

# Study on the relationship between work value and job satisfaction of university teachers in Henan Province, China

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## Abstracts

Since the work value orientation theory, researchers at home and abroad mainly to professional position of staff, administrative assistant, soho, private employees, government workers, and primary and secondary school teachers and special education teachers as the research object, and around the concept of work value orientation definition, structure measurement, influence factors and its influence to carry out the research. However, throughout the existing literature, the research object, and the relevant research based on the perspective of work value orientation is still insufficient. As the specific workers, the work content and achievements of college teachers have a very important influence on the national talent training. So this study in China Henan university teachers as a research object, the questionnaire method, exploratory factor, confirmatory factor, clustering and related analysis method, to explore the type of university teachers work value orientation, and the relationship between different work value orientation and job satisfaction, and put forward the university teachers management countermeasures and Suggestions, so as to improve the university teachers' job satisfaction and job sense.

**Keywords:** Job Value; Job Satisfaction; College Teachers

## Introduction

Entering the 21st century, China has implemented the strategy of "rejuvenating the country through science and education", deepened the reform of the education system, promoted the progress of China's education cause, and laid a strong foundation for the country's economic and social development. With the further advancement of the reform of the education system, the influence of the reform will be very important for the teachers. As one of the important forces in the construction of education in China, the teaching quality of college teachers is of great significance to the national economic and social construction and development. Therefore, more and more groups begin to pay attention to the specific object of university teachers, and carry out relevant investigations and studies for university teachers. The research on university teachers mainly focuses on their teaching mode, competency quality, work performance, incentive mechanism, work pressure, organizational commitment, job satisfaction, job burnout, job management and other single or multiple aspects. Although the existing studies from different horizontal or longitudinal groups of university teachers have launched a more thorough research. However, there is still a lack of empirical research from the perspective of work value orientation. In particular, there are still relatively few related studies on university teachers' job value orientation and their job satisfaction in China. Therefore, based on the value orientation of college teachers' work, the relationship between their work satisfaction is very valuable. Therefore, this study will take the full-time university teachers in Henan Province (hereinafter referred to as "university teachers") as the research

object to study the relationship between the work value of university teachers and their job satisfaction from the perspective of work value orientation.

## Literature Review

In 1985, American sociologists Bellah, Madsen, Sullivan, Swidler, Tipton, etc. first proposed in their book "Habits of the Heart" in "The Habits of the Mind" that individuals would position their work by one of three different value orientations of making a living (job), occupation (career) and career (calling). Subsequently, a large number of western researchers carried out relevant empirical studies to verify the existence of the three dimensions of work value orientation, that is, the three orientations of living orientation, career orientation and career orientation indeed exist. Bradley In 2007, three work value orientations were obtained through cluster analysis: altruism (assistance orientation), utilitarian tool orientation (instrumental orientation) and detached no seeking orientation (detached orientation). However, other scholars have put forward and verified their views according to their own different understandings or perspectives. As in the Caldwell et al., Harpaz proposed that the centrality of work is based on two major potentials: external or tool, social or internal on the one hand, internal and external work orientation on the other, a preference or tendency to work-related reinforcement, and emphasis on specific types of inherent work environment incentives.

Job satisfaction (Job Satisfaction) was published by Hoppock in 1935

Times put forward. He believes that job satisfaction is the employees' psychological and physical perception of the work itself and the work environment

The satisfaction degree may also be influenced by working conditions, work fatigue, monotonous work and leadership

Equal. Since then, many scholars have put forward their own views according to his views. Then Xu Guangzhong was in 1977

Job satisfaction is divided into three definitions:

(1) Comprehensive Definition (Overall Satisfaction)

The comprehensive definition (Overall Satisfaction) explains job satisfaction in general, with an emphasis on the individual

A general attitude towards their work and their environment. For example, Vroom in 1973 proposed the employee's sense of the role of the organization

Subject or emotional response, that is, job satisfaction is an emotion or attitude, is a subjective sense of the individual receive.

