



THE JOB SATISFACTION OF COLLEGE COUNSELORS  
IN JIANGSU VOCATIONAL COLLEGES OF ELECTRONICS AND INFORMATION



An Independent Study Submitted in Partial Fulfillment of the Requirements  
for Master of Education (EDUCATIONAL ADMINISTRATION)

Department of Educational Administration

Graduate School, Silpakorn University

Academic Year 2022

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ความพึงพอใจของอาจารย์ที่ปรึกษาในวิทยาลัยอาชีวศึกษา  
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Title                   The Job Satisfaction of College Counselors  
                              in Jiangsu Vocational Colleges of Electronics and Information

By                       Mr. Yang DONG

Field of Study       (EDUCATIONAL ADMINISTRATION)

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Graduate School Silpakorn University in Partial Fulfillment of the Requirements  
for the Master of Education

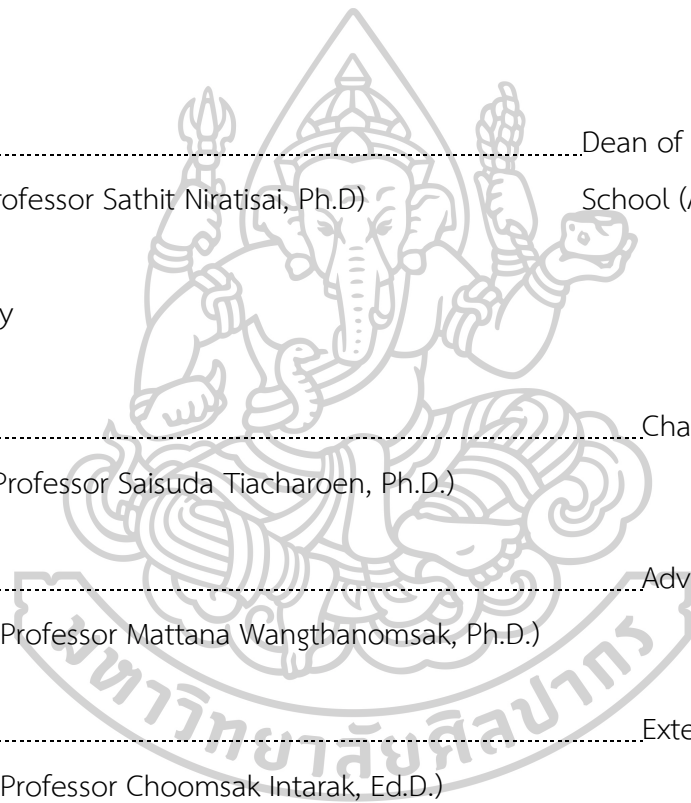
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The purposes of this research were: 1) to examine the job satisfaction of College Counselors in Jiangsu Vocational Colleges of Electronic and Information and 2) to compare the level of job satisfaction of College Counselors in Jiangsu Vocational Colleges of Electronic and Information based on personal status which classified by gender, age, education level, working experience, professional title and position. The samples were 92 college counselors who worked in Jiangsu Vocational Colleges of Electronics and Information. The research instrument was an opinionnaire which were based on Professor Paul E. Spector's Job Satisfaction Theory (JSS). The statistical used to analyze the data were frequency, percentage, arithmetic mean, standard deviation, t-test, and One Way ANOVA.

The research findings were as follows:

1. The satisfaction level of counselors in Jiangsu Vocational Colleges of Electronics and Information is at a high level. Ranking with arithmetic mean from the highest to the lowest were as: Supervision, Coworkers, Communication, Nature of Work, Fringe Benefits, Contingent Reward, Operating Conditions, Pay, and Promotion.

2. There is no significant difference in job satisfaction of counselors in Jiangsu Vocational Colleges of Electronics and Information in terms of age, gender, education level, working experience, professional title and position.

