Organizational Cultures And TEFL Lecturers' Personal Experiences: An Exploratory Study Based On The Chinese Universities

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ARTICLE INFO	ABSTRACT
	This study examines the motivations of Chinese English language instructors. English professors working in Chinese institutions suffer from poor morale and work discontent, according to recent research. This problem might have significant ramifications since English language training is highly valued in the nation. Poor student success and bad teaching are linked to low staff morale. Even though this is a recognized problem, not enough research has been done to determine what causes it. In order to address this, scientists at a large Northern Chinese provincial university selected and implemented a sequential explanatory mixed methods strategy step by step. The major research included one hundred academics from this institution's two schools. Teaching English to speakers of other languages (TEFL) was the responsibility of all 100 professors; 50 of them worked with English majors & the other 50 with students from other fields. The inquiry was led by a mix of organizational culture theory and self-determination theory. According to the research, 1) instructors at this institution were more likely than previously claimed to be genuinely motivated in what they taught. 2) Nevertheless, the level of motivation varied depending on their unique experiences and perspectives of their own relatedness, autonomy, and competence. 3) Teachers' inspiration came from a combination of personal experiences and external variables including the impact of Chinese culture, their social circle, and the culture of their workplace. The study has significant ramifications for higher education administrators who are responsible for fostering an environment where staff may perform effectively. This research has also shown that the self-determination theory may explain motivation in China.

KEYWORD: *Academics in TEFL; teacher motivation; higher education; China.* |

INTRODUCTION

The conflict that arises when China quickly moves from an agrarian society to a contemporary, globalized economy is encapsulated in the expression education needs modernization and modernization needs education. This new technological era has been expedited by internationalization and globalization, which began with the Third Conference of the 11th Central Committee for the Chinese Communist Party in 1979. Economic development focused on export-oriented manufacturing is essential to modernization. China's educational system must provide its pupils with the knowledge and skills required to compete in the global economy. As a result, there is now a closer relationship between the economy and the educational system. Because of the aforementioned factors, speaking English is increasingly considered essential in China. Proficiency in English communication is currently essential for job advancement in global business, research, and technological fields. As a result, English instruction is required at China's secondary and university levels. Outside of studying first languages, the longest and most rigorous course is in English. According to Wu (2008), there are serious problems with TEFL (Teaching English to Speakers of Other Languages) teachers.

This research looks at the variables that affect English instructors in higher education, focusing especially on university departments. A qualified TEFL teacher will possess the personality and language skills to relate to their attendees, as well as the capacity for independent study, a wealth of subject matter knowledge, efficient classroom leadership, and communication skills, as well as a dedication to their profession," according to Shu (2005). Administrators at many colleges and universities think that TEFL teachers are attempting to strike a balance between the demands of their schools and the demands of teaching in contemporary China. Some people contend that TEFL teachers don't really care about their students' performance, particularly in the context of higher education (Allaire, 2019).

Gao had warned back in 2008 that there would be a downturn before there would be a recovery in the professional security of mainland Chinese academics. And the main causes of unhappiness were concerns about pay and opportunities for growth. Nevertheless, despite a substantial literature analysis, there has been remarkably little empirical research on the subject of academic devotion. You will hear the terms "teacher" and "lecturer" used interchangeably throughout this thesis. A teacher is just referred to as a (jiaoshi) in Chinese. This is true irrespective of the industry the teacher works a survey with eighty professors of English in Zhejiang Province to find out about their views on extrinsic and intrinsic motivation. Findings indicated that eighty percent of educators were unhappy in their positions, with half stating they would pass up the opportunity to teach English if given the option. Furthermore, thirty percent of academics were trying to go to graduate school in order to change occupations. According to the professors, there is a negative impact on teaching because of the mounting pressure to do well academically, the lack of challenge, the absence of a sense of personal development, the loss of self-efficacy, and the decreased degree of work autonomy. The results of the survey indicate that Chinese English language instructors are experiencing a serious lack of enthusiasm. Given this apparent issue among Chinese higher education instructors, the present research used a mixed method methodology to investigate how TEFL lecturers were inspired to teach and work at a Chinese university. Surveys have been utilized in the study to find out why TEFL instructors are motivated, and interviews have been conducted to find out what academics think has affected this motivation (Altbach, 2018).

