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## **The Study of Job Satisfaction of Employment Guidance Teachers in Heilongjiang International University in China**

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### **Abstract**

In recent years, the employment guidance teachers in private colleges and universities in China have grown rapidly. Whether they can be attracted and retained, and whether stimulate their work vitality, job satisfaction is an important indicator. The study found that the overall job satisfaction of employment guidance teachers is low and their turnover intention is high. This article investigated the job satisfaction of employment guidance teachers in Heilongjiang International University (HIU), using a quantitative questionnaire. According to the survey results of 200 respondents, various influencing factors are found, and the factors affecting the job satisfaction of employment guidance teachers are determined. Multiple regression analysis was used in this study. The results show that work load, work salary, interpersonal relationship and position promotion have a significant impact on job satisfaction.

**Keywords:** job satisfaction, employment guidance teachers, work load, work salary, interpersonal relationship, position promotion.

### **Introduction**

Graduates' Employment is related to the stability of the whole society and the happiness of the family, which is the top priority of college work. In 2022, China's fresh college graduates have exceeded 10 million, and the employment pressure is unprecedented. Employment guidance teachers are an important part of teachers and management team in colleges and universities. They are the backbone of employment management and service for graduates. At present, the research on the factors affecting the job satisfaction of college teachers at home and abroad has accumulated fruitful results. Adams (1965) divided the factors of employees' job satisfaction into multiple dimensions, and investigated employees' emotional response and cognitive evaluation on these factors. Lester (1984) believes that the main factors affecting teachers' satisfaction are school management, working environment, salary, colleague relationship, work itself, safety and other factors. Easley, Michie and West (2004) investigated the factors affecting teachers' job satisfaction and proposed that school environment, working hours, leadership, work achievement and other factors will affect teachers' job satisfaction. The empirical study of Wei (2007) found that work income has the greatest impact on college teachers' job satisfaction, followed by leadership and management. Zuo et al. (2010) found that teachers' job satisfaction is highly correlated with four factors:

teacher management, career development, job reward and school management. Liu and Zhou (2016) found that academic atmosphere, workload, career development and college support were significantly correlated with college teachers' job satisfaction. Based on the specific situation of Heilongjiang International University (HIU), this article puts forward that workload, work salary, interpersonal relationship and position promotion are important factors affecting the job satisfaction of employment guidance teachers.

### **Current Situation**

Using SWOT analysis method, this article systematically analyzes the work advantages, disadvantages, opportunities and threats of employment guidance teachers, and applies it to the study of job satisfaction.

First of all, compared with public colleges, private colleges have great differences in school management, teacher staffing, work reward and so on. Therefore, we should explore the job satisfaction of private college employment guidance teachers, a special group, and improve the organization's attention to them.

Secondly, in recent years, in the work of national and local governments to vigorously promote the employment of college students, the importance of employment guidance personnel has been gradually put forward. To build an active and effective team of employment guidance teachers, the level of job satisfaction affects job performance to some extent.

Thirdly, the current situation of job burnout and high turnover rate in private colleges and universities is not conducive to the training of employment guidance teachers. At present, the reasons for the high turnover of teachers can be attributed to organizational factors, such as salary, value identification, work support, etc. (Auerbach et al., 2010). When the salary and welfare cannot be improved and changed in a short time, the promotion opportunities provided by the organization and the improvement of professional skills training are also a main aspect to attract employees to stay (van Wingerden et al., 2017).

### **Focal Organization**

Heilongjiang International University (HIU), was founded in 1993, it is the only foreign language university in Heilongjiang. It is located in northern of China. The university has 10 secondary colleges and 30 undergraduate majors. The university has more than 400 full-time teaching and administrative teachers. Under the background of severe employment situation year by year and the specific requirements of "all staff education, whole process education and all-round education", every teacher in HIU is a part-time employment guidance teacher and has a responsibility for students' employment. Therefore, the educational idea in HIU is to "give students and society the most needed". At the same time, it is also cultivating excellent applied talents for regional economic development.

