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OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT AND JOB SATISFACTION OF INTERNATIONAL ENGLISH INSTRUCTORS AT JAPANESE UNIVERSITIES

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ABSTRACT

Instructors comprise the most important resource in an academic enterprise. In recent years, the number of international instructors at Japanese universities has increased significantly, mainly engaged in foreign language instruction, but increasingly also in other academic disciplines such as science and technology. The acculturation of international faculty into the organizational ethos of Japanese universities can result in workplace issues arising from structural and intercultural issues which can impact job satisfaction and performance. This study uses nationwide survey data to examine the effect of professional development opportunities on the job satisfaction of international faculty in Japanese universities. It finds that there is a significant relationship between professional development opportunities and job satisfaction. However, the availability of research funds and job satisfaction did not have a significant correlation. The results of this study will allow university administrators to better manage their faculty and recommends that they continue to promote mentorship and research support, particularly for new faculty, and contingent or part-time faculty. Such support will build community and foster self-actualization.

Keywords: human resources management, adjunct professors, contingent employment

INTRODUCTION

This study focuses on those human resources issues related to international faculty employed at Japanese universities. The human resource of instructors, working with physical components such as classrooms and libraries, is the most important component in the education industry. As Peter Drucker (2004) once stated, "No organization can do better than the people it has" (p. 117). While employee satisfaction is important in most businesses, teacher satisfaction in education is paramount in ensuring student success (customer satisfaction), as teacher dissatisfaction can seep into the classroom and negatively impact student learning (McCaffery, 2019). The nature of university instruction is changing both in Japan and in the world in various ways. Student demographics have been changing over the past twenty years due to the decline in birthrate. As the pool of students shrinks, a wider variety of students can attend, who bring different needs and expectations. Universities have provided more specialized curricula to attract them (Harada, 2015; Yonezawa & Shimmi, 2015; Yonezawa et al., 2018). Changes in university management and administration have shifted human resources policies towards an adjunct-based model (Fountain, 2005; Yakoboski, 2015, Danaei, 2019). Technology, such as blended learning or recorded lectures, has changed how lessons are delivered and how faculty are utilized (Fountain, 2005). The purpose of this study is to gauge the work satisfaction of international faculty (i.e., non-native Japanese faculty) at Japanese colleges and universities, resulting from the professional working conditions they encounter, and how they deal with those issues within an evolving profession. After all, according to Robison (2013), "the vocation was designed for celibate male monks in the Middle Ages," so working in a modern university has many challenges (p. xi).

The nature of academic employment is changing worldwide, due to shifting modalities. As on-site, brick-and-mortar instruction is being replaced by various distance learning options. The challenges and benefits of online learning have been highlighted by the 2020 global pandemic, which has led to almost all classes being held online, worldwide. This will inevitably lead to changes in the ways tenured faculty are utilized, likely being replaced by full-time contract positions, visiting professorships, or increased reliance on adjunct faculty across all types of departments, disciplines, and institutions. In 1975, 57% of university faculty in the United States were tenured, while 30% were adjunct. More recently, the American Federation of Teachers estimates that less than 30% of faculty are tenured/tenure-track, with 50% as adjuncts and 20% on full-time, non-tenured contracts (Yakoboski, 2015; Danaei, 2019). Japanese higher education is following a similar trend (Milliner, 2017; JANU, 2017).

Similarly, the academic job market in Japan is changing rapidly, with an increasing reliance on contingent employment. In the case of Japan, a significant driver of this shift in hiring practices is the fact that the country is facing a declining birth rate and demographic crisis which is particularly acute in education, where primary and secondary schools are being shuttered for lack of students. Higher education, in turn, has not escaped this dilemma, as smaller colleges are either closed or amalgamated with larger institutions (Brown & Iyobe, 2014; Williams, 2019). As a result of this shrinking student base, retiring tenured professors are not replaced by tenure-track instructors, but by a combination of contingent instructors, adjunct professors (*hijokin*), and those employed under limited-term, full-time contracts (*tokunin*) (Williams, 2019).