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Mr. Yang DONG

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## CHAPTER 1

### INTRODUCTION

In the era of internationalization, globalization and information technology, we are more and more aware that "who has mastered the education in the 21st century, who can be in the strategic initiative in the international competition in the 21st century".<sup>1</sup> In the current Chinese society, "education is the common cause of the whole nation. The whole society should care about and support the education cause. 16 million teachers are the precious wealth of the country. To promote the reform and development of education, we must rely on teachers. Teachers are the foundation of education. Education is the cornerstone of national development, teachers are the founders of the cornerstone, teachers are the first resource of education."<sup>2</sup> Similarly, when summing up the successful experience of education reform, some UNESCO research reports clearly point out that teachers are one of the three key factors determining the success of education reform in various countries, and the reform needs have never been successful without teachers' assistance and active participation or against teachers' wishes.

#### Significance of the Study

Counselor system first appeared in developed countries in Europe and America. For example, the history of counselor model in the United States has been more than 100 years, and their role orientation mainly tends to student affairs

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<sup>1</sup>*Outline of China's education reform and development*(July 2010). Retrieved February 26, 2021 from [http://www.moe.gov.cn/jyb\\_xwfb/s6052/moe\\_838/201008/t20100802\\_93704.html?ivk\\_sa=1024320u](http://www.moe.gov.cn/jyb_xwfb/s6052/moe_838/201008/t20100802_93704.html?ivk_sa=1024320u).

<sup>2</sup>Liu Yandong (2009). Hope for national development in education Hope for good education in teachers - speech at the celebration of Teachers' Day and the National Education System Advanced Collective and Advanced Individual Commendation Conference. *People's Education* (19), 2-5.

management.<sup>3</sup> In China, college counselors should not only be engaged in student affairs management, but also be engaged in ideological and political theory education, with the dual identity of teachers and administrators. In 2017, the State Council issued the opinions on strengthening and improving the ideological and political work in colleges and universities under the new situation, which clearly requires that "counselors have the dual identities of teachers and administrators, should be included in the overall plan of talent team construction in colleges and universities, and form a full-time, full-time and part-time working force with sufficient quantity and excellent quality."<sup>4</sup> In 2005, the Ministry of Education issued the "Regulations on the construction of college counselor team", and made the latest revision in 2017. The regulations have made a clear concept specification and job responsibilities for college counselors: counselors are the backbone of carrying out ideological and political education for college students, as well as the organizer, implementer and director of daily ideological and political education and management for college students. Their main responsibilities are ideological and theoretical education and value guidance, class construction, study style construction and students' daily affairs management.<sup>5</sup> College counselors are life committee members who pay attention to students' eating and drinking; college counselors are elder brothers and elder sisters who accompany students for several years; college counselors are private doctors who ask students about their illness;

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<sup>3</sup>Gao Xiang (2017). Comparison and inspiration of Chinese and American college counselors about role orientation. *Journal of Shandong Agricultural Engineering College* (06), 9-10.

<sup>4</sup>*Opinions on strengthening and improving the ideological and political work in Colleges and Universities under the new situation*(February 2017). Retrieved February 26, 2021, from [http://www.gov.cn/xinwen/2017-02/27/content\\_5182502.htm](http://www.gov.cn/xinwen/2017-02/27/content_5182502.htm).

<sup>5</sup>*Regulations on the construction of college counselors*(September 2017) . Retrieved February 26, 2021,from [http://www.moe.gov.cn/srcsite/A02/s5911/moe\\_621/201709/t20170929\\_315781.html](http://www.moe.gov.cn/srcsite/A02/s5911/moe_621/201709/t20170929_315781.html).

college counselors are career coaches who guide students to grow up. College counselors not only care about students' ideological and political problems, but also deal with many things that are relevant to college students' study and life, such as academic guidance, career planning, mental health, employment and entrepreneurship. It can be said that the career of college counselors is a key part of college education.

### Statement of the Problems

In recent years, with the popularization of higher education in China, the number of college students has increased sharply, and the number of college counselors has also increased. According to the statistics bulletin of national education development in 2019 issued by the Ministry of Education, the total number of all kinds of higher education in China is 40.02 million.<sup>6</sup> At the same time, due to the deepening of higher education reform, the change of personnel allocation reform, daily management information and other changes, the requirements of college counselors are higher and higher, and they need to have higher professional quality.

