

The Influencing Factors of Job Satisfaction Among Teachers in Vocational
Colleges in Sichuan Province

Pengyu Chen, Sujin Butdisuwan Piyapun Santaveesuk

Pengyu Chen, Ph.D. Candidate in Education Program, Faculty of Education, Shinawatra University, Thailand

Sujin Butdisuwan, Dr, Assistant Professor, Faculty of Education, Shinawatra University, Thailand

Piyapun Santaveesuk, Dr. Associate Professor, Faculty of Education, Shinawatra University, Thailand

E-mail: piyapun.s@siu.ac.th

Received: May 25, 2025

Revised: July 12, 2025

Accepted: July 29, 2025

Abstract

The objectives of this research were: (1) To study teachers' job satisfaction in vocational colleges in Sichuan province; (2) To compare job satisfaction among teachers in the vocational colleges in Sichuan Province; and (3) To propose guidelines for improving college teacher job satisfaction in Sichuan Province.

The research was a mixed-methods research, combining qualitative research and quantitative research. The population was teachers of five higher vocational colleges in Sichuan Province, totaling 4194. From the sampling totals, 100 people were taken as the sample size, respectively, i.e., the number of teacher samples collected from each school was 100, totaling 500 people. The key informants were selected from among these participants, obtained by a purposive sampling method. The instruments used for data collection were a semi-structured interview, a five-point rating scale questionnaire, and a focus group discussion. The statistics used for data analysis were descriptive statistical analysis, item analysis, reliability test, correlation analysis, multifactorial ANOVA, regression analysis, Structural Equation Modeling, and content analysis.

Keywords: Influencing Factors, Job Satisfaction, Vocational

Introduction

China's higher education has laid a quantitative foundation after a series of developments and has cultivated many talents, which is an indispensable part of higher education. The quality of teaching in higher vocational colleges and universities determines whether higher vocational colleges and universities can sustain stable development, and the high and low quality of

teachers' teaching and teachers' job satisfaction have a significant correlation, and teachers' job satisfaction in higher vocational colleges and universities affects the healthy development of higher vocational education (Brown,& Peterson,1993,Chen, Rongquan,2020) Therefore, taking the colleges and universities in Sichuan higher vocational colleges and universities as representatives, with the perspective of education economics, improving job satisfaction of teachers in Sichuan higher vocational colleges and universities for the purpose of improving the quality of education and teaching and ensuring the healthy, stable and sustainable development of higher vocational colleges and universities in Sichuan, we use quantitative analysis and use questionnaire survey method as the tools to obtain first-hand effective data to find out the job satisfaction of teachers in higher vocational colleges and universities in Sichuan (Edelwich, & Brodsky, 1980).

In recent years, under the active policies and measures of governments at all levels, China has achieved remarkable results in the construction of its teaching force. However, with the deepening of the performance appraisal system and the changes in the Working environment and requirements of digital development for teachers, teachers face more and more pressures and challenges, and their job satisfaction as teachers is not high in general. Teachers' job satisfaction has a direct impact on teachers' career development and the stability of the teaching force and is highly correlated with teachers' work status, career mobility, burnout, and psychological health, as well as further affecting students' academic performance and physical and mental health (Falch & Strøm, 2004; Chen, 1998). Therefore, analyzing teachers' job satisfaction, exploring the path to improve it, and realizing the goal of "by 2035, the majority of teachers will have a sense of happiness in their jobs, and teachers will become an enviable profession" as proposed by the Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era are undoubtedly important issues that cannot be avoided in the development of schools. This is undoubtedly an important issue in the development of schools (Chen Tang,2017)

Exploring the influencing factors of Teachers' job satisfaction can provide a scientific and empirical basis for how to improve Teachers' satisfaction. Research has confirmed that Teachers' job satisfaction is affected by individual teachers, school organization, and the Working environment, and the relationship between principals' teaching leadership and Teachers' job satisfaction has been validated in foreign empirical studies. Foreign empirical studies have effectively verified the relationship between principals' teaching leadership and teachers' job

satisfaction. However, as different countries have different national conditions, cultures, and educational systems, the findings based on foreign educational backgrounds may not necessarily apply to China, and most of the domestic studies on the influencing factors of Teachers' job satisfaction are based on theoretical discussions, with no empirical research to support the effects and mechanisms of the influencing factors. (Dong, 2023).

