

The development of teacher motivation model for medical universities in Guangxi Province, China

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Abstract: Teacher motivation plays a pivotal role in advancing medical education in Guangxi Province, where high-quality education depends on motivated and competent educators. This study assessed the current state of faculty motivation in medical universities across the region and proposed a development model tailored to their specific needs. A mixed-methods approach was adopted, combining a cross-sectional survey of 326 faculty members and 74 administrators with semi-structured interviews with key stakeholders. Exploratory factor analysis (EFA) of the survey data revealed five key determinants of faculty motivation: job satisfaction, professional identity, subjective well-being, job burnout, and faculty self-efficacy. Based on these findings and insights from expert interviews, a faculty motivation development model was constructed, alongside practical strategies to enhance motivation. These strategies include fostering a supportive work environment, promoting professional growth, and mitigating burnout. The proposed model offers a robust theoretical framework and actionable recommendations for improving faculty engagement, thereby supporting the advancement of medical education in Guangxi Province and providing a foundation for future research.

Keywords: Factor analysis, Guangxi Province, Medical universities, Motivation model, Teacher motivation.

1. Introduction

1.1. Background

In recent years, medical education in Guangxi Province has experienced rapid development, marked by an increasing number of medical universities and a growing demand for high-quality education. The quality of medical education is closely tied to the competence and dedication of its teaching staff, with teacher motivation being a crucial determinant of teaching effectiveness and professional growth. Consequently, investigating teacher motivation in medical universities in Guangxi Province and exploring effective models to enhance it is of significant importance.

1.2. Research Objectives

The primary objectives of this study are:

To evaluate the current state of teacher motivation in medical universities in Guangxi Province.

To identify key factors influencing teacher motivation through exploratory factor analysis.

To develop a comprehensive teacher motivation model based on the research findings and propose practical strategies to enhance teacher motivation.

1.3. Significance of the Study

This study aims to contribute in the following ways:

Provide a theoretical framework for understanding teacher motivation in medical universities, enriching the existing literature in this domain.

Offer actionable recommendations for improving teacher management practices, fostering motivation, and supporting professional development in medical universities.

Enhance the overall quality of medical education in Guangxi Province, contributing to the cultivation of highly skilled medical professionals to meet the region's healthcare and medical industry needs.

2. Literature Review

2.1. Concept and Importance of Teacher Motivation

Motivation is defined as a series of behavioral activities wherein an organization employs external rewards, a conducive organizational environment, specific behavioral norms, and punitive measures to stimulate and sustain desired behaviors among its members, thereby achieving both organizational and individual goals (Gong, Y., 2024). Teacher motivation, as described by Sinclair (2008), encompasses the internal and external factors that drive teachers to engage in teaching activities and pursue professional development. Dörnyei and Ushioda (2021) highlight two key dimensions of teacher motivation: the motivation to teach and the motivation to remain in the profession. Teacher motivation is a critical determinant of teaching quality and professional growth. Highly motivated teachers are more committed to their roles, innovative in their teaching methods, and attentive to student development, all of which contribute to improved educational outcomes.

2.2. Previous Studies on Teacher Motivation

Existing research identifies various factors influencing teacher motivation, including personal attributes (e.g., professional interests, career aspirations), work environment (e.g., school management, availability of resources), and social considerations (e.g., status, recognition). Motivation is closely linked to teacher-student relationships; motivated teachers demonstrate enthusiasm for student progress, while unmotivated teachers often adopt controlling behaviors and hold negative perceptions of students. Studies by Kızıltepe (2008) and Sugino (2010) underscore the significant impact of student behavior on teacher motivation, alongside administrative challenges and economic concerns. Teacher self-efficacy is another crucial factor, mediating the relationship between motivation and professional outcomes, as highlighted by Roth et al. (2007). In the context of English as a Foreign Language (EFL) teaching, despite heightened stress and burnout levels, intrinsic fulfillment derived from teaching sustains many educators' commitment (Karavas, 2010). However, most existing research focuses on general education, with limited attention to teacher motivation in medical universities, particularly within Guangxi Province.

