess qualitative research methods	article	Neurol. Res. Pract.	Qualitative studies usually include data in textual form rather than figures	Busetto, L., Wick, W. & Gumbinger, C. (2020) How to use and assess qualitative research methods. Neurol. Res. Pract. 2, 14.	read	Qualitative studies
82	Köhler, T. et al.	2022	Templates in Qualitative Research Methods: Origins, Limitations, and New Directions.	article	Organizational research methods.	This methodological openness requires adaptability and flexibility of the qualitative approach, allowing for combinations and adaptations of different qualitative approaches	Köhler, T. et al. (2022) Templates in Qualitative Research Methods: Origins, Limitations, and New Directions. Organizational research methods, 25 (2), 183-210.	read	Qualitative studies
83	Roberts, J. M.	2014	Critical Realism, Dialectics, and Qualitative Research Methods	article	Journal for the theory of social behaviour	Qualitative research refuses to bury the "voice" of the research subject under pairs of anonymous standardised data	Roberts, J. M. (2014) Critical Realism, Dialectics, and Qualitative Research Methods. Journal for the theory of social behaviour, 44 (1), 1-23.	read	Qualitative studies
84	Corrado Matta	2022	Philosophical Paradigms in Qualitative Research Methods Education: What is their Pedagogical Role?	article	Scandinavian Journal of Educational Research	This inspires the fact that the qualitative approach to data analysis is known as the interpretive approach	Corrado Matta (2022) Philosophical Paradigms in Qualitative Research Methods Education: What is their Pedagogical Role?, Scandinavian Journal of Educational Research, 66:6, 1049-1062	read	Qualitative studies
85	Crowe, S., Cresswell, K., Robertson, A. et al.	2011	The case study approach.	article	BMC Med Res Methodol	Case studies are empirical investigations that investigate, explain and describe contemporary phenomena in depth in real-life contexts	Crowe, S., Cresswell, K., Robertson, A. et al. The case study approach. BMC Med Res Methodol 11, 100 (2011).	read	case studies
86	John W. Crewell,	2013	qualitative inquiry research design- choosing among five approaches	article		From the data collected, he analysed a wide range of sentiments and opinions, which triggered renewed planning to overhaul the campus management.	Crewell, J. (2013) qualitative inquiry research design- choosing among five approaches	read	case studies

