

**INFLUENCE OF SPOUSE SUPPORT AND MARITAL
SATISFACTION ON THE RELATIONSHIP BETWEEN JOB
SATISFACTION AND TEACHING ABILITIES OF FEMALE
TEACHERS AT UNIVERSITIES IN GUANGXI, CHINA.**

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**FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR**

2024

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**THESIS SUBMITTED IN FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY**

**FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR**

2024

**UNIVERSITY OF MALAYA
ORIGINAL LITERARY WORK DECLARATION**

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**INFLUENCE OF SPOUSE SUPPORT AND MARITAL SATISFACTION ON
THE RELATIONSHIP BETWEEN JOB SATISFACTION AND TEACHING
ABILITIES OF FEMALE TEACHERS AT UNIVERSITIES IN GUANGXI,
CHINA.**

ABSTRACT

Although teachers' job satisfaction has been studied for a long time, there has been little past research on the job satisfaction of married female university teachers in their social identities, and even less research on teachers' teaching abilities in specific contexts. Therefore, this study aims to examine whether the marital satisfaction and spouse support of married female university teachers have a mediating effect on their job satisfaction and teaching ability. The author conducted the research in a quantitative way, theoretical validity and reliability of variable scales were established in the study context prior to data collection, and then a total of 556 married female teachers from 8 universities in Guangxi, China participated in the questionnaire collection of this study. Then, the author uses descriptive analysis, multiple linear analysis and Module 4 of PROCESS (multi-mediators) to further analyse the research data. The results show that female university teachers' job satisfaction (Mean=3.6473, SD=.65561) and marital satisfaction (Mean=3.7286, SD=.70586) are both in high satisfaction level, and also their satisfaction performance is often evident. At the same time, female teachers perform well in terms of the current state of perceived spouse support (Mean=3.7300, SD=.68724), presenting the main outcome dimension of presence and showing more recognition and existential satisfaction with the implementation and current state of their own teaching abilities

(Mean=3.8015, SD=.64941). Furthermore, the research results show that the job satisfaction of married female teachers has a significant impact on teachers' marital satisfaction, spouse support and teaching ability, which means when teachers' job satisfaction is improved, the other three aspects will also be followed by a positive development. In the verification of mediating variables, it shows that the marital satisfaction of married female university teachers has a significant mediating effect on the relationship between job satisfaction and teaching ability of teachers; while their spouse support is not significant mediating effect on the relationship between job satisfaction and teaching ability. In a sense, therefore, this study has deepened and clarified the basic characteristics about teachers' teaching abilities, includes specific dimensions of presentation of teaching abilities. At the same time, the single-gender specific study also prepares the ground for future comparative studies between male and female teachers on the relevant dimensions. It is therefore, which hoped that this study will enable universities and academic departments to pay attention to the situation of teachers and to optimise policies and support for teachers in terms of working hours, career development and work-life balance with gender detail perspective. It is also hoped that female teachers themselves will pay attention to the long-term significance of their married life, as well as to their own life satisfaction and well-being, in order to be better prepared to demonstrate their teaching abilities and to ensure the quality of their teaching.

**PENGARUH SOKONGAN PASANGAN DAN KEPUASAN PERKAHWINAN
TERHADAP HUBUNGAN DI ANTARA KEPUASAN KERJA DAN
KEMAMPUAN MENGAJAR DALAM KALANGAN GURU WANITA DI
UNIVERSITI DI GUANGXI, CHINA**

ABSTRAK

Walaupun kepuasan kerja guru telah dikaji sejak sekian lama, terdapat sedikit kajian lepas mengenai kepuasan kerja guru universiti wanita yang sudah berkahwin dalam identiti sosial mereka, malah kurang kajian tentang kebolehan mengajar guru dalam konteks tertentu. Oleh itu, kajian ini bertujuan untuk mengkaji sama ada kepuasan perkahwinan dan sokongan pasangan guru universiti wanita yang telah berkahwin mempunyai kesan pengantara terhadap kepuasan kerja dan keupayaan mengajar mereka. Pengkaji menjalankan penyelidikan secara kuantitatif. Kesahan teori dan kebolehpercayaan skala pembolehubah telah diwujudkan dalam konteks kajian sebelum pengumpulan data, dan dijalankan. Seramai 556 guru wanita berkahwin di 8 universiti di Guangxi, China mengambil bahagian dalam pengumpulan soal selidik kajian ini. Kemudian, pengkaji menggunakan analisis deskriptif, analisis linear berganda dan Modul 4 PROSES (multi-mediator) untuk menganalisis data kajian dengan lebih lanjut. Depatan Kajian menunjukkan bahawa kepuasan kerja guru wanita universiti (Min=3.6473, SD=.65561) dan kepuasan perkahwinan (Min=3.7286, SD=.70586) kedua-duanya berada pada tahap kepuasan yang tinggi, dan juga prestasi kepuasan mereka sering terbukti. Pada masa yang sama, guru wanita menunjukkan prestasi yang baik dari segi keadaan semasa yang dirasakan sokongan pasangan (Min=3.7300, SD=.68724), membentangkan dimensi hasil utama kehadiran dan menunjukkan lebih banyak pengiktirafan dan kepuasan wujud dengan pelaksanaan dan keadaan semasa. kebolehan mengajar mereka sendiri (Min=3.8015, SD=.64941). Tambahan pula, hasil kajian menunjukkan bahawa kepuasan

kerja guru wanita yang sudah berkahwin memberi impak yang signifikan terhadap kepuasan perkahwinan guru, sokongan pasangan dan keupayaan mengajar, bermakna apabila kepuasan kerja guru bertambah baik, tiga aspek lain akan turut diikuti oleh perkembangan positif. Dalam pengesahan pembolehubah pengantara, menunjukkan bahawa kepuasan perkahwinan guru universiti perempuan yang telah berkahwin mempunyai kesan pengantara yang signifikan terhadap hubungan antara kepuasan kerja dan keupayaan mengajar guru; manakala sokongan pasangan mereka tidak memberi kesan pengantara yang signifikan terhadap hubungan antara kepuasan kerja dan kebolehan mengajar. Daripada satu segi, oleh itu, kajian ini telah mendalami dan menjelaskan ciri-ciri asas tentang kebolehan mengajar guru, termasuk dimensi khusus penyampaian kebolehan mengajar. Pada masa yang sama, kajian khusus jantina tunggal juga menyediakan landasan untuk kajian perbandingan masa depan antara guru lelaki dan perempuan mengenai dimensi yang berkaitan. Oleh itu, kajian ini diharapkan dapat membolehkan universiti dan jabatan akademik memberi perhatian kepada situasi guru dan mengoptimalkan dasar dan sokongan kepada guru dari segi waktu bekerja, pembangunan kerjaya dan keseimbangan kerja-kehidupan dengan perspektif terperinci jantina. Guru wanita juga diharapkan dapat memberi perhatian kepada kepentingan jangka panjang kehidupan berumah tangga mereka, serta kepuasan hidup dan kesejahteraan mereka sendiri, agar lebih bersedia untuk menunjukkan kebolehan mengajar mereka dan memastikan kualiti pengajaran mereka.

ACKNOWLEDGEMENTS

First and foremost, all praise and thanks go to the family I miss the most, my dad (Yang Shao Pao), my mum (Wang Yang Qiu) and my little brother (Yang Jian). Because of them, I have been able to persevere until now and have the opportunity to continue to pursue my dreams. I was a poor student, but they believed in my success, and their unconditional trust and encouragement has been with me all the way to this point. So, today I am telling them through my efforts that I have succeeded. I thank them for raising and encourage me, for their endless love for me and for taking care of me for almost 30 years. I love you all. Thank you all.

I would also like to thank my most respected and dearest supervisors, Associate Prof. Dr. Kazi Enamul Hoque and Associate Prof. Dr. Ahmad Zabidi Bin Abdul Razak, for their professional guidance, support, advice and encouragement. My dearest Dr., it was your guidance that made it possible for me to complete my milestone, it was your guidance that infected me and your support that inspired me and made me willing to continue on this path that I love, thank you so much. And of course, thanks again to Associate Prof. Dr. Kazi Enamul Hoque, thank you, for bringing me to the door of academia. It's a beautiful path, I will always love it and chase it, thank you.

I would like to thank my dear bosom friend Xu Jinghong for your encounters and like-mindedness, even though it was hard for us to meet. But you always inspire me and makes me believe that my ideas have merit. I'm also sure your path to a PhD will go well, wish us a success.

And also, my friends who have accompanied me along the way, Pan Sijing, Zhao Yangyang, Feng Xueling, Qin Chuantao, I am so lucky to have met you all and thankful that we have been able to become friends, as well as for your company and help. For my tutors (Wei Liuya and Gong Rufeif), without your help during my undergraduate studies, I could not have come this far. I also like to thank all the students I have taught, whether they are kindergarteners, primary school students, junior high school students or college students, because you have helped me to find what I want to do with my life, which is to be a teacher. I sincerely express my gratitude to each and every one of you for your support and help, and the time I spent with you is always the time I cherish.

I would also like to take this opportunity to thank our Faculty of Education, as well as the teachers and office staff at the University of Malaya for your guidance, help and all the smiles. I am very grateful to the university for believing in me and giving me this precious opportunity to study, you have made me who I am today and one day I will make you proud.

Thank you very much.

May the world be at peace.

May the world be filled with love.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

According to Li Zhengyuan (2021) on the high-quality transformation of higher education, it is mentioned that people are an important factor in the entire concept of productivity. As a determinant of production activities, people are the most fundamental link and an important decisive link in social development, that means that education has become the most basic. In higher education, which occupies a decisively important position and role in the development of an individual, a country and the whole society. Chinese scholar Wang Dinghua (2021) pointed out that higher education is an important symbol that reflects the development level and potential strength of a country and a nation. Colleges and universities, as the cradle of talent training and the frontier of technological development and innovation, undertake the major mission of cultivating more innovative talents and high-quality talents for the society, and play an important role in supporting and leading the process of promoting high-speed and high-quality economic and social development (Zhong Denghua, 2019).

Naturally, the educational executor of university education is the lecturers in the university classroom. Under such a social function and educational role of higher education, the introduction and implementation of various reform measures of university

education, and then to the rapid development of the social economy under the action of rapid development, higher academic and scientific research requirements have been imposed on colleges and universities. Then, in addition to the normal teaching work of teaching and educating people, university lecturers should carry out more scientific research to better serve and help the society, so as to assume more and more social responsibilities (Zhu Mengfei, 2019). According to Dill and Van (2010), higher education plays an important and crucial role in the development of human capital, entrepreneurial perspectives, and innovative practises associated with a sustainable knowledge economy. Mastrokougou et al. (2022) explain that university teaching can be defined as an academic activity that requires a wide range of professional skills and practices, as well as a high level of disciplinary and other contextual expertise. Facing the current situation of the society's increasing expectations for higher education, teachers face and bear different degrees of occupational pressure and scientific research development pressure. Occupational pressure will also cause different burnout in their emotions, behaviours and attitudes, exhaustion reaction performance, so that teachers have different degrees of teaching performance. Such phenomena have also made topics such as teacher's role confusion, psychological pressure, physical and mental health, and job burnout which become the irreversible research hotspot in recent years.

As mentioned by Ali (2012), satisfaction is an important factor aspect of human resources that must be continuously researched according to social processes and is a research board that requires continuous research and learning. Because, as the most important human

capital for educational development and educational institutions, teachers are the most important asset and need to be managed in a state of constant attention and development in order to enable and further ensure that the satisfaction of the potential human resource plays an important role in contributing to the effective functioning and development of the organisation as a whole and of the teachers in society. For human resource management means the set of activities that arise from attracting, developing and maintaining the members of an organisation to perform an effective workforce (Griffin, 1997). Thus, human resource management in education is also about the effective capital utilisation, development and management of human capital in the field of education (Tanjung, 2020). As stated by Ali (2012), satisfaction exists as a necessary and indispensable developmental factor of human resources in organisations. The practice of human resource management necessarily needs to consider the state of human capital in the organisation in terms of job satisfaction and performance improvement (Ramada, 2020). In turn, when viewed in the context of human resource management in education, teachers' job satisfaction is also an important and indispensable component of educational management activities because the state of teachers' job satisfaction will directly affect their performance (Ololube, 2006), productivity (Sahito & Vaisanen, 2017), and overall well-being situation (Ortan, Simut, & Simut, 2021).

But, Madeline Will (2022) states that 'job satisfaction among teachers is consistently low' and explains that, in the face of this, more than half of teachers advise young students not to pursue a career in education. As researchers have suggested, job satisfaction is not only

closely linked to teacher retention, but its development will also contribute to the well-being of teachers and their students, the overall cohesion of schools and the overall performance of teachers' professional status (Toropova et al., 2021). There has been much research focusing on job satisfaction, but even now it remains crucial, even though it is a hot topic that has been going on for a long time and, after all, the level of job satisfaction among teachers still needs to be improved.

Finding that Okpara et al. (2005) were among the first researchers to examine the gender gap in job satisfaction, concluding that: female teachers were able to experience higher satisfaction in their relationships with colleagues, while for male teachers more attention was given to salary, promotion and overall satisfaction. Next, Srivastava and Mogra (2015) found that: females placed more emphasis on administrative aspects in their satisfaction assessment, while males placed the importance of the work environment above administrative factors; and then the more serious fact that female teachers have not yet given the most realistic answers to their level of job satisfaction suggests that they are still undecided as to how best to assess their satisfaction level status (Agyemang & Arkorful, 2013; Mangi et al., 2011).

In summary, it is precisely because of the current demand for higher education in the context of social and economic development and the current performance of female teachers and female's professional development in higher education institutions the

current situation presents itself that the interrelationships and performance states. As a result of under the social culture and perception, it can be very important and confusing for female to achieve personal value in their professional or personal workplace. Because of the demand for higher education, the current performance of female teachers, the interrelationships and performance states of teachers' teaching and their work-life are need to be further explored. This is why the perceptions and performance of married female teachers regarding their job satisfaction and their teaching ability, as well as their perceptions of marital satisfaction and spouse support, are central to this study.

1.2 Background of the study

In China's labour market, it is an indisputable fact that female occupy the same market importance as men. According to the newly released 2021 education statistics presented by the Ministry of Education of the People's Republic of China, the data show that in 2021, there will be about 629,800 female full-time teachers in China's general colleges and universities, accounting for 49.59 per cent of the total number of full-time teachers in colleges and universities, and that the ratio of male to female teachers will be basically the same.

In the light of the Sustainable Development Goals (SDGs) for 2030, such a ratio of men to women highlights the achievement of 'gender equality' in Chinese higher education environment. Of course, for the state of health and well-being of teachers, the

organisational development of higher education institutions, and the high level of educational development in the higher education environment; the SDGs are precisely the same as for the goals of 'Establish Good Health and Well-Being', 'Provide Quality Education', and 'Guarantee Peace, Justice, and Strong Institutions'. From this sustainable development goal, it can be understood that, in addition to the equality of personalities, the construction of physical and mental health, improvement of education, and the construction and development of organisations are long-term construction goals that still in the promoting and solving status. Teacher, as the transmitter of education, is an indispensable and important exist in the development of the educational organisation and the concrete presentation of the quality of education. A holistic understanding and development of teachers is an important prerequisite for the sustainable development of a solid society.

However, it is a concern that the mental health of teachers is in a tense and dangerous situation (Yang et al., 2019). Along with Cai et al. (2021) in the face of the rapid process and development of the society, the changes in the social ecology will also affect the sensitive and dynamic psychological state of the people, so there is a need to constantly understand the psychological changes through a dynamic perspective.

As mentioned in the previous section, there is a difference in emphasis between male and female in assessing their satisfaction status; at the same time, in the face of fast

development, starting from a single-sex perspective will also be conducive to breaking through the overall analytical framework, and to understand the difference in the status of the two genders in the assessment of satisfaction from a more comprehensive and accurate point of view (Yu & Wei, 2023), for this reason, the object of this study is the state performance and relationship between the working and living conditions of female university teachers in the context of such social development and educational processes, and their teaching level performance in their social roles.

As far as female is usually positioned in traditional roles, such as wife, daughter-in-law, mother and sister, etc., and are often associated with family, marriage, children, household chores, etc. Telayneh (2019) mentions the acceptance that even when female is active in the workplace as a professional woman, she is only a wife in the family. Morgan et al. (2021) and Schiebinger and Gilmartin (2010) successively mention that female teachers in higher education settings spend more time than their male counterparts on housework and childcare, spend much more time than male teachers. Furthermore, when female enter the higher education workplace, they are usually of marriageable age, and the establishment of a family is a necessary and important part of most people's lives. The establishment of family begins with a legal marriage. More so, Kemunto et al. (2018) highlighted through their research to the extent that the emotional support teachers receive when they are in a marital situation can support their satisfaction performance to some extent. According to the key findings of Fan Jieqiong (2013), it was noted that because of the special physiological needs of female, such as pregnancy, childbirth, and

breastfeeding, which take up a lot of time and energy for female teachers, it was confirmed that, due to their special nature, they are unable to devote themselves to their work, which affects female teachers' job satisfaction.

As a university worker, teaching, student work, and other matters are inevitable. This is what makes this study so important. How does a female academic adjust and better organise and conduct her affairs when she is multi-tasking, and what is the teaching performance of female teachers in the classroom? As gardeners (teachers) who water the flowers (students) and need to balance work and family life. This is another important aspect of this study. Therefore, this study also hopes to further explore the specific situation of female universities teachers in teaching positions in China, including spouse support, job satisfaction, and marital satisfaction. Understanding the real situation of female, and creates a better space for female to develop, and also provides some theoretical basis and favourable suggestions for teachers' teaching and personal development.

1.3 Statement of Research Problem

Teachers, as the key task of granting professional knowledge, transmitting moral values and norms of behaviour, are the bridge of communication between the modern and contemporary young generation of students and the world. They exist as a knowledge intermediary. Therefore, considering whether teachers have the 'enlightenment' ability

also provides higher quality and more effective basic work for higher education.

However, in the face of such big data, Luo Heng and Li Meiqing (2021) mentioned that the teaching capacity of teachers in Guangxi's undergraduate colleges and universities is insufficient, the number of teachers does not match the student ratio, and the structure of the teaching team is too young. At the same time, Wang Lili (2021) also emphasizes the urgent status quo performance for the improvement of teaching ability of university teachers in Guangxi region. Further, based on the gap between the higher education level of the Guangxi region itself and other first-tier cities in China, the academic level of teachers in Guangxi universities is ranked lower overall; at the same time, the small number of teachers, low academic level, and unreasonable structure of teachers' titles are all challenges that Guangxi higher education has faced in recent years (Cui Yan, & Shen Chuang., 2018). In view of the above-mentioned increase in the number of students and the changes in the form of higher education in China, the overall level of teachers in Guangxi is not commensurate with the quality of teaching given to students. It is therefore urgent to understand the present of teachers' teaching ability, to control the quality of teaching in real time, and to take measures to improve the current situation of teachers' teaching.

Zhang Jiani (2014) explains that teachers' abilities are an expression of the combination of personal characteristics, professional knowledge, teaching skills and attitudes that are

required for effective teaching and learning in a variety of contexts. In addition, there are factors affecting the performance of teaching ability, because things are relevant (Zhang Jiani, 2014). In previous research, Liu Jinhua (2021) and Jiang Guizhen (2012) have explored the relationship between teachers' own perceptions of teaching and beliefs and the psychological qualities of teachers. In addition, Zhao Qinghe (2021) mentions that teachers' communication styles and personal life status will also have a range of effects on the demonstration of teachers' teaching abilities. Chen et al. (2006) put it bluntly: if teachers are to have high-quality teaching and student learning outcomes, then it is imperative that they are satisfied with their work, and this is also true for educational organisations, which need to prioritise teacher job satisfaction for overall teaching and quality assurance. Bagga (2020) expands the study of influencing factors to six dimensions: freedom and autonomy at work, appreciation in teaching, job security, convenient and suitable working hours, job recognition, and job remuneration.

Each individual living in society, from the smallest group team to the family unit, to being part of a socio-economic, occupational, or religious group, is a clear indication that the existence of the group is an integral part of the individual's existence in society (Cuceloglu, 1997). In terms of the individual, socialisation begins first in the family, and as it grows and develops beyond the family, the circle of socialisation slowly begins to develop and expand, from school, to external organisational groups, to the workplace. Thus, within this social environment and climate, social support can provide comfort, reassurance, confidence, a sense of love and belonging, and a sense of groundedness when

people are experiencing a particular period of stress and strain (Sarafino & Smith, 2011). In line with Liu L (2013) on barriers to female teachers' use of social support, including conflict with spouses over differences in domestic and parenting attitudes, female teachers in higher education are more likely to be in conflict with their spouses due to long-standing 'male dominance'. Yang, Guo, & Huo (2012) suggest that female often choose to sacrifice themselves when spouses are in conflict over their professional development. Therefore, it is worthwhile to understand how female teachers experience their level of spousal support, given the social support considerations and choices they make, as well as the concessions and other circumstances that female in marital relationships may make to their spouses. Furthermore, it is because the research support for spouse support for teachers is not yet abundant, and among the few past studies, Nuzhat-UI-Ain and Faiza Safgar (2016) specifically highlight that the relationship with the spouse will have a direct effect on the psychological development of female employees. Spouse support and communication between spouses are the most important factors influencing female's psychological well-being (Johnson & Wu, 2002; Manne & Glassman, 2000).

It is because Chen et al. (2006) state outright that if teachers are to have high quality teaching and excellent learning outcomes for their students, it is imperative that they are satisfied with their jobs in the first place and that they need to prioritise their job satisfaction. Saner and Eyupoglu (2012) explain the reason why job satisfaction has been discussed in this way for more than 60 years is that it has an impact on work-related

behaviour; including motivation, productivity, organisational commitment, attendance, turnover rates and even the state of relationships between employees. In such an argument, it is possible to recognise that the first issue to address in terms of improving the quality of teaching is the psychological state of teachers.

Since 2017, the construction and implementation of 'double first-class' has led Chinese higher education institutions to continuously raise the teaching requirements for university faculty (Peters & Besley, 2019). Tian and Lu (2017) point out that in the context of higher education in China, Higher educational institutions (HEIs) place more importance and emphasis on research outcomes as far as teaching is concerned, and this phenomenon increases teachers' pressure. More importantly, Rongsheng and Layraman (2022) conducted an investigation on universities teachers' job satisfaction in universities in Guangxi, conclude that: teachers' job satisfaction in the private university in the Guangxi region showed an unsatisfactory, even though teachers were somewhat more satisfied with the working environment and interpersonal relationships. However, it is difficult to find more studies in recent years on job satisfaction of university teachers in Guangxi, besides married teachers or female teachers. Such state makes it more necessary and urgent for researchers to conduct further tests on the level of job satisfaction of teachers in Guangxi.

It is also relevant to conclude, as mentioned in the appeal to Zhao Qinghe (2021), that

teachers' personal life status also has an impact on the demonstration of their teaching ability. It is for this reason that marriage is such an integral and significant aspect of life for the vast majority of people that Nuzhat-Ul-Ain and Faiza Safgar (2016) highlight the direct impact of the relationship with the spouse on the teacher. Immediately after, Marzbani and Bostan (2016), Liu L (2013), Carlson, Hunter, Ferguson, and Whitten (2014) and McNall, Scott, and Nicklin (2015) have all expressed concerns about the support of family members on female teachers' positive job satisfaction performance and job performance.

Finally, Zhao Qinghe (2021) suggests that teachers' own life circumstances as a factor will have an impact on teachers' demonstration of teaching ability. As Rajakala and Kumar (2015) emphasise, social support is an important element of job satisfaction; and it is with this layer of connection in view that the support from family members (spouses) and the marital situation of both spouses could act as a mediator to influence the teaching performance of female married teachers is another starting point for this study to explore the possibility of a further link between teachers' marital situation and teaching quality.

Although there has been much research on job satisfaction, however, the state of job satisfaction of teachers in universities in the Guangxi region cannot be accurately grasped, also, there is still less research that focuses solely on female gender characteristics in the context of university education. Due to the specific biological nature of female teachers'

social roles as 'wives' and 'mothers', this study will not only examine the current situation of married female teachers in teaching positions in the higher education environment with regard to their marital satisfaction and spouse support; but will also examine whether there is a mediating effect of spouse support and marital satisfaction on teachers' job satisfaction and teaching ability. Therefore, this study will explore the various manifestations and linkages between marriage, spouse and work from the perspective of married female teachers in higher education, in terms of the specific positioning of female teachers in their social roles and the uniqueness of gender development; this will also allow them to focus on their own values; at the same time, the study will examine teaching abilities as a process of in-depth examination and self-awareness of teachers' own social role behaviour.

1.4 Theories and Conceptual Framework

This study aims to explore and understand the teaching status of female teachers in the context of higher education, and to further explore whether the marital satisfaction, spouse support, job satisfaction of female university teachers. In accordance with the objectives of this study, relevant theoretical insights on teacher teaching ability and other relevant research variables will serve as the conceptual framework for this study, which will be elaborated in this section.

1.4.1 Theoretical framework

In light of the Social Exchange Theory (SET), Spillover-Crossover model and input-transition-output (ITO). As the basic theoretical framework of this research, the author adopts the input-transition-output (ITO) model as a guide to conduct a detailed review and description of the theoretical framework in this section. According to the explanation of Melan (2002), the ITO model represents the three components: input, transformation process, and output. The job satisfaction of female teachers is taken as the input of the conceptual framework, which is the initial and basic source of variables; at the same time, it can be clearly felt that the teaching ability of female teachers is the output link of teachers' work and life conditions (performance status); and it is precisely because teachers' marital satisfaction and spouse support exist in this research as an important transformation process. In addition to Spillover-Crossover model, which was developed by Westman (2002) and Bolger et al. (1989), is a model to examine the influence of work on the home domain, and also transfer work-related emotions from workers to others at home (specifically the partner), therefore this study will employ this spillover-crossover to be one of the theoretical frameworks as well. Further, Spillover is a process of intra-individual, which personal work-related experience may carry over to their own family matters or the work realm (Edwards & Rothbard, 2000). Crossover inter-individual phenomenon which means that personal experiences might influence to their significant others (Westman, 2001).

The Social Exchange Theory (SET), which is a conceptual paradigm that has been used

to understand the important influence of performance in workplace behaviour (Cropanzano & Mitchell, 2005). Most social life involves interactions between individuals or participants in firms and organisations, which can be considered as social exchanges. A state in which two or more individuals or groups interact with each other in the form of reciprocity or mutual influence is called 'interaction' (McCall, 2003). Within the field of sociology, social exchange research has been characterised by a focus on the links between social exchange theory and social status, influence, social networks, equity, coalition formation, solidarity, trust, emotions and with collective action (Cook et al., 2013).

In SET, interaction is interpreted as being interdependent and dependent on the behaviour of another person (Blau, 1964). Sources of social support are divided into family, friends and husbands or wives and colleagues who spend time together in working life. As part of social support, perceived support according to Abrol and Kishor (2021) is derived from social exchange theory and the interrelationship between perceived social support and commitment mediates the relationship established by this theory. It was shown through Beri and Beri (2016) that teacher commitment is an important outcome demonstration of positive teacher performance and well-being. At the same time, Cropanzano and Mitchell (2005) found that when employees feel supported by their supervisors in an organisation or group, it is more helpful for them to build perceived commitment to achieve their goals. Following on from this, in relation to the relational dimension of marriage and family, Nakonezny and Denton (2008) suggest that social exchange theory exists as a viable

theoretical framework for examining marital and family relationships.

1.4.2 Marital Satisfaction

Speaking of marriage, the simplest explanation is the union of two people; of course, this union requires two people to undertake a family (law-family) belonging to two people, and needs to assume the responsibilities of both parties in the family. Therefore, marriage is not only the love of two people, it is also a proof of union, a kind of responsibility and another social identity that two social individuals need to assume for the 'family'.

Marriage relationship is a relatively stable relationship in human social relations. The relationship between husband and wife is a kind of intimate emotional sustenance between husband and wife. Batool et al. (2020) mentioned that marital status is an important factor affecting teachers when it comes to their work efficiency and work pressure. Building a romantic relationship with a significant other while maintaining a meaningful and positive relationship is central to the experience of life (Karney & Bradbury, 1995). In relation to marital satisfaction, Hendrick (1988) explains that the relationship status and quality of life of married couples living together and while living together can become marital satisfaction, emphasising that the structure of such a marital status embodies the thoughts, feelings and behaviours of both spouses.

In the early years, Spanier and Filsinger (1983) suggested that marital satisfaction is a

measure of the level of intimacy between couples. Couples with higher levels of satisfaction will exhibit more intimate marital relationships (Prager & Buhrmester, 1998). Researchers have defined the concept of 'intimacy' as the degree of closeness between couples, how they share ideas and values, how they go about their daily activities, their sexuality, how well they know each other, and their emotionally expressive behaviour regarding hand-holding (Heller & Wood, 2007; Moss & Schwebel, 1993).

Marital satisfaction is actually a positive and pleasant attitude (Mafakheri, Ounagh & Asadi, 2016), Fincham and Beach (2010) and King (2016) also defines marital satisfaction as the expression of attitudes that individuals hold towards their marital relationship and status when in a marital relationship. Immediately after, Bilal and Rasool (2020) using 'psychological stages' as explanation, when the couple feels happy and satisfied in various parts of living together, this psychological state that can be defined as 'marital satisfaction'. As Ahuyi, S. (2004) defines marital satisfaction, it is a positive experience of psychological 'blossoming', a positive emotion of mutual satisfaction and enjoyment for both spouses. Anyamene and Etele (2020) explain that marital satisfaction is a positive evaluation of how a person feels about their marriage and how their needs are met when the couple is in that particular relationship. More importantly, Bilal and Rasool (2020) and Javanmard and Garegozlo (2013) further explain that including sexual fulfilment, the support from the other half, the involvement in decision-making, the relationship with the other half's family, social support, the state of psychological well-being, and the overall performance of life satisfaction collectively elemental components

of ‘marital satisfaction’.

1.4.3 Spouse Support

Existing in society, all walks of life will face a lot of fierce competition, and need to meet various challenges in the process of engaging in work. For teachers, as those who are tasked with cultivating outstanding talents for the country and society, they have an even more daunting mission and responsibility. At the same time, they play a pivotal role in students’ learning and life growth. Also, as a social citizen, teachers are the same as other professionals, but they have other social roles and corresponding social responsibilities and obligations, and they also face many challenges in housing, health, family, children’s education, and parents’ care for the elderly. and predicament confusion. Under various social and family pressures, female university teachers will be affected to a certain extent in their psychology, health, and happiness.

Human beings are bound to exist in society. Existence means that they are on the road of socialization. In this process, they constantly build their own social networks. These networks can provide and give individuals corresponding social support. With the help and encouragement of social support, individuals can obtain a corresponding sense of happiness, and then better face challenges and meet new life. Chinese scholar Qian Hongpu (2019) explained the concept of ‘social support’, which refers to the fact that in a certain social system, the social system gives individuals in the society material or

spiritual help and support. Through such a social support network, it can help people to provide certain material and spiritual help and support to individuals when faced with difficulties and adverse psychological or material conditions. At the same time, Li Li et al. (2016) came to the positive conclusion in their research that when teachers face various pressures, a good social support network can give teachers a certain amount of help to help them better cope with the difficulties they face, so that the response to stress can be reduced to a lower value. What is more worth mentioning is that by developing and constructing the internal and external social support system for college teachers, it can better stimulate the professional interest of teachers, so as to achieve more positive development results.

Social support is defined as the care and help that individual in society receive from others. Every single person is the part of a supportive social network, which can be emotional support, informational support, or companionship; it also includes tangible or intangible support. Of course, individuals can also receive support from multiple sources, such as their family, friends, neighbours, colleagues, also the organizational units, and even from their pets as well.

Wills and TA (1991, 1985) and Uchino (2004) summarized four common functions for the 'social support'. The first one is the emotional support, which refers to the need for individuals provide compassion, trust, acceptance, love, positive encouragement and care

(Langford et al. 1997; Slevin et al. 1996). Such an emotional support can be a personal gain in warmth while allowing him or her to feel valued (Slevin et al, 1996). The second is to provide individuals with tangible support, including financial help and support, material goods or a series of service support (Heaney, & Israel, 2008; House, 1983), so that a tangible form of substantive support is also known as instrumental support. Furthermore, there is also informational support, which refers to giving advice to the supportee, providing useful information, and helpful or reasonable guidance to help them solve difficulties, alleviate the form of difficulties, and solve some corresponding problems (Wills, 1991; Krause, 1986). At the end of the fourth, Wills (1991) gave a final conceptual definition of the categories of social support, stating that social support is a form of support accompanied by companionship, giving a sense of belonging to those who need it. The need to be able to feel the necessity of one's presence in times of need, and to feel a sense of belonging to feel the respect of others, the presence of peers, and the support of others in social activities. It can be seen that, as a social individual existing in a social activity environment, people need to rely on support from relevant aspects of the society. When people get recognition and support, they can obtain corresponding material and emotion in the support process, and individuals can often enjoy psychological satisfaction and overcoming obstacles and completing challenges with support. This is both psychological and material support, and one of the important aspects to measure.

Furthermore, facing the demands of higher academic ability and professional teaching

ability to teach in universities, teachers, as the most professional group of social organizations, play an active and important role and significance in society and even in the country. Due to the more demanding challenges in higher education and the heavy demands of society for higher education, the pressure will definitely fall on the shoulders of teachers suddenly. Therefore, as female teachers, they assume many social roles, including wives, mothers, daughters-in-law, daughters, and even sisters in the family, and then to functional positions in society, collaborators, and friends. For university teachers under the pressure of multiple social roles, if the managers of this study are superimposed, the pressure will only increase sharply.

In the face of the current social development trend, female have more possibilities and opportunities to enter higher education, female have continuously enhanced their sense of independence, and at the same time they have accepted the challenges faced by their own job promotion. However, what female must face is to find their own balance in family and career. What is more worth mentioning is that, as mentioned above, the support and help of the social system for social individuals is a multi-dimensional social relationship support system, which will provide individuals with the interpersonal appeals they need, as well as satisfy their needs. its material resource needs (Nalina, 2017). In the face of professional female who assume multiple roles in life roles and face job pressure at the same time, Carlson and Perrewe (1999) put forward that with the support of social support system, social support can be helpful for female in the face of work. It plays a positive role in the conflict between the pressure and the family, and improves female's job

satisfaction, thereby creating a balance between the two. Therefore, the functional function of the social support system has become one of the important resources for professional female to manage the balance between work and family (Nalina, 2017).

Wang Yongbao (2021) also explained that social support is an individual's material and psychological support and assistance from others and society. This shows that human beings exist in society, and their physical and mental states depend on the support and assistance of the entire social system. Individuals cannot survive and develop without society. Only by taking pressure and overcoming pressure can they better meet the next work and life, so social support can be so important and indispensable. Good social support can help teachers, especially when they face difficulties and misfortunes, social support can give them psychological support to believe in themselves, because they feel that they are respected and cared by the social system, and their efforts are rewarded with value (Xu Weiqing, 2017). Such social support helps individuals gain self-confidence and pride at work, thereby improving job satisfaction and being able to better face difficulties, meet difficulties and then overcome them.

It is important to note that Sackey and Sanda (2011) directly emphasize in their findings, they point out the existence of a relationship between social support and mental health, and at the same time directly identify the occupation in management positions female influence. Their findings explain that working female experience moderate levels of depression, anxiety, and physical symptoms. This is why there is a need for a deeper understanding and discussion of the level of social support that female teachers in

management positions in female universities currently have, as well as another aspect of their current quality performance.

Finally, Brough and Pears (2004) defined social support in this way, which refers to the support of both organizational units and families. Social support in the work environment comes from organizational members, such as colleagues and supervisors; while individual social support mainly comes from spouses, parents, children, friends, and other family members (Nalina, 2017). As already explained in the previous point, the marriage relationship is an intimate social relationship in which partners rely on each other for mutual support and influence. Furthermore, as Batool et al. (2020) emphasise, the state of the relationship within a marriage will also have a direct impact on the state of the teacher's work. Under the notion of 'social support', there are various aspects of support from the organisational unit as well as from family or friends. Under the conceptual characteristics of partner support, the support between close relationships spent together would also be the most indispensable source of support under social support. Needless to say, spousal support refers specifically to the emotional support (compassion, trust, acceptance, love, positive encouragement, caring) of a husband or wife for a partner in a marital relationship (Langford et al., 1997; Slevin et al., 1997; Slevin et al., 1996); the tangible support (material support) (Heaney, & Israel, 2008; House, 1983); or support for the husband or wife's companionship with the one, resulting in a positive state of experience in which the partner feels trusted and supported and has a sense of belonging (Wills, 1991).

1.4.4 Job Satisfaction

When people take a job, they will have their own responsibilities for their personal job, will inevitably have their own subjective thoughts and own subjective judgments about all aspects of work. Job satisfaction is a very important role for professionals; when an employed person has a satisfactory subjective evaluation of his or her work life, will show more positive behaviours and maintain a better psychological state. All showed a relatively successful level and showed a gradual upward trend (Özan, 2007; Robbins, 1996). At the same time, it is precisely because of this positive attitude that the group of teachers is driven to show a more enthusiastic, positive and teaching attitude, so as to ensure good teaching performance, so as to obtain more success in teaching, and then produce high-quality teaching results (Demirel, 2014).

For the concept of job satisfaction, Vroom (1964) and Locke (1976) explained and showed that job satisfaction is a positive emotional expression of a person's evaluation of the results of their work. Spector (2021) also pointed out that job satisfaction refers to the reflection of an individual's enjoyment of his or her work. At the same time, job satisfaction can also be interpreted as the individual's feelings and beliefs about the current job (Ordu, 2021). For the first, it is a reflection of a person's subjective emotions and thoughts about his or her current situation, but it is a reflection of his or her work environment, subjective judgments and considerations. Individuals may consider many matters in their work, and have their own attitudes towards many aspects of the work, including the relationship with their superiors and subordinates, wages, co-workers, the

work itself, and even their own attitudes towards them. The status of the job is reflected; these are all aspects of the manifestation of job satisfaction. For job satisfaction assessments, which are subjectively considered in many aspects, Locke (1976) concluded that job satisfaction affects an individual's life satisfaction, individual's own physical and mental status, performance, and productivity. At the same time, the quality of job satisfaction can also affect or even lead to many potential consequences for individuals, and even changes in personal performance, absenteeism, resignation, behaviour, and as well as their well-being (George & Jones, 2008). By the way, as work is necessarily a part of our lives, it is impossible for us to completely separate work from our life. Therefore, as part of existence, job satisfaction will affect an individual's attitude changes and behaviours about life.

Under the current state of social development, various fields in the world are constantly changing and producing differences. The new society is undergoing serious and promising new educational reforms. The most critical part of education reform: school teachers. Teachers, as practitioners of knowledge, are important factors in the process of educational reform. Teachers are in an important process of arduous and diverse teaching reform and self-improvement. Teachers' own perception and control of the overall teaching environment will play an important role in their teaching and self-improvement. Lester (1982) defined teacher satisfaction as the degree to which teachers perceive and evaluate various factors in their own situation, such as evaluation, cooperation, responsibility and recognition. The self-assessment of the situation at work, whether it

has achieved the performance of the situation set and expected by oneself, that is, job satisfaction. Woods and Weasmer (2002) directly pointed out that when teachers' job satisfaction is improved, the turnover rate of teachers will be greatly reduced; at the same time, teachers' willingness to cooperate and their work performance will have obvious positive development and improvement. It is worth mentioning that, regarding the definition of 'satisfaction', there is an emotional relationship between oneself and other situations, 'what do I want to get', 'how do I feel and perceive it'; such an emotional perception is satisfaction. Therefore, Zembylas and Papanastasiou (2004) mentioned that a teacher's job satisfaction refers to his or her affective relationship with the teacher's social role, personal expectations of teaching and learning, and her or her set of roles; perceptions of what emotional rewards are desired from the teacher's social role. Through their interpretation of the concept of job satisfaction, it can be felt that teachers' job satisfaction includes the characteristics of teachers' own roles, the working situation they are in, and their views on their own work status. At the same time, the performance of cognition and feelings about the current situation of work may be caused by several factors, such as teachers' salary status, welfare conditions, relevant education policies and administrative management systems for teachers, working conditions, teachers' promotion opportunities, job responsibilities, and recognition obtained are all important factors that affect teachers' job satisfaction (Denga, 1996; Nwagwu & Salami, 1999; Ossai, 2004; Ubom & Joshua, 2004; Ubom, 2001).

At the same time, Hosseinkhanzadeh et al. (2013) interpret job satisfaction: supportive

organizational culture is very important to the improvement of job satisfaction; this shows that job satisfaction can be interpreted by relying on organizational culture, in other words, by understanding the cultural atmosphere of an organizational unit, can briefly understand the job satisfaction of the people under the organizational team. From this level, it also makes it possible to understand more deeply that job satisfaction is not only a manifestation of personal intuitive ideology, but also not only affects personal work status and life; more importantly, with a good job satisfaction statement can promote the good shaping of organizational culture, and employee job satisfaction can also succinctly reflect the situation and degree of the organizational culture of the employee's organization, and these two are mutual to a certain extent. It is clearer that employees' job satisfaction is not only related to their own happiness, but also has a profound impact on an organization's culture and even the construction goals set by the organization's leaders. Not every event or factor stands alone, including job satisfaction. The relationship between job satisfaction, organizational culture, and leadership is important because these factors help create a more productive and motivated workforce for the organization and allow an organization to better achieve their overall target (Hosseinkhanzadeh et al., 2013). Furthermore, for organizations, when their employees feel that their employers are paying attention and caring to their personal motivations and needs, and using the knowledge and skills that employees have to help shape a job that is right for them, this is where the a stronger relationship and connection between the employee and the organization, which can make the employee more likely to experience a higher level of job satisfaction, and the higher level of job satisfaction should make the employee more likely to leave an organization become smaller (Hanson & Miller, 2002). All in all, in

terms of job satisfaction, it is not only a measure of faculty and staff's views and cognitive status of work, work environment, and work status. At the same time, it is also one of the important index factors for university administrators to better carry out the construction of college culture and human resources.

In fact, Michaelowa (2007) also explained the following points about the job satisfaction degree of teachers. First, the degree of teacher satisfaction can affect the teaching quality of teachers themselves, and at the same time affect the growth of the students they bring and the growth of teachers in school. Secondly, teachers' job satisfaction can be used as an important factor in the stability of teachers' teaching; lastly, teachers' job satisfaction plays a very important role in teachers' own quality of life, mental health, and their self-realization. Based on the above description of the importance of teachers' job satisfaction, it is sufficient to illustrate the necessity of taking job satisfaction as a research variable in this study.

In recent years, the extent to which teachers make their own assessments of their profession has become increasingly important. One of the reasons for the cognitive interest in job satisfaction is because of the important role and impact it plays in teacher retention, as well as teachers' teaching effectiveness. At the same time, from the perspective of school policy makers, school administrators, and other educational stakeholders, they are also faced with the challenge of how to identify, recruit and retain

teachers who meet the requirements of the school, so as to facilitate teachers to help achieve the teaching goals and development of the school (Yusuf, 2020).

1.4.5 Teaching ability

Reflections on teachers' teaching ability arising from teacher effectiveness

Education has a constructive role for the country, that means the better a country's education is run and developed, then the more progressive the country will be; at the same time, as each stage of education has a different constructive role and meaning for each age group, therefore, education has also been growing and constantly innovating as the centre of development for each age group. Aruna Chauhan (2016) mentioned that everything from social welfare, people's security issues, socio-political improvements and refinements to cultural innovations and changes revolve around education and teacher development. From this conclusion, the weight and influence of education can be felt very strongly. As the implementer, transmitter and influencer of education, the role of the teacher then plays a leading role, and to do so, to teach effectively with quality requires more than just teachers fulfilling the teaching tasks they are tasked with, it requires teachers, to achieve teaching actions with quality and more efficiently.

Many researchers have put forward positive and positive conceptual meanings for 'teacher effectiveness'. Midgley et al. (1989) pointed out that the effectiveness of teachers have a very important positive and driving significance for overcoming difficulties and

in students' motivation. At the same time, teacher effectiveness can lead teachers to develop and innovate teaching methods, and can also drive teachers to produce positive behaviours.

Researchers including Chang (2009), Doyle (1986), Evertson and Weinstein (2006), Jones (1989) and Graham et al. (2010) have summarized three competencies that teachers are expected to have in their teaching effectiveness. Competencies in teaching effectiveness includes competence in student engagement, classroom management, and competence in teaching strategies. Firstly, with regard to 'student engagement', it is worth recognizing that students, as the target or owners of the classroom or the most direct target of the teaching activity, are more likely to be successful in their learning or to achieve good results when they are actively and diligently involved in the classroom (Mehdinezhad, 2012). Student engagement is therefore a key factor in student motivation and reflects the effectiveness and positive motivation of teachers in teaching. In short, student engagement can further increase student achievement, lead to more positive learning behaviours and help students to develop a sense of belonging in the classroom (Harris, 2008; Willms et al., 2009). It can also be argued that teacher effectiveness has a certain impact on motivation and that good teacher effectiveness can be effective in achieving teaching goals and building and developing professional talent. Furthermore, Wiseman and Hunt (2001) explain that when teachers' effectiveness is reflected in their teaching strategies, they are able to integrate different strategies into the curriculum, making the classroom more productive for teachers who are effective compared to those

who only use a few teaching methods. Combined with the student engagement mentioned in the appeal, when teachers use a variety of different forms of teaching methods in the classroom, this will stimulate students' curiosity and their interest in learning will change and develop differently, making a difference to both the classroom and the learning outcomes. In the final competency of teacher effectiveness: classroom management, several academic studies have affirmed the role that teachers play in the classroom, the impact of teachers' behavioural performance in the classroom is more than twice that of student performance in schools in the context of policies on curriculum, assessment, staff collaboration and community engagement (Marzano, 2003a). More directly, as a teacher, the fundamental task is to complete the course tasks and achieve the set course goals. Marzano (2003b) emphasized the role of teachers in classroom management through meta-analysis of more than 100 studies: the quality level of teacher-student relationship is the basis of classroom management; for such research, Robert and Jana (2003) explained that effective teacher-student relationship and teacher's character, and how students view teachers as friends are not so important. The most important thing is the teacher's behaviour level, teachers' cooperative division of labour and distribution level. The degree of mastery and understanding of the actual needs of students are the keys to the relationship between teachers and students. Mehdinezhad (2012) proposed that when teachers can effectively manage and organize classrooms and effectively manage students' behaviour, teaching will get positive results; or conversely, if students are chaotic and mismanaged what will their academic performance look like if they study in a classroom environment?

In synthesising the aspects of teacher effectiveness mentioned and analysed in the appeal, it is possible to recognise when teachers have adequate classroom management skills, are able to manage the teacher-student relationship well, are able to effectively engage students in classroom activities and are able to take active steps in the development of teaching strategies. When these skills are further demonstrated, the teaching effectiveness is a measure of a teacher's effectiveness and ability to do their job. How to know that a teacher has the right level of teaching? First of all, the scope of the definition can be delineated from the simple 'teaching ability', that is, professionalism and teaching.

Teacher's teaching ability

In today's society, economic trends are constantly changing and development trends in all areas are in a process of rapid change. With the importance of education and the challenges and changes brought about by the continuous innovation and reform of the education system, it is even more necessary to have a team of teachers with strong teaching ability to meet new challenges. Teaching ability has therefore become the core development basis for implementing education, comprehensively deepening educational reform and educational innovation under the new social demands; furthermore, as the embodiment of teaching ability, teachers' teaching ability has also become an important basis for measuring the quality of their teaching.

Guo Xue et al. (2022) interpreted the concept of teachers' teaching ability as meaning in

the process of teaching, in order to better meet the students' needs for knowledge, teachers demonstrate their ability to accumulate, develop and internalise through various educational methods, teaching methods, teaching activities and the behavioural characteristics they display. What is more worth mentioning is that Guo Xue et al. (2022) have made important directions and judgments on the academic research of teaching ability, they mentioned that the development of different eras will have different requirements and positioning for teaching ability, and that teaching ability exists with typical characteristics of the times and should be developed and upgraded simultaneously with the teaching reform in order to meet the teaching development needs of the new era. It is precisely because of the specificity of such development and requirements that it is difficult for teachers to meet the professional requirements and challenges of mastering a high level of teaching ability in an era of rapid updating of knowledge and high technological productivity, which has led the author to explore further the dialectical theory of teaching ability and the relationship between the relevant factors and variables.

In school teaching activities, the teacher is an important player in the whole teaching and learning interaction, as teachers are the one who carries out the function of transferring knowledge to the students. Teaching is not just a profession; it is an identity that requires special skills and not just anyone can become a teacher. Therefore, as the most indispensable role in teaching, the teacher needs to acquire the necessary skills to enable the students to learn and understand the message that the teacher is trying to convey, so that the teacher can fulfil his or her teaching objectives. Therefore, Gultom et al. (2020)

emphasise that in order for students to learn and grow effectively and efficiently in the learning process, teachers must be able to manage the classroom. It is only when teachers take the lead in the classroom by adopting effective teaching methods and using the right teaching skills that they are able to bring useful knowledge to students, making it easier for them to understand, absorb and apply the knowledge and achieve the aims and functions of education.

Combining the obligatory nature of teaching, the dissemination of knowledge and the significance of educational functions, it further illustrates that the teaching skills that teachers should possess should be a complex and comprehensive professional ability. Arifudin (2015) summarized the following four points of teaching ability that teachers should have. Firstly, teachers should have the ability to make students interested in the subject content, and be able to make good use of teaching equipment and resources. Secondly, teachers need to drive students to learn to think, to actively explore, and to be able to discover and find interesting knowledge. Next, teachers should teach by words and deeds to cultivate students' correct attitude towards social relations; finally, teachers should be able to take the initiative to understand students' learning differences, so that students can get suitable education. What can be learned from the concept of teaching ability explained by Arifudin (2015) is that teachers need to be close to knowledge, close to life, close to students, and teach by example. At the same time, as explained by Turney (2017), the teaching skills that teachers should have can directly predict the quality of future students' learning that can be obtained, so Turney mentioned the problem of

including being able to ask the corresponding knowledge points. Provide knowledge point reinforcement, make teaching changes, master interpretation, start and end lessons, know how to conduct and guide group discussions, manage classes properly, be able to know small learning groups (project groups) and individuals, a total of eight teaching skills specific abilities.

Sinamo (2011) then gives a general premise for these eight skills: a professional premise for teachers, which can also be called a sense of ethics: simply put, when teachers enter the classroom or become teachers, they should first understand what it is to be a teacher; be sincere and grateful as teachers; have a sense of pedagogical and social responsibility; have integrity in their work and in their teaching; be passionate, serious and hardworking about their work; love their work and be creative; and, of course, be humble. At the same time, Gultom et al. (2020) provide a more detailed explanation of the eight teaching skills as explained by Turney (2017), explaining that teachers asking questions in the classroom is teaching itself, and that teachers can ask questions in a limited way so that students can get answers and receive feedback; and of course they also mentioned that when teachers ask questions, they need to pay attention to discourse skills, including giving encouragement and praise and being careful about the words they use, in order to improve the effectiveness of the questions.

The teacher's ability to explain is an important part of the teacher-student interaction, as

the teacher's ability to explain will directly influence the outcome of the teaching and learning process, so in order to improve the quality of student learning, it is important to improve the teacher's abilities in order to have a better educational impact on the teacher-student interaction and to have a more beneficial educational impact on the students (Usman, 2010).

Finally, Guo Xue et al. (2022) provide a recent interpretation of teachers' teaching abilities in the context of the needs of social development, firstly, as language is an important way of communicating knowledge between teachers and students, having good language expression can better and more effectively enhance students' enthusiasm for learning, and can also predict the success or failure of teachers' teaching work from this level, this is why teachers are expected to have a certain level of expressive language skills. Secondly, subject content needs to have both a structure of subject knowledge and a combination of students' cognitive characteristics, so teachers need to have professional expertise and the ability to organise the content of the material in order to carry out teaching activities smoothly. Furthermore, teachers need to understand the learning abilities of their students so that they can give them appropriate and developmentally appropriate knowledge based on an understanding of their basic foundations. This is followed by an understanding of the students' ability to accept knowledge and the structure of the teaching materials. Not only this, but teachers also need to adapt and use teaching methods that take into account the characteristics of subject knowledge and students' learning abilities. Finally, for the teachers themselves, the only way to improve

is to constantly carry out academic own research and teaching research, and through their own teaching experience as well as professional knowledge, to put forward their own ideas and suggested insights on educational phenomena, problems that arise, teaching methods, etc., and thus explore educational reform methods that are more suitable for teaching and professional development.

Therefore, the comprehensive analysis and synthesis of the concept of 'teacher ability' allows us to visualise that teaching ability is a manifestation of a teacher's ability that exists in a particular context of teaching activity. At the same time, the actual presentation of a teacher's teaching ability in a teaching activity will also directly evaluate the teacher's teaching effect and students' learning situation.

1.4.6 The conceptual Framework of the Study

According to the purpose of this research, the conceptual framework of this research is established by combining the key research variables related to teachers in universities and the variables of teachers' teaching ability involved in the theories discussed.

Figure 1.1

The conceptual Framework of the Study

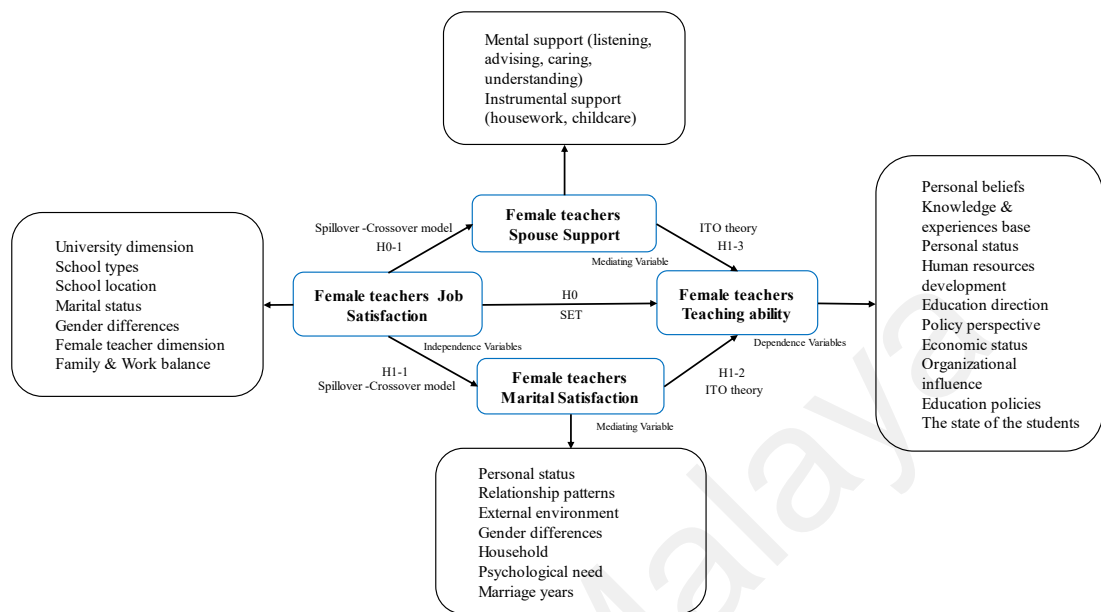


Figure 1.1 shows the relationship between relevant research elements, starting from female teachers, then to female teachers in universities, and then their three relationship factors, including marital satisfaction, spouse support and their job satisfaction; through these three variables to explore whether there is a correlation between job satisfaction with the teaching ability of female university teachers, and also, to explore whether spouse support and marital satisfaction regarding female university teachers have some mediating effect on the relationship between teachers' job satisfaction and teaching ability, and then conduct a current situation understanding.

