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An analysis of lecturer job satisfaction in universities Online teaching during the pandemic (since 2020)

Visions for the Future - Theoretical Perspectives on Management

Xiaoyu Zhu

Declaration

This article is written in full accordance with the university's journal requirements, including formatting, framing, and reference format. In addition, due to the requirements of this assignment, the Future Business Journal is selected as the target publication journal, and it covers management, economics, finance, and other major aspects. The journal focuses on theoretical development and its implementation, as empirical, applied and policy-oriented research. The Journal of Future Business occupies a unique position among business publications of its kind by publishing articles that strike a balance between practical and academic areas, recognizing the intricate relationships between the many areas of business activity.

RESEARCH

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Perceived organizational support and job satisfaction: a moderated mediation model of proactive personality and psychological empowerment

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Abstract

Drawing on social exchange theory, the purpose of this study is to examine the mediating role of psychological empowerment and moderating role of proactive personality in the relationship between POS and job satisfaction. The data were collected from 936 employees working in various manufacturing and service sectors by using self-report survey questionnaires by employing time-lagged cross-sectional study design. The study findings demonstrate that POS positively influenced psychological empowerment and job satisfaction. Moreover, it is also revealed that the relationship between POS and job satisfaction is weaker when employees' proactive personality is higher rather than lower. The findings of the current study pose a framework for organizational representatives of both service and manufacturing industries to strengthen individual psychological empowerment and job satisfaction by offering organizational support to those individuals who are less proactive.

Keywords: Perceived organizational support (POS), Social exchange theory, Job satisfaction, Psychological empowerment, Proactive personality

Introduction

A long-lasting employment bond comprises positive social exchange approaches in employee–employer relationship whereupon the needs of both parties are addressed [40]. In the exchange relationship, the employer is worried about the employees' devotion, engagement and trustworthiness toward them, while employees are conscious about whether their employer is keeping their promises by caring their well-being [48, 61]. The theory of organizational support and construct of perceived organizational support (POS) was developed by Eisenberger and his research fellows in [26, 27] using social exchange theory [15, 37, 40]. POS is defined as the perception of employees about the degree to which

their contributions at organizations are valued, which implies that their associated well-being is given full consideration [5, 26, 61]. The organizational support theory states that individuals form POS, a universal faith that their employer has an advantageous or a disadvantageous inclination toward them [40, 61]. Literature also confirms that individuals' POS helps boost their obligations toward organization in order to reciprocate favorably. Furthermore, they also want to satisfy their socioemotional needs and incorporate organizational affiliation into their social identity [21, 29]. In addition, extant literature has shown that individuals' POS enhances both in-role performance such as goal attainment and extra-role performance such as helping and supportive behavior toward coworkers [29].

By utilizing social exchange theory as its grounding, researchers have begun to study POS in interpersonal connections with organizations and recognized it as a

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1.0 Introduction

This essay will analyse the issue of lecturers' job satisfaction in universities in China and the UK through critical thinking, especially from the beginning of the pandemic to the present day. Firstly, this thesis will present two different theories on the impact of online and traditional teaching on lecturers' job satisfaction through a literature review. Secondly, this thesis will critically analyse, through a case study, the ways in which lecturers are managed by the university and how these management styles can improve their job satisfaction. Finally, the thesis will make recommendations based on the theoretical framework and the challenges in improving the job satisfaction of lecturers (from online teaching during the pandemic to the restoration of the traditional offline mode of teaching).

Due to the unexpected global spread of COVID-19 in December 2019, most nations instituted lockdown procedures within a few months, and the majority of schools were forced to close their physical locations and shift all of their lessons online in order to prevent the virus from spreading further (Chakraborty et.al, 2021). Chinese institutions postponed the commencement of the spring semester in early 2020, and students were prohibited from returning to campus without permission. The Ministry of Education launched the "no class, no study" strategy to give more than 46 million university

students flexible online learning options (Zhu & Liu, 2020). UK universities were compelled to act swiftly in March 2020 and adhere to the government's explicit directive to abstain from any needless travel and communication with third parties. All in-person instruction and socialising on campus have been halted at UK higher education institutions as well as other educational establishments. Universities are now required to use digital channels to deliver remote instructional support. Academic teams needed to move fast to figure out how to modify instruction and evaluation for the online setting, and lecture materials were to be made available online as soon as feasible (Almpanis & Richard, 2022). A percentage of university lecturers frequently neglect to provide high-quality course materials or facilitate online learning interactions, and they lack the necessary training and preparation for the switch from in-person classroom instruction to online instruction (YIN et.al, 2022). University lecturers are undoubtedly one of the occupational groups most affected by the COVID-19 crisis, and the new realities brought about by the pandemic will undoubtedly affect lecturers' job satisfaction. Online teaching is also a form of forced home telecommuting for teachers (Mahmood & Saleem, 2023). The "incomplete centralization model," or "unified leadership, centralised accounting," is the financial model used by Chinese universities (Yue & Zhou, 2013). While every nation experiences financial hardships during a pandemic, there is no research demonstrating that Chinese higher education institutions face challenges as a result of this kind

of centralised government support. The COVID-19 pandemic, however, revealed the financial instability of many UK universities, which are based on market-driven financial models, with government funding allocated based on student numbers and an increasing reliance on additional income from international students (Sharma, 2020). UK Higher Education Institutes (HEIs) typically have their own boards of trustees.