### **Research Problems**

The author has been engaged in graduate employment management and service for a long time. Through the interview with the employment guidance team and the questionnaire

on the work needs and work cognition of the employment guidance teachers, especially the follow-up survey on the teachers aged 30-59 who have social work experience, it is found that the teachers lack certain satisfaction with the work salary and have pressure in position promotion; They feel that their own ability are not fully recognized by the organization, especially when performing difficult work, the support from the competent leaders is not obvious, and so on. By enhancing the perceived organizational support, strengthening the work support from the organization or leaders, and fully recognizing the value of employees, let the employment guidance teachers feel the care of various support, care and help provided by the organization, which will also increase the job satisfaction of employees accordingly. Scholars have found that through the perceived organizational support, organizations can meet the emotional needs of employees and enhance the sense of belonging to the organization, resulting in positive emotions and improve employees' job satisfaction (George & Brief, 1992).

To sum up, the questions about job satisfaction of employment guidance teachers are as follows:

- 1) Lack of cognition of the importance of job satisfaction in employment guidance.
- 2) They believe that the lack of job satisfaction is reflected in the aspects of work salary, position promotion, ability recognition, supervisor support, etc.
- 3) Lack of long-term professional training for employment guidance teachers.

### **Research Objectives**

- 1) To test the significant impact of work load on job satisfaction of employment guidance teachers.
- 2) To test the significant impact of work salary on job satisfaction of employment guidance teachers.
- 3) To test the significant impact of interpersonal relationship on job satisfaction of employment guidance teachers.
- 4) To test the significant impact of position promotion on job satisfaction of employment guidance teachers.

### **Research Questions**

- 1) Is there a significant impact of work load on job satisfaction of employment guidance teachers?
- 2) Is there a significant impact of work salary on job satisfaction of employment guidance teachers?
- 3) Is there a significant impact of interpersonal relationship on job satisfaction of employment guidance teachers?
- 4) Is there a significant impact of position promotion on job satisfaction of employment guidance teachers?

## Scope and Limitation of the Study

First of all, among the employment guidance teachers in HIU, the interviewees are between 31 and 59 years old, mostly women, most of them come from Heilongjiang Province, and the proportion of people outside the province is very small.

Secondly, variable selection is limited. If it can be revealed the job satisfaction of employment guidance teachers more completely, it needs to include more variables and take a more macro perspective. This article only analyzes the influencing factors of job satisfaction of employment guidance teachers in HIU. If it can be compared with the job satisfaction of teachers in public universities, it may further enrich the conclusions of this article and make it more practical.

## Research Hypotheses

H1: Work load has a significant impact on job satisfaction of employment guidance teachers.

H2: Work salary has a significant impact on job satisfaction of employment guidance teachers.

H3: Interpersonal relationship has a significant impact on job satisfaction of employment guidance teachers.

H4: Position promotion has a significant impact on job satisfaction of employment guidance teachers.

## Significance of the Research

This article can promote the better development of private colleges in organizational development. Firstly, the article guides private colleges and universities to give better to play the role of organizational support, effectively improve the job satisfaction of employment guidance teachers, alleviate the contradiction and conflict between the work of employment guidance teachers and leadership support, so that employees can devote themselves to work, improve the employment rate of graduates, and realize more long-term sustainable development. Secondly, the research results help to further reveal the impact of organizational support on job satisfaction, optimize the allocation of teachers, and improve the overall quality of employment guidance teachers in private colleges and universities. Third, it is conducive to stabilizing the contingent of employment guidance teachers. Through the research on job satisfaction of employment guidance teachers, we can guide employment guidance teachers to become professional employment managers for students.

## Literature Review

### Job Satisfaction (JS)

Job satisfaction is a kind of attitude, emotional response and satisfaction of workers to environmental factors in physical and psychological aspects, that is, the subjective response of individuals to environmental factors (Hoppock, 1935). Based on the definition of Hoppock, later scholars expanded the meaning of job satisfaction, and the issue of job satisfaction has

also attracted wide attention in the academic community. At present, several main theories have been formed: the hierarchy of needs theory of job satisfaction, the two-factor theory, and the social exchange theory. These theories discuss job satisfaction from the perspectives of cognition of job characteristics, level of individual needs, motivation, between work and individual expectations.

