



**FACTORS INFLUENCING JOB SATISFACTION OF
EDUCATORS IN YUNNAN ECONOMICS TRADE AND
FOREIGN AFFAIRS COLLEGE**

ZHIQIONG QI

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF MANAGEMENT IN MANAGEMENT SCIENCE
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP
ACADEMIC YEAR 2024
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COLLEGE

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ABSTRACT

This study aims to 1) analyze the impact of demographic factors on job satisfaction among educators and 2) explore the influence of work environment on job satisfaction. The research framework is based on Herzberg's two-factor theory. The sample consisted of 300 educators from Yunnan Economics, Trade, and Foreign Affairs College, China. Descriptive statistics were used to analyze the data, including frequency, mean, and standard deviation. Inferential statistics included the independent sample t-test, One-way ANOVA, LSD, and multiple linear regression. The research found that gender and marital status have a significant impact on job satisfaction, particularly among female educators, who tend to have higher job satisfaction than their male counterparts. Additionally, educators with longer work experience tend to exhibit higher job satisfaction. Organizational identity and environmental facilities in the workplace significantly influence the perception of job satisfaction. In contrast, organizational identity and friendly welfare policy significantly influence intrinsic satisfaction. Organizational identity, environmental facilities, and interpersonal relationships have a significant influence on extrinsic satisfaction. Job satisfaction details are discussed in detail.

Keywords: Job Satisfaction, Vocational Education, Work Environment, Organizational Identification, Demographic Variables

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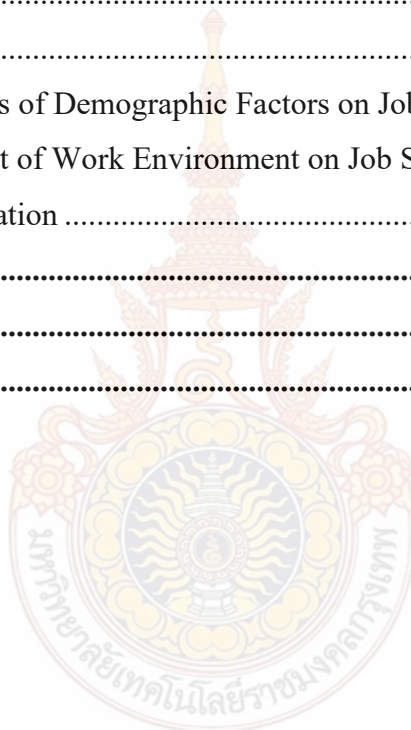
Zhiqiong QI

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CHAPTER I

INTRODUCTION

1.1 Background and Rationale

With the rapid development of the global economy and the continuous upgrading of industrial structures, the demand for skilled talent is increasing daily. As a crucial base for cultivating high-quality technical and skilled talent, vocational colleges have a direct impact on the country's competitiveness and sustainable development in terms of educational quality. According to the Implementation Plan for National Vocational Education Reform (Guofa, 2019), since China's reform and opening up, vocational education has provided sufficient human and intellectual support to promote the country's economic and social development. This reflects the essential meaning of "science and technology are the primary productive forces, and talent resources are the primary resources", and highlights the irreplaceable advantage of vocational education in providing talent resources for China's social and economic development. As a teacher team responsible for cultivating talent resources, vocational education workers bear an inescapable responsibility and are the core competitiveness of vocational colleges. Therefore, the job satisfaction of vocational education workers has become a crucial factor influencing the quality of education, the stability of the teaching staff, and the overall development of vocational colleges.

The concept of 'job satisfaction' was first introduced in 1935 by American scholar Hoppock in his doctoral thesis 'Job Satisfaction'. He defined job satisfaction as the overall satisfaction of employees with their work, believing it to be a single concept of a psychological state, which is the subjective feeling of employees' physical and mental state towards the external environment. He highlighted the impact of the external environment on employees' job satisfaction. Therefore, studying the factors that affect the job satisfaction of vocational college educators is of great significance for improving education quality, promoting the personal development of teachers, and optimizing vocational college management.

Currently, vocational education workers face numerous challenges, including insufficient teaching staff, uneven quality of student resources, relatively low

social recognition, and unclear career development paths, all of which may impact teachers' job satisfaction. Meanwhile, with the continuous deepening of education reform, the work content and methods of vocational college educators are also undergoing constant changes. Adapting to these changes and maintaining high job satisfaction has become a concern for education managers and policymakers.

In addition, with the development of related disciplines such as educational psychology and organizational behavior, an increasing amount of research has begun to focus on the multidimensional factors influencing job satisfaction. For example, Sun (2020) found that various demographic variables, including age, gender, and educational background, have an impact on job satisfaction. Jian et al. (2020) demonstrate that the influencing factors of job satisfaction among employees in enterprises can be broadly categorized into work itself, interpersonal relationships, promotion opportunities, and welfare treatment. These studies provide a theoretical foundation and practical guidance for enhancing the job satisfaction of vocational education professionals.

In summary, studying the factors that affect the job satisfaction of educators not only helps to improve their work enthusiasm and teaching quality but also has profound significance for promoting the sustainable development of vocational colleges and improving the overall education level of the country.

1.2 Research Problems

1. Educators are facing the problems concerning academic reform, which involve changes in multidimensional aspects and, in turn, affect job performance.
2. Due to academic reform, educators may feel insecure about their job, and Yunnan Economics Trade and Foreign Affairs College has difficulty developing long-term strategies and maintaining a sustainable competitive advantage.

1.3 Research Questions

Educators of Yunnan Economics Trade and Foreign Affairs College. It aims to explore the relationship between demographics, workplace environment, and job satisfaction. Therefore, the research questions of this paper are as follows:

RQ1 How do the demographic factors affect educators' job satisfaction at Yunnan Economics Trade and Foreign Affairs College?

RQ2 How does the workplace environment influence educators' job satisfaction at Yunnan Economics Trade and Foreign Affairs College?

1.4 Research Hypothesis

H1: The difference in demographic factors, including gender, age, marital status, educational background, job category, years of experience, and department, affects job satisfaction differently

H2: The workplace environment influences job satisfaction. Yunnan Economic Trade and Foreign Affairs College

1.5 Research Objectives

According to data from educators nationwide, the overall number of educators is showing a downward trend, and Yunnan Province is also experiencing the same issue. This research aims to investigate whether the decline in the number of educators is related to their job satisfaction, using Yunnan Economics Trade and Foreign Affairs College as the study area. It aims to explore the relationship between organizational identification, workplace environment, and job satisfaction among educators at Yunnan Economics and Trade College. The research objectives are summarized as follows:

(1) To explore the impact of educators' demographic factors on their job satisfaction.

(2) To examine the influence of workplace environment on job satisfaction.

These objectives aim to gain insight into the dynamic relationships between the workplace environment and job satisfaction among educators in the aforementioned institutions. The findings of this study may contribute to a deeper understanding of the factors that influence job satisfaction and workplace dynamics in the education sector.

1.6 Research Scope and Limitations

1.6.1 Content

This study was conducted at Yunnan Economic and Trade College. The research framework was developed based on theories, including emotional event theory, as well as the research achievements of Chinese and foreign scholars. The independent variables of this study included demographic factors and the workplace environment, with job satisfaction as the dependent variable.

1.6.2 Research Areas

This study was conducted at Yunnan Economics, Trade, and Foreign Affairs College, the top-ranked private vocational college in Yunnan Province, located in Kunming City, with over 15,000 students enrolled. There are currently 926 educators.

1.6.3 Population and Sample Size

According to the website of Yunnan Economics and Trade Foreign Affairs College (<http://www.ynjmww.com/index/arc/5>), the subjects of this study comprise 926 educators at Yunnan University of Economics and Trade as of June 2024. The Yamane Taro formula was used to determine the sample size of 279 educators.

1.6.4 Sampling Method

A stratified random sampling method was employed in this research. The total sample includes 300 educators from the various departments, including Marxism Department, Public Foundation Department, Education Department, Mathematics and Business Department, Architecture and Engineering Department, Intelligent Manufacturing and Automotive Department, Medicine and Health Department, Modern Services Department, Artificial Intelligence Department, Middle and High School Through Department, and Adult Continuing Education Department.

1.6.5 Duration

July 2024 and run until November 2024. This period was used for data collection, analysis, and synthesis of findings to ensure a thorough investigation.

1.7 Research Framework

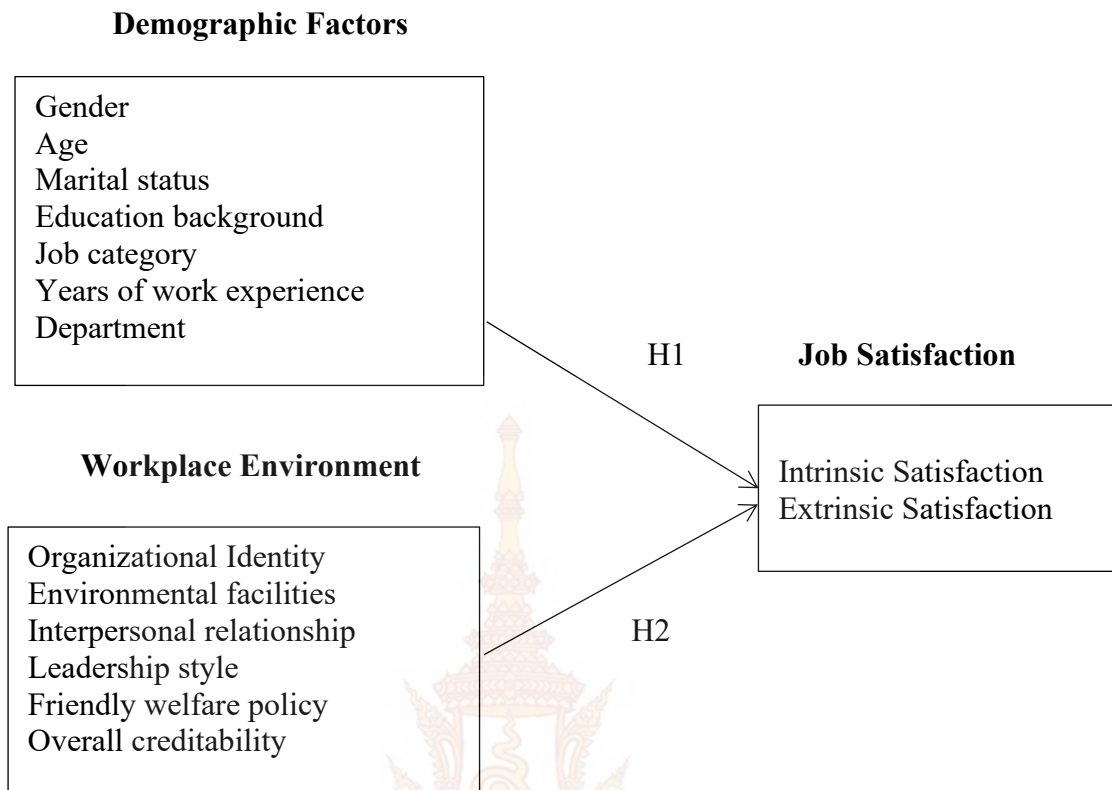


Figure 1.1 Research Framework

1.8 Definition of Key Terms

1.8.1. Educators refer to teachers, counselors, and administrative staff working in Yunnan Economics Trade and Foreign Affairs College.

Teachers are responsible for directly teaching knowledge and skills, as well as guiding students' learning and growth.

Counselors offer academic and psychological support, helping students plan their careers and address personal challenges.

1.8.2. Administrative Staff are primarily responsible for formulating the school's development strategies, managing daily school affairs, and coordinating internal and external resources to ensure the smooth operation of campus activities.

1.8.3 Demographic Factors refer to the various population characteristics that affect a particular population or market. These factors include age, gender, marital status, educational background, job title, and year of work experience.

1.8.4 Workplace Environment refers to the environment of all faculties at Yunnan Economics Trade and Foreign Affairs College.

Organizational identity, as a part of a friendly workplace, refers to the perception and understanding of organizational members towards the organization and its relationship with the external environment.