2.0 Literature review

2.1 Job Satisfaction

According to related research, work satisfaction has a significant role in one's desire to stay in one's current position or to leave it (Wnuk, 2017). "A pleasant, positive, or negative emotional state that arises when one evaluates one's own work experience and status after taking all factors into account" is how Cerci & Duamludag describe job satisfaction (Cerci & Duamludag, 2019). state" (Duamludag & Cerci, 2019). Individuals acquire the necessary knowledge and abilities to function properly, and many of them do their finest work when equipped with the techniques and resources to possibly maximise profits and boost job happiness (10, Moe, 2010). Job satisfaction may be correlated with an organization's ability to offer its employees a high-quality work environment, culture, and benefits in addition to compensation, benefits, and other assets (2023). Figure 1 illustrates how a range of elements,

including money, perks, relevant assistance, workload, and health, may influence an employee's job satisfaction. These factors are all subjective to the employee's experience, meaning that each individual's experience will differ (Streffing et al, 2022).



(figure 1, Streffing et al, 2022)

The degree to which lecturers are satisfied in their jobs directly affects not just the lecturers but also their performance as teachers and, eventually, the learning of the students (Fütterer et al, 2023). Research indicates that educators who are very satisfied with their jobs exhibit a proactive and even

joyful approach to their work, which in turn enhances students' intrinsic drive and elevates their motivation level (Hisley et al, 2010). Studies have indicated that the emotive reactions of senior lecturers to the perceived connection between teaching expectations and teaching resource assistance determine how satisfied they are with their teaching (Ho & Au, 2006).

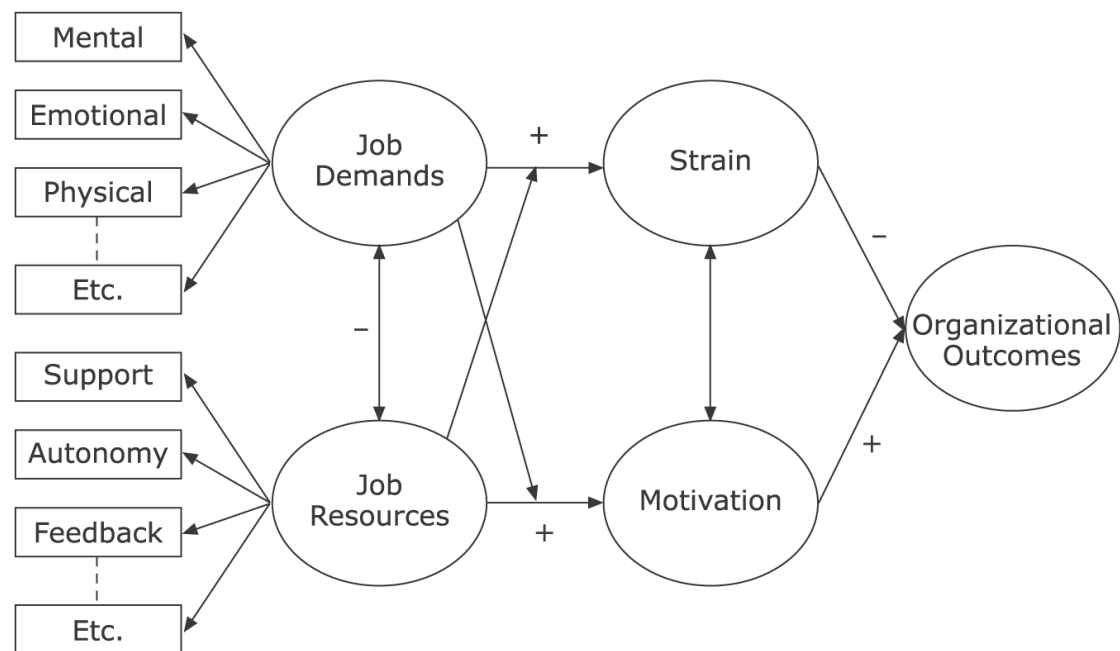
For instructors to have a feeling of their job experience, it is crucial to understand the context of online education. Online instruction was only employed in Chinese higher education before the outbreak as an adjunct to traditional face-to-face instruction (Bao, 2020). It was a significant change to move all of the current courses online in a short amount of time, and lecturers in Chinese universities had a number of difficulties during this transitional phase since they were unprepared for totally online teaching (Bao, 2020).

Though most UK programmes have recently added some digital communication to their learning materials, the abrupt switch to online instruction presented difficulties for all programmes, especially those with a large practical component like art, media, and design (Sharma, 2020).

Burnout is typified by a decrease in efficiency and mood and is often accompanied by emotional tiredness, a sign that the demands of the job have become too much to handle (Schaufeli & Greenglass, 2007).