The conceptual framework of this study is shown in Figure 1

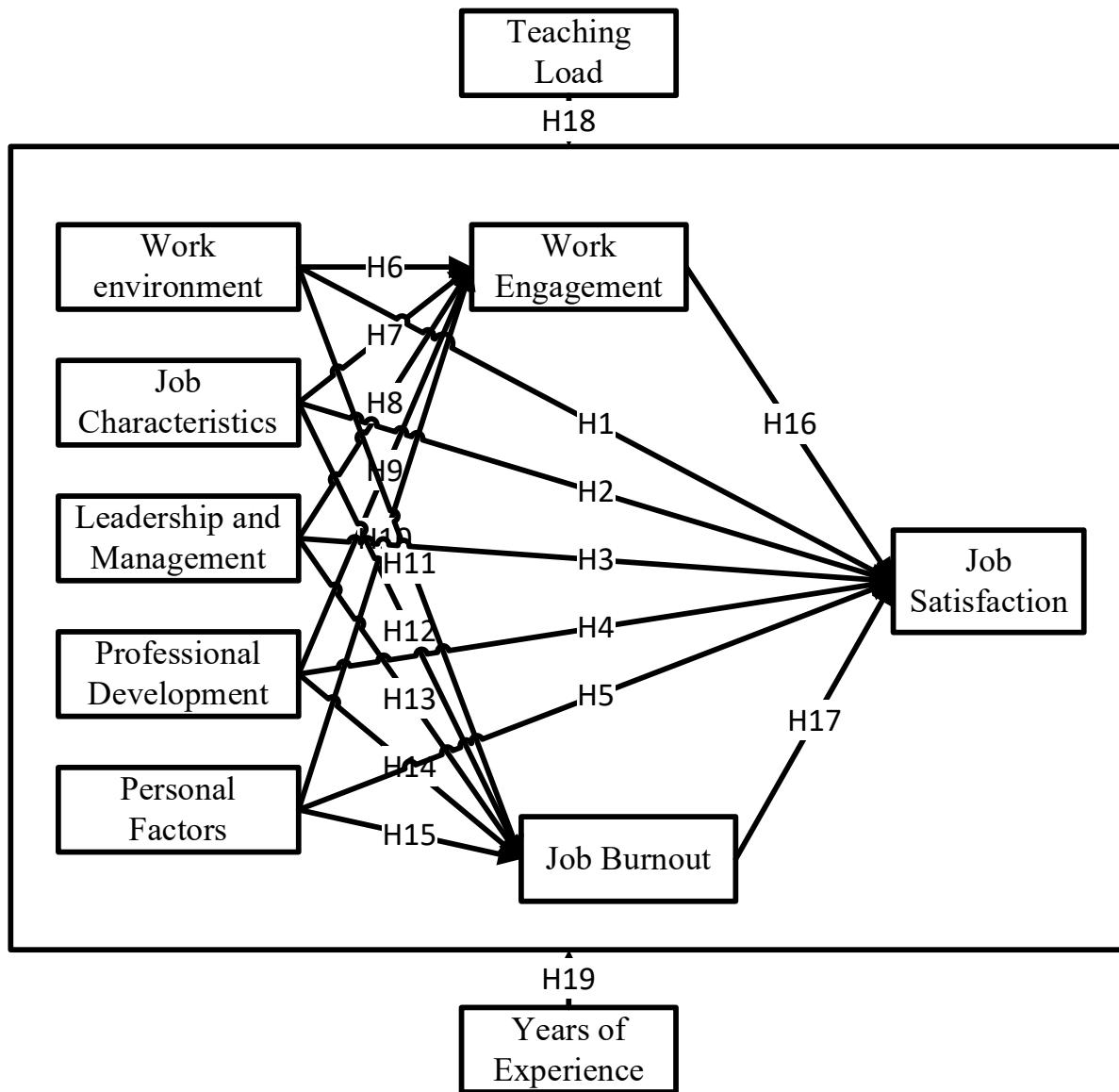


Figure 1: Conceptual Framework

Research Methodology

Chinese higher vocational education, through continuous development and reform, has greatly improved in quantity and quality, and has also cultivated many talents, and has become an important constituent body of higher education. The teaching quality of higher vocational colleges determines whether they can sustain stable development. In turn, the level of teachers' teaching quality is significantly and positively related to job satisfaction. Further, the job satisfaction of teachers in higher vocational colleges will have a direct effect on the development, education, and teaching of higher vocational colleges and universities. Therefore, this paper takes Sichuan higher vocational colleges as a representative, from the perspective of education economics, to improve the job satisfaction of teachers in Sichuan higher vocational colleges and thus improve the level of education and teaching in higher vocational colleges, and to ensure that Sichuan higher vocational colleges can achieve sustainable and high-quality development mode, through a combination of qualitative and quantitative analysis, with the questionnaire survey and in-depth interviews as the tools, to obtain the first-hand effective data, and to conduct a mapping of job satisfaction of teachers in higher vocational colleges and colleges of Sichuan province. The survey was conducted by combining qualitative and quantitative analysis with questionnaires and in-depth interviews to obtain first-hand, effective data and conduct a mapping survey on the job satisfaction of teachers in Sichuan higher vocational colleges.

The first section of the chapter is research design, including questionnaire survey design, in-depth interview design; the second section is Population and Sample Size, including questionnaire survey research subjects, in-depth interview research participants; the third section is data collection, including data collection tools, pre-test questionnaires reliability and validity test, and formal questionnaires test; the fourth section is data analysis, including correlation analysis, etc., which provides support for the following result analysis.

Literature Review

Based on Holland's occupational interest-environment model, examined the effect of occupational environment on the relationship between personality and job satisfaction through latent profile analysis. Analyzed the effect of the nursing work environment on nurses' job satisfaction and found that nurses' participation in hospital affairs and the adequacy of human