Jiangsu Vocational Colleges of Electronics and Information is a higher vocational and technical college, founded in 1974, located in Huai'an City, Jiangsu Province, China. It has 12000 students and 640 staff, including 52 college counselors. As far as the geographical location of the college is concerned, the college is located in Huai'an City in the northern region of Jiangsu Province. The GDP of the city is behind Jiangsu Province, far away from the political, economic and cultural center. The economic backwardness of the region leads to the weak attraction of the college to teachers and students. In terms of quantity, according to the "Regulations on the Construction of Counselors in Colleges and Universities", colleges and universities should set up full-time college counselors according to the ratio of teachers to

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<sup>6</sup> *Statistics Bulletin of national education development in 2019*(May 2020).

Retrieved February 26, 2021, from

[http://www.moe.gov.cn/jyb\\_sjzl/sjzl\\_fztjgb/202005/t20200520\\_456751.html](http://www.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/202005/t20200520_456751.html).

students no less than 1:200.<sup>7</sup> According to the regulations, the college should be equipped with 60 college counselors, the number of college counselors is not enough. In terms of age structure, the first batch of full-time college counselors were recruited in 2005, which is a young team as a whole. As far as the quality of students is concerned, due to the expansion of college enrollment, the diversity of students and the decline of the quality of students. Due to the above reasons, college counselors generally have the problems of high work intensity, lack of full affirmation of work effectiveness and performance, narrow career path and so on. How to stabilize the team of college counselors, improve work performance and maintain long-term enthusiasm is a major challenge in the current college management. It is necessary to promote college counselors to work actively and prevent job burnout and turnover intention. We need to grasp the individual demands of college counselors, understand the changes of their ideological activities, respond positively to their demands in time, and dredge and mediate the negative emotions, so as to maximize the stability of college counselors and mobilize their enthusiasm.

In the 1980s, China began to study the job satisfaction of primary and secondary college teachers. In the 21st century, it gradually began to study the group of college teachers, but the special group of freshmen who pay attention to college counselors is less. In China, college counselors belong to the teacher series. Most of the research literature on teachers' job satisfaction shows that the stability, enthusiasm and efficiency of teachers will be affected by job satisfaction, and will reduce their innovation ability and management responsibility, which is not conducive to the healthy growth of students and the quality of higher education, but also restricts the development of college counselors' physical and mental health. Therefore, it is urgent and significant to analyze and discuss the job satisfaction of college counselors.

At present, the ways for counselors of Jiangsu Vocational College of Electronics and Information to make effective demands include the annual staff congress, the

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<sup>7</sup>*Jiangsu Vocational College of Electronic and Information*(n.d.). Retrieved February 26, 2021, from <http://www.jsei.edu.cn/xxgk1/xxjj.htm>.



annual teachers' forum, and the way to put forward opinions and suggestions to the college separately. We have not carried out an extensive and scientific job satisfaction survey on all counselors in our college.

This study investigates the job satisfaction of counselors in Jiangsu Vocational College of Electronics and Information technology to understand the situation of job satisfaction of counselors in colleges and universities, and studies the specific factors influencing the satisfaction of counselors in colleges and universities from the relevant theories of job satisfaction, so as to provide satisfaction for college decision makers. Finally, it puts forward suggestions on how to improve the job satisfaction of college counselors, which can provide reference for the college counselor training system.

### **Research Objectives**

- 1.To examine the job satisfaction of College Counselors in Jiangsu Vocational Colleges of Electronic and Information
- 2.To compare the level of job satisfaction of College Counselors in Jiangsu Vocational Colleges of Electronic and Information based on personal status.

### **Research Questions**

- 1.What level is the job satisfaction of counselor in Jiangsu Vocational Colleges of Electronic and Information?
- 2.Are there any significant difference in job satisfaction based on personal status?

### **Research Hypothesis**

- 1.The job satisfaction of counselors in Jiangsu Vocational Colleges of Electronic and Information is at moderate level
- 2.There are no significant difference in job satisfaction based on personal status.