2.2 Job Demands-Resources (JD-R) Theory

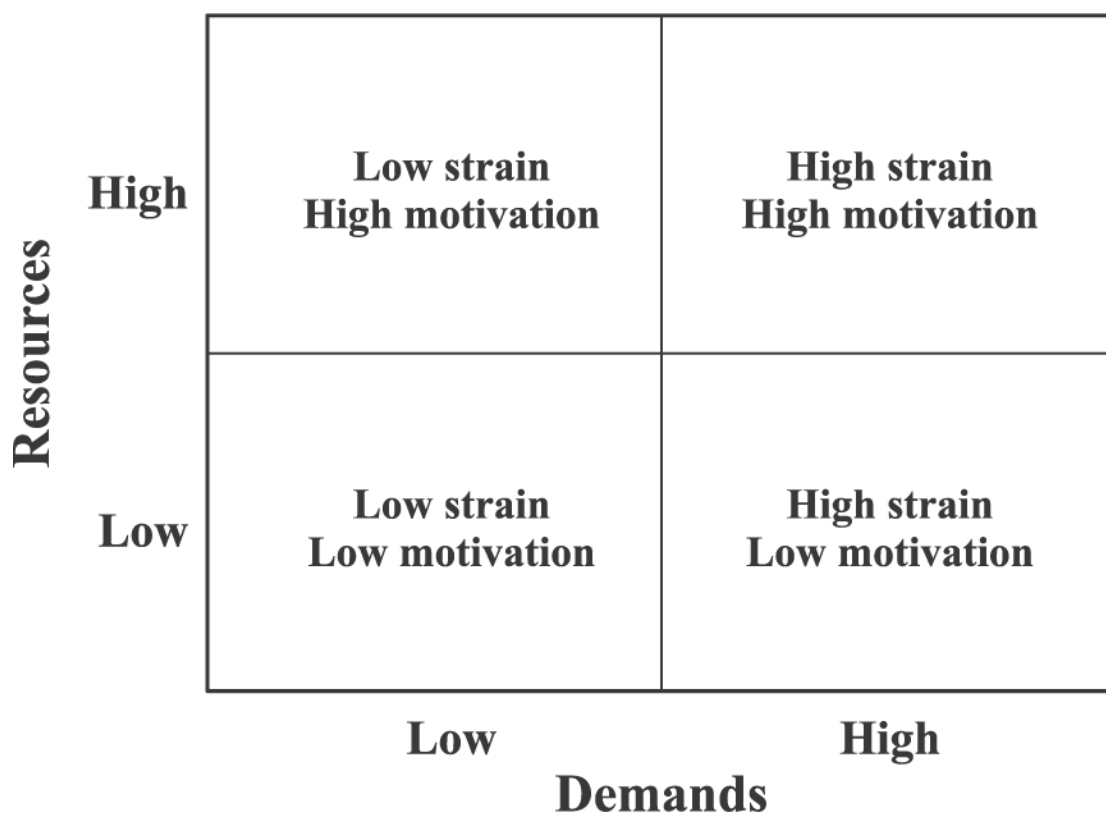
The job demands-resources (JD-R) hypothesis was developed by Evangelia Demerouti and Arnold Bakker. As a unified theory of job design, JD-R theory describes how workers utilise active and passive work behaviours to impact job demands and resources, as well as how job demands and resources affect job performance via employee well-being (Bakker & Demerouti, 2023). They postulated that, despite the possibility that every occupation has unique risk factors for job stress, these factors can be broadly classified into two categories: job demands and job resources. This way, the overall model can be applied to a range of occupational settings (Bakker & Demerouti, 2007). Job demands, which include time constraints, workloads, demanding work settings, job ambiguity, emotional labour, and strained interpersonal connections, are the physical or psychological stresses associated with an individual's position (MTCT). When employers impose job requirements on their staff, it's not always with the intention of seeing the business grow; rather, it can become a source of workplace stress when the employee finds it difficult to recover from the demands placed on them (Bakker, 2011). Work resources are the organisational, social, or physical elements that support you in reaching your objectives and lowering your stress levels. Examples of these elements include having the capacity to meet your goals, lowering the psychological and physical costs of your work, and receiving the right kind of assistance (Bakker, 2011).



(figure 2, Bakker,2011)

Figure 2 illustrates how work expectations may lead to a range of health-related responses in employees, such as mental, emotional, and physical issues, while employment resources can provide support, autonomy, and feedback. When workers are overworked and too stressed, they may get disinterested in their work and become less productive, which lowers organisational outputs. This may also happen if they are unable to find relaxation or time to relax. If they are unable to take extended breaks from work, they may grow disinterested in their work and become less productive, which could lower the organization's results. In extreme cases, the organisation may even experience a high rate of employee turnover and struggle to hold on to talented staff members. Conversely, in the event that the

organisation and its leader are able to assist staff members in managing their stress and anxiety in the face of heavy workloads, the staff members will feel that the organisation values and trusts them, which will foster a feeling of belonging. Workplace resources have a significant impact on employee motivation because they support their professional development and high levels of drive to achieve greater results for the company.