87	Nadja James	2017	Using Narrative Inquiry to Explore the Experience of One Ethnically Diverse ESL Nursing Student.	article		The focus of the narrative inquirer is to learn that personal experiences shape the individual's worldview through the process of the events that take place	James, N. (2017) Using Narrative Inquiry to Explore the Experience of One Ethnically Diverse ESL Nursing Student.	read	narrative research
88	Coulter, Cathy A., and Mary L. Smith.	2023	The Construction Zone	article	Educational Researcher	Narrative analysis research relies on stories as a way of knowing, and stories emerge as data is collected	Coulter, C. A. & Smith, M. L. (2009) The Construction Zone. Educational Researcher.	read	narrative research
89	Charmaz, K., and A. Bryant	2010	Grounded Theory	article	International Encyclopedia of Education (Third Edition)	Grounded theory is a method of analysis that constructs theory from inductive qualitative data	Charmaz, K., and A. Bryant. "Grounded Theory." International Encyclopedia of Education (Third Edition), (2010): 406-412.	read	Grounded theory
90	Barney G Glaser, Anselm L Strauss	2017	Discovery of Grounded Theory: Strategies for Qualitative Research	article		They believe that discovering theory from data is the focus of grounded theory	Glaser, B. & Strauss, A. (2017) Discovery of Grounded Theory: Strategies for Qualitative Research	read	Grounded theory
91	Cunliffe, A. L. & Karunanayake, G.	2013	Working Within Hyphen-Spaces in Ethnographic Research: Implications for Research Identities and Practice.	article	Organizational research methods.	It requires researchers to spend a longer time in the field and recognises that the personal experiences of researchers may lead to a deeper understanding of the complexity of the environment	Cunliffe, A. L. & Karunanayake, G. (2013) Working Within Hyphen-Spaces in Ethnographic Research: Implications for Research Identities and Practice. Organizational research methods. 16 (3), 364-392.	read	Ethnographic research
92	van Manen, M.	2017	Phenomenology in Its Original Sense.	article	Qualitative health research.	Phenomenology is also one of the research methods of qualitative research, whose phenomenological focus is on lived experience	van Manen, M. (2017) Phenomenology in Its Original Sense. Qualitative health research. 27 (6), 610-625.	read	Phenomenology
93	Jarrett Zigon, Jason Throop	2021	Phenomenology	article	The Open Encyclopedia of Anthropology, edited by Felix Stein	If there is a unifying idea behind phenomenological thought, it is a strong concern with the way in which the world is presented to those who experience it	Zigon, J. & Throop, J. (2021) Phenomenology. The Open Encyclopedia of Anthropology, edited by Felix Stein. Facsimile of the first edition in The Cambridge Encyclopedia of Anthropology.	read	Phenomenology
94	Yip, Camille, Han, Lin R., and Ban L. Sng.	2016	Legal and ethical issues in research.	article	Indian Journal of Anaesthesia 60	Researchers have a responsibility to "protect the life, health, dignity, integrity, self-determination, privacy and confidentiality of personal information of research subjects"	Yip, Camille, Han, Lin R., and Ban L. Sng (2016) "Legal and ethical issues in research." Indian Journal of Anaesthesia 60, no. 9 : 684-688.	read	Researchers' responsibilities
95	Kris Stutchbury, Alison Fox	2009	ethics in educational research: introducing a methodological tool for effective ethical analysis	article	Cambridge journal of education	Each idea is linked to other ideas in a variety of ways, and these ideas are overlapping and interconnected	Kris Stutchbury, Alison Fox, (2009) , ethics in educational research: introducing a methodological tool for effective ethical analysis, article in Cambridge journal of education.	read	Ethical dilemmas
96	Johnston, Bridget, and Elaine Stevens	2021	Exploring the Dilemma of Ethical Issues Using the Lens of Seedhouse Can Help Oncology Nurses to Gain a Different Perspective on Caring for Older Adults with Cancer	article	Seminars in Oncology Nursing 37	Creating autonomy, respecting autonomy, respecting people as equals, and meeting needs before they are needed	Johnston, B., & Stevens, E. (2021). Exploring the Dilemma of Ethical Issues Using the Lens of Seedhouse Can Help Oncology Nurses to Gain a Different Perspective on Caring for Older Adults with Cancer. Seminars in Oncology Nursing. 37(6).	read	Ethical Issues
97	Bishop, L.	2009	Ethical Sharing and Reuse of Qualitative Data.	article	The Australian journal of social issues.	People follow the rules and do their duty, and it is not necessary to weigh up the costs and benefits of the situation.	Bishop, L. (2009) Ethical Sharing and Reuse of Qualitative Data. The Australian journal of social issues. 44 (3), 255-272.	read	Ethical Issues
98	Cypress, Brigitte S. EdD,	2017	Rigor or Reliability and Validity in Qualitative Research: Perspectives, Strategies, Reconceptualization, and Recommendations	article	Dimensions of Critical Care Nursing	Quantitative studies follow a structured, rigorous, pre-determined design and use all prescribed methods	Cypress, B.S. (2017) Rigor or Reliability and Validity in Qualitative Research: Perspectives, Strategies, Reconceptualization, and Recommendations. Dimensions of Critical Care Nursing 36(4): P 253-263.	read	Reliability and Validity
99	Morse, J. M. et al.	2002	Verification Strategies for Establishing Reliability and Validity in Qualitative Research.	article	International journal of qualitative methods.	Without rigour, research is worthless and becomes fictional and useless.	Morse, J. M. et al. (2002) Verification Strategies for Establishing Reliability and Validity in Qualitative Research. International journal of qualitative methods. 1 (2), 13-22.	read	Reliability and Validity

Part three : literature review summary

3.1 Background of research

As covid-19 hit in December 2019 and spread around the world within a few months, in order to avoid widespread transmission of the virus, numerous nations followed lockdown procedures, forcing schools to seal their doors and shift all of their academic programmes online in the spring of 2020. (Chakraborty, 2021). China is no exception, as Ding talk has been adopted by most Chinese schools and even universities since the implementation of the "no teaching, no learning" policy in February 2020 (Yin, 2020). Online teaching, a new kind of instruction made possible by Internet technology, is typified by its

capacity to combine a huge number of excellent materials and to make learning easier by incorporating them (Tang, 2021). Moreover, compared to the traditional offline classroom teaching mode, online teaching is repeatable, and students can watch the class replay repeatedly, avoiding the problem of students not being able to keep up with the teacher's teaching pace in the traditional teaching mode. For instructors, the difficulty of communicating remotely, the lack of body language and feedback makes communication more difficult (Blonder, 2022). Moreover, online teaching is a forced telecommuting from home for teachers, and it goes without saying that one of the professional groups most affected by the covid-19 crisis is undoubtedly teachers, and the new reality created by the pandemic is bound to affect their job satisfaction (Mahmood, 2021). Some may see many positive effects of home-based full-time work and online teaching, but others may see home-based work and online teaching as a loss of their living space and other problems and challenges (Kniffin, 2021). Of course, there are also some new and obvious changes and challenges for the school management. To facilitate online teaching and learning, schools need to offer more assistance to both teachers and students. This assistance should take the form of technical support for students who might have trouble accessing online learning resources as well as training for teachers on how to use online teaching platforms effectively.