### Scope of the Research

This study will use Paul E. Spector's Job Satisfaction Survey to examine the job satisfaction of college counselors in Jiangsu Vocational Colleges of Electronic and Information. The Spector's Job Satisfaction Survey consisted of 9 facets 36 items: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication.<sup>8</sup>

**Table 1** research framework

Personal Status	Job Satisfaction
1. Gender	1. Pay
2. Age	2. Promotion
3. Education level	3. Supervision
4. Working experience	4. Fringe benefits
5. Professional title and position	5. Contingent rewards
	6. Operating procedures
	7. Coworkers
	8. Nature of work
	9. Communication

From: Spector, P. E. (1985). Measurement of human service staff satisfaction: development of the job satisfaction survey. *American Journal of Community Psychology*, 13(6), 693-713.

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<sup>8</sup>P. E. Spector, (1985). Measurement of human service staff satisfaction: development of the job satisfaction survey. *American Journal of Community Psychology*, 13(6), 693-713.

### **Limitation of the study**

Due to my limited knowledge and research ability, there are certain shortcomings in this paper, mainly containing the following three aspects.

1. This study is only the counselors of Electronic Information Vocational Technology College, which has not experienced a complete sampling, so the representativeness may be limited, and in the future research as much as possible through systematic sampling, has been more comprehensive and representative response to the factors influencing the job satisfaction of counselors.

2. The variables of demographic characteristics in this study are limited, only six aspects of age, gender, education level, of working experience, and professional title and position, which can't better portray the characteristics of the research subjects. In future studies, the characteristics of the research subjects can be enriched, such as the marital status of the research subjects, daily working hours, workload, and other factors, counselors for a comprehensive and rich portrayal, and can be more in-depth explore the factors that affect counselors' job satisfaction.

3. In the study, only a simple impact analysis of counselors' satisfaction was conducted, and the mechanism affecting counselors' job satisfaction can be explored more deeply so as to fundamentally improve counselors' job satisfaction.

### **Definition of Terms**

Job Satisfaction refers to a feeling or emotional response to the work performed. After a person weighs and evaluates their work, they will have an overall feeling about the work. Satisfaction will appear when it meets person's expectations or expectations, and dissatisfaction or low satisfaction will occur when it does not meet person's expectations. Consisted of 9 faucets: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication.

College Counselors refers to teachers who specialize in ideological and political education, daily management, career guidance and mental health of students., including the deputy secretary of the party committee of the college, the

leader of the academic work group, and the secretary of the youth league committee. And other full-time staff.

Jiangsu Vocational Colleges of Electronic and Information It is a higher education college sponsored by the People's Government of Jiangsu Province. Located in Huai'an City, Jiangsu Province, China, the main mission of the college is to carry out higher vocational education, skills training, continuing education, scientific research and academic exchange in the field of electronics and information technology, and to promote the development of the electronics and information technology industry. At present, there are more than 600 employees and 13,000 students. The college insists on the development direction of "based on Huai'an, facing Jiangsu, radiating the whole country", takes the construction of high level vocational college in Jiangsu Province as the grasp, takes the construction of high level professional group as the leader, deepens the integration of industry and education, school-enterprise cooperation as the way, comprehensively improves the quality of personnel training and service development ability, builds the college into a domestic first-class and internationally famous vocational college with Chinese characteristics, and builds the college into a domestic first-class and international famous vocational college with Chinese characteristics.



## CHAPTER 2

### RELATED LTTERATURE REVIEW

The study of job satisfaction of College Counselors in Jiangsu Vocational Colleges of Electronic and Information will follow Paul E. Spector's Job Satisfaction Survey. This chapter will review the contents in 3 areas: job satisfaction, college counselors, and related researches.

#### Job Satisfaction

##### Definition of Job Satisfaction

Job Satisfaction refers to a person's feeling or emotional response to the work he does. After a person weighs and evaluates their work, they will have an overall feeling about the work. Satisfaction will appear when it meets your expectations or expectations, and dissatisfaction or low satisfaction will occur when it does not meet your expectations. Consisted of 9 faucets: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication.