It encompasses all aspects of the organization, including its goals, values, culture, history, and its connection to the external environment. The formation of organizational cognition is influenced by various factors, including the internal culture and history of the organization, the personal experiences of organizational members, and the social environment in which the organization operates. At the same time, organizational identity can also refer to the mental models, perceptions, and thought processes shared at the organizational level. It is an important aspect of cognition that has both commonalities and differences at the individual, team, and organizational levels. Organizational identity has a profound impact on the organization's operations, influencing decision-making, communication, collaboration, innovation, and other key aspects. Therefore, organizations need to actively guide and shape the organizational cognition of members to promote the healthy development of the organization.

A friendly workplace is a work environment characterized by kindness, respect, and collaboration, where employees care for, support, and assist one another, fostering a positive and harmonious atmosphere. A friendly workplace not only focuses on employees' work efficiency and performance, but also their mental health and interpersonal relationships, and is committed to creating a work environment where employees feel comfortable, safe, have a sense of belonging, and are satisfied. In this article, a friendly workplace is described in terms of six key aspects: organizational identity, environmental facilities, interpersonal relationships, leadership style, friendly welfare policies, and overall trustworthiness. Organizational identity refers to the degree to which employees identify with the mission, goals, values, and culture of the organization they belong to; environmental facilities refer to all physical and facility conditions in the working environment of employees, such as the design of office space, comfort of furniture, lighting, ventilation, noise control, and other facilities that affect work efficiency and comfort ; interpersonal relationship refers to the interactions and relationships between employees, colleagues, supervisors, and other members of the

organization; leadership style refer to methods and attitudes adopted by leaders in managing and guiding employees; friendly welfare policies refer to various supportive benefits and subsidies provided by the company to employees, including salary, health insurance, paid leave, training and career development opportunities, work life balance measures; overall trustworthiness refers to the level of trust that employees have in the company and its management, including trust in company decision-making, management transparency, integrity, and commitment.

1.8.5 Job Satisfaction

Job satisfaction refers to the overall feeling of employees towards their work, encompassing their evaluation and emotional reactions to various aspects, such as the work environment, the work itself, salary, promotion opportunities, organizational management, and interpersonal relationships. Job satisfaction is measured through two dimensions: intrinsic satisfaction and extrinsic satisfaction.

Intrinsic satisfaction refers to factors such as salary, benefits, opportunities for promotion and development, as well as the reputation associated with the job.

Extrinsic satisfaction refers to an individual's level of satisfaction with their work environment and relationships with superiors and colleagues.



CHAPTER II

LITERATURE REVIEW

2.1 Related Theories on Job Satisfaction

2.1.1 Emotional Event Theory

The Emotional Event Theory (EET) was proposed by Howard M. Weiss and Russell Cropanzano in 1996, focusing on how emotional events in the work environment affect employees' emotional responses and subsequently influence their work attitudes and behaviors. This theory suggests that emotional events at work refer to those events that trigger emotional reactions in employees, which can be positive, such as receiving praise, or negative, such as encountering conflicts. These emotional reactions, in turn, affect employees' job satisfaction and performance.

Firstly, the theory of emotional events emphasizes that employee job satisfaction is closely related to emotional events at work. Positive emotional events, such as receiving rewards or achieving goals, typically enhance employees' positive emotions, thereby increasing job satisfaction. These events can make employees feel recognized and satisfied, enhancing their sense of joy and achievement in their work. On the contrary, adverse emotional events, such as setbacks or interpersonal conflicts, may lead employees to develop negative emotions, thereby reducing their job satisfaction. Negative emotions can leave employees feeling frustrated, anxious, or dissatisfied, ultimately impacting their overall job satisfaction.

Secondly, emotional events not only directly affect employees' job satisfaction but also indirectly affect their emotional state. Emotional state refers to the overall emotional response of employees to various events in their work, and these emotional states can affect their work attitude and behavior. For example, suppose employees experience sustained positive events at work. In that case, their overall emotional state will be more positive, which will increase their job satisfaction and promote higher job performance, as well as lower turnover intentions. On the contrary, long-term negative emotional states may lead to a decrease in job satisfaction, deterioration of job performance, and even an increase in employee turnover rates.

Additionally, the theory of emotional events suggests that individual

differences and emotional regulation abilities of employees can influence their responses to emotional events. For example, some employees may possess higher emotional intelligence and be better equipped to manage and regulate negative emotions, resulting in a reduced impact of adverse events and higher job satisfaction. Employees with weaker emotional regulation abilities may be more susceptible to adverse emotional events, leading to a significant decrease in job satisfaction.

2.1.2 Social Identity Theory

The social theory of social identity was proposed and improved by Tajfel and Turner (1979). Tajfel defines social identity as the individual's recognition that they belong to a specific social group, while also recognizing the emotional and value significance that being a member of the group brings to them. The social identity theory posits that individuals identify with the group to which they belong through social classification, developing internal group preferences and external group biases. Social identity theory places an individual's identification with a group at its core, positing that individuals identify with their group through social categorization and develop internal group preferences as well as external group biases. Organizational identification refers to an individual's sense of belonging and identification with an organization, which can be divided into internal identification and external identification. Internal identification refers to employees' awareness of the organization's internal culture, values, and objectives, while external identification involves employees' perception of the organization's image and standing in the external environment. Both of these have a significant impact on job satisfaction.

Firstly, social identity theory emphasizes the importance of employees' sense of group belonging to job satisfaction. Employees establish their self-concept through a sense of identification with their work team or organization. When employees feel that they belong to a united and positive team, they usually develop a stronger sense of belonging and collective identity. This sense of identification can enhance their job satisfaction. Secondly, social identity theory suggests that comparisons with other groups influence employee job satisfaction. Employees often compare their work teams with those of others. If an employee's team is considered successful and capable, they will have a higher level of satisfaction with their work environment. The social identity theory also emphasizes the impact of social identity on employees' work motivation

and behavior. When employees are highly aligned with the goals of the organization or team in their work, their work motivation and satisfaction usually increase. This consistency enhances employees' sense of identification with organizational goals, making them more willing to invest effort and take responsibility, which in turn improves their job satisfaction. A strong sense of identification with an organization's culture and values can inspire employees' work enthusiasm and make them feel that their work is more meaningful.

2.1.3 Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs was proposed by American psychologist Abraham Maslow in the 1940s and is considered one of the classic theories in the fields of psychology and management. The theory primarily categorizes human needs into five levels, arranged from low to high. It suggests that individuals will gradually strive to achieve self-actualization goals based on these levels of need.

2.1.3.1. Physiological Needs

Physiological needs refer to the most basic survival requirements of human beings, including food, water, air, and sleep. Suppose employees are unable to meet their basic physiological needs, such as an insufficient salary to sustain their livelihood or an uncomfortable working environment. In that case, their job satisfaction will be significantly affected. Ensuring that employees' physiological needs are met is the first step in improving job satisfaction.

2.1.3.2. Security Needs

Security needs include personal safety, health, financial security, and housing. If employees feel job instability, worry about unemployment, or lack sufficient security, their job satisfaction will decrease. On the contrary, a stable working environment and clear career development path can enhance employees' sense of security, thereby improving their job satisfaction.

2.1.3.3. Social Needs

Social needs include belonging, friendship, and love. Good colleague relationships, effective teamwork, and a supportive work environment can meet employees' social needs, thereby enhancing their job satisfaction and overall well-being. If employees feel respected, accepted, and recognized, they are more likely to be satisfied and engaged in their work.

2.1.3.4. Respect Needs

Respect needs are divided into internal respect and external respect. Internal respect encompasses self-respect and self-confidence, while external respect involves recognition and respect from others. In the work environment, employees need to feel that their value is recognized and respected. They expect to receive opportunities for promotion, recognition, and rewards. If employees' work performance and efforts are appreciated, their self-esteem will be satisfied, and job satisfaction will also increase.

2.1.3.5. Self-Actualization Needs

Self-actualization refers to an individual's desire to reach their full potential, encompassing the pursuit of personal growth, development, and self-realization. Employees hope to showcase their talents, embrace challenges, and achieve personal goals. If work can provide opportunities for growth, career development, and challenging tasks, employees will be able to meet their self-actualization needs, greatly enhancing their job satisfaction.

Maslow's hierarchy of needs theory states that people will gradually strive to meet these needs in a particular order. Only when the lower-level needs are met will people turn their attention to higher-level needs. This theory holds great significance for understanding human behavior, meeting employee needs, promoting personal growth and development, and enhancing job satisfaction.

2.1.4 Job Satisfaction

2.1.4.1 Internal Satisfaction-Herzberg's Two-factor Theory

Intrinsic satisfaction refers to an internal sense of satisfaction that is unrelated to external rewards or material benefits. It is usually related to an individual's love and pleasure for an activity, task, or experience itself, rather than expecting external rewards or recognition. Herzberg's two-factor theory, proposed by Frederick Herzberg, examines the two primary factors that influence employee job satisfaction: motivational factors and hygiene factors. Motivational factors include a sense of achievement, the challenge of the job itself, and recognition, which can effectively enhance employees' job satisfaction and motivation. In contrast, healthcare factors involve factors such as salary, working conditions, and company policies. If these factors are not met, it can lead to employee dissatisfaction. Even if these conditions are improved, they can only maintain employees' neutrality without significantly

increasing their satisfaction. Therefore, Herzberg believes that business managers should strive to optimize healthcare factors to avoid dissatisfaction and improve the overall job satisfaction of employees through motivational factors. Ultimately, achieving comprehensive employee motivation requires attention to both factors simultaneously.

2.1.4.2 Extrinsic Satisfaction-Job Demands-Resources Model

Extrinsic satisfaction refers to a sense of satisfaction caused by external factors or rewards. This sense of satisfaction stems from external incentives, such as money, praise, recognition, status, or other material rewards, rather than from the intrinsic pleasure derived from the activity itself. The Job Demands Resources Model (JD-R model) is a theoretical framework proposed by scholars such as Arnold Bakker and Wilmar Schaufeli. This model is used to explain how various factors in the work environment affect employees' job satisfaction, job stress, and overall job performance. Job demands refer to the psychological or physiological efforts that employees must invest in their work, which can create certain levels of pressure on them. Typical job demands include workload, time pressure, role conflicts, and emotional labor. Work resources refer to various supportive factors that help employees cope with work demands, achieve work objectives, enhance work motivation, and improve job satisfaction, primarily including support, feedback, autonomy, and development opportunities.

The job demand resource model emphasizes that the balance between job demands and job resources has a significant impact on employees' job satisfaction and stress levels. The specific mechanism is as follows: Stress mechanism: When job demands are too high and work resources are insufficient, employees may feel excessive pressure. This pressure may lead to job burnout, decreased job satisfaction, and health issues. Long-term high-intensity work demands can increase the psychological and physiological burden on employees, thereby affecting their work performance and overall quality of life. Incentive mechanism: Adequate work resources can alleviate the pressure brought by high work demands. Adequate resources not only help employees cope with challenges but also increase their work motivation and satisfaction. For example, a supportive work environment and effective feedback mechanisms can alleviate employees' stress and enhance their job performance and

happiness.

2.1.5 Workplace Environment

2.1.5.1 Career Adaptation Theory

Career Adaptation Theory, proposed by Savickas (2013), focuses on how individuals adapt to changes and challenges in their career development process. It emphasizes the interactive relationship between individuals and the work environment, recognizing that individual needs will adjust over time or in response to changing economic conditions, while job requirements will also evolve. Everyone actively seeks to conform to their environment. If the work environment can meet individual needs and individuals can complete work requirements, then adaptability will increase, and job satisfaction and persistence will also increase.

The theory of occupational adaptation holds that individuals need to possess specific adaptive abilities (such as self-efficacy, career exploration ability, flexibility, etc.) to cope with various changes and challenges in the workplace. Occupational adaptability enables individuals to set goals more autonomously and choose paths in their work, which can increase their sense of control and achievement, ultimately enhancing job satisfaction. Good career adaptability enables individuals to effectively cope with uncertainty and stress in the workplace, such as through the development of problem-solving skills and positive thinking, which helps reduce feelings of frustration and dissatisfaction at work. Research has shown that individuals with strong occupational adaptability typically experience higher job satisfaction

2.1.5.2 Person-Environment Fit Theory

The person-environment fit theory was first proposed by Frank Parsons, emphasizing that individuals and their environment jointly shape their behavior and attitudes. This theory suggests that individuals are more engaged when they work in environments that align with their skills, interests, values, and other personal characteristics. The essence of personal environment matching is that the individual's or their environment's characteristics do not solely determine an individual's attitudes, behaviors, and other individual-level variables, but rather the relationship between the two.