According to a study published on the website of the Chinese people on August

31, 2021, there were more than 500 million users of DingTalk. This figure included more than 19 million organisations of all sorts, such as enterprises and educational institutions (people.cn news, 2020). According to statistics from July 2020, DingTalk assisted more than 140,000 schools, 3 million courses, 6 million teachers, and 130 million students in China in completing a combined total of more than 60 million hours of instruction on DingTalk (people.cn news, 2020). DingTalk is a suite of instant messaging services developed by the Alibaba Group. Its purpose is to offer a safe and independent collaborative communication platform that incorporates instant messaging, SMS, email, audio, and video. DingTalk was named after the Chinese word for "discussion." People who are utilising the programme to cooperate may also take use of peer-to-peer messaging, information, and reminder services that are offered by DingTalk (Gou, 2020). Learning goals are communicated by teachers to students in advance of class via group announcements and individual pre-study assignments. In live classrooms, pre-class quizzes or sample tests are often arranged. These are then followed by lectures that target the course's key ideas as well as the students' areas in which they are having difficulties. After the class, students' hand in written assignments, which the instructor then analyses for rapid response. (YE, 2020).

At the end of 2022, China started employing the same liberalisation policy as Western countries, and by the end of 2023, all Chinese schools had reverted

back to an offline type of education. This included elementary and secondary schools as well as universities. However, most schools are now innovating to combine online and offline education in order to avoid the issue of the disconnection between online and offline education. This is done in order to guarantee student learning outcomes and to prevent the uneasy reaction of students to the sudden change from a three-year online mode of teaching to an offline mode of teaching (Cui, ET AL., 2023).

Studies have shown that the vast majority of Chinese university teachers who utilised DingTalk during the epidemic were pleased with their experience with the application. The platform may also aid university teachers in raising their productivity and improving their information management, while simultaneously promoting office-wide communication. Some of the features that are offered on the platform include a persistent microphone for online faculty-student interactions and message storage, a sticky note function that allows for easy access to critical information, a large-capacity cloud drive, and storage for personal files (Zhang, 2023). Because of their routines and their reliance on traditional offline education, several older instructors at the beginning of the pandemic were unable to fully appreciate and develop their abilities in utilising online education platforms. This was due to the fact that online education was foreign to them. In China, universities, primary schools, and secondary schools all need to continue to educate teachers on every aspect of the issue so that they are prepared for any unexpected scenarios that may arise.

3.2 Job satisfaction of Teachers

The extent to which a worker feels driven, content, and happy at work is referred to as job satisfaction. An employee is content with their job when they believe that they have a good balance between employment security, professional advancement, and a pleasant work life because their job matches their personal expectations. Job satisfaction may be influenced by an employee's surroundings, culture, and level of work, in addition to the money, benefits, and other assets they may get from their employer (Skool team, 2023).

Because it is an individual experience that is unique to each person, job satisfaction may be affected by a wide variety of factors. Some of these factors include salary, benefits, working conditions, work-life balance, prospects for advancement, and connections with colleagues and supervisors (Wangler, 2022). Leadership style has a significant impact on the level of job satisfaction enjoyed by an organization's workforce. Organisational systems that place a primary emphasis on teams need leaders who can "lead and motivate not only individuals, but also entire teams" (Braun & Braun, 2013). According to Wildman, J. (2012), it is essential for there to be mutual trust between the leader and the followers. This is because the leader is the one who fosters a sense of cooperation and distributes resources among the members of the organisation. As a direct consequence of this, followers who have trust in both their team and

in one another experience greater levels of work satisfaction.

Given that teaching is commonly acknowledged to be a difficult profession, stress has been described as an inevitable effect of work demands (Chaplain, 2008). As a leader who serves as a good notional role model, a coach who inspires students to form teams, a facilitator who assumes responsibility for students' achievement, and a communicator who fosters communication and cooperation, teachers have numerous identities (Heuer, 2004). School administrators must monitor teachers' psychological and professional status since they experience twice as much stress as the general population (Chaplain, 2008). Only then can more be done to assist teachers have a strong sense of belonging to the organisation and so boost their work satisfaction.

A major factor in burnout is emotional tiredness, which is distinguished by a reduction in effectiveness and mood and is an indication that the demands of the work are too great (Schaufeli, 2001). The most significant correlate of emotional weariness is constant job demands, according to empirical study. workplace expectations may impair teachers' workplace engagement, which can lead to lower job satisfaction. Additionally, job demands can induce chronic stress, overwork, and emotional tiredness (Han, 2020).