In terms of workplace atmosphere, historically, in the Asia-Pacific region, there is increasing demand for university education as rapidly developing economies mature. In particular, the more mature economies of East Asia (Singapore, South Korea, China, Hong Kong SAR, Taiwan, and Japan) have sought to maintain a competitive advantage in technology and science, to increase the reputations of their universities (Marginson, 2014; Yonezawa et al., 2014). These Asian governments have pursued various strategies to improve the quantity and quality of university education, partly by internationalizing their curricula. These universities focused on English as a Medium of Instruction (EMI) courses to make participation in the international market of ideas more feasible (Brown, 2017). They also encouraged academic exchanges, sending their students abroad and recruiting international academics to teach locally in Asia. To facilitate both goals, these universities increased the recruitment of international instructors in both foreign languages and specific types of subject matter. Although there were regional variations, most of the faculty members were hired on either short-term contracts or on a part-time basis, as tenure was reserved for local academics. In this environment, the visiting professors were often seen as ancillary, temporary contributors to curriculum delivery, often with a short shelf life of relevance (Huang et al., 2019; McCrostie & Spiri, 2008; Noriguchi, 2006). The instructors typically returned to their home country at the end of their contracts, so administrators did not need long-term strategies to ensure the retention and job satisfaction of non-Japanese employees.

However, since the 1990s, and the economic boom, there have been an increasing number of instructors who have stayed to build a professional career in Japan (Huang, 2017; Huang et al., 2019; Kuwamura, 2009; McVeigh, 2002; Nagatomo, 2012). From the university administration perspective, existing human resources approaches are potentially hindering best practices for faculty members at all levels. For example, Kelly and Adachi (2019) note that in the eyes of

supervising Japanese tenured faculty, limited-term contract instructors are "invisible," with their needs and contributions often going unnoticed. Lassegard and Tajima (2020) observed that foreign university instructors often face language and cultural barriers that prevent them from discussing their teaching with their Japanese colleagues. Such barriers and insecurity about employment status can affect how instructors feel about their work and impact their work performance.

The concept of job satisfaction is widely explored in the literature of human resources and organizational psychology. A concise definition provided by Locke (1976) is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (p. 1304). Job satisfaction can be influenced by the work environment, the personality of the worker, or an interaction of the two (Judge & Klinger, 2007). Some common factors include autonomy, performance feedback and recognition, wages, salary and benefits, opportunities for mastery and self-improvement, and the very nature of the work itself (Hoyt and Egget, 2007; Judge & Klinger, 2007; Pink, 2011).

After examining the literature and applying insights gained from personal instructional experience, the researcher found several factors in the workplace environment that may be important for determining teacher satisfaction among international instructors, such as workload, contractual status, autonomy, and professional development. This study will focus on one factor, opportunities for professional development.

As defined in this paper, "Professional Development Opportunities" includes a range of activities and inducements offered to teachers to improve their professional skills and broaden their experience. Such inducements can range from tangible monetary incentives to interpersonal support. One of the most important is feedback and assessment on teaching practices received from peers, supervisors, or students. Related to this are opportunities for mentoring and peer coaching. Another opportunity is faculty orientations to explain school policies and curriculum issues (Nanna, 2018). Parrish (2016) found that adjuncts were particularly interested in receiving guidance and training in using online resources in instruction. Full-time and tenured positions often promote professional development by providing research funds and grants to instructors to attend conferences or conduct research. Such funds can vary greatly by rank and by position. Opportunities to improve oneself and an appreciation of self-improvement are important to maintaining job satisfaction.

Little research exists on the working situation and job satisfaction of international university instructors in Japan, particularly instructors on adjunct or contingent contracts. University administrators need to better understand the factors that influence the job satisfaction of their

instructors to maintain economic viability and to provide a high-quality educational experience to their customers (students). To address this need, this study examines the effect professional development opportunities on the job satisfaction of international university faculty.

The study's general objective is to investigate how perception of professional development opportunities affect the job satisfaction of international English instructors employed at Japanese universities. The specific objectives will be as follows:

To assess the effect of professional development opportunities on international instructors' job satisfaction in Japanese universities.

The research question that guides this research is:

To what extent do professional development opportunities affect international instructors' job satisfaction in Japanese universities?

In terms of human resources management (HRM) practice, this study will provide several insights. First, it will provide a picture of the level of satisfaction expressed by international instructors. Second, it will reveal how perception of professional development opportunities correlates with job satisfaction, in relation to specifically international faculty. The results of this research will provide HRM professionals and university administrators the tools and data needed to make better decisions regarding training policies, and fringe benefits, to maximize job satisfaction at a lower cost. It can also inform recommendations regarding promotion of research and professional development at the national level. Finally, the results of this study will expand the current knowledge about job satisfaction in academic settings in Japan by broadening the pool of respondents beyond tenured faculty, previously researched, to include full-time contract and part-time instructors. As a result, it contributes insight into the issues of "adjunctification" of tertiary education in the Japanese context, beyond the more heavily researched North American context. I