(figure 3, Bakker & Demerouti, 2007)

A better representation of the link between work needs and resources may be seen in Figure 3 above. Team members experience high levels of stress and anxiety when work expectations are high and resources are limited; this leads

to burnout and poor motivation. Team members continue to feel high levels of stress and anxiety while having greater levels of motivation when job demands are high and resources are abundant. According to Houlden and Veletsianos' study, some professors and lecturers saw the use of online teaching and learning during the epidemic as a novel and enjoyable experience, while others saw it as a demanding task (Houlden & Veletsianos, 2020). For instance, the lecturers who felt that teaching online was a good experience did so while employed by universities with a wealth of experience in online teaching technologies and the capacity to provide them with the effective educational technology products they required (Mosleh et al, 2022). According to Gewertz's research, lecturers were overburdened by the unique conditions of the pandemic since they had to use new technologies all of a sudden (Gewertz, 2020). In Mosleh et al's research, the significance of mental health assistance was stressed. It was suggested that mental health support might assist lecturers in lowering their stress levels and averting any possibility of mental health issues on their side. But according to Mosleh's results, over half of the participants reported feeling emotionally spent, and over a third said they had surpassed their limit (Mosleh et al, 2022). The majority of lecturers in Bruggeman et al.'s study experienced a variety of pedagogical, technological, or psychological difficulties when switching from a traditional teaching model to online instruction, but the issues that surfaced in emergency situations were not promptly or appropriately addressed. The

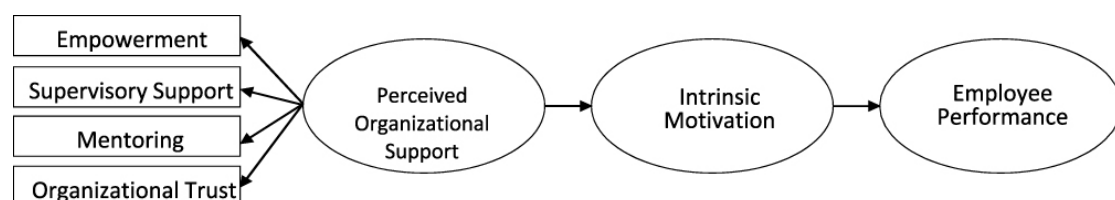
majority of emergency distance learning scenarios lack previous thoughtful planning, which is the primary distinction between emergency distance learning and online education (i.e., working online, mixing teaching and learning online) (Bruggeman et al, 2022). The termination of traditional face-to-face instruction in universities has put lecturers under a lot of technological strain. To help, managers need to set up the right IT infrastructure and resource capacity to guarantee that the Internet is always available and accessible. Additionally, providing lecturers with greater technical training and assistance might lessen the pressure on them to produce more OUTCOMES (Zheng et al, 2022). At the onset of a pandemic, when all organisations experience ambiguity and heightened anxiety about the future, leadership and catastrophe are inexorably intertwined. According to academics, leaders' perceptions and assessments of risk and risk-taking behaviours set the stage for crisis preparedness. If executives don't think their organisations are vulnerable to crises, they won't invest resources in anticipating or mitigating these risks (Demerouti, 2022). According to Horoub & Zargar's study, empowered leaders recognise the needs and resources of university lecturers' work and tend to provide developmental opportunities as well as moral and professional support. They also implement various techniques, such as human resource management initiatives, to increase the level of competence and skills of university lecturers, which in turn affects their job satisfaction. The JD-R emphasises the importance of providing lecturers with the necessary

means to carry out their tasks. The negative impact of work demands on faculty telecommuting job satisfaction is lessened when job resources are high as opposed to when they are low since lecturers need more resources to handle unforeseen and rising job needs (Mahmmod et al, 2023). The interaction impact of work demands and job resources influences employee well-being, validating a key tenet of the JD-R model (Bakker & Demerouti, 2007). This is because job resources buffer the effects of job demands on stress.

2.3 Perceived Organisational Support Theory

Robert Eisenberger and colleagues first put out the perceived organisational support hypothesis in 1986 (30, Eisenberger et al, 1986). Pos may encourage employee commitment to the organisation as well as other positive employee attitudes and behaviours (31, Shanock et al, 2020). Perceived organisational support theory refers to employees' beliefs about the extent to which the organisation cares about their well-being and values their contributions (30, Eisenberger et al, 1986). Organisations should prioritise the needs and goals of their workers in order to retain them and enable them to add greater value to the company in today's highly competitive work environments. Perceived organisational support is crucial for both employees and organisations (32, Li et al, 2022). Organisations must also create policies and initiatives that appeal

to workers, and they must provide a positive work environment to workers if they want to keep them on for the long run. The perceptions that staff members have regarding the organisation's motivations for treating them well or poorly have a significant impact on the point of sale. POS, in turn, sets off a social exchange process wherein workers feel obligated to assist the organisation in accomplishing its goals and anticipate that more effort on the part of the business would yield higher benefits (Kurtessis et al, 2015).



(Figure 4, Li et al, 2022)

In their study on POS, MingLi et al. assembled the antecedents concerning POS (the mediating function between the link between POS intrinsic motivation and employee performance), as Figure 4 illustrates. The dimensions of POS, which include mentoring, organisational trust, empowerment, and supervisory support, are listed on the far left of the image. This indicates that POS happens when employees encounter and perceive these four elements, which activates their intrinsic motivation and enhances employee performance. According to Blau, there exists a 'quid pro quo relationship' between employers and workers: when an employer takes actions that benefit their workforce, workers are obligated to respond in kind,

which fosters a higher level of commitment and dedication to the organisation's objectives (Blau, 2017). Perceived organisational support is centred on the notion that organisations and employees have an exchange relationship; when organisations are supportive and positive towards employees' contributions, they care about their well-being and treat them fairly, and employees are likely to generate high-level POS.