BACKGROUND OF THE STUDY

A fourth response to globalization & the need for stronger relationships inside and across academic institutions is an increase in professor and student exchanges among universities. Important social structures on campus and in the surrounding area are therefore becoming more decoupled from their national setting as a result of the quickening of global flows of people, data, and resources. Teachers who have spent their whole lives in these areas may feel even more alienated as a result of this. Lastly, it is becoming more typical for academics to undergo ongoing evaluations based on their research and teaching skills. China's higher education system has expanded the scope of standard performance evaluation by evaluating university academics on both their research and teaching talents. This dual focus assessment has increased the obligations placed on academics. The consequences for teacher morale in China are not exclusive to the country; many other countries may see variations on these five shifts. China's higher education system is already a major actor on the international scene, claims Altbach (2007). Since China follows international norms for university admissions, the country is anticipated to have the largest growth in students worldwide. This will require large expenditures in additional academic resources as well as cutting-edge computer infrastructure. Employee motivation is already an issue, and factors like financial constraints, internal divides along eastern and western lines, and bureaucratic hurdles from the government only make things worse. The broader Chinese higher education system is described here. Topics to be discussed include hiring, advancement, compensation, workload, working conditions, & postsecondary education for Chinese academics (Bauer, 2019).

THE PURPOSE OF THE RESEARCH

The aim of this study was to investigate the relationship between the experiences of TEFL teachers in China and organizational culture. Although academics and government representatives have theorized that there is a problem with professors' lack of motivation, little actual data has been gathered to support these theories or investigate the variables that may lead to poor motivation. Students at the research site institution assessed 58% of their TEFL lecturers as ineffective. This necessitates looking at the causes of what seems to be poor professor motivation.

LITERATURE REVIEW

It might be helpful for educators teaching English as a foreign language (TEFL) at Chinese institutions to study self-determination theory. We will now examine the ways in which SDT contributes to our understanding of motivation, highlighting its advantages and disadvantages with regard to (1) the recognition of fundamental psychological requirements; (2) the function of goal setting; (3) SDT's use in cross-cultural research; and (4) perceived constraints.

When someone believes their skills are being used effectively in significant social situations, their demand for competence is satisfied. People deliberately look for projects that fit their ability level in order to satiate their

urge to feel competent. People are more likely to be naturally motivated to strive toward their goals and achieve a better quality of life when they have confidence in their own skills.

It is incorrect to use Maslow's (1954) theory of personality to distinguish between competence and self-esteem in SDT. Maslow's theory of human motivation proposed five needs, ranked from least to most important: safety, self-respect, social acceptability, physiological well-being, and the chance to reach one's greatest potential. In contrast to self-esteem, which is a more comprehensive assessment of oneself, achieving SDT competence is a felt feeling of confidence and effectiveness in action that results in meeting or surpassing a standard in one's performance (Cameron, 2019).

It's crucial to remember that self-efficacy and SDT competency are two different things (Bandura, 1986). Self-efficacy is connected to the ideas of task-specific self-concept and self-perceptions of competence in a number of ways. Self-efficacy is the belief in one's own ability to organize and execute the actions required to accomplish certain performance goals. (1986), On the other hand, SDT bases its competence criterion on the belief that an individual has the abilities and means required to achieve certain goals.

• RESEARCH ON TEFL ACADEMICS' MOTIVATION IN CHINA

I'll talk about studies that have examined the working circumstances of Chinese teachers here. The research considers the commitment of adjunct faculty members to the lecturing profession, in addition to their professional precarity or future opportunities.

Zhang and Zhu (2008) examined how education affected classroom satisfaction and teacher fatigue. In central mainland China, 164 full-time English language instructors from ten different universities and "institutions" participated in the poll. To find out more about teachers' experiences with emotional labor, burnout, and work satisfaction, questionnaires were used. Three distinct forms of emotional labor were identified by Hochschild (1983) based on his research: (i) surface acting, which is the display of fake emotions; (ii) deep acting, which is the attempt to actually feel the emotions that are displayed; and (iii) authenticity, which is the appearance of genuine, unfeigned emotions.

The results showed that Chinese academics spent more time and energy on emotional labor related to deep acting than on surface acting. Put differently, they demonstrated their emotions instead of feigning them while giving instructions. High levels of deep acting emotional labor are a powerful predictor of happiness and a protective factor against burnout.