(2) Definition of expected gap (Expectation Discrepancy)

The expectation gap definition (Expectation Discrepancy) regards job satisfaction as the degree of satisfaction, that is, the gap between the actual value and the expected value of the individual in a certain environment. As shown in Porte & Lawler in 1968

In 2000, the gap between actual remuneration and expected value in a certain working environment, if

The smaller the gap between the two, the higher the job satisfaction, and the lower the opposite. Job satisfaction is a need

A measure between the met and the expected gap. Locke In 1969, this was further revised, arguing that the gap between "actual needs" and "desired needs" in the individual's work determines satisfaction. That is, job satisfaction is the gap between the work of the actual value and the expected value.

### (3) Definition of the reference frame (Frame of Reference)

Reference frame definition (Frame of Reference) refers to the characteristics of the work to obtain job satisfaction. Smith, Kendall & Hulin is equal to the 1969 proposal that job satisfaction is the result [27] obtained after the individual explains the characteristics of the work according to a certain reference frame. There are many other factors in whether job situations affect job satisfaction, such as comparing work, others and individuals. The definition of teachers' job satisfaction in this study is based on Hoppock's view on job satisfaction in 1935, that is, job satisfaction is the psychological and physiological degree of teachers' satisfaction with work-related aspects.

## Research hypothesis

In 1985, the American sociologist Bellah, Madsen, Sullivan, Swidler, Tipton, et al

In the book "Habits of the Heart", it first proposed that individuals subjectively position their work by one of three different value orientations of making a living (job), occupation (career) and career (calling). Subsequently, a large number of western researchers have carried out relevant empirical studies to verify the existence of the three dimensions of work value orientation, namely, the real living orientation, career orientation and career orientation do exist. Wrzesniewski et al and Freed in 1997 and 2002 respectively, three work value orientation are respectively living, career and career orientation. Bradley In 2007, three types of work value orientation were obtained through cluster analysis: altruistic orientation (assistance orientation), utilitarian tool orientation (instrumental orientation) and non-seeking orientation (detached orientation). Zhu Yongxin, a domestic scholar, believes that there are three realms: career, career and ambition. In Positive Psychology, Ren Jun divides "work orientation" (i. e., work value orientation) into three types: career, career and first duty. Zhao Min and He Yunxia understand and named the three dimensions of Job-Career-Calling in the work value orientation as the living, career and career orientation. Tian Xizhou and some Taiwan scholars divide the work value orientation into living orientation, career orientation and calling orientation. It can be seen that most scholars agree with the definition of the structural dimension of work value orientation

Bellah (1985) of the three dimensions of the work value orientation insights. That is, the work value orientation includes three basic tendencies:

Make a living, career and career, the livelihood orientation values the economic return of the work, the career orientation values the career promotion

Development, career orientation to value the meaning and value of the work itself. Therefore, the structural dimensions of the value orientation of the work are assumed as follows:

Hypothesis 1: There are three factors for the work value orientation of college teachers: economic / living factor and promotion / career factor

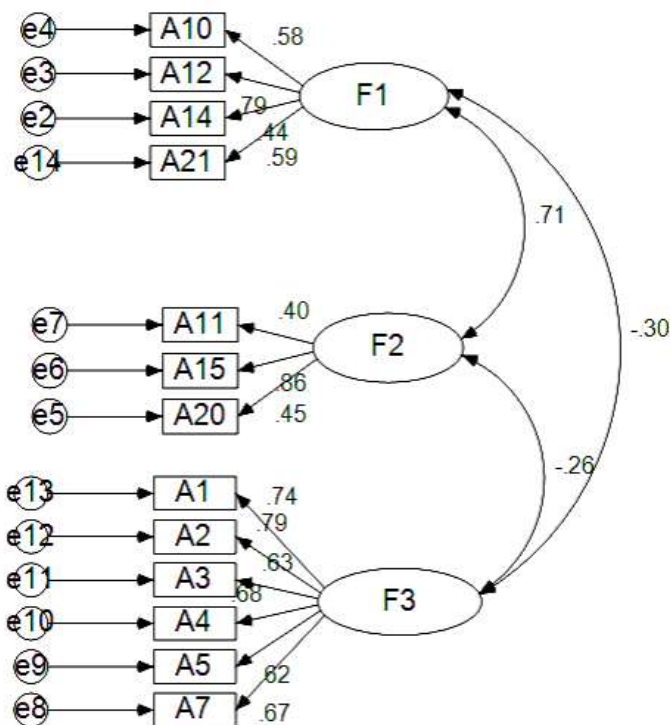
Child, meaning / career factor.