It is crucial for instructors to have an understanding of their experience in the

context of online education. The 'hard' connection between a person and a machine and the 'soft' interaction between a human and another human via the platform make up the true sense of engagement between the platform and instructors (Dong, 2021). More than half of the instructors who responded to a survey by China Academic Journal Electronic Publishing House on their satisfaction with DingTalk claimed that it could suit their demands for work: The DingTalk online classroom may provide instructional data in real time, live The benefits of DingTalk online instruction include real-time data production for instruction, lag-free live instruction, a robust platform, and simple and engaging live instruction activities (Dong, 2021).

However, despite the urgency of the problem, many instructors and students are unaware of DingTalk and online teaching and learning in general, much alone how to utilise it. Schools should seek out and offer teachers systematic, expert training materials on online teaching and learning so that instructors are not only knowledgeable about the subject matter, but also have the pedagogical and technological skills necessary to instruct online (Wang, 2021).

Administrators should also create guidelines for teacher evaluation in online environments, such as the length of video lectures, the quantity of messages posted in group chats, and the feedback given to students, so that instructors can easily assess their own performance and guarantee consistency in quality

across all subject areas and grade levels (König, 2020).

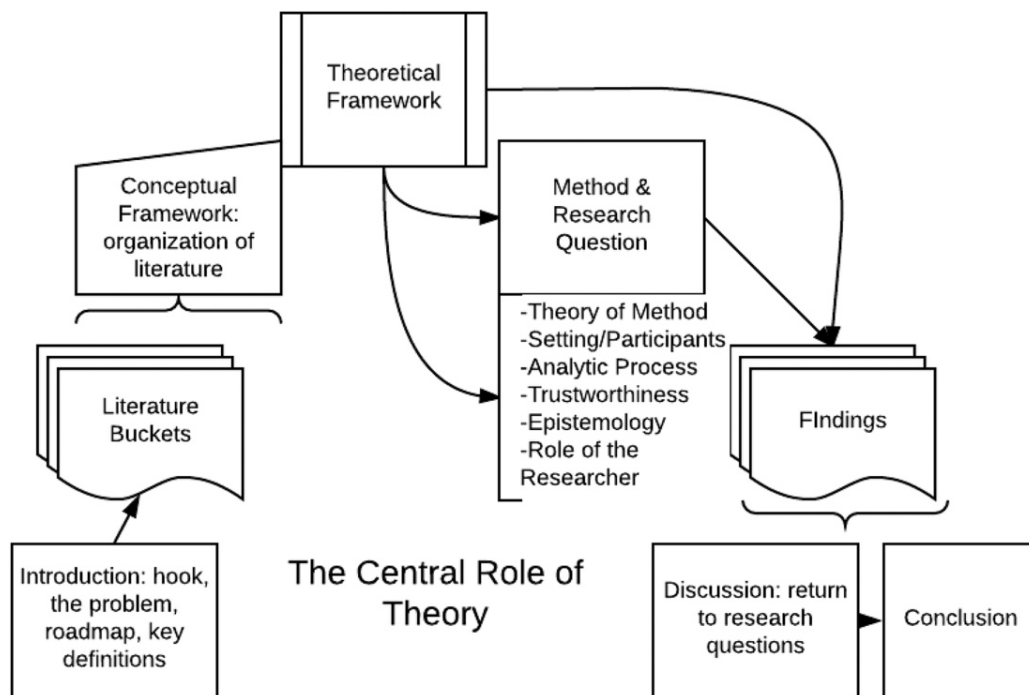
Furthermore, administrators have not yet considered how to help certain student groups with the reality of online education. Some students are compelled to join and depart live courses on a regular basis, which not only stops them from genuinely learning but also has a bad impact on student-teacher contact (Feng, 2021). This is due to major disparities in teaching resources, facilities, and even hardware required for online instruction, such as network fluency and computer setup, between urban and rural settings. As Dhawan argues, a robust IT infrastructure is required to ensure the sustainability of education in the face of a crisis. Governments and all other stakeholders should work together to build and maintain such infrastructure to ensure the continuous supply of educational services (Dhawan, 2020).

But despite the fact that financial gain is one of the most often cited motivations for working, there is no other incentive or motivating element that even comes close to matching it. For the majority of individuals, the decision to work may not even be seen as a choice since money may give a means of subsistence, a sense of security, and certain advantages. People work for the most part to maintain their standard of living, and the income that they earn from their jobs is what makes it possible for them to do so (Judge, 2010). The relationship between a person's compensation from a job, their employment status, and the

qualities of their working environment all have a role in determining the level of job satisfaction that a teacher experiences. The majority of these aspects are the product of the varied administrative practises implemented by the school (HASANAH, 2020) .