Empowerment:

Conger and Kanungo (1988) define empowerment as an internal motivator that encourages conduct geared towards transformation. Employee empowerment has the potential to inspire workers, enforce their goals and motivations at work, and raise knowledge of corporate citizenship (Chiang & Hsieh, 2012). Employees reward the same effort when they sense the organization's trust and support. Employees who are empowered and given autonomy at work may assume complete responsibility for coming up with novel ideas and modifying sustainable behaviours to overcome obstacles (Kumar et al, 2022). The perception of support from an organisation is linked to trust, which is considered a crucial component in interactions involving social exchange.

Organisational trust:

The organisation is a platform for a variety of exchanges and transactions, and it is based on the "exchange relationship between the organisation and the employee". Recurring benefits exchanges between the two parties foster trust, which influences workers' performance (Wong et al, 2011). This implies that in a great company, leaders and workers should have mutual trust.

Leaders and organisations are able to have entire faith in the abilities of their staff members, and staff members have total faith that the organisation can concentrate on the success and well-being of their work. According to some studies, workers' confidence in the organisation is a result of both their feeling of personal conviction and their employer's support (Gilbert & Tang, 1998).

Other studies have connected trust to point of sale (POS), arguing that trust in the business is a need for POS.

Supervisory support:

According to Kalidass and Bahron's results (Kalidass & Bahron, 2015), there is a high correlation and a positive association between supervisory support and perceived organisational support. Both the company and the workers will benefit when there is a consistent and long-lasting communication connection between leaders and supervisors within the workforce. Quality supervisor support seems to act as a force and can aid employees in becoming more integrated into the organisation. It functions similarly to a social relationship,

and when the employee values the relationship more, they will reciprocate with positive behaviours that will benefit the organisation (Ballinger et al, 2010). Strong relationships between leaders and members foster high and favourable impressions of organisational support among employees.

Mentoring:

According to some studies, individuals with mentors have better levels of job satisfaction and organisational commitment. This suggests that having a mentor may be important for reaching both subjective and objective goals (Behav, 2010). According to Whitely & Coetsier, mentoring is a component of how employees perceive their organisations to be supportive. Its goals include helping the organisation disseminate knowledge and skills, offering chances for advancement at lower levels, and fostering a sense of community among staff members (Whitely & Coetsier, 1993).

According to Eisenberger et al. (1986), POS is defined as workers' perceptions of how much the company appreciates and cares about their contributions and well-being. There is a positive correlation between POS and job satisfaction, according to Maan et al. Employees will develop a higher degree of POS and positively influence their job satisfaction when they are aware that the organisation evaluates their participation in organisational

goals favourably and are aware of their well-being (Maan et al, 2020). The COVID-19 epidemic has made teachers' jobs more difficult and demanding, necessitating organisational assistance. The literature has underlined the significance of POS in reacting to crises in education, like COVID-19, where it is necessary to be very adaptable to changes that have a major impact on the emotional requirements, stress levels, and burnout symptoms of lecturers (Oubbi et al, 2022). Higher POS is thought to be associated with better employee mental health; this appears to have been especially true during the New Crown Pneumonia (COVID-19) outbreak (Chatzittofis et al., 2021). It is believed that POS influences employee mental health. Chatzittofis et al. found that lower POS was associated with higher rates of depression, stress, and trauma symptoms. The way leaders treat professors usually reflects the level of support that the organisation receives. Higher education leaders who prioritise the welfare of their faculty members, take their satisfaction into account when making decisions, and are able to solve problems for them may cause faculty members to believe that their employer fully supports their work activities (Meria, Yohana & Purwohedi, 2023).

By using the appropriate leadership style, transformational leadership, and creating an environment that not only supports lean employee behaviours but also strengthens employees' POS and boosts their motivation to volunteer, leaders can inspire their teams to accomplish the organization's shared goals (Kao et al. According to Epitropaki & Martin's research, employees are more

likely to respond positively in the form of soft and reasonable tactics and are less likely to use hard tactics that could endanger their relationship with their manager when they believe their manager is demonstrating transformational leadership, which is defined as leadership that is inspirational, developmental, emphasises a shared vision and challenges employees' ways of thinking (Epitropaki & Martin, 2004). difficult strategies (Epitropaki & Martin). The concept that leadership actions may have a major impact on how workers perceive the degree of support they get from the organisation is at the heart of the link between transformational leadership and the Perceived Organisational Support (POS) hypothesis. Transformational leaders are essential in forming the culture of their organisations because of their charisma, vision, and capacity for inspiration and motivation. Transformational leaders provide a supportive and valued work environment when they exhibit characteristics that encourage inquiry, truly consider individual needs, and inspire individuals to realise their full potential (Epitropaki & Martin). Conversely, the idea of Perceived Organisational Support (POS) posits that workers develop opinions about how much their contributions are valued, how much the organisation is concerned about their welfare, and how much the company is willing to offer resources to help them succeed. Employee attitudes, actions, and overall work satisfaction are influenced by these beliefs. The conduct of leaders is strongly matched with the ideas of POS theory in the context of transformational leadership. A compelling future vision