1.5 Research Objective

The purpose of this study is to comprehensively the status quo of female university

teachers, including their marital satisfaction, spouse support and their job satisfaction, as well as the current views of female teachers on these aspects; Then through the perspective of teachers themselves, the teaching abilities of female teachers is further considered and evaluated to explore what kind of teaching ability the female teachers have at current stage and whether there is any connection between the teaching abilities and job satisfaction of the teacher who appeals.

Specifically, this study has the following research objectives:

1. To measure the level of job satisfaction of female university teachers in Guangxi, China.
2. To measure the level of female university teachers' spouse support of female university teachers in Guangxi, China.
3. To measure the level of female university teachers' marital satisfaction of female university teachers in Guangxi, China.
4. To measure the present level of female university teachers' teaching abilities in Guangxi, China.
5. To determine whether female university teachers' job satisfaction influence their teaching ability.
6. To determine whether female university teachers' job satisfaction influence their marital satisfaction.
7. To determine whether female university teachers job satisfaction influence their spouse support.

8. To examine the mediating effect of spouse support and marital satisfaction on the relationships between female teachers' job satisfaction and their teaching ability.

1.6 Research Questions

The following research questions need to be addressed:

1. What is the current status of job satisfaction among female teachers in universities in Guangxi?
2. What is the current status of spouse support among female teachers' universities in Guangxi?
3. What is the current status of marital satisfaction among female teachers' universities in Guangxi?
4. What is the current existing state of female university teachers' teaching abilities in Guangxi, China?
5. Does job satisfaction of female university teachers influence their teaching ability?
6. Does job satisfaction of female university teachers influence their marital satisfaction?
7. Does job satisfaction of female university teachers influence their spouse support?
8. What is the mediating effect of spouse support and marital satisfaction on the relationships between female teachers' job satisfaction and their teaching ability?

1.7 Research Hypothesis

In order to evaluate the research on the relationship between teachers' teaching ability and

female university teachers, the following specific research hypotheses are proposed:

In an exploration of previous research on the factors influencing teachers' teaching ability, Pei Tingting et al. (2022) provided an important overview of the factors influencing teachers' teaching ability using seven dimensions, including teachers' gender, age, years of experience, education, research ability, organisational ability, and cognitive ability. The impact on teachers' ability to teach was highlighted by Liu Jinhua (2021), Jiang Guizhen (2012). Wang Jinfeng, Cui Chongfang, & Tian Tian (2009) and Zhao Qinghe (2021) suggest that a teacher's expertise has a significant impact on their teaching ability, and then Qian (2019) and Pei Tingting et al. (2022) suggest that a teacher's teaching experience has a significant impact on their ability to teach. Regarding teachers' personal status, Zhao Qinghe (2021) suggests that teachers' interactions with other teachers and their own life status will also have an impact on their ability to teach.

H0: There is no effect of job satisfaction on teaching ability among female university teachers.

According to Fiorilli et al. (2017), when teachers receive and perceive social support, it can be effective in alleviating the stress they are under. Previous research findings have shown a positive correlation between teachers' job satisfaction and spouse support (Singh, 2014) and Fiorilli et al. (2019) go on to highlight that support from the family side of social support is by far the most important, as well as the most prominent and influential

type of social support. Greenhaus and Powell (2006), Notably et al. (2014) and McNall, Scott, and Nicklin (2015) have explained that family support can be effective in improving work performance.

However, another dimension of reality is that although both men and female can benefit from social support in times of crisis, there are differences between the sexes in terms of the extent of benefits and sources of gains (Hobfoll, 1986). Interestingly, research has shown that female is better able to reduce their stress in terms of social support, but the reality is that they do not receive sufficient support from their husbands (Schwarzer & Gutiérrez-Doña, 2005). Finally, Dikmen and Maden (2012) further explain that the conflict between family responsibilities and the workplace for married female teachers makes it difficult for them to devote time to academic research or related teaching outside of work.

H0-1: There is no effect of job satisfaction on spouse support among female university teachers.

With the society's demands for development, higher education is under increasing pressure, and the educational tasks of Chinese universities are extremely heavy. In addition to completing the required teaching tasks, teachers also need to undertake and

complete arduous scientific research tasks. The job functions of teachers with increasing tasks and stress levels, burnout is slowly becoming an invisible killer of teachers' physical and mental development, leaving them stuck in the quagmire of how to maintain a home-work balance. Factors such as workload, interpersonal communication, environmental factors, and students affect the job burnout of university teachers (Xu Ping et al., 2020); this job burnout constrains and affects teachers' job satisfaction to a large extent. Yin Haiyan (2021) pointed out that when a teacher perceives the social support of their superiors, she or he can better obtain a sense of social identity and feel that they are an accepted value embodiment. The social support actions carried out from the aspects of value recognition, emotional support, material support, information support and concern for interests of teachers can better improve teachers' work engagement level. At the same time, Qian Hongpu (2019) conducted a questionnaire survey on 300 teachers of Beijing Union University and conducted interviews with 42 teachers, the research results showed that social support has a greater positive effect on teachers' well-being. This kind of social support also has a positive impact on teachers' well-being from four aspects, including work environment, management system, superior-subordinate relationship, and performance appraisal. Following up with Lo Presti, D'Aloisio, & Pluviano (2016) confirm and highlight, family life will have an impact on work effectiveness and the demonstration of outcomes. Furthermore, Wayne et al. (2007) also suggest that the support from family members can be effective in reducing teachers' stress levels at work, as well as helping them to better achieve their professional goals.

Because marital life is the social sphere that takes up the largest part of life, the importance of support for the significant other has been validated by the researchers' research. Wu Ping and Cao Min (2017) pointed out in the current social stage, that female need to give up some of their femininity if they want to better grasp and adjust to their work-life balance, and if they want some reporting and results in their positions. It is also worth mentioning that when society calculates the burdens borne by female individuals, it only calculates the value reflected in female's productive labour in its public sphere, and does not take into account when female are family members, which in case, there is not only reduces the status of female, but also makes female's labour when taking on family affairs. Finally, it is precisely because professional female is under the influence of their families that their working hours are not very stable. Once the conflict with the family is serious, they will choose to balance between work and family life, which will greatly reduce their job satisfaction.

H1-1: There is an effect of job satisfaction of female university teachers on their marital satisfaction.

Rogers and May (2003) mentioned that increased job satisfaction was significantly associated with marital satisfaction, while increased marital discord was significantly associated with decreased job satisfaction. In the case of female teachers, Batool et al. (2020) suggest that job satisfaction has a negative impact on marital adjustment,

particularly for female teachers who are often torn between family responsibilities and completing work tasks, creating points of conflict that make it necessary for female teachers to reconcile more of their reconciliation time with their work commitments directly, and inevitably female teachers return home from work and continue to take on the onerous. Inevitably, female teachers return home from work and continue to undertake heavy domestic duties. However, in terms of marital satisfaction and job effectiveness, Batool et al. (2020) suggest that teachers' effectiveness levels do not change according to marital status. Meanwhile, Zhao (2021) further explains that teachers' own personal life situations can further affect their teaching ability to some extent. In light with the previous study about the discover relationship between job satisfaction and marital satisfaction, and marital satisfaction and job effectiveness, throughout with the ITO theory which mentions as transformation process to the output status, therefore come to the mediating effecting hypothesis as below:

H1-2: Female married teachers' marital satisfaction interferes with the relationship between teachers' job satisfaction and their teaching ability.

Nugraha and Kustanti (2020), Andhini and Utami (2022) emphasise that receiving support from the other half will act as a buffer against work-family conflict. Rajakala and Kumar (2015), Wang Yongbao (2021) and Singh (2014) further explained that when perceived social support can have a positive impact in terms of job satisfaction; social

support positively predicts teachers' job satisfaction. Meanwhile, Xu Tao et al. (2019) explained a significant correlation between teachers' teaching efficacy and their subjective experience of emotional support. However, Nuzhat-UI-Ain and Faiza Safgar (2016) presented the findings of a negative correlation between spousal support and psychological stress, suggesting that when spousal support is received, it can effectively help with psychological stress and that there is a positive correlation between teachers' job satisfaction and their spousal support. So that, base on the ITO theory with the previous study result present about the positive relation between social support and job satisfaction, also the correlation with teachers' spouse support and psychological stress, therefore the hypothesis on the mediating effect of spouse support is shown below:

H1-3: Female married teachers' spouse support interferes with the relationship between teachers' job satisfaction and their teaching ability.

1.8 The significance of the study

Under the current educational situation, the teaching pursuit of most teachers is only whether students can successfully pass the exam, not to mention the teachers who need to deal with more social roles and perform role tasks. So, what level do female teachers feel about their marriages? Do they satisfy with their work? Do they have access to spouse support? What is the status quo of the support from their husband? Is their current situation related to their teaching ability? Do they have the teaching abilities that

university teachers present?

The study will be conducted to collect questionnaire data from answering questions by university female teachers and using the corresponding analysis tools to understand the current situation and problems faced by them, as well as their level of job and marital satisfaction, and to test the existing status of teachers' specific classroom teaching abilities. This research is of great significance because it will enable everyone to better understand the performance of female teachers in universities. This is a meaningful study, because under the current situation where female teachers in universities account for almost half, understanding their situation and performance can better support female teachers (policies, etc.) where they need it. In order to improve and protect the physical and mental health of female teachers in universities, to create a high-quality employment environment for female teachers for life-long employment, and at the same time to improve higher quality teaching for students and the society.

1.8.1 Theoretical significance

The purpose of higher education is to deliver better quality professionals to the society. As the main force in cultivating talents, teachers are also one of the important factors that need to be paid attention to and evaluated. As an indispensable part of higher education teachers, female teachers need a deeper discussion on the cognitive positioning of female based on the current society. Understand the current performance of female teachers in

all aspects. Through research, it can provide the education authority with a basis for the establishment and implementation of teachers' physical and mental construction and vocational skills construction policies.

1.8.2. Practical significance

Female teachers in universities are a complex issue involving many aspects. From the social role of female, to the performance of female teachers' teaching ability, to the career development of female. The focus of this research is on the investigation of the current situation, in order to explore the teaching ability of female university teachers, and at the same time understand the marital satisfaction, spouse support, job satisfaction of female teachers on this basis. Explore to better protect and improve the physical and mental health of female teachers, improve their ability to handle social roles, and to create more job value in a better career and life state, that is, through high-quality teaching. The ultimate goal is to deliver more high-quality professionals to the society.

The survey results reflect the current bias in education management, and will explore and reflect on the role of female teachers and the demonstration of teaching abilities. The results of this study will also benefit local governments, including the Ministry of Education, and even society; because the results obtained will reveal the actual work-life conditions of female teachers. This information will help to formulate and improve support policies for teachers to better improve the professional development of teachers,

student learning and improve the university education system.

1.9 Limitations

However, this study still has some limitations. First of all, for social science research, it begins with subjective ideas, although it ends with objective and realistic data, but the theory and results are expounded by researchers. Of course, research is endless, and it is always on the way of continuous revision and improvement. For this study, furthermore, the researchers were unable to manage and determine the response rate of teachers to the questionnaire, and the sample size was determined by the number of teachers who answered and returned the questionnaire. Also, human existence in society is affected by the social and cultural atmosphere, but we cannot avoid family growth, marriage and family, as a unique environment. Thirdly, for this research, the author chose public universities that are limited to China with the specific and unique culture. Therefore, the research results cannot fully explain the educational status quo, social cultural influence and development in other regions.

1.10 Definition of the Key Terms

a. Female University Teacher

The Encyclopaedia Britannica (1911) dictionary explains the meaning of ‘university’ as a community of teachers and researchers. A university is an institution of higher education and research that awards degrees in a number of disciplines. At the same time, universities

can usually offer both undergraduate and postgraduate programmes. This study will also continue the interpretation of the scope of the concept of 'university' as an educational unit that teaches students and awards degrees at the undergraduate and postgraduate levels. Marriage is a legally recognised union between persons known as spouses (husband and wife). It defines the rights and duties between husband and wife, between husband and wife and their children, and between relatives by marriage. As suggested by Sirin and Deniz (2016), the beginning of the marriage relationship is a long-term commitment between two people who are legally recognised and legally exercise their rights and duties as husband and wife. Therefore, with regard to the female university teachers who are the subject of this study, the authors focus on married female teachers with legally recognised marital relationships who teach in public universities in Guangxi, China.

b. Marital Satisfaction

The reflection of the good feelings of the legitimate spouses towards each other in the state of marriage is called marital satisfaction. Marital satisfaction is actually a positive and pleasant attitude (Mafakheri, Ounagh, & Asadi, 2016). According to Anyamene and Etele (2020), marital satisfaction is a positive evaluation of how positively a person feels about their marriage and how positively their needs are met when the couple is in that particular relationship. Marital satisfaction is a positive experience of psychological 'bloom', a positive emotion of mutual satisfaction and enjoyment for both spouses (Ahuyi, 2004). Therefore, marital satisfaction in this study is about the perceptions of married female teachers in Guangxi, China, about the current state of their marriage, the state of

feelings and needs of both spouses and the current situation when they are married.

c. Teaching Ability

Teacher's teaching ability is present as an important criterion to measure the quality of teaching. Guo Xue et al. (2022) explain the concept of 'teacher's ability' as the behavioural characteristics of teachers in their teaching activities and their performance through various educational approaches in order to better meet students' needs for knowledge in the teaching process. Gultom et al. (2020) emphasise that in order for students to learn effectively and efficiently in the learning process, teachers must be able to manage the classroom properly. Teacher, as the decisive role in teaching and learning, needs to enable students to understand the intellectual information conveyed by the teacher and learn effectively in order to achieve the purpose of teaching and learning. Teaching ability therefore refers to the teacher's ability to express himself or herself, to demonstrate teaching behaviours, and to present teaching styles in order to achieve educational objectives and stimulate student learning during teaching activities. Therefore, in the investigation of teachers' teaching ability in this study, it is limited to the evaluation of teachers' ability display in teaching activities.

d. Spouse Support

A spouse refers specifically to the other half of a marriage; usually the male spouse is called the 'husband' and the female spouse is called the 'wife'. In this study, the term

‘spouse support’ refers specifically to the legal other half of a teacher who is in a marital relationship. Of course, as the subject of this study is female university teachers, the spouse in this study will be the husband of a female university teacher who provides support to the female teacher in a variety of ways.

e. Job Satisfaction

Vroom (1964) and Locke (1976) explain that job satisfaction is the expression of positive emotions that a person feels about the outcome of his or her work. Spector (2021) also states that job satisfaction is an expression of how much an individual enjoys his or her job. At the same time, job satisfaction can also refer to an individual's feelings and beliefs about their current job (Ordu, 2021). Job satisfaction is therefore used to express a person's subjective feelings and thoughts about their current work situation at work, and therefore in this study, job satisfaction will be used to express the attitudes of female university teachers towards many aspects of their work, including relationships with superiors and colleagues, salary, colleagues, the work itself, the work environment, the work system, job development, work-family balance, and the work itself.

f. Mediating Influence

Firstly, regarding statistics, the mediating model is one that contains a third hypothetical variable (called the mediating variable). According to Pritha Bhandari (2021), it is explained that the mediating variable explains the process of influence associated

between the two variables of the independent and dependent variables. Immediately after, MacKinnon (2008) and Vander Weele (2016) highlight the relationship in which the independent variable influences the mediating variable, which in turn influences the dependent variable; and there is no direct causality in this relationship between the independent and dependent variables. Thus, at this level of relationship, the mediating variable is used to clarify the nature of the relationship between the independent and dependent variables. Thereby, in the present study, the mediating variables hypothesised were spouse support and marital satisfaction of university female married teachers; and this mediating influence was interpreted to test whether these two mediating variables mediated the relationship between teachers' job satisfaction (the independent variable) and teaching ability (the dependent variable).

1.11 Summary

Education, it is actually not a heavy topic, because when it comes to its essence, education is a process of increasing knowledge and harvesting. But when our education is connected and about the future of a family, society or even a country, then the role of education cannot be underestimated. Facing the development of society, people's demands for education are not just for the simple life, but for the improvement of culture, adapting to social changes, and for their own professional development; therefore, we say 'learning can't stop'. In the face of the development stage of rapid social change in higher education, people have gradually made progress towards the different needs of what they have obtained from higher education, which are professional, high-quality, conducive to career

development, and adapt to future research needs.

For teachers, the disseminators of education, the requirements of society and students for higher education teaching are becoming more and more clear. Under such a strong intention to seek knowledge, teachers are not only faced with completing the explanation of knowledge, of course, the explanation of knowledge is not done casually. The ability here is not the smooth end of the lecture, but the efficient teaching of teachers and the ability for students to accept the transfer of knowledge. For teachers who are knowledge workers, self-improvement is also very important, because teaching as a profession, the original intention of choosing this profession should not be an obligation or coincidence, nor is it a good profession, but more about becoming a teacher. And there are passions for seeking and sharing knowledge. Therefore, how to enable teachers to successfully complete high-quality teaching and at the same time complete their own scientific research tasks has become an aspect that teachers need to improve. Therefore, teaching ability has become the research topic of this research on teacher teaching practice. At the same time, as the research object of this study: female teachers in the higher education environment, in addition to the teaching and scientific research they undertake in universities, they also play an inescapable important role in life: 'wife' and 'mother', although men also assume the roles of 'husband' and 'father', but the reality is that female are responsible for the vast majority of family affairs to maintain the balance of the family. Therefore, as a female teacher who bears dual pressures, this is another aspect that we want to understand in this study.

The first chapter firstly introduces the research, the background of the research and the problem statement about the research. It then summarizes the relevant theoretical and conceptual frameworks to construct this study. This chapter also explains the research objectives, research questions, and research hypotheses. The second chapter reviews previous researches on teachers' marital satisfaction, spouse support, job satisfaction, as well as teachers' teaching ability, in order to lay a solid theoretical foundation for subsequent research.

Universiti Malaya

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In a sense, the meaning of education is realized by teachers. Further, education is the foundation of a country, and it is the teacher's responsibility to teach and solve puzzles. If a country is to be developed and strengthened, priority must first be given to the development of national education and, in turn, to the development of teachers. As a group of special occupational groups existing in social positions, teachers' social value and their own value should be the unity of opposites. The question of how education should develop and how to train teachers who can adapt to that development has become a subject that now needs to be explored in depth.

Teaching as a profession should not be chosen because of coincidence or obligation, but should be chosen out of passion, love and heartfelt love for this profession, which will enhance the work of teachers to an extent satisfaction. Erdamar and Demirel (2014) pointed out that when a person is happy and fulfilled by what he or she can do for him or her while spending a lot of time at work, then their own life can also have a more positive attitude to harvest their own life satisfaction. In the viewpoint of female university teachers, Zhou and Zhang (2022) highlight those female teachers, as a more visible group unit, would be of more value for career development or other research. In recent years,

the overall number of female university teachers in China's higher education landscape has been rising rapidly, accounting for an increasing proportion of the total number of teachers, and gradually taking up 'half of the university teaching population' (Chen, 2017). Despite this significant increase in proportion and number, however, from a practical perspective, female university teachers are still a group that requires special attention in the teaching force, and there are still many obstacles and difficulties that they need to face on the way to professional growth and academic development, and more space and support needs to be given to female teachers in schools (Zhou & Zhang, 2022). According to Cheng Yang (2022): the personal awareness and motivation of young female teachers in higher education, the promotion and opportunities in higher education, the attitude and domestic situation at the family level, as well as the status and expectations at the social level will have a series of impacts on female teachers and on their future professional development. Thus, in the face of the rapid and ever-changing pace of social development, it is important to accept the difficulties and challenges posed by social change while at the same time facing how to adapt to it. In this context, the quality of the teaching force, the treatment of teachers, and the status and value of teachers in society will be the focus of educational reform and development in many countries around the world.

In this chapter, there are seven sections including introduction and study variables, dimension framework. Regarding the elaboration of the research variables, the author starts from the role of female teachers in the context of universities, and elaborates in detail the historical process and status development of female teachers in higher education,

and elaborates the role background of female teachers in detail first, so that can explain the reason why this study why only focus on female teachers first; and this also means that its importance and necessary to the teacher as gender separately. Then, the author conducted a literature review on job satisfaction in the past ten years, starting from the job satisfaction of higher education teachers and then to the job satisfaction performance of female teachers in the university environment. Furthermore, in the part of female teachers' spouse support, because there is not enough support for the historical literature on spouse support, the author starts from social support, from teachers' social support to female teachers' social support, thus reviewing the spouse support. Significance and previous literature to better support the smooth progress of this research. More, in terms of teachers' marital satisfaction, the author first explained the definition of knowledge points of marriage to lay the foundation for the subsequent research objects, and then the author further reviewed the different work performance of teachers in different marital status, It is precisely because of such research and teachers' stage performance that the author further extends the relationship to the marital satisfaction of married teachers for a better in-depth review of the relationship and status. Finally, in terms of teachers' teaching ability, the author first further explained the definition about teaching ability. At the same time, due to the particularity of the development of teachers' functions and teaching objects in the higher education environment, the author further combed and summarized the characteristics of the teaching ability of university teachers in combination with historical documents; At the end of the literature review on knowledge points, the author reviews the research on the factors affecting the teaching ability of university teachers.

2.2 The role of female teachers in a university setting

Looking back over the history of patriarchy, it is more effective to understand the current manifestations of gender equality in all areas of society by looking at the power and responsibilities of female in all areas of society and in the family. The position and significance of female in society is important and cannot be overlooked, and the role of female as mothers and wives in family relations and in the social role of care, concern and companionship. Although, in the twenty-first century, female is still at the forefront of social discourse as the opposite of men, it is only from a female perspective that we can make objective assessments and judgements about the development of society and the state of social culture in the present.

As Patsy Parker (2015) concludes about the relationship between female and society, female's participation in social activities actually fluctuates according to the historical development of society and the changes in social expectations of female's participation. From this perspective, it is also possible to confirm that female's participation in social development can better validate the progress of social culture. At the same time, Tang (2018) suggests, more bluntly, that it will take a long 'revolution' for female to achieve real success in higher education, and that female's issues are in fact human research issues that are directly related to the future trends of human civilisation. It is precisely this social perception that provides a more interesting and insightful perspective on the further development of female's careers in today's social workplace.

At the same time, as already stated in Chapter 1, the proportion of female teachers in higher education has reached almost half of the total number of teachers in higher education are gradually assuming an increasingly important role and developmental significance in the educational and academic development of higher education, the further understanding that can be gained about the current status of the role of female in the higher education workforce will allow us to better examine our world from the abyssal perspective of social culture and social development processes.

2.2.1 Female in higher education

As Pilar and Josefina (2019) mention, higher education is a salvation for female, it can be a way for female to create their own value and meaning in life in front of the development of their class. As the saying goes, knowledge changes destiny, and education brings not only knowledge but a transformation of destiny. For female, access to higher education, or entry into higher education, began most formally in the nineteenth century and many efforts have been made since then to change female's destiny and class. However, from the time when female began to enter higher education, it was ruled and administered by the ruling class or aristocracy, and at that time the middle class or bourgeoisie would send their daughters to higher education in order for them to have a career to earn a living (Pilar & Josefina, 2019). Higher education was a 'privilege' that required a collection of capable and powerful aristocrats for a time. At the end of the twentieth century, Conell (1995) explained the status quo of men and female in academia before, stating that male researchers existed in academia in the same way that masculinity

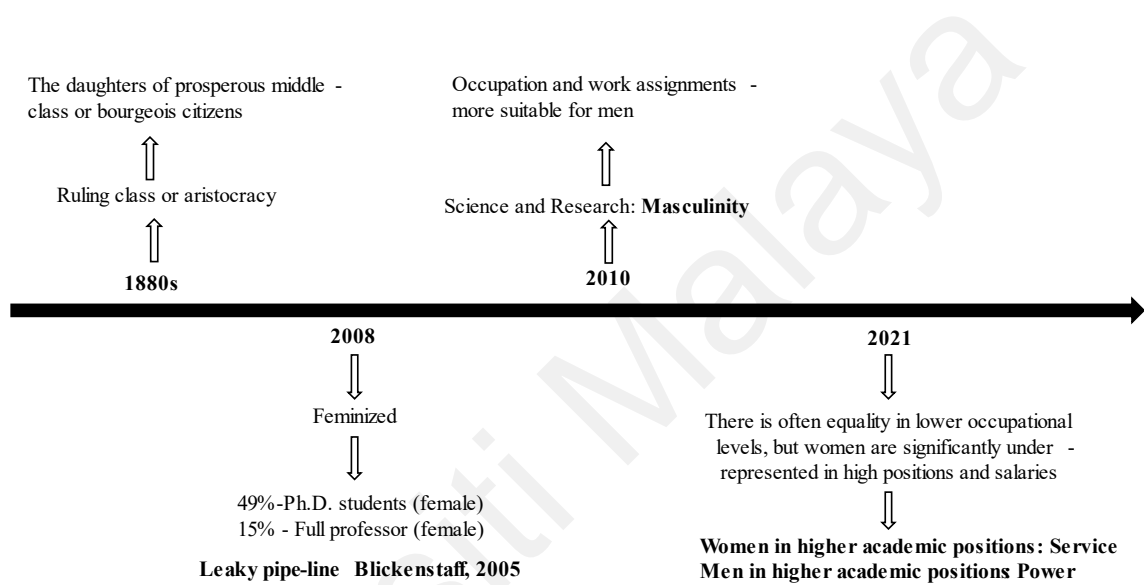
existed in hegemony.

In the twenty-first century, Hogskoleverket (2008) states that forty-eight percent of Ph.D. students in Sweden are female and that higher education is becoming increasingly feminized. However, in the United States in 2008, only 15% of female were full professors (Acker, 2008). From these trends in 2008, it is clear that even though female have the same power as men to enter higher education, there is still a gap between the overall career progression of female and men after becoming academics. By 2010, academics were slowly coming to the realisation that academia was essentially gender neutral and that gender inequalities in teaching staff were historical and would disappear once the older generation of staff retired (Määttä & Dahlborg, 2011). However, Määttä and Dahlborg (2011) found out that there is a deeper perception of gender differences in research methods; they point out that qualitative research is often preferred by female researchers and that it is often considered to be scientifically unsound, while men, on the other hand, are more likely to seek in contrast, men are more likely to seek breakthroughs in quantitative research. Thus, from this dimension, we can observe that science and research were still considered to be a male prerogative at the time, and that researcher traits and masculinity were often set as relevant traits, so that researchers were considered to be a male-dominated special environment at the time (Wyn et al., 2000). It is for this reason that Määttä and Dahlborg (2011) point out that both in the past and in the present in 2011, academic institutions are organised and conducted on the basis of masculinity. At the same time, however, the nature of the profession and the tasks are also more

inclined and suitable for male researchers (Lewis & Humbert, 2010). As Figure 2.1 shows.

Figure 2.1

The Development of The Role of Female Academia



Although the 1980s saw the introduction of policies on equity of character into higher education institutions, the overall role of female teachers has gradually changed from the patriarchal status of the previous one. The twenty-first century has seen an overall increase in the work of female academics in higher education and a shift in attitudes, but female academics continue to face significant obstacles, with organisational tasks and demands remaining masculine.

In fact, even in 2021, scholars Allen et al. (2021) conclude that female is still underrepresented in leadership structures and that there are still significant barriers to female in higher positions. Baker (2012) also explains this female challenge by suggesting that when female and their husbands are burdened with the distribution of work in the home, the female's perceptions of the relationship between the range of life arrangements and their work are not always clear. When female and their husbands are overwhelmed by the workload at home, when they are unable to balance their lives schedule with their work, and when institutional barriers lead to a continuation of females challenges and an increase in the number of working hours, female's stress levels rise.

At the same time, Minello (2020) notes that the period when female begin their careers in academia also coincides with their peak childbearing years, two important periods that are closely interconnected but also fraught with conflict. It is because of the contradictions and oppositions that exist during such a period that it is also suggested that those females who choose to have children at this important time will be at a greater disadvantage in their career development (Myers et al., 2020). Immediately following the choice of marriage and childbearing, marital status and having children under the age of six are negatively associated with female's career progression (Baker, 2010; Wolfinger et al., 2008). In terms of the autonomy of female academics in funding academic research projects, data from the Australian Research Council (ARC) grants show that only 27.5% of the nearly 14,000 applicants were female (ARC, 2020). Furthermore, a study by the National Institutes of Health Research found that female first-time junior investigators

received a full 24% less funding than men (Oliveria et al., 2019). It is also worth highlighting that research scholars' performance in terms of position and overall performance assessment tends to be assessed more by female than by men in terms of the number of publications and citations (Allen et al., 2021), suggesting that performance validation is more necessary for the career development of female scholars. This is also true for the professional development of female academics, with Abalkhail (2017) noting that although professional advancement programmes offer the same opportunities for both male and female academics, the fact is that such participation opportunities are harder to make for female academics themselves, as female are more likely to make choices about time away from work and the need to undertake study away. The fact is that this is a difficult choice for female academics themselves, as they often have to make trade-offs with their families in terms of time away from work and the need to study away.

In the face of this phenomenon of career development, including academic development, funding, promotion, publication requirements, and family matters, it is easy to see that female are at a disadvantage, both in terms of their own choices and in terms of the differences in the system itself. This is because the process of development between men and female in the face of academia will present the status of male and female teachers in terms of career development, salaries, professional advancement and other aspects, thus verifying in a review the current state of academic development of female teachers in higher education institutions.

It is precisely because of the differences in perceptions of the functions of male and female teachers in various roles that, as Allen et al. (2021) emphasise the importance of equality in work and life, they point out that it is precisely because of the fact that female have more responsibilities in their personal lives than men, including, for example, the domestic role of caring for children, caring for the whole family (or members of the extended family), that this can have an impact on their work in a range of different ways. Due to the link between family life and work, Mason and Goulden (2004) also highlight the important link between satisfaction and personal well-being and the development of family relationships. This is accompanied by the need for female teachers to balance and choose between work and family, but also because of the discrimination that still exists between subtle institutions and cultures (Monroe et al., 2008), resulting in female presenting an equal development with men at lower levels of the profession, yet when it comes to higher positions and salaries, the female role presents a serious deficit (Catalyst, 2021). It is because of this relational trend that it is also necessary to gain insight into the current state of development of female teachers in higher education, as well as better making further insights into the current state of the position.

In China, despite the ‘feminisation’ of young teachers in higher education, female teachers are still scarce at higher levels, have lower titles than male teachers, and are at an overall disadvantage (Hu, 2019). In a long-standing socio-cultural context, many researchers have examined the role and identity of female teachers in higher education from a gender perspective. Although there is a positive trend towards a growing female

teaching force, it is unrealistic to conclude from numbers alone that the change in numbers does not mean that the 'male-centered, female boundary' in higher education that has existed throughout history no longer exists, but rather that this situation still affects female teachers and makes them struggle with their social positioning. In her study on the gender perspective of female teachers, Yu (2012) notes that the crisis of marginalisation and gender myths are huge and long-standing challenges that female teachers face in higher education in this generation.

Yu (2010) suggests that the marginalisation of female teachers in higher education is mainly due to the fact that female teachers are farther away from the 'core group' of university organisations than their male counterparts, and that the marginalisation refers to the fact that female teachers are less involved in research than their male counterparts, that most of them are in the humanities and social sciences, and that female teachers have a very weak academic voice (the origin of this is the low proportion of female teachers who are professors, PhDs and subject leaders). The second reason for marginalisation is that female leaders in higher education, if they exist at all, are rarely in central leadership positions. From the two manifestations of marginality, we can very objectively as well as intuitively feel the unfavourable trend of female teachers in terms of equity in female's interests. At the same time, with regard to the 'gender myth' that Yu (2012) highlights about female teachers in higher education, it refers to the fact that when female teachers enter higher education, they immediately start to switch between the daily and frequent roles of teaching and research, as well as the social roles of wife and mother, in order to

maximise their commitment in their work. In the case of the family role, the norms of this role require female to place the value of their lives in the hands of their husbands and their children. The frequent switching and engagement in different social roles can make female teachers take on more domestic responsibilities and work and teach in the workplace according to the higher education system is more suited to the development of male teachers, making them vulnerable to role conflict (Liu, 2017). However, the 'good wife and loving mother' role is also a crystallised representation of the traditional role of female, and to some extent, an extreme cultural imperative (Mu, 2003).

For female teachers in higher education, society's standards for female require them not only to meet and reflect the traditional female 'good wife and loving mother', but nowadays they are not only expected to be a good wife or mother, but also to achieve a life model that combines both family and career. With such social demands and expectations, female seeking to develop themselves and seek self-worth have to take on both social and family responsibilities, thus exacerbating the conflict between the two roles. It is worth emphasising that childbirth is an inherently female biological process and, as a result of this process, female teachers go through periods of marriage, pregnancy and parenthood (breastfeeding) which are also critical golden stages in their development. The constraints of professional development opportunities due to family ties and constraints put female teachers at a disadvantage to male teachers in terms of professional development and competition (Hu, 2019). Pyke (2013) also describes that when female teachers are not burdened with family responsibilities, they are more willing to have

greater professional ambitions.

Because of the special and far-reaching nature of higher education, this role transition is not conducive to the professional development of female teachers in higher education and does not contribute to the realisation of their life values (Liu, 2017). Hu (2019) re-emphasises that in the overall social situation, most people are more interested in the image of 'good mother' and 'good wife' than the image of 'strong woman or superwoman'. Some people even believe that a woman's success is judged by her feminine qualities such as gentleness, kindness and virtuousness. As a result of this social culture and perception, it can be very important and confusing for female to achieve personal value in their professional or personal workplace.

The above information on the overall development of female teachers in the university environment shows that female now have more equal access to higher education and participation in university work, and that there is a positive trend towards 'half the population' in terms of numbers alone. However, this has not always been easy in terms of values and social attitudes. The persistence of the ceiling phenomenon in the development of positions and professions makes it easy for female teachers to be warned about the 'dilemma' of professional growth and the awkwardness of 'promotion or departure' in positions and posts. In this context, it is therefore necessary to make a case for the development of female in today's environment, and to understand more about the

work and lives of female teachers in higher education as an urgent first.

2.3 Job Satisfaction

2.3.1 The Role of Teachers' Job satisfaction in higher education

Human resources are considered as one of the most important aspects of organisational development and an important part directly related to the future trends of the organisation (Harris et al., 2007). For job satisfaction, which exists as a multidimensional structure, the state of satisfaction will be a crucial and important factor in the performance of the organisation and the outcome of industry competitiveness (Mustapha & Yu Ghee, 2013). So that, the factors that influence job satisfaction and how they affect the job satisfaction of an organisation's employees is an important consideration that every organisation must pay attention to, as it determines the extent to which employees' performance is achieved, which in turn indicates the current status and trends of the organisation.

In the wider context of higher education, teachers' satisfaction is a further reflection of teachers' perceptions of their performance in all aspects of their work, and through their teaching and other aspects of their work. At the same time, because higher education is a socially significant organisation for the future development of society, the overall perceptions of teachers during their tenure in higher education institutions, in addition to their own professionalism, will also influence the overall educational outcomes of the organisation. Furthermore, job satisfaction determines the level of performance of

employees and can further influence the fluctuation of performance, which in turn influences the development of the organisation and the progress of future projects (Díaz-Serrano & Cabral Vieira, 2005). Hsieh and Wu (2007) also directly confirm that higher levels of job satisfaction led to better results and higher levels of productivity.

Mustapha and Yu Ghee (2013) suggest that universities can benefit from job satisfaction and design job satisfaction enhancement mechanisms to support the retention of scarce talent to help the educational and academic development of universities. With such a talent retention mechanism, this will help universities achieve higher quality teaching and learning and produce high quality academic production (Duong, 2014). Furthermore, Rinny et al. (2020) state that both job promotion and job satisfaction will have a positive and significant effect on teachers' performance. Regarding the importance of teachers' job satisfaction, Madigan and Kim (2021) emphasised that teachers' job satisfaction is effective in mitigating the likelihood of teacher burnout, while increased job satisfaction has the effect of reducing teachers' willingness to leave their jobs. Next, according to Kasalak and Dagyar (2020), which concluded that there is a positive influence between job satisfaction and self-efficacy of teachers to a certain extent.

Job satisfaction is an extraordinary presence for educational institutions, and the level of satisfaction is the best guarantee for achieving long-term teacher retention. Researchers have highlighted in this way that teaching is an emotional job (Hargreaves, 1998;

Liljestrom, Roulston, & Demarrais, 2007). It is not only that teachers have the knowledge and pedagogical skills required to teach, but they also need to have sufficient emotional intelligence (the ability to manage emotions) to be successful in teaching (Hargreaves, 1998), as the emotions and abilities that teachers display both in and out of the classroom are likely to be the object of learning for students. As Day and Qing (2009) suggest, teachers need to present and share not only their 'brains (knowledge)' but also their 'hearts (emotions and feelings)' in the process of teaching and learning. Parveen and Tariq (2014) point out that when teachers have a high level of job satisfaction, the quality of their education will be improved to a certain extent, which is a fundamental knowledge structure for the huge project of education. More importantly, job satisfaction is a good way for universities to demonstrate and maintain the retention of teachers if they want to improve their chances of staying in the institution (Parveen & Tariq, 2014). When teachers work in an organisation for a long period of time, it is beneficial for the development of the organisation, for the quality and sustainability of education, and in the long term for the education of the country.

Job satisfaction is an important factor that has a positive impact on the ability to further improve teacher performance. From the student's perspective, teachers play a key guiding and critical role in many important paths and critical periods in the student's learning life. And the success of education depends to a large extent on how teachers are involved and taught. The quality of education is therefore important and closely related to teacher satisfaction. To illustrate this point with a simple example: when the school and

departmental management meet the demands of teachers for their work and teaching in order to further improve their effectiveness, when these demands are met, teachers' job performance and productivity will increase. As Sweeny and Mcfarlin (2002) explain: the process of generating and discerning levels of satisfaction is a psychological process of comparison.

Job satisfaction as a subjective cognitive judgment process is one of the most important factors for achieving safety, psychological, intellectual and cognitive construction for job stability of employees at different levels as well as management employees, as it is a series of psychological activities of employees depending on the work environment they are in. Chaudhry et al. (2013) emphasise that satisfaction is as an important factor in the field of teaching, as it is closely linked to the effectiveness of teachers and ultimately affects the academic performance of students. At the same time, job satisfaction can better motivate employees to voluntarily increase their output, which is optimal for the institution (Al-Aghbari, 2003). As society continues to evolve economically and with the changing and improving knowledge structure. Employees also have different feelings and cognitive judgments about the various types of work environments presented by organisations.

As also mentioned by Ali (2012), satisfaction is an important factor aspect of human resources that must be continuously researched according to social processes and is a

research board that requires continuous research and learning. However, the occurrence of work demands including teaching and research demands, teaching and research conflicts can reduce the level of job satisfaction of university teachers through the mediation of emotional exhaustion (Han et al., 2020). Zohair and Omar (2018) also make further status emphasis on job satisfaction in this way, in meeting the functional and personal needs of teachers in organisations and institutions and at the same time providing services to teachers in the educational institution to further strengthen the link between teachers' intimacy and sense of belonging to the institution, can increase teachers' job satisfaction with the educational institution in which they work. It is the perceived state of job satisfaction that is important for the overall performance of the staff, as an important guarantee of productivity.

2.3.2 Job satisfaction among female teachers in universities

It is worth mentioning and drawing our attention to the fact that the performance of job satisfaction also depends on the content and nature of the work to which employees are assigned (Parveen & Tariq, 2014), which suggests that teachers' job satisfaction varies for each stage and for each position and job responsibility, and this becomes an important aspect to distinguish and understand. This is because the importance of job satisfaction is something that we cannot ignore.

Teachers' satisfaction is a function of how they perceive their work, how they struggle

with their work for a living, and whether their work provides them with those things they consider valuable in life (Singh & Devi, 2022). Chen et al. (2006) directly forward that if there is to be quality teaching and student learning outcomes, then teachers must first be satisfied with their work. This is also true for educational institutions, whose effectiveness and teaching conditions depend on the job satisfaction of teachers (Wood, 1976). Thus, the well-being of teachers' job satisfaction is not specific to students and educational organisations alone, but its impact also permeates the educational and general development of society as a whole.

In fact, the relationship between gender and satisfaction has been mixed and inconsistent in previous research on job satisfaction among male and female teachers (Smagina, 2020; Tulen & Serife, 2012). Okpara et al. (2005) were among the first to identify this gap in research, concluding that female teachers experience higher levels of satisfaction in their relationships with colleagues, while male teachers focus on salary, promotion and overall satisfaction levels.

The pressure of multiple roles and responsibilities, the inescapable burden of being a modern professional woman, is a serious fact that has to be faced. In the previous section of the literature on the historical development of female teachers in higher education, it is clear that although most female now have the right to equal access and employment in higher education, the socio-cultural processes that have influenced female teachers in

terms of decision-making and development are a reflection of female's perceptions. After all, teachers' performance is directly related to their job satisfaction; teachers' performance is directly related to the happiness and dissatisfaction they experience in their work (Chaudhry et al., 2013). This is an important part of the study and is a direct result of the author's desire to understand more about the current state of job satisfaction and the identification of its causes for female teachers in higher education.

After all, the traditional or popular perception is that men are the cooler and more emotionally stable of the two sexes, while female are the gentler and more emotional side. At the same time, Katoch (2012) explains that job satisfaction is influenced by a combination of factors and that factors influence job satisfaction are not fixed and uniform, and most importantly, and also considered are constantly different from one person to another. Srivastava and Mogra (2015) conducted a study on the level of job satisfaction and gender differences among 64 teachers working in the higher education teaching sector in Udaipur, India. The results were encouraging in that the overall job satisfaction of the teachers was average, but there were significant differences in the gender differences in satisfaction. First of all, the factor of work relations is an important factor for both sexes in assessing their job satisfaction in terms of the friendliness and attitude of colleagues. The study also found that female's measures were more heavily weighted towards administrative factors, while men placed the importance of the work environment above administrative factors. Finally, it is worth noting that men ranked economic factors the lowest on the scale. Parveen and Tariq (2014) also highlight that job satisfaction is

different for male and female teachers, which point out that job satisfaction is not only a response to the job itself, but the degree and performance of satisfaction also depends on the employee's own perceptions of the environment in which he or she works, supervision, the performance of the organisation and interpersonal relationships between members, the level of pay and the culture of the organisation.

Given certain social roles and behaviours in a particular gender, men and female have different expectations and experiences in relation to work (Mengist et al., 2020). But the more serious fact is that Agyemang and Arkorful (2013) and Smagina (2020) did not find any significant differences between male and female teachers based on their job satisfaction. Furthermore, Mangi et al. (2011) found a reason for this dangerous phenomenon when they reported that a large number of female teachers were still undecided about the various factors of their job satisfaction. In both studies, it is clear that female teachers do not give the most realistic answers about their job satisfaction.

2.3.3 The Factors associated with teachers' job satisfaction in universities

University dimension

Alam et al. (2005) found that salary levels were the most important measure of job satisfaction used by teachers in a study on the satisfaction levels of male and female university teachers in Bangladesh. However, Kumar (2015) further highlights the importance of salary levels, school location, and professional development opportunities

for teachers in determining the development of teacher satisfaction levels.

Among the differences between male and female teachers in terms of job satisfaction, female teachers were more inclined to consider promotion opportunities, working conditions, organisational support for their teaching, welfare policies and inter-organisational interactions to determine their level of job satisfaction (Alam et al., 2005). In the meantime, the impact of the dimensions of work itself, work-related stress, organizational work environment, teachers' professional growth and development, and job compensation on female teachers' job satisfaction was identified by Fan's (2013) as the most critical and important impact on female job satisfaction; and also included the nature of work (pride, achievement, self-esteem), teachers' relationships (colleagues, family, students) and work environment (soft and hard). Bagga (2020) interviewed 50 female teachers at Holkar College and examined the horizontal factors of job satisfaction through six dimensions: freedom and autonomy at work, appreciation in teaching, job security, convenient and suitable working hours, job recognition, and job rewards received by teachers. The results of the study confirm the importance and positive contribution of these six aspects to the job satisfaction of female teachers at higher education.

Singh and Devi (2022) in their study on the performance of male and female teachers in terms of satisfaction level in government universities in Imphal West, Manipur,

mentioned that there is a clear direct relationship between the job satisfaction of teachers and their educational qualification. It is reassuring to note that the job satisfaction level of both male and female teachers is at an average level and the level of satisfaction of female teachers is higher than that of males. However, there is a clear difference between female and male teachers in their judgement of working hours.

In Guangdong, China, Chen Zhiqiao (2021) conducted a study on the differences between stress and job satisfaction among female university teachers and found that the overall job satisfaction of female university teachers was moderately high. The five satisfaction factors measured in the study were interpersonal relationships, work itself, school management, work environment, and job compensation, in descending order of influence, with the highest level of satisfaction among female teachers being school interpersonal relationships and the lowest level of satisfaction being job compensation. At the same time, it is worth noting that female teachers are generally subject to sub-moderate levels of stress.

In an exploration of the perceptions of satisfaction among female teachers in higher education, it was explained that teachers' job satisfaction has a direct impact on their well-being. Female teachers believe that an important aspect of the meaning of life is the activity and interaction they have with students in their teaching activities (Xiong et al., 2022). The level of organisational support that female teachers receive also plays an

important role in maintaining and enhancing their satisfaction. Xiong et al. (2022) suggest that because female teachers in higher education are generally more emotionally sensitive, the care they experience in the organisation and the rapport they experience in the environment will lead to a higher sense of belonging and professional fulfilment. However, they also emphasise that just because most female teachers in higher education have relatively simple interpersonal relationships, vibrant teaching audiences, and are among those who can manage their time better, female teachers may still show strong levels of performance in terms of professional well-being, even if their overall well-being is less than satisfactory.

School types

Next, Kumar (2015) went on to further compare the job satisfaction of female teachers working in private and government schools in Fatehabad district of Haryana through a comparative study, suggesting that female teachers in the two types of schools show a more distinct focus on different factors in considering their level of job satisfaction. Following up to Mahbub (2014), explains that teachers are the most important power factor in the path of educational development. Immediately following that, Mahbub (2014), in a study on job satisfaction of female teachers in private universities in Dhaka, highlights that the four most important factors in measuring job satisfaction among female teachers are first and foremost the best predictors of satisfaction: reasonable and fair salaries and employee compensation benefits. The rest include adequate opportunities for teachers to develop professionally and to express themselves; reasonable working hours

to create a work-life balance; and how female teachers are constitutionally supported at the organisational level. Meanwhile, Nasima and Alam (2015) compared the satisfaction levels of female teachers in public and private universities in Bangladesh and found no significant difference between the job satisfaction levels of female teachers between the two types of universities.

School location

In a study conducted by Pabla (2012) on job satisfaction among university teachers in the Punjab region, it was found that there was a significant difference in the results between male and female teachers in terms of the degree of job satisfaction, with female teachers in particular showing less satisfactory results. However, in a comparison between urban and rural universities in the region, the job satisfaction of teachers working in rural universities was significantly lower than in urban universities.

Marital status

In a study conducted in the Chinese context, Chen Yinfei (2009) also concluded that male and female teachers' satisfaction levels differed, but this was based on marital status; marriage increased the job satisfaction levels of married male teachers, and this may be due to the traditional Chinese concept of marriage, in which married female's lives are centred more on the family. Because of this change in family status, it is also worth noting that both married men and female show a more satisfactory level of satisfaction in terms

of family satisfaction.

Gender-specific differences

Based on the growth and development of China's education system, which has led to an increase in the number of young female teachers in Chinese universities, Fan Jieqiong (2013) suggests that increased job satisfaction contributes to the organisational loyalty of female teachers. In her study, she analyses in depth the physiological characteristics of female teachers as well as the personality traits that differentiate them from men and the differences in stress and career development. Firstly, she emphasised that female's special physiological needs, such as pregnancy, childbirth and breastfeeding, take up a lot of time and energy, and because of their special nature, they are unable to devote themselves to their work. In addition, the traditional image of female makes it difficult for female to work.

According to Bagga (2020), the difference in job satisfaction between male and female teachers is judged in terms of gender differences, highlighting that men have the important role of providing for their families in the context of their family role; however, for female, the need to maintain a balance between work and family is behind the family.

Female teacher dimension

In a study of job satisfaction dimensions of female teachers in Anhui Province, China, Fan (2013) concluded that female teachers' interpersonal relationships were one of the most influential dimensions on their job satisfaction. It is worth mentioning that this conclusion has also been corroborated and supported by the research of Chen Zhiqiao (2021). Webber and Rogers (2018) suggest that female and male teachers are similar in some aspects of job satisfaction; however, female teachers are more likely than male teachers to value professional department and professional fit, professional and job recognition, role balance, mentoring, and supervision as important criteria for female teachers to determine their own job satisfaction. Smagina (2020) notes that although there is no significant difference in the level of job satisfaction between the two genders, female teachers show higher levels of satisfaction in terms of non-material rewards, opportunities for advancement, the inherent nature of the job, and job flexibility and advancement opportunities, while male teachers judge the level of satisfaction to be more heavily weighted towards factors such as salary, professional development, relationships with supervisors, and research itself.

In analysis on the age stage of female teachers and job stress, Chen (2012) highlights that female teachers under the age of 30 are the least satisfied with their pay, while those in the 41–50 age group, where career maturity (both professional and vocational) is close to its peak, are significantly more satisfied with their pay. Research on stage differences in career, Klassen and Chiu (2010) suggest that female teachers' satisfaction increases early

to mid-career and then begins to decline. When female teachers have more stress in the classroom due to their work and student behaviour, this leads to lower values of managerial efficacy in the classroom, which leads to lower values of satisfaction.

Family and work balance

A person's life exists mutually through the connection between family life and work. Therefore, in the connection between family and work, people not only have to reconcile their work roles, but also have to take care of the mutual balance in their lives regarding their family and personal roles. As the female teaching profession continues to grow, the pressures and contradictions of multiple roles in society come to the fore as female enter society with conflicting schedules of family and work. In earlier studies, it has been expressed that conflict between work and family can lead to a range of negative phenomena, including dissatisfaction, anxiety, elevated stress levels, absenteeism, negative work status, and changes in health status, both emotional and physical, as a result of the conflict, which in turn can lead to a decline in performance and a decline in productivity as a teacher. In the worst cases, this may lead to separation or even dismissal (Achoka, 1990; Frone et al., 1997). Thus, Atteh et al. (2020) explained that when flexibility in working hours, appropriate workload, role recognition, a good working environment (providing the right space, facilities or equipment to support work), and a supportive organisational culture can help and moderate to a limited extent the impact of stress on female teachers in the context of work-family life conflicts, thereby improving such the negative performance under stress, including low satisfaction levels, can be

improved.

Female and male have different performance profiles and discern the direction of research findings. Smagina (2020) explains that male and female have different levels of expectation at work and that they have different criteria for evaluating jobs and job opportunities. It is precisely because of this difference in gender research that we need to have a deeper understanding of specific gender roles so that we can fundamentally understand the differences in gender and the criteria by which they are judged, and so make better development and policy changes in response to gender encounters. The study is fraught with social role considerations, but it is also hoped that through the experiences of female in social roles, it will be able to see the true development and current direction of the study and be better able to raise awareness of social roles as well as effectively enhance and develop human resources in higher education.

In sum up, although in previous studies, some researchers have compared the differences in job satisfaction between gender teachers, the degree of satisfaction analysis for single-sex female teachers is still not complete and comprehensive, which also proves that academic research is an important reason why it never ends. However, as educators in the university education environment, it may not be considered that they have many problems about satisfaction and burnout because of the high education and high-income teaching and research environment. Due to their special functional mission and developmental

impact significance, and because of the particularity between female's workplace roles and married family roles and the obvious conflict with work, married female university teachers' job satisfaction under this current situation becomes an important factor in the urgent understanding of this research gap that we need to undertake at present.

2.4 Female university teachers' spouse support

The most profoundly important role of modern education is to help individuals to develop physically and mentally and to help them to integrate into society and to become happy and productive individuals. The role of the teacher is indispensable in ensuring that education can play this role, and the subjective well-being of the teacher can make education more effective for the development of society and the individual (Gülaçtı, 2010). Each individual living in society, starting from the smallest group team, down to the family unit, to being a member of a socio-economic, professional or religious group, shows that the existence of the group is already an integral part of the individual's existence in society (Cuceloglu, 1997). Diener et al. (1999) reveal that the domain of satisfaction with subjective well-being is composed of many different components, including 'work, family, leisure, health, finance, self and community'. Gülaçtı (2010) also adds to this the self-dimension of the individual community and a sense of belonging.

As Kongar (2002) notes, 'interaction is the basis for the development and emergence of social structures. From the individual, social interactions first start with the family, and

as they grow and develop beyond the family, the circle of social interactions slowly begins to develop and expand, from school, to external organisational groups, to the workplace. Of course, when people interact, they are not only encouraged in a positive way, but they can also have negative influences and developments. In general, however, social support can be defined as the support and help received from family interactions, friends, neighbours and then from the organisation of the workplace, which can have a certain enhancing effect on psychological motivation and help the individual in terms of psycho-cognitive-emotional, physical health and cognitive contribution (Gülaçtı, 2010).

It is precisely because family members exist as the most important and inseparable source of support in society; furthermore, as far as marriage is concerned, they exist as the most important part of a person's life. Therefore, the role of the spouse in social support, as well as the support status and performance of the spouse have also become an important relationship expansion and research extension of the social support variable in this study.

2.4.1 Considerations on spouse support arising from social support

Social support is a system of interactions through family, friends, neighbours, organisations, or a range of physical, psychological and financial processes that enable better support and help to overcome physical or psychological deficits (Medical dictionary, 2009). According to Abrol and Kishor (2021), social support is a process that helps people solve social problems and achieve their goals, and BAŞOL (2013) further

explains social support as a system of social support networks that are emotional, complex, functional and have a complex network of social relationships. It is further suggested that social support takes many forms, including emotional support from a significant person in a relationship, a work-related conversation or consultation with a friend or colleague, or even unconditional love and support from family, and that social support can be effective in ensuring and driving satisfaction to help people improve their work effectiveness, satisfaction and therefore this can be done in a variety of ways to ensure and drive satisfaction, helping people to improve their work effectiveness, satisfaction and therefore quality of life.

According to Sarson and Sarson (2005), social support is not only about support and help in times of difficulty, but it is a constant presence in life, at the same time, Riaz et al. (2016) argue that if people do not have enough support in life, they will experience more difficulties in social situations or in life. Therefore, it is only when people have adequate social support that they can have the support to overcome the difficulties they face and can rely on psychological or material support to cope effectively with the stress they are experiencing (Wang & Dai, 2011). At the meantime, Sarafino and Smith (2011) suggest that social support can provide comfort, reassurance, self-confidence, a sense of love, belonging and a sense of grounding when people are in a particular period of stress and tension.

2.4.1.1 Social support for teachers

Social support, as a behavioural manifestation of human interaction, provides physical and psychological support to people suffering from psychological problems in the face of physical stress or social events, and is also considered to be an effective mitigating factor in reducing psychological distress or burden in the face of stressful events (Fasihi Harandi et al., 2017). Cobb (1976) describes social support as a protector that protects people from external and self-generated stress and explains that it gives people a sense of being loved, cared for, respected and a sense of belonging and presence within a social network. As education, teaching is an important profession that is under great pressure and bears great social and abyssal developmental significance, therefore teachers' perception of the social support aspect is very important and significant. In every unitary organisation, educational institutions should also increase the level of commitment and loyalty of their employees to the organisation in the context of controlling the total quality of education (Karakaya et al., 2014).