3.3 Job Demands-Resources (JD-R) Model

It is possible for a researcher to set themselves up for future success in the research and writing process by developing a comprehensive theoretical framework (McCombes, 2020). The following study that the researcher does is essential to producing a whole research article, and the theoretical framework acts as the basis and background for this later research. The theoretical framework responds to the following two important questions raised during the study process: What is the focus of your study, and do you think the approach you're going to use to answer the question is appropriate? The only way to find a solution to these issues is to conduct a comprehensive review of the relevant research, which should take into account both theoretical and empirical studies, in addition to identifying any obvious study omissions (56, Lederman, N., 2015). Traditional academic work begins with the formulation of a question, which is then followed by the production of a literature foundation to provide support for the issue at hand and a record of the debate (Collins, 2018).



(Collins, 2018, Figure 1)

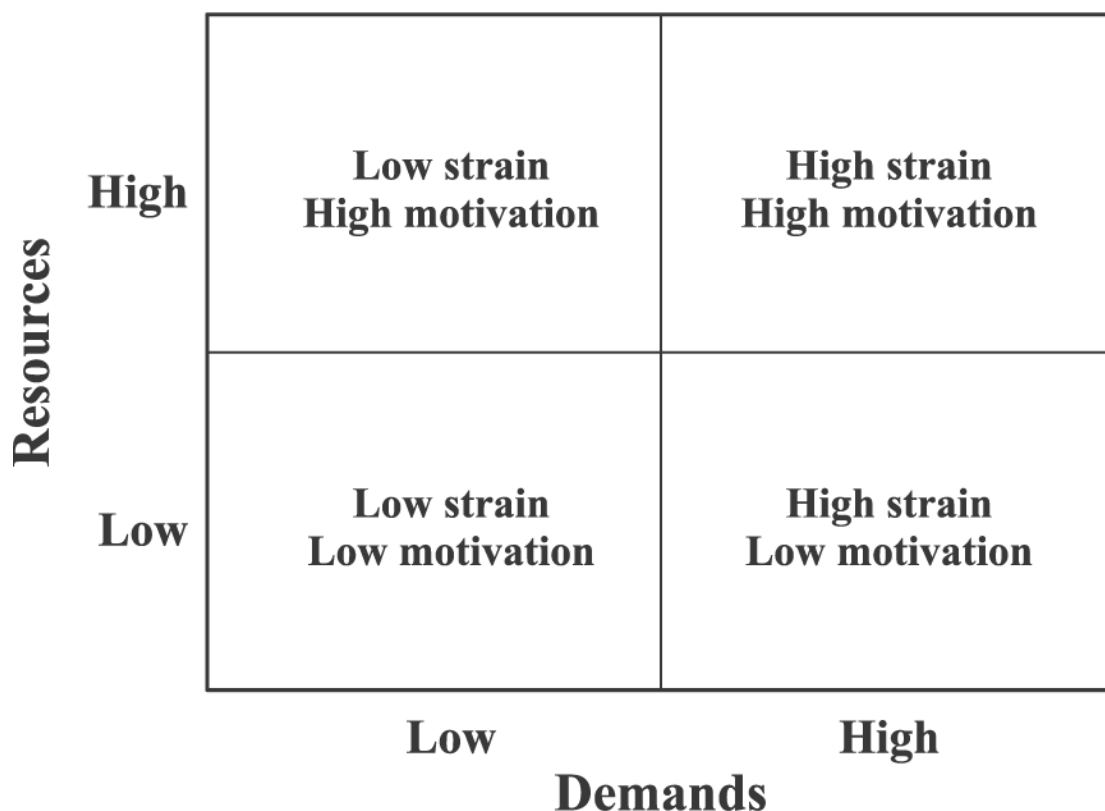
Figure 1 depicts the steps involved in accomplishing a research project, the first of which is doing an exhaustive literature survey to choose the most appropriate conceptual and theoretical framework for the investigation. The researcher will get the essential insights from the theoretical framework, which will be of service to them throughout the duration of the inquiry. In addition, the researcher may make use of the following research strategies and methods of analysis in order to identify the results of the study as well as the conclusions that can be drawn from it using the theoretical framework.

This paper and the study that follows will make use of the JD-R hypothesis, which was created by Arnold Bakker and Evangelia Demerouti. This theory, which combines work design theory, discusses how job demands and resources impact job performance via employee well-being as well as how

people utilise active and passive work behaviours to influence job demands and resources (Bakker, 2022). They claim that although there may be specific risk factors for work stress that are specific to each industry, they may be generically categorised into two categories: job demands and job resources, leading to the creation of a general model that can be used in a variety of occupational situations (Bakker, 2007). The physical or emotional demands that come with a job include, but are not limited to, time restrictions, heavy workloads, unpleasant work environments, position ambiguity, emotional labour, and poor interpersonal relationships (Mindtools).