and material resources in the nursing work environment had a positive predictive effect on their job satisfaction. Stated that the work environment significantly impacts workers' job satisfaction. The study found that the work environment has a positive effect on the job satisfaction of residents. Specifically, this effect depends on job income, job nature, job autonomy, job conflict, organizational communication, organizational support for decision-making, and organizational trust. Pointed out that employees' job satisfaction is influenced by the work environment. Therefore, a good working environment, as one of the important indicators of quality of life, not only affects the efficiency of workers but also affects the subjective feelings of workers, such as satisfaction and happiness. At present, most researchers believe that the working environment needs to be empirically examined in terms of three components: work arrangements, physical working conditions, and psychosocial working conditions (Kaikkonen et al., 2009). In addition, a number of studies have suggested that the work environment is mostly positioned in terms of the objective working conditions in which an individual finds himself/herself. These objective working conditions may include the physical working environment (e.g. temperature, dust, noise, etc.) in which the individual's work behavior occurs, as well as the design of the individual's work (e.g. working hours, work content, labor tools, etc.) and the organizational environment (e.g. co-worker communication, leadership support, etc.) in which the individual is located. In terms of empirical research, many studies have found that the work environment has a significant effect on job satisfaction, and in general, a positive work environment can increase job satisfaction, while a negative work environment can reduce the job satisfaction of workers.

In summary, the research of the above scholars can be summarized as follows: first, the mechanism by which the work environment affects job satisfaction; second, it is believed that the work environment consists of the organizational climate, and the organizational climate is a set of attributes that can be observed and measured; third, it is believed that the organizational climate is a kind of perception that the members of an organization feel about the organizational environment in which they are located; and fourth, the work environment, as a causal variable, can be operationalized as the objective work environment and the negative work environment. can be operationalized into dimensions such as objective work environment and subjective work environment regarded work environment as an important core variable and summarized it as objective work environment, organizational work environment, and subjective psychological

environment, and further expanded it into 10 dimensions: work income, work time, work nature, work autonomy, work conflict, organizational communication, organizational support, decision-making power, organizational commitment and organizational trust. Based on this, the following research hypotheses are proposed:

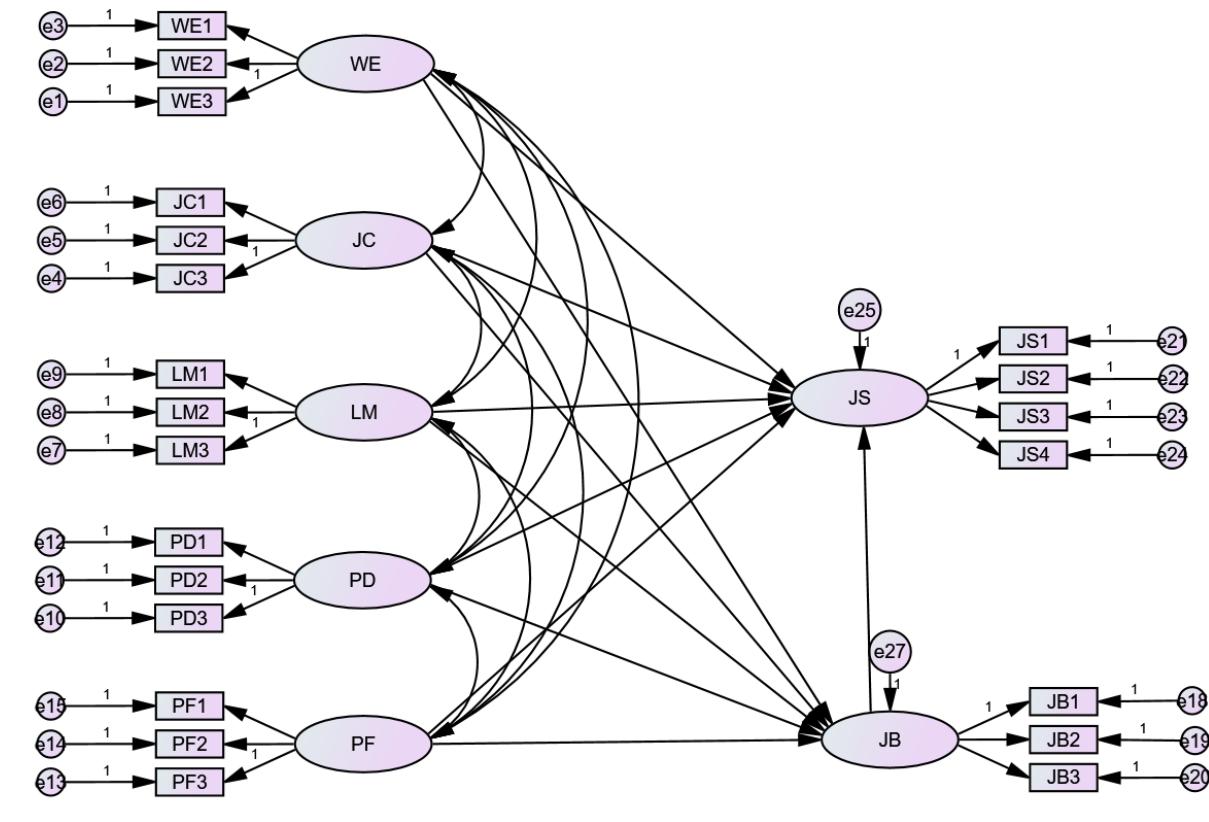


Figure 2: Validated factor analysis model diagram of factors influencing Teachers' job satisfaction

According to the model identification criterion ($t \leq q(q+l)/2$), there are 22 observations, so the total degree of freedom is $q(q+l)/2=253$. There is a total of 65 parameters to be estimated: 22-factor loadings, the error variance of 22 measures, and correlation coefficients between 21 factors, $t=65 < 253$, which meets the necessary conditions for model identification.

AMOS software was used to analyze Working Environment (WE), Job Characteristics (JC), Leadership and Management (LM), Professional Development (PD), and Personal Factors (PF). The five independent variables, the mediator variable Work Engagement (WEM), and the dependent

variable Job satisfaction (JS) were analyzed by CFA modeling, choosing the fixed loadings method and the maximum likelihood method (ML). The results obtained are shown below.