Leadership support

In terms of leadership support, Cropanzano and Mitchell (2005) provide a positive explanation, stating that when members perceive support from their supervisors or leaders, it is effective in creating a perceived organizational commitment among members to help the organization and its leaders achieve organizational goals. Such findings further suggest that receiving support from an educational organisation's leader or supervisor can have a significant positive effect on teachers; researchers have also suggested that such a

positive effect can be in the form of retention and job commitment (Eisenberger et al., 2002; Shanock & Eisenberger, 2006). There is an important and positive association between being supported by a supervisor or leader and the development of engagement by members of the organisation (Swanberg et al., 2011). After all, in an organisation, the supervisor or leader is equivalent to the basic attitude and position of an organisation, and when members of the organisation are supported and encouraged by the supervisor, the corresponding employee is like being affirmed and recognised by the organisation.

Teachers' perspective

Oğuz and Kalkan (2014) conducted a study on the relationship between loneliness and social support among school teachers in Samsun, Turkey, the result showed that teachers' loneliness was positively correlated with their perceived social support, meaning that teachers' loneliness was more pronounced when their perceived social support was low. However, there was a correlation with the number of years of teaching experience, with the results showing that teachers' perceived loneliness at work was stronger when they had been teaching for more than ten years.

Job stress

For teachers' work stress, overload of working hours, violence or bullying at school, negative perceptions of work, dissonance between personal and work lives, pay issues, and problems with students in the classroom will all influence the specific direction and

level of performance of teachers' work stress (Biolim et al., 2019). Guan Xiaobin and Duan Jiangfei (2020) also obtained a structural model of job stress and social support factors through structural equation modelling and highlighted that based on the findings of the study: Firstly, there is a significant association between six factors of job stress (including career development, management system, workload, teaching stress, job security and interpersonal relationships) and three aspects under social support (including objective support, subjective support and support utilisation). In addition, career development is the greatest source of stress; social support can provide some relief from stress; and social support is a predictor of the symptoms of stress. Biolim et al. (2019) highlight that low social support is an important factor in the elevation of teacher stress; the level of access to social support in the workplace will have a negative perceived experience in both the personal and professional lives of teachers.

Age and working years

Xu Tao et al. (2019) also noted that teachers who had been teaching for more than 10 years received more subjective and social support than those who had been teaching for less than five years. Qian Hongpu (2019) shows that male and female teachers in higher education are at the middle level of the Chinese environment in terms of the mean value of social support ratings, and that social support has a significant positive and mentioned enhancing effect on teachers' well-being. The results of the difference in the level of social support by age group showed a trend of decreasing and then increasing; first, teachers in the 30-33 age group scored the highest on social support ratings, while teachers in the 37-

40 age group scored the lowest (Qian Hongpu, 2019). At the same points, teachers' age and social support are negatively correlated, indicating that the older they are, the less social support they receive, especially in the 33-37 age group, than in other age groups (Rajakala & Kumar, 2015). Finally, the data on income showed a positive correlation with social support, suggesting that when teachers have more income, they receive more social support (Rajakala & Kumar, 2015).

Social support with job satisfaction

Rajakala and Kumar (2015) highlighted that the perceived social support of individuals can effectively influence their performance in job satisfaction. Thus, Rajakala and Kumar (2015) collected data on the specifics of their social support and job satisfaction from 70 male and 312 female teachers in rural and urban schools in Tiruchirapalli by using systematic random sampling. The results of the study clearly show a positive correlation between job satisfaction and social support on both sides of the research topic.

There was a significant positive relationship between job satisfaction and social support, and the social support received also predicted and influenced teachers' job satisfaction (Wang Yongbao, 2021). Looking at teachers' ratings of social support in isolation, Wang Yongbao (2021) found that when teachers faced difficulties and needed support, the first people they chose to rely on and seek help from their families and close ones. Unfortunately, there was less support from schools and other social organisations. In

particular, a study conducted by Xu Tao et al. (2019) on the relationship between teaching efficacy and social support in two universities in Northwest China found that there was a significant correlation between teaching efficacy and subjectively experienced emotional support and the social support received by university teachers. Han et al. (2020) highlights that social and administrative support can further enhance university teachers' job satisfaction through the mediating role of job engagement.

Other factors

Teachers may experience isolation when dealing with students who remain irrelevant in the classroom and are less motivated to learn, or when they receive less support or have a lower perception of support in terms of working conditions (Karakaya et al., 2014). Such a situation may lead to burnout for educators who have high expectations and aspirations for an ideal future in education. Recall that Kahn (1992) emphasises that the level of employee engagement in organisational work is built up psychologically, cognitively, and emotionally through supportive feedback on at-work activities.

When teachers receive and perceive social support, it can be effective in helping teachers with the stress they are under (Fiorilli et al., 2017). In terms of social support, there was no particularly significant correlation between gender and social support; however more interestingly, married teachers perceived higher levels of social support than unmarried teachers, which also suggests that marital status is positively correlated with social

support (Rajakala & Kumar, 2015).

2.4.1.2 Social support for female teachers

Female teachers exist as a special group in unit organisations, special here in that who have the major responsibility of teaching and educating people, but at the same time they need to also play a special social role as someone's wife, someone's mother, someone's daughter, someone's sister, etc. Often, female is considered to be the primary caregivers of the family, taking on the burden of looking after the home and taking care of its affairs. When female take on the roles of teacher and family (married), both roles are relatively demanding; the burden of being a teacher overlaps with the responsibilities of a family caregiver, and female are subjected to more stress and face different difficulties and frustrations. Wang and Dai (2011) conclude that psychosocial factors are a major cause of health problems for female teachers. In Karakaya et al. (2014) five different dimensions were compared by physical education teachers teaching in Turkish educational institutions regarding with managerial support, colleague support, family support, student support and effective support in teaching.

Social support with female teachers' well-being

Social support is a strong predictor of female teachers' well-being (Zhang Juan et al., 2020), and when teachers receive more actual subjective and objective support, they have higher levels of well-being. Zhang Juan et al. (2020) explained that such perceptions of

well-being and social support may be due to the fact that female teachers, as intellectuals, are able to seek help when they need it in difficult situations and thus receive help from family, friends, or colleagues in the workplace to solve problems, thus experiencing and enhancing their well-being.

However, the fact is that when teachers perceive social support, it affects their job satisfaction and mood (Karakaya et al., 2014). The same validation regarding the positive effects of social support on physical and psychological well-being was also obtained by Moradi et al. (2014) through their study. Perceptions of social support can be effective in promoting psychological well-being and improving performance at work. Marzbani and Bostan (2016) identified a positive relationship between the perceived social support of female teachers and their psychological well-being in Komanshah (urban Iran) with a positive predictive effect. They mentioned that teaching is one of the professions that is prone to serious psychological consequences, and in the face of the heavy role of female, a serious and negative psychological state will have a range of effects on the teachers themselves, the students involved in the teaching activities, and the education system as a whole.

Comparison between male and female teachers

In the comparison of male and female teachers, colleague support was more prominent for female teachers (Karakaya et al., 2014), at the same time, Karakaya et al. (2014)

mentioned that male teachers expressed fewer opinions on the support they received than female teachers. On the dimension of teachers' educational status, Karakaya et al. (2014) shows that there were significant differences in terms of colleague support, family support, and teaching support. Meanwhile, Abrol and Kishor (2021) conducted a comparison between male and female teachers in terms of social support and work commitment, showing that although female teachers received more social support than male teachers, including from family, friends, and organisational managers, there was no significant difference in work commitment between the sexes. It is important to emphasise that subjective satisfaction, as mentioned in the previous section, is an important guarantee for the retention of teachers and for the maintenance and effective implementation of teaching activities.

Despite the fact that in a globalised society, male and female share dual roles and responsibilities in the family and society, the tendency for male and female to share the dual role of parent and worker is slowly becoming a general consensus in the modern social process (Nurmayanti et al., 2014). However, female also tend to be more psychologically vulnerable and sensitive than men (Wang & Dai, 2011).

According to Wang and Dai (2011), female teachers received significantly lower overall scores for social support (objective and subjective) and the utility of social support than male teachers, then Wang and Dai (2011) explain that, the social support received by

female teachers varied significantly across schools, occupational specialties and educational levels. Next, because of the higher social status of teachers, in the China social environment, teachers are able to obtain the appropriate support from family, friends, and society; however, male teachers are more likely to obtain the support they want and don't get it from their wives either. However, the presence of female in the teaching profession carries the same responsibilities and role pressures as male teachers, but they also face a lot of family pressures, as female teachers do not have a lot of free time. This phenomenon makes female teachers prone to a state of psychological imbalance, which in turn affects their ability to be discontented in their social relationships, making them less able to feel the support that society and their families give them. They are less likely to feel supported by society and their families.

Family support

Riaz et al. (2016) concluded that married female teachers had high levels of social support and low levels of perceived stress. Teachers felt that being able to receive a high level of social support from close friends, family, work colleagues, and others allowed them to feel less anxious and stressed at work. Certainly, based on Marzbani and Bostan (2016) research on the three directions of providing social support, including family, friends, and significant others; the social support provided by family has a significant positive impact on the mental health of female teachers.

As Liu L. (2013) confirms that family support is the most important objective social support that sustains individuals, and female receive help (childcare, housework) from family members (parents, relatives, spouses) on a long-term or short-term basis. When female teachers encounter work-family conflicts, they draw on the formal and informal social support they receive from their families, neighbourhoods, and workplaces. Kausar and Farooqi (2015) conducted a study of 216 female university teachers in Pakistan on the influence of female teachers on overall health issues, and the results of the impact factor measure on social support showed that when female teachers perceived support from their families, it effectively predicted teacher health.

Further, Carlotto and Câmara (2018) show that there are four dimensions in the family-work interaction model that will have a direct impact on the relationship between family artefacts. When the social support received at work decreases, it will lead to an increase in conflict on the work-family dimension. When teachers are engaged in activities that are not related to their teaching role, work overload or long hours, and receive less social support in the work process, the greater the negative impact of work on family life. Thus, indicating the level of social support can be an effective predictor of the changing performance of the balance dimension between family and work. When teachers' social support at work is increased, it brings a positive dimension to the relationship between work and family. As Goyal and Arora (2012) suggest, the presence of interpersonal conflict and a lack of social support in the workplace can lead to fatigue and a subsequent decrease in emotional availability. Almutairi (2017) conducted a study on Saudi female

teachers with at least one child as a result of a three-way study on work-family relationships, perceived social support, and job satisfaction. The results showed that social support from supervisors and colleagues was effective in promoting positive perceptions of job satisfaction among female teachers, leading to high performance and productivity in their teaching activities.

School dimension

On the variable of school type, teachers in public schools had more opinions than teachers in private schools, while the most significant differences existed in terms of colleague support (Karakaya et al., 2014).

Teaching activities can also have many problems and difficulties, such as the lack of social support for teachers, financial problems, and the presence of physical and mental illness, which can be a source of teaching stress. It is also precisely because married female has to take on more family responsibilities than unmarried female. Thus, Riaz et al. (2016) conducted a study on 110 married female school teachers in Gujarat, Pakistan, related to social support and stress, as well as measuring the state of influence of the family system on married female school teachers in terms of social support. The study found a positive association between the family system and the social support of working female. Married female in joint family systems showed higher levels of social support. In addition, the study found a negative association between social support and stress among

married female.

Others

The psychological aspect of social interaction also creates another obstacle for female teachers to use social support. This perception is due to the poor interpersonal patterns of Chinese people, who only trust members of their circle of acquaintances in the process of social interaction and are somewhat socially wary of people from outside their circle; only when they cannot find resources to help within their familiar circle do they turn to the outside world or to market-based welfare organisations (Yang, Guo, & Huo, 2012).

The last aspect of the hindrance comes from the additional stressors that arise for female teachers in higher education under the three areas of appeal, the so-called negative ways of coping, which in turn prevent the effective use of social support (Yang, Guo, & Huo, 2012). As explained in the cultural context of their role, Guo and Zhang (2010) further explain that although female teachers in higher education are able to identify and seek solutions to problems, they rarely reach out for help or talk about them, but more often resort to self-explanation or self-solution to deal with difficulties.

2.4.2 Spouse support

2.4.2.1 Determine the spouse support

On the issue of barriers to female teachers' use of social support, Liu L. (2013) shares four areas, one of which is the intergenerational conflict that exists between spouses and parents due to differences in perspectives on housework and childcare. The second aspect is related to the traditional gender division of labour in society, which is influenced by the long-standing belief that 'men are the mainstay of the household and female are the mainstay of the family' and that most female teachers in higher education choose to sacrifice themselves if there is a conflict between the two spouses in terms of career development (Yang, Guo, & Huo, 2012).

Nugraha and Kustanti (2020), Andhini and Utami (2022) have explained the impact of social support in the face of conflict between work and family, thus highlighting that the support of the other half will have a significant impact on the buffering of work-family conflict. Research has pointed out that despite the high level of pressure required of teachers, when they have access to appropriate social support, such as co-dependency, companionship, and communication, it can lead to positive emotional experiences of being cared for, respected, and valued (Brackett et al., 2010). Findings regarding such positive affective experiences of dependency and being related are similarly confirmed in the study by Kemunto et al. (2018), which highlight that married teachers present a happier level of affective performance than unmarried teachers and that married teachers have higher job satisfaction. This also provides evidence that when teachers are in a

marital situation, the emotional support they receive can support their satisfaction performance to some extent.

Fiorilli et al. (2019) highlight that source of social support, including close friends and associates, and family often provide the emotional support needed; in particular, it is suggested that family support is by far the most important and prominent type of social support. Wayne et al. (2007) go on to explain that when teachers receive support from family members, they are better able to achieve their personal and professional goals and enhance their self-growth, and that support from family members is an effective buffer against negative feelings at work. That is how Greenhaus and Powell (2006) explain that family support can further and effectively enhance work performance. Notably, Carlson et al. (2014) and McNall, Scott, & Nicklin (2015) have also demonstrated that family support has a positive effect on teachers' job satisfaction and can further enhance their satisfaction and performance.

However, we cannot deny that the family is strictly speaking based on the marriage relationship, and more simply put, when a man and a woman enter into a marriage relationship, this also means that a family relationship is established. Although parents and children are also considered to be part of the family. With the support of such intimate relationships, family is the most important form of support that can effectively counteract teachers' tendency to leave (Zhou et al., 2020).

Spouse support is defined by Aycan and Eskin (2005) as a form of support in which a spouse provides help, advice, and understanding to their significant other. Through Adams, King and King (1996) and Andhini et al. (2021), the spouse support is divided into two kinds, including mental support and instrumental support. Aycan and Eskin (2005) argue that mental support includes listening, advising, caring, understanding, and being emotionally sincere from the spouse. For instrumental support, it refers to the practical help given by the partner to the spouse in the areas of housework and childcare (Aycan & Eskin, 2005). Furthermore, instrumental support has been shown to reduce the burden of family demands on the spouse, enabling more time to be devoted to work, while emotional support can better achieve an increased sense of efficacy for the spouse at home and at work (Parasuraman et al., 1996).

2.4.2.2 The differences of spouse support between male and female teachers

Already at an early stage, Hobfoll (1986) highlighted that even though both male and female benefit from social support in times of crisis, there may be differences between the sexes regarding the extent of the benefits and the sources of their gains. Interesting research has concluded that female is better able to mitigate their own stress in terms of social support, although the reality is that they do not receive as much support from their husbands (Schwarzer & Gutiérrez-Doña, 2005). In terms of differences in perceived support between male and female, Greenglass (1982) suggests that female show a greater willingness to give to their family and friends than male, and that this state and level of giving may also be the reason why female receive more support. This explanation is also

supported by Laireiter and Baumann (1992), who suggest that female is more likely to have and maintain more and wider social networks than male.

However, the contradictions and conflicts between the family responsibilities of married female teachers and the various teaching tasks they have to deal with in the workplace make it difficult for them to devote time to academic research or related teaching outside of work (Dikmen & Maden, 2012). As female develop personally and acquire social expectations in the field of university education, they try to achieve a correspondingly good status in their domestic role as 'housewives' (Nartgun et al., 2020). Looking at roles towards working life, it is easy to see that female play a variety of roles in working life, such as teaching staff, managers, thesis advisors, and researchers, but they also take on social roles in everyday life, such as mothers, wives, sisters, and neighbours (Özkanlı, 2010). Barnett et al. (1995) directly emphasise that bad marital experiences will directly increase the psychological burden of married female workers. This phenomenon also directly indicates that married working female face more difficult life problems than unmarried working female.

With regard to the conceptual implications of the 'Support Gap Hypothesis', Belle (1982) and Cutrona (1996) explain that this gap is established when the level of support a woman receives from her spouse is compared to the level of support a man receives from his wife, with female receiving relatively less. Based on this gap hypothesis, Schwarzer and

Gutiérrez-Doña (2005) tested the interaction between gender and age and showed that middle-aged male and female receive more spouse support than younger; however, as female get older, they show a gradual decrease in the amount of spouse support they receive.

However, the fact that the 'support gap' has been validated makes it all the more important that further research and practical validation of the relationship between male and female spousal support be undertaken. Further to the 'spousal support' aspect, the concept of 'spousal reciprocity' has been further researched and defined by Wintre and Gates (2006) as when there is mutual respect and direct communication between spouses, and a good relationship of reciprocity is practiced when there is mutual respect and direct communication between spouses and an equal relationship between them. Thus, Nuzhat-Ul-Ain and Faiza Safgar (2016) concluded from a study on spousal support among 210 married female teachers that spousal support was negatively associated with psychological stress, explaining that when spousal support is received, it is effective in helping to resolve psychological stress. Furthermore, in a study on the role of teachers' spouse support in job satisfaction performance, Singh (2014) noted a positive correlation between teachers' job satisfaction and their spouse support, which the result showed that when teachers received higher levels of spousal support, both male and female teachers showed higher levels of job satisfaction.

Closely following what Nuzhat-Ul-Ain and Faiza Safgar (2016) have highlighted, the relationship with the spouse will have a direct impact on the psychological development of the female worker. Spousal support and communication between couples are therefore the most important influences on female's psychological well-being (Johnson & Wu, 2002; Manne & Glassman, 2000). Rajakala and Kumar (2015) also highlighted that spouse support showed a significant negative relationship with the mental health of married female teachers. When married female receive positive support and encouragement from their spouses, their families will also have a safer and more stable path to health, while also more effectively avoiding the potential for role conflict that occurs with female (Sackey & Sanda, 2011). Gupta and Srivastava (2020) explain the importance of spouse support for female academics, stating that if female teachers lack spouse support, it may be difficult for women to balance career and family. This further illustrates and explains that support from husbands can be a very important presence for women teachers' happiness levels in the workplace (Bayhan Karapinar et al., 2020). At the same time, Uddin (2021) is more forthright in stating that support from husbands is a crucial element in helping women to realise their social and life values and to reconcile their role balance. There is no doubt that the strong relationship between social support and psychological performance has been confirmed by numerous studies. Therefore, research on spouse support will also provide a more detailed assessment of the causes of teachers' work and psychological state and the implementation of further status quo initiatives.

In sum up, this part of the literature review provides a series of reviews starting with

social support for teachers and moving on to spouse support research. It is clear to learn that although much research has been conducted on social support, relatively little research has been conducted on social support for higher education educators, possibly because of the social perception that as knowledgeable educators, they demonstrate high levels of knowledge, high status and a satisfying higher education environment. Furthermore, from a review of the studies that have been used to conduct the review, it is clear that researchers have generally explored subjective or outcome associations related to social support, such as well-being, teacher burnout, and job efficacy, but have been unable to find more research to date for stronger research support for spouse support, let alone through spouse support for teachers, spouse support for female teachers, and female university teachers. This is therefore another important starting point for this study: how does the state of spouse support for female university teachers fare in higher education settings?

2.5 Marital satisfaction

2.5.1 Determine of the marriage

Family, the most important and indispensable core part of the existence and normal functioning of society, is also the basic unit that serves as the effective maintenance and preservation of social traditions, the normal development of interpersonal relationships, and the provision of upbringing for children (Siavoshi et al., 2016). According to Mafakheri, Ounagh, & Asadi (2016), the family has been the most important and indispensable component for the proper existence and functioning of all states and social

forms throughout human history and nowadays. The family, of course, began with marriage as its foundation.

Marriage is one of the more specific social institutions that exists in society, and although it is made up of only two people, it consistently improves and enhances people's health and helps them to have a more fulfilling and positive psychological experience in life; while a healthy marriage provides stability and a sense of belonging for the marital family in the relationship, and for the community, it helps to achieve long-term social stability (Ali & Saleem, 2022). And, according to Shackelford and Buss (2000), it is indicated that by over 90% of the world's population will have had at least one marital experience.

Simply put, the beginning of a marriage relationship is a long-term commitment between two individuals who are legally recognized and legitimately exercise their rights and duties as husband and wife (Sirin & Deniz, 2016). Hayward and Zhang (2006) and Uecker (2012) even elaborate on this conclusion by suggesting that if a person is able to enter into a marriage relationship earlier, then Uecker (2012) suggesting that if a person is able to enter into a marital relationship earlier, they will present a happier and healthier state. As Valentina et al. (2021) state: marriage, in whatever form it takes, is a romantic relationship, a romantic relationship filled with joy and happiness. When there is a stable and healthy marital relationship, there is a positive association with the physical health, psychological health and overall level of satisfaction with life for both the individual and

the spouse (Valentina et al., 2021).

Eslami et al. (2014) explain that marriage is the most important event after birth; that the important purpose of marriage is to be able to live a happy and loving life by the side of a spouse; and that marriage brings psychological well-being and security based on one's complete physical and mental health. Islahi and Nasreen (2013) also suggest that there is a significant difference between the marital status of married and unmarried teachers in terms of their efficacy, that is, the extent to which teachers' marital life is beneficial. In terms of social well-being, Campbell (2003) describes family life on the basis of marriage as a general social factor that enhances general physical and mental health and increases social well-being. Thus, from the above discussion of marriage, we can further understand and explain from a social perspective that marriage is an important part of the social process that people have to face and grow up in, and that a healthy marriage not only has a positive impact on a family but also contributes to the health of society.

Furthermore, when we look only at the family, Eslami et al. (2014) support that the foundational role of the individual in the development of personality traits, values, and a humanist perspective is given by the family. Further, taking into account the meaning and role of the family for society and the family itself, family well-being is the greatest asset in society. Therefore, when there is conflict or a decline in marital satisfaction, it naturally causes a degree of negative physical and health effects in both spouses, which can lead to

serious incidents (Gaunt, 2006); and, of course, it affects the children in the family (Amato, 2004). Mohammadimehr and Ayatollah (2017) have confirmed this in their discussion, stating that a happy marriage acts as an effective buffer against negative life stresses and emotions. After all, perfect marriages do not exist, and more than half of all marriages may end in a relationship by separation or divorce (Mohammadimehr & Ayatollah, 2017).

Last, for professional female, the relationship and influence between the family and her husband must be considered. Finally, Chinese scholar Duan Tingting (2019) pointed out in her thesis report on 'How Husbands Affect the Rise of Female's Occupational Status': Despite the rapid development of modern society and the influence of China's long history and culture, the husband's income in the relationship between husband and wife a series of factors, such as female's emotional dependence on their husbands, housework and time to take care of their families, will have a negative effect and influence on the rise of female's professional status. As a community with a shared future in society, the family can share resources between husbands and wives within the family, and it is a safe haven for husbands and wives to avoid social risks. From the conclusions of the above research, it is intuitive to know that the mutually beneficial coexistence and intimate emotional bond between husband and wife are mutual influence, mutual guidance, mutual assistance, and sometimes even mutual restraint (Duan Tingting, 2019).

2.5.1.1 Teachers' performance in various marital status

Teachers are the most effective resource to invest in student learning as an educational process, but they are also the most important human resource that schools need to focus on and continuously improve, both in terms of teaching knowledge and in terms of presenting and influencing life and world views. However, with the development of education, the education industry is also full of competition and rivalries, and teachers are no exception. Retaining good and talented teachers is now a new challenge for schools to take on (Likoko, Ndiku, & Mutsotso, 2018). At the same time, Carberry, Lee, & Ohland (2010) also highlight the impact of teachers' marital status on their retention intentions. It is precisely because of the importance of maintaining good teachers in order to maintain teaching effectiveness, and the importance of teachers' marital lives in their lives, that it is necessary and problematic to explore the marital status of married teachers.

According to Ayeop (2003), married teachers exhibit higher levels of job satisfaction than other statuses such as single, separated, and divorced. Marriage, as a bond between a man and a woman, should be satisfying if it is to last, and research has shown that when married couples experience and feel the satisfaction of the bond, it has a positive and significant impact on their psychological and physical health (Anyamene & Etele, 2020). Kong (2009) suggests that when married and unmarried teachers are compared to separated and divorced teachers, the level of work engagement between them is superior to that of divorced and married teachers, as well as in terms of their performance in terms of energy at work and their contribution to work. Building on this, Kong (2009) also

suggests that teachers in a single state are better able to focus on their work than those with families and marriages and the possibility of things happening around them. Immediately afterwards, Farshi and Omranzadeh (2014) explain that burnout scores for both married and unmarried teachers are at an intermediate level, but single teachers have slightly higher levels of burnout than married teachers. In particular, female teachers showed higher burnout scores than male teachers on all three subscales of burnout (including emotional exhaustion), depersonalization, and personal achievement. Although there was no significant difference between female teachers regarding the difference in professional qualifications and attitudes, a significant difference in their professional attitudes arose between married and unmarried female teachers (Chauhan, 2016).

As a bit mentioned during the spouse support, married teachers appear happier and have higher levels of job satisfaction than unmarried teachers (Kemunto et al., 2018). The reason for such positive emotional displays may be that, despite the high levels of stress, teachers feel cared for, respected, and valued when they have the appropriate social support and have someone to rely on, accompany, and interact with (Brackett et al., 2010). In addition, Kemunto et al. (2018) perceived very strong level differences when comparing job satisfaction levels between married and divorced teachers, showing that teachers in active marriages had much higher levels of job satisfaction compared to divorced teachers. Interestingly, a comparison in the status of the study participants was also presented in Njiru's (2014) study, which concluded that married teachers and those

who had been married (including widowed or divorced) exhibited higher levels of job satisfaction than those who were unmarried and had not experienced marriage. In Saner and Eyüpoğlu's (2013) study on the relationship between marital status and gender on job satisfaction, it was concluded that married academics had higher overall levels of job satisfaction than unmarried academics; at the same time, female academics who were not married showed higher levels of job satisfaction than men who were not married. At the same time, married female academics have significantly higher levels of job satisfaction than male academics; this performance of satisfaction status in married status may be related to the role of married female academics in the marital family (Saner & Eyüpoğlu, 2013).

Chauhan (2016) highlights in terms of attitudes, when teachers have more positive attitudes and higher levels of satisfaction, they perform better in the classroom, and classroom effectiveness is ensured. Attitude is therefore an expression of a state of mental preparedness for an individual in the work process. Although marital status and teachers' self-efficacy is a study that occupies many different controversies and conclusions; however, Odanga et al. (2015) conducted a further exploration and examination of the results by using a mixed approach: In the quantitative methods section of the study, it is presented that the marital status of teachers is not correlated with their self-efficacy. However, the relationship under the qualitative study yielded a number of different results: firstly, the teachers interviewed reported that married male and female teachers were more effective than unmarried teachers, as maternal and paternal love was better reflected in

married teachers. Furthermore, although some teachers felt that single teachers performed better in classroom management, student engagement, and self-efficacy in classroom strategies, the majority of teachers reported that married teachers performed better in all three of these areas.

2.5.2 Marital satisfaction

Bilal and Rasool (2020) refer to the statement that if women are not fulfilled in their marriages, then they are not fulfilled in their lives. This is because the marital family is the smallest group unit in society (Nweke et al., 2021). Marital satisfaction is a reflection of the good feelings that both spouses have towards each other when they are in a state of marriage. Marital satisfaction is actually a positive and pleasant attitude (Mafakheri, Ounagh, & Asadi, 2016). Regarding the evaluation and measurement of marital satisfaction, Ali and Saleem (2022) mention that satisfaction is measured by the perceived quality of the intimate relationship between the wife and husband. The level of marital satisfaction is usually assessed by describing the different dimensions of the spouses' perceptions of the marriage. The strength of the relationship and the problems that couples have with each other reflect the specifics of their overall marital satisfaction (Esmaili et al., 2007).

Anyamene and Etele (2020) give a positive interpretation of marital satisfaction as a positive evaluation of the extent to which a person's positive feelings and needs are met

in the particular relationship they are in. As defined by Ahuyi (2004), marital satisfaction is a 'blossoming' psychological experience, a positive emotional state of mutual satisfaction and enjoyment experienced by both spouses. People who experience such satisfaction and positivity tend to be happier and perform better with others; not only that, they also perform more effectively in their work lives (Pasupuleti et al., 2009).

Marital satisfaction refers to a person's overall subjective judgement and evaluation of their marriage when they are in a marital situation. According to Omage (2013), a good marriage brings happiness and joy, and when it is a satisfying relationship, it is free from stress and negative life experiences, while when it is unsatisfying, it can affect one's physical and mental health. Marriage is like a family unit that provides stability and support, and a prerequisite for maintaining a healthy and stable marriage in the long term is to maintain a good level of marital satisfaction. According to Anghel (2016), in relation to marriage, the achievement or realisation of happiness, emotional awareness and self-fulfilment is the state closest to 'marital satisfaction'.

Fincham and Beach (2010) also explain the concept of marital satisfaction as a person's attitude towards his or her own marriage. It is also important to emphasise that research on marital satisfaction can help guide married couples towards a more satisfying marriage, and for those couples who are counselling and educating themselves about marriage, it can provide more information and guidance and prevent marital satisfaction from

continuing to decline and end (Fincham & Beach, 2010). Naemi (2018) also provides further explanation and clarification on the concept of marital satisfaction, mentioning that marital satisfaction is a state of mind and is also a multidimensional concept, multidimensional in the sense that it encompasses a wide range of different aspects such as personality traits, financial issues, child-rearing style, and sexual relationships. Of course, the range of satisfaction factors also includes factors of satisfaction in terms of psychological needs such as family support, effective communication, companionship, commitment, honest relationships, attractive spouses, and mutual acceptance and appreciation between spouses (Sanger, 2016). More so, when it comes to sexual satisfaction, Bilal and Rasool (2020) emphasise that sexual satisfaction is an important determinant of the development of marital satisfaction and also state that sexual satisfaction will also strongly moderate the relationship between marital satisfaction and life satisfaction.

According to Bandura (1989), there is a triadic relationship between personal factors, including marital status, professional environment factors, and three aspects of behavioural characteristics such as self-efficacy. Since Bandura (1989) has already provided a long-term perspective and direction on the importance of marital health and satisfaction, it is necessary to explore specific levels of marital satisfaction in order for teachers to develop and achieve adequate levels of teaching effectiveness. In reality, however, achieving marital satisfaction is a difficult and elusive challenge, as marital satisfaction needs to be further realised through personal, social, and/or religious

variables (Mafakheri, Ounagh, & Asadi, 2016).

2.5.2.1 Marital satisfaction of married teachers

Marriage is an important stage and life journey in which the individual and his or her existence play a pivotal role in the growth path of social life (Anyamene & Etele, 2020).

Marriage is one of the most important social relationships between male and female, and adjustment in marriage means providing an opportunity to give both spouses the opportunity to have their needs met in terms of companionship, belonging, in order to be able to provide and be in and under a secure and protected sense of satisfaction (Singh, 2019).

Low levels of marital satisfaction led to frustration and aversion in life, resulting in a lower quality of life (Pines, 2007). Marriage can be seen as the most exciting and exciting yet stressful event for people (Abbasi Asfajir & Ramezani, 2017). It is because of the increasing number of negative marital states, such as divorce and marital dissatisfaction. When couples gradually begin to experience a loss of love, a complete loss of love, or a prolonged indifferent emotional relationship, this can lead to mental health problems for both partners, eventually leading to marital dissatisfaction and ultimately to divorce (Pines, 2007).

Personal status

In previous study on the factors influencing marital satisfaction, Mirhosseini et al. (2020) examined 365 couples and concluded that a certain level of marital satisfaction could be predicted by the age, education, and occupation of the wife. More importantly, the results show that marital satisfaction is more likely to be high when the wife's age is less than the average age of the couple. Valentina et al. (2021) mention personality, religion, income status, education level, and age of marriage as factors that can have an impact on marital satisfaction and highlight that out of today's social culture, making a spouse or achieving satisfaction is a difficult thing, without exception. For it seems that all seem to be dealing with this some variety of situations and problems to maintain emotional relationships. At the same time, Guo Yijian (2017) also explains the economic factor will influencing marital satisfaction, stating that female teachers who hold teaching positions in higher education, both professionally and economically, are able to be in a more equal position at home. After all, it is only on the basis of material satisfaction that one can better pursue a higher level of spiritual life.

Relationship patterns

Yucel and Koydemir (2015) have also shown that a good orientation towards family division of labour, communication, and sexual satisfaction increases the level of marital satisfaction of couples, and also, Valentina et al. (2021) suggest that healthy and constructive interactions, expressions of love, and intimacy between couples are effective in ensuring the development of marital satisfaction. According to Lavalekar et al. (2010),

'an unsatisfactory marriage is the result of multiple causes', with highlights that there are four requirements in a marriage, including fertility, sexual satisfaction, companionship, and finances, and when one or more of these requirements are not met or one of the parties in the relationship is satisfied, then the marriage is likely to be in crisis.

What drew our attention was Sanger (2016)'s detailed list of nine different aspects of marital needs, including: family commitment, family support, recreation and companionship, honesty and openness, sexual satisfaction, financial support, effective communication, an attractive spouse, acceptance and appreciation of the spouse; the most important aspect for married teachers was recreation and companionship in marriage, followed by support. In the final results of the study, a clear and positive correlation between teachers' marital satisfaction and satisfaction with psychological needs was presented (Sanger, 2016). Furthermore, Lukman et al. (2020) examined the direct effects of teachers' problem-solving strategies, communication, and negotiation styles on the marital satisfaction of Nigerian teachers in a more comprehensive manner. The findings confirm that problem-solving strategies, communication, and negotiation styles are very strong predictors of change in marital status, with communication styles being the strongest (Lukman et al., 2020).

External environment

The outlook on life and values are important as a basis for a man and a woman to form a

couple, but with the influence of different factors such as society, family, and work organisation; of course, the open-mindedness and academic rigour of the university environment can effectively help to meet the cultural needs of female teachers (Guo Yijian, 2017). Finally, personality factors and interpersonal relationships are also present and most influence the level of marital satisfaction of female teachers in higher education.

Gender difference

There was a significant difference in the level of marital disaffection between male and female married teachers (Pines, 2007). In the meantime, in a study conducted by Liang Li and Guo Cheng (2014) on marital satisfaction and adult attachment among 210 young married teachers in four universities in Sichuan and Chongqing, China, it was found that male married teachers had higher levels of marital satisfaction than female married teachers.

Interestingly, Ali and Saleem (2022) have an interesting study on the correlation between conflict management styles and marital satisfaction among male and female research scholars in a marital situation. The findings present a particularly marked difference in resolution styles between males and females, with females more inclined to use an integrative style to deal with problems, while males, to a greater extent, choose to resolve conflict through avoidance, allocation, and verbal aggression. In addition, the level of marital satisfaction of male and female scholars is higher for female than for male, and

the study suggests that this is because there is a positive relationship between the way men and female deal with conflict and marital satisfaction.

Household

On the correlation between married teachers' family functioning and marital satisfaction and disaffection, a study showed a direct correlation between married teachers' functioning in the family and marital disaffection (Pines, 2007). With such marital satisfaction in mind, Liang Li & Guo Cheng (2014) explain that young female teachers are not married for very long, their children are generally young (infants or pre-schoolers), and female teachers take on most of the parenting tasks, which can lead to dissatisfaction in the relationship if the husband is not involved or understanding enough, leading to a decrease in marital satisfaction. Meanwhile, when a person has a resilient family and personal life, they can be seen to be physically and mentally healthy as they get through the parts of their life that are not good for them (Naemi, 2018).

Psychological

Certainly, as an important and integral part of life, marriage will also help teachers better fulfil their role responsibilities at work and at home. Naemi (2018) highlights that there is a positive relationship between resilience and marital satisfaction of married teachers and satisfaction with basic psychological needs. It was noted that satisfaction with basic psychological needs (autonomy most of all) showed a significant predictive effect on

teachers' marital satisfaction. Siavoshi et al. (2016) showed that there was a negative correlation between relationship seeking and marital satisfaction and a significant correlation between emotional intelligence and marital satisfaction; however, emotional intelligence was associated with relationship seeking. Siavoshi et al. (2016) argue that marital satisfaction levels are negative when there is strong emotion seeking, but because of the direct correlation between emotional intelligence and marital satisfaction, when emotional intelligence is increased and improved, marital satisfaction levels also tend to be positive. As stated, further education and training in emotional intelligence can be effective in enhancing the stability and well-being of family life (Agha Mohammad et al., 2013).

Mafakheri, Ounagh, & Asadi (2016) based on the fact that emotional creativity is an expression of the richness of human emotional life (Ivcevic et al., 2007) and that it is also an expression of the ability to express effective emotions, three scholars conducted a series of studies further validating the relationship between emotional creativity and marital satisfaction among married teachers. An interpretation of the findings revealed significant positive correlations between the three conceptual aspects of emotional creativity—innovation, preparedness, and effectiveness—and the marital satisfaction of married teachers, with preparedness and effectiveness being significant and effective in predicting marital satisfaction. It is also clear from the appellant's research that there is a significant link between emotional creativity and the level of stress and marital satisfaction experienced by teachers.

Indeed, resilience can be seen as an important factor that can influence an individual's ability to develop in a healthy way and to overcome and adapt to external challenges and difficulties (Khanlou & Wray, 2014). Resilient settings in the working lives of teachers will therefore help them to better adapt to and overcome the difficulties and problems encountered in their environment, while preventing the hazards suffered under difficult circumstances.

Marriage years

As Liang Li and Guo Cheng (2014) reveal, young married teachers with children are less satisfied with their marriages than those who are married but do not have children; immediately afterwards, the age of marriage shows that married teachers who have been married for less than three years are more satisfied with their marriages than those who have been married for more than fifteen years.

Marital satisfaction with job satisfaction

With regard to the correlation between teachers' marital satisfaction and emotional intelligence, Valentina et al. (2021) conducted a study on the correlation between marital satisfaction among married teachers in the Anambra State in Nigeria and found a weak positive correlation between the two, although there was a substantial relationship between them. However, in Lavalekar et al. (2010), the results of both studies showed a significant positive relationship. Meanwhile, in a study by Parvizian et al. (2015) on the

effectiveness of emotional intelligence training on married female teachers in terms of marital satisfaction, it was concluded that emotional intelligence training can have a boosting effect on couples' emotional competence and a significant contributing effect on their marital satisfaction.

The link between marital satisfaction and job satisfaction was verified. 'Marital Adjustment' is defined as 'the emotional expression of happiness and satisfaction felt by both spouses when they are feeling the marital state of the moment' (Sinha & Mukerjee, 1990). The findings of Singh (2019) suggest that marital adjustment is not particularly different between male and female teachers in terms of job satisfaction, suggesting that male and female teachers have the same amount of time to express their feelings as well as time to manage and reconcile their married life with their work. However, there are significant differences in marital satisfaction and job satisfaction between male teachers who teach in primary schools and female teachers who teach in high schools at different stages of education. Job satisfaction has a negative effect on marital adjustment, especially for female teachers, who are constantly torn between their family responsibilities and the completion of work tasks, creating a point of conflict that makes it necessary to reconcile time and commitments with work when female teachers want to do more for their families, making it possible for female teachers to return home after completing their work at school and continue to take on heavy domestic duties, with negative phenomenal results.

According to Batool et al. (2020), marital status makes a difference to teachers' performance in terms of effectiveness and job stress; marital status is significant in terms of job stress, and teachers' effectiveness levels do not vary by marital status. Highlighting the fact that unmarried female teachers exhibit higher levels of stress than married teachers, Dalgaard et al. (2007) explain that unmarried individuals living alone are less likely to receive social support than married individuals, leading to increased stress levels that cannot be effectively mitigated. Anyamene and Etele (2020) highlight that although there is a low positive correlation between teachers' emotional intelligence and their marital satisfaction, there is a slight increase and change in the marital satisfaction of married teachers when teachers' emotional intelligence is increased, as verified and suggested by Veshki et al. (2012): female with higher emotional intelligence is able to better and more effectively deal with problems and conflicts in their marriages. In terms of gender differences, there is a slight difference in the degree of influence of male teachers compared to female teachers (Anyamene & Etele, 2020).

In sum up, a review of past research from the perspective of marriage shows that it is clear that family and marriage are indispensable to the social environment in which people live and that satisfactory marital satisfaction, as the significant other, can provide a better state of support for teachers to teach and develop academically more effectively. However, it is clear from this review that there are still many gaps in the research on marital satisfaction, as there is no enough in-depth research on gender differences, differences in position, performance status in terms of satisfaction, or even differences in educational

level. Therefore, when we realise the influential role of marriage for people in social life, we make more exploration, once we can provide the most basic guarantee for the stable development of marriage, the orderly stability of society, and the smooth running of teaching.

2.6 Teaching ability of female teachers in higher education

People's power is always an absolute prerequisite for social progress and stable development. As a knowledge-sharer in higher education institutions, teachers need to be able to teach in a way that enables students to learn and use what they have learned. As Lu et al. (2021) suggest, 'teachers are at the forefront of knowledge and will be an important quality assurance for teaching and training'. There is a close relationship between the level of teaching and the quality of teaching, which is an important support to ensure that educational activities are carried out smoothly and effectively. Effective teaching is considered to be the ultimate goal of all teachers in educational organisations and units, as teaching is not just an academic endeavour, but the best teaching is not only the transfer of knowledge, but also the process of transforming, deepening, reflecting and expanding it, and therefore teaching is an active academic learning process. As Wong (2009) explains, we cannot change structures to enhance student learning, but we can by changing teachers' teaching practices.

With the reform of education and the continual scientific inquiry being carried out in an

orderly manner, the teachers themselves and the stakeholders in higher education have developed different levels of understanding and cognitive development of the meaning of 'education'. The goal of teaching as higher education is definitely not to simply make students memorise a certain piece of knowledge, which can only be the reception of information, and certainly not to simply reproduce knowledge for the sake of students. If teaching becomes a process of reproduction, then there is only one answer: education has lost its meaning, and this is only the most elementary level of education. We may even wonder whether this is real education.

The purpose of teaching is to enable students to learn to think deeply and continuously. The ultimate aim is for teachers to be able to reflect on their own teaching and learning and to constantly improve themselves with innovative forms of teaching that help students to develop their independence, creativity and intelligence. The ultimate goal of education is to develop a creative student who is able to use a large number of ideas in problem solving and who is able to change and improve his or her perspective in the process of thinking (Prtljaga, 2010). Based on the above arguments for the purpose of teaching and learning, it is clear that teaching is a student-centred activity and that it is only through the innovative use of appropriate and scientific teaching methods that a creative learning environment can be developed in the classroom, making it thought-provoking and far-reaching.

Of course, we must not forget that the primary task of the teacher, as a teacher, as an intermediary between the students and the teachers, is to fulfil the teaching objectives of the course; only if the teaching is completed successfully and efficiently then can further improve other qualities. The primary aim of teaching is to enable students to understand what the teacher is saying in class, or, to put it bluntly, to say that students are in fact 'customers' in the 'business' of the university; the process of teaching is to enable the process of teaching and learning is to enable students to participate actively, to think independently, and to initiate learning so that the teacher's teaching can achieve its primary and fundamental purpose.

2.6.1 Social and Emotional Learning SEL as teaching ability

Parry (2020) explains that for human beings, there is an urgent and deepening need to develop a state and demand for social and emotional connection; and this generation, reflection, and learning of such a sense of social and emotional connection is something that needs to be constantly and deeply embedded in our lives, work, and daily routines in the schools in which we work as teachers. After all, we are dependent on multiple dimensions, including physical health, social relationship, emotional performance, and cognitive and spiritual health, which operate in a dynamic and complex interplay to produce and perpetuate the level of well-being (Parry, 2020). In order to better support students' growth and development, it is important to integrate the dimensions of above of experience permeates the course's approach and teaching process.

Social, and Emotional Learning (SEL) framework, aiming to help teachers and students to achieve their positive outcomes. More importantly, SEL defined as a process, through this process, the youth and adults are able to achieve goals by obtaining an understanding of and managing their emotions, feeling for others and being able to generate empathy, positively building and maintaining social relationships, and being able to make responsible decisions (CASEL, 2021). As McKinsey and Company (2020) explains, as entering to era of the Fourth Industrial Revolution, physical, repetitive and basic tasks are being replaced by intelligent machines, and with that comes a focus on social, emotional and technical skills. Therefore, by following the SEL framework, people are better able to have strong social-emotional skills that help them face challenges in school, life, and work.

As Parry (2020) suggests, as educator, what we need to do is to gain a deeper understanding of societal developments, processes, and principles as a way to share, inspire, and nurture the future backbone of society. The Salzburg Statement (2019) raises five important challenges for education in the current social context, including the future of work (how to teach the skills by society needs), the capacity of innovation (promoting student initiative, resilience and entrepreneurship), educational attainment (improving learning outcomes for all contexts), mental health and social cohesion. More importantly, the SEL model has been shown to improve, to a certain extent, the difficulties and challenges faced, including classroom status or classroom management (CASEL, 2020).

Next, according to CASEL (2020), SEL is defined as five core competencies and advocates the integration and application of the competencies into the classroom process; the five core competencies are: self-awareness, self-management, social awareness, interpersonal skills, and responsible decision-making. As Guo Xue et al. (2022) emphasise, teachers' teaching abilities need to be developed and enhanced in line with the new era of development, which responds to the 'future of work' as discussed in The Salzburg Statement (2019). Furthermore, Gultom et al. (2020) summarise the competencies required of teachers as well: moderate questioning, student feedback, discourse skills, giving encouragement and praise.

Therefore, it is necessary to better achieve the quality of education in higher education through effective and personalised classroom activities in response to the needs of society and the market; therefore this study focused on the university teachers' teaching abilities in the specific context of classroom activities, based on the five core frameworks of SEL; in addition, the authors will provide a context for the teaching abilities by further review the meaning and characteristics of 'teaching ability' through the previous researches.

2.6.2 Determine of Teaching ability

Referring to Tigelaar et al.'s (2004) suggestion, effective teaching and learning in a variety of contexts is a reflection of the teacher's personal characteristics, professional knowledge, teaching skills, and attitudes that are required for teaching and learning activities.

Furthermore, Zhang Jiani (2014) explains that the teacher ability is a combination of the teacher's personal characteristics, professional knowledge, teaching skills, and attitudes that are required for effective teaching and learning in a variety of contexts. This is further explained by the fact that teacher ability is the competency of the teacher in the teaching process in terms of knowledge, skills and attitudes in the face of the contextual differences encountered in various teaching situations.

‘Teaching is a unity of science and art’ suggested by Shen and Wang (2000), which it is a cognitive activity with a distinct intellectual foundation; and that the whole is collectively expressed through the three skills of analytical, creative, and practical thinking. At the same time, they explain that teachers' pedagogical skills are highly situational and are formed, developed, and expressed in their teaching activities. According to Jin Li (2014), in his doctoral dissertation on the teaching abilities of teachers in local universities in China, provides a reasonable and detailed explanation of the exact concept of teaching abilities. Jin Li (2014) sees teaching ability as the ability of teachers to demonstrate the specific effectiveness of their teaching activities in their specific teaching practices in order to successfully teach.

Yan Xianjun (2016) defines the same structural concept by using the term ‘classroom teaching ability’ arguing that the teacher's teaching ability is a professional ability that is based on cognitive ability and is expressed in specific subject teaching activities. A further

conceptual structure is provided by the division of teaching abilities into classroom management skills, cognitive and operational teaching skills, and innovative teaching skills. Firstly, classroom management skills refer to the range of planning, organisation, leadership, and control of teaching and learning that is demonstrated in the classroom. Next, cognitive skills, the ability of teachers to clarify the objectives of teaching and learning activities, to grasp the situation of students in the classroom, and to analyse and make judgements about teaching methods and teaching scenarios. Pedagogical operational ability refers to the teacher's ability to clarify the objectives of teaching and learning activities, to understand the classroom situation of students, and to analyse and make judgements about teaching methods and teaching scenarios. Pedagogical operational ability refers to the teacher's ability to solve pedagogical problems during teaching activities. Finally in relation to the ability to innovate in teaching, Yan Xianjun (2016) argues that it is based on the three abilities mentioned in the appeal, and only on the basis of these three abilities, the teacher's flexibility in the use of theory and methods. In sum up, on the basis of such a concept that it is also implied that teaching ability is the process of demonstrating a teacher's ability to use pedagogical skills in teaching activities to transfer pedagogical knowledge to students. Thus, the specific meaning of teaching abilities that is at stake will be present throughout this study.

2.6.3 Characteristics of university teachers' teaching abilities

In view of the differences between university teachers in terms of the training of human resources, the structure of their professional knowledge, and the objects of their teaching,

it is necessary to explain the specific characteristics of the teachers who teach at the university level, so that we can better understand the educational responsibilities of teachers at the higher education level and the specific abilities required of teachers for society.

Complication

According to Zhang Jiani (2014), teaching and learning is a complex process at the educational level as it includes too many aspects (content, target group, resources, environment, activities). The content of university education is different from basic education in that it is a complex combination of specialised fields, and for the target group, the students do not necessarily come from the same class or from the same academic year, or even from different specialisms in the case of public courses, in the face of the subject matter of university education and large classes.

Professionalism

The state of expertise and quality of teachers will have a direct impact on the final presentation of educational outcomes and is therefore an inevitable requirement for higher education in terms of the professionalism of teachers. With the rapid development of society, the output of higher education is in a constant state of change. The emergence of new fields of knowledge, new technologies, and new inventions are constantly being explored and developed, making society's demand for and control of human resources in

specialist fields increasingly demanding.

Practicality

Wu Defang (2003) in 'On the Practical Wisdom of Teachers' highlights the importance of the practical nature of teachers' teaching in detail. Firstly, the ability to teach is considered to be a concrete expression of the teacher's ability to act. At the same time, pedagogical resourcefulness is an outward process of the teacher's wisdom, and a teacher can be considered to not possess pedagogical resourcefulness if he or she is not able to translate professional knowledge into effective pedagogical output. The second point is that a teacher's teaching ability takes place in a particular context and is a unique demonstration of the teacher's ability to perceive the actions and situations in the teaching process. Finally, the teacher's pedagogical resourcefulness in the teaching process is in fact the teacher's improvisation in the teaching (Wu Defang, 2003).

Individuality

Jin Li (2014) suggests that the teaching process is not simply a process of outputting knowledge, but that the development of teaching ability is influenced by teachers' unique individual thinking characteristics and requires teachers to integrate and internalise theory and expertise, values and teaching contexts.

Creativity

It is through the continuous integration and internalisation between knowledge and teaching scenarios that teachers will adopt different teaching strategies for different scenarios, and, of course, according to the different stages of students, they will respond to teaching through different teaching methods as well as strategies, which means that teachers' teaching is in a creative process of continuous development.

Developmental

With the ever-changing mechanisms of education and a constantly evolving and updated body of knowledge, teachers are constantly developing and adapting their teaching styles and realising their unique value as teachers through continuous exploration and enhancement of their abilities in teaching.

2.6.4 Factors affecting the teaching ability of university teachers

Talent development exists as a major function of universities, and of course, the quality of teaching and the reflection of teachers' teaching ability are the keys to the most intuitive outcomes as the teachers who directly perform the development role (Zhang et al., 2015). Of course, nothing can go smoothly, and in the long term, teachers' stress, educational burdens, and so on can be limiting factors in their ability to deliver. As a result, the most immediate manifestation of teaching effectiveness, classroom teaching, can be affected by different factors with varying degrees of outcome.

2.6.4.1 Teachers' own dimension

Personal beliefs

Liu Jinhua (2021) explored the causes of teachers' teaching behaviour and concluded that it was highlighted that teachers are influenced by their perceptions of teaching, which in turn affects their attitudes towards students and thus their ability to teach in the classroom.

Jiang Guizhen (2012) provides an account of the factors influencing teachers' teaching ability in terms of their conceptions of teaching, their beliefs about teaching, their teaching system. In more depth, Liu Zhiyi (2013) explains that the quality of the teacher's mind, psychological qualities (intelligence, personality, and temperament).

Knowledge and experience base

Wang Jinfeng, Cui Chongfang, & Tian Tian (2009) and Zhao Qinghe (2021) further explain through their research that teachers' own knowledge base has a direct impact on the overall performance of their teaching ability, and that only when teachers master and have deep professional knowledge can they keep up with the only when teachers have a deep knowledge of the subject matter can they keep up with the trends of the subject matter and be able to achieve classroom effectiveness. In addition, Jiang Guizhen (2012) also highlights that the level of teachers' knowledge (subject knowledge, pedagogical knowledge, subject pedagogical knowledge) will have a range of influential effects on teachers' teaching ability. In addition, according to Zhao Qinghe (2021), the teachers' knowledge of the subject matter was found to be influenced by the teachers' biases in their understanding of the subject matter. In the meanwhile, skilled professional knowledge

and practice will also have a series of influential effects on the teacher's ability to teach (Liu Zhiyi, 2013). According to Qian (2019), teachers' teaching experience will play a pivotal role in their ability and teaching status in teaching activities. Pei Tingting et al. (2022) concludes that teachers' teaching experience, educational level, research skills, organisational skills, and cognitive abilities will have an impact on their teaching ability.

It needs to be added to emphasize that, given that the age structure of university teachers in China tends to be younger, with teachers under 35 years old becoming the main force in higher education, in the current form of teaching, young teachers in universities are less committed to teaching, less aware, and less able to reflect on their teaching, and the emphasis and implementation of teaching abilities in universities are not very well placed, which affects the development of teaching abilities (Xiyanan, 2014). Xiyanan (2014) found that the reasons for young teachers' own experiences included their inappropriate attitudes towards their career choices, their lack of enthusiasm for teaching, their lack of commitment, their incomplete knowledge structure, their lack of ability to translate knowledge into teaching, and their lack of initiative in development, all of which directly affect their teaching ability.

Finally, Liu Jinhua (2021) argues that teachers' own knowledge, classroom readiness, and whether they are sufficiently innovative will directly influence their teaching behaviour in the classroom. It is further explained that teachers have a single teaching style; they

have a poor grasp of the key points and difficulties of subject knowledge; they tend to adopt a lecture-based teaching format with few teaching activities; and the effectiveness of their questioning in the classroom (number of questions, range of knowledge, difficulty of questions, etc.) is not sufficient to support the quality of teaching. Finally, the lack of teachers' ability to use multimedia teaching under the current reform of teaching methods also affects their ability to teach (Liu Jinhua, 2021).

Personal status

Qian (2019) mentioned that teachers' professionalism, teaching status, personal traits, motivation are important influences on their teaching ability and performance status. It is worth noting that, Jiang Guizhen (2012) mentions that teachers' dispositions—the way they approach things—will also have an impact on how they demonstrate their teaching ability in classroom activities or direct state experiences. Zhao Qinghe (2021) further explains that teachers' collaboration and communication with other teachers, their own circumstances in their personal lives, and their reflections on their own teaching outcomes will further influence teachers' ability to teach to some extent.