2.3. Recent Studies on Teacher Motivation in China

Recent studies have further explored teacher motivation within the Chinese educational context. For instance, a study on vocational teachers in underdeveloped regions of Northwest China identified challenges such as lack of research knowledge, skills, and resources, which hinder their engagement in research activities. These challenges are closely related to their motivation and professional development (Zhou, N., et al., 2024). Another study examined the well-being of university teachers in China, finding that stressors significantly impact teaching engagement and job satisfaction, which are critical components of teacher motivation (Xu, L., et al., 2023). Additionally, research on pre-service teachers in China highlighted that their motivation levels are influenced by perceptions of teacher morality and the teaching profession's value in society (Ye, W., et al., 2024).

2.4. Research Gaps and the Need for This Study

Although previous studies have provided some insights into teacher motivation, there are still gaps in understanding the specific motivation factors and models for teachers in medical universities in Guangxi Province. The unique characteristics of medical education, such as the high demands of clinical practice and the importance of professional ethics, may lead to different motivation patterns compared to other fields. Therefore, this study aims to fill these gaps by conducting a comprehensive investigation of teacher motivation in medical universities in Guangxi Province and developing a targeted motivation model.

3. Research Methodology

3.1. Research Design

This study adopted a mixed-methods research design, combining quantitative and qualitative research methods. The quantitative research was conducted through a questionnaire survey to collect data on teacher motivation and related factors, and the qualitative research was carried out by in-depth interviews with experts to gain in-depth understanding and validation of the research findings.

3.2. Participants

The participants of this study included 386 teachers from 10 medical universities in Guangxi Province. The sample was selected using a stratified random sampling method to ensure the representativeness of different genders, ages, educational backgrounds, and work experiences. In addition, 9 experts in the field of medical education were invited to participate in the in-depth interviews.

3.3. Data Collection Tools

3.3.1. Questionnaire

A self-designed questionnaire was used to collect data on teacher motivation. The questionnaire consisted of four parts: personal information, job satisfaction, professional identity and subjective well-being. The items in the questionnaire were measured using a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree". The content validity of the questionnaire was ensured through literature review and expert consultation, and the reliability was tested using Cronbach's alpha coefficient, which was found to be above 0.7, indicating good reliability.

3.3.2. Interview

A semi-structured interview guide was developed for the in-depth interviews with experts. The interview questions focused on the experts' views on the current status of teacher motivation in medical universities, the factors influencing teacher motivation, and suggestions for improving teacher motivation. The interviews were conducted online, and each interview lasted about 20 minutes. The interview data were recorded and transcribed for subsequent analysis.

3.4. Data Analysis Methods

3.4.1. Quantitative Data Analysis

The quantitative data collected from the questionnaire were analyzed using SPSS software. Descriptive statistics were used to analyze the demographic characteristics of the participants and the mean and standard deviation of each variable. Exploratory factor analysis was conducted to identify the underlying factors of teacher motivation, and the reliability and validity of the factors were tested.

3.4.2. Qualitative Data Analysis

The qualitative data from the interviews were analyzed using content analysis. The interview transcripts were coded and categorized to identify the main themes and sub-themes. The coding process was independently conducted by two researchers, and the intercoder reliability was tested using Cohen's Kappa coefficient, which was found to be 0.85, indicating good agreement. The qualitative analysis results were used to supplement and validate the quantitative analysis findings.

4. Results

4.1. Demographic Characteristics of the Participants

The demographic characteristics of the 386 participants are shown in Table 1. The results indicate that the sample includes a relatively balanced distribution of genders, with 47.7% male and 52.3% female. The majority of the participants are under 30 years old (33.2%) and 31 - 40 years old (25.1%), and the educational level is mainly master's degree (47.2%). In terms of work experience, 33.2% of the participants have less than 5 years of experience, and 14.5% have 5 - 10 years of experience.