Hypothesis 2: There are three types of work value orientation of college teachers: living orientation, career orientation and career

Orientation, and showed significant differences between the various types.

Hypothesis 3: There is a significant correlation between the different job values of university teachers and their job satisfaction, and their career selection

Teachers have the highest job satisfaction and living orientation have the lowest job satisfaction.



Validatory factor analysis model

### Data Analysis Results

4.4.1 The relationship between the three factors of work value orientation and all dimensions of job satisfaction

As can be seen from Table 4.13 that the meaning factor of job value orientation is positively correlated with each dimension of job satisfaction,

Show that significance factors have a significant effect on job satisfaction. At the same time, the promotion factors and the overall evaluation of the work

( $r = -0.194$ , Sig.:  $0.020 < 0.05$ ), remuneration for work ( $r = -0.171$ , Sig.:  $0.040 < 0.05$ ) negative correlated, the economic factors and the work itself ( $r = -0.231$ , Sig.:  $0.005 < 0.05$ ), overall evaluation of the work ( $r = -0.174$ , Sig.:  $0.037 < 0.05$ ) between the negative correlation. This shows that the meaning factor has a good predictor of job satisfaction, that is, a high score of the meaning factor indicates high job satisfaction. At the same time, the dimension of "overall work evaluation" in the satisfaction dimension is negatively correlated with promotion factors and economic factors, and positively correlated with meaning factors. This result may be just like the research results of Zhao Min and He Yunxia on middle school teachers in 2010, career orientation have the highest job satisfaction and the lowest living orientation, while career orientation is between the two.

		work itself	work enviro nment	work comprehe nsive evaluatio n	work interspers onal	work promote to a higher office	work reward	Total satisfactio n score
Promoti on factor	Pearson	-.133	-.041	-.201*	-.092	.056	-.171*	-.097
	Significan ce (bilateral)	.154	.906	.020	.334	.865	.040	.305
Significa nce factor	Pearson	.587*	.301**	.574**	.279**	.288**	.377**	.497**
	Significan ce (bilateral)	.000	.000	0.000	.001	.000	.000	.000
Economi c factors	Pearson	-.252**	-.027	-.174*	-.037	-.039	.045	-.117
	Significan ce (bilateral)	.005	.747	.058	.887	.649	.590	.163

pour:\* Significant correlation at the 0.05 level (bilateral) \*\* Significant correlation at horizontal (bilateral) .01

A further stepwise regression analysis found that the significance factor entered the regression equation with a standardized coefficient of 0.511 and  $p < 0.001$ . While the other two factors did not enter the regression equation. Thus, the value of the work is taken

The medium significance factor is a good predictor of job satisfaction.

To further study the relationship between job value orientation and job satisfaction, this study will be about job satisfaction

The dimension was reduced to one dimension (the cumulative variance% reached 47%), and then the three factors of work value orientation and the dimension of job satisfaction were tested, and found that the three factors of work value value orientation were significantly different from the new dimension of job satisfaction, among which the F value was 16.557, Sig.<0.000. This shows that the three factors between job value orientation and job satisfaction, then job value orientation and job satisfaction.

#### 4.4.2 Relations between work value orientation and job satisfaction

The above analyzes the relationship between the three factors of work value orientation and each dimension of job satisfaction, and the meaning factor of work value orientation has the highest correlation with job satisfaction. So what is the relationship between job value orientation and job satisfaction? Below, we will do a detailed analysis and explanation of it.

The standard score method of college teachers' work value orientation is used in the dimensions of job satisfaction. The average score of job satisfaction is 0, and the standard deviation is 1. The higher the score, the higher the satisfaction.