When an individual's interests and professional values align closely with the requirements and culture of the work environment, employees often experience a

greater sense of achievement and satisfaction. When facing work challenges and pressure, one can utilize one's strengths and skills to alleviate pressure and frustration. A friendly work environment can provide employees with the support and resources they need to complete tasks more effectively, thereby increasing job satisfaction. When employees feel recognized and supported in their work environment, they are also more likely to exhibit higher levels of engagement and loyalty towards their work.

2.2 Related Research

2.2.1 Research on Demographic Factors

Sun et al. (2020) found that there are significant differences in the self-evaluation of job-interpersonal fit and job burnout levels among kindergarten teachers with different demographic variables (including teaching years, academic qualifications, daily working hours, and nature of child care institutions). Among them, teachers in kindergartens and private daycare institutions with 6 to 10 years of teaching experience, a college degree or less, and daily working hours of no more than 10 hours have significantly higher self-evaluation of job-interpersonal matching and lower levels of job burnout. Job-interpersonal match has a significant adverse predictive effect on job burnout, and job satisfaction plays a partial mediating role between the two.

He et al. (2020) found that role ambiguity reduces teachers' job performance, while role conflict and role overload reduce teachers' health. The health of college teachers is generally poor. All three role stressors negatively impact job satisfaction, with role ambiguity having the most significant effect on job satisfaction. Job satisfaction plays a mediating role in the relationship between role stress and job performance. A proactive personality can alleviate the negative impact of role conflict and role ambiguity on job satisfaction.

Yang et al. (2020) adopted a multi-stage stratified cluster sampling method and conducted a questionnaire survey from January to April 2019. They surveyed 900 grassroots medical staff through a self-designed questionnaire. They found that age, promotion system, income level, doctor-patient relationship, performance appraisal, and job ability had statistically significant effects on overall satisfaction.

Zhang et al. (2020) selected 872 kindergarten teachers as the subjects of

their research. They utilized the Career Adaptability Scale, Job Satisfaction Scale, and Turnover Intention Scale to investigate the influence of kindergarten teachers' career adaptability on turnover intention and the mediating role of job satisfaction. The research results indicate that the career adaptability of kindergarten teachers is at a moderate to high level, with significant differences observed in rank and contract type.

Zhang et al. (2020) employed the generalized Roy model to examine the influence of higher education and individual ability on employment quality. The study's results found that both cognitive and non-cognitive abilities influence higher education decisions, thereby enhancing an individual's overall ability and, consequently, affecting the quality of employment. Higher education increases workers' wages and job satisfaction, but reduces job autonomy. After controlling for individual ability factors, higher education leads to an average salary increase of approximately 110.5%, a decrease in work autonomy of approximately 18.8%, and an increase in job satisfaction by approximately 16.4%. Both cognitive and non-cognitive abilities will affect an individual's decision-making in higher education, with cognitive abilities having three times the impact of non-cognitive abilities.

Ren et al. (2021) employed a cluster random sampling method to conduct a questionnaire survey on job burnout, organizational commitment, and job satisfaction among 660 nursing staff members. The results show: (1) The average scores of nursing staff's organizational commitment, job satisfaction and burnout are (3.87 ± 0.62) , (3.24 ± 0.71) , (3.12 ± 0.58) respectively; (2) Job satisfaction and organizational commitment are related to Occupational burnout is negatively correlated; (3) The comprehensive explanatory power of benefits, normative commitment, work schedule, age, career development opportunities, marital status, education level and work-life balance on occupational burnout is 19.9%. To sum up, nursing staff exhibit high organizational commitment and job satisfaction; however, the degree of burnout is significant. Organizational commitment and job satisfaction are negatively correlated with the burnout of nursing staff.

2.2.2 Research on Workplace Environment

The term “workplace friendly” is currently a frequently discussed topic in workplaces around the world and is considered a key competitive advantage for

organizational success in the era of globalization. Governments and businesses worldwide are focusing on creating a friendly work environment and emphasizing family-friendly policies and measures. These policies typically target married employees. However, in the workplace, individuals may face discrimination based on various factors. A friendly workplace should provide equal opportunities for all employees, regardless of their gender, language, identity, race, education, and other factors mentioned in this study, to avoid any discrimination issues.

Lin (2021) noted that a friendly workplace refers to an environment where employees can receive support and assistance in a supportive atmosphere, both at work and in their personal lives. Its purpose is to create an environment that respects employees and alleviates their concerns, regardless of differences between labor groups. In a friendly workplace, the needs of employees should be the primary focus, and assistance and measures should be provided to meet the various needs of employees. This fosters a work environment that respects and supports them, promoting a positive energy and atmosphere in the workplace (Wang & Hu, 2013).

Friendly measures also include supporting gender diversity, encouraging the use of female human resources in non-traditional job categories, implementing employee support programs, offering flexible working hours, remote work arrangements, job sharing, flexible rotation, and family care leave. These elements together define the concept of a friendly workplace.

Du et al. (2013) proposed seven indicators for creating a friendly environment, namely environmental indicators, transportation indicators, social participation indicators, respect for the elderly and social acceptance indicators, employment activity indicators, communication and information indicators, and social support and health service indicators. Among them, environmental indicators are of great significance in determining friendliness.

Xu and Wu (2015) defined a friendly workplace as one that exhibits supportive behavior towards employees and respects them. They explored this issue from three dimensions: 1. Employee benefits: how to help employees balance work and family life. Organizations need to offer a range of policies and programs to strike a balance between work and personal life. 2. Business benefits: Companies can implement various measures or create a supportive environment to reduce employee

stress and the number of leave requests, thereby reducing employee turnover, saving on recruitment and training costs, and improving workplace morale and cohesion, which in turn enhances productivity and competitiveness. 3. National social welfare: If workers can achieve a stable balance between work and life, they can make full contributions to society and provide a stable workforce, as well as a sense of stability to the country. In summary, Xu and Wu argue that friendly workplaces are characterized by support for workers' needs and respectful attitudes, and their benefits extend to labor, businesses, and society as a whole.

In a study on the relationship between a friendly working environment and job satisfaction among nursery teachers, Jian (2018) defined a friendly working environment in terms of five dimensions: 1. Environmental facilities and equipment, including a safe and comfortable activity space, sufficient hardware resources, and convenient software resources for activities. 2. Supervisor leadership style: The supervisor's leadership style affects the work atmosphere. Supervisors who trust, affirm, empower, and help employees solve problems create a more friendly environment. 3. Impart professional knowledge and skills: impart professional theories promptly, introduce new concepts and knowledge, and cultivate professional abilities and correct attitudes. 4. Friendly welfare policy: In addition to a reasonable salary, employees are also provided with various welfare policies and bonuses. 5. Interpersonal Relationships: Have good interpersonal interactions with all relevant individuals in the work environment, characterized by communication, trust, affirmation, positivity, and helpfulness. These aspects, together, contribute to a friendly working environment in daycare centres and influence the job satisfaction of daycare staff.

In her study on the impact of role conflict and fear of success on the work performance of female employees, Ye (2019) used a friendly workplace as a moderating variable. The definition of a friendly workplace is: "A friendly working environment where employees can get assistance in work and life in a non-discriminatory and equal manner when facing various social groups, creating a friendly workplace environment that respects employee rights." The study employed the five aspects proposed by Jian (2018), namely environmental facilities, interpersonal relationships, superior leadership style, friendly welfare policies, and provision of professional knowledge and skills, as survey tools.

Guo et al. (2016) identified four aspects of a friendly workplace when discussing the connotation and framework of building a friendly workplace in Chinese companies: 1. Work-life friendliness, which includes workplace support and management of work-family conflict. 2. Labor Environment Friendliness: Explores the measures taken by organizational entities to address the issue of aging employees in the workplace, as well as measures related to multiculturalism and employment equality in the face of globalization and the influx of new immigrant workers. 3. Friendly to diverse needs: Organizations should provide relevant policies and benefits to help employees balance work and family life, primarily through family-friendly policies and measures. 4. Friendly cultural atmosphere: Companies should establish a workplace atmosphere that is non-discriminatory, supportive, and inclusive of diverse cultures, and especially challenge age stereotypes in the workplace. These aspects together promote a friendly working environment.

2.2.3 Research on Job Satisfaction

In a study by Xu et al. (2013) on internal marketing and intention to stay in international tourist hotels, job satisfaction was used as the intermediary variable and pointed out that job satisfaction is divided into two dimensions: intrinsic satisfaction and extrinsic satisfaction, including employees' perceptions of the work environment, The degree of satisfaction with the promotion system, the job itself, and interpersonal relationships with colleagues and superiors, etc., then produces subjective emotional reactions. It is further noted that management skills, communication, relationships, and growth incentives all have a significant positive impact on job satisfaction.

At the same time, research by Li et al. (2018) indicates that the job satisfaction of early-career employees has a significant adverse predictive effect on turnover intention, while job satisfaction has a significant positive effect on affective commitment, normative commitment, and continuance commitment. Prediction effect. Affective commitment has a significant negative impact on turnover intention, while normative commitment and continuance commitment have no significant impact on turnover intention. Affective commitment plays a complete mediating role between job satisfaction and turnover intention. This study enriches the research on job satisfaction. It has important implications for companies to formulate reasonable human resource policies to reduce the turnover rate of employees in their early careers.

Wang et al. (2019) found that: (1) there is a nonlinear "inverted U-shaped" curve relationship between salary level, job satisfaction, and overall perceived salary; (2) there is a positive correlation between overall perceived salary and job satisfaction; (3) Overall perceived salary plays a mediating role in the curvilinear relationship between salary level and job satisfaction; (4) Personnel-job matching negatively regulates the curve between salary level and job satisfaction, as well as the curve between salary level and overall perceived salary. Relationship; (5) Overall, perceived salary plays a mediating role in the interaction between salary level and job matching on job satisfaction.

In addition, Tang's (2020) research found that both emotional support factors and monetary incentive factors have a significant negative impact on social workers' intentions to turnover. Among these factors, monetary incentive factors have a greater impact on social workers' intention to turnover than emotional support factors. Additionally, the impact of financial incentives on social workers' turnover intention is moderated by both gender and age.

Yin (2021) used a questionnaire survey to analyze the impact of employee welfare on job satisfaction and organizational commitment from the perspective of Herzberg's two-factor theory, and put forward a research hypothesis, believing that a complete employee welfare system can help improve employees' work performance Satisfaction, thereby effectively motivating employees to stick to organizational commitments.

Wang et al. (2020) examined the relationship between rural teachers' perceived school atmosphere, teacher leadership, teacher self-efficacy, and job satisfaction. They found that perceived school atmosphere, self-efficacy, and teacher leadership have a significant impact on the job satisfaction of rural teachers. Have a positive impact. Perceived school climate affects job satisfaction through the mediating effect of teacher leadership and self-efficacy. This mediating effect includes two pathways: the independent mediating effect of teacher leadership and the independent mediating effect of teacher self-efficacy.

An and Tong (2020) demonstrate that rural teachers' work pressure has a significantly negative impact on job satisfaction. In addition, work pressure has a significant positive predictive effect on rural teachers' low sense of personal

accomplishment. Moreover, low personal accomplishment significantly and negatively predicts teachers' job satisfaction. Job stress affects job satisfaction through direct and indirect channels. Low personal accomplishment plays a partial mediating role between work stress and job satisfaction, and the indirect effect is greater than the direct effect. The results indicate that low personal accomplishment is the primary factor influencing the job satisfaction of rural teachers.