As for the measurement of job satisfaction, psychological research emphasizes the standardized measure of job satisfaction, and studies it more from psychological factors, while economics, management and other related disciplines pay more attention to the decisive role of factors such as work salary, interpersonal relationship, position promotion and workload on job satisfaction. So far, Chinese and foreign scholars have developed many tools to measure job satisfaction with good reliability and validity. Porter and Steers (1973) proposed five factors of job satisfaction from the perspective of need satisfaction: safety, society, self-esteem, independence and self-realization. Vroom (1964) proposed job satisfaction includes such factors as position salary, promotion and development, interpersonal relationship and work environment. Locke (1973) proposed job satisfaction scale includes work salary, position promotion, value identification, work support, workload and other elements. Rabinowitz and Hall (1977) divide job satisfaction into five aspects: work support, workload, work salary, position promotion and interpersonal relationship.

This article statistics the key factors that have been found to affect the job satisfaction of researchers. Among the various influencing factors, salary are the factors that have been found to affect the job satisfaction of R & D personnel, followed by position promotion and interpersonal relationship. From the perspective of research objects, most scholars at home and abroad pay attention to scientific researchers working in enterprises. Among these groups, the job satisfaction of foreign researchers is more affected by work salary, work environment and interpersonal relationship (Åkerlind, 2005). In addition to the work salary, and interpersonal relationship, the job satisfaction of University Teachers in China is also affected by the position promotion and workload (Luo et al., 2012).

### **Work Load (WL)**

At present, no consistent conclusion has been reached on the meaning of workload. Veltman and Gaillard (1996) define workload as all the costs that employees have to pay to complete tasks, including the subjective cognition of physical and psychological cognition. Kirmeyer and Dougherty (1988) believe that workload is the workload borne by individuals in a unit of time, and it is a relationship between workload and ability. Wickens (2002) also holds a similar view. He regards workload as the relationship between workload and capacity. From the viewpoint of objective orientation and single perspective, workload includes working hours, work quantity and quality, work effort and speed requirements (Yang & Liao, 2009). Chen (2013) believes that the workload of university teachers refers to the sum of teaching, scientific research, management and service work undertaken by university teachers.

There are two ways to measure workload: objective method and subjective method. When objective methods are used to measure workload, indexes such as heart rate, expiratory rate and blood pressure are often used to evaluate. When subjective evaluation is used, questionnaires or scales are often used to ask the respondents to fill in the answers according

to their own actual feelings (Lu & Fang, 2008). Compared with the objective evaluation method, the subjective method has the advantages of non-aggression, easy implementation and high efficiency (Vidulich & Tsang, 1986). Considering the complexity of teachers' work and the working characteristics of a large number of mental, psychological and emotional inputs, it is quite difficult to measure teachers' workload by objective methods. However, it is low cost and easy to implement to evaluate the respondents' subjective workload or perceptions of workload in their jobs through questionnaires or scales. This study uses the subjective method to evaluate the workload of employment guidance teachers.

### **Work Salary (WS)**

The work salary refers to the economic and non-economic salary that employees receive from the enterprise. It is a very effective incentive tool commonly used by enterprises. An effective salary system should be competitive externally, fair internally, and incentive to employees. It should be open, fair, and justice, which can fully mobilize employees' work enthusiasm, and make employees' efforts conform to the development direction of the organization. To extend, salary satisfaction, is an attitude of employees towards all the rewards they receive from their labor; From the perspective of the market, it is the psychological attitude of employees caused by the price of human resources; From the perspective of distribution, it is whether the enterprise's return on human resources elements meets the psychological expectations of employees.

### **Interpersonal Relationship (IR)**

Actually, interpersonal relationship contains very rich content. In addition to cooperation, harmony and integration with leaders and colleagues, it is also reflected in employees' overall satisfaction with the organization (Xie & Zhao, 2001).

### **Position Promotion (PP)**

It refers to the process that employees move to a job that is more challenging than the previous job, requires more responsibilities and enjoys more rights. It is reflected in the job satisfaction, including job suitability, responsibility matching, job challenge and job competency (Chen & Sun, 1994).