Career orientation scored the highest in all dimensions of satisfaction, and the living orientation scored the lowest in all dimensions of satisfaction, while career orientation was in the center. This shows that teachers with career orientation have the highest job satisfaction, and teachers with a living orientation have the lowest job satisfaction, while the job satisfaction with career orientation is between living orientation and career orientation.

The study data analyzes the relationship between work value orientation and job satisfaction, just like the research results of Zhao Min, He Yunxia, that is, the order of university teachers' job satisfaction from high to low is career orientation, career orientation and living orientation. For example, Wrzesniewski et al., Freed studied in 1997 and 2002 respectively, that is, the three work value orientations are different in job satisfaction, and the order of satisfaction is from high to low: career

To, career orientation and living orientation. This may be due to the majority of teachers aged 45-60 and with professor titles in their career orientation. At this time, most of them are in a stable period in their career and family. Instead, they hope to find the meaning and value of work through work, so as to improve themselves. Therefore, the career-oriented people are more satisfied with the teacher's work itself and related aspects. On the contrary, most of the teachers are aged 30-45 and with lecturer titles. At this time, most of the teachers are in the urgent stage of development in career and family, and have a strong demand for material things, so they have more demand for economic returns and have to make more efforts for it. Therefore, living people have low satisfaction with teachers' work and related aspects.

At the same time, career orientation in the six latitude of the average score from high to low order: work overall evaluation, work itself, interpersonal, promotion, work remuneration, work environment, thus career orientation of teachers to teachers the overall satisfaction of the highest, followed by the high satisfaction of the job itself. This is also a true reflection of career-oriented individuals with high overall satisfaction with the job and pay more attention to the work itself, that is, teachers with career orientation pay more attention to the work itself and are generally satisfied with the work. Living orientation scores from high to low in the seven latitudes of job satisfaction: work people, work

For the environment, work remuneration, work promotion, work itself, overall evaluation, thus can get a living orientation of teachers

I was the most satisfied with the interpersonal work, and the most dissatisfied with the overall evaluation. This may be related with the main purpose of the livelihood-oriented work

Is to get more financial compensation, which is not concerned about other aspects of the work pay has a certain relationship. approach

It means that the livelihood orientation is not satisfied with the work on the whole, and does not value the value and significance of the work itself.

The score of career orientation in the seven dimensions of job satisfaction is from high to low: work promotion, work environment, work interpersonal relationship, work remuneration, work itself, and work overall evaluation. Therefore, teachers with career orientation are most satisfied with the work promotion dimension, but the overall evaluation of work is low. This is why teachers with career orientation pay more attention to personal career development and career promotion, so they are more satisfied with job promotion.

It can be found that there are significant differences between different work value orientations and job satisfaction, that is, different work value orientations affect job satisfaction. Among them, the order of job satisfaction from high to low: career orientation, career orientation, living orientation.

The three theoretical hypotheses proposed in this study have been verified, that is, there are three factors and three work value orientation of college teachers, and the significant correlation between the work value orientation of university teachers and job satisfaction, among which teachers with career orientation have the highest satisfaction and those with living orientation have the lowest satisfaction.

## Conclusion

In this study, the questionnaire questions of Zhu Linghui master's thesis were mainly used, and the work value orientation questionnaire of university teachers compiled by some questions of Wrzesniewski questionnaire were added. Through the internal reliability test of the questionnaire, the  $\alpha$  value was 0.629, which met the requirements of statistics and management measurement.

The specific research conclusions on the value orientation of college teachers are as follows:

(1) In this study, according to the exploratory factor analysis and confirmatory factor analysis, there are indeed three factors in the work value orientation of university teachers, namely, meaning / career factor, promotion / career factor, and economic / livelihood factor.

Meanwhile, the three factors, including meaning / career factor were significantly negatively correlated with promotion / career factor and economic / livelihood factor, while promotion / career factor were significantly and positively correlated with economic / livelihood factor. This study

On the one hand, it may be that there are three factors in the work value orientation; on the other hand, it may be the work value taking

The survey sample is more concentrated.