In terms of commitment to teaching energy, some teachers may be motivated by personal development and be under more pressure, which may lead to negative performance in teaching activities and thus demonstrate poor teaching performance (Wang Jinfeng, Cui Chongfang, & Tian Tian, 2009). The same argument is explained by Zhao Qinghe (2021),

who suggests that the stressful working conditions held by teachers will also have an impact on the state of teachers' ability to perform.

Finally, in a recent study on teachers' teaching ability, Pei Tingting et al. (2022) identified seven different dimensions, including gender, age, years of experience, education, research ability, organisational skills, and cognitive ability. It was explained that some teachers showed an increase in teaching ability with age; at the same time, some of the questionnaires indicated that the stronger the research ability of teachers, the weaker their teaching ability, and that this was the result of teachers spending most of their time on improving their research ability. It is worth drawing attention to the question of teachers' organisational skills, which have a significant direct impact on their ability to improve.

2.6.4.2 University dimension

Human resources development

The consideration of the overall direction of human resources development in schools is an important support for the overall construction and development of teachers; however, we have found in previous studies that there is a significant discontinuity in the teaching force in universities due to the emphasis on recruitment of staff and the neglect or disregard of internal training (Wang Jinfeng, Cui Chongfang, & Tian Tian, 2009). In addition, Xiyanan (2014) further reveals that the lack of talent development on the part of schools, the inadequate evaluation structure (favouring research), the lack of incentives for young teachers, the inadequate supervision and management of teaching, and the neglect of the teaching style are also factors that affect the development of ability. On the

educational environment in the new era, Guo Xue, Lu Ying, & Guan Jinqiu (2022) refer to the diversity and complexity of ability development under the rising demands of schools and society on teachers' teaching abilities. This is immediately followed by a disconnect between the pre-service education of most teachers and the actual needs of teaching. It is triggered by the lack of specific training for teachers' teaching skills in schools. Furthermore, the lack of training on teachers' teaching ability is directly related to the development and enhancement of teachers' teaching ability (Zhao Qinghe, 2021). It is worth carrying out certain emphasis regarding the degree of autonomy of teachers in terms of self-development; Xue Qin (2017) explains that the autonomy of teachers in terms of self-development also influences the development of their teaching abilities. Zhao Qinghe (2021) points out that schools tend to neglect the individuality and autonomy of teachers in the teaching process, thus affecting their ability to teach.

Education direction

The future direction of education in schools will also affect teachers' teaching abilities in practice, as Wang Jinfeng, Cui Chongfang and Tian Tian (2009) explain: it is because of the emphasis on research in universities that teachers' teaching is not given sufficient attention, which may lead to teachers not being sufficiently enthusiastic about teaching and not being able to ensure the overall quality of teaching.

The arguments in this regard are further emphasised by Xue Qin (2017), who reveals that

the policy orientation of universities towards research development rather than teaching development; the lack of a systematic and professional training system for teaching abilities; the evaluation of teachers' teaching abilities (the evaluation of teachers' performance is only at the end of the semester, which is too formalised and loses its significance and usefulness). At the same time, the emphasis on research rather than teaching and on academic qualifications rather than abilities creates a more utilitarian academic atmosphere, which makes teachers despise or ignore their teaching work (Zhao Qinghe, 2021).

Policy perspective

School policies and incentives are an important means of promoting the teaching skills of young university teachers (Pei Tingting et al., 2022). Inadequate teaching regulations and weaknesses in the teacher qualification system are two of the main influencing factors from the policy perspective. Ma Jing and Zhou Qian (2019) also highlight that institutional support for teachers is effective in enhancing their performance in teaching abilities.

2.6.4.3 Social dimension

In previous research on the social perspective, researchers have suggested that teachers in higher education are not particularly satisfied with their economic status and the increasing importance that society places on knowledge, which can lead to a series of

pressures on teachers, making it impossible for young teachers to devote themselves to their daily teaching work and showing less initiative in the development of their teaching abilities.

Insufficient policies and laws, inadequate social reimbursement, and poor links between social practice and the profession all have an impact on the overall presentation of teachers' teaching abilities, as mentioned by Zhao Qinghe (2021). Finally, national education policies also show a high level of influence on teachers' teaching abilities (Pei Tingting et al., 2022).

2.6.4.4 Other dimensions

It is worth noting that Liu Zhiyi (2013) mentioned that besides educational policy factors, teaching materials, schools and the criteria used by the education sector to evaluate teaching and learning, economic and cultural factors and student factors also influence teachers' ability to teach.

Jiang Guizhen (2012), moreover, understands at the student level that the state of the students (learning attitudes, motivation, knowledge level, behavioural performance, etc.) is also a factor that influences the teacher's ability to teach. The results on student performance factors in teaching activities have also been validated in the studies of Ma

Jing and Zhou Qian (2019), Zhao Qinghe (2021) and Liu Zhiyi (2013). Zhao Qinghe (2021) highlights that students' performance in the teaching process is the most intuitive demonstration of the teacher's teaching ability and effectiveness.

The level of cognitive development of students is an important variable that influences teaching behaviour (Liu Zhiyi, 2013). At the same time, the increasing number of students entering school for education has increased the demand for teachers; however, the teaching force presents unevenness, which leads to the overall performance and presentation of teaching standards (Guo Xue, Lu Ying, & Guan Jinqiu, 2022). Finally, the quality of the students who involved in teaching activities also plays an important role in influencing teachers' ability to teach (Pei Tingting et al., 2022).

In sum up, the specificity of the concept of teaching ability is evident in the fact that research on the factors that influence teachers' ability to teach has only been conducted in the context of Chinese education. Thankfully, many of these factors have been investigated and their relationships verified over a short period of ten years; relationships have been identified in four broad areas of influence: individual teacher factors; school factors; student factors; and social factors. Although much research has been conducted on personal factors, it is easy to see that the link between teachers' own state and their ability to teach is not yet known from previous research, nor is it explored by researchers, including the factors of teachers' functional positions and their perceived state of work

and life. It is also because of this research context that it is necessary to place more emphasis on teachers' teaching abilities, as classroom teaching is, after all, the most intuitive demonstration of teachers' effectiveness and students' learning outcomes; it is also because there is no complete definition of the specificity of teaching abilities in the particular classroom context and no definitions have been established. This has led the author to explore more aspects of teaching abilities to generate more contextual awareness and importance of this conceptual point.

2.7 Study variables, dimension framework

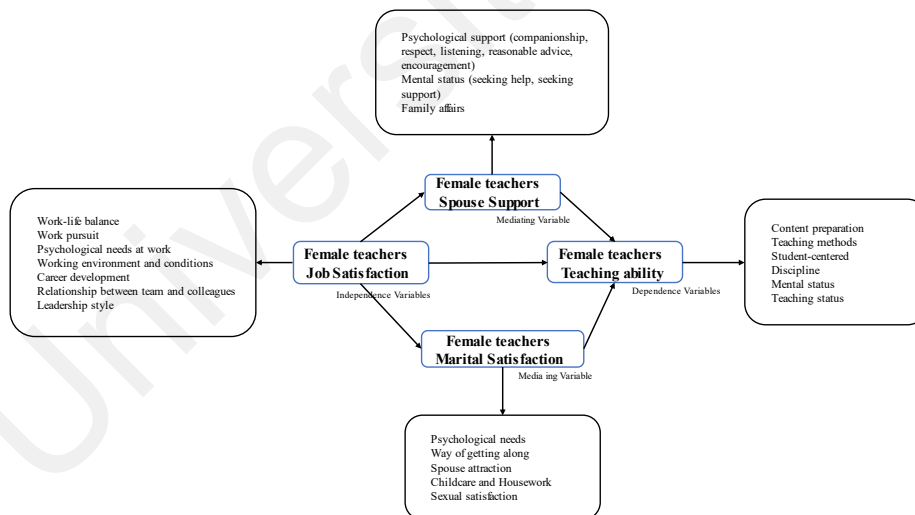
Teachers have a positive impact on the growth of students, the long-term development of education and the development of society as a whole. For teachers, the most intuitive way of verifying the effectiveness of teaching is through the performance of teachers and the achievement of students. At the same time, it is this overall behaviour and knowledge that will have a significant impact on the development of students. In such an important environmental role and at the stage of higher education, a holistic grasp and deeper honesty about teachers also become an important prerequisite in order to respond to educational and social trends.

In this study, the job satisfaction of female university teachers exists as an independent variable, the teacher's teaching ability is a dependent variable, and the marriage satisfaction and spouse support of female university teachers are mediating variables. The

past 10 years of historical research were reviewed, analysed and summarized through appeal. In this study, the author created a questionnaire in line with the purpose of this study based on the theoretical basis of the literature review, and it is composed of four parts (see Figure 3.2 below). Through the investigation of the status quo of the variables and the expansion of the relationship, in order to better understand so far, the specific performance of married female university teachers has made it better match the teaching reality and carry out the necessary improvement of teaching ability and psychological state.

Figure 2.2

The Dimensional Framework of the Study



This chapter therefore provides a series of reviews of past research by looking at the current state and development of female teachers in higher education settings. Firstly, it

is evident that although female stand in teaching positions in higher education settings, there are still differences and difficult parts of their developmental status. Immediately following this, the authors conduct further overview studies, reviewing previous research on university teachers' job satisfaction, spouse support, marital satisfaction, and further analysis and interpretation of teachers' teaching abilities.

Thus, we can see that although there has been more or less research and research works done on each of these variables, there are still research gaps and even some variables that have not been studied in the context of university teachers. Thus, building on the fundamental aim of this study, a deeper study of the relationship between job satisfaction, marital satisfaction, and spouse support and present of teaching ability of female teachers in China universities, was conducted to discover whether there is a correlation between teachers' teaching ability and the other variables studied. The next section, Chapter 3, provides details about the specific research methodology of this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter sets out the research process adopted in this study on this topic. It defines its analytical framework, starting with its methodology and nature, the location of the sample, the population and sampling, the instruments used, data collection and procedures. Specifically, it is because the relationships between the variables in this study are of a nature that we do not yet know if there are correlations. Therefore, this study has investigated the current performance of the relationships between the variables in this study through quantitative instruments as well as correlation studies to determine the interrelationships between the variables. Therefore, the following are the specific objectives and directions regarding this study:

1. To measure the level of job satisfaction of female university teachers in Guangxi, China.
2. To measure the level of female university teachers' spouse support of female university teachers in Guangxi, China.
3. To measure the level of female university teachers' marital satisfaction of female university teachers in Guangxi, China.
4. To measure the present level of female university teachers' teaching abilities in Guangxi, China.
5. To determine whether the female university teachers' job satisfaction influence their

teaching ability.

6. To determine whether female university teachers job satisfaction influence their marital satisfaction.
7. To determine whether female university teachers job satisfaction influence their spouse support.
8. To examine the mediating effect of spouse support and marital satisfaction on the relationships between female teachers' job satisfaction and their teaching ability.

Research Paradigm: Epistemology Positivist view

This research is conducted through the use of positivist methods for relational validation and state empirical knowledge of a range of variables, research is conducted through assumptions and inferences, and attempts are made to look objectively at the research data obtained, with an eye toward demonstrating a high level of generality.

Research itself is a process of increasing understanding and awareness. A research paradigm is a method or model for conducting research, a set of ideas, or an understanding.

Schwandt (2001) explained: Paradigms represent beliefs and values that guide problem solving. In short, it is the process of constructing a research plan that can help to quickly understand the theory of research and carry out the later stages of a series of research operations. Simply put, a research paradigm is the process of constructing a blueprint for research. As quantitative research, it is a quantifiable process, an empirical research

project conducted through surveys, experiments, and statistics. Empirical research is the process used to carry out the testing of tools to solve problems.

Ontology is fundamental to the study, answering questions such as ‘what is reality?’ and ‘what are facts?’ and describing the essence of reality as it exists. The present study is about the process of understanding the existence of social reality, hence the term ‘epistemology’, or how we come to know the social facts that exist (Patton, 2002). Again, for epistemology, it is also about how researchers believe in social reality; it is the study of knowledge (Chalmers, 2002).

As illustrated in the previous two chapters, and as can be visualised from the diagram of the conceptual framework (Figure 1), an ontology has been developed on research on job satisfaction, spouse support, marital satisfaction and teachers' teaching abilities. As a simple example, in relation to job satisfaction, job satisfaction affects teachers' effectiveness (Chen et al., 2006), and job satisfaction is influenced by a number of factors, including university-related factors, teachers' marital status, gender differences, and teachers' family and work balance.

All of the above also better confirms how ontology leads to the emergence of epistemology, and further shows how people learn or construct ideologies of being. It is

also because epistemology as mentioned earlier is a reflection on the knowledge of the reality of existence, therefore the researcher looked for a breakthrough point of production at the point of connection between the knowledge of existence and the consciousness of existence, thus giving the author the desire to look at the marital status of teachers and the breakthrough point of the teaching status of teachers to test whether marital satisfaction and spouse support of female university teachers have a mediating effect on the teachers' teaching ability during the teaching activities, therefore the epistemological perspective supported and helped to shape and frame this study.

3.2 Research Approach and Design

It is precisely because in the past research, the relationship between the research variables in this study has not been determined, so this study will use quantitative methods to verify the relationship between variables, so as to provide research support for future in-depth research.

For research itself, Thomas et al. (2022) emphasise that it is a careful and systematic approach that can be effective or helpful in solving problems and can also be used to gain new knowledge based on research (Bhattacharyya, 2006), Mouly (1978) argues that '..... is the process of finding reliable solutions to problems through a planned and systematic approach to research that collects, analyses and interprets data'. At this level, we are also able to understand that quantitative research to verify the relationship between research

variables is the most secure and scientific way of conducting research in terms of the research questions and the research objectives sought to be explored in this study.

A research design is a guide to the researcher's actions in the research process. It forms the outline of the data collection, data measurement, and data analysis to be carried out in the research and provides the way forward for the development of the research. Of course, the research design, as one of the essential structures in the research process, is the part that allows for the unified integration of the aims and elements of the researcher's research project, or we can think of the research design as the plan for the proposed research work.

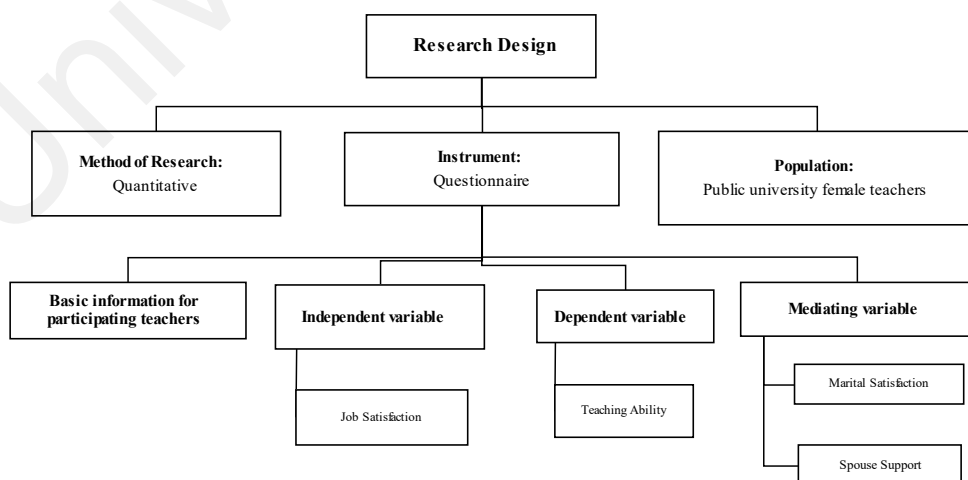
Therefore, in this study, job satisfaction of female teachers in higher education was the independent variable, and the teaching ability of teachers was the dependent variable, then female university teachers' marital satisfaction and spouse support were the mediating effect variables to the relationship between the variables in this study. The authors created questionnaires on these four variables in order to better match the pedagogical reality and to enhance the quantitative process.

It is worth emphasising that the usefulness of teachers' evaluation of their own teaching is a rich and useful set of information and data obtained from a series of evaluations of

teachers' intuitions and experiences of teaching and learning activities, including useful information and intuitions for teachers to improve their teaching at a later stage, useful for personnel decisions on personnel development, useful suggestions for students' assessment and selection of courses at a later stage, and useful for research on teaching and learning. The data will be used to provide information and intuition for teachers to improve their teaching at a later stage, for personnel decisions on talent development, and for research on teaching. In addition, some basic information about the survey respondents (female teachers in higher education) is indispensable for further quantitative research, such as age, years of experience in the profession, and the support received. Figure 3.1 below shows the basic facts and important steps regarding this research.

Figure 3.1

Overall design process of this research

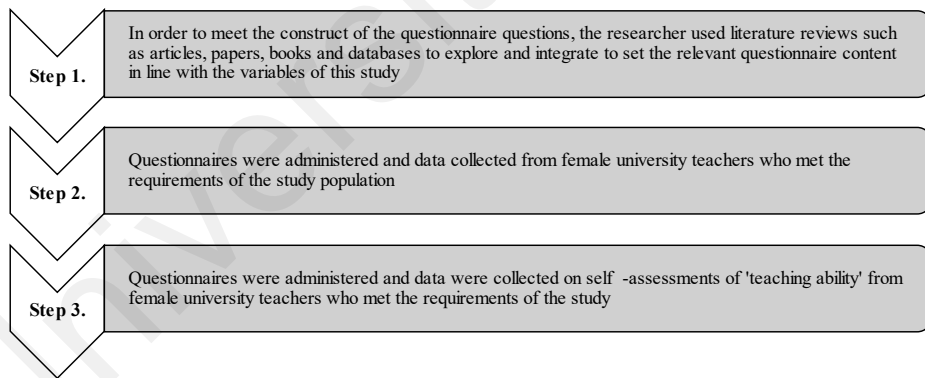


For this study, the researcher has divided the research questions into two broad categories.

As Figure 3.2 below, we can see that the data collection for this study will be organised according to the following research questions: firstly, data collection on the scales regarding the variables, including job satisfaction, marital satisfaction, and spouse support among the teachers themselves; and secondly, a form-based questionnaire through which female teachers will assess their own teaching abilities. It is of course worth mentioning that we cannot ignore the prerequisite step of finding theoretical support points from the review of previous studies in order to construct the content of the questionnaire in line with the current study.

Figure 3.2

Steps in Data Collection



3.3 Location of the Study

For this study, the quantitative research conducted data collection at universities in Guangxi, China. A survey sample within the same culture background will make the findings more reliable and more reflective of the specific status situation and performance

of female teachers in that culture. Since, Researchers have mentioned that there is a gap between the higher education level of the Guangxi region itself and other first-tier cities in China, including the teaching capacity, the number of teachers, the younger teaching team, low academic level of teachers, and the urgent status quo performance of teaching ability (Heng & Li Meiqing, 2021; Wang Lili, 2021; Cui Yan & Shen Chuang, 2018). In fact, it is clear from research question that the target group of our study is female university teachers, and then the aim of this study was to further explore the marital satisfaction and spouse support of female teachers as well as their job satisfaction. At the same time, a questionnaire was administered to female teachers to assess their self-perceptions and current performance in three areas.

3.4 Population and Sampling

In the sample for this study, there are 28 public universities in Guangxi, China. By random sampling, the author selected institutions with comprehensive university and public university qualifications in the territory as the target institutions for this study, a total of 8 institutions for the subsequent questionnaire collection. Although this sampling method is the simplest of all probability sampling methods; it is precisely because of randomisation that it reduces the likelihood of potentially confounding influence variables. This also made the sampling unbiased and representative, and the probability of being selected for each institution that met the requirements was equal, as the universities that were sampled had the same conditions of operation and admission criteria stage. Therefore, research on target universities generated under this sampling

approach has high internal and external validity and a low risk of research bias (Lauren Thomas, 2020).

Immediately afterwards, the author obtained the number of female full-time university teachers by searching university websites and then contacted the personnel offices or relevant administrative departments of the eight universities to obtain the exact number of married teachers, but the high number of married female (5,700 in total) made for some difficulties and shortcomings in the complete data collection process. Also, if there are large differences in population density within the region, this will have an impact on the subsequent data analysis and research. In calculating the Necessary Sample Size, with assuming a 90% confidence level, because there is not enough past data that can show the status and current situation of females on the research variables, and Agyemang and Arkorful (2013) have shown in their study on female teachers that female teachers may not give the most realistic answers, and even they are not sure how to assess their satisfaction; therefore, thought Necessary Sample Size = $(Z\text{-score})^2 * StdDev * (1 - StdDev) / (\text{margin of error})^2$, the minimum sample size is N=447.

Then, the choosing of stratified sampling method was ensure that estimates can be made with the same precision in different parts of the region and that sub-regional comparisons can be made with the same statistical efficacy, and filtering the sample size by obtaining data will make the measurement process more manageable. So that, a stratified sample of

the target population that met the objectives of the study was conducted and through this sampling method, based on the method instruction by Chua (2016); since the population of first sampling university was 76 female married teachers, it was exactly the 20% of the total number in that institution, therefore the study was able to accepted the 20% of the number of married female teachers in each university. Finally, a total of 556 questionnaires were distributed to married female university teachers.

Sampling target direction determination:

Step 1: Consider the objectives of the research and identify the questions required for the survey.

Step 2: Identify the target population for the study. Assist the actual target population through the relevant school department: female university teachers.

Step 3: Contacted with the faculty officers only through data collection process, to avoid the interpersonal relationship bias.

Step 4: Prepare the questions in the questionnaire, set up a questionnaire appropriate for the research sample for the purposes of the study, and finally provide the questionnaire to those who participate in the survey.

3.5 Research Instruments

Research instruments are measurement tools (e.g., questionnaires or scales) that researchers use to obtain data from their research subjects. In research design, the most

important part of the study is the research instruments, and herein lies their function: to collect research data or information for this overall study. The division of data sources into primary and secondary sources by the researcher can be understood more intuitively and the instruments used in this study rely on the analysis of the data used in Figure 3.3 below.

Primary Source - Survey Questionnaire

Data for this study as well as the final results, including the levels of the variables and the validation of the relationships, were obtained from questionnaire data collected from married female teachers who teach in universities, including actual data on job satisfaction, marital satisfaction, and spouse support by female university teachers, as well as their self-reports of their own teaching abilities. It is precisely because there are few relational contact points and relevant research data support for this study on the relationship between variables, and there is less involvement in marital satisfaction and spouse support in previous studies. The questions about this questionnaire are therefore a process of self-development by the author through the integration of theories from previous studies and the framework of relational experimental conclusions.

Usually, in quantitative research, the most favourable attitudes will indicate the highest scores, while the least favourable attitudes will indicate the lowest scores. In this series of questionnaire questions on the study variables, a 5-point scale was used for teachers'

own assessment of the variables. It is worth noting in particular the use of (1 - strongly disagree, 2 - disagree, 3 - neutral, 4 - agree, 5 - strongly agree) for the teachers' own assessment of their marital satisfaction, job satisfaction and spouse support scales and (1 - not exist, 2 - occasionally exist, 3 - neutral, 4 - often exist, 5 - always exist) for the teachers' teaching ability. It is important to note that the authors have included '6- no children yet' in the grading options for the corresponding questions, in view of the fact that there may be married female teachers in the sample who do not have children.

Regarding the structure of the questionnaire for this study:

- 1) Questions on basic information about female university teachers (general background) in order to obtain relevant background information about female teachers such as age, length of time working in school, position, and qualifications.
- 2) Questionnaire questions on the three variables of teachers' job satisfaction, marital satisfaction, and spouse support in order to provide teachers with an assessment.
- 3) In relation to the teaching abilities demonstrated by teachers in the classroom, the authors propose questions to assess teachers' classroom teaching abilities, which are provided to female teachers for self-assessment.

Independent variable: Job Satisfaction. Teachers' job satisfaction depends on how they consider their jobs (Singh & Devi, 2022). In relation to the current study, a total of 23 survey questions on job satisfaction were administered in the current study, with reference

to the questionnaire questions from Cano and Castillo (2004); Qian Hongpu (2019); Okpara, Squillace, and Erondu (2005); Essiam, Mensah, Kudu and Gyamfi (2015) and Sharma and Jyoti (2009) were referenced and further integrated in previous studies.

The questions of the questionnaire on job satisfaction of female university teachers are shown below:

Dimension 1 - Work-life balance

Item 1. I think I am able to perform the job tasks I am currently undertaking.

Item 2. I can maintain a balance between the roles of wife, mother and teacher.

Item 3. I can find the right balance between work and life.

Item 4. Married status makes me perform better at work.

Dimension 2 - Work pursuit

Item 5. The current job is the original intention of the career I pursued before.

Item 6. I still have my passion for teaching.

Item 7. My position is higher than the current position of my colleagues who joined at the same time as me.

Item 8. I feel that the bottleneck in my career development.

Item 9. I would choose to try to enlist in a function other than teaching.

Dimension 3 - Psychological needs at work

Item 10. The weight of my current position cannot be easily replaced by others.

Item 11. I'm enjoying my current job status.

Item 12. I am comfortable with the current situation and teaching duties.

Dimension 4 - Working environment and conditions

Item 13. The school has provided me with a satisfactory working environment.

Item 14. Under the school's policy, every teacher is equal and mutually beneficial.

Item 15. I am satisfied with the salary and treatment in my current position.

Dimension 5 - Career Development

Item 16. The training organized by the school on a regular basis has gained me an effective promotion.

Item 17. My opportunity for professional development is equal in the organisational structure of the school.

Dimension 6 - Relationship between team and colleagues

Item 18. I have good social relationships with my colleagues.

Item 19. I sometimes hang out with colleagues.

Item 20. Some of my colleagues have become good friends.

Dimension 7 - Leadership style

Item 21. The school leaders have given me enough support and trust in my work.

Item 22. I agree with the principals' outlook on the direction of education and growth.

Item 23. I maintain good communication with school leaders.

Mediating variable: Spouse Support. Nuzhat-Ul-Ain and Faiza Safgar's (2016) highlight that the relationship with the spouse will have a direct impact on the psychological development of the employee. Therefore, spouse support between couples are the most important factors influencing female's psychological well-being (Johnson & Wu, 2002; Manne & Glassman, 2000). The spouse support questionnaire questions for the current study consisted of 16 questions, while references regarding the setting of the questions

were taken from previous studies by Fiorilli, Schneider, Buonomo, and Romano (2019); Nuzhat-Ul-Ain and Faiza Safgar. (2016); Asgari (2012); Guan Xiaobin and Duan Jiangfei (2020) and Batool, Atta, & Riaz (2020).

Questions on the questionnaire of female teachers' spouse support include:

Dimension 1 - Psychological support

(companionship, respect, listening, reasonable advice, encouragement)

Item 1. My husband will give me the help I need when he can.

Item 2. My husband is willing to spend time with me.

Item 3. My husband and I always communicate effectively with each other.

Item 4. My husband and I are able to fairly divide and share our household responsibilities.

Item 5. My husband is often able to give me good advice from my point of view.

Item 6. My husband encourages me in my professional development and is a strong support in my career.

Item 7. My husband is able to be a good listener to me.

Item 8. I couldn't have gotten this far without my husband.

Dimension 2 - Mental status

(seeking help, seeking support)

Item 9. Without my husband's support, it can make me feel helpless and frustrated.

Item 10. When my husband offers me a hug, I immediately feel warm and confident.

Item 11. I always want to get feedback from my husband when making decisions.

Item 12. In general, I would first seek help and comfort from my husband.

Dimension 3 - Family affairs

Item 13. My husband has been a great support to me in raising our children.

Item 14. Husband is able to take the initiative to take on the necessary care of the elderly.

Item 15. My husband is able to take ownership of the necessary household chores and does not put extra pressure on me to take care of the house.

Item 16. My husband does what he is supposed to do as a husband.

Mediating variable: Marital Satisfaction. Marital satisfaction is defined as a good display of affection by the couple towards each other in the marital state. Marital satisfaction is actually a positive and pleasant attitude (Mafakheri, Ounagh, & Asadi, 2016). The current study on marital satisfaction draws on and refers to questions from research scholars: Anyamene and Etele (2020) and Naemi (2018).

Questions about marital satisfaction include:

Dimension 1 - Psychological needs

Item 1. I am so glad we are married.

Item 2. In my husband's heart, I play an indispensable role.

Item 3. I have always had better expectations of my marriage.

Item 4. My husband is very important to me and I am willing to compromise for my husband.

Dimension 2 - Way of getting along

Item 5. I've always had a really honest relationship with my husband.

Item 6. Even if there is a disagreement, effective communication will help us to resolve the issue.

Item 7. In addition to being my lover, my husband and I also get along like best friends.

Item 8. I don't experience any psychological stress from getting along with my husband.

Item 9. My husband and I get along well, and I am pleased with that.

Dimension 3- Spouse attraction

Item 10. Even now, my husband and I are attached to one another.

Item 11. I adore my husband.

Item 12. When I see my husband, my heart begins to race.

Item 13. The way I wanted my husband to be embodied in him.

Dimension 4 - Childcare and Housework

Item 14. I need to dedicate a lot of time to this family every day.

Item 15. My husband and I have a good agreement about our children's education.

Item 16. My husband and I are able to have a reasonable division of labour regarding the raising of our children.

Item 17. We discuss important family matters with each other before making a decision.

Dimension 5 - Sexual satisfaction

Item 18. My husband is able to satisfy my sexual needs.

Item 19. I will be honest with my husband about my sexual desires.

Item 20. Our sexual lives have remained typical.

Item 21. My husband and I kiss and get intimate a lot.

Dependent variable: Teaching ability. The concept of teaching ability has been explained as the behavioural characteristics of teachers in their teaching activities and their performance through various educational approaches to better meet students' needs for

knowledge in the teaching and learning process (Guo Xue et al., 2022). The author designed and developed the questions by referring to, analysing, and integrating research scholars Jin Li (2014), Zhang Jiani (2014) and Ilaiyan (2016) series of studies on the conceptual point analysis of teaching abilities, resulting in a total of 24 questionnaire questions.

Item 1. I rate my classroom performance above 90.

Dimension 1- Content preparation

Item 2. My class content is enough to support the whole class activities.

Item 3. My lessons have clear class objectives.

Item 4. Students are able to express satisfaction with the volume of content I have prepared for the lesson.

Dimension 2- Teaching methods

Item 5. Every lesson will be unique and valuable to the pupils.

Item 6. During the teaching process, I could feel that the students could follow my lead very well.

Item 7. My teaching style is aligned to the professional development and needs of my students.

Item 8. I always show my own characteristics and carry them throughout the learning-teaching activities.

Dimension 3 - Student-centred

Item 9. I can explain concepts to students in an interesting and understandable way.

Item 10. Students are able to actively think about knowledge issues in my classroom.

Item 11. In my classes, students are never afraid to ask and answer questions.

Item 12. I am flexible and confident in answering random questions asked by students in class.

Item 13. I am able to respect the ideas presented by students and am willing to share my views and opinions with them.

Item 14. I am able to provide sufficient opportunities for independent learning in the classroom to meet the needs and interests of the students.

Dimension 4 - Discipline

Item 15. I am able to control class time very well.

Item 16. I am able to arrive on time for each lesson.

Item 17. I am able to control classroom discipline well.

Item 18. I do not allow other matters (work, personal) to interfere with my classes unless it is necessary to deal with urgent.

Dimension 5 - Mental status

Item 19. I can feel the happiness & sense of achievement of the students in my classes.

Item 20. I can feel the enthusiasm of the students to participate in my class.

Item 21. I am passionate and enthusiastic in the classroom.

Dimension 6 - Teaching Status

Item 22. I behave in a consistent manner whether in class or outside of class.

Item 23. I have a passion for teaching.

Item 24. For me, every student is the same.

With regard to this method of creating generated and managed questionnaires, the

process is as follows:

- 1) The overall scope of the questionnaire was determined by the researcher through the identification of the research questions for this study, a comprehensive review of previous studies, and a grasp of the definition of the topic.
- 2) The questionnaire respondents aim to address the research questions by creating the questionnaire questions for the corresponding research variables.
- 3) The questionnaire was conducted in English at the beginning of the questionnaire production process because most of the secondary sources, including publications, books, papers, and web-based materials, were mainly derived from English; at the later stages, including the pilot study and the data collection, it was carried out through the conversion of the Chinese context.
- 4) The use of the Chinese questionnaire production website ‘Questionnaire Star’ (which makes questionnaires easy to administer on the Chinese web) to create the questionnaires and the mobile application to distribute the questionnaires to female university teachers to collect the research data.
- 5) Researchers used SPSS to conduct the analysis, interpret the data, and discuss the results.

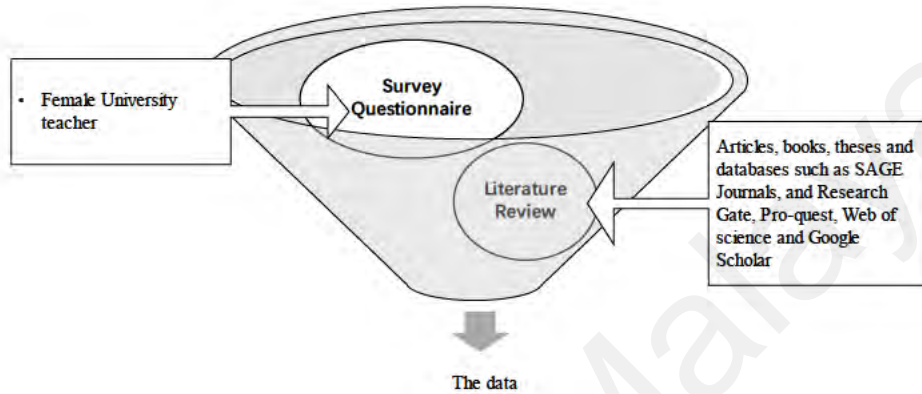
Secondary Source

The literature review section is searched through databases for the inclusion, reading, analysis, and framing of articles, books, and papers, including sources such as SAGE Journals and Research Gate, Pro-Quest, Web of Science, CNKI (China Research

Literature Database), and Google Scholar.

Figure 3.3

The types of data used in this study



3.6 Validity Analysis

The validation work to be carried out in the study required the researcher to integrate the construct theory and to conduct a test of subjective analysis of the content, as well as an empirical analysis of the items and test score data (Lissitz & Samuelsen, 2007). It is essential to conduct face validity or content validity before embarking on a preliminary study. In order to verify the validity of this study, the author first carried out a face validity check by conducting further checks on the grammatical specification of the questionnaire in English grammar and the fluency of the questions; also invited supervisors to further check and proofread the framework and conceptual content relevance of the questionnaire, aiming to measure the content of the test that would have strong face validity.

The researcher then sent the questionnaire to reviewers who teach in Chinese universities

and also had conducted research in related areas or had conducted similar knowledge studies (Weylyua, Quality of Education; Liu, Dan, University Teacher Psychology; Xu Huanhuan, Educational Management) to further validate the content of the questionnaire. Three experienced members reviewed the questionnaire in detail and suggested modifications to the questionnaire as a result of the actual situation in Chinese universities. The three experienced members were first given the 'Questionnaire Content Validity Rating Form' for overall questionnaire content validity scoring, which was based on Yusoff's (2019) validity scale suggesting a score of 1-4, denoting the 'not relevant' to the 'Highly Relevant' measurement dimensions for subsequent content validity index (CVI) results.

At the same time, the valuable advice was given on the suitability of the design of the question dimensions and the appropriateness of the items to be asked. Based on these suggestions, the authors made changes to the questionnaires for each of the dimensions before the validation and pilot study began to ensure that the female teacher participants were able to complete the questionnaires in a quality manner and with effective clarity of understanding. Three experienced members suggested appropriate elaboration of the questionnaire in the Chinese context, as well as the deletion of the repetition of the phrase 'I have been thought about the worst that could happen to my marriage'. in the context of marital satisfaction. The researcher also suggested that the phrase 'I have been thought about the worst that could happen to my marriage'. A clearer nomenclature was suggested for the scale of teachers' teaching ability, for example 'teaching status and mental state'.

This instrument was used as a measure of the extent to which the construct function provided an appropriate sample of items (Polit & Beck, 2004).

Table 3.1
Content validity index

Content validity index	Proportion relevance	Expert 1	0.99
		Expert 2	0.98
		Expert 3	1
	Mean I-CVI		0.99
	S-CVI average		0.99

I-CVI, Item-level content validity index.

S-CVI, scale-level content validity index

According to Polit, Beck and Owen (2007) and also Shi, Mo, & Sun (2012) mentioned in the description of the level of the measured result value, when the I-CVI results of three or more experts get 0.78 or higher; followed by 0.8 and 0.9 respectively or higher S-CVI/UA and S-CVI/Ave components, then the presentation of data results on appeal can be considered as evidence of validity of good questionnaire content. This, combined with the validity data based on the questionnaire, indicates that the questionnaire is applicable and valid. Table 3.1 displays the mean value of 0.99 for the content validity of the individual items as measured by the I-CVI and 0.99 for the content validity of the overall scale as estimated by the S-CVI. These values are in line with the numerical presentation of the results as explained by Beck and Owen (2007) and also Shi, Mo, & Sun (2012) and demonstrate that the content validity of the questionnaires in this study is in line with the

requirements and the use of the questionnaires is accepted.

3.7 Pilot study

Assessing construct validity becomes particularly important when studying something that cannot be directly measured or observed (e.g., intelligence, self-confidence, or well-being) (Cronbach & Meehl, 1955). Construct validity refers to testing and assessing the adequacy of the underlying theoretical structure of all the components measured by a questionnaire. After generating a new study and a new thesis, it is often necessary to focus first on assessing construct validity. And the best measurement initiative is to test this through a pilot study (Pritha Bhandari, 2022). A pilot study is a trial run of a study, in which a small sample is tested to check the feasibility, reliability, and validity of the questionnaire.

In this pilot study test, the researcher administered a total of 30 questionnaires to a random sample of eligible female university teachers at universities within Guangxi, China (comprehensive, public). Kaiser-Meyer-Olkin (KMO) sampling for adequacy measures and Bartlett's spherical test were used to determine the adequacy of the factor analysis. The degree of sampling adequacy that characterises the ratio of the squared correlation between variables to the squared skewed correlation between variables is known as the Kaiser-Meyer-Olkin (KMO) test (Field, 2013). the KMO test values range from 0 to 1. A low KMO value implies that the use of factor analysis is inappropriate (Norusis, 2008).

Norusis (2008) and Field (2013) indicate that when the KMO value is above 0.50, then is an acceptable level. It is worth emphasising that Field (2013) explains in detail the threshold states of acceptability for Kaiser-Meyer-Olkin (KMO) values: when the resulting threshold is below 0.50, then the variable is not acceptable; when the result is 0.50 to 0.70, then it is acceptable but of fair adequacy; when a result of 0.70 to 0.80 occurs, then it is of good adequacy. A threshold result of 0.80 to 0.90 or above will indicate that the appropriateness of the variable is good and very good, respectively.

Table 3.2
KMO and Bartlett's test Value Status

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			
		Job Satisfaction	.613
		Marital Satisfaction	.786
		Spouse Support	.829
		Teaching Ability	.816
Bartlett's test of sphericity		Approx. Chi-Square	
		Job Satisfaction	252.582
		Marital Satisfaction	680.457
		Spouse Support	418.488
		Teaching Ability	781.220
	df		
		Job Satisfaction	136
		Marital Satisfaction	210
		Spouse Support	120
		Teaching Ability	253
	Sig		
		Job Satisfaction	.000
		Marital Satisfaction	.000
		Spouse Support	.000
		Teaching Ability	.000

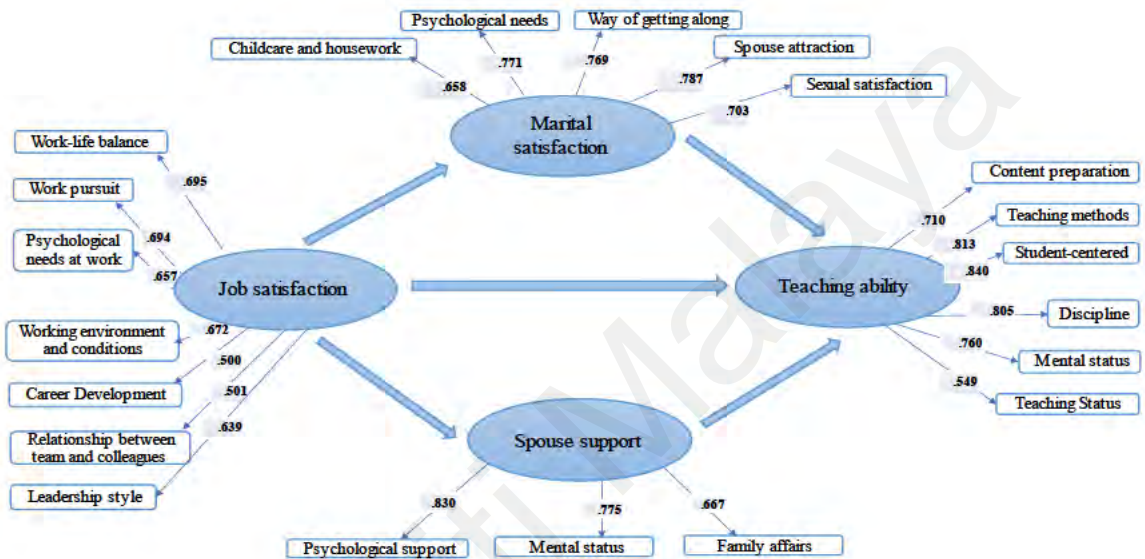
As shown in the KMO measured in Table 3.2 below, the KMO for overall job satisfaction presents a value of 0.613, indicating that the variable is acceptable and appropriate; the KMO for marital satisfaction measures a value of 0.786, indicating a good level of appropriateness for the variable; it is worth highlighting that the KMO thresholds for spouse support and teaching ability are at 0.829 and 0.816, respectively, and such results indicate that the appropriateness of the variables is very good.

Precisely because the constructed relevance of each variable met the criteria and was appropriate for the study, the authors conducted further tests of applicability for each variable dimension which one-factor model for further confirmatory factor analysis by KMO test SPSS, as presented in Figure 3.4 below. There are seven dimensions in the variable of job satisfaction, although two of them, career development and relationship with colleagues, only just meet the numerical limit of 'acceptance'. Of the five dimensions of marital satisfaction, all four exceeded 0.7, with the exception of childcare and housework, which received a mediocre value of 0.658, obtaining good validation of construct reliability. Even under the dimension of teaching competence, three dimensions exceeded the threshold level of 0.8, including teaching style, student-centre, and discipline. Thus, in the dimension of spouse support, psychological support received a very good fit validation of 0.830; psychological needs also received a high fit of 0.775. Finally, in the dimension of spouse support, psychological support received a very good fit validation of 0.830; psychological needs also received a high fit of 0.775. Thus, a total of 86 questions on the four variables were applied to the subsequent data collection of the

survey (The complete questionnaire is included in the appendix).

Figure 3.4.

Dimension's KMO value status



3.8 Reliability Analysis

According to Table 3.3, the testing results of reliability in the figure below, Gliem and Gliem (2003) and Konting et al. (2009) indicated that when the overall value of Cronbach's alpha is higher than 0.6, it indicates that the questionnaire data has relatively High internal consistency. Based on the above numerical statement of the results, the Cronbach's alpha values of all variables in this study are greater than 0.9, which can be interpreted as the questionnaire data has an excellent level of reliability, and the data obtained in the study are reliable.

Table 3.3
Reliability Statistics

Cronbach's Alpha		Value	
Marital Satisfaction		.936	
	Number of items		21
Job Satisfaction		.936	
	Number of items		23
Spouse Support		.916	
	Number of items		16
Teaching Ability		.945	
	Number of items		24

3.9 Data Collection and Procedures

3.9.1 Research Approval

The study was approved by the University of Malaya (Appendix C) prior to the commencement of the data collection process. The Faculty of Education, University of Malaya, approved the study after receiving a proposal from this researcher (Ref. No.: UM.P/PTD(IT)/6441/1). A formal letter of request, including details of the study proposal, was sent to the horse's target university in the Guangxi region to obtain permission to collect the data.

3.9.2 Asking Permission to Conduct Study

Prior to formally sending the questionnaire to the female married teachers, the researcher prepared a research request letter, duly noted by the supervisor, and would seek

permission from the faculty dean, office staffs and the relevant faculty department to proceed with the study. Once permission was obtained, the researcher travelled to the research destination to conduct a formal questionnaire exercise. A follow-up study will be conducted by administering the questionnaire to the respondents in the screened research sample.

It should be noted that, before the researcher visited the target institutions and collected data for the study, the research authorisation form was sent to the relevant Guangxi regional schools or teaching administrations by email and QQ file from 18 March - 25 March 2023 to request for acceptance and cooperation in this study. The universities in Guangxi supported the researcher's questionnaire collection, but noted that since the study was a PhD thesis (a private project), the institutions and the Education Bureau in Guangxi only gave permission for the researcher to conduct the field data collection personally, without the assistance and support of the official authorities for the distribution of the questionnaire.

3.9.3 Conduct of Survey Questionnaires

Prior to the survey, the university and the respondents were informed of the aims and objectives of the study and the expected results; also, the subject, nature and purpose of the study were fully explained and clarified when the questionnaire was administered and the respondents were assured that their responses would be kept confidential. The online

questionnaire was used as a method or technique of data collection and was collected digitally through a digital QR code sent to the electronic devices of the study participants (Questionnaire Star). It is important to note that the researcher did not have direct contact with the participants. In addition to avoiding the possibility of bias that exists, university teachers do not have fixed offices and have mobile classroom locations; therefore, with permission, the questionnaires were transmitted with the help of the faculty department as well as the office staff for further sharing and distribution.

The online questionnaire form survey indicated that participation in the study was voluntary and that responses to the survey would remain anonymous and confidential, thus allowing the information obtained from the respondents and their freedom of response to be hidden. Overall, the distribution and collection of the researcher's questionnaire went smoothly and was supported by the faculty of the institution who helped to pass it on to the female married teachers around them to complete. Once the teacher participants had opened the questionnaire form and completed it, they were required to complete it in one go to ensure a response rate, also there is an increase in the length of time it takes to collect the questionnaires as female teachers may not always be able to respond to the questionnaires immediately due to their teaching duties, so that the actual data collection started in April and lasted for two and a half months.

3.10 Ethical consideration

The recognition of ethical issues in research through adherence to ethical guidelines and following research ethics is a key aspect of any research. Comprehensive ethical considerations regarding access to participants, anonymity and confidentiality were respected and strictly adhered to by the researcher. In addition, the operational guidelines established by the University of Malaya on ethical and prescribed conduct in human research were strictly adhered to. To this end, ethical considerations were incorporated throughout the research process, including data collection procedures. The study participants were given access to the universities for the distribution and collection of questionnaires after obtaining approval from the target institutions in the Guangxi region.

Participation in this study was voluntary and university teachers were not penalised if they decided to take part in the survey. In addition, the anonymity and confidentiality of the participants was maintained throughout the study. Any personal information that might reveal the identity of the participants, including their email identities and school names, was not collected in relation to the study, let alone shared or disclosed in the study results. Participants' responses were not shared with or provided to third parties. Furthermore, all information collected was treated confidentially at all stages. Soft copies of the survey results are stored securely via passwords. Finally, measures are taken to protect the privacy of participants against any possible infringement of their rights.

3.11 Data Analysis

3.11.1 Document Analysis

As an important starting point in the quest to develop a research topic with deeper meaning to create development and enhance the quality and standard of education, document analysis was the primary method of data collection in this study. According to Bowen (2009), document analysis also can be understood to be a systematic overview or assessment of documents in the past. Information on research and knowledge point profiles relevant to the study was obtained through the collection of various documentary sources, including journals, papers, books, conference proceedings, and websites; then, can help the researchers to better grasp, understand and be able to summarise and analyse data from previous studies.

The documents analysed in this study, firstly, the data on the percentage and number of teachers attending the school were obtained from the public database records. Secondly, the main source of documents for this study is personal documents, which are journal articles published by previous researchers, also included academic theses. The analysis of documents not only provided a context for this study, but also enabled the authors to gain a better understanding of past research trends in the overall field, and helped the authors to better identify research gaps so that the researchers could better formulate their questions and proceed with the subsequent data collection and analysis. The most important findings during the analysis of the documents include the establishment of the concept of marital satisfaction, the range of dimensions; and also the summary and

construction of the scope and design of the teaching ability of teachers in the university context and the related important dimensions of measurement, based on the SEL framework.

3.11.2 Quantitative Study Analysis

The quantitative data collected represent specific responses from participants regarding their perceptions of the current status of the different variables used in the survey. With regard to data analysis, a total of: a) preparing and organising the data, b) data cleaning, c) analysing the data, and d) presenting the data were included. For the purpose of data preparation and data cleaning, SPSS 26 was used.

The quantitative approach attempted to complete the current research questions outlined in Chapter 1. A questionnaire was administered to female teachers from various faculties who were willing to participate in this study. The analysis of the above collected research data was carried out using the statistical tool SPSS. SPSS is a software application used for statistical analysis, being that it is capable of handling large amounts of data and can perform all the analyses covered by the text, among others. SPSS was chosen because of its compatibility with most other software packages and its ease of use for data analysis.

Data Preparation

Once the data completed by married female teachers teaching at the university was collected; once the target amount of data was reached, the completed questionnaires by married female university teachers resulted in an automatically generated Excel worksheet; as an online form, 'Questionnaire Star' was used to collect the data thus improving the efficiency of questionnaire collection and optimising the duplication of question entry.

First of all, the overall Excel worksheet was checked to ensure that no informative data about the participants was present in the worksheet. Of course, a backup of the data is necessary. Further, the authors scanned the data to ensure that the data was complete and accurately recorded (Hair et al., 2017), to avoid the consequences of creating missing data. After screening the data, the 'Replace' function in Microsoft Excel was then used to replace the Likert scale statements with numbers. Then the data was imported into SPSS 26 to create data file to start the subsequent statistical analysis procedures.

Data analysis for research questions

The data analysis in this study emphasised descriptive statistics, as revealed by Aron et al. (2005), which can be facilitated when examining and interpreting data obtained from respondents. The researcher tested the reliability presented by each element based on Cronbach's alpha value, which served to determine the internal consistency or average

correlation of the items in the survey instrument to measure its reliability. Cronbach's alpha values range from 0 to 1, and the higher the ranking, the more accurate the resulting scale will be. The descriptive analysis of variables for quantitative data analysis is initially descriptive in nature. Statistics including means, percentages, medians, ranges, and variances have been measured. This study enabled the researcher to make initial interpretations of the data obtained during the quantitative process. At the same time, information about the data variables, such as the mean and variance of the variables, is collected in the data analysis. In SPSS, Cronbach's Alpha is used to verify the reliability of the measurement. Cronbach's Alpha value is between 0.5 and 0.7, and if the value obtained exceeds 0.7, it is reported as a good level (Streiner & Norman, 2008).

The focus of this study was to identify the relationship between the specific current performance status of job satisfaction, marital satisfaction, and spouse support of female teachers teaching at the university and their performance in terms of their teaching ability in the classroom. In the process of exploring the link between the variables, the difference between both variables was less than 0.90. It is also as positive as Tabachnick and Fidell (2007) pointed out: it means that there is a small risk of multicollinearity problems. Finally, according to Pallant (2010), use descriptive analysis to describe the basic information of the research respondents; use descriptive analysis to describe their marital status, spouse support status and job satisfaction of female teachers at the current stage; finally use correlation analysis to conduct the relationship of variables. Statistical techniques such as correlation analysis, regression, and macro-PROCESS were used to

address these measures. In simple terms, correlation analysis is a way of finding out whether there is a relationship between variables and testing the strength of that relationship. Multiple regression can be used to analyse the relationship between a single dependent variable and multiple independent variables (Moore et al., 2006). The goal of a mediation analysis study is to determine the extent to which some hypothetical causal variable X influences some outcome Y through one or more mediating variables. For the mediating relationships that needed to be verified for this research species, the authors used PROCESS on SPSS, written by Andrew F. Hayes. To perform observed variable mediation, conditioning, and conditional process analysis, the macro-PROCESS is utilised in SPSS, SAS, and R (Hayes, 2022). PROCESS is a modelling tool used to analyse pathways using OLS and logistic regression as observable variables. For estimating direct and indirect effects in single- and multiple-mediated models (parallel and serial), two- and three-way interactions in moderation models, and for detecting simple slopes and significant area species of interactions, this tool is frequently utilised in the social, business, and health sciences (Andrew, 2023). Data were analysed to understand the current performance of female university teachers in terms of job satisfaction, marital satisfaction, spouse support, and teaching ability, as well as the interrelationships between the variables and the mediating role of spouse support and marital satisfaction in the model. The specific data analysis techniques for each study purpose follow those shown in Table 3.4 below.

Table 3.4
Data analysis technique

No.	Objectives	Data analysis technique
1	To measure the level of job satisfaction of female university teachers in Guangxi, China	Descriptive analysis
2	To measure the level of female university teachers' spouse support of female university teachers in Guangxi, China.	Descriptive analysis
3	To measure the level of female university teachers' marital satisfaction of female university teachers in Guangxi, China.	Descriptive analysis
4	To measure the present level of female university teachers' teaching abilities in Guangxi, China.	Descriptive analysis
5	To determine whether the female university teachers' job satisfaction impact their teaching ability.	Multiple linear regression (MLR)
6	To determine whether female university teachers' job satisfaction impact their marital satisfaction.	Multiple linear regression (MLR)
7	To determine whether female university teachers job satisfaction impact their spouse support.	Multiple linear regression (MLR)
8	To examine the mediating effect of spouse support and marital satisfaction on the relationships between female teachers' job satisfaction and their teaching ability.	Hayes's PROCESS Macro-Model 4

3.12 Summary

This chapter discusses the research methodology of this study. To explore the current performance of university female teachers' job satisfaction, spouse support, marital satisfaction, and their teaching ability, as well as the dialectical relationship between the variables, this study conducted an empirical survey of public universities in Guangxi provinces accordingly. The researcher created a questionnaire that met the purpose of the study and the research questions and further measured the level of representation of respondents in the variables by using a quantitative instrument to measure the findings. The questionnaire was distributed to the faculty at public universities in Guangxi region

who met the requirements of the study. Respondents to the questionnaire included female teachers teaching at the university. The study variables were measured through a research questionnaire that was divided into three sections: questions on the general background of the teachers; questions on the assessment of the teachers' teaching ability; and questions on the assessment of each of the relevant independent variables of the teachers. The data were analysed using SPSS software; descriptive statistics were used to analyse the research sample data, and inferential statistics were used to test the research hypotheses. The analysis of the research data and the findings of the study are presented in the next chapter.

CHAPTER FOUR

RESEARCH FINDING

4.1 Introduction

This chapter describes the results of data analysis of variables related to female married teachers in public universities within the Guangxi Zhuang Autonomous Region of China, including marital satisfaction, job satisfaction, spouse support and the relationship with teaching ability. The chapter first summarises the descriptive statistics associated with the study sample and variables. All of the research questions for this study are presented below.

1. What is the current status of job satisfaction among female teachers in universities in Guangxi?
2. What is the current status of spouse support among female teachers' universities in Guangxi?
3. What is the current status of marital satisfaction among female teachers' universities in Guangxi?
4. What is the current existing state of female university teachers' teaching abilities in Guangxi, China?
5. Does job satisfaction of female university teachers influence their teaching ability?
6. Does job satisfaction of female university teachers influence their marital satisfaction?
7. Does job satisfaction of female university teachers influence their spouse support?

8. What is the mediating effect of spouse support and marital satisfaction on the relationships between female teachers' job satisfaction and their teaching ability?