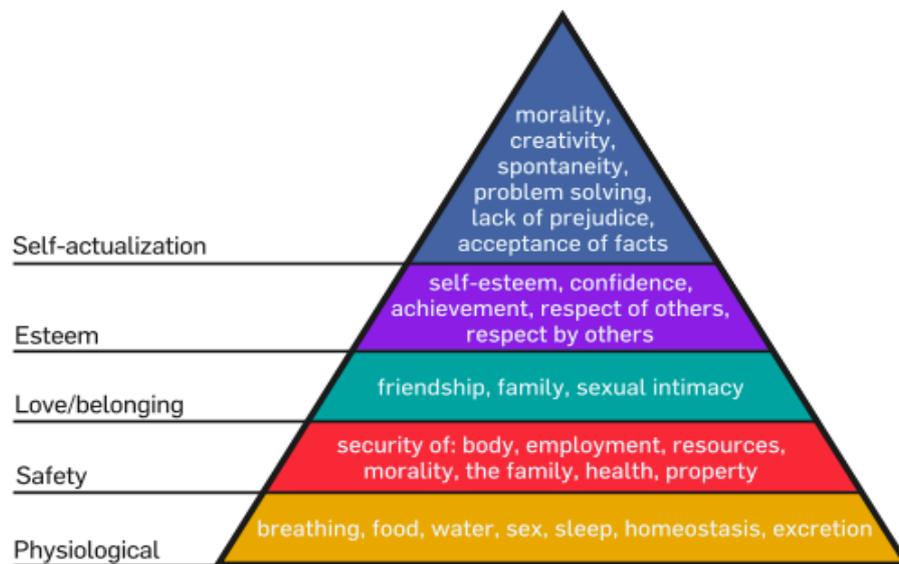
### **Maslow's Hierarchy of Needs Theory**

In 1943, the famous American psychologist Abraha Maslow published a theory about human motivation. The theory of hierarchy of needs was first put forward in the review of motivational psychology. Maslow divides the five levels of needs into low and high levels. Low level needs include physiological needs and safety needs, while high-level needs include social needs, respect needs and self-realization needs. As the demand level increases, satisfaction will continue to decline. According to Maslow's estimation, 80% of physiological needs and 70% of security needs can generally be met, while only 50% of social needs, 40% of respect needs and 10% of self-realization needs can be met. From the perspective of psychology, the greater the difficulty of realization, the stronger the incentive force.

Therefore, individuals often strive to meet the needs of self-realization throughout their life. According to the demand hierarchy theory, it can be concluded that job satisfaction is based on people's needs, and employees' job satisfaction through work depends on whether the needs are met and the degree of satisfaction. It can be said that employees' job satisfaction is to exchange the satisfaction of corresponding needs by providing performance to the organization. For example: work salary, interpersonal relationship, position promotion and so on; The level of job satisfaction of employees also depends on whether the needs are met and the degree of satisfaction.