LITERATURE REVIEW

Theoretical Literature Review

Judge and Klinger (2007), categorize theories behind the "antecedents of job satisfaction" published over the past 75 years into three broad categories: situational (the nature of the job or environment determines satisfaction), dispositional (a worker's personological makeup results in job satisfaction); and interactive (both personological and situational factors affect job satisfaction) (pp. 398-399). The nature of workers' motivation to work and its corollary, job satisfaction, have been the subject of theoretical and empirical research since the beginning of

the 20th century, beginning with Taylorism and scientific management, but it came into its own as a topic mid-century, after the massive industrial mobilizations of World War II (Latham, 2012). These early approaches were practical and focused on observations of behavior. They postulated money as the primary motivator for or measure of satisfaction with work (Latham, 2012). In the mid-20th century, research began to take a more complex view of the nature of work motivation and job satisfaction.

Maslow's hierarchy of needs

The beginning of a more theoretical approach began in the field of industrial and organizational psychology, with the application of Abraham Maslow's (1943) concept of a five-stage hierarchy of human needs. Although the construct is nearly 80 years old and has gone through phases of both popularity and perceived irrelevance, it remains relevant in many areas of business and behavioural sciences (Agah, 2020; Kenrick et al., 2010). Maslow's theory posits a five-level pyramid of needs that humans seek to satisfy: physiological, safety, love and belonging, esteem, and self-actualization. The needs at each level of the hierarchy must be satisfied before one can advance to subsequent levels. In the context of human resources management and the workplace these needs can be satisfied according to work conditions and are related to the culture of the institution. An institution attends to the physiological needs of employees, primarily by providing acceptable levels of compensation and, in some situations, company housing for shelter. Once the physiological needs are satisfied, the employees seek a safe and secure working environment. Once the basics are provided for, employees then advance to the task of fulfilling their psychological needs, beginning with the third level of the pyramid, belongingness and love needs. Here, employees form friendships at work and begin to feel that they belong to the organization, as they might belong to a family. Once the need for belongingness is satisfied, the esteem need can be addressed. At this stage, employees seek self-esteem in the form of mastery of new skills or personal accomplishment. They also seek the respect of their colleagues and receive a certain amount of status or prestige for their achievements. HRM culture is a factor that can provide employees with this need, through appreciation of a job well done and promotion to positions of higher status and responsibility. The attainment of esteem factors sets the stage for the culmination of the hierarchy of needs, the self-actualization of one's full potential. In this way, job satisfaction can be considered as the degree to which one's employment situation meets these five levels of needs.

Despite the construct being conceptually appealing, even Maslow himself noted some weaknesses in his theories of motivation and self-actualization, from an empirical perspective,

because his theory of motivation was based on experiences in a clinical setting with neurotic subjects, and the stages of self-actualization were based on a single sample. Another issue with Maslow's hierarchy of needs was that he did not elaborate on what aspects of work or life constituted the various stages of self-actualization. Maslow's hierarchy also seems to indicate a uni-directional progression up the pyramid and does not allow for the fact that workers may be at different levels of fulfilment at different times of their lives in different working contexts. Aldefer (1969; 1972) reformulated Maslow's hierarchy based on needs in a business context to rectify some of the weak points. His proposed structure included three factors: existence (compensation and benefits), relatedness (relationships with co-workers), and growth (self-actualization and esteem). His theory also acknowledged that not every employee's hierarchy would appear the same, as different people prioritize their needs differently, according to their own situations. For example, management-level employees might be motivated more by self-realization or growth needs, rather than existence needs. His framework was more directly tied to organizational theory and practice, but, ultimately, his results were mixed (Latham, 2012). Maslow's idea that work can serve to satisfy human psychological needs underpins this study, particularly in the choice of key variables: terms of employment (physiological and safety needs), workload (safety needs), professional development (belongingness, esteem, and self-actualization), and participatory decision making (belongingness and esteem needs).

Herzberg's dual-factor theory

Maslow's ideas were refined and adapted by Herzberg et al. (1993/1959) in one of the first serious analyses of job satisfaction. Herzberg believed that the characteristics of jobs either "facilitate or hinder 'growth needs' such as self-esteem and self-actualization" (Latham, 2012, p. 40). Herzberg's team proposed a dual-factor theory describing two aspects of job satisfaction, called "hygiene factors" and "motivators."

The hygiene factors are those that cause negative feelings if they are not met. These factors include, supervision, salary, the work environment, company policies, and relationships with colleagues (Herzberg et al., 1993/1959). These hygiene factors correspond to the basic necessities on the lower tiers of Maslow's hierarchy, including safety, security, and a basic wage.