Table 1.
Demographic information of respondents.

Personal situation	Grouping	Frequency(n=386)	Percentage (%)
Gender of respondents	Male	184	47.7
	Female	202	52.3
Age of respondents	Under 30 years old	128	33.2
	31-40 years old	97	25.1
	41-50 years old	87	22.5
	51 years and above	74	19.2
Respondent's highest educational background	Bachelor degree and below	119	30.8
	Master's degree	182	47.2
	PhD and above	85	22
The work experience of the respondents	Under 5 years	128	33.2
	5-10 years	56	14.5
	11-15 years	41	10.6
	16-20 years	39	10.1
	21-25 years	66	17.1
	More than 25years	56	14.5

4.2. Descriptive Statistics of Teacher Motivation Variables

The descriptive statistics of the teacher motivation variables are presented. The mean scores of most variables are above 3.51, indicating a relatively high level of teacher motivation in general. However, there are still some variables with relatively low mean scores, such as "often lacks concern for students' needs" and "the sense of personal accomplishment at work gradually diminishes", suggesting that there is room for improvement in these aspects.

4.3. Exploratory Factor Analysis Results

4.3.1. Factor Extraction

The exploratory factor analysis was performed using the principal component analysis method with varimax rotation. The results showed that five factors with eigenvalues greater than 1 were extracted, explaining a total of 65.158% of the variance. The scree plot was used to assist in determining the number of factors, and it was found that the plot line transitioned from steep to flat at the fifth factor, supporting the extraction of five factors. The scree plot as shown in Figure 1. and the rotated component matrix and communality as shown in Table 2.

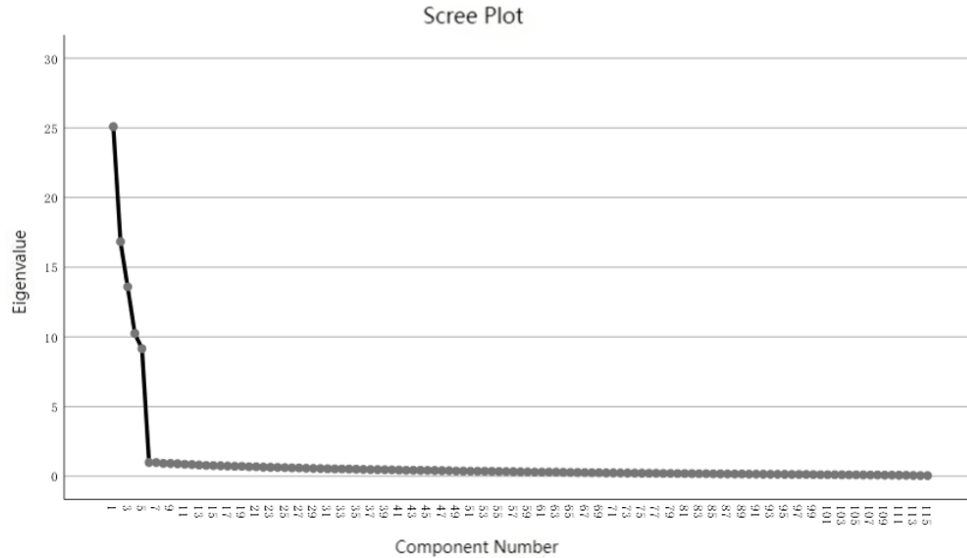


Figure 1.
Scree plot.

Table 2.
Rotated component matrix and communality.