**Figure 1**

*Maslow's Hierarchy of Needs Theory*

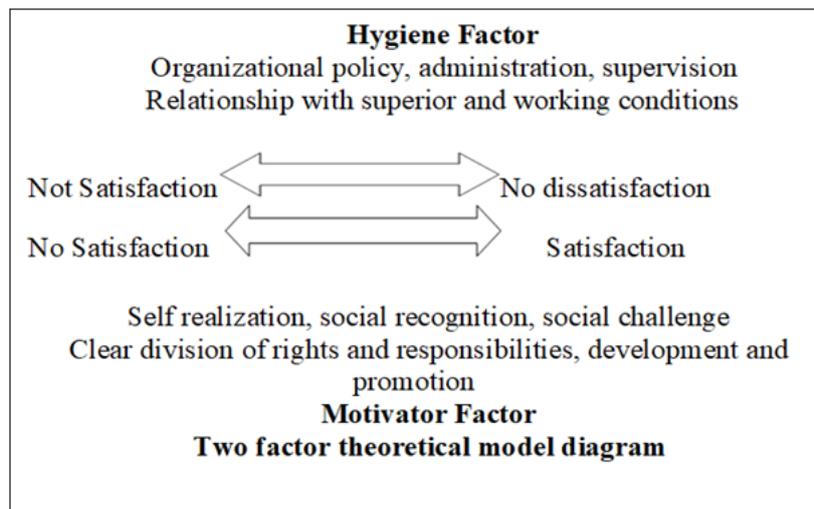


**Two-factor Theory**

Herzberg and Mausner (1959) first put forward the two-factor theory, also known as “hygiene-motivator factors”. There are two main factors that can lead to employees' work motivation: hygiene factors and motivator factors. Motivator factors refer to factors that can make employees feel more satisfied. Among them, having hygiene factors can only eliminate employees' dissatisfaction at work, but it cannot bring enough satisfaction to employees. Having motivator factors is the key to bring job satisfaction to employees. The theory holds that: first of all, not all needs can be met to bring positive work motivation, but only those needs that meet motivational factors can be met to motivate employees and mobilize their work enthusiasm. Secondly, when hygiene factors are absent, it will bring dissatisfaction to employees, but when hygiene factors are available, it may not bring satisfaction and work enthusiasm to employees. Finally, this motivator factors mainly occurs in the daily work of employees.

**Figure 2**

*Model Diagram of Two-factor Theory*



**Social Exchange Theory**

Social exchange theory is considered as a powerful analytical framework for understanding the relationship between employees and enterprises, and a major conceptual paradigm for understanding employee behavior in the workplace (Cropanzano & Mitchell, 2005). This article clearly defines the concept of social exchange relationship perception as “employees' cognition of the implicit contractual relationship between themselves and the organization based on social emotional interests and trust”. This kind of implicit contract focuses on a long-term and open exchange content. The core principle of exchange is “reciprocity”, and the basis of exchange is trust. Social psychology believes that perception can induce behavior. The exchange relationship between employees and organization is like a stimulus, which acts on employees and makes them produce a certain perception, thus inducing the generation of specific behaviors. For example, employees play different roles (such as teacher role, supervisor role, etc.) in universities. According to their different positions, the behavior matching the role is called employees' in role behavior; Correspondingly, the behaviors spontaneously formed by employees have not been clearly or directly recognized in the formal salary system of the university, but on the whole, the sum of behaviors that are conducive to the operational efficiency of the university is called employees' out of role behaviors.

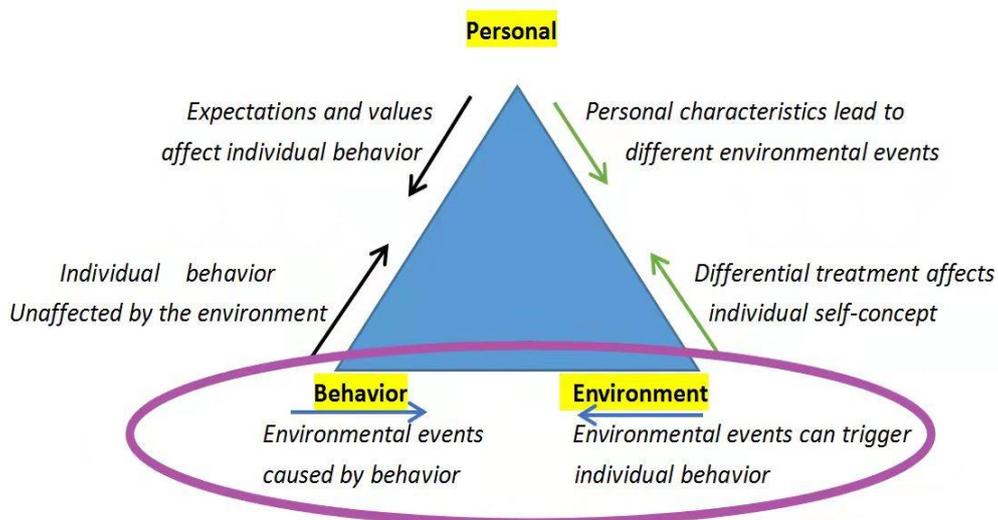
**The Relationship Between Social Exchange Theory and Job Satisfaction**