The motivators are related to factors that make employees feel good about their jobs; they include increased responsibility, recognition and rewards for good performance, collegiality, and opportunities for personal growth (Herzberg et al., 1993/1959). These factors reflect the higher-level needs in Maslow's hierarchy: social needs, ego needs, and self-actualization.

One of the controversial conclusions of Herzberg's research was the postulation that job dissatisfaction and job satisfaction were not two ends of the same gauge, like empty or full, but rather two separate continua. In his analysis, the opposite of "job dissatisfaction" is "no dissatisfaction," and the opposite of "job satisfaction" was "no job satisfaction." Improvement in hygiene factors, such as compensation and overall working conditions, would minimize dissatisfaction, but not lead to job satisfaction or increased motivation to work. To increase motivation and job satisfaction, employers should focus on job content (the nature of the work), recognition, and achievement. Herzberg argued that solely by changing the work environment, one could create the conditions for employees to fulfill their needs for personal growth, in line with Maslow. This theory implies that a manager does not motivate individuals, but rather, creates an atmosphere in the workplace where employees can motivate themselves. This study uses Herzberg's theory as the anchor and aims to show how an intrinsic "motivator" factor, such as opportunities for professional development, affects overall job satisfaction.

Empirical Literature Review

The trend of decreasing numbers of university faculty in Japan, particularly among tenured faculty, extends across the whole university education sector and across all disciplines. However, there has been a ray of hope for international instructors, particularly those fluent in English. Huang (2017) notes that, according to 2016 statistics from the Japanese Ministry of Education (MEXT), the percentage of non-Japanese university faculty has been steadily increasing from less than one percent in 1980 to over four percent in 2015. Part of this increase is due to a recent change of priorities within Japanese academia, toward internationalization and globalization in higher education. Recent government initiatives, such as Global 30 (2009), Go Global, Japan (2011-12), and Top Global (or colloquially, "Super Global") Universities (2014), have encouraged Japanese universities to increase the contracting of international instructional staff across a variety of disciplines, as well as pushing foreign language proficiency, primarily in English (Rakhshandehroo & Yamamoto, 2017; Rose & McKinley, 2018). These initiatives have expanded use of the English language as a medium of instruction (EMI), as the Japanese language has limited use outside of its national borders, in academic circles (Okamura, 2006).

EMI programs require that all subjects be taught in English, even though it is not the dominant language of the country. According to MEXT, such programs have increased to 305 from 176 in a decade, creating a variety of new institutional needs (Brown, 2017). Therefore, there is a continued expected demand for foreign faculty members as they fulfill roles as EFL and

specialized content instructors. These instructors are becoming generally better qualified, making the positions more competitive to acquire. Further, instructors are expected to deal with more specialized content, so they require more opportunities for research or training (Williams, 2017). Despite this need for professional development, Falout (2010) notes that 95% of part-time university-level instructors did not receive research funds or other financial support to conduct research or attend conferences.

The desire for institutional support of teachers was one of the factors used in Oga-Baldwin and Prayer's (2008) study. They found that a big gap existed between the desired and actual level of institutional support, which may lead to demotivation among teachers and a feeling that they may not be able to succeed at their jobs. Lassegard and Tajma (2020) noted that Japanese instructors felt that international instructors may be excluded from certain professional development opportunities, faculty development sessions, and research grants, due to limited ability in the Japanese language. Professional development can also come in the form of mentoring and orientation to help instructors become familiar with school procedures and curriculum expectations (Nanna, 2018). Parrish (2016) found that a significant determinant of adjunct instructor satisfaction was having the opportunity to exchange ideas and pursue faculty development related to pedagogical methods. Trower (2012) cites mentoring, funding for research and travel to academic conferences, and on-campus workshops that mix senior and junior faculty as important factors for faculty job satisfaction and success. Research thus far has noted there was dissatisfaction with levels of support, but it was not correlated to overall job satisfaction nor compared across position types.

Summary and Research Gaps

One research gap is that many of the previous studies on the job satisfaction of university instructors localized in Japan, such as Nagatomo (2012; 2016), were qualitative in nature and had a limited number of participants ($n < 10$). Arimimoto and Daizen's (2013) report on data collected during the cross-national study project, *Changing Academic Profession (CAP)*, consisting of a thorough overview of 14 factors affecting job satisfaction, adding the element of international comparison of similar data, to show how Japanese academics measure up. It focuses only on full-time, tenured Japanese faculty and does not address the situation of either part-timers or non-Japanese faculty. Huang (2017) used qualitative interview protocols but gathered little quantitative data. In a follow-up study, Huang (2018) analyzed surveys from 1,285 international teachers, but the focus was on national universities and tenured staff, not part-time staff. Milliner (2017) suggested useful strategies to improve the working conditions

for part-timers. However, his findings based on anecdotal evidence and were not empirical in nature.