When achieving these needs involves a lot of effort and workers are unable to recuperate enough, they may turn into job stresses, even if companies set work demands on their employees with the goal of the organisation flourishing (Bakker, 2011). On the other hand, work resources are components of your employment that help you accomplish your objectives and minimise stress. These resources might be physical, interpersonal, or organisational. These components include aiding you in attaining your professional goals, easing your stress and the resultant emotional and physical expenditures, and providing you with the proper amount of skill assistance, among other benefits (Bakker, 2011). The JD-R hypothesis postulates that motivation and stress at work are influenced by two distinct underlying psychological processes.

Workplace requirements may result in a variety of health-related responses, including mental, emotional, and physical issues, while workplace resources can provide workers support, autonomy, and feedback. This may result in inferior results such as a high staff turnover rate and an inability to keep bright workers, as well as boredom and decreased production. In contrast, workers will feel trusted and cared for by the company and will experience a sense of belonging to the business if the organisation and its leaders are able to assist them ease their worry and stress when they are confronted with high job demands. Workplace resources enable workers to become highly motivated to provide greater results for the company by promoting growth and development.



(figure 2, Bakker, 2007)

Figure 2 helps to better illustrate how work needs and resource availability interact. Team members experience high levels of stress and anxiety when workload demands are high and resources are few, which leads to burnout and decreased motivation. Team members will still experience high levels of stress and anxiety even in situations when there are plenty of resources available, but they will be more driven.

There were significant repercussions in the education sector because of the covid-19's abrupt entrance. Teachers had to modify their pedagogical approaches, school administrations had to alter their operational procedures, and pupils had to adjust to the new teaching paradigm. Every company experienced ambiguity and heightened future uncertainty in the early stages of the epidemic. Leadership and crises are intertwined at the moment. Researchers contend that leaders' perceptions of risk and risk-taking behaviours are the foundation for crisis preparedness. Executives won't commit resources to reducing or preparing for these risks if they don't think their firms are susceptible to disasters (Demerouti, 2022). There are few organisations that provide regular teacher training, despite the fact that Dingtalk integrates a number of components that allow teachers to demonstrate their teaching in the Chinese context in its entirety. Due to this, a number of instructors reported early on in the pandemic that they were unable to comprehend and operate the online teaching platform, which slowed down development (Wang, 2021). Online learning, in contrast to traditional face-to-face education, makes it more

challenging to foster emotional empathy between instructors and students. However, there is no literature in China that describes the initiatives and resources that companies provide to their employees in this area (such as counselling, pay increases, and new classroom standards). When confronted with 'unanswered' or 'disruptive' questions in online classes, instructors may experience psychological strain.

3.4 Epistemology

The nature and boundaries of human knowledge about the cosmos, as well as how truth is established throughout the reproduction process, are all topics covered by epistemology (Seth, 2015). What is knowledge, and how is it obtained, are the two problems that epistemology seeks to address (Brown, 2019). Epistemology's normative role extends beyond questions of how knowledge is created, who has authority, who is given presumptive legitimacy, and what constitutes the subject of research. Additionally, it concerns who should be enabled, how knowledge should be generated, and how presumptive credibility should be granted (Scheman, 2012). Philosophy, science, and even daily life all depend on epistemology in one way or another. In addition to influencing how we handle issues of truth, evidence, and access to knowledge in many disciplines of study, it offers a framework for comprehending the nature and underlying principles of knowledge.

The study of epistemology is concerned mainly with the nature of what knowledge is or what truth is, the methods used to get at this conclusion, and the use of an act to clarify a question in order to arrive at this conclusion. Epistemology comprises a number of knowledge-acquisition strategies and thinking processes. Its primary focus is on the nature of what knowledge is or what truth is. The inquiry into whether or not individuals have faith in "what the truth of something is" is identical to the inquiry into whether or not they "make sense," and epistemology shouldn't be dependent on "luck" (Deroose, 2005). When conducting a study, the researcher must be logical in their thinking and assumptions, believe only in knowledge and truth, have complete faith in the veracity of the facts, and finally, believe only what they know. The concept of "belief" is also relevant to the study of epistemology (Hughes, 2022).

In order to correctly ascertain the truth about knowledge, A researcher has to be confident in both their technique of analysis and study idea. As an example, if someone needs to know the time right now, they may subconsciously go for a clock to find it, and no one will ask if the clock is correct. People will always have complete faith in a working clock because of how time is measured on Earth and the need that time within the same time zone remain constant. Even though this is a straightforward illustration, anyone doing their own study on the subject must also possess this "belief in clocks" attitude.