Randomly selected 268 university professors to participate in a survey on higher education. A further 53.4% of working-age adults were also holding down two jobs. Teachers cited concerns about money, self-image, and professional reputation as the top three reasons they worked a second job. In addition, Lu found that academics' performance at their primary university declined when they held several jobs.Zhang conducted a study of teachers in Chinese universities (2007). She investigated how stress at work affected the participants' teaching strategies. The essay identifies five causes of stress: role ambiguity, role overload, improper group pressure, a lack of control, & peer difficulties. It was shown that instructional approach was significantly predicted by stress at work. Due to psychological strain and role exhaustion, teachers become less creative and more conventional. A person who takes on too many obligations at once is said to be overloading their work. People who find it difficult to carry out their variety of responsibilities appropriately have tension and detrimental effects on their ability to perform effectively and in relationships (Deal, 2019).

RESEARCH QUESTION
1. What seems to be the motive of TEFL instructors?
2. How does the organizational culture at Chinese institutions seem to the academics who work there?
3. How do TEFL instructors' personal experiences shape their approach to teaching English as a foreign language?

RESEARCH METHODOLOGY

• RESEARCH DESIGN
Both the pilot research and the two sections of the main study included university teachers who were between the ages of twenty and fifty. Six academics participated in the first Australian study project. The first three were Chinese-Americans who had experience teaching at Chinese institutions; two were associate professors and one lecturer. They assisted in the survey's creation and assessment. These scholars were equally proficient in both Chinese and English. The three other researchers who participated in the pilot study were all Australian. These academics participated in the pilot interview stage of the project. The main study subjects were one hundred TEFL professors from two departments at a large Chinese university. Each of the 100 professors was assigned a certain class to teach in English; fifty of the lecturers worked with English majors and the other fifty with students from other fields. A hundred scholars gave their permission to participate in the study.

• SAMPLE SIZE
Among the tools used for data collection in this study were semi-structured interview schedules, a demographic questionnaire, and five surveys developed by other researchers. In a mixed-method collective both quantitative and qualitative data were gathered to address the research goals of the study. In scientific investigation, the

gathering, evaluating, and interpreting of quantitative data have historically been dictated by positivist views of the relationships between measurable quantities. When attempting to forecast the relationship between two variables based on a single hypothesis, researchers use this line of reasoning. Carefully controlled experimental or quasi-experimental studies, the ultimate purpose of which is to make knowledge claims, provide statistically generalizable support for the theoretical framework.

Several schools of thought in research came together to produce the qualitative technique, which doesn't believe in quantifying variables and instead acknowledges that information is relative and subjective. The inductive technique, focus on specific situations or people, and use of words rather than numbers are the method's strongest points, according to Maxwell. Qualitative research methods allow researchers to accomplish the following: understand the significance of participants' behaviors, understand the context in which they occur, discover unusual or out-of-the-ordinary impacts and occurrences, and develop new hypotheses. Hypothesizing causal explanations, particularly for processes of diversity, and explaining the mechanisms by which incidents and operations take place are also aided by this.

• SURVEYS FOR SCHOLARLY RESEARCH

To look at these difficulties, a total of five distinct research questionnaires were employed. The tools used in the study included the Work Tasks Motivation Scale for Teachers---Teaching (Fernet, Senecal, Guay, Marsh & Dowson, 2008), the Aspirations Index, the Subjective Vitality Scale, and the Organizational Culture Assessment Instrument.

Before the pilot study began, a comprehensive three-step translation process was carried out since there were no research questionnaires available in Chinese. The five surveys were translated from Mandarin Chinese to English and back to English. Translations in both forward and backward were used. Both the forward and reverse translation procedures have three steps. A native Chinese speaker translated the text from English to Chinese in the first stage. The researcher in issue worked as an English professor at a university in China. A Chinese speaker who has lived long enough in the US to be fluent in English proofread the translation. Native English and Chinese speakers completed the back translation in the second stage. Comparing the original and the back-translated version and working out any inconsistencies or errors constituted the third process. Before the Chinese versions of the measures were used in the main study, the validity and reliability of the Chinese versions were tested via pilot research conducted in China.