METHODOLOGY

This study was constructed as a cross-sectional analysis. It uses survey data to describe the attitudes of instructor's feeling of job satisfaction at a point in time and how the factor of opportunities for professional development affects overall job satisfaction. The survey was based on an instrument developed by Hoyt and Egget (2007) which was designed to reflect the unique characteristics of educational work, because some of the constructs of job satisfaction differ from those in a business or corporate context. The instrument is considered to be valid because it was previously tested by the original authors as well as subsequent researchers (e.g., Nanna, 2018; Parrish, 2016). A pilot test was conducted was also conducted for this study. The questionnaire achieved good reliability, with a Cronbach's alpha, $\alpha = 0.84$, which is a "very good level of internal consistency" (Taber, 2018).

The target population was all international faculty at Japanese universities, estimated to be 21,435 by Japan Association of National Universities (2017). The survey was administered online using Google Forms. Participants were selected from the researcher's personal network and snowball sampling to ensure that there was wide variety of respondents. The sample comprised 202 participants, with 194 valid responses. There was a good distribution of institution types, locations, and position types. The data was collected voluntarily, with written consent. The surveys were anonymous, and every effort was made to maintain the security and confidentiality of the data collected.

The data analyzed in this paper were part of a larger survey conducted as part of a master's thesis. The research instrument consists of psychometric scales comprising five to seven questions each. The psychometric scales attempt to measure each of the dimensions of job satisfaction, corresponding to the variables of interest, in this case opportunities for professional development. Each group of questions represents a psychometric scale for that dimension. The questions were presented in a random order, rather than grouped together by topic, to avoid "artificially high consistency" between items in the same psychometric scale/dimension (Robinson, 2018). Items were drawn from survey instruments proposed in Hoyt et al. (2007) and Houghton et al. (2006). The survey used in this study utilizes a 5-item Likert rating scale: 1-Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree 4-Agree, 5-Strongly Agree. Descriptive and inferential statistics were calculated, to illuminate relationships between the variables in the questionnaire using IBM SPSS Statistics (v. 26).

Cronbach alpha was used to confirm item consistency. The study used one-way ANOVA for some variables, to explore preliminary relationships. The study grouped the observed items into composite scales and performed correlation and regression analysis. The composite (latent) variables are Professional Development and Job Satisfaction.

FINDINGS

The characteristics of the sample population are varied in terms of geographic location, academic position, and institutional type. The sample included 75% tenured and full-time, and 25% part-time. The distribution of institution type was skewed toward private institutions, at 81%, with national and public almost equal, accounting for 10% and 8%, respectively. There were respondents from each of the eight main regions of Japan, with half (being from the Kansai region (where the researcher resides).

In terms of personal characteristics, males, 67%, females, 26%, non-binary, no answer, 6%. The respondents, as expected, were highly educated, 126 (65%) had earned a master's degree, while 43 (22%) possess a doctorate or PhD. The respondents, for the most part, were middle-aged, mid-career and long-time residents of Japan. Nearly 90% of respondents had lived in Japan longer than 10 years, nearly 70% had more than 10 years of teaching experience, and 65% were between the ages of 40-59.

Job satisfaction

As discussed previously, the following six items, based partly on those in Hoyt et al (2007) and Houston et al (2006), have been used to measure the extent of job satisfaction among foreign instructors at Japanese universities, by asking participants to respond according to a five-point Likert scale. Table 1 presents the results of a frequency analysis conducted to determine how satisfied the sample population is with their jobs.

Corresponding to the results, 39.18% of the respondents agree they are satisfied teaching courses at their university, whereas only 14.43% disagree. Nearly 60% of respondents felt positively towards their jobs. A similar comparison of agreement and disagreement can be seen with the item "willingness to recommend," where 36.08% have agreed they would highly recommend their university job to others based on their experiences. Further, most of the respondents strongly disagreed that they are seeking employment elsewhere than their current workplace (51.03%). Fewer than 15% of respondents were actively considering leaving the field (Agree 9.79%, Strongly Agree 4.12%). Thus, the frequency analysis indicates that the job satisfaction level is high.