Job satisfaction, as a pleasant or positive emotional state, arises from the evaluation process of employees' work experience. Arnold and Feldman (1986) recognized that job satisfaction can not only be defined from the perspective of emotion, but also be interpreted as a cognitive psychological process from the perspective of cognition, including consciousness, perception, reasoning, judgment and many other aspects. Emotional job satisfaction is a positive emotional evaluation of the integrity of the work, which focuses on

whether the work has aroused the employees' happy emotions and positive feelings; Cognitive job satisfaction does not depend on employees' judgment of emotion, but on the evaluation of working conditions, development opportunities and work output. Employees' cognition of organizational management and their feelings of interpersonal relationships among colleagues can affect employees' job satisfaction.

**Figure 3**

*Homans' Exchange Theory*

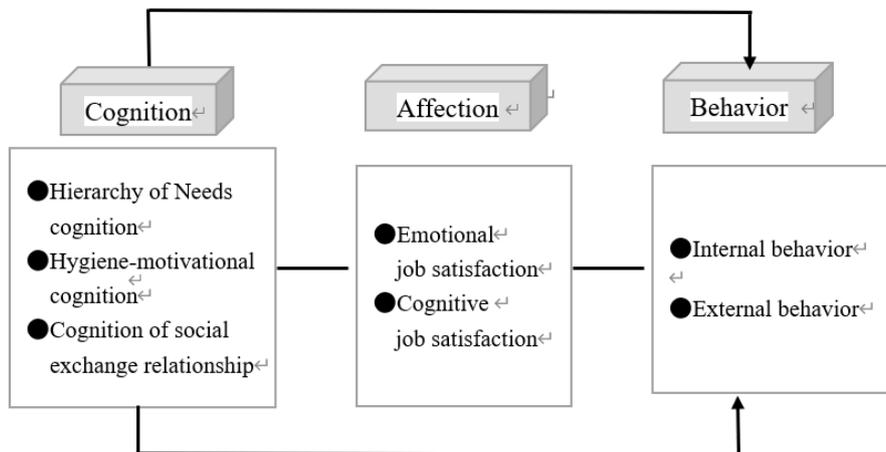


**Theoretical Framework**

From the above research, we can see that there is an obvious relationship among cognition, emotion and behavior. According to the above theory, employees can generate positive emotions through effective cognition, so as to improve their work behavior and improve job satisfaction.

**Figure 4**

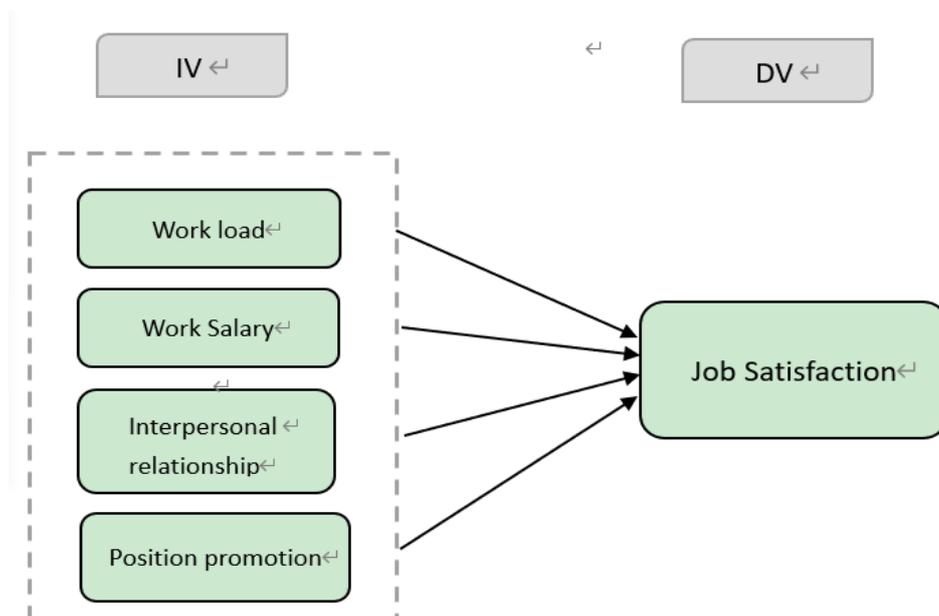
*Theoretical Framework*



**Conceptual Framework**

**Figure 5**

*Conceptual Framework*



Based on the conceptual framework, the following hypotheses were developed:

- H1: Work load has a significant impact on job satisfaction.
- H2: Work salary has a significant impact on job satisfaction.
- H3: Interpersonal relationship has a significant impact on job satisfaction.
- H4: Position promotion has a significant impact on job satisfaction.

## Research Methodology

### Research Design

This article adopts the quantitative method of combining probability sampling and non- probability sampling, and adopts multi-level sampling in the sampling process. The content validity of the questionnaire used the item goal consistency index (IOC). After that, the questionnaire was distributed to 20 online samples for preliminary research as a reliability test. Cronbach alpha was used to test the reliability of the questionnaire tool. Bardhoshi and Erford (2017) believed that Cronbach  $\alpha$  can be regarded as the most appropriate reliability test method.

### Population, Sample Size and Sampling Procedure

The interviewees used in the article are HIU career guidance teachers. Considering the importance and difficulty of employment guidance, all of the professional teachers and administrators are part-time employment guidance teachers. In this article, 205 employment guidance teachers were selected, and the questionnaire was distributed by convenience sampling and snowball method.

## Instrumentation-Questionnaire

### Design of Questionnaire

The questionnaire starts with basic information collection, including gender, age, social work experience and position. In this questionnaire, the 5-point Likert scale was used for measuring items, which are “Strongly Disagree”, “Disagree”, “Neutral”, “Agree” and “Strongly Agree”. Two references contribute to this questionnaire, and detailed examples are listed in Table 1.

**Table 1**

*Design of Questionnaire*

Variable	NO. of Items	References
Work Load (WL)	7	Wickens (2002)
Work Salary (WS)	6	Wei (2007)
Interpersonal Relationship (IR)	6	Mulinge and Mueller (1998)
Position Promotion (PP)	6	
Job Satisfaction (JS)	32	Hoppock (1935)

### Content Validity and Reliability analysis

In this article, the index of item-objective congruence (IOC) for content validity was used in this research. Three experts were requested for the IOC. The rating process of IOC is experts marks the items with the ranging the scale from -1 to +1, with Congruent = + 1, Questionable = 0 and Incongruent = -1. The mean score from 5 experts shows results of IOC

which items are higher than 0.8 can be kept (Rovinelli & Hambleton, 1976). All the items had a score above 6, which shall be used in the article.

**Descriptive Analysis of Interviewee**

There are 200 valid samples in this article, and the sample efficiency is 100% as shown in Table 2.

**Table 2**

*The Percentage of Gender and Year of Study on Sampling*

		Frequency	Percent	Valid Percent
Gender	Male	51	25.5	25.5
	Female	149	74.5	74.5
Age	30-39	102	51.0	51.0
	40-49	76	38.0	38.0
	50-59	22	11.0	11.0
Social Work Experience	None	15	7.5	7.5
	Yes	185	92.5	92.5
Position	Administrative Staff	57	28.5	28.5
	Student Supervisor	143	71.5	71.5

Table 3 shows the Cronbach’s alpha reliability testing results above 0.70 and shows that the question items are reliable.

**Table 3**

*Cronbach’s Alpha Reliability Testing Results*

Variables	No. of items	Cronbach's Alpha	Strength of association
Work Load	7	.873	Good
Work Salary	6	.819	Good
Interpersonal Relationship	6	.946	Excellent
Position Promotion	6	.932	Excellent
Job Satisfaction	32	.939	Excellent

The questionnaire was sent to 200 employment guidance teachers, and the data was analyzed by multiple linear regression to test the hypotheses.