In a similar spirit, interpretivism highlights the subjectivity of jeremiads, and interpretivist researchers look for detailed descriptions throughout the research process in an effort to build a state of representation in a faithful rather than generalised sense. Interpretivists establish a connection between the researcher and the object of study by attempting to comprehend reality through experiential learning (Irshaidat, 202). The relevance of comprehending that technique determines outcomes and the fundamental assumptions underlying social inquiry are both challenged by interpretivism, which is more than a novel method (Schwandt, 1994). According to an interpretivist viewpoint, the researcher must comprehend what a social act entails, discover meaning in a behaviour, or comprehend the significance of a particular action in order to comprehend it (Schwandt, 2003). This report's epistemology is primarily concerned with the veracity of the information gathered, the precision of the data analysed, the plausibility of the causal relationship, and the reflexivity of the subsequent research. This report will also be supported by the research philosophy of interpretivism, which should focus subjective reality and create meaning via social experience and practice.

First and foremost, the researcher has to have a thorough comprehension and organisation of the information that interests and is the subject of their investigation. According to Frierson (2014), it is the responsibility of the researcher to classify and separate material that at first seems to be incoherent,

to organise that which is instantly offered to the sense organs, and to arrange the universe in a very particular order. In order to identify specific popular viewpoints about work happiness, the researcher has to perform a detailed review of the theoretical knowledge and relevant literature on the topic of job satisfaction. Additionally, it is necessary for the researcher to have an understanding of the primary ideas, underlying assumptions, and key knowledge implications included within the published literature. In order for the researcher to be able to assist the upcoming investigation, it is necessary for them to classify the area of interest based on the ideas and data that they have obtained.

The researcher also has to gather data on a certain topic. By studying pertinent data made available by the government or other authorities, researchers may get a broad understanding of their research. For instance, more than 200 questionnaires were delivered in 20 different Chinese provinces as part of a study by XIN ZHAO and WEI DONG in August 2020 on the satisfaction of Chinese university professors with their online teaching during the epidemic. According to the research, the majority of Chinese university professors were mostly happy with online instruction overall throughout the pandemic and were especially pleased with the assistance provided to lecturers (Zhao&Dong, 2020). Additionally, researchers need to choose the best study methodology. In order to gather information on university instructors' opinions on their jobs

during the pandemic and their support for DingTalk, a qualitative research approach will be employed for this study and any following ones. Additionally, the researcher's interview questions should be developed to address the attitudes of the instructors as well as their perceptions of the administration of the school via the interview survey. Here, there may be a large number of teachers who are unhappy with the pandemic-related school management policy and a large number of teachers who have insightful proposals for improving the school management system.

Thirdly, the researcher must compare the interview findings to identify the reliable data after gathering the information from the interviews. Consistency in study findings is a factor in reliability. Reliability in the context of qualitative research refers to the degree to which numerous contributors to the data gathering process and research analysis provide the same results. The agreement of the survey respondents about the study's substance and the coherence of their causality interpretations is referred to as consistency (Thyer, 2010).

Fourthly, the researcher should need to summarise and split the data according to the various ages, genders, and positions of the respondents, etc., while studying the interview transcription documents. Even the researcher may group the instructors' happiness with DingTalk use according to how often they

employ it. This will make it much simpler for the analyst to clearly explore the causal variables that result in instructors' happiness based on the transcripts and to find discrepancies and similarities between the data and the transcripts. This will be the case because it will be easier for the analyst to clearly research the causal factors that result in instructors' pleasure. Due to the fact that the data and transcripts may be read and compared in both a horizontal and vertical fashion as a result of their separation, the researcher is better able to comprehend the results and the process of analysis.

Finally, the researcher must critically consider how the consequences of their results relate to social phenomena. Discuss how this study adds to our understanding of knowledge acquisition, building, and validation in connection to teacher work satisfaction. Consider the ramifications of the researcher's findings in the areas of teacher job happiness and more manageable education. In light of the epistemological learnings from this research, think about the practical consequences of boosting teacher satisfaction. The researcher must also take into account how the results of the study can affect people engaged, such as instructors, administrators, and decision-makers. Finally, the researcher must be aware of the study's limits and reflect on them. Identify any obstacles and limitations that could have hampered the results' applicability to other situations. Include a discussion of how these constraints can be overcome in follow-up studies or how they might influence how the researcher's

conclusions should be interpreted.