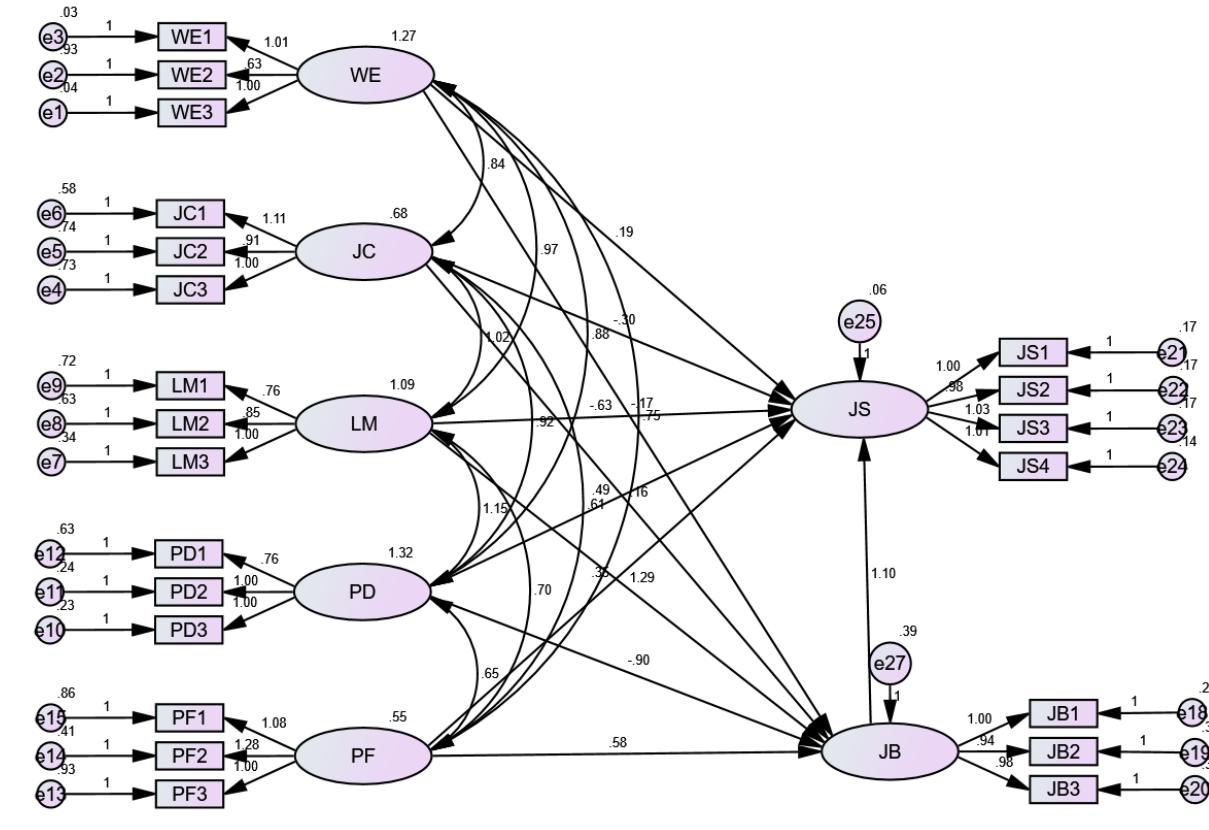


Figure 3: Plot of the output of the CFA model of factors influencing Teachers' job satisfaction

Based on the recommendation of Preacher and Hayes, 95% confidence intervals for percentile and 95% confidence intervals for bias correction were chosen to test the significance of the path coefficients. Therefore, critical ratio (C.R.), confidence intervals of path coefficients (confidence intervals of upper and lower bounds of C.R. and two-tailed significance) were examined to test for the significance of the effect between latent variables. As shown in the table below, the five independent variables: Working Environment (WE), Job Characteristics (JC), Leadership and Management (LM), Professional Development (PD), and Personal Factors (PF) independent variables; the mediator variable Job Burnout (JB) and the dependent variable Job satisfaction (JS) were significant at the 0.05 level.

Conclusions

1. descriptive analyses. In terms of gender, "male" has the highest percentage of 67.2 percent. As for age, "41-50 years old" has the highest percentage of 28.9%. In terms of education, "master's degree" accounted for the highest proportion, at 37.5 percent. In terms of title, "professor" accounted for the highest proportion, at 35.0%. In terms of academic background, "engineering" accounted for the highest proportion, at 62.5%. As for positions in schools, "teaching" accounted for the highest proportion, at 58.0 percent. As for marital status, "married" accounted for the highest proportion, at 45.9 percent. In terms of years of working experience, "6-15 years" accounted for the highest proportion, at 29.9 percent. Regarding monthly income, "RMB 15,000-20,000" is the highest proportion, at 53.1%. Working environment (WE), Job Characteristics (JC), Leadership and management (LM), Professional Development (LM), and Job Characteristics (JC) are the most common. The five independent variables are Working environment (WE), Job Characteristics (JC), Leadership and Management (LM), Professional Development (PD), and Personal Factors (PF); the mediator variables are Work Engagement (WEM) and Job Burnout (JB); the moderator variable is Teaching Load (TL); and the dependent variable is Job satisfaction (JS). Satisfaction (JS) has large differences with mean values around 2.9 and standard deviations around 1.0.