Five factors (Total explained variance: 100%)

No.	Items	Factor loading
	Factor 1: Job satisfaction	
Q7	Advanced teaching equipment, easy to use.	0.903
Q72	The overtime pay system is improved.	0.885
Q33	The office has plenty of space for working.	0.885
Q92	Welfare benefits can motivate work enthusiasm.	0.878
Q81	Trust among colleagues is high.	0.875
Q64	The standards for professional title evaluation are clear.	0.872
Q113	Further education and improvement can significantly help career development.	0.868
Q38	Society respects the teaching profession highly.	0.867
Q67	Leaders can provide timely feedback on work progress.	0.835
Q63	The office environment is comfortable.	0.826
Q8	The year-end bonus system is fair and reasonable.	0.821
Q78	The content of further training meets the needs of career development.	0.821
Q1	Leaders can effectively assign work tasks.	0.810
Q27	The professional title promotion system is transparent and fair.	0.808
Q86	The work is fulfilling.	0.793
Q85	Welfare benefits are sufficient to support living needs.	0.793
Q107	The work tasks are challenging.	0.788
Q16	The learning results can be effectively applied to work.	0.783
Q37	The working facilities are complete and well maintained.	0.778
Q10	High workplace safety.	0.776
Q88	The income level is proportional to the workload.	0.775
Q111	The teachers' work contributions are widely recognized.	0.773
Q48	Leaders respect employees' opinions and suggestions.	0.771

Q55	The social status of teachers can be recognized.	0.769
Q87	The leadership and management style is fair and just.	0.764
Q12	Teachers have a positive image in social activities.	0.763
Q44	The career development prospects brought by job title promotion are clear.	0.757
Q62	Colleagues can support and help each other.	0.755
Q70	The working hours are arranged reasonably.	0.755
Q28	Communication between leaders and colleagues is smooth.	0.721
Q36	Further study is supported with sufficient time.	0.715
Q47	The work team atmosphere is positive.	0.710
Q74	Job responsibilities are clear.	0.705
Q99	Work tasks are matched with individual abilities.	0.700
Q100	Promotion opportunities can motivate teachers to continue learning.	0.699
Q101	The cooperative relationship between colleagues is harmonious.	0.687
Q75	Teachers' sense of social responsibility is demonstrated.	0.683
Q53	The promotion path is clear and feasible.	0.675
Q31	Leaders care about their employees' career development.	0.666
Q94	Opportunities for further study are abundant and fair.	0.660
	Factor 2: Professional identity	
Q20	Ability to proactively seek out career development opportunities.	0.875
Q42	The teaching profession can meet personal career expectations.	0.867
Q79	Teaching is a fulfilling job.	0.862
Q4	Ability to continue learning to improve professional skills.	0.853
Q108	Work performance is highly responsible.	0.851
Q91	The emotional experience at work is positive.	0.850
Q90	Work can reflect personal values.	0.848
Q104	Work can realize one's career ideals.	0.843
Q35	Willing to accept challenges and innovations at work.	0.833
Q6	Career development is consistent with personal values.	0.829
Q24	Have a strong sense of belonging to the work.	0.828
Q83	Have a strong sense of responsibility for the teaching profession.	0.822
Q71	Have a positive outlook on the teaching profession.	0.805
Q95	Have a strong sense of social responsibility for the teaching profession.	0.801
Q106	Have a clear understanding of the teaching profession.	0.795
Q46	Work can reflect the value of social contribution.	0.787
Q39	Demonstrates a positive and proactive attitude at work.	0.783
Q32	The sense of identification with one's career increases with the number of years of working.	0.778
Q60	Positive attitude towards career development.	0.755
Q98	The teaching profession provides a stable career.	0.738
Q19	Full of confidence in the future of the teaching profession.	0.732
Q49	Passionate about the teaching profession.	0.722
Q76	Have a strong sense of mission in teaching.	0.721
Q96	There is a high level of emotional identification with the teaching profession.	0.708
Q89	Personal career goals are consistent with job content.	0.695
	Factor 3: Subjective well-being	
Q45	The workload is overloaded.	0.915
Q26	The work role is consistent with the life plan.	0.891
Q41	There are fewer mood swings at work.	0.872