2.3 Overview of College

Yunnan Vocational College of Economics, Trade and Foreign Affairs was founded in 1998. It was approved by the Yunnan Provincial People's Government in 2007 and officially registered as a full-time vocational college by the Ministry of Education in 2008. In March 2011, with the approval of the University Working Committee of the Yunnan Provincial Committee of the Communist Party of China, the Communist Party of China Yunnan Vocational College of Economics, Trade and Foreign Affairs Committee was established, and a Party Secretary (Supervision Commissioner) was dispatched. Throughout the process of running the college, the Party has always adhered to its comprehensive leadership over the school, closely focused on implementing the fundamental task of "cultivating morality and nurturing talents", conscientiously implemented the Party's educational policy, and upheld the school motto of "cultivating morality, pursuing learning, strengthening abilities, and applying skills", committed to cultivating socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor.

The college is situated in Yanglin Vocational Education Park, spanning an area of over 860 acres, with a construction investment of 2 billion yuan and a building area of 500,000 square meters. It adopts a cluster-style layout and a simple European design style, while preserving the original mountains and forests, to create a European-style educational town that is both conducive to learning and convenient for daily life.

The college currently has 4 characteristic major groups and 57 enrolled majors, covering industries and social service fields such as construction engineering, artificial intelligence, health management, modern services, economics, and trade.

There are over 15000 students and 926 faculty members on campus. There are 11 teaching units including the Department of Marxism, the Department of Public Fundamentals, the Department of Education, the Department of Digital Business, the Department of Architecture and Engineering, the Department of Intelligent Manufacturing and Automotive, the Department of Medicine and Health, the Department of Modern Services, the Department of Artificial Intelligence, the Department of Junior and Senior High School Direct Education, and the Department of Adult Continuing Education. In recent years, the school has seized new opportunities for development, such as the national acceleration of building a modern vocational education system, Yunnan Province's creation of a billion level logistics industry, the new positioning of "three cards in the world", the vigorous development of "five networks" infrastructure construction, and the rural revitalization strategy, which urgently require a large number of composite high-quality technical and skilled talents. It adheres to the educational philosophy of reform and innovation, with a core focus on developing educational systems and models. There are currently two high-level backbone majors recognized by the Ministry of Education, as well as five provincial-level high-level backbone majors. Remarkable achievements have been made in party building, teaching quality engineering, employment, and entrepreneurship, as well as in provincial-level and above vocational skills, entrepreneurship, innovation, and in cultural and sports competitions. The connotation and development foundation of educational level continues to improve, and the comprehensive strength ranking continues to move forward. It now ranks first in the province's private higher vocational education, and its advantages and characteristics are gradually emerging.

For more than 20 years of operation, the college has achieved multiple national and provincial educational achievements: it is a pilot unit of the Ministry of Education's "AI Artificial Intelligence College," and one of the first members of the "Luban Workshop" alliance; The vocational education group established under the leadership is a national exemplary training unit for vocational education groups; A total of 133 national and provincial teaching construction achievements and cases have been obtained. It has successively won multiple titles, including Excellent Private Higher Education Institution in China, Characteristic Backbone Vocational College in Yunnan Province, High-quality Vocational College in Yunnan Province, Pilot Modern

Apprenticeship System, "Civilized School" in Yunnan Province, and Excellent Private Education School in Yunnan Province, in 2021, won one first prize and one-second prize of the Yunnan Provincial Teaching Achievement Award.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study aims to explore the influence of the workplace environment, including environmental facilities, interpersonal relationships, leadership style, welfare policies, overall trustworthiness, and organizational identity, on job satisfaction among educators at Yunnan Economics and Trade and Foreign Affairs College.

This research mainly focuses on the following aspects:

(1) Demographic variables, including gender, age, marital status, educational background, job category, years of work experience, and department, which are used to analyze the differences in demographics of educators, affect job satisfaction differently.

(2) Workplace environment, including facilities, interpersonal relationships, leadership style, welfare policies, overall trustworthiness, and organizational identity, was explored to investigate the influence of the workplace environment on educators' job satisfaction at Yunnan Economics and Trade and Foreign Affairs College.

(3) Job satisfaction is divided into intrinsic satisfaction and extrinsic satisfaction.

The study employs a questionnaire survey method to collect data from educators working at Yunnan Economics, Trade, and Foreign Affairs College in the 2024 academic year.

3.2 Sample and Population

3.2.1 Population

The subjects of this study are full-time educators working in 11 departments at Yunnan Economics and Trade College and Foreign Affairs College. The population of this study consists of 926 full-time educators who work during the 2024 academic year.

3.2.2 Sample

The sample size of this research was calculated from a finite population using the Yamane formula to achieve a 95% confidence level and a $\pm 5\%$ margin of error. Table 3.1 demonstrates the sample size of educators from various departments to ensure representative distribution across the entire college.

The sample size calculation is as follows:

$$n = \frac{N \times Z^2 \times P \times (1 - P)}{E^2 \times (N - 1) + Z^2 \times P \times (1 - P)}$$

Thus:

N is the population size (926 people)

Z is the Z-value (1.96 for a 95% confidence level)

P is the estimated population proportion (0.5)

E is the desired sampling error (0.05)

$$n = \frac{926 \times 1.96^2 \times 0.5 \times (1 - 0.5)}{0.05^2 \times (926 - 1) + 1.96^2 \times 0.5 \times (1 - 0.5)} \approx 279$$

Add 21 samples to avoid error in data collection; therefore, the total sample for this study was 300.

3.2.3 Sampling Method

The stratified sampling method was employed to ensure an even distribution of data collection across each department. Table 3.1 illustrates the number of samples to be collected from participants in each department at Yunnan Economics, Trade, and Foreign Affairs College. A simple random sampling method was employed to collect data from each department. Consequently, out of the 926 individuals in Yunnan Economics, Trade, and Foreign Affairs College's customer population, 300 participants were selected using a stratified sampling approach. The sample was further divided into 11 departments. Specifically, simple random sampling of 32 participants from Marxism Department, 31 participants from Public Foundation Department, 21 participants from Education Department, 21 participants from Mathematics and Business Department, 32 participants from Architecture and Engineering Department, 33 participants from Intelligent Manufacturing and Automotive Department, 33 participants from Medicine and Health Department, 26 participants from Modern Services Department, 20 participants from Artificial Intelligence Department, 27

participants from Middle and High School Connected Department and 24 participants from Adult Continuing Education Department.

Table 3.1 Sample Size

Department Segment	Population	Sample Size
1. Marxism Department	87	32
2. Public Foundation Department	92	31
3. Education Department	113	21
4. Mathematics and Business Department	89	21
5. Architecture and Engineering Department	101	32
6. Intelligent Manufacturing and Automotive Department	98	33
7. Medicine and Health Department	107	33
8. Modern Services Department	86	26
9. Artificial Intelligence Department	44	20
10. Middle and High School Connected Department	56	27
11. Adult Continuing Education Department	53	24
Total	926	300

3.3 Data Collection

The data collection process for this study involved administering structured questionnaires to the participants of Yunnan Economics Trade and Foreign Affairs College. These questionnaires were carefully designed to collect data. The survey instrument was tailored to fit the factors and variables identified in the research framework.

Each section of the questionnaire contained different types of questions to capture various aspects of the participants' experiences and perceptions. This included the use of checklist items, 5-point Likert scale answers, and multiple-choice answers to ensure a thorough understanding of the study structure.

3.3.1 Questionnaire Design

A structured questionnaire was designed based on the research hypotheses and questions, consisting of three main parts: demographics, workplace environment, and job satisfaction.

3.3.2 Sample Determination

The sample of this study consists of full-time educators from Yunnan

Economics Trade and Foreign Affairs College in the academic year 2024. The research subjects are educators, including counselors, administrative staff, and teachers, who are engaged in educational work in Yunnan Economics Trade and Foreign Affairs College.

3.3.3 Questionnaire Distribution

The questionnaire was distributed in two ways: online platforms, such as WeChat and Questionnaire Star, and offline locations, including offices, libraries, and classrooms, to ensure the validity and reliability of the questionnaire. Screening questions were set in the questionnaire to identify eligible participants.

3.4 Research Instrument

The questionnaire was designed and used as a tool for collecting data. The tool has been developed with the following steps:

1. Study methods for developing questionnaires from related documents and textbooks.
2. Study related concepts, theories, and research documents by considering various details to cover the stated research objectives.
3. Develop the questionnaire based on the research framework and objectives to serve as a data collection tool for the educator group.
4. The developed questionnaire was evaluated by three experts in the field for content validity, e.g., to check language understanding and the appropriateness of the content.
5. The adjusted questionnaire, incorporating the experts' comments, was used for a pretest by collecting data from 30 participants. The data were used to calculate a reliability test.
6. Take the completely edited questionnaire and pass the reliability test to collect data from the next designated sample group.

In this study, the questionnaire was designed in 3 parts.

Part 1: Demographic Information

This section was designed to gather participants' demographic information, including their gender, age, marital status, educational background, job category, years of experience, and department affiliation. The questions in this section are multiple-choice.

Part 2: Workplace Environment

This section aims to assess the level of opinion regarding the workplace environment, including environmental facilities, interpersonal relationships, leadership style, welfare policies, overall trustworthiness, and organizational identity, which may influence educators' job satisfaction. The questionnaires are designed to collect respondents' opinions by using a 5-point Likert scale.

Part 3: Job Satisfaction

This section aims to assess the level of opinion regarding job satisfaction among educators, encompassing both intrinsic and extrinsic satisfaction, among full-time educators working at Yunnan Economics Trade and Foreign Affairs College during the 2024 academic year. The questionnaires are designed to collect the respondents' opinions by using a 5-point Likert scale.

From parts 2–3, the respondents were asked to rate their level of agreement with the questions on a scale of 1 to 5, where 1 indicated "Very dissatisfied," 2 indicated "Dissatisfied," 3 indicated "Neutral," 4 indicated "Satisfied," and 5 indicated "Very satisfied." The interpretation of the average values is shown in Table 3.2

Table 3.2 Score Level, Average Value, and Mean

Level	Score	Average Value	Meaning
	5	4.50-5.00	Very satisfied
	4	3.50-4.49	Satisfied
	3	2.50-3.49	Neutral
	2	1.50-2.49	Dissatisfied
	1	1.00-1.49	Very dissatisfied

3.5 Content Validity and Reliability

To ensure the quality and confidence of the questionnaires, content validity tests using Item Object Consistency (IOC) and reliability tests using Cronbach's alpha were performed as follows.

3.5.1 Content Validity

Three experts with expertise in creating research tools and educators from the vocational college examined the content and measurement of the questions to ensure comprehensive coverage and completion of the research issues. The experts are required to rate the questionnaires as follows.

+1 The question is consistent with the content of the measurement objective.

0 Not sure that the question is consistent with the content of the measurement objective.

-1 The question is not consistent with the content of the measurement objective.

The results from all experts' evaluations were used to calculate the IOC index according to the formulas of Rovinelli and Hambleton (1977) as follows:

$$IOC = \Sigma R / N$$

Where ΣR = total rating score from all experts for each question

N = number of experts

If the calculated IOC index is greater than or equal to 0.5, it is considered that the questionnaire is measured following the research objectives. Therefore, questions with an IOC index of 0.5 or higher were selected for analysis. If any question has a value that does not meet the 0.5 criterion but is necessary to measure what needs to be measured, it was revised again by expert advice. For the questionnaires used in this study, the IOC index is more than 0.5; therefore, all the contents in the questionnaires passed the validity test.

3.5.2 Reliability Test

To test the confidence of the tools used in this research, the questionnaire was pre-tested with a group of 30 qualified participants to test their understanding of the corresponding questions, and the internal consistency was measured by using Cronbach's alpha coefficient (test method). A Cronbach's alpha score above 0.70 denotes satisfactory dependability, according to Hair et al. (2010).

3.6 Data Analysis

The statistics used to analyze data were both descriptive statistics and inferential statistics. 3.6.1 Descriptive Statistics.

3.6.1 Descriptive Statistics

The descriptive statistics used to analyze the demographics of the respondents include gender, age, marital status, educational background, job category, years of working experience, and department. The frequency, percentage, and mean were used to analyze data.

3.6.2 Inferential Statistics

The inferential statistics used to test hypotheses at a 0.05 statistical significance level are as follows.