for the company is actively communicated by transformational leaders, who also show sincere care for the welfare of their team members and provide chances for both professional and personal growth. When staff members, particularly instructors, sense this kind of support from their managers, they are more inclined to give their jobs more of their own devotion and dedication. The connection is mutually beneficial: transformational leaders contribute to the development of a supportive environment inside the company and good impressions of it, which in turn increase the efficacy of transformational leadership. Lecturers in academic environments may benefit from a rise in work satisfaction, engagement, and general well-being among employees due to the interaction between leadership style and perceived support, which forms a reinforcing loop. In summary, the integration of POS theory with transformational leadership fosters a positive work atmosphere where staff members are inspired to succeed in their positions and feel appreciated and encouraged.

3.0 Case study

Chi Yuan Chen's 2023 research, "Are professors satisfied with their jobs?" will be used in this thesis. the elements influencing academics' contentment with their jobs) as an example (Chen, 2023).Chen looked at the variables influencing the work satisfaction of academics with different levels of

responsibility. In addition, his research presented a second-order hierarchical model of work satisfaction for academics that included four categories of duties (advising, research, teaching, and service). All of the study's participants were from Taiwan, China, and Chen used a mixed-methods approach to investigate the work satisfaction of university professors and the variables influencing it using both quantitative and qualitative research techniques. Fifty individuals participated in one-on-one in-depth interviews, while 117 people completed the quantitative questionnaire. The quantity and makeup of Chen's research sample are shown in his study, which includes academics overseeing various disciplines, genders, positions, and university kinds as participants. There were 68 men (57.8%) and 49 women (42.2%) in the questionnaire, and 32 men (64%) and 18 women (36%), respectively, in the one-on-one interviews. Furthermore, of these individuals, half work for public institutions and the other half for private ones. Based on the literature study, the researcher created 17 questions for the questionnaire's part on variables influencing academics' work satisfaction. These topics include pay and perks, advancement and assessment processes, job reputation, and employment security. In addition, participants were asked to rate their level of satisfaction with these 17 things using a 4-point Likert scale (1 being very unhappy, 2 being unsatisfied, 3 being pleased, and 4 being very satisfied). Second, a semi-structured interview procedure of four questions was created by the research specifically for the interviews. These four questions focused

on the professors' work satisfaction, their areas of job satisfaction, and whether or not they would choose to return to teaching if given the chance. With the participants' consent, recordings were recorded throughout the interview section, and the whole transcription of these recordings was done. The participants verified the interview transcripts after each interview once the transcription was finished in order to boost the study's legitimacy. Furthermore, the findings indicated that academics' total work satisfaction was 2.86. A total work satisfaction score of 2.86 on a 4-point rating system is more than moderately good. Quantitative data revealed that academics were most content with their service responsibilities and least satisfied with their teaching responsibilities, out of the four roles that professors fulfil: teaching, research, service, and counselling. The opportunity to meet and interact with people from the government, businesses, or other industries was found to be one of the service duties that satisfied the professors in the qualitative study. They also felt that they could make a difference in society. On the other hand, they were dissatisfied with the amount of time that they had to spend on administrative work at the university, which increased their workload and stress. According to the interviews, professors were happy with their professions because they appreciated the challenge of instructing and connecting with students because they enjoyed sharing their knowledge and doing research, and because they believed they could make a difference in the lives of students and society. They like having the freedom to work

independently and having their own schedule, particularly because it allows them to pursue their interests. The strain of publishing obligations, taking on part-time administrative responsibilities, and counselling students who are governed by faculty assessment and advancement systems are some of the factors that lower their level of work satisfaction. There is also tension from the ever-changing academic job environment. The deterioration in the quality of pupils and their learning attitudes also caused them frustration. Some of them expressed dissatisfaction with the academic and administrative systems' policies and cultures at the institutions where they worked. Chen discovered that the "nature of academic work" and the "university work environment" had an impact on participants' total job happiness, which is related to the variables impacting professors' job satisfaction. The "nature of academic work" relates to "motivational factors" that may boost work excitement, while the "university work environment" correlates to "hygiene factors" that can easily lead to employment discontent. Participants' work satisfaction varied depending on their duties thanks to this mixed-methods methodology. Professors emphasise student engagement and feedback as part of their teaching responsibilities, and their feeling of success comes from having an influence on the students. The poll revealed that, on the whole, Taiwanese academics who responded to it were only moderately pleased with their careers. The two main categories of criteria influencing the respondents' job satisfaction were the "nature of academic work" and the "university work environment".