4.2 Demography of Respondents

Table 4 shows basic demographic data based on a survey of 556 married female university teachers who participated in this questionnaire.

Table 4.1

Personal information survey of female university teachers (N=556)

Demographic characteristics	Frequency	Percent%	
Age	25-30 years	66	10.79
	31-40 years	237	42.63
	41-50 years	228	41
	51-60 years	25	4.5
Birth Place	Northwest	61	10.97
	Northeast	98	17.63
	Southwest	155	27.88
	Southeast	124	22.3
	Central Region	118	21.22
Years Been Married	More than 15 years	69	12.41
	15-10 years	135	24.28
	10-5 years	119	21.4
	3-5 years	112	20.14
	Less than 3 years	121	21.76
Positional Title	Teaching assistant	22	3.96
	Lecturer	288	51.8
	Associate Professor	210	37.8
	Professor	36	6.47

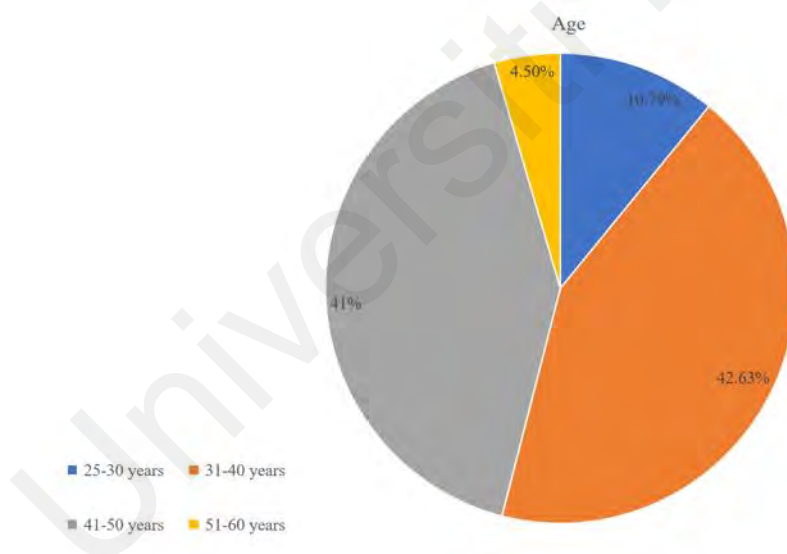
Highest Degree Obtained	Bachelor Graduate	2	3.6
	Master Degree	354	63.67
	Doctorate	200	35.97
Monthly Income	Below 6000	10	1.8
	6000-7000	64	11.51
	7000-8000	160	28.77
	8000+	322	57.91
Average Working Hours/Week	Under 40 hours	115	20.68
	40-50hours	266	47.84
	More than 50 hours	175	31.47
Number of Children	0	100	17.98
	1	312	56.12
	2	132	23.74
	3	12	2.16
Professional Field	Philosophy	37	6.65
	Economics	37	6.65
	Law	38	6.83
	Education	80	14.39
	Literature	59	10.61
	History	41	7.37
	Engineering	39	7.01
	Science	39	7.01
	Agronomy	40	7.19
	Medical science	44	7.91
	Management	52	9.35
	Arts	50	8.99
Number of Courses Taken	1	137	24.64
	2	260	46.76
	3 or more	159	28.6
Whether Management Position	Yes	148	26.62
	No	408	73.38

From the basic demographic data on married female university teachers presented in Table 4, it is clear that for university teachers in teaching positions are mostly in their young adult years of the life cycle (30 to 50 years). The largest proportion of married female university teachers is in the young and middle age group of 31-40 years, with 237

teachers, accounting for 42.63 per cent of the total, followed by the next largest proportion of married women aged 41-50 years, accounting for 41 per cent of the total, with 228 teachers. Furthermore, the younger cohort (25-30 years) accounts for 10.79 per cent of married university teachers, with a total of 66 married women. At the bottom of the age range is the middle-aged and older (51-60 years) cohort, which accounts for only 4.5% of the total, with 25 of the 556 female teachers being middle-aged and older. The concise age distribution can be viewed in Chart 1. below.

Chart 4. 1

Age distribution characteristics



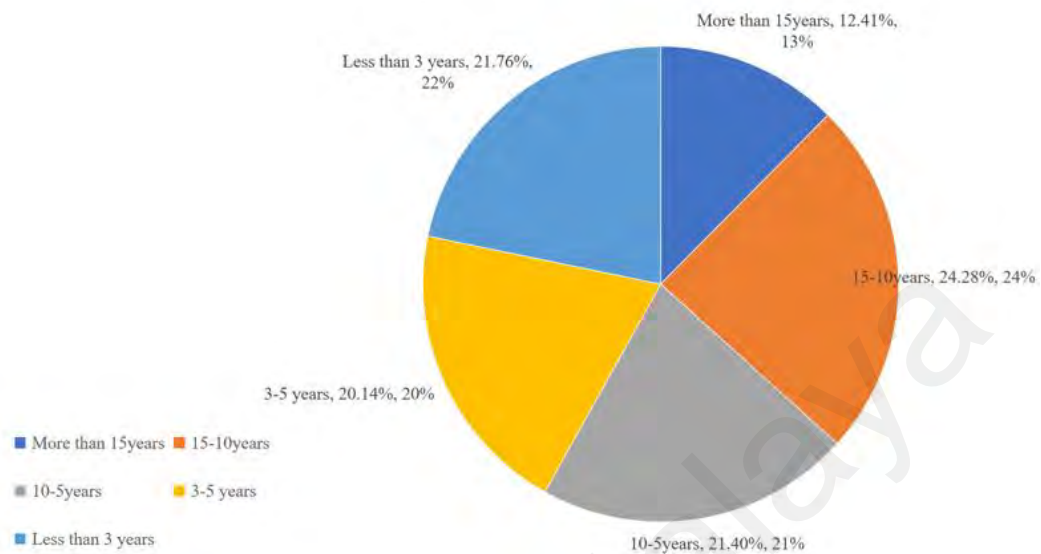
The demographic data on the regions of birth reveals that the majority of female teachers come from the south-west of China, with 155 teachers, or 27.88% of the total. Next to the south-west is the south-eastern region of China with 22.3% of the total number of female

teachers, 124, and interestingly there is not much difference between the central region of China and the south-eastern region of China with 21.22% of the total number of teachers, with 118 teachers. However, the proportion of female teachers from the north-east and north-west regions is relatively low, at 17.63% (98) and 10.97% (61) respectively.

Immediately after, regarding the data on the age of marriage from the university's married female teachers (Chart 2.), the largest percentage of female teachers are those who have been married for 10-15 years, with 135 female teachers, accounting for 24.28% of the total number of teachers. The second highest proportion of women teachers were married for less than 3 years, with 121 women teachers (21.76%), and not far behind were those who had been married for 5-10 years, accounting for 21.4% of the total, with 119 teachers. Next, the percentage of female teachers who have been married for 3-5 years is no more than 0.7 percentage points less than those who have been married for 5-10 years, with a total of 20.14% (112 female teachers); the lowest percentage is 12.41%, with only 69 female teachers, which is the percentage of female teachers who have been married for more than 15 years.

Chart 4. 2

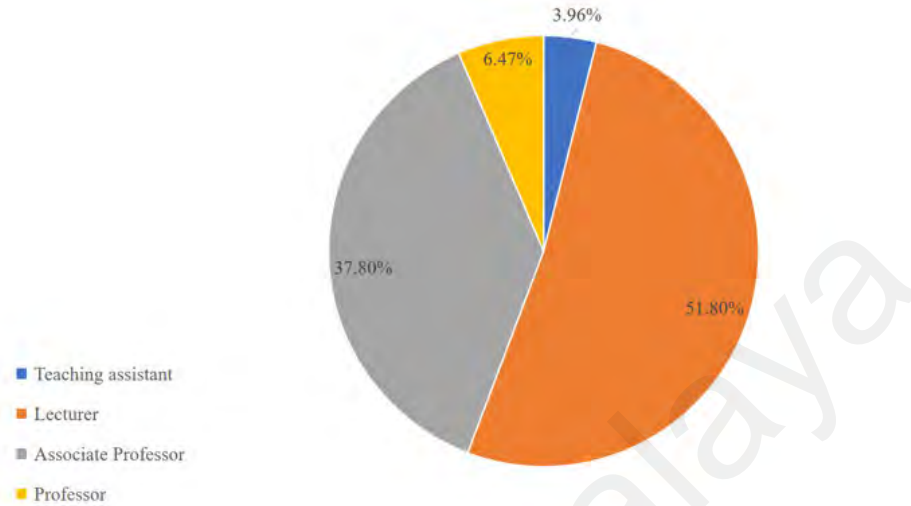
Years been married



According to the Chart 3. Shown below, the lowest percentage of married female teachers with professional titles is assistant teachers, with only 22 female teachers with the title of assistant teacher out of a total of 3.96%; a little more than assistant teachers are female teachers with the title of professor, with 6.47% and 36 teachers; however, in contrast to these two percentages, the highest percentage of female teachers with the title of lecturer is 288 teachers, or 51.8 per cent, and associate professors accounted for 37.8 per cent of the total (210 teachers)

Chart 4. 3.

Teachers' professional title



In terms of the qualifications of married female university teachers, 3.6 per cent of teachers have a bachelor's degree, with only two teachers currently holding this qualification. In contrast, the proportion of female teachers with a master's degree is more than half of the total of 556, and is 63.67 per cent, with a total of 354 female teachers having obtained this level of qualification. For doctoral degrees, the number of female teachers is nearly half as high as for master's degrees, with 200 female teachers, or 35.97% of the total.

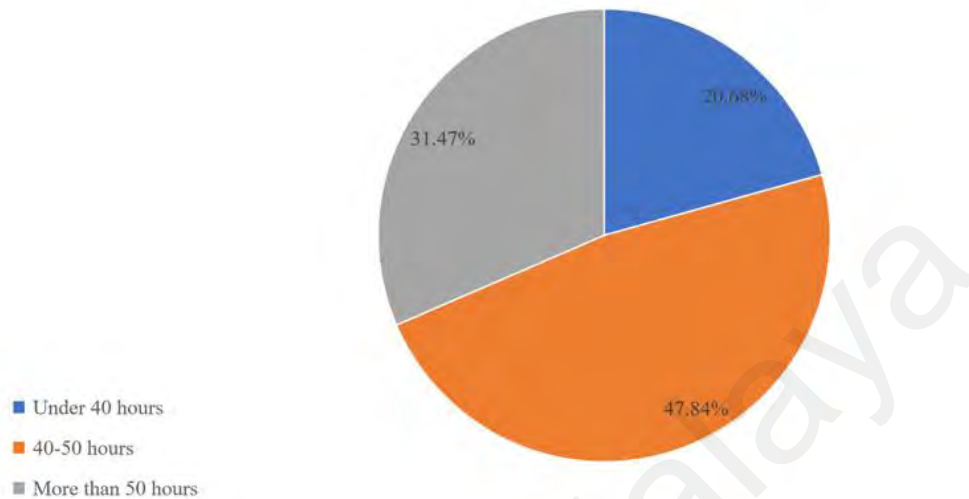
In terms of the monthly income of female teachers, more than half of the total 556 teachers earned more than 8,000RNB per month, an attack of 57.91 per cent, or 322 teachers. This

is in stark contrast to the 10 teachers (1.8%) who earn less than 6,000 per month. This is closely followed by teachers earning in the 6,000-7,000 per month at just 11.51 per cent of the total, with 64 female teachers. The remaining group of slightly more than a quarter of the monthly income population is the cohort of married female university teachers earning 7000-8000, accounting for 28.77% of the proportion (160 female teachers).

In terms of the number of hours worked per week by teachers (Chart 4.), three stages were collected: less than 40 hours, 40-50 hours and more than 50 hours. It is clear from the data that female married teachers at the university who work less than 40 hours occupy the smallest proportion, with only 115 (20.68%) female teachers choosing this long stage. The most striking disparity is between the number of female teachers working between 40 and 50 hours per week, which is 266, or 47.84% of the total 556, and the last 31.47% of teachers working more than 50 hours per week, which is 175 female teachers.

Chart 4. 4.

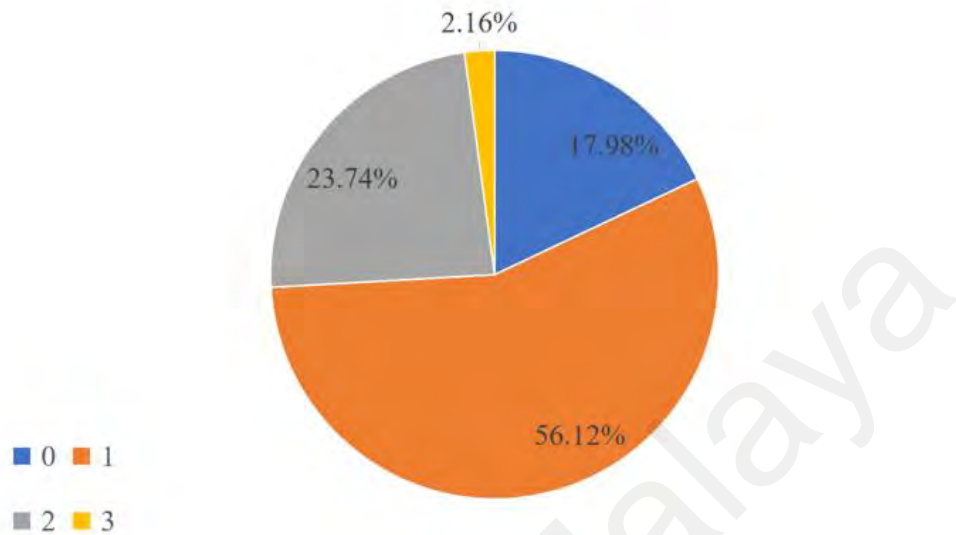
Average Working Hours/week



Of the total number of children of married female teachers at the University (Chart 5.) , more than half of the total of 566 were female teachers with one child in the family, a sum of 312 female teachers or 56.12 per cent of the total. However, there are some female teachers who have three children, with 12 married female university teachers, or 2.16% of the total. The number of female teachers with two children was 132, or 23.76% of the total, while the proportion of female teachers with no children was only about 6% less than that of female teachers with two children, and 100 married teachers had no children in their current marital home, or 17.98%.

Chart 4. 5.

Number of Children

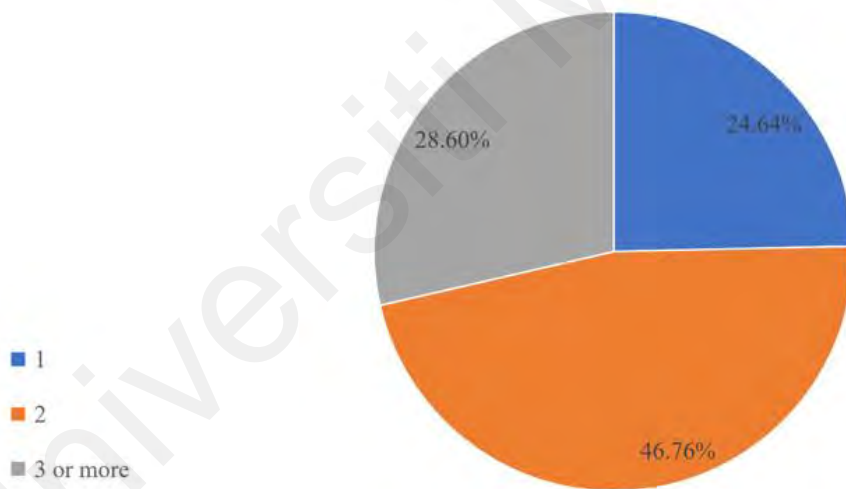


In terms of the distribution of married female university teachers by profession, the top five percentages of 80 female teachers are in Education (14.39%), 59 female teachers in Literature (10.61%), 52 female teachers in Management (9.35%), 50 female teachers in the Arts (8.99%) and 44 female teachers in Medicine (7.91%). Interestingly, there are two sets of data (four majors) that are consistent: 74 female teachers from Philosophy and Economics, both with 37 female teachers (6.65%); and a total of 78 teachers from Engineering and Science, both with 39 (7.01%) female teachers. The last three groups of female teachers are 41 female teachers from History (7.37%), 40 married female teachers from Agronomy (7.19%), and finally the remaining 38 female teachers from Law (7.01%).

Next, with regard to the number of courses taught by female teachers, it can be seen in the Chart 6. below that almost half of the female teachers are teaching two courses, 260 or 46.76% of the total number of female teachers. At the same time, the number of teachers with three or more courses exceeds a quarter of the total number of teachers surveyed, at 28.6 per cent, with 159 female teachers in total. Finally, 137 female teachers (24.64%) were tasked with teaching one course.

Chart 4. 6.

Number of Courses Taken

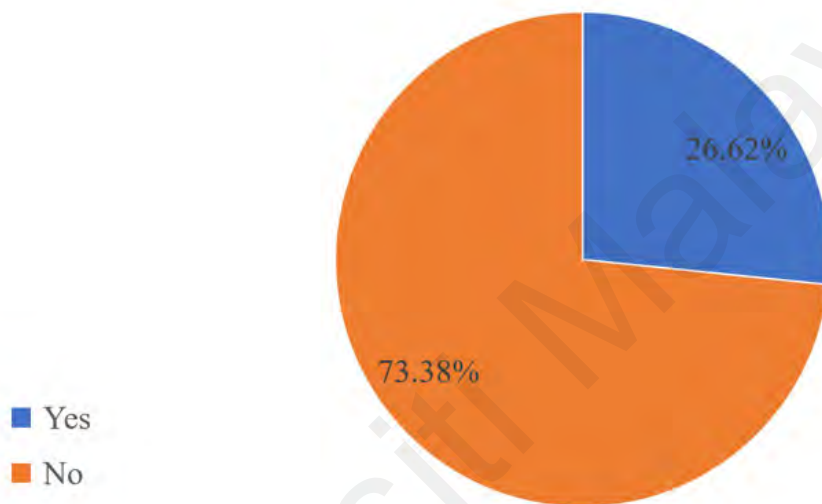


Finally, in the final sector of demographic information collection, whether female teachers are in managerial positions (Chart 7.), it is clear from the data collected that the vast majority of female teachers are not in managerial positions, with 408 female teachers, representing 73.78% of the total 556 teachers, or almost three quarters of the total. In

contrast, only 26.62% of female married teachers were in managerial positions, numbering 148 female married teachers.

Chart 4. 7.

Whether Management position



4.3 Descriptive Analysis

The purpose of this study is to comprehensively understand the status quo of marital satisfaction, spouse support and job satisfaction of female teachers in universities, as well as the views of female teachers on these aspects; Further consideration and evaluation of the teaching ability shown, to explore the teaching ability of female teachers at this stage. This study is a questionnaire survey conducted in eight public universities in Guangxi Autonomous Region, China. The following sections present the findings of this study on

the research question. Frequencies, trend measurements (means), and dispersion measures (standard deviations) served as the foundation for the descriptive analyses employed in this investigation. Demographic data about the respondents was presented using descriptive statistics such frequency distributions and percentages.

It is worth noting that according to the mean score dimension, 4.50-5.00, very high (satisfaction is always evident); 3.50-4.49, high (satisfaction is often evident); 2.50-3.49, moderate (satisfaction is sometimes evident); 1.50-2.49, low (satisfaction is rarely evident); 1.00-1.49, very low (satisfaction is not evident) based on Galti (2016). As shown in Table 4.2 below.

Table 4.2
Interpretation of Mean Scores for satisfaction

Mean Interval	Description	Interpretation
4.50-5.00	Very High	Satisfaction is always evident.
3.50-4.49	High	Satisfaction is often evident.
2.50-3.49	Moderate	Satisfaction is sometimes evident.
1.50-2.49	Low	Satisfaction is rarely evident.
1.00-1.49	Very Low	Satisfaction is not evident.

Source: Adapted from Galti (2016)

Furthermore, a range of explanations for the current state of perceived spouse support and demonstrated teaching ability of married female university teachers will be presented based on Alston and Miller's (2002) and Moohammad et al.'s (2014) interpretations of

the mean dimensions of true or present on a scale ranging from (1) ‘Not at all’ to (5) ‘Completely true’: 4.50-5.00 (Completely true), 3.50-4.49 (Mostly true), 2.50-3.49 (Moderately true), and 1.50-2.49 (Slightly true), and 1.00-1.49 (Not at all), as shown in Table 4.3.

Table 4.3
Interpretation and distribution of values

Value allocation	Likert Description
4.50-5.00	Completely true or present
3.50-4.49	Mostly true or present
2.50-3.49	Moderately true or present
1.50-2.49	Slightly true or present
1.00-1.49	Not at all

Source: Alston and Miller (2002); Moohammad et al. (2014)

Research Question 1: What is the current status of job satisfaction among female teachers in universities in Guangxi?

To answer this research question, the author conducted descriptive statistics for each variable dimension separately at the subscale level in order to provide an accurate representation of respondents' perceptions of work-life balance, work pursuit, psychological needs at work, working environment and conditions, career development, relationship between team and colleagues and leadership style. Results were described

for each variable and item dimension to compare the results of teachers' levels of job satisfaction.

4.3.1 Current Status of Job Satisfaction among Female Teachers in Universities in Guangxi

The authors set and used a total of 23 items to measure the level of overall job satisfaction of married female university teachers, grouped into seven dimensions. Table 4.4 below presents the results of the overall performance and satisfaction levels of the female teachers who participated in the questionnaire.

Table 4.4
The overall level of female teachers' job satisfaction

Variables	Mean	S. D	Level*
Job satisfaction (Overall)	3.6473	.65561	High Satisfaction

Note *1.00-1.49 = Very Low Satisfaction; 1.50-2.49 = Low Satisfaction; 2.50-3.49 = Moderate Satisfaction; 3.50-4.49 = High Satisfaction; 4.50-5.00 = Very High Satisfaction

Table 4.4 presents a composite of means and standard deviations regarding the job satisfaction of married female university teachers. The combined mean score on job satisfaction is 3.65 and the results further indicate an optimistic status of high satisfaction levels for female teachers as a whole.

The item dimensions on each dimension involved in female teachers' job satisfaction were analysed for current understanding and extent in order to provide a more robust understanding of each dimension of the overall job satisfaction. It is clear from Table 4.5 that all dimensions show high levels of satisfaction.

Table 4.5

The Level of female teachers' job satisfaction

Job satisfaction Dimensions	Mean	S. D	Level*
Work-life balance	3.7217	.75141	High Satisfaction
Work pursuit	3.6453	.70547	High Satisfaction
Psychological needs at work	3.5336	.84557	High Satisfaction
Working environment and conditions	3.5444	.84175	High Satisfaction
Career Development	3.6331	.92088	High Satisfaction
Relationship between team and colleagues	3.7866	.75138	High Satisfaction
Leadership style	3.6385	.80676	High Satisfaction

Note *1.00-1.49 = Very Low Satisfaction; 1.50-2.49 = Low Satisfaction; 2.50-3.49 = Moderate Satisfaction; 3.50-4.49 = High Satisfaction; 4.50-5.00 = Very High Satisfaction

Specifically, the satisfaction tests for the various aspects of the variables and the questionnaire questions can be based on Table 4.6.

Table 4.6

Female teachers' response to items under job satisfaction. (N=556)

Items	SD	D	N	A	SA	M	S.D	Level of job satisfaction*
	F	F	F	F	F			
	%	%	%	%	%			
1. I think I am able to perform the job tasks I am currently undertaking.	18 (3.24)	23 (4.14)	134 (24.1)	237 (42.63)	144 (25.9)	3.84	.966	High
2. I can maintain a balance between the roles of wife, mother and teacher.	21 (3.78)	22 (3.96)	152 (27.34)	236 (42.45)	125 (22.48)	3.76	.970	High
3. I can find the right balance between work and life.	24 (4.32)	25 (4.5)	174 (31.29)	218 (39.21)	115 (20.68)	3.67	.992	High
4. Married status makes me perform better at work.	18 (3.24)	45 (8.09)	192 (32.53)	179 (32.19)	122 (21.94)	3.62	1.017	High
5. The current job is the original intention of the career I pursued before.	20 (3.6)	36 (6.47)	136 (24.46)	239 (42.99)	125 (22.48)	3.74	.994	High
6. I still have my passion for teaching.	12 (2.16)	22 (3.96)	171 (30.76)	221 (39.75)	130 (23.38)	3.78	.921	High
7. My position is higher than the current position of my colleagues who joined at the same time as me.	22 (3.96)	63 (11.33)	192 (34.53)	159 (28.6)	120 (21.58)	3.53	1.071	High
8. I feel that the bottleneck in my career development.	19 (3.42)	52 (9.35)	184 (33.09)	186 (33.45)	115 (20.68)	3.59	1.025	High
9. I would choose to try to enlist in a function other than teaching	17 (3.06)	54 (9.71)	189 (33.99)	176 (31.65)	120 (21.58)	3.59	1.026	High
10. The weight of my current position cannot be easily replaced by others.	27 (4.86)	60 (10.79)	208 (37.41)	157 (28.24)	104 (18.71)	3.45	1.063	Moderate
11. I'm enjoying my current job status.	28 (5.04)	36 (6.47)	190 (34.17)	194 (34.89)	108 (19.42)	3.57	1.033	High

12. I am comfortable with the current situation and teaching duties.	27 (4.86)	44 (7.91)	183 (32.91)	185 (33.27)	117 (21.04)	3.58	1.057	High
13. The school has provided me with a satisfactory working environment.	29 (5.22)	41 (7.37)	179 (32.19)	200 (35.97)	107 (19.24)	3.57	1.045	High
14. Under the school's policy, every teacher is equal and mutually beneficial.	34 (6.12)	49 (8.81)	175 (31.47)	182 (32.73)	116 (20.86)	3.53	1.101	High
15. I am satisfied with the salary and treatment in my current position.	22 (3.96)	55 (9.89)	191 (34.35)	181 (32.55)	107 (19.24)	3.53	1.035	High
16. The training organized by the school on a regular basis has gained me an effective promotion	24 (4.32)	46 (8.27)	185 (33.27)	179 (32.19)	122 (21.94)	3.59	1.052	High
17. My opportunity for professional development is equal in the organisational structure of the school.	25 (4.5)	44 (7.91)	162 (29.14)	181 (32.55)	144 (25.9)	3.67	1.081	High
18. I have good social relationships with my colleagues.	19 (3.42)	19 (3.42)	150 (26.98)	248 (44.6)	120 (21.58)	3.78	.939	High
19. I sometimes hang out with colleagues.	19 (3.42)	20 (3.6)	158 (28.42)	224 (40.29)	135 (24.28)	3.78	.966	High
20. Some of my colleagues have become good friends.	19 (3.42)	21 (3.78)	147 (26.44)	234 (42.09)	135 (24.28)	3.80	.963	High
21. The school leaders have given me enough support and trust in my work.	19 (3.42)	28 (5.04)	199 (35.79)	188 (33.81)	122 (21.94)	3.66	.986	High
22. I agree with the principals' outlook on the direction of education and growth.	26 (4.68)	32 (5.76)	178 (32.01)	201 (37.23)	113 (20.32)	3.63	1.019	High

23.	I maintain good communication with school leaders.	25 (4.5)	35 (6.29)	172 (30.94)	213 (38.31)	111 (19.96)	3.63	1.015	High
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Note:

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

Percentage of participants' responses are given in the bracket ().

*1.00-1.49 = Very Low Satisfaction; 1.50-2.49 = Low Satisfaction; 2.50-3.49 = Moderate Satisfaction; 3.50-4.49 = High Satisfaction; 4.50-5.00 = Very High Satisfaction

In terms of the specific levels of satisfaction presented for each of the dimensions, the highest level of satisfaction was with the interpersonal status of female teachers in the organisation, more specifically the combined level of satisfaction with interpersonal relationships in the team and with colleagues (M=3.79) for female married teachers, which showed a high level of satisfaction. Immediately following this, as the second highest of the satisfaction dimensions was the dimension on work-life balance for female teachers, which received a mean value of 3.72 and was also classified by the satisfaction score as a high value level status. At the same time, the third dimension of job satisfaction was on the dimension of female teachers' satisfaction with their work pursuits (M=3.65).

Relationship Between Team and Colleagues

The most outstanding dimension of the whole variable was 'relationship between team and colleagues', which scored 3.78, 3.78 and 3.8 on the dimensions of socialising with colleagues, hanging out with colleagues and being good friends with colleagues. The scores are very high. In terms of the level of scores, it is recognised that teachers have a high level of social satisfaction, which further explains the friendly working atmosphere

of the teams and social circles in which they work. The highest mean score in this dimension is for the female teachers' satisfaction with being good friends with colleagues in the workplace, with a high satisfaction score of 3.80, of which nearly 370 female teachers 'agree' or 'strongly agree' that they are good friends with their colleagues in school and expressed satisfaction with the situation; although 147 developed their own concerns in this regard and chose to be 'neutral'.

Regarding the data dimension of this project on the good social relationship between female teachers and colleagues with Item 18, first of all, it is worth affirming that nearly half of the people choose to hold an 'agree' attitude, which shows that teachers have positive satisfaction with the relationship between colleagues, the specific data are 258 (44.6%) female teachers. However, the number of female teachers who chose the position of 'strongly agree' was reduced by half compared with the number of teachers who chose 'agree', and the data presented was 120 (21.58%). Immediately afterwards, more than a quarter of female teachers chose to maintain a 'neutral' view, the number was 150, accounting for 26.98% of the total number of teachers. Finally, the number of teachers selected in the positions of 'disagree' and 'strongly disagree' showed the same data, with 19 (3.42%) female teachers in each specific value and proportion.

According to the survey on the situation of teachers and colleagues hanging out in Item 19, it is worthy of recognition that more than 40% of female teachers 'agree' to the

occurrence of this situation. The specific number and proportion are 224 female teachers, accounting for a total of 40.29% of the ratio. What is worthy of recognition is that the proportion of female teachers who choose 'strongly agree' is nearly a quarter of the total proportion, and the specific data is presented as 135 female teachers (24.28%). Furthermore, a total of 147 female teachers expressed 'neutral' for this project, but the specific proportion exceeded one quarter (28.42%). Finally, among the female teachers who 'disagree' and 'strongly disagree', the number and proportion are respectively 20 (3.6%) who choose 'disagree' and 19 (3.42%) female teachers who choose 'strongly disagree'.

Regarding the Item 20 with status of university married female teachers becoming good friends with their colleagues, although it is a high value of satisfaction in the range of average values, the average value of 3.80 becomes the highest value in the variable of female teachers' job satisfaction. In the specific number and proportion data, the highest proportion is the female teacher who chooses the statement 'agree', with a total of 234 teachers, accounting for 42.09% of the total number. The number of teachers who choose 'strongly agree' to support the project statement is close to a quarter of the total number, and there are 135 female teachers, accounting for 24.28%. The number and proportion of female teachers who choose 'neutral' are similar to those who choose 'strongly agree', the specific data is 147 (26.44%) female teachers. Finally, the data on the female teachers who choose 'disagree' and 'strongly disagree' to express their state of getting along with

colleagues are relatively similar, 21 female teachers (3.78%) who choose 'disagree' and 'strongly disagree' 19 (3.42%) female teachers.

Work-life balance

The mean value of 3.84 for the female teachers' work tasks within the 'work-life balance dimension' is the highest satisfaction level of the entire job satisfaction variable. A total of 381 female teachers 'agree' and 'strongly agree' that they are competent in the tasks they are currently undertaking in this dimension. This was followed by a mean satisfaction level of 3.76 for married female teachers regarding the coordination between their social roles including wife, mother and teacher. It is undeniable that the overall level of satisfaction of the teachers in the overall self-assessment of the work-life balance dimension shows a high level of satisfaction, including the performance of the teachers in their marital status and the appropriate balance that the female teachers find and maintain in the two social scenarios of work and life, both with a mean value of 3.62 and 3.67.

The data on Item 1 with 'I think I am able to perform the job tasks I am currently undertaking.' reveals a mean value of 3.84, a score that indicates that female university teachers are showing a positive attitude towards the completion of their job tasks. Satisfaction with their job tasks is often evident. As the data shows, almost half of the female teachers chose 'agree' that they are capable of performing their tasks, with a

specific percentage of 42.63% of the total number of 237 female teachers. This was followed by a similar number and proportion of married female teachers who said they strongly agreed and were neutral, with over a quarter (25.9%, 144 female teachers) saying they were 'strongly agreed' that they were able to do their job well, and 134 female teachers who were 'neutral'. The number of female teachers who are neutral is 134, or 24.1% of the total. Finally, the number and percentage of married female university teachers who 'disagree' and 'strongly disagree' are 23 (4.14%) and 18 (3.24%) respectively.

The mean value of 3.76 was observed in the feedback on Item 2 with 'I can maintain a balance between the roles of wife, mother and teacher.' the interpretation based on the mean satisfaction score indicates that married female university teachers' satisfaction shows high values and satisfaction is evident. The data shows that less than 8% of female married teachers in total 'disagree' and 'strongly disagree', with the number of 21 female teachers who 'strongly disagree', with the smallest total at 3.78%. While a similar number, 22, were 'disagree', accounting for 3.96%. Conversely, the largest proportion of female teachers, 236 (42.45%), were in favour of 'agree'. The final 50 per cent of female teachers chose to be 'strongly agree' and 'neutral' with 125 female teachers (22.28 per cent) and 152 female teachers (27.34 per cent) respectively.

In the survey on the balance between life and work for female university teachers (Item 3), the mean value is 3.67, indicating a high level of satisfaction. In terms of values, the number of married female university teachers who are 'neutral' and 'agree' already accounts for a total of 70.5% of the total, starting with a total of 218 female teachers who 'agree', or 39.12%, followed by 174 female teachers who are 'neutral', with 31.29%. Thus, of the remaining 30 per cent of female teachers, 20.68 per cent 'strongly agreed' that they had a work-life balance; 25 female teachers 'disagreed'; 24 (4.32 per cent) 'strongly disagreed'; and the remaining 30 per cent 'strongly disagreed' that they had a work-life balance.

In the questionnaire on the positive impact of marriage on work performance (Item 4), it can be seen that more than half of the female married teachers chose 'agree' and 'strongly agree', with data showing that 179 female teachers who 'agree' (32.19%) and 122 female teachers who 'strongly agree' (21.94%) respectively. Of course, the largest proportion is that, 32.53% of married female teachers did have a 'neutral', totalling 192. It is interesting to note that more than 60 teachers chose to 'disagree' and 'strongly disagree' on this question, with 45 female teachers (8.09%) and 18 female teachers (3.24%) respectively. Finally, the mean value for the question on the positive effect of married status on job performance was 3.62; this can be interpreted as a high level of satisfaction.

Work pursuit

In terms of the '*work pursuit*' dimension for female married teachers, 239 female teachers 'agreed' and 125 female teachers 'strongly agreed' that their current teaching job was the one they had previously pursued, with a total of 364 female teachers satisfied with their current teaching job, and the results of the degree of evaluation confirm that female teachers are choosing the career they want. In terms of the results regarding female teachers' continued enthusiasm for teaching, the 3.78 satisfaction branch further explains the positive current performance of female teachers in terms of their enthusiasm for teaching, but it is undeniable that 34 female teachers rated their enthusiasm as 'disagree' and 'strongly disagree' to express a negative state of enthusiasm for their teaching. In terms of the work pursuit dimension for female married teachers, 239 female teachers 'agreed' and 125 female teachers 'strongly agreed' that their current teaching job was the one they had previously pursued, with a total of 364 female teachers satisfied with their current teaching job, and the results of the degree of evaluation confirm that female teachers are choosing the career they want. In terms of the results regarding female teachers' continued enthusiasm for teaching, the 3.78 satisfaction branch further explains the positive current performance of female teachers in terms of their enthusiasm for teaching.

Furthermore, when mentioned in relation to the current position status of the female teachers who participated in the study in comparison to their contemporaneous colleagues, the mean high value of 3.53 was obtained in relation to whether the female teachers were

in a higher position, indicating that the majority of the teachers were in a breakthrough position in relation to their contemporaneous colleagues and further explaining the satisfaction status of the majority of the female teachers with their current position development, after all, there is also a group that 'disagrees', 'strongly disagrees' or 'neutral' to the above item. Concerning the results of the questionnaire on whether teachers perceived bottlenecks in their career development, 186 and 115 female teachers chose 'agree' and 'strongly disagree' respectively that bottlenecks existed, while 176 and 120 female teachers also chose 'agree' and 'disagree' respectively when asked whether they would like to try to apply for a job in a function other than teaching.

More specifically, the mean value presented in the questionnaire data on career aspirations is 3.74, showing high values for female married teachers' satisfaction with achieving their career aspirations (Item 5). This is closely followed by the fact that nearly half of the female teachers were 'satisfied', with 239 teachers (42.99% of the total). Furthermore, almost a quarter of the total number of female teachers (24.46%, 136 teachers) chose 'neutral'. Similar to the proportion of those who chose 'neutral' was the proportion of married female university teachers who chose 'strongly agree', 125 female teachers, or 22.48% of the total. Finally, almost ten per cent of female teachers chose 'disagree' and 'strongly disagree', with 6.47 per cent (36 female teachers) and 3.6 per cent (20 female teachers) of the data presented respectively.

With regard to teachers' enthusiasm for teaching in Item 6, the mean value obtained was 3.78, a value that explains the high level of values presented by teachers in terms of satisfaction with their enthusiasm for teaching. The largest proportion of female teachers, 39.75 per cent of the total, thought 'agree', with 221 female university teachers choosing this option. The next largest group of female teachers, 171 (30.76%) female teachers, chose a 'neutral' approach. This was followed by 130 female teachers who chose 'strongly agree', representing 23.38% of the total. Finally, close to six per cent of the teachers were 22 (3.96%) who 'disagreed' and 12 (2.16%) who 'strongly disagreed'.

Nearly half of the female teachers chose the 'agree' and 'strongly agree' positions in the status quo survey data that female teachers have higher positions than their colleagues who joined at the same time (Item 7), presenting 159 (28.6%) and 120 (21.58) respectively. However, the largest number of married female teachers under this question were then 'neutral', with 192, or 34.53% of the total. Surprisingly, more than 10 per cent of female teachers, 63 (11.33 per cent), chose 'disagree' to deny that their position was higher than that of their colleagues who had joined the profession at the same time.

With the state assessment question of a bottleneck in career development in Item 8, satisfaction comes perilously close to entering a state of easing (2.50-3.49), presenting a high value level with a mean value of 3.59. The highest proportion of female teachers, 186 (33.45%), chose 'agree'. The data is followed by those who chose a 'neutral' position,

with 33.09% (184 female teachers). Furthermore, 115 female teachers, or 20.68%, chose 'strongly agreed' with the emergence of bottlenecks. Finally, 52 (9.35%) female teachers (9.35%) chose 'disagree' to deny the emergence of bottlenecks in their careers and 19 (3.42%) female teachers (3.42%) 'strongly disagree' with the emergence of bottlenecks.

The result is shown in Item 9, the fact that more than half of the female teachers in this project chose 'agree' and 'strongly agree' shows that there is a degree of willingness to try something other than teaching, with the number of female teachers are 176 (31.65%) and 120 (21.58%) respectively. However, the largest number of female teachers, 189 (33.99%), remained 'neutral', it can also be interpreted as the teacher's ambiguity in the direction of such ideas/development choice. Finally, the 'disagree' and 'strongly disagree' figures were represented by 54 female teachers at 9.71% and 17 female teachers at 3.06% respectively.

Psychological Needs at Work

Based on the dimension '*Psychological Needs at Work*', the assessment of the weight of the teacher's profession does not reach 3.5, but rather 3.45, with 60 of the female teachers 'disagreeing' with the weight of their position is so important that it is irreplaceable, and 208 female teachers were uncertain about the weight of their profession. Meanwhile, in the other two dimensions of the psychological needs of female teachers, it can be observed more specifically that the female teaching force is satisfied with their current position

status, with an average value of 3.57, which, although not a high value, shows that the majority of female teachers are satisfied with their position as a whole when they are married. In terms of satisfaction with their current work pattern and teaching assignments, 302 of the female teachers rated their satisfaction with their current work assignments as 'agree' and 'strongly agree'.

On the elaboration of the dimension of female teachers regarding the weight of their status, which cannot be easily replaced by others (Item 10). The largest proportion of female teachers in this category was 'neutral', with 208 (37.41%). Furthermore, a total of 157 female teachers (28.24%) 'agreed' that their professional status could not be easily replaced by others. However, the proportion of teachers who 'strongly agreed' with this situation was ten per cent less than the proportion who 'agreed', at 104 teachers (18.71 per cent). Finally, 60 (10.79%) and 27 (4.86%) female teachers chose 'disagree' and 'strongly disagree' respectively that their profession and status cannot be replaceable. However, it is interesting to note that the mean value of this item is 3.45, the lowest mean value in the job satisfaction questionnaire, while the value explains the moderating state of teachers' satisfaction with their professional weight and status, indicating that the presentation of satisfaction is sometimes evident.

The results of the current project data show that almost two hundred married female teachers 'agree' to be enjoying their current work situation (Item 11), with 194 teachers,

or 34.89% of the total. Not far from these results is the number of female teachers who chose the 'neutral' status, 190 (34.17%). In terms of 'strongly agree', a total of 108 female teachers (19.42% of the total) strongly agreed with the level of enjoyment of their current work situation. Finally, the number and percentage of female teachers who chose 'disagree' and 'agree' were 36 (6.47%) and 28 (5.04%) respectively.

As far as teachers' satisfaction with their teaching duties and status (Item 12) is concerned, a mean level of 3.58 is presented, showing a high value of satisfaction. In terms of the specific outcome data, the number of married female teachers who chose 'neutral' and 'agree' status was the closest, with 183 (32.91%) choosing 'neutral' and 185 (33.27%) choosing 'agree' respectively. and these are also the two largest percentages for this project. For the 'strongly agree' section, a total of 107 respondents, or 19.24%, strongly agreed with the status. However, the number of people who chose 'disagree' in this item was almost one in ten, with 44 people, or 7.91%.

Working Environment and Conditions

It is interesting to note that almost 80 female teachers responded negatively on each dimension, while the number of female teachers on the 'Neutral' gradient was around 180-190. Although the mean values show high levels of satisfaction in all three questions of this dimension, 3.57, 3.53 and 3.53 respectively. Specifically, the statement that the school provides a satisfactory working environment for teachers received 'agree' and

'strongly agree' responses from 307 female teachers. At the same time, there were 298 female teachers who 'agreed' and 'strongly agreed' with the statement that the school's policy was mutually beneficial to each teacher on an equal footing. Finally, 288 female teachers were satisfied with their current job treatment, however, 191 female teachers also chose to be 'neutral' on the issue of job treatment.

The largest number of teachers who rated their satisfaction with the working environment provided by the school (Item 13), and the largest number of 200 female teachers, was 35.97% who 'agree' with the results. However, the number of female teachers who chose 'strongly agree' was only half of those who chose 'agree', with 107 female teachers, or 19.24% of the total. Next, the number of female teachers who chose 'neutral' was 179, or 32.19% of the total. Finally, the number and percentage of female teachers who 'disagreed' and 'strongly disagreed' were 41 (7.37%) and 29 (5.22%) respectively.

In the data on teachers' satisfaction with the state of equality and mutual benefit under the school's policy (Item 14), it is interesting to note that nearly 50 female teachers 'disagree' with this statement and consider the state of the phenomenon to be unjustified, specifically 49 female teachers (8.81% of the total). At the same time, the highest percentage of female teachers who 'strongly disagree' with the strongly disagree score in this 'job satisfaction' variable is also found in the questionnaire. The specific percentage was 6.12% (34 female teachers). Next, the number and proportion of female teachers who

chose 'neutral' and 'agree' were similar, with 175 (31.47%) female teachers choosing 'neutral' and 182 (32.73%) female teachers choosing 'agree' respectively. Finally, the number of female teachers who 'strongly agreed' that the school policy provided equal and mutual benefits to teachers was 20.86%, or 116 female teachers.

The highest percentage of female teachers and the highest number of nearly 200 teachers chose the 'neutral' position in the statement on current salary and remuneration (Item 15), with 191 female teachers, or 34.35% of the total. Not far behind these numbers were those who chose 'agree', with a total of 181 (32.55%) female teachers expressing satisfaction with their current salary and remuneration. At the same time, almost twenty percent (one in five) of female teachers 'strongly agreed' with the state of satisfaction expressed in this item, with 107 female teachers, or 19.24% of the total. However, almost ten percent of female teachers 'disagreed' with the performance of this status, with a specific number of 55 female teachers (9.89%).

Career development

The questionnaire on the relevant dimension of '*career development*' states that regular training organised by the school has been effective in promoting female teachers, although 179 and 122 female teachers gave positive feedback respectively, saying that they 'satisfied' with the importance of school training for their promotion. Also, it is positive to note that the mean score of 3.67 for the statement on female teacher's equality

in professional development explains the satisfaction of female teachers with the positive aspects of equality in development given by the universities.

More than half of the female teachers in the satisfaction item on the university's ability to effectively improve their teachers 'agreed' and 'strongly agreed' that the university's training had helped them improve, with 179 (32.19%) female teachers 'agreed' and 122 (21.94%) 'strongly agreed'. Of course, it is undeniable that the highest proportion of female teachers in this category were 'neutral', with 185 (33.27%). Finally, the numbers and percentages of female teachers who 'disagree' and 'strongly disagree' were 46 (8.27%) female teachers and 24 (4.32%) female teachers respectively.

In the evaluation of the status of female teachers regarding equal opportunities for professional development, more than half of the female teachers agreed with this statement and considered that they had equal opportunities for professional development, with 181 (32.55%) teachers choosing 'agree' and 144 (25.9%) of female teachers 'strongly agree' respectively. This was followed by nearly 30 per cent of teachers who were 'neutral', with 162 teachers (29.14 per cent of the total). Finally, the number and percentage of teachers who felt that they had unequal opportunities in the organisation of the school was 44 (7.91%) who 'disagreed' and 25 (4.5%) who 'strongly disagreed'.

Leadership style

Turning to the specific data presented in the *'leadership style'* dimension, the three perspectives of trust and support from the institution's leadership; agreement with the university's vision for the future of teachers and effective communication with the organizational leadership all scored an average of 3.60 or more. These levels of satisfaction further indicate that teachers are satisfied with their leadership. This is despite the fact that almost 200 female teachers are 'neutral' on this part of the school leadership in terms of their support and trust in female married teachers. Of course, it is undeniable that the number of female teachers who chose 'disagree' and 'strongly disagree' with regard to receiving support and trust was one of the lowest on this dimension. It is for this reason that the number of female teachers who 'disagree' and 'strongly disagree' with the school leader's vision for the future is 58, and the number of female teachers who chose 'disagree' and 'strongly disagree' that they would be able to communicate well with their school leaders was reaching at 60.

Judging from the presentation of the satisfaction status data on the support and trust given to female teachers by university leaders in Item 21, female teachers who choose 'neutral' account for the largest proportion, with the number of 199, accounting for 35.79% of the proportion; similar to the above-mentioned number the married female university teachers who choose the position of 'agree', the data shows that there are 188 (33.81%) female teachers. There are 122 female teachers who 'strongly agree' with the state of sufficient support and trust given to teachers by the school, accounting for 21.94% of the

total number. Finally, with regard to the proportion of teachers who are less than 10%, there are 28 (5.04%) female teachers who chose 'disagree' and 19 (3.42%) female teachers who chose 'strongly disagree'.

The data on the extent to which female married teachers agree with the views of university principles on the direction of education and growth (Item 22) shows that, fortunately, more than half of the female teachers in general 'agree' and 'strongly agree' with the views of their principles. In terms of the principal's philosophy of education, 201 (37.23%) of the female teachers agreed and 113 (20.32%) of the female teachers strongly agreed. This was followed by the 10% of teachers who disagreed with the specific direction and views of the university headmaster on education, with 26 (4.68%) female teachers strongly disagreeing and 32 (5.76%) disagreeing. Finally, the remaining 32.01% of female teachers chose to be 'neutral'.

In the questionnaire on maintaining good communication between married female university teachers and university leaders in Item 23, ten percent of female teachers chose 'disagree' and 'strongly disagree', with the respective numerical values, 35 female teachers (6.29%) chose 'disagree' and 25 female teachers (4.5%) chose 'strongly disagree'. However, the largest proportion of female teachers chose 'agree', indicating that teachers are better able to communicate with their school leaders, with a total of 213

female teachers (38.31% of the total). However, the proportion of teachers who ‘strongly agree’ is half that of those who ‘agree’, with 111 teachers, or 19.96% of the total.

Research Question 2: What is the current status of spouse support among female teachers’ universities in Guangxi?

To answer this research question, the author conducted descriptive statistics for each variable dimension separately at the subscale level to accurately reflect respondents’ own assessment of their performance on the status of psychological support, mental status, and family affairs. The results of the spouse support variable and related item dimensions are described below to provide an understanding of the current status and performance of spouse support among female teachers.

4.3.2 The current status of spouse support among female teachers’ universities in Guangxi

In terms of the overall spouse support status, the specific results presented in Table 4.7 visually reflect that the support status perceived by female married teachers from their husbands is positive and good, with a good and mainly present performance, with a specific mean value of $M=3.73$.

Table 4.7

The overall level of female teachers' spouse support

Variables	Mean	S. D	Level*
Spouse support (Overall)	3.7300	.68724	Mostly true or present

Note *1.00-1.49 = Not at all 1.50-2.49 = Slightly true or present 2.50-3.49 = Moderately true or present

3.50-4.49 = Mostly true or present 4.50-5.00 = Completely true or present

In this study, the term 'spouse support' refers specifically to the support provided by the legal other half of female teacher in a marital relationship. As this study is only about female university teachers, the spouses in this study will be the husbands of female university teachers who provide support to female teachers in a variety of ways. In order to better understand the specific status and performance of spouse support for currently married female university teachers, a total of 17 questions were set to further the understanding and knowledge of the current status of the variables.

The support received by female teachers from their spouses was categorised into three dimensions, namely: i) psychological support, ii) mental status, and iii) family affairs.

The results of the overall descriptive analysis of female teachers specifically on the dimensions of spousal support are shown in Table 4.8.

Table 4.8

The level of female teachers' spouse support

Spouse support Dimensions	Mean	S. D	Level*
Psychological support	3.7001	.71466	Mostly true or present
Mental status	3.7059	.79148	Mostly true or present
Family affairs	3.7144	.76959	Mostly true or present

Note: *1.00-1.49 = Not at all; 1.50-2.49 = Slightly true or present; 2.50-3.49 = Moderately true or present;

3.50-4.49 = Mostly true or present; 4.50-5.00 = Completely true or present

Table 4.8 shows the means and standard deviations for the three dimensions of spouse support for female teachers. The mean score for family affairs was the highest, at 3.71, indicating that husbands are mainly present in this dimension, while the mean scores for psychological support and mental status were similar, at 3.7001 and 3.7059 respectively, indicating that support is existential significance.

Family affairs

First of all, the mean score of 3.71 in this dimension about the current situation of female teachers' husbands being able to support female teachers in raising their children can be interpreted as a positive indicator of female teachers' satisfaction with their husbands' role in raising their children. The high level of satisfaction of female teachers with their husbands' commitment to child-rearing is also reflected in the positive feedback of 291 female teachers who 'agree' and 'strongly agree'. Immediately following the statement that husbands take the initiative in caring for the elderly, the results show a high value of

satisfaction with a mean of 3.73, indicating that the husbands of female teachers tend to be visible in taking care of their elders; it is also worth highlighting that even more 350 female teachers gave positive feedback on this performance of their husbands.

It is worth acknowledging that a total of 333 female teachers 'agree' and 'strongly agree' that their husbands are able to take responsibility for the necessary household chores and do not put additional pressure on the female teachers in terms of household matters. It is because of the positive feedback from the majority of female teachers that the mean value (M=3.68) in this area shows a high level of teacher satisfaction, which is often interpreted as the female teachers' satisfaction with their husbands' performance of household chores. Last but not least, it is important to note that 179 female teachers gave a 'neutral' position on whether their husbands do what they are supposed to do as husbands, while 49 female teachers gave a 'disagree' and 'strongly disagree' negative feedback on this statement. Thankfully, 328 female teachers also expressed positive attitudes towards their husbands, although the number of female teachers in the 'neutral' position was on the higher side of this variable; therefore, in the final, the mean value of 3.67 indicates that female teachers have a high level of satisfaction with their husbands' performance of the role of 'husband'.

The mean value of 3.77 is the second highest for the variable 'spouse support', which shows that female teachers are satisfied that their husbands are able to help them with child raising (Item 36). Looking more specifically at the status of the data obtained for

each score, the two highest percentage scores came from positive responses to their husbands' parenting, with 126 (22.66%) female teachers choosing 'strongly agree' and 'agree' respectively. This was followed by 117 female teachers who chose to be 'neutral'. Finally, leaving aside the fact that 100 of the participating teachers had not yet had children, 48 female teachers had negative attitudes towards their husbands' responsibility for child-rearing, representing 5.6% of those who 'disagreed' and 3.1% of those who 'strongly disagreed' respectively.

With regard to the care of the elderly in the family by their husbands, it is positive to note that almost 40% of the female teachers approved of their husbands' responsibility for the care of the elderly, with 222 female teachers, or 39.93% of the total, choosing 'agreed'. Although 154 (27.7%) of female teachers were 'neutral', however 128 (23.02%) gave positive feedback on their husbands' ability to take on the responsibility and duty of caring for their elders, and chose to give a 'strongly agree'. Finally, a small minority, but less than 10% of female teachers denied that their husbands were taking on sufficient caregiving responsibilities, with 31 (5.58%) female teachers choosing 'disagree' and 21 (3.78%) choosing 'strongly disagree'.

Further, close to 60% of female teachers gave positive feedback and responses to the question on whether their husbands were responsible for household chores in the home. This is closely followed by the positive feedback of almost 40% of female teachers, with

number of 216 (38.85%), who agreed that their husbands were responsible for household chores. This was followed by 117 (21.04%) female teachers who 'strongly agreed' with the status and performance of their husbands in the home, even though 31.29% of them were 'neutral' about their husbands' domestic responsibilities. Finally, no more than 10% of female teachers responded negatively, including 27 (4.86%) who 'disagreed' with the existence of this situation in their own homes and 22 (3.96%) who 'strongly disagreed'.

Finally, a total of 328 female teachers gave positive feedback on the question of whether their husbands were fulfilling their responsibilities as husbands, with 203 (36.51%) of them 'agreeing' that their husbands were fulfilling their responsibilities as husbands. There were also 125 (22.48%) female teachers who 'strongly agreed' that their husbands were fulfilling their responsibilities as husbands in the home. However, 179 (32.19%) of the nearly 200 teachers were 'neutral' on the issue of their husbands' husbandly responsibilities. Finally, 19 (3.42%) of the female teachers chose to 'disagree' and 30 (5.4%) 'strongly disagree' with the state of their husbands' responsibilities.

Psychological support

Based on the results of the mean values obtained for the three dimensions of spouse support, it is straightforward to understand that the highest and lowest levels of satisfaction for female teachers in this variable are in the dimension of '*Psychological support*' for female teachers. The highest level of satisfaction among female teachers is

that their husbands are able to help them as much as they can, with a mean value of 3.80, which can be interpreted as a high level of satisfaction, and satisfaction is often evident; and from the choice of 'agree' and 'strongly agree' as well, was the aspect that received the highest number of responses compared to the other aspects, with 366 female teachers. Then, with the lowest level of satisfaction was 'I couldn't have gotten this far without my husband', with a mean of 3.56 and a total of 291 female teachers choosing 'agree' and 'strongly agree'. This aspect of the statement can be interpreted as an indication of the importance of the psychological support and role of the husband for the female teachers. As shown in Table 4.9.