Hypothesis 1: The difference in demographic factors, including gender, age, marital status, educational background, job category, years of experience, and department, affects job satisfaction differently.

The Independent Samples t-test is used for testing the difference in the

effect of gender.

One-way ANOVA is used to test the effects of age, marital status, educational background, job category, years of work experience, and department on the dependent variable.

Hypothesis 2: Workplace environment influences job satisfaction. Multiple Regression Analysis was applied.



CHAPTER IV

RESEARCH ANALYSIS

The primary objective of this study is to investigate the demographic factors that impact job satisfaction and to examine the influence of the workplace environment on the job satisfaction of educators working at Yunnan Economics and Trade College, China. The independent variables used in this study were demographic factors and workplace environment. The dependent variable was job satisfaction.

4.1 Descriptive Statistics

This section presents the results, organized according to the research objectives, into two parts as follows.

Part I: The analysis results of the respondent's demographic data.

Part II: The analysis results of the level of opinion on workplace environment and job satisfaction.

4.1.1 Demographic Factor

Demographic factors, including gender, age, marital status, educational background, job category, years of work experience, and work department, were analyzed using frequency and percentage, as shown in Table 4.1.

Table 4.1 Frequency Distribution Table of Demographic Factors

Gender	Frequency	Percent
Male	166	55.3
Female	134	44.7
Total	300	100.0
2. Age	Frequency	Percent
25-30 years old	43	14.3
31-35 years old	46	15.3
36-40 years old	75	25.0
41-45 years old	69	23.0
46-50 years old	39	13.0
Above 50 years old	28	9.3
Total	300	100.0

Marital Status	Frequency	Percent
Single	33	11.0
Married	169	56.3
Divorce	73	24.3
Others	25	8.3
Total	300	100.0
Educational Background	Frequency	Percent
Junior College Level	82	27.3
Undergraduate Level	55	18.3
Master Degree Level	93	31.0
PhD. Level	70	23.3
Total	300	100.0
Job Category	Frequency	Percent
Teacher	91	30.3
Administrative staff	110	36.7
Counselors	99	33.0
Total	300	100.0
Table 4.1: Frequency distribution table of demographic factors		
Years of Working Experience	Frequency	Percent
1-5 years	44	14.7
6-10 years	74	24.7
11-20 years	139	46.3
More than 20 years	43	14.3
Total	300	100.0
Department	Frequency	Percent
Marxism	28	9.3
Public Foundation	31	10.3
Education	21	7.0
Mathematics and Business	20	6.7
Architecture and Engineering	29	9.7
Intelligent Manufacturing and Automotive	28	9.3
Medicine and Health	29	9.7
Modern Services	24	8.0
Artificial Intelligence	19	6.3
Middle and High School Through	32	10.7
Adult Continuing Education	39	13.0
Total	300	100.0

Table 4.1 presents descriptive statistics for a given population based on several demographic and socioeconomic variables. Table 4.1 shows the frequency distribution of demographic factors. According to Table 4.1, a total of 300 respondents participated, with 166 being male, accounting for 55.3%. The largest group of respondents is aged between 36 and 40 years old, accounting for 25.0%, while the

smallest group is over 50 years old, accounting for 9.3%. It can be observed that the teaching staff of Yunnan Economics, Trade, and Foreign Affairs College is primarily composed of middle-aged individuals. From the perspective of marital status, married individuals account for 56.3% and single individuals account for 11.0%. From the perspective of educational level, among the respondents, there were 93 master's degree students, accounting for 31.0%, and 70 doctoral degree students, accounting for 23.3%. This indicates that the majority of education workers within the school hold a master's degree or higher. From the perspective of work category, the proportion of personnel engaged as teachers, counselors, and administrative staff is relatively evenly distributed. In terms of working hours, 139 respondents have been working for over ten years. The respondents are evenly distributed among the various colleges of the school.

Table 4.2 Descriptive Statistical Results of the Workplace Environment

Workplace Environment	Opinion Level					Mean	SD	Meaning	Rank
	1	2	3	4	5				
Organizational Identity	2	54	95	122	27	3.39	.906		1
Environmental Facilities	5	63	118	99	15	3.19	.880		2
Interpersonal Relationship	-	74	114	104	8	3.15	.824		4
Leadership Style	-	76	129	88	7	3.09	.797		6
Friendly Welfare Policy	4	60	130	91	15	3.18	.853		3
Overall Creditability	6	67	125	88	14	3.12	.878		5

Table 4.2 presents the descriptive statistical results of the work environment, including six aspects: organizational identity, environmental facilities, interpersonal relationships, leadership style, friendly welfare policies, and overall credibility. From the perspective of organizational identity, the mean values are all greater than 3, with a maximum value of 3.39, indicating that respondents are generally satisfied with their organizational identity in the work environment, specifically that school employees have a strong sense of belonging to the school. The minimum average rating for environmental facilities is 3.19, indicating that respondents' overall satisfaction with

these facilities is also reasonable. Although the mean of interpersonal relationships is 3.18, the standard deviation fluctuates, indicating that the respondents have significant differences in their perceptions of interpersonal relationships in the work environment. The mean of the leadership style is 3.09, indicating that some respondents believe school leaders can improve in terms of humanistic care. In terms of welfare policies and overall credibility, the mean of friendly welfare policy is 3.18, and the mean of overall credibility is 3.12.

Table 4.3 Descriptive Statistical Results of Job Satisfaction

Job Satisfaction	Opinion Level					Mean	SD	Meaning	Rank
	1	2	3	4	5				
Intrinsic satisfaction	3	66	71	131	29	3.39	.967		2
Extrinsic Satisfaction	-	44	82	144	30	3.53	.863		1
Job Satisfaction	-	29	87	143	41	3.65	.834		

Table 4.3 presents the descriptive statistical results of job satisfaction. From the perspective of intrinsic satisfaction, the average is between 3.39, indicating that the respondents' satisfaction with their job is at a medium to high level. From the perspective of extrinsic satisfaction, the average is 3.53, indicating that the respondents' satisfaction with the material aspects of their work is at a medium to high level, and overall satisfaction is higher than intrinsic satisfaction.

4.2 Hypothesis Testing Result

4.2.1 The Impact of Demographic Differences on Job Satisfaction

Hypothesis 1: The difference in demographic factors, including gender, age, marital status, educational background, job category, years of experience, and department, affects job satisfaction differently.

This hypothesis can be categorized into 7 sub-hypotheses, and the analysis results are presented as follows.

H1a: The difference in gender affects job satisfaction differently

To determine whether there was a statistically significant difference in

mean values between the two groups of data, an independent sample t-test was used at a significance level of 0.05. Table 4.4 displays the analysis results.

Table 4.4 Results of Independent Samples t-test for Gender

	Gender	N	Mean	Standard Deviation	t-value	df	sig
Intrinsic Satisfaction	Male	166	2.97	.849	-9.562	298	.000*
	Female	134	3.91	.845			
Extrinsic Satisfaction	Male	166	3.16	.804	-9.417	298	.000*
	Female	134	3.99	.699			
Job Satisfaction	Male	166	3.27	.750	-10.263	298	.000*
	Female	134	4.13	.676			

From Table 4.4, it is evident that the difference in gender affects extrinsic satisfaction, intrinsic satisfaction, and job satisfaction differently. In the overview of job satisfaction, the results found that the t-value was -10.263 and the significance value was 0.000, which was less than the statistically significant value of 0.05. It can be concluded that the gender of educators has different effects on job satisfaction at Yunnan Economics, Trade, and Foreign Affairs College.

In terms of intrinsic satisfaction and extrinsic satisfaction, the results found that the values were -9.562 and -9.417, and the significant value was 0.000 and 0.000, which were less than the statistically significant value of 0.05.

It can be concluded that there is a significant difference in intrinsic satisfaction, extrinsic satisfaction, and overall job satisfaction between male and female educators at Yunnan Economics, Trade, and Foreign Affairs College. Specifically, females have a higher level of intrinsic satisfaction than males, and this. The difference is statistically significant with a very low p-value ($p = 0.000$).

H1b: The Difference in Age Affects Job Satisfaction Differently

One-way ANOVA was used to analyze the data and evaluate the differences in mean values among more than two groups at a statistically significant level of 0.05. Table 4.5 presents the findings of the analysis.

Table 4.5 The One-way ANOVA of Age

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Satisfaction	Between Groups	4.792	5	.958	1.026	.402
	Within Groups	274.578	294	.934		
	Total	279.370	299			
Extrinsic Satisfaction	Between Groups	2.416	5	.483	.645	.665
	Within Groups	220.250	294	.749		
	Total	222.667	299			
Job Satisfaction	Between Groups	2.921	5	.584	.838	.524
	Within Groups	205.026	294	.697		
	Total	207.947	299			

The one-way ANOVA analysis results, presented in Table 4.5, indicate that the p-values for all variables are greater than 0.05. For the age variable, which affects job satisfaction, the p-values are 0.402, 0.665, and 0.524. It is therefore concluded that the age difference has no statistically significant effect on overall job satisfaction or any other relevant variables at Yunnan Economics, Trade, and Foreign Affairs College.

H1c: The Difference in Marital Status Affects Job Satisfaction Differently

One-way ANOVA was used to analyze the data and evaluate the differences in mean values among more than two groups at a statistically significant level of 0.05. Table 4.6 presents the analysis's findings.

Table 4.6 The One-way ANOVA of Marital Status

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Satisfaction	Between Groups	45.368	3	15.123	19.130	.000*
	Within Groups	234.002	296	.791		
	Total	279.370	299			
Extrinsic Satisfaction	Between Groups	45.362	3	15.121	25.243	.000*
	Within Groups	177.305	296	.599		
	Total	222.667	299			
Overview of Job Satisfaction	Between Groups	37.156	3	12.385	21.465	.000*
	Within Groups	170.791	296	.577		
	Total	207.947	299			

The one-way ANOVA analysis results in Table 4.6 indicate that the significant values for marital status affecting intrinsic satisfaction, extrinsic satisfaction, and overall job satisfaction are 0.000, 0.000, and 0.0, respectively, all of which are less than 0.05. It is therefore concluded that the difference in marital status affects job satisfaction in the intrinsic, extrinsic, and overall job satisfaction variables towards educators in Yunnan Economics Trade and Foreign Affairs College differently. Consequently, a comparison of pairwise averages was conducted by using LSD and is demonstrated in Tables 4.7-4.9.

Table 4.7 Comparison of Pairwise Averages Using LSD of the Difference of Marital Status Affects Job Satisfaction in Intrinsic Satisfaction

Mean Difference (I-J)					
Marital status	Group J				
Group (I)		Single	Married	Divorced	Others
	\bar{X}	3.09	3.17	3.68	4.44
Single	3.09	-	-.075 (.659)	-.594 (.002*)	-1.349 (.000*)
Married	3.17		-	-.519 (.000*)	-1.247 (.000*)
Divorced	3.68			-	-.755 (.000)
Others	4.44				-

*The mean difference is significant at the 0.05 level
Dependent Variable: intrinsic satisfaction

Table 4.7 presents the paired mean comparison of marital status groups regarding the factors affecting job satisfaction in terms of intrinsic satisfaction among educators at Yunnan Economics, Trade, and Foreign Affairs College. The means of the divorce group were higher than those of the single and married groups, with significant values of 0.002 and 0.000. The mean values of the other groups were also higher for the single, married, and divorced groups, with significance values of 0.000, 0.000, and 0.000, respectively. This suggests that marital status has a significant impact on intrinsic job satisfaction, particularly for divorced individuals and other groups, who tend to

have higher intrinsic satisfaction. This may be related to factors such as the life status, economic independence, or expectations for work of these groups.