Regarding the work climate at universities, it is simple for instructors to abandon their dissatisfaction with their jobs. The work environment is a place where workers may come together to perform and achieve in their jobs, designed by management for their benefit. An individual's psychological well-being may be impacted by the work environment, often known as the psychological climate (Donley, 2021). People's interactions with their surroundings shape the social and psychological aspects of that environment, which in turn influences how an individual acts in that setting (Glisson & James, 2002). Imperial College London prioritises intelligent work settings, employee-focused practises, and adaptable work arrangements that enhance productivity and effectiveness, foster organisational agility, and provide advantages for employees. It does this by bringing in new working techniques and enhancing employee wellness and working conditions. A culture of trust, high degrees of autonomy, flexibility in working hours and location, modern working technologies, and an openness to ongoing change are its defining characteristics (Imperial College London). The University of Nottingham also strives to maintain clean air, temperature, and lighting in its workspace, as well as clean restrooms and rest places, in order to provide a healthy working environment for its staff (University of Nottingham). In order to provide nursing staff members a space that is totally hidden from view and free from distractions from coworkers and work, Kent State University also offers many

lactation rooms on campus (Kent State University). People are social creatures, and as such, interactions between leadership and staff shape the contexts in which people behave and feel about their work. In turn, individuals's experiences at work have an impact on their personal well-being and job satisfaction (Donley, 2021).

Chen connects the nature of academic labour to "motivational factors". The nature of academic work has a significant impact on how satisfied employees are with their jobs in higher education. A rich and intellectually exciting work environment is fostered by the multidimensional character of the academic position, which encompasses teaching, research, service, and administrative tasks (2016). The chance to engage with students, support their learning, and help the next generation of scholars succeed academically may boost educators' work happiness. In a similar vein, conducting innovative research, publications, and academic partnerships may help one feel fulfilled in their career. Achieving a balance between work and life is a subject that academics have spoken about a lot and is something that many people aspire to (Bartlett et al, 2021). Professors who can successfully manage their personal and professional lives will be better equipped to handle the demands of academia. A healthy work-life balance allows lecturers to devote their time to cutting-edge teaching strategies, delve deeply into research, and contribute significantly to the scholarly community. Furthermore, maintaining a balanced

lifestyle means that instructors remain enthusiastic and devoted to their professions, minimising burnout and boosting general welfare.

3.1 Challenges of improving job satisfaction of lecturers

The "hardware" and "software" amenities that university lecturers look for in their working environment are the two components that according to Chen's research are the most important to university lecturers. As long as the circumstances allow for it, it is not difficult to supply lecturers with enough hardware facilities. These facilities include pleasant offices, classrooms, internet access, clean restrooms, and so on. On the other hand, it is quite challenging to satisfy the requirements of all of the instructors in terms of "software" facilities. The inner pursuits of each individual are unique, and so is the enthusiasm that each individual has for the job that they do individually. Consequently, the purpose of this paper is to argue that it is very difficult to fulfil the lecturers' need for "software" facilities and to enhance the level of work satisfaction they experience.

4.0 Derive an innovative solution to the challenge

This section will give an innovative idea with the previous theoretical framework as well as the challenges.

It has been shown that work resources, such as the ability to regulate tasks, chances for learning, and support from both superiors and colleagues, have a positive correlation with job engagement and increase performance (Christain et al, 2011). Not only can these resources avoid the exhaustion of energy that is brought on by labour, but they also boost motivation because of their presence. By ensuring that all employees have access to sufficient and appropriate work resources, organisations have the potential to dramatically improve employee engagement and their level of job satisfaction. According to Christain et al. (2011), every kind of job comes with its own set of special stressors that must be buffered by the appropriate quantity of energy. These stresses are in addition to the fundamental psychological requirements that may be satisfied by the resources provided by the workplace. Due to the COVID-19 epidemic, university faculty members had to quickly switch from in-person instruction to online learning. This resulted in an increase in stress and strain, and online learning may be a challenging and complicated process for them, which can cause burnout and other negative emotions (Mosleh et al, 2022). A significant amount of research has shown that lecturers frequently experience high levels of stress in online learning environments. Bruggeman's study, for example, noted that participants' enthusiasm for teaching had been replaced with stress as a result of the unfamiliar technology and the time commitment required to prepare their work (Bruggeman et al, 2022). Even in

cases when job resources exceed work demands, JD-R theory aims to strike a balance between the two in order to provide better emotional value and support. According to the JD-R hypothesis, increasing academics' work satisfaction may include a dual approach that addresses both job demands and resources in innovative ways. Universities may provide various supportive measures, such as professional development opportunities, enhanced administrative processes, and workload management systems, to alleviate job demands. Nevertheless, the enhancement of innovative assets may likewise enhance the contentment and welfare of educators. Examples of these resources include mentoring programmes, adaptable instructional methods, and cooperative research environments. Universities may customise interventions to provide professors with the necessary resources to overcome challenges and foster a work environment that promotes their professional growth while recognising the dual nature of job demands and available resources. Improving employment resources also involves creating supportive work environments. Universities may do this by establishing mentoring programmes that provide both emotional and informational assistance, fostering a sense of community among teachers. To effectively handle the social aspects of employment, establishing a sense of community among online teachers via virtual workplaces and regular communication channels may be quite beneficial. In conclusion, by effectively using JD-R theory, institutions may improve job satisfaction and cultivate a positive work

environment by actively including lecturers in decision-making and recognising their contributions. Universities may enhance the capabilities of lecturers and increase their work satisfaction by providing targeted professional development opportunities that cater especially to online instructional techniques. This will assist professors grow more proficient and confident in the virtual classroom.

Perceived Organisational Support Theory states that its goal is for workers to completely understand the organization's dedication to and support of them.