3.5 qualitative research paradigm

The "voice" of the study subject is not buried behind pairs of anonymous standardised data in qualitative research, in contrast to quantitative research (Roberts, 2014). In order to focus the study's aims or objectives, One or more relatively broad research questions that may be revised as the study progresses are the foundation of qualitative research (Denny, 2022). The study of phenomena, including their nature, numerous manifestations, situations in which they occur, or points of view from which they might be observed, is referred to as qualitative research, according to Busetto, L. (2020). In qualitative research, textual information is often employed rather than numerical information.

The researcher asserts that qualitative research often focuses on the "what" and "why," and that it is used to understand people's attitudes, actions, beliefs, and interpersonal connections. One of the important features of qualitative research is its methodological versatility, which may be used to collect and analyse a variety of data (including text, figures, drawings, diagrams, audio recordings, videos, and objects). Qualitative techniques must be adaptable, able to be merged and customised (collated) to the sample, phenomena, environment, and ontological paradigm of the researcher due to this

methodological openness (Köhler, 2021). Because they don't use specific equations to manipulate data, qualitative methods of data analysis are sometimes referred to as "explanatory methods"; instead, the researcher uses theories and data derived from different people's descriptions of an object and social experiences.

3.5.1 Case study research design

Case study research is a research technique that strives to offer an in-depth and comprehensive knowledge of difficult real-life topics by in-depth studying, analysing, and characterising current happenings in a real-life setting (Crowe, 2011). This kind of research methodology was developed to give an in-depth and full grasp of complex real-life themes. A case study of an occurrence involving a school shooting is presented as an instance in Chapter 5 of the book *Qualitative Inquiry Research Design: Choosing Among Five Approaches* written by John W. Creswell. He conducted an exhaustive investigation into the matter by speaking with, observing, analysing papers, and performing an audio-visual investigation of all individuals involved at the school where the shooting occurred, including teachers and students. He also conducted an assessment of the school's environment. In addition to this, he obtained comprehensive, exhaustive, and detailed information from a variety of other sources. In addition to this, he analysed a broad variety of perspectives and points of view based on the facts that he obtained, which resulted in brand-new suggestions to

rebuild the school administration. But in the end, he combined the information, giving his research a "multi-layered" analysis and a more in-depth evaluation of the significance of the case (Crewell, 2013).

This paper and following research concentrate on changes in teachers' work satisfaction throughout the pandemic and utilise DingTalk as a case study, which is why they used a case study methodology. Finding issues with school administration and planning that may aid in the creation of improved school management policies and, eventually, an improvement in teachers' well-being at work, was the aim of the survey and study of teacher satisfaction, much like the example provided in Crewell's book. First, the researcher must gather comprehensive information and data by conducting in-depth interviews with various instructor groups, paying close attention to their working circumstances, comprehending their histories, and comparing this information to the school's policy stipulations.

Second, the researcher must emphasise DingTalk as a case study when conducting the interviews. collect the viewpoints, prejudices, and beliefs of the teaching profession towards the use of DingTalk for work and instruction during the pandemic.

Thirdly, the researcher is tasked with integrating the data with the literature and

interpreting the "voices" of the respondents in the context of the social realities of the age in question.

Fourthly, after the initial information has been gathered and the data has been compiled, the researcher has to be able to conduct an impartial analysis of the situation without being swayed by the preconceptions and opinions of the people who participated in the study. The researcher need to provide a study of the relevance of the case that is more in-depth and incorporates several perspectives.

Finally, if the study's findings reveal that the teaching community is not pleased with the usage of DINGTALK during the pandemic and online education, the researcher will need to provide alternative suggestions in light of the school management policy and the present scenario. The fundamental component of both case studies and qualitative research is to "listen" to the respondents and act as their "mouth." Additionally, next studies need to contribute favourably to the field's theory.

4.0 Research gap

The bulk of studies have focused on the attributes, acceptability, benefits, and drawbacks of online learning. The bulk of Chinese literature has also concentrated on the advantages and disadvantages of online education in China, as well as the strengths of DingTalk. Additionally, a lot of researchers

have gathered and examined enormous amounts of data to look at the connection between teachers' organisations and their job happiness. However, given the compelled switch from conventional to online educational paradigms during the epidemic period, there is little literature in China that focuses on and examines teacher job satisfaction. Furthermore, there is no proof that organisational satisfaction and teacher satisfaction are related.

Examining how teacher job satisfaction changed before and after the adoption of the evolving educational model (online education), how organisations successfully increased teacher job satisfaction, and what improvements and efforts organisations made in this regard are the goals of this paper and the extensive research that supports it. Furthermore, since China is a huge nation with a huge population, educational programmes fluctuate depending on where they are implemented, and first-tier cities have certain needs that are different from those of third-tier cities. Future studies will also look at teacher satisfaction and the upkeep of schools in China's first- and third-tier cities.

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