Table 1: Frequency Analysis: Job Satisfaction

		Count	Percentage
I am completely satisfied with my job teaching courses as a university faculty member.	Strongly Disagree	11	5.67%
	Disagree	28	14.43%
	Neither Agree nor Disagree	41	21.13%
	Agree	76	39.18%
	Strongly Agree	38	19.59%
Based on my experience teaching at a university, I would highly recommend the job to others.	Strongly Disagree	4	2.06%
	Disagree	19	9.79%
	Neither Agree nor Disagree	42	21.65%
	Agree	70	36.08%
	Strongly Agree	59	30.41%
Considering everything, I have an excellent job as university faculty member teaching courses.	Strongly Disagree	9	4.64%
	Disagree	12	6.19%
	Neither Agree nor Disagree	40	20.62%
	Agree	60	30.93%
	Strongly Agree	73	37.63%
I am dissatisfied with aspects of my job as a university faculty member.	Strongly Disagree	38	19.59%
	Disagree	35	18.04%
	Neither Agree nor Disagree	41	21.13%
	Agree	48	24.74%
	Strongly Agree	32	16.49%
I am actively seeking employment as a university faculty member at other universities and plan to quit my job at my current institution (not due to the end of a contract).	Strongly Disagree	99	51.03%
	Disagree	21	10.82%
	Neither Agree nor Disagree	29	14.95%
	Agree	22	11.34%
	Strongly Agree	23	11.86%

		Count	Percentage
I am actively seeking other employment outside of university teaching.	Strongly Disagree	115	59.28%
	Disagree	36	18.56%
	Neither Agree nor Disagree	16	8.25%
	Agree	19	9.79%
	Strongly Agree	8	4.12%

Opportunities for professional development

The research question inquired whether professional development opportunities provided by the university affect overall job satisfaction. The most easily verifiable measure of professional development support by one's institution is whether it provides research funds, which is considered below. This series of questions asked respondents to state their opinions about the opportunities for or encouragement of professional development and research at their respective institutions.

In terms of opportunities for professional development through helpful advice, 32.47% disagree that they receive any advice to improve their teaching methods. On the other hand, 17.53% agree. However, most of the English instructors still seem satisfied with the level of professional interaction they have with faculty members (i.e., 29.9% agree and 13.92% strongly agree), but one-third expressed some dissatisfaction.

Additionally, most of the instructors feel comfortable in requesting assistance (26.80% strongly agreed; 6.19% strongly disagreed). Two questions touched on support for research by institutions from a positive and a negative standpoint. Although, in the first question, more than one-third of respondents felt dissatisfied with the amount of support their institutions provided for research or professional development (strongly disagree, 19.07%; disagree 17.53%), in the second, only about 10% felt their institutions were discouraging their research (agree, 4.64%; strongly agree, 6.19%). Along similar lines, many feel encouraged by their institution in pursuing research activities (i.e., 40.72% strongly disagree vs 4.64% strongly agree). Responses to these questions make it clear that instructors feel that they get a significant amount of support for their professional development and research activities.

Table 2: Frequency Analysis: Opportunities for Professional Development

		Count	Percentage
I receive very helpful advice and support from academic department faculty to improve my teaching.	Strongly Disagree	44	22.68%
	Disagree	63	32.47%
	Neither Agree nor Disagree	39	20.10%
	Agree	34	17.53%
	Strongly Agree	13	6.70%
I am satisfied with the amount of professional interaction with faculty in my academic department.	Strongly Disagree	21	10.82%
	Disagree	45	23.20%
	Neither Agree nor Disagree	42	21.65%
	Agree	58	29.90%
	Strongly Agree	27	13.92%
Faculty in my academic department take a sincere interest in my success as a teacher.	Strongly Disagree	27	13.92%
	Disagree	42	21.65%
	Neither Agree nor Disagree	52	26.80%
	Agree	45	23.20%
	Strongly Agree	28	14.43%
I feel very comfortable requesting assistance from academic department faculty when I have questions about my courses or students.	Strongly Disagree	12	6.19%
	Disagree	21	10.82%
	Neither Agree nor Disagree	37	19.07%
	Agree	72	37.11%
	Strongly Agree	52	26.80%
I am satisfied with the amount of support I receive from my institution for research or professional development.	Strongly Disagree	37	19.07%
	Disagree	34	17.53%
	Neither Agree nor Disagree	47	24.23%
	Agree	49	25.26%
	Strongly Agree	26	13.40%

		Count	Percentage
My institution discourages me from pursuing research activities.	Strongly Disagree	79	40.72%
	Disagree	55	28.35%
	Neither Agree nor Disagree	40	20.62%
	Agree	9	4.64%
	Strongly Agree	12	6.19%

Availability of research funds

In addition to the social atmosphere of the workplace, another way that support for professional development was measured in the survey was by asking respondents if they received financial support for research directly from their institutions or from the competitive national research grants, called *kakenhi*.