Q9	Able to continuously improve teaching level.	0.860
Q66	Have strong problem-solving ability at work.	0.851
Q110	Able to relieve work stress through self-regulation.	0.847
Q61	Work can promote personal career development.	0.844
Q112	Have confidence in achieving your goals at work.	0.834
Q21	Work can realize self-worth.	0.830
Q13	Be competent in existing teaching tasks.	0.827
Q34	Work stress affects mental health.	0.824
Q105	The time for scientific research is tight.	0.823
Q22	Able to cope with various challenges at work.	0.820
Q115	The balance between teaching and research work is difficult to maintain.	0.814
Q59	Work can meet personal growth needs.	0.811
Q103	Psychological support is helpful for work motivation.	0.807
Q43	The urgency of work tasks often leads to excessive stress.	0.802
Q114	Mental state can affect work efficiency.	0.794
Q109	The teaching work is stressful.	0.790
Q30	Work can enhance one's sense of social value.	0.765
	Factor 4: Job burnout	
Q51	The sense of personal accomplishment at work gradually diminishes.	0.905
Q5	Often lacks concern for students' needs.	0.885
Q25	Being overly emotionally invested in work.	0.875
Q23	The attitude towards others at work becomes indifferent.	0.858
Q97	After working for a long time, I feel that my self-efficacy is gradually lost.	0.818
Q73	Decreased emotional investment in colleagues or students.	0.815
Q18	Feeling dissatisfied with career achievements.	0.814
Q93	Gradually lose interest in interpersonal interactions at work.	0.812
Q29	Often feels that achievement at work is elusive.	0.812
Q57	Emotional exhaustion affects work productivity.	0.800
Q56	The fatigue at work gradually increased.	0.798
Q65	Often feel drained of energy.	0.786
Q84	Long hours of work lead to emotional exhaustion.	0.779
Q14	Lack of confidence in one's performance at work.	0.749
Q69	Feeling apathetic about interpersonal interactions at work.	0.701
	Factor 5: Teacher Self-Efficacy	
Q11	Good atmosphere of collaboration among teachers.	0.866
Q40	Cooperation among teachers can promote the improvement of teaching quality.	0.865
Q68	Collaboration among teachers is active and effective.	0.854
Q54	There is good interaction between teachers and students in the classroom.	0.850
Q17	Professional development needs can be taken seriously.	0.840
Q82	Professional development plans are aligned with individual career goals.	0.827
Q15	Collaboration among teaching teams can improve work efficiency.	0.815
Q52	Classroom discipline is managed properly.	0.804
Q77	The classroom atmosphere can stimulate students' interest in learning.	0.782
Q2	Professional development policies can promote teacher growth.	0.768
Q102	The school has a clear career development plan.	0.765
Q3	The school provides abundant career development opportunities.	0.762
Q58	Teaching and learning activities in the classroom are effectively organized.	0.739
Q80	Teachers are able to support each other and share resources.	0.72
Q50	The classroom atmosphere is positive and conducive to pupils' learning.	0.714

4.3.2. Factor Interpretation

The five factors were named as follows:

Job Satisfaction: This factor includes items related to teaching equipment, working environment, remuneration, and interpersonal relationships. Teachers with high job satisfaction are more likely to be motivated in their work.

Professional Identity: It refers to teachers' recognition and acceptance of their profession, including their sense of mission and value in medical education. A strong professional identity can enhance teachers' motivation and commitment.

Subjective Well-being: This factor reflects teachers' overall satisfaction with work and life, including their sense of achievement, happiness, and work-life balance. Higher subjective well-being is associated with greater motivation.

Job Burnout: It represents the state of physical and mental exhaustion and negative attitude caused by long-term work pressure. Job burnout can significantly reduce teacher motivation and work performance.

Teacher Self-Efficacy: It refers to teachers' belief in their ability to perform teaching tasks effectively. Teachers with high self-efficacy are more confident and motivated in their teaching.