• SCHEDULES FOR SEMI-FORMAL INTERVIEWS

The two schedules will serve as a guide for the researcher as they look at how the lecturers' personal histories and perceptions of the business culture impact their motivation levels. In the first interview, "Personal Motivation," it was discussed how the life experiences of the teachers affected their motivation to teach. 46 personal questions including prior experiences, motivations for becoming teachers, interests, and future goals and concerns were posed to the respondents. The subject of the second interview is the interviewees' perceptions of the corporate culture. A total of thirty-two questions were asked, including subjects like cohesion, priority areas, people management, organizational leadership, defining characteristics, and success indicators.
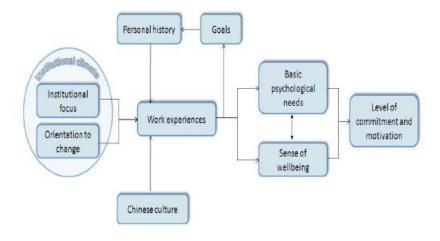
CONCEPTUAL FRAMEWORK

FIGURE 1: CONCEPTUAL FRAMEWORK

RESULTS

In order to have a more nuanced understanding of the TEFL teachers' motivations, two sets of interviews were conducted. In order to analyze the data, two steps were taken. The first round of data analysis happened at the same time as data collection. In order to make conclusions and identify potential areas of investigation, data were carefully monitored and analyzed. The researcher felt more prepared for the subsequent interviews after going through this process (Grbich, 2007). An English translation was made of the interview notes and data. Data organization and evaluation were conducted using Microsoft Word. Step two of data analytics included taking a more methodical approach to the data. Secondly, in order to derive inferences from the data, each interview was subjected to theoretical theme analysis. Analytical methods suggested by Braun and Clarke (2006) include making initial codes and then applying them to data samples. These codes were developed using the Competing Values Framework and the Self-Determination Theory as their theoretical foundation. After extracting the relevant data, the codes were collected and organized thematically (Table 4.3). Finally, we found that across all of the data, there was consistency in four areas: (1) organizational culture; (2) autonomy; (3) competence; and (4) relatedness.

TABLE 1: THEME CATEGORIES IN QUALITATIVE DATA

Main Themes	Sub-themes (Level1)	Sub-theme (Level 2)
Organisational Culture (OC)	Dominant Characteristics (O-DC)	Working environment
	Organisational Leadership (O-OL)	Assessment system; reward
	Management of Employees (O-ME)	system; and teamwork
	Organisation Glue (O-OG)	
	Strategic Emphases (O-SE)	
	Criteria of Success (O-CS)	
Autonomy(A)	Autonomy(A)	Freedom; having choice
Competence(C)	Competence(C)	Know well; be good at
Relatedness(R)	With Peers (R-P)	Have relationship
	With Family Members (R-FM)	with; being cared about
	With Students (R-S)	
	With University (R-U)	

In this study, five quantitative tools were used, as detailed in Chapter 4. Work Tasks Motivation Scales for Teachers-Teacher Preparation (WTMST-T), the Organizational Culture Assessment Instrument (OCAI), the Aspirations Index (AI), and the Basic Psychological Needs Scales at Work (BPNS-W). These five instruments could measure a total of nineteen different scales.

To provide descriptive statistics, SPSS's Frequency function was used. The data was examined for skewness and kurtosis to rule out univariate non-normality; a normal distribution was determined by the prevalence of values in the 1 range. Analysis of variance (ANOVA) tends to tolerate moderate outliers.

The following are the means and standard deviations for the following groups: SVS (28.98) and AI (22.02) and BPNS-W (31 and 41), WTMST-T (6.67 and 16.51), OCAI (3.17 and 4.17), and BPNS-W (31 and 41). This allows for the use of parametric statistics, which would indicate that the items and the scales that followed were highly normal and had a homogenous variance.

In Table 2, you can see the measured scales for all five instruments together with their Cronbach's (Alpha), means, standard deviations, skewness, & kurtosis. Remember that WTMST Alphas on particular scales may be debatable at all times. In the paragraphs that follow, you will find "that" information.