In addition, there are other aspects of *'psychological support'* that can be seen in the statement that female teachers and their husbands always communicate effectively, the number of female teachers who have a negative opinion and choose 'disagree' and 'strongly disagree' is 58, which could be interpreted as a sign of poor communication or barriers between these teachers and their husbands. However, it is undeniable that a total of 323 female teachers were positive about effective communication with their husbands, and it is because most of the female teachers were good at communicating with their husbands that the mean score of 3.69 in this area can be interpreted as a high level of satisfaction for female teachers. The above is also true for the statement on the ability of the female teacher having a husband as a good listener by the side of the female teacher, slightly more female teachers (338) chose 'agree' and 'strongly agree' for this statement, which gives the mean score of 3.73 to the statement on husbands as listeners

accompanying female teachers, a higher score than the statement on 'effectively communication'.

Next, there are two aspects of this 'psychological support' that also have the most 'neutral' position in this variable. The first is the statement that 'husbands are able to give advice from a female teacher's point of view', with a total of 182 female teachers, although 326 female teachers also chose 'agree' and 'strongly agree' in this aspect, indicating that husbands are able to give advice from a female teacher's point of view. The mean score for this is 3.71, which can be interpreted to mean that a large proportion of female teachers are positive and satisfied with their husbands' advice. The second highest number was for the position that female teachers' husbands encourage their professional development and are strong supporters of their teachers' career, with a total of 181 female teachers gave a 'neutral' attitude towards their husbands' attitude to the development of the female teaching profession, while 196 and 130 female teachers responded positively with 'agree' and 'strongly agree' respectively, making this aspect of the discourse the results in an average of 3.70 satisfaction with the current situation. Continuing with this dimension of the degree to which female teachers' husbands are willing to spend time with them, a total of 331 female teachers 'agree' and 'strongly agree' with this statement, while 52 teachers are negative, resulting in a mean value of 3.71, which explains the high and often evident satisfaction with the dynamics of their husbands' company. Finally, the mean value obtained for the situation of female teachers and their husbands being able to reasonably

distribute and assume their family obligations is 3.70, and a total of 338 female teachers 'agree' and 'strongly agree' with this situation.

Table 4.9
Female teachers' response to items under spouse support. (N=556)

Items	SD F %	D F %	N F %	A F %	SA F %	No children	M	S.D	Level of presen t
24. My husband will give me the help I need when he can.	14 (2.52)	32 (5.76)	144 (25.9)	226 (40.65)	140 (25.18)		3.80	.964	Mostly present
25. My husband is willing to spend time with me.	17 (3.06)	35 (6.29)	173 (31.12)	201 (36.15)	130 (23.38)		3.71	.993	Mostly present
26. My husband and I always communicate effectively with each other.	24 (4.32)	34 (6.12)	175 (31.47)	179 (32.19)	144 (25.9)		3.69	1.056	Mostly present
27. My husband and I are able to fairly divide and share our household responsibilities.	23 (4.14)	27 (4.86)	168 (30.22)	213 (38.31)	125 (22.48)		3.70	1.003	Mostly present
28. My husband is often able to give me good advice from my point of view.	17 (3.06)	29 (5.22)	182 (32.73)	197 (35.43)	131 (23.56)		3.71	.983	Mostly present

29. My husband encourages me in my professional development and is a strong support in my career.	19 (3.42)	30 (5.4)	181 (32.55)	196 (35.25)	130 (23.38)	3.70	.997	Mostly present
30. My husband is able to be a good listener to me.	21 (3.78)	37 (6.65)	160 (28.78)	192 (34.53)	146 (26.26)	3.73	1.04 1	Mostly present
31. I couldn't have gotten this far without my husband.	18 (3.24)	58 (10.43)	189 (33.99)	176 (31.65)	115 (20.68)	3.56	1.03 2	Mostly present
32. Without my husband's support, it can make me feel helpless and frustrated.	27 (4.86)	40 (7.19)	168 (30.22)	196 (35.25)	125 (22.48)	3.63	1.05 8	Mostly present
33. When my husband offers me a hug, I immediately feel warm and confident.	20 (3.6)	29 (5.22)	157 (28.24)	200 (35.97)	150 (26.98)	3.78	1.01 8	Mostly present
34. I always want to get feedback from my husband when making decisions.	17 (3.06)	29 (5.22)	177 (31.83)	194 (34.89)	139 (25)	3.74	.992	Mostly present
35. In general, I would first seek help and comfort from my husband.	25 (4.5)	35 (6.29)	165 (29.68)	199 (35.79)	132 (23.74)	3.68	1.04 4	Mostly present

36. My husband has been a great support to me in raising our children.	17 (3.1)	31 (5.6)	117 (21.04)	165 (29.68)	126 (22.66)	100 (17.98)	3.77	1.04 4	Mostly present
37. Husband is able to take the initiative to take on the necessary care of the elderly.	21 (3.78)	31 (5.58)	154 (27.7)	222 (39.93)	128 (23.02)		3.73	.999	Mostly present
38. My husband is able to take ownership of the necessary household chores and does not put extra pressure on me to take care of the house.	22 (3.96)	27 (4.86)	174 (31.29)	216 (38.85)	117 (21.04)		3.68	.987	Mostly present
39. My husband does what he is supposed to do as a husband.	30 (5.4)	19 (3.42)	179 (32.19)	203 (36.51)	125 (22.48)		3.67	1.03 1	Mostly present

Note:

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

Percentage of participants' responses are given in the bracket ().

*1.00-1.49 = Not at all; 1.50-2.49 = Slightly true or present; 2.50-3.49 = Moderately true or present;

3.50-4.49 = Mostly true or present; 4.50-5.00 = Completely true or present

As can be seen in Table 4.9, with regard to the item on female teachers being able to receive as much help as possible from their husbands (Item 24), it is first of all positive results for the mean (M=3.80) show a high value for female teachers' satisfaction with receiving helps from their husbands, indicating that this is often the case; at the same time, the mean value obtained for the item is the highest for this variable of spouse support.

With regard to the specific scores, the largest proportion of married female teachers who agreed was in the 'agree' category, with 226 teachers (40.65%) agreeing that their husbands will help them as much as possible. For the 'strongly agree' result, the proportion is exactly one quarter of the total, a total of 140 teachers (25.18%) strongly agreed that this was the case. Further, the proportion of female teachers who chose 'neutral' was similar to the number who 'strongly agreed', with 144 (25.9%) female teachers. Finally, the number and percentage of teachers who disagreed and strongly disagreed were 32 (5.76%) for 'disagree' and the number of female teachers who chose 'strongly disagree' was 14 (2.52%).

In the item 25 about female teachers' husbands spending time with them, it is first worth acknowledging that the proportion of those who chose to agree or strongly agree that such situations occur was close to 60 per cent, with the specific values and proportions being 201 (36.15 per cent) female teachers who chose to 'agree' that accompaniment occurs and the number of female teachers who 'strongly agreed' that the situation occurred was 130 (23.38%). The proportion of female teachers who 'disagreed' and 'strongly disagreed' that their husbands were willing to spend time with them also accounted for nearly one tenth of the total responses, with 35 (6.29%) female teachers 'disagree' and 17 (3.06) female teachers 'strongly disagree'.

Among the item on female teachers always communicating effectively with their husbands, it is positive that more than a quarter of female teachers 'strongly agree' that this happens, indicating that effective communication between female teachers and their husbands tends to be evident, in terms of percentage and number, respectively, with 125 female teachers and 25.9% of total. Then, the highest percentage of female teachers in this project were those who chose the 'agree' option, with 179 (32.19%) female teachers. Similar to the 'agree' responses were the 'neutral' responses, with 168 teachers, or 30.22% of the total. Finally, in terms of the number and proportion of female teachers who chose 'disagree' and 'strongly disagree', 34 (6.12%) female teachers chose 'disagree' and 24 (4.32%) female teachers chose 'strongly disagree'.

In the questionnaire on the equitable sharing of family responsibilities between female teachers and their husbands (Item 27), it is positive that more than 60 per cent of teachers agreed and strongly agreed that this situation arose, with 125 (22.48 per cent) female teachers who chose 'strongly agree' and the percentage of 38.31 (213 female teachers) who agreed. Next, a total of 50 female teachers had negative views on the position of sharing family responsibilities fairly with their husbands, with 27 (4.86%) female teachers choosing 'disagree' and 23 (4.14) female teachers choosing 'strongly disagree'. Finally, 30.22% or number of 168 teachers who chose this category were 'neutral'.

The mean score obtained in the questionnaire on the situation of female teachers' husbands being able to give advice from their point of view (Item 28) was 3.71, which can be explained by the fact that this state of affairs is often evident. In terms of specific data, it is worth noting and acknowledging that more than 300 female teachers agree that this type of situation occurs, with 197 female teachers (35.42%) choosing 'agree' and 131 (23.56%) choosing 'strongly agree'. It is worth emphasising that the highest proportion of female teachers in this category was choosing 'agree'. The second highest percentage of female teachers chose the 'neutral' position, with 182 female teachers and 32.73% of total. Finally, in terms of female teachers who gave 'disagree' and 'strongly disagree' about their husbands' opinions from the perspective of them, 29 (5.22%) female teachers chose 'disagree' and 17 (3.06%) female teachers chose 'strongly disagree' respectively.

The survey on the encouragement and support of female teachers by their husbands in their professional development is positive in that nearly 60% of female teachers agreed with this statement overall, broken down by the extent to which they 'agreed' that their husbands were supportive of their work. The number of female teachers who 'agree' that their husbands support and approve of their work is 196 (35.25% of the total) and the number who 'strongly agree' that this type of situation or this type of supportive behaviour from their husbands occurs is 130 (23.38%). Next, the number of female teachers who remained 'neutral' was also 32.55%, with 181 teachers. Finally, the numbers and percentages of those who 'disagree' and 'strongly disagree' that their spouse provides adequate encouragement and support to female teachers in their professional development,

the number of female teachers in 'disagree' was 30, or 5.4% of the total, and the number of female teachers who 'strongly disagreed' was 19 (3.42%).

The data from the item on husbands as good listeners for female teachers shows that the proportion of female teachers who denied the presence of such a situation was slightly over ten percent, with 37 (6.65%) female teachers choosing to 'disagree' with the presence of a husband as a good listener and 21 (3.78%) choosing to 'strongly disagree' with the presence of a husband as a good listener. On the opposite side of the spectrum, this is the other group of teachers who responded positively to this type of behaviour by their husbands, and this group accounts for the majority of the total, around 60%. In terms of the degree of agreement, 192 (34.53%) female teachers chose 'agree' and 146 (26.26%) female teachers chose 'strongly agree'.

On the item 'I couldn't have made it this far without my husband', although the level of this value can be explained by the fact that the importance of the husband is often evident in the minds of female teachers and is a high value of satisfaction, it is also true that it is a low score for the high satisfaction level; also, this is the lowest value obtained for this variable of spouse support. It is the lower high value orientation of the mean level that makes the number and percentage of women who 'agree' with the position of their husbands slightly lower than in the other items, specifically: 31.65% of the female teachers who participated in this study, numbering 176 'agreed' with the importance of

their husbands in their psychology; and 115 (20.68%) of the female teachers who held a 'strongly agree' position. However, the female teachers who chose the 'neutral' option were the highest proportion of women in the item, with 189 (33.99%) female teachers.

Mental status

Turning to the '*mental status*' dimension, the highest score for this dimension and the second highest mean for this variable was 3.78 for the statement that 'Female teachers feel warm and confident when their husbands give them a hug'; there was a significant increase in the number of female teachers who rated this statement, 350 female teachers rated the above statement as 'agree' and 'strongly agree', compared to the feedback on the 'disagree' and 'strongly disagree' responses is also an area where the numbers are low.

Next, and not too far from the above mean, is the statement that female teachers always want feedback from their husbands when making choices or decisions, with a mean of 3.74 and a total of 333 female teachers indicating that they have a positive attitude towards things, which can be interpreted as a high level of satisfaction with positive feedback from their husbands and further suggests that positive feedback from husbands is often evident.

Continuing with the statement in mental status, only a small number of 65 female teachers chose the negative status feedback as they felt that such situations were rare or non-existent; while on the positive side, a total of 331 female teachers felt that such situations were often evident and expressed high values of positive satisfaction. The last aspect of this dimension is the issue of female teachers feeling helpless and frustrated if they do not have the support of their husbands, and although 321 female teachers chose the above 'agree' and 'strongly agree' that the feeling of unease that arises when there is no support from her husband, however, a total of 67 female teachers had a negative attitude towards this statement and 168 teachers showed 'neutral', as a result for this item, giving a high satisfaction rating of 3.63.

Research Question 3: What is the current status of marital satisfaction among female teachers' universities in Guangxi?

To answer this research question, the author conducted descriptive statistics for each variable dimension separately at the subscale level to accurately reflect respondents' perceptions of their own performance on marital satisfaction regarding psychological needs, way of getting along, spouse attraction, childcare and housework and sexual satisfaction. This study uses 21 questionnaires to further understand the current situation of satisfaction experience of married female teachers in universities.

4.3.3 Current status of marital satisfaction among female university teachers in Guangxi

Firstly, Table 4.10 below shows the overall current level of marital satisfaction of the female married university teachers who participated in the questionnaire, with an $M=3.73$, confirming the high level of satisfaction that female teachers are currently experiencing in terms of marital satisfaction, and this mean further indicates that high levels of satisfaction are often evident.

Table 4.10
The overall level of female teachers' marital satisfaction

Variables	Mean	S. D	Level*
Marital satisfaction (Overall)	3.7286	.70586	High Satisfaction

Note: *1.00-1.49 = Very Low Satisfaction; 1.50-2.49 = Low Satisfaction; 2.50-3.49 = Moderate Satisfaction;

3.50-4.49 = High Satisfaction; 4.50-5.00 = Very High Satisfaction

Furthermore, with regard to the current level of satisfaction with each dimension, female teachers showed high levels of satisfaction with childcare and household chores ($M=3.74$).

The second and third highest satisfaction levels for each dimension were psychological needs and Way of getting along, with high satisfaction levels of $M=3.73$ and $M=3.71$ respectively, and a trend towards satisfaction was evident. The specific level results data for each dimension are shown in Table 4.11 below.

Table 4.11

The level of female teachers' marital satisfaction

Marital satisfaction Dimensions	Mean	S. D	Level*
Psychological needs	3.7302	.79543	High Satisfaction
Way of getting along	3.7155	.77871	High Satisfaction
Spouse attraction	3.5994	.81423	High Satisfaction
Childcare and Housework	3.7440	.79462	High Satisfaction
Sexual satisfaction	3.6497	.81329	High Satisfaction

Note: *1.00-1.49 = Very Low Satisfaction; 1.50-2.49 = Low Satisfaction; 2.50-3.49 = Moderate Satisfaction;

3.50-4.49 = High Satisfaction; 4.50-5.00 = Very High Satisfaction

Psychological needs

In the 'psychological needs' dimension, the highest mean value was obtained for the statement of fact that female teachers are happy to be married to their husbands, with a high satisfaction value of $M=3.77$. The total number of female teachers who were positive about being happy to marry their husbands was 346. The next highest mean was the statement that female teachers have good expectations of their marriage, with a mean value of 3.76 and a total of 324 female teachers 'agreeing' and 'strongly agreeing' with this statement, while 48 female teachers were negative about their good expectations of their marriage. However, the majority of female teachers (334) responded positively to the irreplaceability of their husbands, resulting in a mean score of 3.73. At the end of this dimension is the questionnaire statement on the willingness of female teachers to compromise and sacrifice for their husbands, and in the specific results data it is positive that 319 of them 'agree' and 'strongly agree' with this state, which means that female teachers were willing to sacrifice for their husbands. However, there were 66 female

teachers who 'disagreed' or 'strongly disagreed' with the idea of making sacrifices for their husbands, and finally with a mean value of 3.65.

In the results of the satisfaction survey dimension of whether female teachers glad to marry their husbands, the average value ($M=3.77$) can be recognized as a high value, indicating that the satisfaction of female teachers is often obvious. Among the specific data results, it is worth affirming that the proportion of female teachers who have a positive attitude towards marriage choice exceeds 60%. In terms of specific data status, nearly 200 female teachers chose to 'agree' to the statement on this issue, and the number was 195 female teacher which accounting for 35.07% of the total. Regarding the female teachers who 'strongly agree', the proportion is more than a quarter of the total proportion, which is 27.16% (151 female teachers). However, about 8% of female teachers have a negative attitude towards their marriage choice, the number and proportion of which are 28 (5.04%) female teachers who choose 'disagree' and 20 (3.6%) female teachers who choose 'strongly disagree'.

With regard to the question of how the female teachers' self-assessment reflects their own status in the hearts of their husbands, it is surprising that almost 30% of the teachers hold a 'neutral' attitude, with the number of 165 or 29.68% female teachers. Although the average value of this project reached 3.73, it is a high value of satisfaction. On the other hand, it is worth affirming that the proportion of 'agree' and 'strongly agree' reached 60%,

including 180 (32.37%) female teachers who 'agree' and 154 (27.7%) female teachers who 'strongly agree' with. Finally, the remaining 57 teachers chose to hold a negative attitude, including 33 teachers who chose 'disagree', accounting for 5.94% of the total ratio; 24 teachers chose 'strongly disagree', accounting for 4.32% of the overall ratio.

Looking at the results of the survey on the status of female teachers who have always had better expectations for their marriage, it is considerable that more than 350 teachers agree with this statement, indicating that female teachers have positive development and expectations for their marriage. The most important thing is that almost 40% of the female teachers expressed 'agree', and the specific numerical performances were 39.75% who chose 'agree', the number of which was 221 female teachers; and 133 female teachers who chose to 'strongly agree'. Although, 154 (27.7%) female teachers chose 'neutral'. In the end, about 8% of female teachers chose to hold the negative positions of 'disagree' and 'strongly disagree'.

Among the results of the project where female teachers are willing to compromise for their husbands, there are 184 female teachers who are willing to compromise for their husbands, accounting for 33.09% of the total. Furthermore, around 1/4 of the total female teachers chose to 'strongly agree' with the generation of this status, the specific data is 135 female teachers, accounting for 24.28%. However, 30.76% (171 female teachers) had a 'neutral' position on this issue. In the end, a total of 66 female teachers objected to the compromise status, and the data reflected that 41 (7.37%) female teachers chose 'disagree' and 25 (4.5%) chose 'strongly disagree'.

Way of getting along

In the '*way of getting along*' dimension, the first thing that deserves to be acknowledged and highlighted is the fact that the results on the way of getting along between female teachers and their husbands are very open and honest, with a mean value of 3.78, which is the second highest in this variable. Secondly, this mean can be interpreted as an indication that female teachers are satisfied with the current state of openness with their husbands and that this satisfaction is often evident; it can also be observed that the number and percentage of married female teachers is as high as 363 female teachers giving positive feedback on the openness of their husbands. This is followed by 353 female teachers who 'agree' and 'strongly agree' that their husbands can behave like good friends in addition to being lovers. Also, the mode of being both a lover and a good friend seems to be the area where the number of female teachers who chose 'disagree' and 'strongly disagree' was the lowest. Furthermore, 54 female teachers 'disagreed' or 'strongly disagreed' with the statement that there was no pressure to get along with their husbands, while 170 female teachers chose to be 'neutral' in response to this statement. However, the positive side is that a total of 332 female teachers 'agree' and 'strongly agree' that there is no pressure to get along with their husbands, resulting in a high mean satisfaction score of 3.69 for the above statement, indicating that female teachers' satisfaction with their relationship patterns with their significant others is often evident. Immediately following is the statement that female teachers are satisfied with the way they get along with their husbands, which received a mean of 3.68, with 311 female teachers 'agreeing' and 'strongly agreeing' with the statement that they are satisfied with the way they get along with their husbands. However, it cannot be denied that 187 female married teachers

were 'neutral' in their statements of satisfaction with their relationship. At the end of this dimension is a statement about the ability of female teachers to solve problems with their husbands through good communication when conflicts arise between them, and the mean value obtained is not much different from the mean value obtained for the statement about the satisfaction of female teachers with their husbands, which is $M=3.67$. This can be explained by the fact that the satisfaction of female teachers with their husbands in dealing with conflicts is often obvious. Specifically, a total of 321 female teachers gave positive feedback of 'agree' and 'strongly agree'.

Regarding the results of the topic of the frankness of female teachers as wives in their marital relationship, more than 360 female teachers responded positively to this topic, and a total of 216 (38.85%) female teachers held the position of 'agreeing'. At the same time, more than a quarter of the female teachers chose 'strongly agree', indicating a positive and honest status in marriage, and the specific data was presented for 147 (26.44%) female teachers. Yet a quarter of female teachers chose 'neutral'. In the end, no more than 10% of the female teachers chose to express negative opinions on the frank relationship, and the data were respectively reflected in 32 (5.76%) teachers 'disagree' and 21 (3.78%) teachers 'strongly disagree'.

In the survey that female teachers and their husbands can use effective communication methods to solve problems when there are differences between husband and wife, the

female teachers who choose 'agree' account for the largest proportion of the total, the specific proportion and number are 188 females, accounting for 33.81%. Female teachers who chose the 'neutral' position were then proportionately similar to those who chose 'agree', represented by 179 (32.19%) teachers. Also, there are 133 female teachers who 'strongly agree' that couples can resolve conflicts through effective communication, accounting for 23.92% of the total.

The results of the item that the husband is not only the other half of the female teacher, but also the good friend for them, 226 (40.65%) of the female teachers 'agree' and 127 (22.84%) 'strongly agree' with this issue, thus more than 60% of female teachers think that their husbands are not only partners but also good friends, and they have a positive relationship attitude towards their husband-wife relationship. However, there are also 52 female teachers negatively faced the relationship between them and their husbands, 39 (7.01%) teachers 'disagree' and 13 (2.34%) teachers 'strongly disagree' respectively.

In the response results about the female teacher's relationship with her husband that there is no pressure, more than half of the female teachers responded positively, thinking that there is no pressure in the relationship between them and their husband. First of all, there are a full 200 female teachers who 'agree' that there is a relationship between husband and wife without pressure, accounting for 35.97% of the total, but the proportion of appeals is less than that of female teachers who hold a 'neutral' attitude. This is despite

the fact that nearly a quarter of female teachers think they 'strongly agree' with the existence of such positive relationships. Finally, almost 10% of the female teachers believed that there was pressure between them and their husbands, and the data showed that 28 (5.04) female teachers 'disagree' that there was no pattern of pressure and 26 (4.68%) female teachers 'strongly disagreed' with the existence of the relationship.

According to the survey results on female teachers who are very happy with their relationship with their husbands, the largest proportion is the female teachers who hold a 'neutral' attitude, the specific data is 187, accounting for 33.63%. At the same time, 10% of the female teachers did not agree with the statement that she was happy with the mode of getting along with her husband, as 30 (5.4%) female teachers 'disagree' and 28 (5.04%) female teachers 'strongly disagree'. But on the contrary, more than 50% of the female teachers agree with the statement of this project, and are happy with the relationship between her and her husband; the specific data are respectively reflected in 154 (27.7%) female teachers 'strongly agree' and 157 (28.24%) female teachers 'agree' with this statement.

Spouse attraction

It can be observed that the lower mean scores for this variable are the results for *spouse attraction*, where the highest number of female teachers with a negative stance and the highest number of them with a 'neutral' stance all appear in this dimension. In terms of

specific values, the results of the statement that female teachers still keep their heart rate up when they are with their husbands show a mean value of 3.48, which can be interpreted as an indication of a moderate level of satisfaction with their husbands' attraction to them. A total of 271 female teachers expressed a positive attitude towards their husbands' heartbeat, while 201 female teachers were 'neutral' about their husbands' attraction and 85 female teachers 'disagreed' and 'strongly disagreed' that they can still have the heartbeat going for their husbands. Furthermore, when it comes to the statement that the female teachers evaluate that they are still attached to one another, there are 194 female teachers who are 'neutral' about this statement and 73 who respond with negative feedback that they are not as attached with their husbands, although there is no denying that there are 289 female teachers who gave positive feedback, 'agreeing' and 'strongly agreeing' that their relationship and life with their husbands is as good as it could be, giving a mean satisfaction level of $M=3.58$ in this respect. Next, 182 of the married female university teachers responded to the statement about whether their significant others were acting like 'husbands' by choosing a 'neutral' attitude, 69 teachers 'disagreed' and 'strongly disagreed' that the husband role was well represented, while 305 female teachers felt that their husbands behaved as a 'husband' and thus received a mean satisfaction score of 3.59 indicates that their satisfaction with their husband's role is often evident. Finally, it is worth acknowledging that the statement 'I adore my husband' has the highest mean in this dimension, with a mean level of 3.75. A total of 344 married female university teachers 'agreed' and 'strongly agreed' with their adoration of their husbands, although 171 female teachers are also 'neutral' on this statement.

Regarding the survey item 'Even now, my husband and I are attached to one another', female teachers accounted for the most and nearly 200 of them chose the 'neutral' position, a total of 194 (34.89%) female teachers chose this status. At the same time, the proportion of female teachers who 'disagree' and their husbands are still attached is close to 10%, and the actual result is 54 (9.71%) female teachers. Contrary to the negative state of the appeal, 164 (29.5%) female teachers 'agree' that they are always attached to each other with their husbands; there are also 125 (22.48%) female teachers 'strongly agree' with the explanation of this item.

The mean value presented in the survey on female teachers' admiration for their husbands is 3.75, which indicates that female teachers are satisfied with their admiration for their husbands, indicating that this is often evident. The largest proportion of female teachers 'agree' that they admire their husbands, with 209 female teachers, or 37.59% of the total. Furthermore, the positive feedback regarding female teachers 'strongly agreeing' with the worship of their husbands is close to a quarter of the total with the number of 135 (24.28%) teachers. However, there are still 30.76% of female teachers who have a 'neutral' attitude. Finally, in terms of the number and proportion of female teachers who have a negative attitude towards their husband's admiration, 19 (3.42%) teachers choose 'disagree' and 22 (3.96%) teachers choose 'strongly disagree'.

Further, the mean score of 3.48 for the question on the heartbeat of female teachers when confronted with their husbands is not only the lowest of the means for the variable 'marital satisfaction', but also the second lowest of the means for the whole questionnaire. At the same time, the mean value of 3.48 can be interpreted as a moderating of satisfaction, which is sometimes evident. In terms of specific data results, the highest proportion of female teachers chose to be 'neutral'. This was followed by 156 female teachers who chose 'agree', representing 28.06% of the total. The number of female teachers who 'strongly agreed' was only one fifth of the total, with 114 teachers and 20.5% of the total. Finally, in terms of the number and percentage of teachers who chose 'disagree' and 'strongly disagree', 55 (9.89%) teachers chose 'disagree' and 30 (5.4%) of teachers chose 'strongly disagree'.

The item that emerged from the survey on what female teachers want in a husband is that the mean value of 3.59 was interpreted as a high average value at the time, but the high value was not significant. In terms of specific sub-options, the largest number of female teachers 'agreed' that the husbands discussed in this question embodied what female teachers wanted them to be, with 184 female teachers, or 33.09% of the total. Further, a total of 121 (21.76%) female teachers 'strongly agreed' with the role of husband as presented by their current husbands. Taken together, these two data shows that more than half of the female teachers gave positive feedback on this issue. Conversely, more than 10% of female teachers responded to this issue, with 38 female teachers (6.83%) choosing

to 'disagree' that their husbands are behaving as husbands, and 31 (5.58%) choosing to 'strongly disagree' with the role presented by their husbands.

Childcare and housework

Among the data on marital satisfaction variables, actually the most deserves recognition is the satisfaction rating on the '*childcare and housework*' dimension, which has the highest average value of $M=3.80$; the mean value is the result of the fact that female teachers and their husbands consult each other before making decisions on important family matters indicates that there is a harmonious marital relationship in which couples live together peacefully and consult each other, and this mean value further explains the high level of satisfaction among female teachers in this area, which is often evident. This is followed by the highest number of positive attitudes among female teachers, with a total of 368 female teachers indicating their level of satisfaction by choosing the 'agree' and 'strongly agree' positions. Looking further at the two aspects of good agreement between female teachers and their husbands on the education of their children and a reasonable division of labour in child-rearing, it is clear that the number of teachers choosing 'neutral' position is the lowest of the two aspects of this variable, with 118 female teachers. Looking into each of these issues, firstly, the mean value of 3.77 for the agreement between female teachers and their husbands on the upbringing of their children shows that female teachers' satisfaction with the upbringing of their children is high and often evident. At the same time, a total of 280 female teachers chose 'agree' and 'strongly agree' to express their positive perception of the division of child-rearing between them

and their husbands and a high satisfaction value of $M=3.74$ was recorded. Finally, in terms of satisfaction with this dimension of the variables, 330 female teachers 'agree' and 'strongly agree' that they give a lot of time and effort to their families, However, a small group of female teachers (61) disagreed with the statement that they give a lot of time to their families. The data situation is shown in Table 9 below.

Of the survey data on married female university teachers who have to give a lot of time to their families every day. Nearly 200 female teachers 'agreed' with this statement, showing that female teachers feel they have to devote a lot of time to their families, with a specific number 191 female teachers and a total percentage of 34.35%. This was followed by exactly one quarter of the total number of female teachers who 'strongly agreed' that they put a lot of effort into their families, with 139 female married teachers. This was followed by around 10% of female teachers who rejected this type of statement, indicating that they give relatively little time to their families, as evidenced by 33 (5.94%) female teachers choosing 'disagree' and 28 (5.04%) teachers choosing 'strongly disagree'.

With regard to the consensus between female teachers and their husbands regarding the education of their children, the mean value obtained is 3.77, a level that can be interpreted as a high value of satisfaction, which translates into the satisfaction that is often evident among married female university teachers in this area. More than half of the participating teachers had positive attitudes and 153 (27.52%) 'agreed' that there was a consensus

between them and their husbands on the education of their children. At the same time, slightly lower, but roughly a quarter of the total, were the 135 (24.28%) female teachers who 'strongly agreed'. However, 118 (21.22%) of the female teachers also took 'neutral' statement. In addition to the 100 female teachers who do not yet have children, almost ten percent of the remaining female teachers were negative on the issue of educational consensus, with 30 female teachers 'disagreeing' that there is an educational consensus with their husbands and 20 female teachers 'strongly disagreeing' on these issues.

In terms of a reasonable division of labour between female teachers and their husbands in terms of child rearing, firstly, excluding the 100 married female teachers who have not yet had children, 150 female teachers 'agreed' that there is a reasonable division of labour between them and their husbands in terms of child rearing, with a total ratio of 26.98%. Slightly lower than these percentages were those who 'strongly agreed' with the item, with 130 female teachers and 23.38% respectively. Then again, around ten percent of female teachers were negative about the division of labour status, with 42 (7.6%) female teachers 'disagreeing' and 16 (2.9%) female teachers 'strongly disagreeing' that there is a reasonable division of labour with their husbands in terms of child rearing.

In the survey of female teachers discussing with their husbands on important family matters, the average value reached 3.80, which also explains that teachers' satisfaction with discussing housework with their husbands is often obvious. In the specific data, more

than 60% of the female teachers have a positive attitude towards the occurrence of such things, and nearly 40% of the female teachers expressed the opinion status of 'agree', the actual number and proportion are 22 (39.93%) teachers. Furthermore, the proportion of female teachers who 'strongly agreed' to the occurrence of the discussion also exceeded a quarter of the total number, with 146 (26.26%) female teachers. However, a quarter of teachers expressed a 'neutral' stance. In the end, 46 female teachers had negative opinions on discussing family affairs with their husbands on this issue, represented by 25 (4.5%) who held 'disagreed' and 21 (3.78%) female teachers who 'strongly disagreed'.

Sexual satisfaction

With regard to the last dimension of variable is about '*sexual satisfaction*', it is positive and interesting to note that the overall mean values show high levels of female teachers' satisfaction with their husbands in terms of sexual satisfactions. Specifically, the highest mean for this dimension is the statement that the teacher's husband is able to satisfy the sexual needs of the female teacher, with a high value of $M=3.70$, 347 female teachers 'agreed' or 'strongly agreed' with this statement about their husbands meeting their sexual needs. It is undeniable, however, that 148 female teachers chose to be 'neutral' on this statement. The mean value for the statement on maintaining a normal sex life between female teachers and their husbands was 3.68, with a total of 230 female teachers 'agreeing' and 'strongly agreeing' to maintaining a normal sex life. However, there were 50 female teachers who had negative attitudes towards their sexual life with their husbands. Furthermore, according to the results of the questionnaire on the frequent kissing and

intimate contact between women teachers and their husbands, it is interesting to note that 75 female teachers have a negative attitude towards maintaining intimate contact with their husbands, and also 167 female teachers have a 'neutral' on this statement. However, it is also undeniable that 314 female teachers gave positive feedback of 'agree' and 'strongly agree' on the state of occurrence of intimate contact. In the last, the mean value of 3.60 was first obtained for the feedback on female teachers being honest with their husbands about their sexual needs, which can be interpreted as a high level of satisfaction for female teachers being honest and open. It should be stressed that the number of female teachers who are 'neutral' in this respect is the highest for this dimension, and that the number of female teachers who give negative feedback on this statement was 66. However, there were also nearly 300 positive feedbacks on the honesty of sexual needs, specifically 297 female teachers.

A total of 61 female teachers objected to the investigation that the husbands of female teachers could satisfy the sexual needs of female teachers, for the specific data showed that 35 (6.29%) female teachers 'disagree' and 26 (4.68%) female teachers 'strongly disagree' appeal statements. At the same time, about a quarter of female teachers stated their 'neutral' stance. Of course, contrary to the above situation, more than 60% of the female teachers indicated their sexual needs with their husbands, and nearly 40% of the female teachers 'agreed' with the above statement that their husbands satisfied their sexual needs, with the data represented by 217 (39.03%) female teachers. There are 130

female teachers who 'strongly agreed' on the subject of this project, accounting for 23.38% of the total.

In the survey on the situation of female teachers expressing their sexual desires to their husbands honestly, the average value of the test is 3.60, which indicates the average disclosure, although it belongs to the lower score in the high value, but it still shows that satisfaction among female teachers is often evident. In terms of specific score performance, nearly 200 female teachers held a 'neutral' attitude towards their disclosure of their sexual desires, a total of 193 (24.71%) were married female teachers. Of course, more than half of the female teachers also had a positive attitude towards their sexual desires, specifically, 165 (29.68%) teachers 'agreed' and 132 (23.74%) 'strongly agreed'. Finally, 38 (6.83%) female teachers 'disagreed' and 28 (5.04%) female teachers 'strongly disagreed' that they will honestly express their sexual desires to their husbands.

Looking at the survey of female married university teachers who have kept their sex life normal, first of all, the largest proportion is the female teachers who 'agreed' to this discussion, with a total of 211 (38.95%) female teachers. Second, only a total of 176 (31.65%) female teachers who choose a 'neutral' position. Furthermore, the number of female teachers who 'strongly agreed' with their own regular sex life reached 119, accounting for 21.4% of the total number. In the end, 28 (5.04%) and 22 (3.96%) female teachers chose the positions of 'disagree' and 'strongly disagree' respectively.

Finally, the last statement in this 'Marital Satisfaction' variable is the state statement about female teachers often kissing and maintaining intimacy with their husbands, which shows that the intimacy still exists. In terms of specific data and proportions, 185 (33.27%) and 129 (23.2) female teachers chose the positions of 'agree' and 'strongly agree' respectively. Of course, it is undeniable that 30% of the female teachers chose to take a 'neutral' statement, a total of 167 chose this position. In the end, a total of 75 female teachers had a negative attitude towards maintaining the intimate behaviour between them and their husbands, reflected in 50 (8.99%) female teachers 'disagree' and 25 (4.5%) female teachers 'strongly disagree' about this project item.

Table 4.12

Female teachers' response to items under marital satisfaction. (N=556)

Items	SD F %	D F %	N F %	A F %	SA F %	No children M	S.D	Level of marital satisfactio n
40. I am so glad we are married.	20 (3.6)	28 (5.04)	162 (29.14)	195 (35.07)	151 (27.16)	3.77	1.019	High
41. In my husband's heart, I play an indispensable role.	24 (4.32)	33 (5.94)	165 (29.68)	180 (32.37)	154 (27.7)	3.73	1.063	High
42. I have always had better expectations of my marriage.	14 (2.52)	34 (6.12)	154 (27.7)	221 (39.75)	133 (23.92)	3.76	.966	High

43. I am willing to compromise for my husband.	25 (4.5)	41 (7.37)	171 (30.76)	184 (33.09)	135 (24.28)	3.65	1.064	High
44. I've always had a really honest relationship with my husband.	21 (3.78)	32 (5.76)	140 (25.18)	216 (38.85)	147 (26.44)	3.78	1.021	High
45. Even if there is a disagreement, effective communication will help us to resolve the issue.	23 (4.14)	33 (5.94)	179 (32.19)	188 (33.81)	133 (23.92)	3.67	1.033	High
46. In addition to being my lover, my husband and I also get along like best friends.	13 (2.34)	39 (7.01)	151 (27.16)	226 (40.65)	127 (22.84)	3.75	.964	High
47. I don't experience any psychological stress from getting along with my husband.	26 (4.68)	28 (5.04)	170 (30.58)	200 (35.97)	132 (23.74)	3.69	1.035	High
48. My husband and I get along well.	28 (5.04)	30 (5.4)	187 (33.63)	157 (28.24)	154 (27.7)	3.68	1.088	High
49. Even now, my husband and I are attached to one another.	19 (3.42)	54 (9.71)	194 (34.89)	164 (29.5)	125 (22.48)	3.58	1.046	High

50. I adore my husband.	22 (3.96)	19 (3.42)	171 (30.76)	209 (37.59)	135 (24.28)		3.75	.991	High
51. When I see my husband, my heart begins to race.	30 (5.4)	55 (9.89)	201 (36.15)	156 (28.06)	114 (20.5)		3.48	1.088	Moderate
52. The way I wanted my husband to be embodied in him.	31 (5.58)	38 (6.83)	182 (32.73)	184 (33.09)	121 (21.76)		3.59	1.073	High
53. I need to dedicate a lot of time to this family every day.	28 (5.04)	33 (5.94)	165 (29.68)	191 (34.35)	139 (25)		3.68	1.067	High
54. My husband and I have a good agreement about our children's education.	20 (3.6)	30 (5.4)	118 (21.22)	153 (27.52)	135 (24.28)	100 (17.98)	3.77	1.079	High
55. My husband and I are able to have a reasonable division of labour regarding the raising of our children.	16 (2.9)	42 (7.6)	118 (21.22)	150 (26.98)	130 (23.38)	100 (17.98)	3.74	1.078	High
56. We discuss important family matters with each other before making a decision.	21 (3.78)	25 (4.5)	142 (25.54)	222 (39.93)	146 (26.26)		3.80	1.001	High

57.	My husband is able to satisfy my sexual needs.	26 (4.68)	35 (6.29)	148 (26.62)	217 (39.03)	130 (23.38)	3.70	1.042	High
58.	I will be honest with my husband about my sexual desires.	28 (5.04)	38 (6.83)	193 (34.71)	165 (29.68)	132 (23.74)	3.60	1.075	High
59.	Our sexual lives have remained typical.	22 (3.96)	28 (5.04)	176 (31.65)	211 (38.95)	119 (21.4)	3.68	.993	High
60.	My husband and I kiss and get intimate a lot.	25 (4.5)	50 (8.99)	167 (30.04)	185 (33.27)	129 (23.2)	3.62	1.073	High

Note:

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

Percentage of participants' responses are given in the bracket ().

*1.00-1.49 = Very Low Satisfaction; 1.50-2.49 = Low Satisfaction; 2.50-3.49 = Moderate Satisfaction; 3.50-4.49 = High Satisfaction; 4.50-5.00 = Very High Satisfaction

Research Question 4: What is the current existing state of female university teachers' teaching abilities in Guangxi, China?

In order to answer this research question, the author conducted descriptive statistics for each variable dimension at the subscale level to accurately reflect respondents' self-assessment of their own demonstration of teaching abilities in the classroom. There were six different dimensions of content preparation, teaching methods, student-centred, discipline, mental status and teaching Status, with total of 24 questions were used for further understanding and analysis of the results.

4.3.4 Current existing state of female university teachers' teaching abilities in Guangxi, China

Finally, it came to the last variable regarding this study: female teachers' teaching ability. Teaching ability is the effective teaching that teachers carry out in teaching situations, and it is a comprehensive reflection of teachers' personal characteristics, professional knowledge, teaching skills and attitudes required for teaching activities. Therefore, in this study, researchers will combine the various aspects of teachers' teaching ability mentioned in the appeal to further understand the status of recent capacity demonstrations of the present teaching ability of married female teachers in universities.

Based on the results of the overall self-assessment of female teachers' teaching ability in Table 4.13 below, $M=3.80$ can be interpreted to mean that female teachers demonstrate good teaching ability in the classroom and that there is a major significance present of teaching ability.

Table 4.13
The overall level of female teachers' teaching ability

Variables	Mean	S. D	Level*
Teaching ability (Overall)	3.8015	.64941	Mostly true or present

Note: *1.00-1.49 = Not at all; 1.50-2.49 = Slightly true or present; 2.50-3.49 = Moderately true or present;

3.50-4.49 = Mostly true or present; 4.50-5.00 = Completely true or present

Immediately following the results of the self-assessment of individual dimensions, the dimension with the highest level of presence was the teacher's ability to demonstrate discipline in the classroom, with an $M=3.86$, indicating a positive presence in the ability to control discipline. This is followed by the results presented on the current state of teaching, with a mean value of 3.85, which also shows the positive presence of the state of teaching. The specific means and presence status regarding each dimension are shown in Table 4.14.

Table 4.14
The level of female teachers' teaching ability

Teaching ability Dimensions	Mean	S. D	Level*
Content preparation	3.7932	.75230	Mostly true or present
Teaching methods	3.7689	.71776	Mostly true or present
Student-centred	3.7800	.73019	Mostly true or present
Discipline	3.8624	.74311	Mostly true or present
Mental status	3.7662	.78326	Mostly true or present
Teaching Status	3.8501	.80707	Mostly true or present

Note: *1.00-1.49 = Not at all; 1.50-2.49 = Slightly true or present; 2.50-3.49 = Moderately true or present;

3.50-4.49 = Mostly true or present; 4.50-5.00 = Completely true or present

At the beginning with the first questionnaire, the authors used a general questionnaire statement to ask the female married teachers who participated in this questionnaire to self-assess their overall demonstration of teaching ability in the classroom, the first thing to note is that female teachers gave their exist of teaching abilities a score of 90, and the satisfaction of teachers with their present of ability is evident from the mean ($M=3.80$). Based on the values of the specific scores, it was found that nearly 200 teachers 'exist'

with their teaching abilities in the classroom activity of a score of 90, representing 35.79% of the total; the number of teachers whose teaching ability 'always exist' amounted to 153 female teachers. So that a total of 352 female teachers agreed that they could give their demonstration of teaching ability score of 90 or higher, however, a small number of 41 did not feel they could give their ability demonstration score of 90. Furthermore, it is positive and reassuring to see that in the results data on this variable, the number of female teachers with positive feedback exceeded 350 in almost all dimensions, with only a few teachers in six dimensions not reaching 350, but all exceeding 300 or coming close to it, so this is a confirmation of the quality of teaching and an appreciable phenomenon that exists.

Content preparation

Focusing on the 'content preparation' dimension, the self-assessment of teachers' ability to prepare content sufficient to support the entire curriculum showed a mean value of 3.78, which can be interpreted as a predominant presence of teachers' demonstrated ability to prepare content. In terms of content adequacy, a total of 357 female teachers were positive about their ability to prepare content to support classroom activities. This was closely followed by a mean value of 3.81 for teachers' ability to self-assess whether their classroom content had clear classroom objectives, reflecting the predominant presence of teachers' ability to grasp the objectives of their lessons, with a significant number of female married teachers (362) considering their lessons to be 'often exist' and 'always exist'. An undeniable number of 35 female teachers were negative about the clarity of

their course content. At the end of this dimension is a self-assessment of female teachers' self-perceptions of their students' satisfaction with the amount of content in the class, and a mean result of 3.79 can be interpreted as a reflection of the presence and predominance of teachers' perceived satisfaction with the amount of content presented from their students, with 349 female teachers believing that their students were satisfied with the amount of content in the classroom.

With regard to the description of the item on making the content of female teachers' lessons sufficient to support classroom activities, it can be observed that more than half of the teachers were able to carry out their teaching activities with sufficient content, with specific numerical performances of 219 (39.39%) female teachers 'exist' and 138 (24.82%) of female teachers 'always exist' that they were able to use sufficient content for their lessons. Of course, there were also roughly 40 female teachers who gave negative self-assessments of the adequacy of the content in their lessons, with 18 (3.24%) female teachers 'not exist' and 28 (5.04%) female teachers 'occasionally exist'.

In terms of female teachers' self-assessment of their clarity of purpose in the classroom, almost 40% of female teachers felt that clarity of purpose was 'often existed' for each teaching activity, with a specific number of 220 female teaching. This was followed by 142 female teachers, or a quarter of the total (25.54%), who felt that they 'always existed' in terms of clarity of purpose for classroom activities. Of course, there were also 18

(3.24%) female teachers who felt that clarity of purpose in their classroom was 'occasionally existing' and 15 (2.7%) teachers who felt it was 'not existing'.

The largest proportion of teachers' perceptions of whether or not they are able to perceive that the students involved in their classes are satisfied with the content prepared for their lessons is 'often existing', with specific figures and percentages of 210 female teachers and 37.77% respectively. The proportion of teachers who perceived student satisfaction as 'always existing' was exactly one quarter of the total, with a total of 139 female married university teachers. Conversely, 18 (3.24%) and 15 (2.7%) married female teachers also perceived the above-discussed situation to be 'occasionally existing' and 'not existing', respectively.

Teaching methods

On the '*teaching methods*' dimension of female teachers' teaching ability, firstly, the results of the statement that female teachers' classroom presentations are different and worthwhile for their students are worthy of attention. It is significant to note that 180 female teachers were 'neutral' about the value of their classroom presentation, although it is undeniable that the mean value of 3.72 was obtained, after all 340 female teachers felt that their teaching was 'often exist' or 'always exist' in terms of student gains. This was followed by a self-rating of 3.81 on the ability of female teachers to make their students follow their guidance well during the teaching process, with a total of 360

teachers rating the demonstration of teaching guidance as 'often existed' or 'always existed' in the specific data. The self-assessment of the ability of female married teachers to always demonstrate their teaching characteristics throughout the learning-teaching activities was firstly confirmed by the positive feedback of 370 female teachers who 'often exist' and 'always exist', although 40 female teachers still had a negative attitude towards their teaching characteristics. At the end of this dimension, in terms of female married teachers teaching in a way that meets the professional development and needs of their students, 340 female teachers felt that they 'often exist' or 'always exist' in their classrooms in this teaching ability, this is accompanied by a self-assessment of this ability by the teachers showing a mean value of 3.74, presenting a major presence of the demonstration of the ability.

In the survey of teachers' self-assessment of the existence of each of their lessons being unique and valuable to their students, 340 female teachers felt that there was a high frequency of existence, respectively 232 (41.73%) female teachers felt that the situation described above 'often existed'. Almost one in five female teachers also gave positive feedback on the existence of the situation, with a total of 108 married female teachers saying that the situation 'always exists'. Then there were also 24 (4.32%) and 12 (2.16%) female teachers who expressed the reality that their lessons were unique and valuable as 'often exist' and 'always exist' respectively.

In the survey of teachers' self-assessment of how well students follow their teachers' instructional guidance during lessons, it is positive that more than a quarter of female teachers felt that students follow their instructional guidance 'always exist'. Further to this, the number of teachers who felt 'often exist' that students were able to follow their guidance and rhythm in the classroom exceeded 200, with 212 female married teachers (38.13% of the total). However, 157 (28.24%) chose to express a 'neutral' stance on the phenomenon of students following in the classroom. Finally, the remaining seven percent of female married teachers believe that the above-mentioned phenomenon of students being able to follow the teacher's guidance is 'occasionally exist' for 19 (3.42%) and 'not exist' for 20 (3.6%) female teachers.

With regard to the survey on teachers' self-assessment of their own teaching style being aligned with the professional development and needs of their students, it is first of all positive to note that around 60% of female teachers showed positive feedback on the appeal, as demonstrated by the fact that 213 (38.31%) and 127 (22.84%) female teachers respectively felt that their teaching style was aligned with the development and needs of their students 'often exist' and 'always exist'. Conversely, approximately 7.3% of teachers had a negative attitude towards the creation of the above situation, indicating that they 'not exist' or 'occasionally exist' in a teaching style that is consistent with the development and needs of their students, with the exact number and percentage of 12 (2.16%) and 29 (5.22%) respectively.

The results of the self-assessment survey on the situation of married female university teachers who are always able to express their characteristics and integrate them into their teaching activities show that the percentage of positive presence for positive exceeds 65% of the total number, respectively by 233 (41.91%) female teachers who self-assessed their style 'often exist' and 137 (24.64%) of female teachers gave positive feedback for their teaching style as 'always exist'. However, 26.26% of the teachers expressed a 'neutral' opinion on whether their own style existed and was incorporated into their teaching activities. Finally, the number and proportion of teachers who rated the phenomenological status of their own style as 'not exist' and 'occasionally exist' in relation to their style of teaching throughout their teaching was 20 female teachers, or 3.6% each.

Student-centred

Immediately after, the second highest mean value, however, the mean value for the '*student-centred*' dimension is 3.68, which is the lowest of the variables, despite being the lowest value, in terms of the extent to which students are able to actively think about knowledge issues during the teaching activities of female teachers. This is, of course, the lowest value, but it is a positive result. In terms of specific values, a total of 333 female teachers felt that their students were 'often exist' and 'always exist' in their classrooms in terms of their ability to actively think about knowledge and issues. Conversely, mean values of 3.85 and 3.86 were also presented in this variable dimension, with respectively, in the case of 'teachers are flexible and confident in answering random questions posed by students in class' and 'female teachers are able to be respectful of the ideas presented

by students and are willing to share their views and opinions with them', as well as in the above two in both of these areas, 372 and 379 female teachers indicated that they were 'often exist' and 'always exist' respectively.

Moving on to the other aspects of this dimension, the self-assessment of the ability of female teachers to explain things to students in an interesting and understandable way is firstly acknowledged by the average score of 3.81, with 367 female teachers choosing their ability to explain things in an interesting and understandable way as 'often exist' and 'always exist', with only a very small number of female teachers (39) saying that their explanatory skills were 'not exist' or 'occasionally exist'. Immediately afterwards, regarding the ability of female teachers to provide students with sufficient independent learning opportunities in the classroom to meet their needs and interests, 152 female teachers were 'neutral' in their ability to provide students with sufficient independent learning opportunities, while 41 female teachers were 'not exist' and 'occasionally exist', in their ability to provide students with sufficient independent learning opportunities. However, on the contrary, it is fortunate that the mean value for the demonstration of abilities in this discourse is 3.76, with the majority of female teachers (357) gave positive self-assessment feedback on their control of teaching abilities that support students' opportunities for independent learning. The last aspect of this dimension is the statement that students are not afraid to ask or answer questions in female teachers' classrooms, which shows a mean value of 3.71, with a total of 335 female teachers expressing a positive presence in the statement; although there is no denying that 177 female teachers

were 'neutral' in their ability to get students to answer and ask questions without fear in the classroom.

In the results of the self-assessment survey of female married university teachers regarding their ability to explain concepts to students in an interesting and accessible way, more than 360 or 65% of female teachers rated the existence of this phenomenon as positive, with 229 (41.19%) and 138 (24.82%) married female teachers rating the phenomenon 'often exist' and 'always exist' respectively. Conversely, there were also 39 female teachers who felt that appeals existed in the current situation with 18 (3.24%) and 21 (3.78%) female teachers choosing 'not exist' and 'occasionally exist' respectively.

In terms of self-assessment of students' ability to think positively about knowledge in the classroom, approximately 330 female teachers rated the situation as 'often exist' or 'always exist'. The number and percentage of these two cases were 216 (38.85%) and 117 (21.04%) female married teachers respectively. Next, 26 (4.68%) of the female teachers also felt that the above situation was 'occasionally exist'. Finally, in the 'not exist' data feedback, a total of 22 (3.96%) female teachers made this self-assessment choice.

With regard to the results of the project survey on the state of the teaching phenomenon of students being able to ask questions without fear in the classrooms of female teachers,

the largest proportion of female teachers, 203 and 36.52% respectively, thought that the above phenomenon was 'often exist'. Next, the phenomenon of students being able to answer and ask questions 'always exist' in the classroom was perceived by 132 female teachers, representing 23.74% of the total. However, the number of female teachers who showed 'not exist' and 'occasionally exist' in relation to the phenomenon was 27 (4.86%) and 17 (3.06%) respectively.

The ability of female teachers to respond flexibly and confidently to random questions posed by students in the classroom was first acknowledged with a mean value of 3.85. Then a total of over 66% of female teachers agreed that this ability was present in the classroom, with the number and percentage of those who chose 'often exist' with 217 (39.03%) female married teachers and 155 (27.88%) teachers who chose 'always exist' respectively; while the number of those who chose 'often exist' already accounted for 40% of the total. However, there is still a small number of teachers who have a negative statement on the demonstration of this ability, with a total of 15 (2.7%) female teachers who consider themselves 'not exist' having the flexibility to answer random questions from students; and finally, the demonstration of ability on this item self-rated as 'occasionally exist', a total of 24 married female teachers, or 4.32%, rated themselves as 'occasionally exist' in relation to this item.

The ability of female teachers to be able to respect the ideas presented by students in the classroom and to be willing to share their views and opinions is first highlighted by a mean value of 3.86. Then, a total of over 60% of female teachers felt that this ability was 'often existed' and 'always existed' in the classroom, with the number and proportion of 217 (39.03) married female teachers and 162 (29.14%) teachers who chose, respectively. However, there were still a small number of teachers who had a negative opinion about the demonstration of this ability, with a total of 19 (3.42%) female teachers regarding the ability related to perceiving themselves as 'not exist'; and finally, the demonstration of the ability for this item was self-rated as a total of 23 or 4.14% of married female teachers rated themselves as 'occasionally exist' to this item.

The largest proportion of female teachers who were able to demonstrate sufficient independent learning in the classroom to meet the needs and interests of their students was firstly the group of female teachers who rated themselves as 'often exist' based on their ability to demonstrate, with 237 teachers accounting for 42.63% of the total. Next, almost a quarter of female teachers also gave positive self-assessment feedback, with a total of 126 (22.66%) female teachers rating this ability as 'always exist'. However, there is still a small group of female teachers who are lacking on the ability front, with 18 (3.24%) female teachers believing that the ability to provide students with sufficient space for independent learning is 'occasionally present'. The last 23 (4.14%) felt that such a capacity was 'not present' at present.