There are three primary psychological requirements that, in addition to biological needs, determine human behaviour. These requirements include the need for autonomy, also known as self-determination, the need for competence, also known as feeling competent, and the need for relevance, also known as relevance (Cate et al, 2011). There is an "exchange relationship" connection between the organisation and the employee; in return, teachers will be more fruitful and satisfying for their organisation when they fully understand the university's dedication to and support for them.

Organisations may foster a work climate where instructors feel appreciated, empowered, and supported by adhering to the POS theory's principles. This will boost job satisfaction in the online education industry. According to POS theory, an essential component of organisational support is acknowledging and valuing lecturers' efforts in providing online instruction. In addition to

raising spirits, putting in place rewards, recognition schemes, or public acknowledgement for outstanding online teaching techniques also shows how much you value their work. These programmes support academics' conviction that the institution recognises and values their efforts, which is consistent with POS theory. Investing in professional growth is also essential. Personalised training packages emphasising efficient online pedagogy, together with cutting-edge instructional resources and ongoing learning opportunities, demonstrate a genuine commitment to lecturers' success. This not only increases their perceived competency but also helps professional growth in digital teaching and learning, which is in line with POS theory. Universities may provide open lines of communication that express their unambiguous support for efforts involving online teaching. This can be done by offering thorough instructions, a wealth of resources, and regular updates to show that the institution is dedicated to helping instructors succeed in the virtual classroom. To guarantee that professors feel sufficiently prepared and supported in their duties, provide specific training courses on digital tool use and successful online teaching. Studies that were conducted in the past have shown that effective education often motivates academics to take part in professional activities. One example of a motivation that is often discussed is the use of improved teaching strategies and an increased degree of professionalism in the classroom. According to the findings of this research, the concept of utilising money as a teacher incentive is both feasible and

popular in the area of education policy today (60, Hildebrandt & Eom, 2011).

The fact that financial motivation was shown to be an independent variable serves to reinforce the popularity of the notion. According to Kelley and Kimball (2001), money was a significant initial attraction for the process of professionalisation; but, as other incentives grew more appealing over time, this draw became less compelling. Due to the fact that China and the United Kingdom have various political systems, economic systems, and higher education systems, it is possible that academic institutions in China and the United Kingdom would provide different forms of financial help to their individual teachers. Variations in the amount of financial aid provided to professors at Chinese and UK schools may be attributed to differences in the higher education systems, government funding schemes, and economic conditions. The majority of a university's revenue in the United Kingdom comes from a combination of sources, including subsidies from the government, cash for research, and tuition fees from both domestic and international students. There are predetermined national pay schedules for lectures, and academics who are actively engaged in research have access to a wide variety of funding sources for projects. In spite of this, there has been a substantial decrease in the number of students enrolling from other countries since the COVID-19 outbreak in 2020, mainly from China. This has principally resulted in financial difficulties for educational institutions in the United Kingdom (Sharma, 2020). Due to this, university professors in the United

Kingdom frequently went on strike in the years that followed the outbreak of the disease. On the other side, Chinese universities are also dependent on support from the government and receive tuition fees; nevertheless, the financial climate is defined by a combination of actions taken by both the national and local governments. There may be a significant amount of variation across Chinese universities in terms of the allocation of finances and resources for research, with some institutions devoting precedence to certain areas of study or specialisations. Furthermore, given the diversity of higher education in China, geographical and economic factors may also have an effect on the financial support system for Chinese academics (Yue & Zhou, 2013). This is a reflection of the fact that China has a wide range of higher education institutions. As a foundation, the establishment of a pay structure that is both competitive and equitable would make it possible for organisations to ensure that lecturers get appropriate remuneration for their expertise and the contributions they make to the academic institution. In addition to basic pay, merit pay or performance-based incentives may be used as an incentive tool to clearly relate monetary rewards to great teaching, research, or other notable achievements. This may be done by using the tool in conjunction with basic pay. In order to improve fairness, it is possible to define rules for monetary awards that are both clear and transparent. Additionally, money that is dedicated to conferences and professional development may improve the motivation of lecturers by demonstrating to them that the institution is devoted

to their ongoing development. By offering an advantageous financial environment that includes flexible salary packages, health insurance, retirement plans, and the capacity for lecturers to communicate about their financial issues, it may be possible to further boost the process of encouraging academic staff to be motivated and devoted.

5.0 Conclusion

This article introduces two theoretical frameworks, the Job Demands-Resources (JD-R) Theory and the Perceived Organisational Support Theory, both of which are analysed from the perspective of the employed person, for whom organisational support and development is very important in the case of university lecturers. For university lecturers, organisational support and development is very important. Due to the special status of lecturers, they occupy an important position in the field of education, and their work attitude and results have a direct impact on students' studies. Therefore, it is crucial to improve the job satisfaction of lecturers. High job rewards and high job anxiety will be given when lecturers are very satisfied with their job content. This article also used Chen's study as a case study, in which half of the lecturers reported that they were satisfied with their jobs, but half of the participants reported that they still felt stress at work. Lecturers' quest for "software" is a very important part of an organisation but it is also very difficult to satisfy.

However, this article gives some different ideas to face the challenge based on two different theoretical frameworks.

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