The scholar who formally put forward job satisfaction is Hoppock. In his personal doctoral dissertation published in 1935, he first formally defined job satisfaction as the degree of employees' satisfaction with the working environment, which is a subjective reflection of feelings, including both physical feelings and psychological feelings.

Since the first article on job satisfaction was published in Hoppock, the research on job satisfaction has a history of more than 80 years. Scholars put forward their own views on job satisfaction.

Locke defines job satisfaction as the positive emotion of individual to work. He thinks that job satisfaction is mainly composed of job content, pay and other elements.<sup>9</sup>Mackenzie and other research results show that the conceptual and

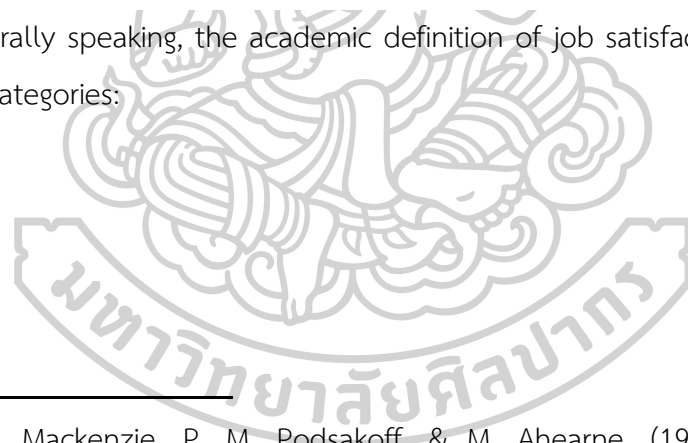
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<sup>9</sup>E. A. Locke, (1969). What is job satisfaction?. *Organizational Behavior & Human Performance*, 4(4), 309-336.

empirical division can be made from the perspective of reward after work, and the division results of three different indicators can be regarded as the locus of job satisfaction. Here "indicators" refer to the following aspects: firstly, the return after work and labor; secondly, the recognition or return from the society; thirdly, the recognition or return from the organization or enterprise.<sup>10</sup>

For the first time, Hoppock puts forward and interprets the connotation of "job satisfaction", which mainly defines personal subjective judgment of work content and environment from physiology and psychology as job satisfaction.<sup>11</sup> Locke's research results show that job satisfaction is an emotional state of whether an individual is optimistic in the process of work.<sup>12</sup> Porter and others studied from the perspective of psychological needs. The results show that the degree of difference between the value obtained by an individual from the work economy and the expectation is job satisfaction, which is the conclusion drawn from the comparison between the individual's psychological expectation and the reality.<sup>13</sup>

Generally speaking, the academic definition of job satisfaction can be divided into three categories:




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<sup>10</sup> S. B. Mackenzie, P. M. Podsakoff, & M. Ahearne, (1998). Some possible antecedents and consequences of in-role and extra-role salesperson performance. *Social Science Electronic Publishing*, 62(3), 87-98.

<sup>11</sup> H. Robert, & Samuel, S. (1938). Job Satisfaction. *Occupations: The Vocational Guidance Journal*, 16(7), 636-643.

<sup>12</sup>E. A. Locke, (1969). What is job satisfaction?. *Organizational Behavior & Human Performance*, 4(4), 309-336.

<sup>13</sup> Lyman W. Porter, &Richard M. Steers (1973). Organizational, work, and personal factors in employee turnover and absenteeism. *Psychological Bulletin*, 80(2), 151-176.

I. overall satisfaction, that is, job satisfaction is a single concept, employees can balance their satisfaction and dissatisfaction in different work aspects, and form a unified judgment <sup>14</sup>.

II. Expectation discrepancy refers to the gap between the expected value and the actual value in the working environment, such as the evaluation of job satisfaction obtained by comparing the combination of employees' expectation in pay and working environment with the combination of actual pay and working environment. Satisfaction is determined by the difference between what an individual thinks he should get and what he really gets. The smaller the difference, the higher the degree of satisfaction. On the contrary, the greater the difference, the lower the degree of satisfaction.<sup>15</sup> According to the authors, job satisfaction is an individual's attitude toward his or her job, that is, the gap between what is deserved and what is actually paid.