Discipline

Returning to the highest mean score for the six specific dimensions of this variable is in the area of '*discipline*', where it is stated that female teachers are able to arrive on time for every class, with a mean score of 3.92, which is a positive total. A total of 375 female teachers reported that they were 'often present' and 'always present' in terms of arriving on time for class, although there were a small number of female teachers (43) reported 'not exist' or 'occasionally exist' with regard to arriving on time for class. A small number of female teachers (43) reported 'not exist' or 'occasionally exist' when they arrived on time. Immediately following this dimension, a total of 380 female teachers affirmatively expressed their ability to demonstrate positive discipline control, with the majority of teachers being positive, resulting in a mean score of 3.87 for this dimension. It is interesting to note that the mean score for the statement that female teachers are able to avoid interrupting the classroom with anything other than necessary emergencies was also consistent with the mean score of 3.87 for teachers' demonstration of discipline control, with 373 female teachers giving positive feedback on their ability to effectively control the occasional handling of other matters in teaching. At the end of this dimension is the questionnaire on how well married female teachers are able to control class time, which received a mean of 3.79 with 356 teachers gave positive feedback on their ability to control classroom time. As shown in the Table 4.15 below.

In terms of the ability of female teachers to control time in the classroom, around 5% of female teachers felt that they were not able to control time well. The current state of

competence needs to be strengthened, with 11 (1.98%) of the female teachers believing that their ability to control time does 'not exist'. Twenty-one (3.78%) of the female teachers felt that the ability 'occasionally exist'. In contrast to the negative feedback above, the number of 230 female teachers, or 41.37% of the total for this project, rated their ability to control time in the classroom as 'often exist'. A total of 126 female teachers gave 'always exist' as regards their ability to control their time, accounting for 22.66% of the total number of participating female teachers.

In the survey on teachers' ability to arrive on time to teach, it is positive to note that the mean value obtained was 3.92, the highest of the means for this variable. This was followed by the fact that almost 200 female teachers felt that they 'always exist' in terms of demonstrating their ability to arrive on time to class, with a specific number and percentage of 198 female teachers and 35.61% respectively. Again, slightly lower than these values are the group of teachers who rated themselves as 'often exist' in terms of their ability to arrive on time, with a total of 177 (31.83%) female teachers. However, on the other side of the positive spectrum, there are still 25 (4.5%) female teachers who felt that their ability to arrive on time was 'occasionally exist' to the classroom. The remaining 18 (3.24%) felt that the above situation was 'not exist'.

In the self-assessment survey on teachers' ability to control classroom discipline well, the largest group of female teachers, with 227 or 40.83% of the total, considered themselves

'often existent' in discipline control. The next largest group of teachers, 153 (27.52%), believed that their demonstration of ability was 'always exist'. However, almost 7% of female teachers also believed that their demonstration of ability was actually presented as 'not exist' or 'occasionally exist', with 14 (2.52%) teachers choosing 'not exist' and 23 (4.14%) teachers was selected as 'occasionally exist'.

The description of this item 'I do not allow other matters (work, personal) to interfere with my classes unless it is necessary to deal with urgent'. According to the survey results, 169 female teachers felt that the above statement was 'always exist' in their case. Then, in fact, the largest group of female teachers, 204 teachers, or 36.69% of the total, believed that the ability to appeal 'often existed'. However, there were 20 (2.6%) and 17 (3.06%) female teachers who thought the above-described situation was 'not exist' and 'occasionally exist' respectively.

Mental status

The highest mean on the '*mental status*' dimension was the self-assessment of the statement that female teachers are passionate and enthusiastic in the classroom, with a mean level of 3.81 and a total of 368 female teachers perceiving themselves as passionate and enthusiastic in their teaching with 'often exist' and 'always exist'. Next, a small number of female teachers (32) felt that their passion and enthusiasm in the classroom 'not exist' and 'occasionally exist'. Next, in terms of teachers' perceived enthusiasm to

engage with students in my classroom, although 158 female teachers were 'neutral' in terms of perceived enthusiasm to attend class, 43 female teachers negatively rated the situation as 'not existing' and 'occasionally existing'. On the contrary, a total of 355 female teachers positively perceived the enthusiasm of their students to participate in the course. At the end, the results of the self-assessment of female teachers' perceptions of students' happiness and achievement in their classrooms, surprisingly 194 female teachers were 'neutral' in their perceptions and 39 female teachers felt that the perceived happiness of students in their classrooms was 'not existing' and 'occasionally existing'. However, on the contrary, it is also reassuring to note that the majority of participating female teachers (323) had positive attitudes towards the presentation of students' well-being and considered this to 'often exist' and 'always exist', accompanied by a mean result of 3.71, which demonstrates the presence of feelings of happiness in the classroom.

The findings of the project's description 'I can feel the happiness and sense of achievement of the students in my class'. Firstly, that the above-mentioned states are 'neutral' and 'often exist' are numerically consistent, with 194 and 34.89% of female teachers each choosing this level of score on their self-assessment. Next, almost a quarter of female teachers perceived the above phenomenon as 'always exist', with the specific number and percentage of female teachers being 129 and 23.2% respectively. Finally, 19 (3.42%) and 20 (3.6%) female teachers on the self-assessment survey considered the above 'not exist' and 'occasionally exist' respectively.

With regard to teachers' ability to teach in a way that enables students to actively participate in the classroom, less than 10% of female teachers felt 'not exist' and 'occasionally exist' in terms of perceived enthusiasm for the class, in terms of numbers and percentages, with 25 (4.5%) and 18 (3.24%) respectively. Furthermore, approximately forty percent of female teachers felt that they were able to regularly feel the enthusiasm of their students to come to class, so a total of 22 (39.93%) female teachers rated the above situation as 'often exist'. Finally, 133 (23.92%) female teachers used 'always exist' to positively evaluate the demonstration of their teaching ability.

According to the results of the survey of teachers who are passionate and enthusiastic in the classroom as indicated by the project, firstly regarding the score performance as 'not exist' and 'occasionally exist' are consistent in terms of the number and proportion of both were 16 female teachers, each accounting for 2.88% of the total number of participating married female teachers. The largest proportion of married female teachers in this category then felt that they were 'often existent' in the classroom, with 224 and 40.29% respectively. Finally, the number of female teachers who considered themselves to be in a positive 'always exist' state in the classroom was 144, or 25.9% of the total, with more than a quarter of them.

Teaching Status

Continuing with the results of the '*teaching Status*' dimension, it is positive to see that the mean value of 3.88 was obtained for the ability of female teachers to behave in a consistent manner, both in and out of the classroom. This is the second highest value for this variable. Secondly, a total of 390 female teachers and nearly 400 female teachers felt that their ability to behave consistently in and out of the classroom was 'often present' or 'always present'. The number of female teachers with a 'neutral' stance is then the smallest aspect of this variable, with a total of 121 teachers with a 'neutral' stance. Immediately following this, in terms of the ability of female teachers to treat every student equally, 368 female teachers felt that every student was the same in their eyes as 'often exist' and 'always exist', resulting in a mean value of 3.85. The final aspect of the 'status' dimension is the factual statement about married female teachers' passion for teaching. Unfortunately, undeniably and negligibly is that there are still a small number of 34 married female teachers who believe that their passion for teaching is 'not exist' or 'occasionally exist', with 137 participating teachers who are ambivalent about their emotional perceptions of their teaching; however, on the positive side, of course, there are 368 female university teachers who believe that their passion for teaching is 'often exist' and 'always exist'.

The results of the survey on the current status of married female teachers' consistent behaviour in and out of the classroom showed that approximately 70% of female teachers gave themselves positive status self-assessments, with 22 (39.93%) female teachers

saying 'often exist' and 168 (30.22%) female teachers saying 'always exist' respectively. Conversely, roughly 8% of female teachers also gave lower negative self-rating values to their state performance, with 22 (3.96%) believing that the above-mentioned consistency of behaviour in and out of the classroom 'not exist' and 23 (4.14%) female teachers are only giving 'occasionally exist' feedback.

Regarding the description of this project 'I have a passion for teaching'. According to the results, first of all, the results of self-evaluation as 'not exist' and 'occasionally exist' are consistent, with 17 (3.06%) married female teachers. Immediately afterwards, more than 200 female teachers believed that the situation described above was 'often exist', the specific data showed that there were 212 female teachers, accounting for 38.13% of the total number. Finally, 148 teachers gave 'always exist' to their teaching enthusiasm, accounting for 26.62%.

For the results of the questionnaire survey of 'For me, every student is the same', the teachers who chose the situation 'often exist' presented in the above statement accounted for the largest proportion. There was a total of 187 female teachers, accounting for 33.6% of the total number of teachers. Next, a few less than the number of 'often exist' is the group of female teachers who choose 'always exist', thinking that students are always the same to them, specifically 181 (32.6%) female teachers. In the end, about the remaining 10% of the teachers chose 'not exist' and 'occasionally exist'. In terms of data, the 28

(5.04%) female teachers who chose the above discussion of 'not exist' and the choice of 'occasionally exist' respectively of 23 (4.14%) female teachers.

Table 4.15
Female teachers' response to items under teaching ability. (N=556)

Items	NE F %	OE F %	N F %	OE F %	AE F %	M	S.D	Level of presence
61. I rate my classroom performance above 90.	18 (3.24)	23 (4.14)	163 (29.31)	199 (35.79)	153 (27.52)	3.80	.994	Mostly presence
62. My class content is enough to support the whole class activities.	18 (3.24)	28 (5.04)	153 (27.52)	219 (39.39)	138 (24.82)	3.78	.984	Mostly present
63. My lessons have clear class objectives.	17 (3.06)	18 (3.24)	159 (28.6)	220 (39.57)	142 (25.54)	3.81	.955	Mostly present
64. Students are able to express satisfaction with the volume of content I have prepared for the lesson.	15 (2.7)	18 (3.24)	174 (31.29)	210 (37.77)	139 (25)	3.79	.945	Mostly present
65. Every lesson will be unique and valuable to the students.	12 (2.16)	24 (4.32)	180 (32.37)	232 (41.73)	108 (19.42)	3.72	.899	Mostly present
66. During the teaching process, I could feel that the students could follow my lead very well.	20 (3.6)	19 (3.42)	157 (28.24)	212 (38.13)	148 (26.62)	3.81	.987	Mostly present
67. My teaching style is aligned to the professional development and needs of my students.	12 (2.16)	29 (5.22)	175 (31.47)	213 (38.31)	127 (22.84)	3.74	.939	Mostly present
68. I always show my own characteristics and carry them throughout the learning-teaching activities.	20 (3.6)	20 (3.6)	146 (26.26)	233 (41.91)	137 (24.64)	3.80	.969	Mostly present
69. I can explain concepts to students in an interesting and understandable way.	18 (3.24)	21 (3.78)	150 (26.98)	229 (41.19)	138 (24.82)	3.81	.961	Mostly present

70. Students are able to actively think about knowledge issues in my classroom.	22 (3.96)	26 (4.68)	175 (31.47)	216 (38.85)	117 (21.04)	3.68	.985	Mostly present
71. In my classes, students are never afraid to ask and answer questions.	27 (4.86)	17 (3.06)	177 (31.83)	203 (36.51)	132 (23.74)	3.71	1.017	Mostly present
72. I am flexible and confident in answering random questions asked by students in class.	15 (2.7)	24 (4.32)	145 (26.08)	217 (39.03)	155 (27.88)	3.85	.967	Mostly present
73. I am able to respect the ideas presented by students and am willing to share my views and opinions with them.	19 (3.42)	23 (4.14)	135 (24.28)	217 (39.03)	162 (29.14)	3.86	.995	Mostly present
74. I am able to provide sufficient opportunities for independent learning in the classroom to meet the needs and interests of the students.	23 (4.14)	18 (3.24)	152 (27.34)	237 (42.63)	126 (22.66)	3.76	.974	Mostly present
75. I am able to control class time very well.	11 (1.98)	21 (3.78)	168 (30.22)	230 (41.37)	126 (22.66)	3.79	.903	Mostly present
76. I am able to arrive on time for each lesson.	18 (3.24)	25 (4.5)	138 (24.82)	177 (31.83)	198 (35.61)	3.92	1.035	Mostly present
77. I am able to control classroom discipline well.	14 (2.52)	23 (4.14)	139 (25)	227 (40.83)	153 (27.52)	3.87	.949	Mostly present
78. I do not allow other matters (work, personal) to interfere with my classes unless it is necessary to deal with urgent.	20 (3.6)	17 (3.06)	146 (26.26)	204 (36.69)	169 (30.4)	3.87	.999	Mostly present
79. I can feel the happiness & sense of achievement of the students in my classes.	19 (3.42)	20 (3.6)	194 (34.89)	194 (34.89)	129 (23.2)	3.71	.974	Mostly present
80. I can feel the enthusiasm of the students to participate in my class.	25 (4.5)	18 (3.24)	158 (28.42)	222 (39.93)	133 (23.92)	3.76	1.000	Mostly present
81. I am passionate and enthusiastic in the classroom.	16 (2.88)	16 (2.88)	156 (28.06)	224 (40.29)	144 (25.9)	3.83	.942	Mostly present

82. I behave in a consistent manner whether in class or outside of class.	22 (3.96)	23 (4.14)	121 (21.76)	222 (39.93)	168 (30.22)	3.88	1.015	Mostly present
83. I have a passion for teaching.	17 (3.06)	17 (3.06)	162 (29.14)	212 (38.13)	148 (26.62)	3.82	.962	Mostly present
84. For me, every student is the same.	28 (5.0)	23 (4.1)	137 (24.6)	187 (33.6)	181 (32.6)	3.85	1.081	Mostly present

Note:

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

Percentage of participants' responses are given in the bracket ().

*1.00-1.49 = Not at all; 1.50-2.49 = Slightly true or present; 2.50-3.49 = Moderately true or present;

3.50-4.49 = Mostly true or present; 4.50-5.00 = Completely true or present

4.3.5 Research question 5: Does job satisfaction of female university teachers influence their teaching ability?

The question of what relationship exists between job satisfaction as the independent variable and teachers' teaching ability as the dependent variable can be seen in Table 4.16-Table 4.18 below.

Firstly, consider the following in the context of multiple regression: R is the model's prediction of the correlation between the observed and predicted values of the response variable. R^2 is the percentage of the response variable's variance that can be explained by the predictor variables in the regression model. With regard to R, when the value of the result is between 0.1 and 0.3, then a small effect is indicated, when the R result reaches the level of 0.3-0.5, then the relationship between the models can be interpreted as a medium effect, and when the R result is presented between 0.5 and 1, then a large effect

is shown between the models. Again, R squared is always between 0 and 100%, with values closer to 0% suggesting that the model explains no variability in the response data around its mean. The greater the link between the predictor and responder variables, the closer the R^2 value is to 1.

Table 4.16

Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.763 ^a	.583	.582	.41978

a. Predictors (Constant), Job Satisfaction

With regard to the results for R and R^2 indicated in the model summary it can be clearly understood that the result of $R=.763$ presents a positive correlation between variables; and the $R^2=.583$ further explains the large effect of teachers' job satisfaction on teaching ability, which means that there is 58.2% of female teachers' teaching ability can be explained by the variance of their job satisfaction.

Table 4.17

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	136.436	1	136.436	774.254	.000 ^b
	Residual	97.623	554	.176		
	Total	234.059	555			

a. Dependent Variable Teaching Ability

b. Predictors (Constant), Job Satisfaction

If a value of 0.05 or a 5% probability is presented for the significance data, then it can be interpreted that the results are incorrect or that the relationship is coincidental. The significance values presented in Table 4.17, then, indicate that the significance value of 0 is a strong indication that the findings of this study regarding the relationship between teachers' job satisfaction and teaching ability are meaningful; it also demonstrates that the high level of workplace significance indicates that the observed relationship between the variables is unlikely to be coincidental.

Table 4.18
Coefficients

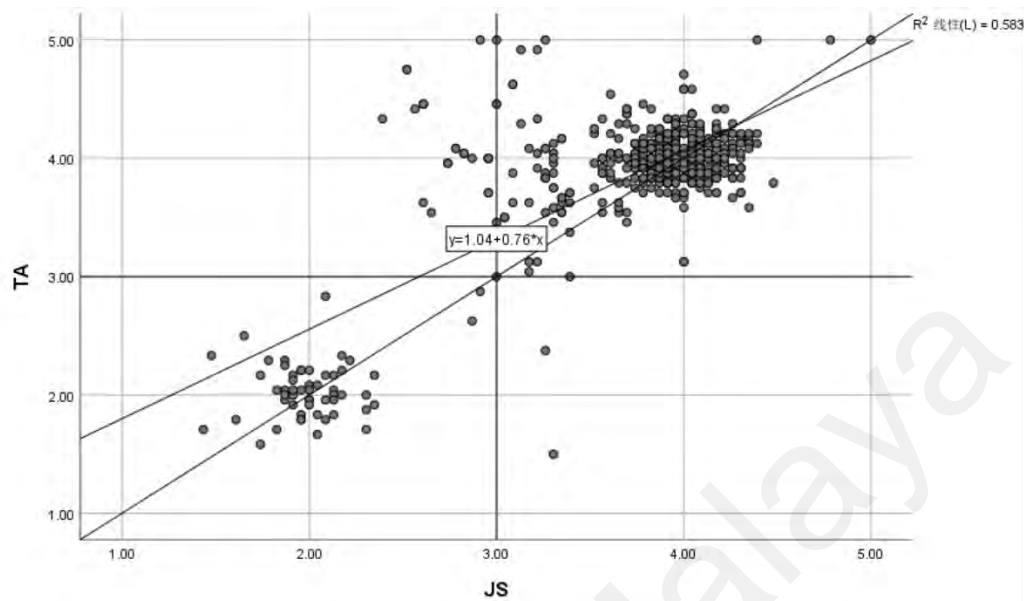
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1(Constant)	1.043	.101		10.357	.000
Job Satisfaction	.756	.027	.763	27.825	.000

a. *Dependent Variable Teaching Ability*

The level of the independent variable's effect on the dependent variable is explained by standardised beta coefficients; the greater the absolute value of the beta coefficient, the stronger the variable effect that may be inferred, thus beta value of .763 regarding job satisfaction in Table 4.18 indicates that when job satisfaction of married university women teachers increases, their teaching ability also increases. Also, in terms of significance there is more evidence of a significant correlation between the two variables.

Figure 4.1

Point plots of the relationship between job satisfaction and teaching ability



As presented in Figure 4.1 above, it is a dot plot of the relationship between job satisfaction and teaching ability of female teachers. Linear regression model $y=A+Bx$, where Y is the dependent variable in the relationship equation and X is the independent variable in the relationship equation, it is worth noting that the a in the equation denotes the intercept, which means that the value of a is fixed regardless of the variation of the independent variable (Y), while the b term in the equation is the slope, which denotes the degree of influence of the dependent variable on the independent variable (Harsh Katara, 2023). Thus, Figure 4.1 of the data above shows the overall linear relationship with a positive slope. This is a stronger indication that as the job satisfaction of married female teachers in the university increases, the performance of their teaching ability will also show an upward positive trend.

4.3.6 Research question 6: Does job satisfaction of female university teachers influence their marital satisfaction?

In the process of validating the relationship between job satisfaction and marital satisfaction among married female university teachers, the authors validate the relationship by placing the variable relationship on the relational dimension of teacher job satisfaction as a constant, as seen in the data presented in Table 4.19 – Table 4.21 below.

Table 4.19

Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.684	.683	.39724

a. Predictors (Constant), Job Satisfaction

Based on the results of the data in the model summary, it can be intuitively understood that the score of $R=.827$ shows positive correlation relationship between female teachers' job satisfaction and their marital satisfaction, while the $R^2=.684$ ($R^2>0.25$) further explains the large effect of job satisfaction on marital satisfaction.

Table 4.20

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	189.097	1	189.097	1198.314	.000 ^b

Residual	87.422	554	.158
Total	276.519	555	

a. *Dependent Variable Marital Satisfaction*

b. *Predictors (Constant), Job Satisfaction*

The significance 0.000 in the ANOVA measure strongly supports a significant association between married female teachers' job satisfaction and their marital satisfaction, and that this association does not occur by chance.

Table 4.21
Coefficients

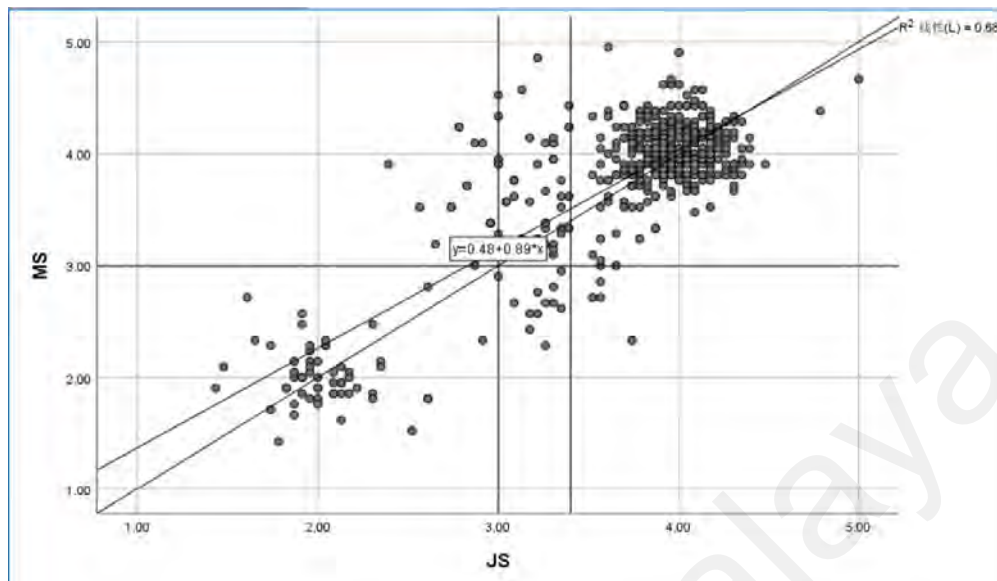
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1(Constant)	.481	.095		5.050	.000
Job Satisfaction	.890	.026	.827	34.617	.000

a. *Dependent Variable Marital Satisfaction*

Of the coefficient results that include female teachers' job satisfaction as a constant, the one on the unstandardised coefficient $\beta = .827$ strongly supports the thesis that when female married teachers' job satisfaction increases, their job satisfaction also increases. Finally in terms of significance, Sig=.000 (Sig.<0.05) strongly confirm the significant correlation between the variables.

Figure 4.2

Point plots of the relationship between job satisfaction and marital satisfaction



As presented in Figure 4.2 above, the relationship between job satisfaction and marital satisfaction for married female university teachers shows a linear relationship with a positive slope, which further shows that when the job satisfaction level of teachers increases, the marital satisfaction of female teachers will also follow increase trend.

In summary, the authors' bivariate correlations between job satisfaction and marital satisfaction of married female university teachers further confirm the significant correlation between job satisfaction and marital satisfaction of married female university teachers, and further explain that job satisfaction and marital satisfaction of female university teachers out of their marital status will be closely related.

4.3.7 Research question 7: Does job satisfaction of female university teachers influence their spouse support?

With regard to the correlation between job satisfaction and spouse support for married female university teachers, the first thing to note is that the results presented in Table 4.22 for R and R², with R=.824 and R²=.679, directly indicate that there is a large effect of job satisfaction on spouse support for married female teachers. Also, on the significance values in Table 23, when Sig. <.05, it is sufficient to prove the significance of the relationship is relevant, however the appeal variable gets a positive result of Sig. = .000, making it interpretable as being highly statistically significant and without loss of chance. Finally on the statistics on the system, the unstandardised coefficient on β =.824 moreover confirms the positive effect of job satisfaction on spouse support when married female teachers at the university, when female teachers' job satisfaction increases, their spouse support also moves towards the positive side. The final last on t-sig=0.000 also reinforces the correlation between the two variables (see Table 4.24).

Table 4.22

Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824 ^a	.679	.678	.38977

a. Predictors (Constant), Job Satisfaction

Table 4.23

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	177.964	1	177.964	1171.419	.000 ^b
	Residual	84.165	554	.152		
	Total	262.129	555			

a. Dependent Variable Spouse Support

b. Predictors (Constant), Job Satisfaction

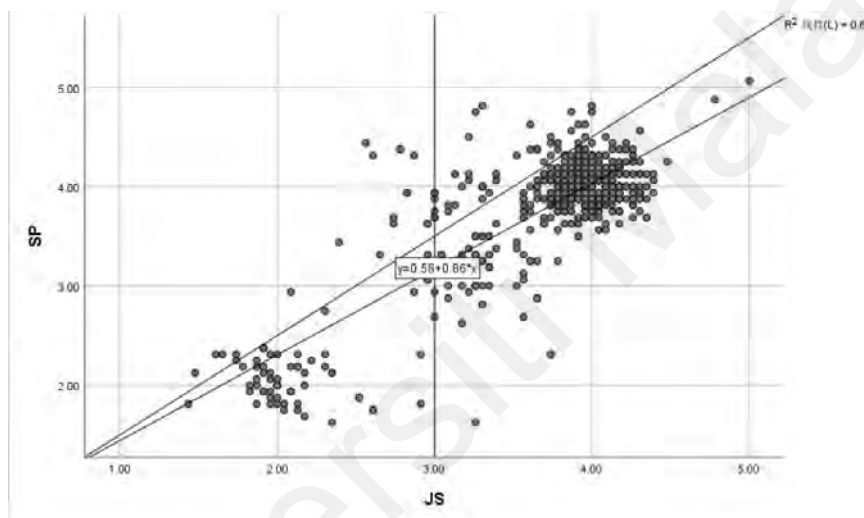
Table 4.24
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1(Constant)	.580	.094		6.199	.000
Job Satisfaction	.864	.025	.824	34.226	.000

a. Dependent Variable: Spouse Support

Figure 4.3

Point plots of the relationship between job satisfaction and spouse support



According to the dot plot of the relationship between job satisfaction of female married university teachers and their spouse support presented in Figure 4.3 above, the same overall linear relationship with positive slope is presented, positively presenting and validating the positive correlation between the level of job satisfaction and the status of their spouse support.

In summary, the relationship between the two variables of spouse support and job satisfaction of married female university teachers is correlated and significantly correlated.

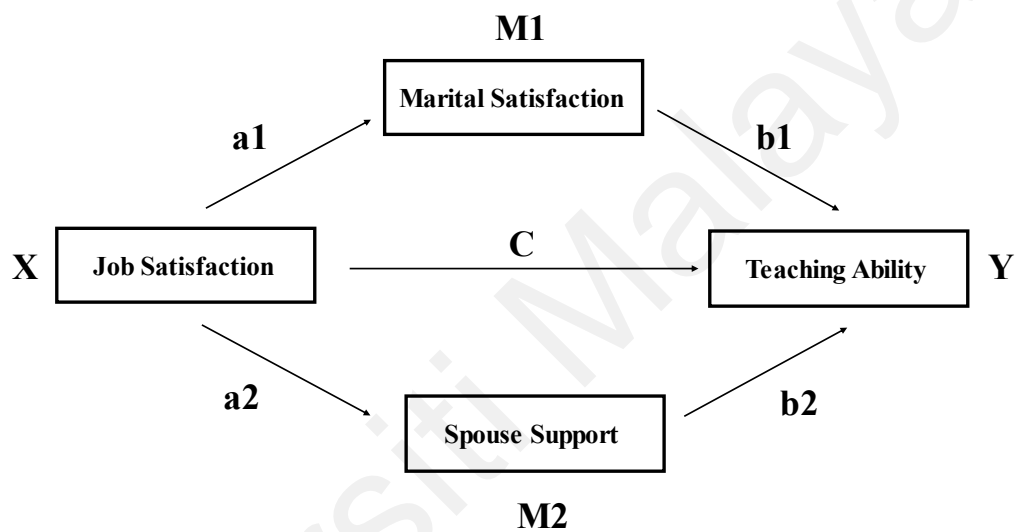
4.3.8 Research question 8: What is the mediating effect of spouse support and marital satisfaction on the relationships between female teachers' job satisfaction and their teaching ability?

For the mediating relationships to be validated in this study, the author used PROCESS on SPSS, written by Andrew F. Hayes, see the analysis below for specific statistics and variable relationship validation. In this study, the relationship between job satisfaction of married female university teachers and their teaching ability, and marital satisfaction and spouse support were considered as mediating variables (effects) and tested for correlation.

Through the schematic diagram of the interpretation of direct and indirect effects shown in Figure 4.4 below, the relationship will first be tested through a1 regarding the independent variable teachers' job satisfaction to spouse support and through a2 regarding the relationship between job satisfaction and marital satisfaction; this will be verified through the output relationship of c', b1 and b2 regarding the relationship between female teachers' spouse support, job satisfaction and marital satisfaction to teachers' teaching ability. The final validation of the relationship between the variables and the validation of the mediating relationship. Of course, at this relational level, it is clear that job satisfaction

of female married teachers will act as the predictor, teaching ability as the outcome in the relationship, and marital satisfaction and spouse support of teachers exist as mediators. At the same time, with description of model along with the different variables where Y is dependent variable, X is independent variable, M1 and M2 are the mediating variables.

Figure 4.4
The Multiple Mediators Interpretation



Model: 4

Y: Teaching Ability (TA)

X: Job Satisfaction (JS)

M1: Marital Satisfaction (MS)

M2: Spouse Support (SP)

Sample

Size: 556

OUTCOME VARIABLE:

MS

Model Summary

R	R-sq	MSE	F	df1	df2	p
.8270	.6838	.1578	1198.3136	1.0000	554.0000	.0000

Model	coeff	se	t	p	LLCI	ULCI
constant	.4813	.0953	5.0498	.0000	.2941	.6685
JS	.8903	.0257	34.6167	.0000	.8398	.9408

Standardized coefficients

	coeff
JS	.8270

The first concern is the summary of the model on the relationship between job satisfaction and marital satisfaction (a1), and what can be observed is the predictive value of its significance on marital satisfaction, $b=.89$, $t=34.6$, $p\text{ value}=.000$. The R^2 value shows that job satisfaction explains 68.3% of the variance in the value of marital satisfaction, and the fact that b (coefficients) is positive also tells us that the relationship is positive: with impact of job satisfaction on marital satisfaction, with the job satisfaction of married female university teachers increases, the value of marital satisfaction will be increases (and vice versa). This is path a1.

OUTCOME VARIABLE:

SP

Model Summary

R	R-sq	MSE	F	df1	df2	p
.8240	.6789	.1519	1171.4191	1.0000	554.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	.5797	.0935	6.1992	.0000	.3960	.7634
JS	.8637	.0252	34.2260	.0000	.8142	.9133

The above relationship is validated by the results of the model on the relationship between job satisfaction and spouse support (a2), and what can be observed is the predictive value of its significance on spouse support, $b=.86$, $t=34.2$, $p=.000$. The R2 value shows that job satisfaction has 67.9% of the variance on spouse support, and further the fact that b (coefficients) is positive adds to the positive relationship between job satisfaction and spouse support for married female teachers, meaning that as job satisfaction increases for married female university teachers, their spouse support status will also increase (and vice versa).

***** TOTAL EFFECT MODEL *****

OUTCOME VARIABLE:

TA

Model Summary

R	R-sq	MSE	F	df1	df2	p
.7635	.5829	.1762	774.2543	1.0000	554.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	1.0432	.1007	10.3575	.0000	.8453	1.2410
JS	.7563	.0272	27.8254	.0000	.7029	.8096

The data presented above are statistical results on the direct effect of female married teachers' job satisfaction on their teaching ability, as c', and the overall results provided, including $R=0.764$, $R^2=0.58$, $t=27.8$, $p=0.000$ and coefficients=0.756, emphasis the significant correlation of job satisfaction on teaching ability.

OUTCOME VARIABLE:

TA

Model Summary

R	R-sq	MSE	F	df1	df2	p
.7794	.6075	.1664	284.7686	3.0000	552.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	.9040	.1013	8.9230	.0000	.7050	1.1030
JS	.5139	.0496	10.3630	.0000	.4165	.6113
MS	.2021	.0606	3.3320	.0009	.0830	.3212
SP	.0723	.0618	1.1697	.2426	-.0491	.1937

From the overall data on the relationship between the four variables in this study, the coefficient of 0.5139, $p < 0.05$, directly indicates that job satisfaction and teaching ability are significantly correlated in the overall model of this study, and the p value < 0.05 for female teachers' marital satisfaction further indicates that marital satisfaction has a significant impact on the relationship between teachers' job satisfaction and teaching ability. However, the p value of 0.24 (> 0.05) for spouse support indicates that the mediating effect of spouse support for female married teachers is not significant or no effect was observed, which is shown as b2.

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_cs
.7563	.0272	27.8254	.0000	.7029	.8096	.7635

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_cs
.5139	.0496	10.3630	.0000	.4165	.6113	.5188

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.2424	.0823	.0769	.3997
MS	.1799	.0837	.0149	.3415
SP	.0624	.1018	-.1459	.2548

Completely standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.2447	.0839	.0775	.4044
MS	.1816	.0837	.0149	.3413
SP	.0630	.1030	-.1438	.2577

From the above data, the direct effect on teachers' job satisfaction on their teaching ability was 0.5139, $p < 0.05$, i.e., showing a significant positive correlation. As for the indirect effect, the dimension of marital satisfaction has a significant mediating effect on teachers' job satisfaction and teaching ability, and again the confidence interval confirms that the effect of the spouse support dimension is not significant. Again, it is the direct and significant relationship between job satisfaction and teaching ability that makes the role of the mediating variable partially mediated. Finally, it is also because of the positive value of Coeff on the relationship variable that indicates a positive and complementary effect regarding the mediating relationship.

Mediation summary: the study assessed the mediating role of married female university teachers' spouse support and marital satisfaction on the relationship between their job satisfaction and teaching ability. The results revealed a significant mediation impact of marital satisfaction on job satisfaction through teaching ability. The study also found that there is not significant effect of spouse support on job satisfaction and teaching ability.

Thus, the marital satisfaction partially mediated the relationship between female university teachers' job satisfaction and teaching ability.

4.4 Hypothesis Testing

At the level of statistical significance, a p-value between 0 and 1 is usually indicated. smaller levels of p-values explain (usually ≤ 0.05) that the p-value is statistically significant and can be interpreted as a significant relationship; therefore, the null hypothesis of the study should be rejected. Thus, as can be seen in Table 4.25 below, the two null hypotheses for this study, H0 and H0-1, both presenting a p-value of 0.000, can be interpreted as a significant correlation between job satisfaction of female married teachers and their teaching ability and spouse support, respectively, and the hypothesis is rejected.

Meanwhile, the p-value = 0.000 presented under the hypothetical case of the alternative hypothesis H1-1 indicates that the job satisfaction of female teachers and their marital satisfaction also show a significant correlation, indicating that the hypothesis is not rejected (accepted). Immediately after, on the alternative hypothesis H1-2, the level of significance presented was sig=.0009, and the statistical results obtained also mediated the effect of female teachers' marital satisfaction between their job satisfaction and their teaching ability, so the hypothesis was not rejected. On the final hypothesis H1-3 regarding the relationship between the mediating effect of spouse support on job

satisfaction and teaching ability among married female university teachers, the significance value obtained was $\text{sig}=.2426$, this data was interpreted as an insignificant mediating effect from spouse support and therefore this hypothesis was rejected.

Table 4.25
Findings of Research Hypothesis Testing

Number	Research Hypothesis	Findings
H0	There is no influence of job satisfaction on teaching ability among female university teachers.	Rejected
H0-1	There is no influence of female university teachers' job satisfaction on their spouse support.	Rejected
H1-1	There is an influence of job satisfaction of female university teachers on their marital satisfaction.	Accepted
H1-2	Female married teachers' marital satisfaction interferes with the relationship between teachers' job satisfaction and their teaching ability.	Accepted
H1-3	Female married teachers' spouse support interferes with the relationship between teachers' job satisfaction and their teaching ability.	Rejected

4.5 Summary

This study shows that married female university teachers in Guangxi, China, are satisfied with their enthusiasm and passion for teaching, and that their overall results show high levels of satisfaction with their job satisfaction, spouse support performance and marital satisfaction, with generally high levels of satisfaction; and that their self-assessment of their teaching ability in classroom activities is generally positive and present. The results of this study further indicate that job satisfaction of married female university teachers is positively associated with their marital satisfaction, spouse support and their teaching

ability, meaning that when teachers' job satisfaction increases, their marital satisfaction, spouse support and teaching ability also increase positively.

More, through the analysis on mediating effects, the authors found a positive mediating effect of teachers' marital satisfaction on the relationship between married female teachers' job satisfaction and teaching ability; however, the mediating effect of female teachers' spouse support was not significant. Finally, a discussion of this study, conclusions and recommendations for future research are presented in the next section, Chapter 5.

CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

5.1 Introduction

This chapter presents the results of a data analysis of the marital satisfaction and spouse support on relationship between their job satisfaction and teaching ability among married female teachers working in universities in Guangxi, China. The chapter begins with a summary of the study and a discussion and interpretation of the findings; conclusions are drawn based on the aims, research questions and results of the study; and finally, corresponding future perspectives and recommendations are also presented based on the actual research data.

5.2 Summary of Major Findings

The initial goal of this study was to determine the current level of job satisfaction, marital satisfaction, spouse support and teaching ability among currently married female teachers who teaching at universities in the Guangxi region. Descriptive analyses, using mean scores of the main constructs, and it is encouraging to note the positive trends in the overall performance of the variables surveyed in this study in relation to married female university teachers, including their job satisfaction, marital satisfaction, spouse support and teaching ability. The presentation of the specific mean results provides more insight into the fact that the Mean=3.6473 is interpreted as a high value for teachers' job

satisfaction, and that satisfaction tends to be evident. At the same time, the high value of satisfaction is also presented in the marital satisfaction of married female university teachers with Mean=3.7286. Moreover, in terms of female teachers' feelings and perceptions of their spouse's support and self-evaluation of their own teaching ability, the support felt by female teachers from their husbands exists and has a major existence, as shown in Mean=3.73. At the same time, the present situation of the main existence also obtained positive feedback on the demonstration of the classroom teaching ability of female teachers, obtaining Mean=3.80.

The second aim of this study was to assess the relationship between job satisfaction of married female university teachers and the variables of their marital satisfaction, spouse support and teaching ability. In terms of the results of relationship research, it is worth emphasizing that the job satisfaction of female teachers has a significant positive correlation with their marital satisfaction, spouse support and teaching ability in the classroom. It shows that when female teachers' job satisfaction is positively improved, their marital satisfaction, perception of spouse support and display of teaching ability will develop in a positive direction and further improve. From this perspective, it is also possible to perceive the importance of job satisfaction and its impact on the importance of the role of teachers, which has a positive impact on their overall performance and even on their state of life and development.

The third aim of this study was to determine whether marital satisfaction and spouse support of married female university teachers mediated the relationship between their job satisfaction and teaching ability. In further testing and validation of the mediating relationship, the results obtained indicated that the marital satisfaction of married female university teachers had a significant partially mediating effect on the relationship between female teachers' job satisfaction and their teaching ability. However, the mediating effect of spouse support on married female teachers' job satisfaction and teaching ability was not significant.

5.3 Discussion and Interpretation of Findings

In this section, three basic units are presented, including a summary and broad integration analysis of basic demographic information about female teachers; a summary of the research hypotheses; and also, a summary and integrated interpretation of the data analysed.

5.3.1 Characteristics of Respondents

For the demographic profile, the authors review and summarise three aspects (personal status, professional status, and work status) in general. The 556 married female university teachers who participated in this study represent twenty per cent of the overall female married university teachers in Guangxi. From this proportional group, the basic age group, marital status, occupational status and work status of female married teachers were

reviewed in general to construct basic information on the general career development status and overall form of marriage and family of female teachers.

5.3.1.1 Personal status

The research data has shown that the largest number of married female teachers are in the 30-40 age group (young adults), with 42.63% of the total, while 41% are in the 41-50 age group. It is worth noting that, because of the academic prerequisites for university teaching, the normal point of completion of doctoral studies is around the age of 30. Of course, since the target group for this study is female married teachers who have taken up teaching positions, it is also possible to know more clearly that the majority of female teachers who have taken up teaching positions are in the middle-aged (30-50 years old) group. At this level, the age distribution of teachers, as Luo Heng and Li meiqing (2021) point out, is such that the youth of the teaching force will make the overall teaching ability insufficient, because youth means that the time of entering the workplace is not long, and will not be as rich in the overall teaching experience as the older teachers, and it is also easier to create an urgent tensions about overall classroom management and performance that need urgent promotion (Wang Lili, 2021).

When the ages are combined with the data on the overall marital and family status of female teachers, it is clear that the majority of female married teachers have been married for more than three years, their marital status is mature, and more than half of them have

one and a few have more than one child. The above, as Minello (2020) concludes, highlights the fact that the beginning of the academic career of female teachers in higher education is also the peak of their childbearing years. This means that married female teachers are experiencing the early years of their careers in addition to the responsibilities of family and child-rearing. This is a situation where female is considered to be at a greater disadvantage in terms of career progression (Myers et al., 2020). Thus, female teachers who are in the prime stage of their professional development and at the same time have to deal with family and child-rearing life have shown a positive performance in the satisfaction survey of this study. The results of this study show that the majority of female teachers are able to fulfil their work needs with a certain degree of support from their spouses, thus coordinating a smooth and harmonious coexistence between the two. Thus, despite the fact that female teachers are in the midst of an overlap between their professional prime and the important stages of family development, their overall performance is positive, and offers good prospects for subsequent human resource development.

5.3.1.2 Work status

Combined with the working status of female teachers, almost half of the married female teachers work more than 40 hours per week, which is considered to be a workload according to the Chinese Labour Law. Being guided by this phenomenon, we need to take into account the fact that the workload will influence teachers' performance and decrease their satisfaction level (Jomud et al., 2021), also Toropova, Myrberg, & Johansson, (2021)

explained that teachers' workload is one of the strongly correlated factors impact the level of their job satisfaction. So that, in terms of the trend of teachers' workload in previous studies, despite the favourable status of teachers' indicators in the current findings, teachers as well as the school management should not relax their vigilance on the trend of teachers' status and quality of work, but should alleviate and harmonise teachers' workload at the root of the problem. Also as mentioned earlier by Rahman et al. (2020) work-family balance and work-life balance are the most significant organisational and social issues of the 21st century. This is despite the fact that women's entry into the labour market has contributed to important improvements and coordination of the overall social division of labour and workload (Baral & Bhargava, 2011). However, the other side of the coin is the fact that when a family is dual-earner, family members need to work together to face the dual challenges of family life and work roles (Rahman et al., 2020).

At the same time, in addition to working hours, nearly half of the female teachers have a course load of two courses, and more than a quarter have three or more courses. Combined with the aforementioned state of marital and family status, such a state of affairs is as relevant to the presentation of the state of female teachers in higher education as made by Yu (2012), indicating that when female teachers enter the workforce in higher education, they immediately begin to shift immediately between the triple roles of daily and frequent teaching and research (including wife, mother, teacher and researcher). With such multiple work and life responsibilities, it is likely that, as Inandi et al. (2021) point out, if female experience career interruptions, it is often due to family obligations. Previous

studies have shown that along with the development of society and education, eighty per cent of teachers feel the stress of their jobs and experience dissatisfaction with these work situations (Rahman et al., 2020).

However, they have to work to maintain a living and keep the family's income and expenditures in order; they have to take great effort to maintain their marital relationship; and they have to take great care of their children's growth and upbringing. In the face of the current transformation of Chinese universities and institutional reforms, coupled with the increased cost of living due to economic development, and the time and money invested in children's education and development, there is no way that teachers can readily call it quits or quit their roles and responsibilities. It has even been found that 33% of female professors do not request maternity leave, precisely because they fear the professional penalties associated with long periods of leave (Williams 2012). It has also been suggested that both marital development and childbearing status under the age of six are negatively associated with female career progression (Baker, 2010).

However, it is worth mentioning that when discussing balance, work-family balance is recognised as an important social life and relationship structure. It is challenging to find a balance between the responsibilities of both work and family, and to achieve this balance one needs to try to achieve the same level of fulfilment in the responsibilities of both roles (Rahman et al., 2020). Combined with the key components of work-family balance (time

balance, participation balance, satisfaction balance) as guided by Greenhaus et al. (2003), firstly, in terms of the time balance required, it is intuitively clear that working more than 40 hours does not mean that it cuts down on the time that female teachers have available to them for other social roles, which is a direct indication of the fact that there is also a situation where female teachers have to spend more time in their other social roles than they would like to. This is a direct indication that the current situation does not fulfil the criteria for time balance. Of course, there is also the case that the favourable sharing of family responsibilities by husbands can alleviate the pressure on women's roles to a certain extent. However, we cannot deny the need for further research on the husband's level, including his occupation, and the types of family duties (household chores) he undertakes, in order to ascertain whether the husband is able to alleviate the conflicting balances of female teachers.

Next, from the collected data on family relationships and teachers' teaching performance, we can understand that in terms of participation balance, female teachers are able to give full play to their role responsibilities and role advantages, not only showing a high degree of teaching ability in the classroom, but also striving to show their roles and assume responsibilities in work and marriage. Therefore, it can be interpreted as a relative balance in the participation dimension. Finally, regarding what Greenhaus et al. (2003) proposed, we need to affirm that according to the research results obtained, female teachers are in a high satisfaction status in terms of job satisfaction and marital satisfaction, and this level can confirm the balanced state of female teachers in the two-way role psychology.

It is because of the above-mentioned scholars' views on the overwhelming and compromising nature of female teachers' dual work responsibilities at home and at work, and in order to understand more specifically the level of satisfaction and the specific work status of female teachers in this context, that this study is a guide to understanding the current situation and to exploring the future of their roles.

5.3.1.3 Professional status

Firstly, it is worth acknowledging that over 90 per cent of female teachers in higher education have a maximum qualification of Master's degree or above, which reflects the further demand for high calibre personnel in higher education, however it is an undeniable fact that the proportion of female teachers with a PhD is still lower than that of female teachers with a Master's degree. This situation is also confirmed and illustrated in Cui Yan and Shen Chuang's (2018) study, which indicates that the challenges faced by higher education in Guangxi include the low number of teachers, low academic level, low subject level, and unreasonable structure of teacher titles. And this is another layer of significance of the authors' choice to conduct the study in the Guangxi region, presenting a true picture of the components of the teaching force to provide a factual and informative basis for overall teacher development and talent storage. At the same time, the trend of more high-level talents preferring to go to other developed regions of China for future career development shows that the talent structure of the university teaching force in Guangxi still needs to be further improved and upgraded, including the enhancement of the talent introduction policy as well as the comprehensive cultivation of in-service teachers, which

all need to be better planned and implemented by the education department. Otherwise, the situation will continue as described by Luo Heng and Li Meiqing (2021) and Wang Lili (2021) that the teaching ability of teachers needs to be urgently upgraded.

With regard to the above-mentioned development of the academic system, it is of course undeniable that almost 40% of female faculty members have become associate professors, and conversely it is more understandable that more than half of female faculty members are in the teaching title of lecturer, while only 6.47% of female faculty members have attained the title level of professor. In relation to Li Chengfeng and Chen Hongjie (2021), it is mentioned that there is still a large tension between social ideologies or academic systems and that this morphological environment leads to obstacles for female academics in the pursuit of academic research, management functions and teaching performance. Combined with the working status of female teachers, it is easy to see that female academics continue to be clustered in the lower strata of the structure, but take on heavier tasks in the overall academic career structure development process, this description of the current situation is similar to that described by MacKinlay (2016), Lipton and MacKinlay (2017) and Parker et al. (2018). This situation shows that Guangxi, which is situated in the south-west of China, is developing at a slower pace in progress, and that there is still a big difference in education levels between Guangxi and the other developed parts of China.

Furthermore, given the under-representation of female teachers as full professors are underrepresented, Aiston (2022) interprets this as being identified as a serious gender issue that still exists in today's fast-moving social environment. After all, with regard to the proportion of female teachers in managerial positions, only almost a quarter of female teachers hold managerial positions. This phenomenon shows that female teachers are still scarce at higher levels, have lower titles than male teachers and are generally at a disadvantage (Hu, 2019; Allen et al., 2021), and indirectly confirms that male teachers dominate the management market, a phenomenon that McLeod (2017) explains as a differential norm of 'women care, men lead'. Despite the differences in the structure of the teaching profession that are evident from the results of the study, the continuation of this situation is constantly encouraging society, the education sector and school managers to pay attention to the structure of the teaching profession, to value and respect the differences between teachers and to take appropriate measures to adjust and develop the programmes in order to ensure that potential human resources are developed in a way that is appropriate for them. This will enable potential human resources to develop in a way that is suitable for them and that creates the prerequisites for the development of education and teaching.

5.3.2 University married female teachers' job satisfaction

Indeed, at the outset of this summary, it is important to acknowledge the fact that, despite the fact that female teachers teach in higher education institutions as part of a highly intellectual elite. However, it cannot be ignored that the feedback of female teachers in

the performance of various variables is full of two levels, there are always a part of the negative feedback on satisfaction, support perception and ability self-evaluation, while it is not difficult to find throughout the analysis of the questionnaire data that there is always a 'neutral' position on the situation as presented by the group of female teachers. This also confirms the need for more research into the specific performance of female teachers and the status factors of 'neutral' stance.

About the 'neutral', on the one hand, this may be due to the fact that female teachers have a moderate view of the overall state of the problem. On the other hand, it can be interpreted of the respondents were not decide yet; Krosnick and Fabrigar (1997) explained that it is treated as 'neither agree nor disagree' in the Liker-type. Furthermore, according to Blasius and Thiessen (2001) discussion the 'neutral' may more responded as 'don't know' or 'no opinion yet'. In some cases, Blasius and Thiessen (2001) also highlighted that the participants chose the 'neutral', since they may want to complain the statement, and somehow there is another statement emphasized that the respondents maybe feel to hold opinions. In some point, more serious fact or situation about this is that female teachers do not give the most realistic answers or even they still undecided how to assess their satisfaction (Agyemang & Arkorful, 2013; Mangi et al., 2011). It may because this study only focuses on the female teachers, so that this situation occurs, it is also possible that this phenomenon is due to female perceptions from a traditional role paradigm, or that females do not think well about their emotional state when dealing with multiple roles. And this may the worst situation about the employee or somehow the

human resource, therefore this study further validates the importance of research on satisfaction and the urgency of the phenomenon highlighted by the single-sex study, which will also serve as an important continuation and development of the results of future qualitative research on the psychological state of teachers and their teaching performance.

Immediately following the results of this measure of job satisfaction of married female university teachers, the mean satisfaction levels were positive, with all dimensions of satisfaction within the high satisfaction range, except for the more moderate feedback from female teachers on the weight of their careers. Thus, the overall level of job satisfaction of female teachers is not consistently low as Madeline Will (2022) explains. In contrast, on the satisfaction test done by Chen Zhiqiao (2021) on female university teachers in the Chinese context, the overall job satisfaction found regarding female university teachers was at a moderately high level. The results at this level do not differ much from the results of the current study. This status trend shows that female teachers' satisfaction has levelled off in recent years. What is more worthwhile for us to carry out is that the authors' study took place in 2023, which is the post epidemic period, and when reviewing the job satisfaction of university teachers in the previous years, the authors found that either the high level value of job satisfaction of university teachers derived by Munyengabe et al. (2017) before the pandemic, or by Fute et al. (2022) during the pandemic, the high level of job satisfaction $M = 3.82$ was presented by the researchers, or by Wang Lei. (2023) in the post epidemic period. (2022) presented a high level of job

satisfaction of $M = 3.82$, or in Wang Lei. (2023) during the post-pandemic period, when the survey indicated that job satisfaction among university teachers was showing a year-on-year increase. Although the job satisfaction presented by Fute et al. (2022) is higher than that of the present study, one of the factors is that Fute et al. (2022) studied university teachers in Zhejiang Province of China, which is an economically developed region in southeastern China, and of course, in the case of the present study, which investigated the level of job satisfaction of female teachers in Guangxi, it is not difficult to find that the values of satisfaction are not as high as in developed regions, but it is undeniable that they all belong to the high level of satisfaction. This state of affairs, in turn, is providing good preconditions for a positive state of human resources in terms of productivity development.

This study showed that the top four satisfaction levels in each of the seven dimensions, from highest to lowest, were relationship with colleagues and team, work-life balance, work pursuit and leadership style and. This suggests that the concerns or more satisfying dimensions of married female teachers' satisfaction are focused on interpersonal relationships, life and work coordination, school management, job pursuit and status performance respectively. On the one hand, it can be observed that female teachers tend to seek a positive relationship with their colleagues at work, and this relationship is a major factor in their job satisfaction. On the other hand, the female teachers' pursuit of their own work in this study shows the importance of female teachers' views and aspirations for their own work. This psychological demand can help them improve their

job satisfaction level more effectively. At the same time, the dimension of leadership style is in a position to further show that the teachers' grasp of the direction of leadership education and communication will help them to improve their job satisfaction with the school as a whole as well as with themselves in terms of fit. However, there were some changes in the satisfaction factors listed by Chen (2021) in the order of interpersonal relationship, work itself, school management, work environment and work compensation.

Whereas under the specific study population of married female university teachers in this study, with regard to the working environment and the teachers' job treatment, the results present a level of satisfaction of married female teachers with regard to the appeal, however the level of satisfaction shown by the results is indeed the less satisfactory aspect under the whole variable. From this point of view, it is important to mention that between previous studies confirming the impact of the working environment and salary level on the level of teachers' job satisfaction (Toropova, Myrberg, & Johansson, 2021; Hasanah & Supardi, 2020; Khaliq, 2021); it is for this reason that this study on the level of female teachers in this study for the appeal of the two aspects more illustrate the overall university teaching force in Guangxi region tends to be relatively unbalanced and the overall academic level is lower than in developed regions, that is, the working environment and salary treatment does not meet the needs of high-level talent, and in this rapid economic development of the social background, such hard material conditions have become the basic needs of the same impact on the potential human resources to choose the choice of employment institutions. Furthermore, Researchers have earlier

argued in relation to the current social development and the form of higher education that university teachers are a professional group with multiple roles in the institution because, in addition to being involved in day-to-day teaching, conducting scientific research, and dealing with administrative tasks, they are also required to act as academic supervisors in guiding and advising students' academic work (including dissertations) (Nair, Lim, & Aik, 2016; Arokiasamy et al., 2016). Not only that, but in the face of today's evolving environment of higher education, faculty members are also expected to go through and meet the targets of academic outputs that are agreed (or contracted) with the university, including the requirement of completing the number of research publications and obtaining grants within the agreed timeframe (Yudkevich, Altbach, & Rumbley, 2016). And such an environment of work demands and intensity may also make it possible to create situations that produce research results regarding teachers' satisfaction with the environment of the higher education institution in which they work and the salary and benefits they receive.

With regard to the results of the satisfaction status of working relationships, it can be felt that the highest score means that teachers are satisfied with the overall communication with colleagues, and on the other hand, it can also indicate that teachers value the overall team atmosphere, and that a good common environment and communication among colleagues help teachers to improve their psychological positive tendency. Furthermore, female themselves have simpler interpersonal relationships (Xiong et al., 2022), so when they feel more connected, they are better integrated into the group environment and

contribute to their overall job satisfaction. This satisfaction result is as emphasised by Srivastava and Mogra (2015), Chen Zhiqiao (2021) and Fan (2013): the level of friendliness and attitudes among colleagues will be effective in increasing the overall level of job satisfaction among teachers. The joint validation of previous studies also strongly confirms the importance of interpersonal communication for overall team building and for human resources in terms of satisfaction levels. Of course, the results of the study show that female teachers are satisfied with their salary levels, although not the highest, but on the other hand, it also shows that in the rapid development of the economy, teachers still have the ability to pursue a lifestyle that is compatible with their work and life, and this result is a more obvious improvement than the dissatisfaction of teachers with their salaries as shown by Chen (2021).