Table 4.8 Comparison of Pairwise Averages Using LSD of the Difference of Marital Status Affects Job Satisfaction in Extrinsic Satisfaction

Mean Difference (I-J)					
Marital status	Group J				
Group (I)		Single	Married	Divorced	Others
	\bar{X}	2.97	3.34	4.00	4.24
Single	2.97	-	-.368 (.013)	-1.030 (.000*)	-1.270 (.000*)
Married	3.34		-	-.663 (.000*)	-.903 (.000*)
Divorced	4.00			-	-.240 (.182)
Others	4.24				-

*The mean difference is significant at the 0.05 level
Dependent Variable: extrinsic satisfaction

Table 4.8 presents the paired mean comparison of marital status groups regarding the factors affecting job satisfaction among educators at Yunnan Economics Trade and Foreign Affairs College, with a focus on extrinsic satisfaction. The mean values of the divorce group were higher than those of the single and married groups, with significant values of 0.000 and 0.000. The mean value of the other group was higher than that of the single and married groups, with a significance value of 0.000 and 0.000. This indicates that marital status does have a significant impact on extrinsic job satisfaction, especially for divorced individuals and other groups with higher satisfaction on average. This may be related to factors such as the living conditions, economic independence, or job expectations of these groups.

Table 4.9 Comparison of Pairwise Averages Using LSD of the Difference in Marital Status Affects the Overview of Job Satisfaction

Mean Difference (I-J)					
Marital status	Group J				
Group (I)		Single	Married	Divorced	Others
	\bar{X}	3.30	3.44	4.03	4.44
Single	3.30	-	-.141 (.331)	-.724 (.000*)	-1.137 (.000*)
Married	3.44		-	-.584 (.000*)	-.996 (.000*)
Divorced	4.03			-	-.413 (.020*)
Others	4.44				-

*The mean difference is significant at the 0.05 level
 Dependent Variable: overview of job satisfaction

Table 4.9 presents the paired mean comparison of marital status groups regarding the factors affecting job satisfaction among educators at Yunnan Economics, Trade, and Foreign Affairs College. The mean value of the divorce group was higher than that of the single and married groups, with a significant value of 0.000 and 0.000. The mean value of the other group was higher than that of the single, married, and divorced groups, with significance values of 0.000, 0.000, and 0.020, respectively. This indicates that marital status does have a significant impact on the overview of job satisfaction, especially for divorced individuals and other groups with higher job satisfaction. This may be related to factors such as the living conditions, economic independence, or job expectations of these groups.

H1d: The Difference in Educational Background Affects Job Satisfaction Differently

One-way ANOVA was used to analyze the data and evaluate the differences in mean values among more than two groups at a statistically significant level of 0.05. The analysis results are shown in Table 4.10.

Table 4.10 The One-way ANOVA of Educational Background

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Satisfaction	Between Groups	2.072	3	.691	.737	.531
	Within Groups	277.298	296	.937		
	Total	279.370	299			
Extrinsic Satisfaction	Between Groups	1.566	3	.522	.699	.553
	Within Groups	221.101	296	.747		
	Total	222.667	299			
Job Satisfaction	Between Groups	1.509	3	.503	.721	.540
	Within Groups	206.438	296	.697		
	Total	207.947	299			

The one-way ANOVA analysis results in Table 4.10 indicate that the p-values for all variables are greater than 0.05. For the Educational Background variable, which affects job satisfaction, the p-values are 0.531, 0.553, and 0.540. It is therefore concluded that the difference in Educational Background has no statistically significant effect on the overview of job satisfaction, intrinsic, and extrinsic satisfaction variables towards Yunnan Economics Trade and Foreign Affairs College.

H1e: The Difference in Job Category Affects Job Satisfaction Differently

One-way ANOVA was used to analyze the data and evaluate the differences in mean values among more than two groups at a statistically significant level of 0.05. Table 4.11 presents the findings of the analysis.

Table 4.11 The One-way ANOVA Job Category

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Satisfaction	Between Groups	.212	2	.106	.113	.894
	Within Groups	279.158	297	.940		
	Total	279.370	299			
Extrinsic Satisfaction	Between Groups	.279	2	.139	.186	.830
	Within Groups	222.388	297	.749		
	Total	222.667	299			
Job Satisfaction	Between Groups	.107	2	.053	.076	.927
	Within Groups	207.840	297	.700		
	Total	207.947	299			

The one-way ANOVA analysis results in Table 4.11 indicate that the p-values for all variables are greater than 0.05. For the Job Category variable, which affects job satisfaction, the p-values are 0.894, 0.830, and 0.927. It is therefore concluded that the difference in Job Category has no statistically significant different effects on the overview of job satisfaction or any other relevant variables towards Yunnan Economics Trade and Foreign Affairs College.

H1f: The Difference in Working Experience Affects Job Satisfaction Differently

One-way ANOVA was used to analyze the data and evaluate the differences in mean values among more than two groups at a statistically significant level of 0.05. Table 4.12 presents the analysis's findings.

Table 4.12 The One-way ANOVA of Working Experience

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Satisfaction	Between Groups	2.537	3	.846	.904	.439
	Within Groups	276.833	296	.935		
	Total	279.370	299			
Extrinsic Satisfaction	Between Groups	6.832	3	2.277	3.123	.026*
	Within Groups	215.835	296	.729		
	Total	222.667	299			
Overview of Job Satisfaction	Between Groups	4.441	3	1.480	2.153	.094
	Within Groups	203.506	296	.688		
	Total	207.947	299			

The results of the one-way ANOVA in Table 4.12 indicate that the significance level (Sig.). The overview of intrinsic satisfaction and job satisfaction was 0.439 and 0.094, respectively, greater than 0.05, indicating that the difference between work experiences was not statistically significant in terms of the effect on intrinsic satisfaction and job satisfaction overview. For external satisfaction, use the significance level (Sig.). Respectively, 0.026, less than 0.05, indicating that the difference in the effect of work experience on external satisfaction was statistically significant.

The results of the one-way ANOVA presented in Table 4.12 indicate the significance level (Sig.). In summary, there are significant differences in how working

experience affects extrinsic satisfaction differently, but no significant differences in intrinsic satisfaction and job satisfaction. Consequently, a comparison of pairwise averages was conducted by using LSD and is demonstrated in Table 4.13.

Table 4.13 Comparison of Pairwise Averages Using LSD of the Difference of Working Experience Affects Job Satisfaction in Extrinsic Satisfaction

Mean Difference (I-J)					
Working experience Group (I)	\bar{X}	Group J			
		1-5 years	6-10 years	11-20 years	> 20 years
		3.36	3.49	3.50	3.88
1-5 years	3.36	-	-.123 (.450)	-.140 (.344)	-.520 (.005*)
6-10 years	3.49		-	.017 (.889)	-.397 (.016*)
11-20 years	3.50			-	-.380 (.011*)
> 20 years	3.88				-

Table 4.13 presents the paired mean comparison of working experience groups in the factors affecting job satisfaction among educators in the extrinsic satisfaction context of Yunnan Economics Trade and Foreign Affairs College. The mean value of the working experience group with more than 20 years was higher than that of the 1-5 years, 6-10 years, and 11-20 years groups, with significant values of 0.005, 0.016, and 0.011, respectively. This suggests that work experience has a significant impact on extrinsic satisfaction, particularly for individuals with more than 20 years of experience. Of work experience. This may be related to factors such as family life and stability.

H1f: The Difference in The Work Department Affects Job Satisfaction Differently

One-way ANOVA was used to analyze the data and evaluate the differences in mean values among more than two groups at a statistically significant level of 0.05. Table 4.14 presents the analysis's findings.

Table 4.14 The One-way ANOVA of Work Department

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Satisfaction	Between Groups	5.664	10	.566	.598	.815
	Within Groups	273.706	289	.947		
	Total	279.370	299			
Extrinsic Satisfaction	Between Groups	12.465	10	1.247	1.714	.077
	Within Groups	210.201	289	.727		
	Total	222.667	299			
Job Satisfaction	Between Groups	6.629	10	.663	.952	.486
	Within Groups	201.318	289	.697		
	Total	207.947	299			

The one-way ANOVA analysis results in Table 4.15 indicate that the p-values of all variables are greater than 0.05. For the work department variable that affects job satisfaction, the p-values are 0.815, 0.077, and 0.486. It is therefore concluded that the difference in work department has no statistically significant effect on overall job satisfaction or any other relevant variables at Yunnan Economics, Trade, and Foreign Affairs College.

4.2.2 Workplace Environment Influence on Job Satisfaction

Hypothesis 2: Workplace environment influences job satisfaction.

This section's analysis is carried out using Hypothesis 2, which comprises three sub-hypotheses. Multiple linear regression was used to evaluate the influence of six independent variables — Organizational Identity, Environmental Facilities, Interpersonal Relationships, Leadership Style, Friendly Welfare Policy, and Overall Creditability — on three dependent variables: intrinsic satisfaction, extrinsic satisfaction, and overall satisfaction.

The forms of the estimating equations are as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6$$

Where dependent variables are

$$Y_1 = \text{Intrinsic Satisfaction}$$

$$Y_2 = \text{Extrinsic Satisfaction}$$

$$Y_T = \text{Job Satisfaction}$$

Independent variables are

- X_1 = Organizational Identity
 X_2 = Environment Facilities
 X_3 = Interpersonal relationship
 X_4 = Leadership style
 X_5 = Friendly welfare policy
 X_6 = Overall credibility

H_{2a}: Workplace environment influences intrinsic satisfaction.

Multiple linear regression is used to analyze the data and develop the forecasting equation at a 95% confidence level. A multiple regression analysis using the stepwise method was employed to analyze the data, and the analysis results are presented in Tables 4.15-4.16.

Table 4.15 Summarized Model for Workplace Environment Influence on Intrinsic Satisfaction

Model R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
0.444	0.197	0.191	0.869	1.996

Predictors: Organizational Identity, Friendly Welfare Policy
Dependent Variable: Intrinsic Satisfaction

From Tables 4.15-4.16, the analysis results indicate that Organizational Identity and Friendly Welfare Policy have a positive relationship with intrinsic satisfaction, with a multiple correlation (R) of 0.444. This relationship can predict the value of the analysis equation to be 19.10 percent, with statistical significance at the 0.05 level. All tolerance values are greater than 0.2, indicating that there is no correlation among the independent variables.

Table 4.16 The Multiple Linear Regression Coefficients for the Workplace Environment Influencing Intrinsic Satisfaction

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	1.366	.250		5.462	.000		
Organizational Identity	.392	.056	.367	6.955	.000	.970	1.031
Friendly Welfare Policy	.219	.060	.193	3.656	.000	.970	1.031

Dependent Variable: Intrinsic Satisfaction

Table 4.16 consists of two predictor variables, which are Organizational Identity and Friendly Welfare Policy; therefore, the prediction equation was developed as follows:

$$\hat{Y}_1 = 1.366 + .392X_1 + .219X_5$$

(.000*) (.000*)

The equation can be explained by the fact that the coefficient of intrinsic satisfaction, R-squared, is equal to 0.197, and the independent variables are not related to each other. The analysis results show that if *organizational identity and friendly welfare policies increase intrinsic satisfaction, it will also increase.*

In summary, the analysis results indicate that the workplace environment, in terms of organizational identity and friendly welfare policy, influences intrinsic satisfaction with values of 0.000, 0.000, and 0.000.

H_{2b}: Workplace Environment Influences Extrinsic Satisfaction.

Multiple linear regression is used to analyze the data and develop the forecasting equation at a 95% confidence level. A multiple regression analysis using the stepwise method was employed to analyze the data, and the results are presented in Tables 4.17 and 4.18.

Table 4.17 Summarize Model for Workplace Environment Influence on Extrinsic Satisfaction

Model R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
0.571	0.326	0.319	0.712	1.895

Predictors: Organizational Identity, Environmental facilities, Interpersonal Relationship

Dependent Variable: Extrinsic Satisfaction

From Tables 4.17-4.18, the analysis results show that Organizational Identity and Friendly Welfare Policy have a positive relationship with intrinsic satisfaction, with a multiple correlation (R) of 0.571, which can predict the value of the analysis equation to 31.90 percent with statistical significance at the 0.05 level. All tolerance values are greater than 0.2, indicating that there is no correlation among the independent variables.