(2) This study finds that there are three kinds of work value orientation of university teachers, namely, living orientation, career orientation and career orientation. At the same time, the proportion of the three kinds of work value orientation is arranged from high to low as occupation orientation, career orientation and living orientation, and the specific number proportion is: 43.06%, 25.69% and 31.25%.

Among them, the living orientation has the highest score in economic factors, which is related to the living orientation paying more attention to economic reward and material return. Career orientation has the highest score in promotion factors, which is related to the career orientation paying more attention to career promotion and career development. Career orientation has the highest score in the meaning factor, which is significantly related to the career orientation in valuing the meaning and value of the work itself. On the one hand, the results may be the enhancement of the overall comprehensive national strength and economic strength of the country, and then turn into the pursuit of higher demand after meeting the material needs; on the other hand, the sample may be concentrated.

(3) The work value orientation of university teachers was only significantly correlated with the age, professional title and annual income variables, but not with other demographic variables.

The value orientation of college teachers' work is not related to gender, educational background, religious belief and school, but is weakly related to age, college working years and professional title. At the same time, the value orientation of college teachers' work varies significantly from their age, professional title and annual income. That is, the impact of work value orientation is received on age, professional title and annual income. The results of this study may have something to do with the survey scope of the sample, but the age and professional title themselves are important manifestations of the characteristics of university teachers, and may also be an important factor leading to the significant difference in their work value orientation.

### Job satisfaction of college teachers

(1) Significant and positive correlation between the dimensions of university teachers' job satisfaction.

The correlation coefficients between the dimensions of job satisfaction ranged from 0.263 to 0.660, and the correlation between the total satisfaction score ranged between 0.553 and 0.885, and each correlation reached significance. Significant positive correlation between work itself and work environment, overall evaluation, job promotion, work remuneration, interpersonal work, satisfaction and total score (correlation coefficient  $r > 0.4$ ). Significant positive correlation between work environment and overall evaluation, job promotion, job remuneration, job interpersonal relationship, and total satisfaction score (correlation coefficient  $r > 0.3$ ). Significant positive correlation between overall evaluation and job promotion, job remuneration, interpersonal work, and satisfaction total score (correlation coefficient  $r > 0.3$ ). A significant positive correlation between work promotion and work pay, work interpersonal relationship, and total satisfaction score (correlation coefficient  $r > 0.3$ ). Significant positive correlation between work pay and total work interpersonal satisfaction score (correlation coefficient  $r > 0.2$ ). Significant positive correlation between work person and satisfaction total score (correlation coefficient  $r > 0.2$ ). This may be that the structural dimension of job satisfaction itself is an important aspect related to work, so there is a positive relationship between each dimension.

(2) Some dimensions of university teacher job satisfaction were significantly correlated with some variables in the demographic variables,

Such as age, gender, professional title, school, course category, etc. That is to say, the job satisfaction of college teachers is mainly influenced by age, gender, professional title, school and professional categories of courses taught. This is different from other studies, on the one hand, the difference between the respondents, on the other hand, the data sample analysis. Therefore, in the management process of college teachers, in addition to paying attention to the value orientation of teachers, we should also pay attention to the differences of different ages, gender and professional backgrounds.

### 5.3 Relationship between work value orientation and job satisfaction

(1) Significance factor in work value orientation is significantly and positively correlated with all dimensions of job satisfaction, while promotion factor is significantly correlated with economic factor and some dimensions of job satisfaction. Among them, the correlation coefficient between the meaning factor and each latitude of job satisfaction is between 0.276 and 0.574; the economic factor is negatively correlated with the work itself and the overall evaluation of job satisfaction, and the overall evaluation and work remuneration of the latitude of job satisfaction. It can be seen that the meaning factor in work value orientation has a good predictor of job satisfaction. This may be related to the meaning factor of the value of the work itself, while the promotion factor is more about career promotion and development, and the livelihood factor is more about financial remuneration and work boredom. An individual who is keen about pursuing the meaning of work may mostly be less concerned about the other rewards of the work, while those who focus on career advancement may also be more concerned about material rewards.