When focusing on the work-life balance on female teachers, it is encouraging to note that the majority of female teachers are satisfied with the balance between life and work after marriage, which also means that they are satisfied with the pace and state of their lives in their current social roles. Although, married female after entering the higher education environment in addition to the need to be active in the workplace to take care of the social roles, the role of the family as a wife requires female to take on the responsibility and duty to maintain the functioning of the family (Telayneh, 2019). Certainly, the results of the study presented in the multiple roles of married female teachers in the current overall role status is good, and to a certain extent to maintain a balance between the multiple roles. In terms of the current social environment, female enter the workplace to gain

financial security while sharing family responsibilities and necessary financial security with their husbands (Minakshi Mili, 2021). Understanding from the role perspective, it can also be felt that when entering the social workplace and role of female continue to adapt and adjust their role status, and will be a better integration between multiple roles, and therefore show positive satisfaction, on the other hand, there is no denying the results of the questionnaire statement on the teaching tasks currently undertaken by female teachers present that female teacher are satisfied with the overall weight of teaching currently undertaken.

Of course, the flexible working hours in higher education settings is more than capable of helping teachers to achieve coordination and integration of their multiple roles; as well as the optimistic performance of husbands in terms of sharing responsibilities in terms of childcare and family will also help female teachers to achieve more work-life balance, and this state of affairs is presented in a way that will undoubtedly help them to achieve a more positive outcome in terms of job satisfaction. But, on the contrary, in the demographic information data, it can be noticed that most female teachers are already working more than 40 hours per week, and when female teachers are satisfied with their state of social role balance, is it that, as Burkinshaw and White (2017) point out, when female want to be promoted and successful in the organisation, then all they have to go for is to try to deny their own femininity to integrate themselves into the male model. Nair et al. (2020) in their study on work-family conflict among married female university teachers also concluded that the workload status of female teachers and the level of

support they receive from their organisations and husbands will have a significant relationship with their work-family conflict status. Combined with the results of this study, first of all, in terms of the working hours of teachers, it can be shown that teachers bear a certain degree of work load, but also, as female teachers reside in the organisation and the support given by the leadership and the support and support from their husbands to help and alleviate the work-family relationship, therefore, in the present study, the situation of the female teachers, whether in terms of job satisfaction, marital satisfaction, and female teachers in the classroom, has a significant relationship with their work-family conflict status. Therefore, the optimistic results of the current study regarding female teachers' job satisfaction, marital satisfaction, and the ability of female teachers in the classroom can be interpreted to some extent as a balanced relationship between work and family for married female teachers. Of course, this study focuses on the level of marital and job satisfaction of female married teachers, and does not have a numerical understanding of the actual work and family affairs, so we can only assume that the support received from the organisation and the spouses of the female teachers can have a mitigating effect on the work-family relationship to a certain extent. Therefore, the discourse on this state of affairs, in turn, needs to be followed up with qualitative research to help gain a deeper understanding and explanation.

As far as leadership style is concerned, the overall satisfaction of married female university teachers shows a high level of satisfaction, a result that suggests that working under an effective leadership model can be effective in increasing the job satisfaction of

university teachers. On the one hand, it also means that the leadership style affects to some extent the direction of the results of human resources in terms of productivity. In the description of this study including the support given by the leaders to female teachers, effective communication between female education and leaders, as well as the relationship between the claims of both teachers and school leaders regarding future development and outlook, all of the above present a state of satisfactory opinion, which on the other hand explains the importance of female teachers psychologically important claims, whether it is the communication with co-workers or working with the leaders in the workplace, all of which It reflects the high ideological importance that female teachers have for communication and collegiality, as well as inter-team ideology. This positive relationship also reinforces the positive impact that effective leadership models can present on potential human resources in terms of satisfaction and productivity development (Baptiste, 2019; Saputra, & Mahaputra, 2022; Kasalak et al., 2022) Starting from the mutual state of school leaders and teachers, previous studies have also pointed out that when school leaders work closely with teachers, mentor them and pay attention to their personal well-being, teachers will be more satisfied with their jobs (Nyenyenbe et al., 2016), so for the team closeness for the construction of emotional links and sense of belonging for teachers will provide teachers with a positive heart guidance and enhance the self-value building in the workplace, helping teachers to further enhance job satisfaction, which in turn leads to further positive effects of human resources in terms of productivity enhancement.

In terms of the job satisfaction status of married female teachers in relation to the job pursuit dimension, more than 350 married female teachers who participated in this study considered their current teaching job to be their first career aspiration, resulting in a high level of satisfaction in terms of career aspiration overall. This situation further explains and testifies to the development and progress of society, and reflects the fact that the role of female in society is an important factor in social progress (Aftab Khan et al., 2022). It is important to note, however, that in three other dimensions of job pursuit, firstly, female teachers disagree that their professional status is higher than that of their contemporaries, and nearly 200 female teachers are 'neutral' in this regard. The number of female teachers who were 'neutral' and did not give a particularly clear answer in this regard. In addition, the majority of female teachers chose 'agree' to the question of whether they had a career bottleneck or were willing to try another job function; when looking at this phenomenon at the level of career pursuit, it reflects the current higher education development environment where the majority of female still hold teaching positions, and shows that although female teachers opinions stand out to join the ranks of talented people, there are still bottlenecks to overall career advancement and development. This situation, also identified by Konjarski et al. (2022), bluntly points out that in recent years the status of teaching-centred academic positions has accelerated the emergence of female's development. Conversely, McLeod's (2017) reference to the 'female care, male lead' norm of difference explains one such feature of work. It is also possible that the bottlenecks in work and the need for development have led to a moderated current performance in terms of female teachers' satisfaction with the weight they bring to their profession in terms of their psychological needs, with 208 female teachers giving a

'neutral' response to this statement and 87 female teachers not recognising the weight of their profession.

5.3.3 University married female teachers' spouse support

It is reassuring and pleasing to note that the overall spouse support of married female teachers teaching in university institutions shows a high level of satisfaction; it is possible to look forward to a situation where such spouse support can help teachers, especially when they are facing difficulties and adversities at work and at home, and where the support of the other half can give them the support they need to believe in themselves because they feel they are respected and cared for by the social system, and that their efforts are valued in return. The positive satisfaction results on spouse support obtained in this study, as well as those obtained by Wani (2023), indicate that spouse support is consistent with female's entire career, and that spouse support for female teachers ranges from professional help to psychological support. Also, the data results are consistent with Nartgun et al. (2020) in that female teachers' perceptions of the three dimensions of spouse support were at the same level regardless of the husband's occupation on the female scholars in the study, and this was also the case among the married female teachers in this study, with female teachers showing high values of satisfaction on all three dimensions of spouse support they received. It was also highlighted that husbands who choose to take on the role of caregiver extend their social role to the family role, rather than the traditional social composition of men earning the money (outside) and women taking care of the family (inside) as is expected by society (Cooke, 2007; Schulz et al.,

2016; Sharma et al., 2016). It is worth acknowledging that the current study on the situation of married female teachers has been qualitatively improved and enhanced from the study by Wang and Dai (2011) and Ho (2022), where it was mentioned that when female in the teaching profession have the same responsibilities and role pressures as male teachers, and also face significant family pressures, when female teachers have less free time, they are more likely to experience psychological imbalance, making it more difficult for them to feel supported by society and their families. At this level, it is clear that over the past ten years, female teachers have been able to find their own balance between work and life, and they feel supported by their spouses (husbands) and are satisfied with this support.

While the results of spouse support satisfaction values presented in the current study have been presented in the corresponding results in the Riaz et al. (2016) and Marzbani and Bostan (2016) studies, in the results of the appellant researchers, demonstrated that married female teachers were able to have high levels of social support and low levels of perceived stress; and indicated that female teachers were able to receive high levels of social support from close friends, family, colleagues and others. Spouse support can enable university teachers who are mothers to have more available time for tasks and work related to academics and research (Dickson, 2020); and vice versa can also tend to lead to the formation and creation of a severe state of work-family conflict among female teachers (Khursheed et al., 2019). What can be realised at this level is that when female teachers receive support from their husbands, it is not only at the level of life that the

husbands share the responsibilities of the household and children with the female teachers, but also to a certain extent, it reduces the stress of the teachers in their multiple roles.

More from Kemunto et al. (2018) highlighted through their research to the extent that the emotional support teachers receive when they are in a marital situation can support their satisfaction performance to some extent. In the results of the study, it can be understood that female value the emotional support provided by their husbands and the results present a positive state of perceived support and satisfaction of female teachers. Next, it was found that female teachers need support and encouragement from their husbands and would like to receive feedback from their husbands at work. For example, 'Without my husband's support, it can make me feel helpless and frustrated' and 'When my husband offers me a hug, I immediately feel warm and confident', it can be seen that the emotional needs required by married female, although more targeted. However, the positive results given for female teachers also suggest that the state of their families and the state of the couple's relationship goes a long way to alleviating the stress that female teachers experience. What is more, Lewis (2020) and Rawal (2023) confirm the occurrence of men stepping in to lend a helping hand to their significant others (female teachers); and the occurrence of this type of situation does have a very important impact on female's work-life balance (Feeney, 2019). Li Li et al. (2016) also indicated that a good support network can give teachers some help in coping with difficulties better, thus reducing the stress response to a lower stress value. The support that female teachers receive from their spouses also enables them to maintain a better work-family balance (Barik, 2017;

Tummala, 2016), and this finding was further confirmed in this study, where female teachers received satisfactory spouse support and were also satisfied with their work-life balance.

However, as noted in the literature review, historical research on female teachers' spouse support is limited, and researchers have mostly focused their research on the overall social support grasp, so in this study, the questionnaire statement was designed to draw on the relationship statements of previous studies to further understand the current status of spouse support among married female university teachers. Firstly, it is clear that with regard to the aspect of husbands' support for their wives, the ways and forms of this help are not fixed, but take a variety of ways to support and help female teachers differently (Barhate et al., 2021; Sullivan & Infurna, 2020); therefore, the study categorised spouse support into three broad dimensions to further capture the current situation: Psychological support, Mental status and Family affairs. In terms of the support and sharing status of female teachers' spouses in family matters, overall female teachers rated their spouses' support as high in terms of satisfaction, and even higher in terms of spouse support in raising children and caring for the elderly. This phenomenon is also positively defined by Nalina (2017), who mentions the functionality of the social support system as one of the most important resources for professional females in managing work-family balance; this is better reflected in the spouse support provided by the husband. Thus, it can be seen that having the support of a spouse can help female to face their work better, to the extent that spouse support can effectively help female teachers to mitigate the effects of stress and

family conflicts. However, the results on spouse support for domestic support in the Nartgun et al. (2020) study showed that female teachers received more support for domestic tasks if their husbands were not university teachers or academics.

Immediately after the psychological support given by the spouse, the results show that the majority of female married teachers give high satisfaction feedback to their husbands in terms of companionship, encouragement, listening, effective communication, and advice from the wife's point of view, which shows that husbands are able to act as support for their wives to a certain extent in family relationships, and also give reasonable advice to their wives from their wives' point of view. It also shows that the husband is able to give his wife reasonable advice from her point of view and that he is able to act from a more objective and considerate point of view, and that he is able to meet the psychological needs of his wife. As Nalina (2017) and Xu Weiqing (2017) emphasise, the support of a significant other can give teachers psychological support, enabling them to feel respected in the social system and to believe in themselves more. At this level, it also confirms that the view from Zhang Juan et al. (2020), female university teachers, as high-level intellectuals, are better able to solve problems and improve their well-being by receiving help from family, friends or colleagues when they face difficulties. However, according to Nartgun et al. (2020), female teachers receive more psychological support from a female perspective or the support they want if their husbands are university teachers or academics; whereas female teachers whose husbands were from other professions or positions showed that the psychological support provided by their husbands was not

satisfactory. Certainly, in this study the author did not find out the occupation of the spouses of the female teachers, but since there are some female teachers who have a negative opinion on the Likert-scale, therefore it is important for the researcher to find out whether the husband's occupational status has an impact on the level of support received by the female teachers.

5.3.4 University married female teachers' marital satisfaction

Combined with the multidimensional concept on marital satisfaction proposed by Naemi (2018) and Sanger (2016), marital satisfaction is a state of mind that also encompasses a wide range of different aspects such as personality traits, financial issues, parenting styles and sexual relationships (Naemi, 2018); while Sanger (2016) indicates that the range of satisfaction factors also includes family support, effective communication, companionship, commitment, honest relationships, an attractive spouse, and satisfaction factors in terms of mutual acceptance and appreciation of psychological needs between spouses. Furthermore, Sanger (2016) list of nine different aspects of marital needs, including: family commitment, family support, recreation and companionship, honesty and openness, sexual satisfaction, financial support, effective communication, an attractive spouse, acceptance and appreciation of the spouse. Therefore, a total of five dimensions were set up in this study through reference, design and integration to examine the level state of marital satisfaction of university female married teachers, the dimensions include: psychological needs, way of getting along, spouse attraction, childcare and sexual satisfaction.

In an evaluation of the marital satisfaction of married female teachers, the results showed that the top three dimensions of satisfaction were, in descending order, childcare and household chores, psychological needs, and ways of being together. From this and the combination of the last two discussed variables job satisfaction and spouse support, it can be learnt that the support given by the husbands of the female teachers in terms of housework and childcare is able to share the burden of responsibility of the female's, and it is because of this, the female teachers are able to consistently have a better performance in terms of job satisfaction under the high teaching loads and long working hours, and also the psychological demands given are able to reflect the female teachers are psychologically dependent on their husbands for encouragement and support. The husband's position in the relationship in terms of family matters, communication, emotional feedback, is recognised by the female teachers, and on the other hand, it can be seen that the husband is able to satisfy most of the female teachers' marital demands, and because of this, gives the female teachers a sense of security and greater peace of mind in their work. However, it is undeniable that in the dimensions of attractiveness and sexual satisfaction, the satisfaction level of 'heartbeat is still fast' is lower than the other dimensions, but the satisfaction level is still in a high level of satisfaction; although there is a difference with the top three dimensions; however, this aspect also explains why the majority of female teachers have been married for three years or more. This aspect can also be explained by the fact that most of the female teachers have been married for three years or more, and therefore they are slowly integrating into their marital and family roles; of course, it is undeniable that the female teachers are still satisfied with their husbands' overall pursuit of sexual satisfaction.

In the area of child rearing and family responsibilities, it is worth recognising first of all that female teachers show the highest satisfaction with their husbands' ability to discuss important family matters before making decisions, and this satisfaction is often evident, and this optimism reveals a picture of a good marriage life in which the majority of female teachers and their husbands are in harmony with one another, trusting and supporting one another; and it is precisely this state of life that makes female teachers optimistic about the overall performance of their marital status. As indicated in previous studies, problem solving strategies, communication and negotiation styles between teachers and their spouses are strong predictors of marital status and development, and Lukman et al. (2020) explains that the strongest predictor of marital satisfaction is the way in which the couple communicates about their affairs, which is consistent with the findings of this study. Therefore, it can also be seen that effective communication is an important factor and way to improve the quality of the relationship, and on the other side, just like job satisfaction, teachers' satisfaction with communication issues with their colleagues became the highest item of teachers' job satisfaction, which all together indicate that the degree of communication quality of female teachers affects their judgement of satisfaction with a relationship or overall, which also confirms the role of female in the level of importance and need for smoothness and psychological appeal of relationships is highly demanding, and that they value the quality of their communication.

At the same time, female teachers also showed high levels of satisfaction with their husbands' performance in terms of family responsibilities and division of labour, which

is in line with Yucel and Koydemir (2015), indicate that a well-placed and coordinated division of labour in the family is effective in increasing the level of marital satisfaction of female teachers. As a side note, the social roles require female to take on not only work responsibilities but also family care responsibilities, thus showing that the overall working hours of female teachers are additional when they are married; and when husbands are able to take on family responsibilities and support their role as husbands to provide a range of support and assistance (Barik, 2017. Tummala, 2016), it is a good coordinator for female in terms of spouse support and the maintenance of work-family balance.

In terms of the way couples get along with each other, overall female teachers express satisfaction with the way they interact with their husbands and that satisfaction is evident. The most striking aspect is the openness of communication between female teachers and their husbands, which is present in the dimension category as the highest value of satisfaction, and it can be seen that openness and honesty give positive emotional guidance to female teachers regarding both communication and emotional trust in their marital relationship. This result is in line with Ali and Saleem's (2022) study on the correlation between conflict management styles and marital satisfaction among male and female researchers in marital situations; their findings indicate that males and females differ significantly in their resolution styles. The findings suggest that there are significant differences between male and female in terms of resolution styles, with female more likely to use a holistic approach to conflict management and men more likely to choose

avoidance or verbal aggression to resolve conflict. Therefore, the result of this study, which show out the fact that the married female teachers were satisfied with their husbands' communication in conflict situations can be explained that the female teachers' husbands were able to solve the problem in a way that was more satisfactory to the female teachers, rather than through avoidance.

At the same time, regarding the aspect of orientation through communication, it agrees with Yucel and Koydemir (2015), Haris and Kumar (2018) and Du Plooy and De Bee (2018), which indication that a good communication orientation between couples enhances teachers' marital satisfaction. In terms of the problem statement of this study regarding the female teachers' perception that their husbands are not only present as husbands but also present as friends to the female teachers, it can also be understood that the female teachers value the dimension of good communication style and orientation with their husbands; and the satisfaction level of the female teachers regarding the lack of pressure to get along with their husbands also reinforces the importance of a good orientation between the couple in the development of marital satisfaction. This also highlights the fact that female teachers and their husbands are comfortable and satisfied with their relationship, and also that marital satisfaction is negative if teachers are emotionally demanding, as Siavoshi et al. (2016) suggest, which further confirms that the way married female teachers and their husbands get along in this study and comfort with their husbands in this study did not require the female teachers to make strong emotional demands to satisfy their emotions and needs, but rather made the marital satisfaction show

a positive outcome. On the other hand, the husband's ability to take the initiative and to share with his wife the responsibility for family affairs and caregiving, despite occasional disagreements, and the mutual understanding and positive state of communication will, to a certain extent, defuse the negative reactions; it can therefore be said that the husband's commitment to the relationship will lead to the female's positive response to the relationship, and to the positive development of the marital relationship.

In terms of the psychological needs of female teachers' satisfaction with marriage, the majority of female teachers show that they identify with the importance of their husbands, showing the importance of the female teacher's spouse in the female psyche. Also, on the dimension of female teachers' satisfaction with the union with their husbands, most female teachers show a happy feeling about marrying their husbands and also show a state of satisfaction performance and good expectation of marriage for this result. At this level, echoing Naemi's (2018) findings, it shows that married female teachers are satisfied with their psychological needs in terms of marriage and further confirms the positive representation of female teachers' satisfaction with marriage. In turn, the manifestation of attachment levels where females perceive their husbands to be irreplaceable in their minds in terms of attachment feelings and relationships further explains the irreplaceable weight of husbands in the minds of married female university teachers. At the same time, as mentioned by Nweke et al. (2021), the type of attachment of female teachers is a significant positive predictor of their marital satisfaction; combined with the fact that the dependency characteristics of female teachers can be adequately perceived in the context

of their marital status in terms of female's psychological need to communicate with their husbands and the encouragement and comfort they give them, the dimension of this dimension is similarly echoed by the importance of female's communication and interactions with their co-workers at work.

In the last dimension of female satisfaction, spouse attraction and sexual satisfaction, although the satisfaction scores are lower in terms of female teachers always being close to their husbands, they are still high, which further confirms the level of satisfaction of married female university teachers in choosing a spouse and getting along with their husbands. Of course, there is no denying that satisfaction with their husbands always keeping their heart rate up is moderating, but the results are still positive. Thus, the results on the dimension of female teachers' attraction to their spouses have a positive effect on the overall marital satisfaction of female teachers. On the sexual satisfaction dimension, it is positive that female teachers maintain a feminine life with their husbands and that intimacy is a positive development in female teachers' marital satisfaction, and this finding is in line with Yucel and Koydemir (2015) and Valentina et al. (2021) on marital satisfaction which explain that female teachers' good positioning and maintenance of sexual satisfaction can effectively increase the level of marital satisfaction of female teacher couples; while Valentina et al. (2021) suggest that healthy and constructive interactions, positive interpretations of love and maintenance of intimacy between couples can all contribute to a positive development of marital satisfaction.

5.3.5 University married female teachers' teaching ability

According to Zhang Jiani's (2014) interpretation of the scope of teachers' teaching ability, it is mentioned that teaching ability is a combination of personal characteristics, professional knowledge, teaching skills and teaching attitudes on classroom teaching activities. In this study, the self-assessment questionnaire on the teaching abilities demonstrated by female married teachers in the classroom included six different dimensions, including content preparation, teaching methods, student-centred, discipline, mental status and teaching status. The highest scores for the presence of ability in the current level of teaching ability given by female teachers were obtained in the three dimensions of teaching discipline, teaching status and content preparation.

With regard to the discipline of female teachers' teaching abilities, it was firstly recognised that the majority of female teachers felt that they were able to arrive on time to teach. This was followed by the statement that teachers were able to control discipline in classroom activities well, with the majority of teachers also acknowledging the demonstration of this aspect of teaching ability. Furthermore, the results of the study also indicated that teachers were able to use the limited classroom time effectively and efficiently. From the self-assessment of these above three dimensions of discipline by female teachers, are in line with Miočić et al. (2020) and Miočić et al. (2021) requirement of having the right attitude towards teaching. Furthermore, it can be recognised that they are self-disciplined in their approach to discipline, and being on time in the classroom is not only a manifestation of disciplinary issues, but also a way of establishing the right

concepts of learning and of welcoming the values of the students in the classroom. Next, a classroom with a large of student numbers, discipline is a way of demonstrating the effectiveness of the teacher and the seriousness of the female teacher in teaching. At the same time, the teachers' ability to manage the class time effectively not only shows the teachers' time management, but also further demonstrates the teachers' excellence in the preparation of the class content and the setting of the teaching sessions. The results of the above two disciplinary domains of teaching abilities are in line with Mehdinezhad (2012), Sieberer-Nagler (2016) and Megawati and Wibawa (2020) statement that teachers demonstrate the ability to manage and organise classroom activities effectively and to manage student behaviour effectively in order to achieve desirable and positive results in teaching and learning. At the same time, the ability to refrain from personal socialising in the classroom and to refrain from using social media for non-emergency purposes further demonstrates the importance and attitude of teachers towards teaching and learning activities, as well as the ability of the majority of female teachers to take the lead and set a good example for their students in terms of their basic social personality. This demonstration of abilities confirms the importance of teachers' own perceptions and beliefs of teaching and their psychological qualities on the demonstration of teaching abilities as suggested by Liu Jinhua (2021) and Jiang Guizhen (2012).

In terms of the status of teaching in terms of the ability of female teachers to demonstrate their ability, firstly, the fact that most teachers are able to maintain their enthusiasm for teaching at all times. In terms of the current teaching situation of female teachers who

have demonstrated their teaching ability, firstly, the majority of teachers are able to maintain their enthusiasm for their teaching, which is a gratifying thing to see, since being able to maintain their enthusiasm for their work under the overall pressure of the social environment is a thing to be appreciated and gratified. At the same time, as revealed by Falcon, Admiraal, & Leon, (2023), teachers' enthusiasm for teaching will, to some extent, positively influence teachers' positive articulation in the classroom; and also, combined with the fact that teachers' positive status and job satisfaction will have an interrelated effect on teachers' enthusiasm for teaching, as mentioned by Burić and Moe (2020); precisely because of these, the job satisfaction and marital satisfaction held by female teachers also contributes to the enthusiasm that female teachers are able to maintain in their teaching work, which in turn helps them to better utilise their demonstrated teaching abilities. In addition, the fact that female teachers are able to teach every student in the same way shows that they comply with the initial principle of equality in education and respect the differences of each student, and that such teaching by word and example is able to foster the correct values and attitudes of students in their future social relationships. This is in line with Audin (2015), the notion of the teaching and learning dimension of teaching ability. Furthermore, teachers' behaviour in the classroom is not different from the state of teaching abilities that they display after the classroom, which reflects their initial intentions towards teaching and being a teacher, as Liu Jinhua (2021) notes that teachers' teaching abilities are reflected in their perceptions of teaching, which can influence their attitudes.

When looking at the dimension of teachers' course content preparation, it can be understood that the findings on three of the content variables including adequacy of prepared course content, content with clear pedagogical objectives and the content that satisfies students show that the majority of teachers have obtained and met the content preparation dimension of teachers' ability. This ability to prepare content is a positive indication of the teacher's familiarity with the overall content of the course, and on the other hand, it is also an indication of the teacher's ability to prepare the content in a way that provides a more effective foundation for the start of the course. At the same time, the presentation of the teacher's content in line with the teaching objectives further reflects the teacher's preparation to meet the professional needs of the students, and the results of the students' perception of the content, it also confirms the importance of the teacher's main presentation of the ability to perform and the ability to practice. Further, as Zhao Qinghe (2021) explain, teachers need to have an in-depth knowledge of the subject matter, and the design and preparation of the content is in line with the trends in the subject matter in order to achieve this dimension. As Guo Xue et al. (2022) explain, the content of subject teaching should not only be clearly structured by subject expertise, but also by the cognitive characteristics of students. Therefore, the results of this study show that married female university teachers have the expertise and the ability to organise the content of the teaching materials and are able to carry out their teaching activities successfully, as the majority of the female teacher population scored their teaching abilities above 90, which is a positive indication of the current situation. In addition, teachers are fully required to understand the actual abilities of their students and on this basis in addition to teaching the basics of the subject, they can also provide them with appropriate and suitable

knowledge for the future development of the subject (Xue et al., 2022), and the teaching abilities demonstrated in this statement are also demonstrated by the teachers in preparing content that is satisfactory for their students.

In terms of the ability to demonstrate student-centred teaching, the majority of female teachers consider that they teach in a way that is interesting and easy for students to understand and master. Firstly, teachers teach in a way that is not only relevant to the purpose and subject matter of the teaching, but also in relation to the lives and experiences of their students; from this point of view, the study confirms the ability of teachers to demonstrate student-centred teaching as a starting point for better and more effective acceptance of the content presented in the classroom. The results of the study confirm that teachers are committed to a student-centred approach to teaching and learning, in order to demonstrate their ability in a way that enables students to better and more effectively receive the content presented in class. On the other hand, as such a presentation of abilities, student-centred teaching can be a more effective predictor of success or failure in teaching activities, as previous studies have shown by Guo Xue et al. (2022). At the same time, it is clear from the results of this study that the majority of married female teachers are able to teach in a way that is consistent with the professional development and needs of their students, and that the ability of female teachers to prepare content (including their own expertise) further supports by Jiang Guizhen (2012) and Coristine et al. (2022), state that teachers should understand students at the level of their students further supports, understand students' learning states, motivations, knowledge levels and

behaviour at the student level in order to provide teaching and subject content that meets students' needs and development. It is worth adding that the specific presentation of teachers' development and needs is in line with Arifudin's (2015) statement that teachers should be able to proactively address students' learning differences, which further demonstrates the appropriateness of female teachers' presentation for their students. After all, the level of cognitive development of students is an important variable influencing teaching ability (Liu Zhiyi, 2013; McCleary et al., 2019; Shi & Qu, 2021), and on this basis, it can be argued that only when a teacher's teaching is appropriate to the cognitive level of the students can there be strong evidence of good teaching ability.

Furthermore, it is worth mentioning that student-centred ability presentation can be closer to the students' way of thinking for a better understanding and application of professional knowledge, and such targeted teaching ability presentation will also stimulate students' active thinking; as mentioned by Arifudin (2015) and Johnson (2017). What is more gratifying is that the teachers present and grasp the student-centred teaching ability can make the students not be afraid to ask the teacher questions, but also make the students actively answer the teacher's questions, on the one hand, the teachers' embodiment of this ability not only explains their ability to put forward appropriate questions from the students' point of view, but also from the side of the teacher's overall teaching can also be understood. This positive phenomenon is also pointed out by Turney (2017), who states that the ability of teachers to allow students to give positive feedback in the classroom can also help teachers to correctly grasp the state of learning and the quality of students'

absorption. At the same time, the teachers' ability to flexibly and confidently answer random questions from students in the classroom not only demonstrates that the teachers have sufficient professional knowledge to answer and teach the content, but also reflects the teachers' ability to be flexible in their teaching activity. In terms of teachers' ability to fully express their own teaching characteristics to teach professional knowledge in classroom activities, the positive results can show that on the one hand, female teachers are confident in their own professional knowledge and are able to fully express their insights about themselves; on the other hand, they can also feel the excellent demonstration of the teachers' ability to teach professional knowledge while actively presenting their personal characteristics and their own connotative insights; as Zhang Jiani (2014) and Ulferts (2021) point out, a classroom with individual characteristics is a good presentation of teachers' teaching ability.

5.3.6 Summary of the relationship between variables

Although some scholars have discussed and demonstrated the positive impact of teachers' marital satisfaction on teachers' teaching effectiveness or job performance in previous studies, for example, Zhao Qinghe (2021) pointed out that teachers' own life status has a certain impact on their teaching ability; Batool et al. (2020) described the impact of the specific performance of marital relationship on teachers' work status. However, this study is an important breakthrough in the field of research on teachers' life management by using the marital satisfaction and spouse support of married female teachers as mediating variable to target the relationship between their job satisfaction and teaching ability. The

importance of this study lies in the specificity of the social roles of the target population and the identification of the specific manifestations and correlations between the marital status and work status of married female teachers in universities. Therefore, it is necessary to re-emphasise the important findings of this study in terms of mediating variables: this study confirms that the marital satisfaction of married female university teachers partially mediates the relationship between their job satisfaction and their teaching ability; however, teachers' spouse support do not have the mediating effect on their job satisfaction and teaching ability.

As far as job satisfaction is concerned, it is not only closely related to teacher retention, but will also have a positive and far-reaching impact on the well-being of teachers and their students, the overall cohesion of the school and the overall development of teachers' professional status (Toropova et al., 2021). The relationship study of this research also further confirms the significant correlation between job satisfaction of married female university teachers and their teaching ability, as well as the positive state of the results of the study in terms of potential human resources well-being in the overall employee productivity and emotional impact confirms the existence of job satisfaction of teachers as a prerequisite requirement for the smooth running of educational activities, the level of satisfaction will also play an important role in predicting the quality of education. In the past studies on the relationship between the role of teachers' job satisfaction, it was noted that when teachers' job satisfaction shows a positive trend, then the quality of their education is also improved to a certain extent (Parveen & Tariq, 2014; Baluyos et al.,

2019; Sapta, Muafi, & Setini, 2021); there for reflect to the results of this study on the positive correlation of female teachers' job satisfaction on their teaching ability, it is more confirmed that the positive output of increased satisfaction for educational human resources in educational productivity.

Looking deeper, when teachers' attitudes become more positive and satisfaction is higher, past studies have shown that this performance will also have a positive impact on the quality of education to a certain extent (Chauhan, 2016; Hendri, 2019; Ansley, Houchins, & Varjas, 2019); on the one hand, it is possible to understand that for job satisfaction for output of teachers' teaching effectiveness is carrying a significant positive effect, while on the other hand the quality of education means that the better the students' performance in the classroom as well as the learning outcomes presented; in terms of the two aspects of the development of satisfaction according to the following effect, it also further confirms the important willingness and significance of the teachers' job satisfaction has been researched for so many years, but it is still being explored and seeking for breakthroughs.

At the same time, the results of the study on the positive impact of job satisfaction of married female teachers on their marital satisfaction and spouse support, it can also be intuitively felt that the state of human resources in the satisfaction of the performance of the social roles of the existence of a certain link and drive. This link can be recognised

that the positive effect of job satisfaction not only enhances the effectiveness and quality of teaching and improves the retention rate of teachers, but also plays a positive role in the lives of teachers. After all, work and life are the two basic factors that are indispensable in people's lives. So that, for educational human resources, it is important to focus not only on education itself, but also on the relevance of potential human resources in terms of educational factors and potential life, in order to better consider and plan for a series of positive results generated by human resources in education.

Next, the family is the smallest unit of social organization, throughout human society, past and present, the family has been integral to the existence and proper functioning of all forms of state and society (Mafakheri, Ounagh, & Asadi, 2016). Ali and Saleem (2022) emphasise that a healthy marriage provides stability and a sense of belonging to the marriage family and the community, while helping people to maintain a fulfilling and positive psychological experience in their lives. In terms of the correlation between job satisfaction and marital satisfaction, Valentina et al. (2021) conclude from a series of studies that although there is a substantial relationship between the two variables, the relationship between them is weak; however, it's clear to see that the results of this study disproved this claim by showing that there was a significant positive correlation between married female university teachers' job satisfaction and their marital satisfaction, that is, when married female teachers' job satisfaction increased, as follow, their marital satisfaction also get increased positively. The findings of the positive correlation between job satisfaction and marital satisfaction in relation to this study were also validated in the

study by Lavalekar et al. (2010). Furthermore, Nuzhat-Ul-Ain and Faiza Safgar (2016) also highlighted that the relationship between female teachers and their spouses in an organisation will have a direct impact on the psychological developmental state of female. The linkages between the psychological development of female teachers highlighted above show, on the one hand, that the relationship between female and their spouses can contribute to a more positive psychological performance, at the same time, the results of this present study show that female have a strong psychological need; what is more, it is clear that the importance of the psychological state of the females, both in the workplace and in life, is significant, as it not only improves female's productivity at work, but also facilitates the reconciliation of the multiple roles that the female undertakes in the society.

However, the results of the current study show that female teachers not only work more than the prescribed limit of working hours per week, but also devote a lot of time at home to do the domestic duties; this work-life situation highlighted earlier by Allen et al. (2021), whereby female take on more responsibilities in their personal lives than male because they have to take care of the whole family and children. Optimistically, however, female teachers are relatively satisfied with this state of affairs, as the encouragement and initiative of their husbands to take on household chores, as well as the organisational environment, help to maintain a positive and optimistic outlook in the face of heavy workloads; this further suggests that psychological fulfilment and status needs are more important to female's perspectives than their overall material performance.

While Rajakala and Kumar (2015) had earlier articulated the trend of social support as an important factor in job satisfaction; Wang Yongbao (2021) and Singh (2014) also mentioned that there is a significant positive correlation between job satisfaction and social support. In specific delving into spouse relationship, Nuzhat-Ul-Ain and Faiza Safgar (2016) also emphasised that the relationship between married teachers and their spouses is of direct impact significance for teachers. Although, optimistically in terms of the results of this study, the job satisfaction of married female teachers has a positive impact on their marital satisfaction and spousal support; and marital satisfaction has a mediating effect on job satisfaction and teaching ability of married female teachers. However, even though in previous studies, Xu Tao et al. (2019) confirmed the positive correlation between teachers' demonstration of teaching effectiveness and the social support they receive, but the result of this study on mediation effect showed that spouse support did not have a significant mediating effect on the aforementioned relationship between job satisfaction and teaching ability. The results of this phenomenon can be understood on the one hand, female teachers as high-level talents to enter the higher education institutions to work and teach, its high knowledge and high cognitive state may be able to satisfy their own psychological needs in the case of female teachers do not need to obtain too much support from their spouses (despite the fact that the female teachers are in a state of satisfaction). However, in terms of career development, the responsibilities of the spouse in marriage, such as the sharing of household chores, can help to reduce the stress of the multiple social roles of female teachers, which is why marital satisfaction can play a mediating role in this regard.

5.4 Implications of the findings

The findings of this study provide key information for institutional leaders, university and college administrators, and human resource professionals to recruit, reward, promote and retain female teachers. The findings of this study provide some important implications for theory, policy makers and practitioners such as headmasters and married female teachers working in Guangxi, China, and will also enable the government to address issues concerning female academics. These implications may provide insights into the following issues.

5.4.1 Theoretical Implications

This study was based on Social Exchange Theory (SET), The Spillover-Crossover model and Input-Transition-Output (ITO) to extend the relationship between work and marital life. In this way, the study not only verified the correlation between job satisfaction and marital satisfaction and spouse support among married female university teachers, but also examined the mediating effects of marital satisfaction and spouse support and the moderate effect on the job satisfaction and teaching ability of female teachers in their marital relationships.

With this in mind, this study takes as its basic starting point university teachers who are knowledgeable, strong in their disciplines and provide human resources to society, to further understand the current state of marital relationships and the current state of

teaching performance (output) of university teachers. At the same time, the setting regarding married teachers was used in order to better understand the relationship between small social organisations and large social organisations. Moreover, the single-sex setting of the study population allowed researchers to pay closer attention to the explicit status and performance of single-sex teacher groups. Although this study did not conduct a comparative study of the two genders. Certainly, researchers in previous studies have confirmed the existence of significant differences between male and female university teachers in terms of job satisfaction and marital satisfaction in relation to assessment and judgement criteria, and it is on this basis that the need for an essentially more specific exploration of single-sex characteristics is also evident. In this way, however, it confirms the importance of single-sex studies for future research implications of theory extension.

Therefore, another important theoretical contribution is the identification of key drivers associated with female teachers' classroom performance. The findings of the study suggest that teachers' psychological and personal factors will play a key role in determining the role of teachers' teaching ability. This further suggests that the input-transition-output (ITO) theoretical framework is a real and substantial influence on the relationship and intrinsic transformation between teachers' lives and work. At the same time, the importance of intrinsic motivation theory as a determinant of teachers' demonstrated teaching ability will have a transformative impact on their continuing professional development. The results of the study show that job satisfaction has a

significant positive effect on the performance of married female university teachers' teaching abilities, while the mediating effect of female teachers' marital satisfaction on their job satisfaction and teaching abilities confirms the positive and meaningful mediation of marital satisfaction on teachers' performance at work in the direction of social exchange theory. Further, teachers' life emotions and orientations will also translate into internal consciousness or emotional states, which in turn produce a certain degree of state output at work, which is where the main theoretical implications of this study and the extension of structural theory using mediation have practical implications.

In a social process where people are constantly yearning for spiritual fulfilment, most female long for the day when their values are realised. Such a feeling would first and foremost be the primary entry point to a fulfilling life, and married life would establish the most intimate and simple of human desires (Nweke et al., 2021). Furthermore, Nweke et al. (2021) go on to highlight that marriage is the smallest social unit in society. It is because of this composition, which is carried over into the wider social environment, that it is necessary to start with a deeper understanding of the small family in order to create a better outlook on life and the family; only then can happiness be carried over to work and other groups in society in order to maintain and beautify a good social environment and create a better future with a better foundation of social composition.

It is the validation of the relationship between marriage and work performance through the work done in this study that confirms the need and urgency for future research to integrate the relationship between life and work for teachers, even though life is not just about marriage, and to a point confirms the deeper significance of the ongoing exploration and understanding of the emotions inherent in life. At the same time, the research confirms the far-reaching significance of separating masculine and feminine single-sex research, not in order to illustrate or expose inequalities, but in order to further dissect the different gender identities and ideologies displayed by different gender roles, and the different psychological states experienced and presented by teachers in different roles, which also allows for future research in single-sex research and theoretical depth. This will also serve as a guide for future research and in-depth theoretical and systematic exploration of single gender. Thus, this study confirms that empirical research with specific groups of teachers can have a profound impact on the development of education in a more far-reaching way.

5.4.2 Practical Implications

Policy Implications

First of all, policy makers may wish to consider redefining key policies on teacher capacity development and teacher professional development. Ministry of Education policy-makers need to reposition female teachers' dual considerations and positioning within their teaching role and traditional social roles, including ensuring quality teaching and learning through teaching, transformation and student-centred leadership of teachers'

teaching capacity, rather than engaging them in excessive administrative tasks that increase work hours and affect the rhythm of female teachers' lives, such as child care, and result in work-life. At the same time, administrators and policy-makers should pay attention to the diversity of the teaching force and the specific needs of different groups, and adapt, strengthen and monitor the implementation of policies to further develop basic policy guidelines for the protection of.

At the same time, policies relating to married female teachers in universities should be re-examined and aligned with the development and needs of female teachers and, where necessary, significantly revised; this includes teacher recruitment, job structure, and job training and development. School departments and policy makers also need to improve policies on talent acquisition and related benefits for serving staff, while ensuring the long-term stability of serving talent and increasing efforts to integrate academic and serving staff and to better reconcile the pressures of teachers' roles between work, teaching and life, including further harmonising and improving the number of working hours and courses undertaken by serving teachers. Also, in order to ensure that the institution and teachers are on the same educational development philosophy and to give teachers a greater sense of belonging to the institution, university units need to consider giving teachers real-time feedback on educational outcomes, improving goals or directions, and the development and implementation of various systems, which should also consider adjusting development directions according to the personal development and interests of students and teachers.

Of course, there are undeniably some commonalities and differences that emerge across countries or regions, so the results of this study in terms of relational validation help to advance the development and shaping of the conceptual framework, and the study covers important aspects of university teachers' practice of teaching ability in the classroom. Further, schools and teaching departments should also consider setting different goals and guidelines for teachers at different stages of their work, teaching and research in order to achieve better and more efficient quality of teaching and learning.

Then, because of the expansion of university students, it is also possible to create additional teaching classes based on the number of students in order to relieve teachers' teaching pressure in the classroom and at the same time improve teaching effectiveness and ensure that teachers' teaching abilities are properly exercised. Where possible, schools can set up childcare centres or care centres to provide care for children of staff who do not have family members at home and who are seeking assistance in caring for young children, in order to reduce the stress of teachers' lives and enable them to carry out their teaching work better.

Practical Implications for Authorities

The findings of this study may further explore the direct and indirect effects of marital satisfaction and job satisfaction of female married teachers on the implementation of teachers' teaching abilities. The Ministry of Education should also take note of this

important area and strengthen the specific practice of overall teaching abilities for female married teachers. In the area of teaching abilities, institutions should first identify a common approach to teaching abilities that is appropriate for the development of schools and teachers, so that they understand the specific content of teaching abilities and the importance of their implementation. At the same time, workshops and training sessions should be organised on a regular basis to further develop teachers' teaching abilities and to test the implementation of these abilities by organising in-class visits by teaching staff. In addition, schools should organise seminars and training courses for teachers to further develop their teaching abilities. At the same time, teachers should improve and enhance their teaching abilities through the support of colleagues and the exchange of teaching skills. This outcome can lead to better development and enhancement of teachers' teaching abilities in that demonstrated in classroom activities, thus further enhancing teaching effectiveness.

At the same time, the authorities should also pay attention to the different challenges that teachers face in their lives and work, driven by their different social roles. Of course, in the case of the married female teachers who are the subject of this study, the authorities can assist the institutions and the corresponding departments with further psychological support and assistance to enhance the well-being of married teachers. For example, psychological support can be provided in institutions by setting up couples' workshops, teachers' relaxation tea rooms and counselling rooms. Regular couples' workshops can also be organised, with activities to enhance couples' relationship and outdoor activities

to promote emotional exchange and deepen couples' relationship. It is also possible to help female teachers to address their psychological concerns and make friends by using the spatial medium of the tea room during recesses and breaks between classes.

Practical Implications for Principals

The findings of this study also have a number of practical implications for university principals. Through the results of further exploration and relational validation of teachers' teaching abilities, principals should invest more effort in instructional leadership to support teachers' professional learning and the enhancement and exercise of their teaching abilities. In addition, principals need to create, within their capacity, a school condition that supports teachers' development and continuous learning. Certainly, the diversity of teachers' needs should be fully considered when principals are practising appropriate leadership behaviours and decision-making.

Another important practical implication is that principals should encourage and develop teachers' instructional leadership, including shared leadership, by involving teachers in decision-making and implementation processes related to instructional development; and can encourage and facilitate co-facilitation and professional growth among teachers, working together to enhance teaching and learning, with curriculum and instruction assisting teachers who will be transformed into professional cohesion, enabling not only

a better mastery of teaching and learning, but it also allows for a process of learning and exchange to continually reflect on and develop their current situation.

Surely, principals should also strive to work towards motivating teachers to actively improve their teaching abilities in their chosen teaching profession. Supporting female teachers' intentions of wanting to acquire skills and knowledge to enhance their teaching abilities. In presenting the findings of this study, principals also need to take into account the characteristics of teachers at different stages of their lives and the specificities of their different social roles, so that they can set learning and work goals that are appropriate for their development and provide support and assistance based on their learning needs and based on the opportunities they have to improve themselves.

At the same time, it is known from the results of this study that teachers' job satisfaction showed a significant correlation with their teaching abilities and that the mean values of female teachers in terms of interpersonal and leadership drove the overall development of their job satisfaction; from this level, it can be said that when teachers are further satisfied with their leaders' decisions and communication with them, it will have a positive impact on the teachers' teaching abilities. In this respect, therefore, school leaders should actively communicate effectively with teachers and build trust with them in order to help improve job satisfaction to help human resources get better. Communication and trust between organisations also need to be effectively managed by school leaders and

supported by a range of support measures to build a positive atmosphere among the teaching staff.

Practical Implications for female university teachers themselves

For married female teachers who teaching at universities, the first thing they need to do regarding their emotional experiences in life and work is to face up to their social role, while being positive about their thoughts and emotional expressions. When problems arise or communication is needed, it is important to ask for help and to communicate actively with your husband or colleagues and the school director. Of course, in order to further enhance female teachers' job and marital satisfaction, teachers need to be more willing to share their expertise and emotions and to ask for help when necessary.

It is important to actively participate in training activities on teaching abilities and, of course, to actively interact with colleagues and other teachers in order to continuously improve their own teaching skills. Secondly, teachers must believe in their own classroom teaching and management skills, and these beliefs can help them to improve the quality of their teaching through additional learning. They should also understand that their willingness to lead and collaborate in teaching and learning activities will support their advancement in and out of school. Teachers should try to make time in their daily schedules to collaborate with colleagues, no matter how rushed. At the same time, teachers should be proactive in communicating with their husbands and actively seeking

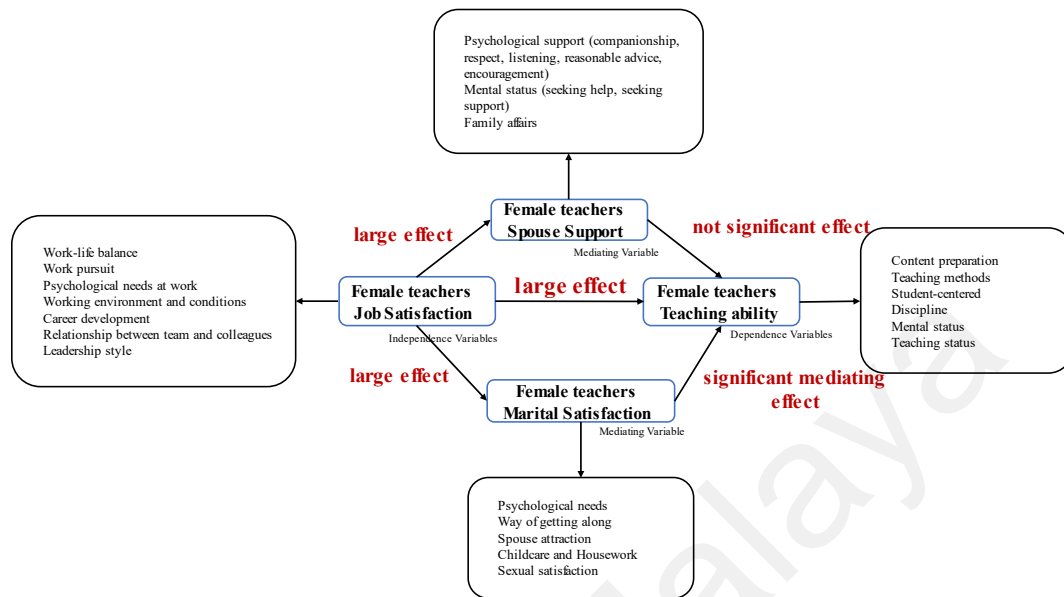
reconciliation if opinions or conflicts arise in the relationship. Further, teachers should also take the initiative to seek help from their families, husbands or friends and colleagues when they are stressed or in a bad mood. They should also learn to regulate the balance between work and life and do their best to create their own happiness and a good life.

5.5 Contribution

Traci Williams (2021) mentioned that the fundamental purpose of quantitative research is to unfold more knowledge and understanding of things in the social world. In the sense of a quantitative study, it is simply a matter of adding or deleting something based on theory. Therefore, the major contribution of this study is that the authors have not only refined the meaning of 'teaching ability', but also expanded the relationship between the variables and systematically reviewed the factors affecting the variables. The end result is a strong empirical basis added to the original theory. Of course, the empirical basis of this layer of relationship is based on the specific region of Guangxi, China, and the results of this study will make a strong contribution to the depth of the subsequent relationship. The state of significant contributions to the theoretical framework of this study is shown in Figure 5.1 below.

Figure 5.1

The state of significant contributions.



First of all, although researchers have confirmed the positive impact of job satisfaction on teacher effectiveness in previous studies (Ashok & Teibor, 2018), for the variables in this study, this study is based on single-sex (female) university teachers, it is a unique and new exploration of the relationship between the teacher's role dimensions and their teaching ability in specific teaching scenarios. At the same time, for marital satisfaction and spouse support, it is not just about finding the life balance of teachers or the social support they receive, researchers including Riaz et al. (2016) have identified social support positive impact on the school's potential human resources; and also, researchers such as Anyamene and Etele (2020) and Kemunto et al. (2018), have shown that married teachers can bring more positive effects to teachers. However, for gender, which the in-depth research is still lacking. Therefore, this study pays more attention to the special dimension of teachers' married life (the other half relationship). As this study found, there

was a significant positive correlation between the job satisfaction of female university teachers and their marital satisfaction, spouse support, and teaching ability. The results also show that the marital satisfaction of married female teachers has a significant mediating effect on their job satisfaction and teaching ability, although spouse support has no significant effect on the relationship between job satisfaction and teaching ability.

The above results and findings on the relationship between the research are original; therefore, this research has made a special contribution to new field of research on the relationship between life and intimate relationships and teachers' work performance. The groundbreaking results of this study will also provide policy guidance and practical insights into teacher ability, satisfaction, and student learning success.

5.6 Limitations of the Study

However, there are several limitations in this study. First, this study relied on perceptions of teachers. Teachers used questionnaire instruments to perceive and evaluate their own job, marital satisfaction and spouse support and evaluation of their own teaching abilities.

Of course, it is undeniable that the survey data used in the study was valid, as common methodological bias or variance was not found to be a threat.

Immediately following this, the quantitative nature of this study may have had some bias in the survey responses of the teacher respondents. However, the validity and reliability of these instruments was established to ensure that these instruments were appropriate to check their perceptions. In addition, the data cleaning process helped to identify such cases and remove any identification from the data.

Furthermore, the survey methodology of this study does not provide more in-depth details of the phenomenon or phenomena being investigated. But an internal investigation using qualitative methods is not the purpose of this study. This is because this study was designed to further understand the current situation of female teachers' work and life, as well as to test the relationship between job satisfaction and other variables, and to verify the existence of mediating effects.

There is also, because the researcher set the study site in Guangxi, China, and used a random sample survey method. Therefore, there are limitations to the geographical use of the results of this study and the results of this study are best used only in Guangxi, China.

As this is a very specific context with local cultural characteristics, any information generated should not be generalised to other regions, but used as a reference to generate new research to test the current situation of local teachers.

It is also important to note that the questionnaires for this study were collected in the year 2023, which is in the post-pandemic era, so whether or not the satisfaction of female teachers in such a situation has shifted or changed over the course of the epidemic is unknown to this study, as this study did not explore deeper into the changes in the degree over the time and also make the level comparisons over the time span.

Finally, because this study was a single-sex study that did not examine the level of marital and work satisfaction of male university teachers, it would be a misperception to say that this study is about improving the higher education environment as a whole. After all, previous researchers have emphasised the differences focus between male and female at marriage life and at work, and it is therefore necessary for future research to look specifically at the state of well-being of male teachers in relation to their marital status, as well as further testing of their teaching ability.

5.7 Recommendations for the future research

First of all, it is worth acknowledging that research is endless, but that does not mean that any idea is indicative for the future. Therefore, from this study of relationship exploration, it can be found that research on teachers can be best prepared for future development by researchers by conducting single or comparative studies on different genders, stages and types of teachers as a preliminary work for a better and more appropriate development of teaching and learning.

It is because this study was limited to quantitative data collection that this study can be extended to a mixed methods approach for subsequent in-depth research. A mixed-methods study will also help to dig deeper into specific statuses under each variable dimension regarding female teachers in order to gain further insight into the topic of interest. Follow-up research is also recommended to replicate this study in different districts using a parallel design to compare quantitative statistical results with qualitative results.

Of course, the importance of marriage and family as the smallest unit of society is further evidence of the inevitable and urgent need to extend research to the lives of teachers. The importance of teachers' marriages to teachers' lives and work has been verified through this study, and therefore the feasibility and extension of a qualitative study on the state of teachers' marriages and on individual dimensions of marital satisfaction can be undertaken. Nevertheless, this study only examines the relationship between marital life and work and teaching in the context of female married teachers; subsequent research could be developed and extended to include the male teacher dimension, sexual satisfaction and intergenerational parenting.

5.8 Conclusions

This research is an empirical study to verify and test whether the spouse support and marital satisfaction of female married university teachers have a mediating effect on their

job satisfaction and teaching ability. From the results, first of all, is worthy of recognition is that the results show that female teachers' job satisfaction and marital satisfaction are both moderately high. At the same time, teachers perceive that the status of spouse support is good and they are more recognized and satisfied for the implementation of their own teaching abilities. Also, it is affirmative that the job satisfaction of married female teachers has a significant correlation with their spouse support, marital satisfaction and teaching ability, that is, when the job satisfaction of married female teachers in universities shows a positive upward trend, the current performance trends of their spouse support, marital satisfaction and teaching ability will continue to develop in a positive direction. Then, from the results of the relationship study, there is a significant partial mediating effect between marital satisfaction of married female teachers on their job satisfaction and teaching ability. However, the mediating effect of female teachers' spouse support on job satisfaction and teaching ability was not significant.

At the same time, judging from the overall data of female teachers, female teachers tend to be younger, and more than half of the married female teachers are under 40 years old. As for the academic qualifications of married female teachers, most teachers have a master's degree, most female teachers hold the title of lecturer, and there are only a handful of full professors. What we need to pay attention to is that in the evaluation results of female teachers on their teaching ability, although most female teachers affirmed the state of their own teaching ability, there are still some teachers who are negative or neutral about their teaching ability which is very urgent and requires immediate action to improve.

After all, the display of teaching ability in classroom activities is the most direct and intuitive witness of teaching quality.

It is hoped that the research carried out this time and the results presented can help university teachers and teaching departments pay attention to the closeness between teachers' life and work, pay attention to the healthy development of marriage of male and female teachers, and make more support for teachers in the balance between life and work, which is very urgent. At the same time, according to the present situation of the research results, it is also hoped that female teachers can continue the current satisfaction status and gradually improve, actively participate in the construction of their own happy life, actively communicate and coordinate the state of family and work, and actively improve their job satisfaction and life satisfaction.

Finally, as the world enters the fourth industrial revolution, people's overall pursuit of well-being is gradually rising; and along with the massification of China's higher education and the rapid increase in the number of students enrolled in higher education, the development and management of the overall human resources of university teachers need to be in line with the overall social development and trends and to be further recognised, explored, grasped, and developed and managed. This not only requires the education department and university management to comprehensively consider the development of teachers' work and teaching enhancement, but also requires university

teachers to pay attention to the close connection between work and life, and to fundamentally understand the social role of the sense of well-being of potential human resources brought about by the demand and performance of the state of the institution's departments and leaders will work together with the teachers to actively deal with the challenges faced, and to build a development policy that helps to enhance their own sense of well-being and teaching ability, and make more efforts for the happiness and career development of teachers, so as to fundamentally improve the quality of teaching while realising the value of teachers themselves.

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