Table 4.18 The Multiple Linear Regression Coefficients for the Workplace Environment Influences Extrinsic Satisfaction

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	1.179	.207		5.689	.000		
Organizational Identity	.376	.049	.395	7.643	.000	.853	1.172
Environmental facilities	.162	.079	.166	2.050	.041	.349	2.862
Interpersonal relationship	.178	.080	.170	2.213	.028	.386	2.590

Dependent Variable: Extrinsic Satisfaction

Table 4.18 consists of three predictor variables, which are Organizational Identity and Friendly Welfare Policy; therefore, the prediction equation was developed as follows:

$$\hat{Y}_2 = 1.179 + .376X_1 + .162X_2 + .178X_3$$

(.000*) (.041*) (.028*)

The equation can be explained by the fact that the coefficient of extrinsic satisfaction, R-squared, is equal to 0.326, and the independent variables are not related to each other. The analysis results show that as organizational identity, environmental facility, and interpersonal relationship increase, extrinsic satisfaction also increases.

In summary, the analysis results indicate that the workplace environment, in terms of organizational identity, environmental facilities, and interpersonal relationships, significantly influences extrinsic satisfaction, with values of 0.000, 0.041, and 0.028, respectively.

H_{2c}: The Workplace Environment Influences the Overall Perception of Job Satisfaction.

Multiple linear regression is used to analyze the data and develop the forecasting equation at a 95% confidence level. A multiple regression analysis using the stepwise method was employed to analyze the data, and the analysis results are presented in Tables 4.19-4.20.

Table 4.19 Summarized Model for Workplace Environment Influence on the Overview of Job Satisfaction

Model R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
0.552	0.305	0.301	0.697	2.129

Predictors: Organizational Identity, Environmental facilities, job satisfaction
Dependent Variable: overview of job satisfaction

From Tables 4.19-4.20, the analysis results indicate that Organizational Identity and Environmental Facilities have a positive relationship with overall job satisfaction, with a multiple correlation (R) of 0.552. This correlation can predict the value of the analysis equation with 30.10 percent accuracy, demonstrating statistical significance at the 0.05 level. All tolerance values are greater than 0.2, indicating that there is no correlation among the independent variables.

Table 4.20 The Multiple Linear Regression Coefficients for the Workplace Environment Influences on Job Satisfaction

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	1.597	.185		8.625	.000		
Organizational Identity	.357	.048	.388	7.503	.000	.876	1.142
Environmental facilities	.265	.049	.280	5.420	.000	.876	1.142

Dependent Variable: overview of job satisfaction

Table 4.20 consists of two predictor variables, which are Organizational Identity and Environmental Facilities; therefore, the prediction equation was developed as follows:

$$Y_T = 1.597 + .357X_1 + .265X_2$$

(.000*) (.000*)

The equation can be explained by the fact that the coefficient of determination for job satisfaction, R-squared, is equal to 0.305, and the independent variables are not correlated with each other. The analysis results show that as organizational identity and environmental facilities increase, overall satisfaction also increases.

In summary, the analysis results indicate that the workplace environment, in terms of organizational identity and facilities, significantly influences overall job satisfaction, with values of 0.000 and 0.000.

4.3 Summary

Table 4.21 presents the summary results of the differences in demographic factors affecting job satisfaction among full-time educators working in 11 departments at Yunnan Economics and Trade College and Foreign Affairs College.

Table 4.21 Analysis Results on the Effects of Demographic Factors

Demographic Factors	Purchase Decision	Analysis Results
Gender	√	$t(298) = -10.263, p = 0.000^*$
Age	-	$F(0.838) = 0.584, p = 0.524$
Marital Status	√	$F(21.465) = 12.385, p = 0.000^*$
Educational Background	-	$F(0.721) = 0.503, p = 0.540$
Job Category	-	$F(0.076) = 0.053, p = 0.927$
Year of Work Experience	-	$F(2.153) = 1.480, p = 0.094$
Work Department	-	$F(0.952) = 0.663, p = 0.486$

- No different effects at the statistical significance of 0.05

√ having different effects at the statistically significant level of 0.05

According to the results in Table 4.22, the differences in age, educational background, job category, and work department have no significant effect on the job satisfaction of full-time educators working at Yunnan Economics and Trade and Foreign Affairs College. However, the differences in gender, marital status, and year of work experience have a significantly different effect on the job satisfaction of full-time educators working at Yunnan Economics and Trade and Foreign Affairs College in this study, at the statistically significant level of 0.05.

Table 4.22 presents the summary results of the influence of the workplace environment on the job satisfaction of full-time educators working at Yunnan Economics and Trade and Foreign Affairs College.

Table 4.22 Summary of Workplace Environment Influence on Job Satisfaction

Hypotheses	Forecasting Equations
H2: The workplace environment influences job satisfaction.	
\hat{Y}_1 = Intrinsic satisfaction	$\hat{Y}_1 = 1.366 + .392X_1 + .219X_5$ (.000*) (.000*)
\hat{Y}_2 = Extrinsic Satisfaction	
\hat{Y}_T = Overview of Job Satisfaction	$\hat{Y}_2 = 1.179 + .376X_1 + .162X_2 + .178X_3$ (.000*) (.041*) (.028*)
X_1 = Organizational Identity	
X_2 = Environmental facilities	$Y_T = 1.597 + .357X_1 + .265X_2$ (.000*) (.000*)
X_3 = Interpersonal relationship	
X_5 = Friendly Welfare Policy	

For the educators at Yunnan Economics, Trade, and Foreign Affairs College, the organizational identity and environmental facilities in the workplace environment have a significant influence on overall job satisfaction. The organizational identity has shown a higher influence than the environmental facilities.

The organizational identity and friendly welfare policy in the workplace environment have a significant influence on the intrinsic satisfaction. The organizational identity has shown a higher influence than the friendly welfare policy.

The organizational identity, environmental facilities, and interpersonal relationships in the workplace environment have a significant influence on the extrinsic satisfaction. The organizational identity has shown the most influence, followed by environmental facilities and welfare policy in the workplace, respectively.

These analysis results indicate that to improve educators' job satisfaction, Yunnan Economics Trade and Foreign Affairs College should focus on enhancing organizational identity, improving environmental facilities, and implementing friendly welfare policies.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter provides a summary of the results, discussions, and recommendations. Firstly, this section presents the research conclusion; secondly, it discusses the findings and limitations. Finally, suggestions for future research and recommendations are provided based on the findings.

5.1 Conclusion

The objectives of this research were to explore the impact of educators' demographic factors on their job satisfaction and to examine the influence of workplace environment on job satisfaction. The research framework was developed from Herzberg's two factor theory (Herzberg, 1966) which divides job factors into "hygiene factors" (extrinsic) and "motivators" (intrinsic) and Job Demands Resources Model (JD-R model) developed by Bakker & Demerouti (2007) which explaining the relationship between job demands, resources, and their impact on employee well-being and performance. The research framework consists of two independent variables, including demographic factors (*gender, age, marital status, educational background, job category, year of work experience, and work department*), and workplace environment factors (*organizational identity, environmental facilities, interpersonal relationship, leadership style, friendly welfare policy, and overall credibility*). The dependent variable is job satisfaction (*intrinsic and extrinsic satisfaction*).

This study used a quantitative method. The population in this research consisted of full-time educators who work at Yunnan Economics and Trade College, Yunnan Province. The sample was based on the Yamane table at a 95% confidence level, with a sample size of 300. Research is quantitative research.

The research tool is a questionnaire divided into 3 parts: demographics, workplace environment, and job satisfaction. The questions have the appearance of multiple-choice and 5-point Likert scales. The content validity of the questionnaire was assessed using the Index of Congruence (IOC) for each question, as evaluated by three

experts in the field, with a criterion of 0.5. If any question fails to meet the specified criteria, it is considered not to align with the objectives and may be amended or deleted. The questionnaire that passed the IOC test was used to collect data from 30 samples for a reliability test, using Cronbach's alpha coefficient (α), with values ranging from 0.891 to 0.959. The statistics used to analyze the data were descriptive statistics, including frequency, percentage, mean, and standard deviation; inferential statistics, including an independent sample t-test, a one-way ANOVA, post hoc analysis using LSD, and multiple linear regression.

The descriptive analysis of 300 respondents reveals that the number of males and females is nearly equal. The largest group of respondents falls between 36 and 40 years old, while the smallest group is over 50 years old. The teaching staff at Yunnan Economics Trade and Foreign Affairs College is predominantly middle-aged. Most respondents are married and hold a master's degree or higher. The distribution of roles among teachers, counselors, and administrative staff is relatively balanced. Regarding years of working, the majority of respondents have been working for over ten years and are evenly spread across the various colleges within the institution.

The differences in age and educational background, job category, year of work experience, and work department do not have a significant effect on the job satisfaction of full-time educators at Yunnan Economics and Trade and Foreign Affairs College. However, the differences in gender and marital status have a statistically significant effect on job satisfaction differently, with a significance level of 0.05. The LSD analysis results demonstrate that the mean value of the single marital status group is significantly lower than that of the divorced group and the other marital status groups.

For the educators at Yunnan Economics, Trade, and Foreign Affairs College, the organizational identity and environmental facilities in the workplace environment have a significant influence on overall job satisfaction. The organizational identity has shown a higher influence than the environmental facilities. The organizational identity and friendly welfare policy in the workplace environment have a significant influence on the intrinsic satisfaction. The organizational identity has shown a higher influence than the friendly welfare policy. The organizational identity, environmental facilities, and interpersonal relationships in the workplace environment have a significant influence on the extrinsic satisfaction. The organizational identity has

shown the most influence, followed by environmental facilities and welfare policy in the workplace, respectively.

These analysis results indicate that to improve educators' job satisfaction, Yunnan Economics Trade and Foreign Affairs College should focus on enhancing organizational identity, improving environmental facilities, and implementing friendly welfare policies.

5.2 Discussion

This section presents a discussion of the research findings in various aspects, addressing the two research questions.

5.2.1 Effects of Demographic Factors on Job Satisfaction

The effect of gender on job satisfaction showed significant differences. The analysis results showed that female educators significantly outperformed their male counterparts in all dimensions of intrinsic satisfaction, extrinsic satisfaction, and overall job satisfaction. Males' job satisfaction is generally lower than that of females in all aspects. This phenomenon may be closely related to the higher expectations that society has for males in the professional field. Males may face greater pressure in their career development and tend to focus on salary levels and career advancement opportunities in order to achieve higher achievements at work and meet social expectations which aligns with a study by In comparison, females may be more inclined to focus on aspects such as the work environment and interpersonal relationships, which may contribute to their higher job satisfaction. Therefore, males may place greater emphasis on achieving success and interacting with others at work.

Marital status had a significant effect on job satisfaction. The study found that educators in divorce and classified in "other" marital status had significantly higher internal satisfaction, external satisfaction, and overall job satisfaction than single and married educators. Divorce and "other" marital status groups were more prominent in job satisfaction. This phenomenon may be attributed to the differences in life status, economic independence, or work expectations among these groups. The results of this study are consistent with Wang's conclusion. Y (2018) on the impact of work and family conflicts among college teachers on job satisfaction. For example, divorce groups may

pay more attention to the opportunities for financial independence and self-actualization that work provides. In contrast, "other" groups may include educators with special family conditions or privacy concerns who value stability and fulfillment in their work.

Years of work had a significant impact on job satisfaction, particularly in terms of extrinsic satisfaction, especially for those educators who had worked over 20 years. There were statistically significant differences, with educators in this group having a higher level of job satisfaction. These experienced educators may have reached a stable stage in their career development, and their family life is also relatively stable, which contributes to high job satisfaction. This conclusion is consistent with the research results of Li and Wang (2023) on the multi-dimensional analysis of teachers' job satisfaction. Educators who have worked for more than 20 years prioritize long-term fulfillment and professional reputation over short-term financial gain or career advancement opportunities.

Age, educational background, job category, year of experience, and work department have no significant effect on job satisfaction, suggesting that the differences in job satisfaction are primarily related to the interaction between personal traits and the work environment, rather than just background factors. Determined.

5.2.2 Impact of Work Environment on Job Satisfaction

Organizational identification has a significant positive effect on job satisfaction. The study found that organizational identification has a significant positive impact on both intrinsic satisfaction and extrinsic satisfaction, as well as overall job satisfaction. This finding reveals a positive correlation between educators' identification with the school's mission, values, and culture and their job satisfaction. School management can take measures such as strengthening cultural construction and enhancing teachers' identification with school goals to promote job satisfaction. This conclusion aligns with Jiang et al. (2016). Study on the Relationship between College Teacher Burnout and Job Satisfaction — The findings on organizational support as an adjustment variable are consistent. For example, implementing regular training, organizing team-building activities, and communicating the school's vision and mission can effectively enhance teachers' sense of belonging and identity.