III. Frame of reference refers to the cognitive evaluation and emotional response of each component of its work, also known as structural definition or element definition.<sup>16</sup> This view holds that job satisfaction is a more complex system, emphasizing the feeling and evaluation of the constituent dimensions of job satisfaction, including the influencing factors: situational factors, job nature, interpersonal relationships and personal characteristics, that is, employees' multidimensional emotional responses to their jobs. According to existing research, job satisfaction is usually defined as the degree of personal emotion or orientation toward the job, the psychological and physical satisfaction of employees with the

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<sup>14</sup>Arne L. Kalleberg, (1977). Work Values and Job Rewards: A Theory of Job Satisfaction. *American Sociological Review*, 42(1), 124-143.

<sup>15</sup>Lyman W. Porter, & Edward E. Lawler (1969). Managerial attitudes and performance. *Industrial and Labor Relations Review*, 23(1).

<sup>16</sup>Lee Zhiying (2011). *A study on job satisfaction of higher education teachers* (Doctoral dissertation, East China Normal University). Retrieved from <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CDFD0911&filename=1011129792.nh>

work environment and the nature of the job, i.e., the subjective reflection of employees to the work scenario.<sup>17</sup>

### **The Theoretical Basis of Job Satisfaction**

#### **The Theory of Hierarchy of Needs**

In 1943, American behavioral scientist Maslow put forward the need hierarchy theory. For the first time, he divided human needs into five levels, from low to high: physiological needs, security needs, love and belonging needs, respect needs and self realization needs. Maslow's hierarchy of needs theory mainly discusses the satisfaction of human needs. He thinks that human needs are different at different levels, showing the shape of a pyramid. The bottom needs are related to physiology, followed by the need for security, and then people need to find their own position in society. At a higher level, they need to be respected by others, and finally the top needs are It comes from the realization of personal value.<sup>18</sup> Maslow also pointed out that when people's needs are relatively satisfied, they will naturally have a sense of satisfaction, and then have the motivation to pursue higher-level needs.

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<sup>17</sup>R. Hoppock, (1935). *Job Satisfaction*. New York: Harper & Row.

<sup>18</sup>A. H. Maslow, (1970). *Motivation and Personality*(2<sup>nd</sup> ed.).New York: Harper & Row.





**Figure 1:** Maslow Needs Hierarchy Pyramid.

### Motivation-Hygiene Theory

Based on Maslow's early research, Frederick Herzberg put forward a very unique and exciting theory, which is called Motivation-Hygiene Theory. This theory is based on the original research of 203 accountants and engineers in Pittsburgh manufacturing plants, and classifies achievement, recognition, nature of work, responsibility, progress and growth as motivation factors; company policies, supervision, interpersonal relationships, operating conditions and compensation are classified as hygiene factors.

In management practice, especially in human resource management, many enterprises widely use the two factor theory in order to motivate employees. The

meaning of the theory refers to two categories of Hygiene Factors and Motivation Factors, which reflect the relationship between individual and work.<sup>19</sup>

**Table 2** Comparison table of Hygiene Factors and Motivation Factors.

Hygiene Factors	Motivation Factors
Company policy and management	Achievement
Supervise	Approval
Relationship with superior and subordinate	Work itself
Working conditions	Duty
Pay	Progress
Colleague relationship	Grow up

### ERG Theory

It is an incentive theory formed by Professor Alderfer of organizational behavior at Yale University who modified Maslow's hierarchy of needs on the basis of a large number of empirical research. He pointed out in his article "empirical test of the new theory of human needs" in 1969 that it is more reasonable and effective to divide the needs of employees into the following three categories in management practice:

Existence is the provision of basic material living conditions. This includes items that Maslow considered as physiological and security needs.

Relatedness is the desire to maintain friendly relationships between people. This is consistent with Maslow's need for love and respect.