(2) There are significant differences between university teachers' work value orientation and their job satisfaction. Among them, teachers with career orientation have the highest job satisfaction, those with living orientation have the lowest job satisfaction, while those with career orientation



Teacher job satisfaction is in between. This may be due to the career orientation that pays more attention to the college education work itself, while the career orientation pays more attention to the personal title and position, and the livelihood orientation pays more attention to the economic reward and material return brought by this job. Therefore, as a result, teachers with career orientation have the highest job satisfaction and livelihood orientation have the lowest job satisfaction. At the same time, most of the teachers are 45-60 and professors in their career orientation. At this time, most of the teachers are in a stable career and family. Instead, they hope to find the meaning and value of work through work, so as to improve themselves. On the contrary, most of the teachers are aged 30-45 and with lecturer titles. At this time, most of the teachers are in the urgent stage of development in career and family, and have a strong demand for material things, so they have more demand for economic returns and have to make more efforts for it.

## Discussion

According to the data analysis results, job satisfaction is significantly and positively correlated with the work environment, that is, the work environment has an important impact on job satisfaction. Therefore, improve the supporting facilities of teaching and scientific research infrastructure, so that more university teachers can have a comfortable working environment after class, change the situation that teachers come and leave after class, increase the communication opportunities between teachers and students, so as to improve teachers' job satisfaction and work enthusiasm.

According to the research results of positive organizational behavior, a positive working atmosphere helps to produce a positive performance, and cultivating positive emotions is also easy to make a positive performance. Therefore, strengthen the active communication and communication between the school and teachers, timely understand the difficulties of teachers 'work and life and solve them properly, so as to improve teachers' recognition and belonging to the school, and help to form a positive teaching and scientific research atmosphere. By improving the relevant hardware and software infrastructure of the school and adding teaching and research groups, creating a positive teaching and research atmosphere can also help to improve teachers 'job satisfaction and gradually change the value orientation of teachers' work from non-career orientation to career orientation.

Guiding teachers to understand teachers' work itself and its significance correctly is helpful to train teachers to become teachers with career orientation. The study found that the meaning factor in work value orientation enters the regression equation of job satisfaction, so that the meaning factor has a good prediction of job satisfaction.

Therefore, in teaching and scientific research activities, more significance and value of work itself should be displayed, making the career orientation and strategy

Student-oriented teachers gradually change to career orientation. But this shift will not happen overnight, overnight

Order gradually. On the one hand, society and schools need to provide support for the transformation and development of teachers' work value orientation

Should conditions, such as improving the working environment, create a harmonious working atmosphere and working interpersonal, on the other hand, colleges and universities

Teachers themselves also need to realize the transformation of work value orientation through their own efforts, so as to improve their work satisfaction

Degree and a sense of work significance.

Career-oriented teachers with promotion factors as the leading factor should combine their own personality traits, so that their personal interests can be reflected in the education work, so as to enhance the meaning experience and achievement experience of work, and gradually change from career orientation to career orientation. For example, in daily teaching and scientific research activities, the value and significance of attention from career promotion and development to attention to their own interests, teaching activities and scientific research activities themselves.

Teachers with economic factors as the leading factors need to combine their own personality traits, meet their material needs, and then invest more time and energy into education work, experience the fun and achievements in teaching activities and scientific research activities, so as to gradually change to career orientation or career orientation. In addition to the content of the remuneration and material return, the main purpose of livelihood workers should also actively communicate with other work value oriented teachers in teaching activities. At the same time, in scientific research activities, teachers who make a living can participate in more topics related to their major, improve their personal talents, and realize their personal value.

Traditional human resource management focuses on human resource planning, recruitment and allocation, training and development, performance evaluation, salary and welfare, and pays more attention to the actual needs of work, while ignoring important potential factors such as personal interest, person-job matching, personal potential development and so on. Therefore, it is necessary to change the traditional human resource management orientation of colleges and universities to improve teachers' job satisfaction, and then improve their work performance and work significance experience. In the career management of college teachers, the differentiated management principle of different work value orientation is reflected to promote the career development of college teachers.

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