Work environment facilities have a significant positive effect on job satisfaction. The study found that environmental facilities have a significant positive impact on both overall job satisfaction and extrinsic satisfaction. Good working environment facilities significantly improve the satisfaction level of education practitioners, indicating that a suitable working environment and atmosphere have a profound impact on the psychological state and work performance of education practitioners. This conclusion is consistent with the results of Zheng and Qiu (2010) on the influence of environmental factors on the job satisfaction of college teachers.

Friendly welfare policies have a significant positive impact on internal satisfaction. This suggests that the welfare policies provided by the school, including salary, health insurance, paid leave, and training and career development opportunities, have a substantial impact on teachers' job satisfaction. To improve teachers' job satisfaction, schools should consider establishing a more competitive salary and benefits system, offering richer opportunities for career development, and implementing measures to promote a better work-life balance. The conclusion of this study is consistent with the analysis results of Zhang (2015) on the influencing factors of college teachers' job satisfaction.

Interpersonal relationships have a significant positive impact on job satisfaction. Good colleague relationships, effective teamwork, and a supportive work environment can enhance teachers' job satisfaction. Schools can foster positive relationships among teachers by organizing team-building activities and establishing effective communication channels. The conclusion is consistent with that of Meng and Zheng (2012). The results of the analysis of the influencing factors of communication satisfaction in higher vocational colleges are consistent.

Although the impact of leadership style on job satisfaction is relatively small, it still plays an important role that cannot be ignored. A good leadership style can foster a positive, harmonious, and dynamic work environment. Educators can feel respected and supported in the atmosphere, which will stimulate their enthusiasm for work, enhance their sense of identity and belonging to their work, and effectively improve their job satisfaction. This conclusion is consistent with the study's results on the influence of Liang and Li's (2006) leadership style on job satisfaction.

The overall reliability of job satisfaction is at an upper-middle level, with external satisfaction slightly higher than intrinsic satisfaction. This suggests that educators are generally satisfied with the material rewards of their work; however, there may still be room for improvement in terms of the work's challenge and career development opportunities. This finding suggests that schools need to make further efforts in career development and job challenges to improve educators' intrinsic satisfaction.

5.3 Recommendation

Strengthen the construction of campus culture. Schools should strengthen the construction of campus culture, promote positive energy, and enhance the sense of identification and belonging of faculty and staff towards the school. Regularly hold campus cultural activities, such as school anniversaries, faculty sports meets, and cultural performances, to enhance the collective sense of pride among faculty and staff. Establish a school honor system, commend and reward outstanding faculty members, and enhance their status in the school organization. Strengthen the school's vision planning. Clarify the school's development goals so that faculty and staff can visualize the school's development prospects, thereby enhancing their understanding of and appreciation for the school. Develop a medium- and long-term development plan for the school, enabling faculty and staff to understand the school's direction and development. Establish channels for faculty and staff to participate in school management, such as faculty representative conferences and symposia, to enable them to contribute ideas and suggestions for the school's development.

Optimize the campus environment. Create a beautiful and comfortable campus environment to enhance the work pleasure of faculty and staff. Enhance efforts to green and beautify the campus, ensuring a clean and pleasant environment. Improve campus infrastructure, including office equipment and teaching facilities, to enhance the work efficiency of faculty and staff. Improve office conditions. Provide a spacious and bright office environment that enhances the job satisfaction of faculty and staff. Reasonably plan office space to ensure that faculty and staff have sufficient office space. Regularly inspect and maintain office equipment to ensure its proper functioning.

Establish harmonious interpersonal relationships. Schools should foster an interpersonal atmosphere of mutual respect, solidarity, and cooperation, and promote team cohesion among faculty and staff. Conduct team-building activities to foster understanding and trust among faculty and staff. Establish a communication mechanism to encourage teachers and staff to exchange and share their work experiences and insights. Strengthen the construction of teacher ethics and style. Improve the professional ethics of faculty and lay the foundation for harmonious interpersonal relationships. Conduct education on teacher ethics and conduct, and enhance the professional ethics awareness of faculty and staff. Establish a system for assessing teacher ethics and conduct, and take serious measures against behaviors that violate teacher ethics and conduct.

Enhance leadership skills. School leaders should prioritize the needs of faculty and staff, put people first, and continually improve their leadership skills. Cultivate leaders' communication and coordination skills, and strengthen communication and exchange with faculty and staff. Advocate democratic management and respect the opinions and suggestions of faculty and staff. Implement the Care Project. Pay attention to the lives and mental health of faculty and staff, and assist them in resolving any problems or difficulties they may encounter. Regularly hold lectures on the mental health of faculty and staff to improve their psychological quality. Establish a mechanism to assist faculty and staff by providing care and support to those facing financial difficulties.

Improve the salary system. Establish a fair and reasonable salary system to foster enthusiasm among faculty and staff in their work. Reasonably determine the salary level based on factors such as job performance and professional titles of faculty and staff. Establish incentive measures such as bonuses and allowances to stimulate the work potential of faculty and staff. Optimize welfare benefits. Offer comprehensive welfare benefits to faculty and enhance their job satisfaction. Enhance the five insurance systems and one fund system to ensure the legitimate rights and interests of faculty and staff. Provide training and further education opportunities for faculty and staff to promote their personal growth.

Schools should promote their educational philosophy, achievements, and characteristics through various channels, thereby enhancing the school's visibility and

social recognition and fostering a sense of the institution's good reputation among faculty, which in turn improves job satisfaction. The school leadership should adhere to the principle of integrity, ensure transparency and authenticity of information, establish and maintain a good reputation for the school, and instill confidence in the management and development of the school among faculty and staff. Accumulate a good reputation through positive evaluations from faculty, students, and parents, regularly collect feedback, promptly address issues, and enhance the overall reputation of the school. Establish an effective communication mechanism to ensure that faculty and staff have a thorough understanding and actively participate in the school's decision-making process, thereby enhancing their sense of identification with the school's overall reputation. Schools should actively participate in social welfare activities, demonstrate a sense of social responsibility, and enhance their social image, thereby improving the job satisfaction and loyalty of their faculty and staff.

In conclusion, this study highlights the importance of demographic factors and work environment in shaping educators' job satisfaction. By focusing on these factors, colleges can take adequate measures to improve educators' job satisfaction, thereby promoting the improvement of education quality and the sustainable development of schools. Future research should further expand the scope and depth of investigation to understand better and improve educators' job satisfaction.

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APPENDICES

APPENDIX A

Questionnaire

FACTORS INFLUENCING JOB SATISFACTION OF EDUCATORS IN YUNNAN ECONOMICS, TRADE AND FOREIGN AFFAIRS COLLEGE

Dear participants:

Hello! Thank you for participating in our research titled " The Impact of Organizational Identification and Workplace Friendliness on Job Satisfaction of Educators in Yunnan Economics Trade and Foreign Affairs College." This study takes Yunnan Economic Trade and Foreign Affairs College as the survey and analysis object, aiming to understand the potential impact of various factors on job satisfaction.

Your valuable opinions and experiences are crucial to my research. By filling out the following questionnaire, you have the opportunity to share your opinions and experiences on organizational identification, workplace environment, and job satisfaction at Yunnan Economics Trade and Foreign Affairs College.

Please answer the following questions truthfully. Your participation will provide a more complete understanding of this topic. Your answers will be kept strictly confidential and will not be used for any other purpose. If you have any questions or require further information, please do not hesitate to contact me.

Thank you very much for your support and participation!

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Part I: Demographic Factors

The following personal information is used solely for statistical analysis. Please answer the following questions based on your opinion by ticking in the most appropriate box.

1. Gender

☐ 1. Male

☐ 2. Female

2. Age

☐ 1. 25-30 years old

☐ 2. 31-35 years old

☐ 3. 36-40 years old

☐ 4. 41-45 years old

☐ 5. 46-50 years old

☐ 6. > 50 years old

3. Marital status

☐ 1. Single

☐ 2. Married

☐ 3. Divorce

☐ 4. Others

4. Educational background

☐ 1. Junior college level

☐ 2. Undergraduate level

☐ 3. Master's degree level

☐ 4. PhD. level

5. Job category

☐ 1. Teacher

☐ 2. Administrative staff

☐ 3. Counselors

6. Years of working experience

☐ 1. 1-5 years

☐ 2. 6-10 years

☐ 3. 11-20 years

☐ 4. More than 20 years

7. Your Work Department

☐ 1. Marxism Department

☐ 2. Public Foundation Department

☐ 3. Education Department

☐ 4. Mathematics and Business Department

☐ 5. Architecture and Engineering Department

☐ 6. Intelligent Manufacturing and Automotive Department

☐ 7. Medicine and Health Department

☐ 8. Modern Services Department,

☐ 9. Artificial Intelligence Department

☐ 10. Middle and High School Through Department

☐ 11. Adult Continuing Education Department

PART II: Workplace Environment

The following is a description of the working environment at Yunnan University of Economics, Trade, and Diplomacy. Please indicate your satisfaction with the following questions by checking "√" in the corresponding boxes to indicate your views on these questions.

1=very dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied, 5=Very satisfied

Organizational identity		1	2	3	4	5
8	I consider myself an important member of the school team.					
9	I have a strong sense of identification with the school's mission and goals.					
10	I believe my job has a positive impact on the school's development.					
11	I believe that the school has provided me with excellent career development opportunities.					
12	I feel that the school management respects the opinions and suggestions of teachers.					
Environmental facilities		1	2	3	4	5
13	The overall campus construction and environment of the school.					
14	The office space provided by the school meets my work needs.					
15	The school provides teaching facilities.					
16	The campus culture construction of my school.					
17	The school's safety measures and emergency response mechanisms.					
Interpersonal relationship		1	2	3	4	5
18	My relationship with colleagues.					
19	The teacher-student relationship between my students and me.					
20	The relationship between my leader and me.					
21	My thoughts on team collaboration (e.g., teaching, research groups, etc.)					
22	The interpersonal atmosphere in school has a positive impact on my work.					
Leadership style		1	2	3	4	5
23	My management level and ability with school leaders.					

Leadership style		1	2	3	4	5
24	The communication of information between school leaders and teachers.					
25	Fair evaluation of teachers' work by school leaders.					
26	My adoption of teacher opinions by school leaders.					
27	My Humanistic Approach to Caring for School Leaders.					
Friendly welfare policy		1	2	3	4	5
28	The school provides pension and medical insurance.					
29	The school's housing subsidies or accommodation conditions.					
30	The school's welfare policies, particularly in terms of employee training and career development.					
31	The benefits provided by the school, such as meal allowances, transportation subsidies, etc.					
32	The school provides mental health counseling services.					
Overall credibility		1	2	3	4	5
33	The school's performance evaluation system.					
34	The school's reward and punishment system.					
35	The implementation of school rules and regulations.					
36	The overall evaluation of the school management situation.					
37	The school's future development prospects.					

PART III: Job Satisfaction

The following is a description of job satisfaction among educators at Yunnan University of Economics, Trade, and Foreign Affairs. Please indicate your satisfaction with the following questions by checking "✓" in the corresponding boxes to indicate your views on these questions.

1=very dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied; 5=Very satisfied

Intrinsic satisfaction		1	2	3	4	5
38	My job allows me to utilize my professional skills fully.					
39	The recognition and approval from my superiors and colleagues for my work.					
40	The recognition of the importance of my work.					
41	I am recognized and respected by students for my work.					
42	The degree to which my current job aligns with my personal interests and career goals.					
43	The sense of achievement from my work.					
Extrinsic satisfaction		1	2	3	4	5
44	The promotion opportunities provided by this position.					
45	The current salary and benefits package.					
46	Decentralizing decision-making supports faster work achievement.					
47	The working atmosphere supports my work achievements.					
48	The stability of my current job makes me comfortable at work.					
49	The working environment, including teaching resources and facilities, motivates me to work here.					

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