4.4. Qualitative Interview Results

The qualitative interview results provided in-depth insights into the factors influencing teacher motivation. The experts emphasized the importance of job satisfaction, professional identity, and subjective well-being in motivating teachers. They also pointed out that job burnout is a major obstacle to teacher motivation and suggested that measures should be taken to prevent and alleviate it. In addition, the experts believed that enhancing teacher self-efficacy through training and support is crucial for improving teacher motivation.

5. Discussion

5.1. Current Level of Teacher Motivation in Medical Universities in Guangxi Province

The results of this study indicate that the overall level of teacher motivation in medical universities in Guangxi Province is relatively high, but there are still some areas that need improvement. Teachers are generally satisfied with their work environment and career development opportunities, but they also face challenges such as heavy workloads and high work pressure. In addition, some teachers may lack a strong sense of professional identity and subjective well-being, which may affect their motivation and commitment.

5.2. Key Factors Influencing Teacher Motivation

5.2.1. Job Satisfaction

Job satisfaction is an important factor affecting teacher motivation. Teachers' satisfaction with teaching tasks, remuneration, and working environment can directly impact their enthusiasm and initiative in work. To improve job satisfaction, schools should pay attention to the reasonable allocation of teaching tasks, improve the salary and welfare system, and create a good working environment.

5.2.2. Professional Identity

Professional identity plays a crucial role in teacher motivation. Teachers' recognition and acceptance of their profession can enhance their sense of mission and responsibility, and motivate them to pursue professional excellence. Schools should strengthen the publicity and education of medical education, improve career development planning and incentive mechanisms, and help teachers establish a strong professional identity.

5.2.3. Subjective Well-being

Subjective well-being is closely related to teacher motivation. Teachers' overall satisfaction with work and life, as well as their sense of achievement and happiness, can influence their work attitude and

performance. Schools should take measures to reduce teachers' work pressure, pay attention to their physical and mental health, and provide more opportunities for them to achieve personal value.

5.2.4. Job Burnout

Job burnout is a negative factor that can seriously undermine teacher motivation. Long-term work pressure and heavy workloads can lead to teachers' physical and mental exhaustion and negative emotions. To prevent and alleviate job burnout, schools should reasonably arrange teachers' workloads, provide psychological support and counseling, and establish an effective incentive mechanism.

5.2.5. Teacher Self-Efficacy

Teacher self-efficacy is an important internal motivation for teachers. Teachers' belief in their ability to perform teaching tasks effectively can affect their choice of teaching methods and their persistence in the face of difficulties. Schools should provide professional training and development opportunities, establish an effective guidance and support mechanism, and encourage teachers to innovate and practice to enhance their self-efficacy.

5.3. Proposed Teacher Motivation Model

Based on the research findings, a teacher motivation model for medical universities in Guangxi Province was proposed (Figure 2). The model emphasizes the interaction and mutual influence of the five factors. Job satisfaction, professional identity, and subjective well-being are positive factors that can enhance teacher motivation, while job burnout is a negative factor that needs to be alleviated. Teacher self-efficacy plays a mediating role in the relationship between these factors and teacher motivation. Schools can improve teacher motivation by enhancing job satisfaction, strengthening professional identity, promoting subjective well-being, preventing job burnout, and improving teacher self-efficacy.