2. regression analysis and path analysis. Combining SPSS and AMOS statistical analysis software for regression analysis and path analysis, the study found that the working environment (WE) significantly affects teachers' job satisfaction in higher vocational colleges and universities. Job Characteristics (JC) significantly affect teachers' job satisfaction in higher vocational colleges and universities. Leadership and Management (LM) significantly affect the job satisfaction of teachers in higher vocational colleges and universities. Professional Development (PD) Professional Development (PD) has a significant effect on the job satisfaction of teachers in higher vocational colleges and universities. Personal Factors (PF) Personal Factors (PF) have a significant effect on the job satisfaction of teachers in higher vocational colleges. Mediating variable Work Engagement (WEM) Work Engagement (WEM) has a significant effect on the job satisfaction of teachers in higher vocational colleges. Job Burnout (JB) Job Burnout (JB) has a significant effect on the job satisfaction of teachers in higher vocational colleges. The research hypotheses H1-H5 and H16-H17 are valid. According to figure3, Work Engagement (WEM) has a mediating effect

between work environment and teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating effect between job characteristics and teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating effect between leadership management and teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating effect between leadership management and teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating role between Professional Development and teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating role between Individual Factors on teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating role between Individual Factors on teachers' job satisfaction, with a significant effect. The research hypotheses H6-H10 are valid. Job Burnout (JB) has a significant effect on the Work Environment and Teachers' Job Satisfaction. Job Burnout (JB) has a mediating role between Job Characteristics and Teachers' Job Satisfaction, with a significant effect. Job Burnout (JB) mediates between Leadership Management and Teachers' Job Satisfaction with a significant effect. Job Burnout (JB) has a mediating role between Leadership Management and Teachers' Job Satisfaction, with a significant effect. Job Burnout (JB) has a mediating role between Leadership Management and Teachers' Job Satisfaction, with a significant effect. Job Burnout (JB) has a mediating role between Professional Development and Teachers' Job Satisfaction, with a significant effect. Job Burnout (JB) has a mediating role between Individual Factors on Teachers' Job Satisfaction, with a significant effect. Research hypotheses H11-H15 are established.

Discussion

In terms of gender, "male" has the highest percentage. As for age, "41-50 years old" has the highest percentage. In terms of education, "master's degree" accounted for the highest proportion (Smith, 1969; Feng, 1996). In terms of title, "professor" accounted for the highest proportion. Regarding academic background, "engineering" accounted for the highest proportion. As for positions in schools, "teaching" accounted for the highest proportion. As for marital status, "married" accounted for the highest proportion. In terms of years of working experience, "6-15 years" accounted for the highest proportion (Kuniavsky, 2010; Genhai, 2013). Regarding monthly income, "RMB 15,000-20,000" accounts for the highest proportion. Working environment (WE), Job

Characteristics (JC), Leadership and management (LM), Professional Development (LM), and Job Characteristics (JC) are the most common. The five independent variables are Working environment (WE), Job Characteristics (JC), Leadership and Management (LM), Professional Development (PD), and Personal Factors (PF); the mediator variables are Work Engagement (WEM) and Job Burnout (JB); the moderator variable is Teaching Load (TL); and the dependent variable is Job satisfaction (JS). Satisfaction (JS) has large differences.

Regression analysis and path analysis. Combining SPSS and AMOS statistical analysis software for regression analysis and path analysis, the study found that the working environment (WE) significantly affects teachers' job satisfaction in higher vocational colleges and universities. Job Characteristics (JC) has a significant effect on teachers' job satisfaction in higher vocational colleges and universities. Leadership and Management (LM) have a significant effect on the job satisfaction of teachers in higher vocational colleges and universities. Professional Development (PD) Professional Development (PD) has a significant effect on the job satisfaction of teachers in higher vocational colleges and universities. Personal Factors (PF) Personal Factors (PF) have a significant effect on the job satisfaction of teachers in higher vocational colleges (Edelwich, & Brodsky, 1980) Mediating variable Work Engagement (WEM) Work Engagement (WEM) has a significant effect on the job satisfaction of teachers in higher vocational colleges. Job Burnout (JB) Job Burnout (JB) has a significant effect on the job satisfaction of teachers in higher vocational colleges. The research hypotheses H1-H5 and H16-H17 are valid. According to figure3, Work Engagement (WEM) has a mediating effect between work environment and teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating effect between job characteristics and teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating effect between leadership management and teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating effect between leadership management and teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating role between Professional Development and teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating role between Individual Factors on teachers' job satisfaction, with a significant effect. Work Engagement (WEM) has a mediating role between Individual Factors on teachers' job satisfaction, with a significant effect. The research hypotheses H6-H10 are valid. Job Burnout (JB) has a significant effect on the Work Environment