TABLE 2: DESCRIPTIVE ANALYSIS

Instrument	Scale	Cronbach's α	Mean	SD	Skewness	Kurtosis	Range
SVS	Wellbeing	.92	28.98	8.99	-.10	-1.01	9-42
AI	Wealth	.88	22.58	7.31	.090	-.64	6-35
	Fame	.82	12.92	6.48	1.00	-.81	5-34
	Image	.79	15.49	6.37	.70	.33	5-35
	P.Growth	.80	25.82	6.21	-.32	-.47	9-35
	Relation	.79	26.72	6.25	-.32	-.65	10-35
	Community	.81	22.02	6.42	.30	-.57	9-35
BPNS-W	Autonomy	.66	31.30	7.02	-.51	.42	10-46
	Competence	.63	32.92	5.33	.13	-1.00	23-42
	Relatedness	.73	41.44	7.39	.03	-.52	24-56
WTMST-T	IM	.84	16.51	4.17	-.51	-.65	4-21
	Intro.R	.15	7.86	3.24	.58	.03	3-17
	Exter.R	.16	11.13	3.17	.11	.27	3-21
	Iden.R.	.67	15.25	3.90	-.16	-.75	7-21
	Amotivation	.46	6.67	3.73	.85	-.07	3-17
	Clan	.86	21.94	8.01	.31	-.03	6-42
	Adhocracy	.80	20.80	6.88	.02	-.15	6-40
	Market	.75	19.61	6.47	.46	.09	8-39
	Hierarchy	.72	23.55	6.49	.03	.27	8-42

NOTE: Bear in mind that P. development=Personal growth. Intrinsic motivation (IM) Introrse=Focused control Hello, Idanre. is the recognized rule Exter. Regulatory authority outside.

DISCUSSION

Intrinsic motivation and acknowledged regulation were the two primary forms of motivation found in the present study. This adds to the mounting evidence that the TEFL teachers at the school in question were driven mostly by their own problems. Since teachers were asked to describe their practice in relation to their own interests or values, researchers could observe the degree to which each participant utilized both intrinsic and extrinsic motivation. This allowed them to gauge the extent to which the two types of motivation were integrated within each participant's personality. Although the population exhibited both intrinsic and extrinsic drive, the higher mean score indicated that the latter was more common. On the other hand, 80% of those surveyed were unhappy in their current positions as English teachers, 50% would not return to that role if given the chance, and 30% were trying to change occupations by going back to graduate school. Specifically, the survey found that half of the English instructors were regulated in their instructional methods and that

52% were driven by internal factors. This examination was a case study, as opposed to the survey research. According to the study's quantitative and qualitative results, the research institution was a hybrid of Clan and Hierarchy cultures. It was also thought that China's strong Clan culture meant that people there were very cooperative. According to the results of this study, intrinsic motivation was important because of this feeling of community and belonging.

The results of this research agreed with those instructors complete their training, there are three distinct groups: those who are enthusiastic about staying in the field, those who are thinking about quitting, and those who aren't very invested since they don't think there's much opportunity for growth. The first two varieties are enthusiastic about teaching because they love making a difference in people's lives, whereas the second pair is highly involved but is looking for a new career path. Rather than being apathetic job-hoppers, Northern University instructors appear to be more like passionate doers.

CONCLUSION

When everything is taken into account, the conditions outlined here are characteristic of the amazing growth of China's university system during a time of globalization. The conversations from this morning might lower workplace morale and productivity. Instructors face a great deal of pressure from students, administrators, and the mechanisms designed to assess, promote, and employ them. The amount of work that instructors already have to do is influenced by a variety of variables, including their pay, the availability of course materials, the opportunities for professional advancement, and the quality of their working spaces. There are several issues plaguing China's university system. It is vital to look at the reasons behind their decision to become English teachers, especially in light of the rising demands on the profession. Numerous variables impact the degree of commitment academics have to their profession. Two of these components are the instructors' enthusiasm and the students' ambitions. The findings of one research indicate that there is "a substantial connection" between the commitment of instructors and the excitement of learning shown by their pupils and colleagues. Day claims that a number of variables might affect how motivated lecturers are at work. Page 62–63 of Day's 2005 book lists these as well as student behavior, administrative and colleague support, scarce resources, parental responsibilities, national education laws, and the professional backgrounds and career stages of lecturers. Day went on to suggest that these factors can affect the lecturers' motivation to work. As a result, pupils may be inspired by the instructors' varied backgrounds and classroom experiences. Studies looking at the motivations of Chinese EFL instructors show that personal experiences and organizational culture have a significant role in this drive. Along with other objectives and a sense of well-being, the three fundamental psychological needs of relatedness, autonomy, and competence may be met (Zhang, 2019).

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