Table 3: Availability of research funds by employment status

Employment Status	Research funds			Total N (%)
	Available N (%)	<i>Kakenhi</i> N (%)	Not Available N (%)	
Tenured	78 (97.50%)	1 (1.25%)	1 (1.25%)	80 (100%)
Full-time (limited contract)	32 (60.38%)	2 (3.77%)	19 (35.85%)	53 (100%)
Full-time (unlimited contract)	14 (93.33%)	1 (6.66%)	0 (0%)	15 (100%)
Part-time	2 (4.34%)	1 (2.17%)	43 (93.48%)	46 (100%)
Total	126 (64.95%)	5 (2.58%)	63 (32.47%)	194 (100%)

Although a majority of respondents (70.11%) received some form of research funding, the distribution differed greatly by type of position, with only three part-time instructors receiving

research funding, while nearly all (97.5%) tenured professors received research funds. In the case of full-time instructors, the majority received funding; however, all but one of the unlimited term instructors received funding, compared to only 60% of limited term instructors. The disparity may reflect the more permanent nature of the unlimited term contract instructor, implying more responsibilities and requirements for research. Similarly, part timers are not typically expected to do research as a part of their day-to-day duties, so the expectation of research funds is low.

To examine the relationship between the availability of research funds and job satisfaction, an ANOVA test was performed. A Kruskal-Wallis H test showed that there was no statistically significant difference in job satisfaction, according to availability of research funding, $X^2(2) = 4.629$, $p = 0.099$ with a mean rank score of 73.60 for Funding by *Kakenhi*, 87.06 for Funding Not Available, and 103.67 for Funding Available. The lack of significance may be reflected in the fact that for some positions, research funds are not expected, and for others, it is received as a matter of course, so it does not factor into feelings of satisfaction.

Correlation and regression analysis

The next analysis is to measure the correlation between Opportunities for Professional Development and Overall Job Satisfaction. The Pearson correlation coefficients show a strong correlation, $r(192) = 0.687$, and is statistically significant ($p < .001$). This shows that if an instructor has positive attitude towards the professional development opportunities at their institution, they are likely to have a higher level of job satisfaction.

To address the research question and objectives of the present study, a regression model is applied. This model assesses the impact of a set of independent variables (i.e., predictors) on the dependent variable (i.e., job satisfaction). The regression equation can be expressed as follows:

The multiple linear regression equation is:

$$\hat{Y} = b_0 + b_1X_1 +$$

where \hat{Y} is the estimated value of the dependent variable (Job Satisfaction), and X_1 is Opportunities for Professional Development, b_0 is the value of Y when the independent variable is equal to zero, and b_1 is the estimated regression coefficient. These coefficients estimate the amount of change in the dependent variable attributable to a particular independent variable. An ANOVA test was conducted to determine the degree and significance of these effects.

According to the table of ANOVA, the overall regression model is statistically significant in predicting job satisfaction at 0.001 level, $F = 171.579$, $p < 0.001$. This means that the model indicates that opportunities for professional development significantly explains job satisfaction.

Table 4: ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.070	1	69.070	171.579	.001 ^b
	Residual	77.290	192	0.403		
	Total	146.360	193			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Opportunities for Professional Development

Moreover, as shown in Table 5, the r-square value of the model is 0.472, which suggests that the model explains a 47% variance in the dependent variable. On the other hand, the adjusted R square suggests that the model truly explains 47% of the variance in job satisfaction.

Table 5: Model Summary

Model	R	R Square	Adjusted R	SE
1	0.687 ^a	0.472	0.469	0.634

a. Predictors: (Constant), Opportunities for Professional Development

Discussion

Discussion of the statistical analysis under the theoretical frameworks of Maslow's (1943) hierarchy of needs and Herzberg's (1993/1959) dual-factor concept leads to the inference that the results are coherent with the previous theoretical literature. Corresponding to Maslow's (1943) hierarchy of needs theory, for example, the scholar explains the structure of human needs, emphasising the basic necessities of survival before climbing up the hierarchy of self-esteem, social needs, and self-actualisation. Applying this to the employment situation, the regression results reflect a similar image. It shows that factors related to both esteem and respect in the form of professional development correspond to job satisfaction. Opportunities

for professional development allow the individual to attain a level of higher self-actualisation, in the form of the complete realisation of self-potential and worth, as educators and researchers. The same phenomenon has also been facilitated by the dual-factor theory of Herzberg (1993/1959), who explains two aspects of job satisfaction, namely hygiene factors and motivators, as discussed earlier. The current study classifies opportunities for professional development as a motivator. The correlation and regression results suggest that motivators, such as professional development can have a significant impact on job satisfaction in international English Instructors teaching at Japanese universities. As per the theory, this is justified, because the employee gets a higher level of rewards, such as opportunities for growth in a career (Herzberg, 1993/1959; Mbogo, 2015; Rogers, 2013).