and Teachers' Job Satisfaction. Job Burnout (JB) mediates between Job Characteristics and Teachers' Job Satisfaction with a significant effect (Smith, 1977). Job Burnout (JB) has a mediating role between Leadership Management and Teachers' Job Satisfaction, with a significant effect. Job Burnout (JB) has a mediating role between Leadership Management and Teachers' Job Satisfaction, with a significant effect. Job Burnout (JB) mediates between Leadership Management and Teachers' Job Satisfaction with a significant effect. There is a significant effect. Job Burnout (JB) has a mediating role between Professional Development and Teachers' Job Satisfaction, with a significant effect. Job Burnout (JB) has a mediating role between Individual Factors on Teachers' Job Satisfaction, with a significant effect. Research hypotheses H11-H15 are established.

Limitations

First, due to limited personal ability, it is difficult to obtain relevant data on teachers in higher vocational colleges and universities across the country. The huge workload of data statistics and analysis cannot effectively reflect the status of job satisfaction of all young teachers in higher vocational colleges and universities across the country.

Second, due to the study's geographical differences, Teachers' job satisfaction in higher vocational colleges and universities may be different in different regions, which may lead to certain limitations in the scale's design and may not apply to the study of Teachers' job satisfaction in all regions.

Suggestion

The job satisfaction among teachers in higher vocational colleges can be redesigned and improved in future research to develop a scale of job satisfaction among teachers in higher vocational colleges that is suitable for each region, and then to promote the formation of a unified scale of job satisfaction among teachers in higher vocational colleges.

References

Brown, S. P., & Peterson, R. A. (1993). Antecedents and consequences of salesperson job satisfaction: Meta-analysis and assessment of causal effects. *Journal of Marketing Research*, 30(1), 63–77.

Chen, R. (2020). Theoretical analysis of teachers' job satisfaction in higher vocational colleges and

countermeasures to improve it. *Old Brand Marketing*, 5, 79–80.

Chen, T. (2017). Research on the mechanism of enhancing teachers' job satisfaction in private higher vocational colleges and universities in Sichuan Province. *Education Science Forum*, 393(15), 75.

Chen, W.-Q. (1998). The structure of secondary school teachers' job satisfaction and its relationship with turnover tendency and work motivation. *Psychological Development and Education*, 1, 38–44.

Dong, S. (2023). A study on the relationship between professional identity and subjective well-being of college physical education teachers: Based on the mediating role of teachers' job satisfaction. *Journal of Xi'an College of Physical Education*, 5, 628–640.

Edelwich, J., & Brodsky, A. (1980). *Burnout: Stages of disillusionment in the helping professions*. Plenum Press.

Falch, T., & Strøm, B. (2005). Teacher turnover and non-pecuniary factors. *Economics of Education Review*, 24(6), 611–631.

Feng, B. L. (1996). Research on teachers' job satisfaction and its influencing factors. *Educational Research*, 2, 42–49.

Genhai, H. (2013). An empirical study on teachers' job satisfaction in colleges and universities. *Journal of National College of Education Administration*, 184(4), 4–5.

Kaikkonen, R., Rahkonen, O., Lallukka, T., & Lahelma, E. (2009). Physical and psychosocial working conditions as explanations for occupational class inequalities in self-rated health. *European Journal of Public Health*, 19(5), 458–463.

Kuniavsky, M., Tang, H., & Li, H. (2010). *User experience: Methods, tools, and practices*. Tsinghua University Press.

Smith, B. J. (1977). *Community satisfaction, expectations of moving, and migration*. Demography.

Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement*. Rand McNally.