**Results and Discussion**

**Hypothesis Testing**

Table 4 shows the relationship between the independent variables and job satisfaction at the diagnosis stage: the square value of R is 44.7, indicating that the independent variables account for 44.7 of the dependent variables. In addition, The P-value is less than 0.05, (p<0.05) showed that all independent variables had an impact on job satisfaction. Among them, interpersonal relationship has a greater impact on job satisfaction, accounting for 52%.

**Table 4***Relationship Between the Independent Variables and Job Satisfaction at the Diagnosis Stage*

Variables	Standardized Coefficients			R	R Square
	Beta	t	P-value		
Work Load	.267	7.696	.003	.490 <sup>a</sup>	.447
Work Salary	.398	7.810	.005		
Interpersonal Relationship	.521	9.007	.000		
Position Promotion	.513	8.745	.000		
Dependent variable: Job Satisfaction					

Therefore, after MLR test, the results of Hypothesis 1, Hypothesis 2, Hypothesis 3 and Hypothesis 4 have been verified.

H1: Work load has an impact on job satisfaction of employment guidance teachers.

H2: Work salary has an impact on job satisfaction of employment guidance teachers.

H3: Interpersonal relationship has a significant impact on job satisfaction of employment guidance teachers.

H4: Position promotion has a significant impact on job satisfaction of employment guidance teachers.

The constituent elements and analysis of job satisfaction of employment guidance teachers are complex, which has attracted the active attention of many scholars. First, it makes an in-depth exploration on the basis of the original research problems, and second, it adopts different research methods and different perspectives to treat the job satisfaction of employment guidance teachers. Therefore, this article is difficult to investigate and test through some single intervention means in a limited time. However, the results show that the four factors of workload, work salary, interpersonal relationship and position promotion proposed in the article have an effective impact on the job satisfaction of employment guidance teachers. The main reasons are as follows:

Firstly, workload is the dominant factor affecting job satisfaction; Work salary is the basic factor affecting job satisfaction; Interpersonal relationship is the limiting factor affecting job satisfaction; position promotion is a driving factor affecting job satisfaction.

Secondly, there are various methods to intervene the job satisfaction of employment guidance teachers. It adopts open space, storytelling, interactive and other intervention modes. In terms of overall satisfaction, the problems of workload, work salary and interpersonal relationship can be adjusted, position promotion is an important channel to strengthen teachers' beliefs and the driving force for employment guidance teachers to take root in HIU and realize the sustainable growth of employment guidance ability.

Thirdly, the author are responsible for the whole testing and statistical process, and the operation is rigorous. Employment guidance teachers answer questions carefully to realize the standardization from testing to statistics. In the whole process, researchers actively communicated with employment guidance teachers, found problems in time, and improved the investigation plan according to the feedback, so as to ensure the effectiveness of the research results.

## Conclusion and Recommendation

### Conclusion

Based on the above analysis, this article used the questionnaire as the research tool, takes job satisfaction as the dependent variable, and selected workload, work salary, interpersonal relationship and position promotion as independent variables to analyze the influencing factors of job satisfaction of employment guidance teachers in HIU, as shown in regression results table 4. The  $\beta$  values of standardized coefficient of workload, work salary, interpersonal relationship and position promotion are 0.267, 0.398, 0.521 and 0.513 respectively. The four variables have a positive impact on job satisfaction. And interpersonal relationship has the greatest impact. The second is position promotion, work salary and work load. The T values of the regression coefficient significance test of the four variables were 7.696 ( $p=0.003<0.05$ ), 7.810 ( $p=0.005<0.05$ ), 9.007 ( $p=0.000<0.05$ ) and 8.745 ( $P=0.000<0.05$ ) respectively, and the P-values were less than 0.05. The conclusion is significant.

### Recommendation

In order to further improve the job satisfaction of career guidance teachers, this paper puts forward the following suggestions:

- 1) Further improve the salary level of employment guidance teachers.
- 2) Balance the workload of career guidance teachers, and give consideration to work and life.
- 3) Create a good interpersonal environment and enhance the leadership support and colleague support of career guidance teachers.
- 4) Provide more opportunities for project participation and job development.

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