Furthermore, the findings show a significant impact of professional development opportunities on job satisfaction. Opportunities for self-development also reflect Pink's (2011) concept of mastery and autonomy in that instructors are given an opportunity to pursue individual projects and improve their skill. The results of the current study reinforces the research of Williams (2017), as well as Oga-Baldwin and Praver's (2008), who explain that instructors require opportunities for training or research, as their job role entails dealing with specialised content. The results show that international instructors provided with these opportunities have higher satisfaction with their jobs at Japanese universities. It follows along Arimoto and Daizen's (2013) research, which found that higher academic freedom given to instructors, in terms of funding or release time, leads to a higher level of job satisfaction.

Therefore, the results reduce the research gap by signifying how international English instructors' job satisfaction can be increased and what steps need to be considered to motivate instructors to adequately teach Japanese students.

Limitations of the Study

One limitation is the underrepresentation of part-time instructors in the survey; this may have resulted from the reliance on members of JALT as respondents, as most part-timers do not have institutional funding and choose not to use private funds to join an academic association. They are often omitted from faculty rosters published on university websites, so it can be hard to contact part-timers who are not part of my personal network. Similarly, the nature of snowball sampling meant that the respondents were skewed toward the Kansai region where the researcher lives, and toward members of a single academic society, which may exclude newer, younger instructors or those who cannot afford membership fees.

CONCLUSION AND RECOMMENDATIONS

Research question

This section begins by determining whether the original research question has been answered. The research question was posed, as follows:

To what extent do professional development opportunities affect international instructors' job satisfaction in Japanese universities?

This question was addressed in two ways: a direct, closed-ended question (Do you receive research funding?) and Likert-style response items related to various aspects of professional development. The survey indicated that a large majority of tenured and full-time instructors received research funding, while almost none of the part-time instructors did. The influence of the availability of research funds on job satisfaction was analysed by using an ANOVA test, and the effect was not statistically significant. The analysis of the responses to the Likert items regarding opportunities for professional development revealed that respondents are satisfied with the level of assistance and encouragement they receive. The regression analysis also indicated that this variable had a statistically significant effect on job satisfaction. The effect of opportunities for professional development was, overall, positive.

Overall, the current research was motivated by academia's rapidly changing job market; Japanese universities have started to rely on contingent employment increasingly. However, from a managerial perspective, it was identified that existing human resource approaches are potentially hindering the performance of international faculty members of foreign languages (i.e., English). Based on the significance and prevailing need for English instructors in Japan (Kelly & Adachi, 2019), the present research examined the factors that impact job satisfaction levels to attract better expertise for Japanese universities and provide a high-quality educational experience to their students. The issues explored are seen throughout the Japan university system and extend into a "brain drain" of academic talent from Japan (Misumi, 2020), driven by the underlying problem of the academic job market in Japan. Therefore, this research aimed to analyse the impact of opportunities for professional development on job satisfaction. Results indicate that respondents are satisfied with the level of assistance and encouragement they receive from their institutions and colleagues. One of the reasons for this could be that Japanese universities are more interested in research than academic instruction (Arimoto & Daizen, 2013). Most of the full-time and tenured respondents (86.5%) received some sort of research support funding, indicating that institutions value research as part of the profession.

Recommendations

In the area of the connection between professional development opportunities and international instructors' job satisfaction in Japanese universities, the research suggests some possible solutions. Institutional administrators should consider further promoting professional development through rewarding research-based activities of non-tenured faculty, contract, and part-time instructors. This could include opening access to publishing with in-house academic journals and allowing instructors, even part-timers, to access research grants. Such grants might be used for specific research or pedagogical projects that will inevitably benefit both the instructor and the institution. In addition, administrators should encourage mentoring and professional development in terms of teaching practice and research collaboration. This will promote connections between tenured faculty and contract and part-time non-tenured faculty. Regular faculty development or professional development sessions also promote collegiality and an exchange of pedagogical practice that can improve working conditions and educational outcomes. Support of research and improvement in teaching methodology may be one of the significant factors which contribute to the level of job satisfaction among non-Japanese English language instructors.

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