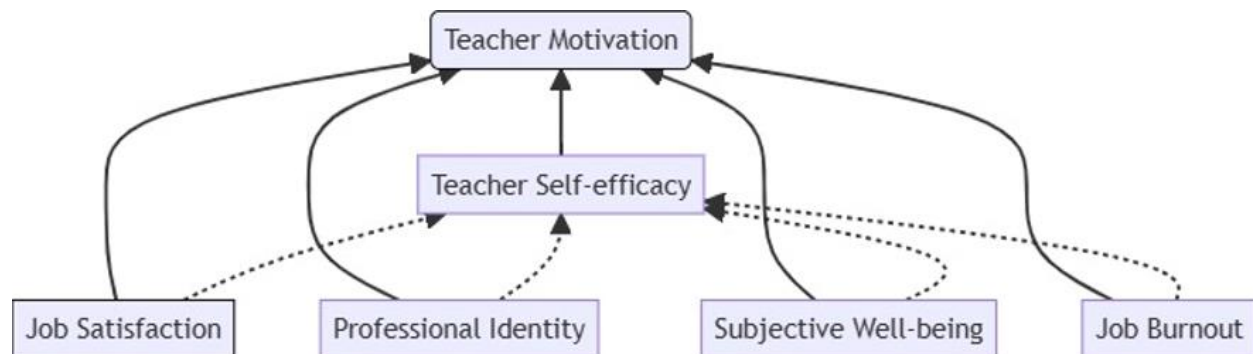


Figure 2.
Teacher motivation model for medical universities in Guangxi province.

5.4. Strategies for Improving Teacher Motivation

5.4.1. Optimizing the Working Environment

Schools should invest in improving teaching facilities and equipment, providing comfortable offices and laboratories, and creating a harmonious interpersonal environment. This can help improve teachers' job satisfaction and enhance their motivation.

5.4.2. Strengthening Professional Development Support

Offer professional training and development opportunities, such as attending academic conferences, participating in teaching workshops, and conducting research projects. Provide career development guidance and support, including clear career paths and promotion criteria, to help teachers enhance their professional identity and self-efficacy.

5.4.3. Promoting Work-Life Balance

Reasonably arrange teaching tasks and working hours to avoid overwork. Encourage teachers to participate in cultural and sports activities and provide psychological counseling services to help them relieve work pressure and improve subjective well-being.

5.4.4. Establishing an Effective Incentive Mechanism

Set up a scientific and reasonable evaluation and incentive system, including performance-based rewards, honorary awards, and career advancement opportunities. Recognize and reward teachers' outstanding work and contributions in a timely manner to stimulate their motivation.

5.4.5. Fostering a Positive Campus Culture

Organize various academic and cultural activities to create a positive and innovative campus atmosphere. Strengthen the communication and cooperation between teachers and promote the sharing of teaching and research experiences. This can enhance teachers' sense of belonging and professional pride.

5.5. Implications for Teacher Management and Development

The findings of this study have important implications for teacher management and development in medical universities in Guangxi Province. School administrators should pay attention to the needs and feelings of teachers, take measures to improve teacher motivation, and create a good working environment and development space for teachers. At the same time, teachers themselves should also actively participate in professional development activities, enhance their self-efficacy and professional identity, and strive to improve teaching quality and personal development.

6. Conclusion

6.1. Summary of the Study

This study investigated the teacher motivation in medical universities in Guangxi Province through a mixed-methods approach. The results showed that teacher motivation is influenced by multiple factors, including job satisfaction, professional identity, subjective well-being, job burnout, and teacher self-efficacy. Based on these findings, a teacher motivation model was proposed, and strategies for improving teacher motivation were suggested.

6.2. Research Contributions

This study contributes to the existing literature by providing empirical evidence on the factors influencing teacher motivation in medical universities in Guangxi Province. The proposed motivation model and strategies can serve as a reference for improving teacher management and motivation in similar institutions. In addition, the study also highlights the importance of considering the unique characteristics of medical education and the local context in promoting teacher motivation.

6.3. Limitations and Future Research Directions

Although this study has obtained some valuable results, it also has some limitations. The sample size of this study is relatively small, and the research results may not be fully representative. Future research can expand the sample size and conduct in-depth investigations in different regions and types of medical universities. In addition, longitudinal studies can be carried out to track the changes in teacher motivation over time and explore the long-term effects of different strategies. Moreover, further research can also focus on the relationship between teacher motivation and teaching effectiveness, as well as the impact of external factors such as policy changes and social environment on teacher motivation.

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