Growth is the desire within people to develop. This includes the internal elements of Maslow's need for respect and the elements of his need for self-actualization.

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<sup>19</sup>F. Herzberg, &B. Mausner, (1959) .*The Motivation to Work* .New York: John Wiley&Sons.

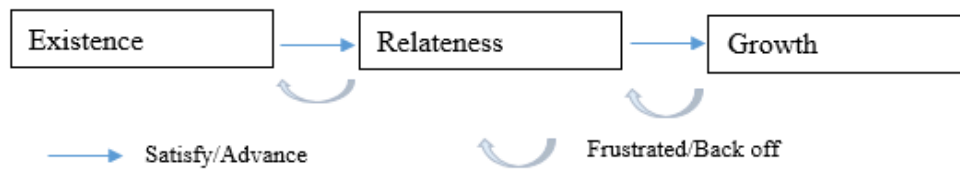


Figure 2: Schematic diagram of ERG theory

### Expected Theory

In his 1964 book work and motivation, Professor vroom of Yale University proposed the theory of expectation. In his opinion, whether employees can be motivated is related to their expectations of goals, and the attraction of incentive factors to employees directly affects the effect of this factor on employees <sup>20</sup>. If a goal has an incentive effect on employees, it means that employees have high expectations for the goal.

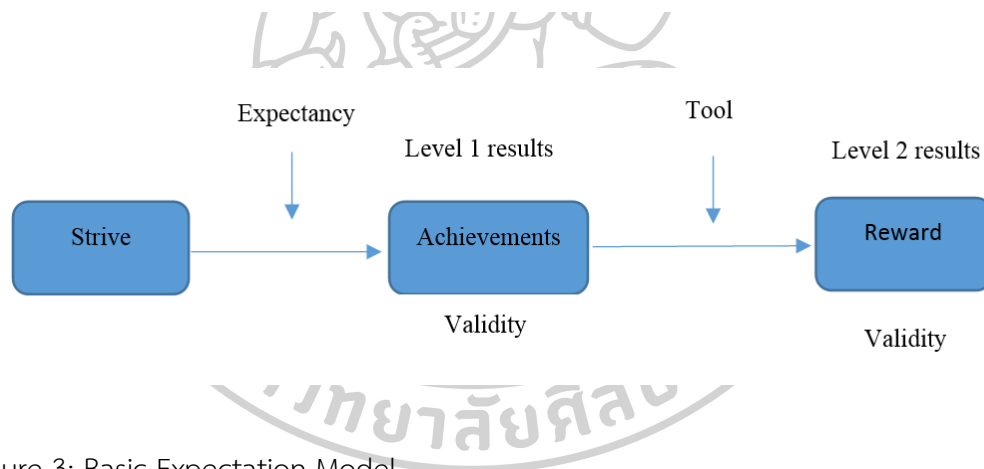


Figure 3: Basic Expectation Model

### Equity Theory

American psychologist Adams put forward the theory of fairness in 1963. From the perspective of psychology, he emphasized that everyone needs to get a fair pay

<sup>20</sup>V. H.Vroom,(1995). *Work and Motivation*(2nd ed.) . San Francisco, CA: Jossey-Bass.

or treatment, which has a great impact on the incentive effect of employees.<sup>21</sup> The individual's work enthusiasm is not only affected by the absolute reward, but also more importantly by the relative value. That is to say, people not only care about how much they get paid, but also compare the pay gap between others and themselves through horizontal and vertical, so as to evaluate whether they get real fairness. If the result is positive, then their work enthusiasm is high; if the result is negative, then their work enthusiasm is low.<sup>22</sup>

### **Concept of Job Satisfaction Survey (JSS)**

The JSS scale developed by Prof. Paul E. Spector in 1985 to measure satisfaction with utilities, public or nonprofit organizations, including reporting Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Coworkers, Nature of Work and Communication. Spector surveyed employees from human services, the public sector, non-profit organizations, and more, and collected 2,870 valid questionnaires. After processing, it was found that the overall reliability of the questionnaire was 0.91, and the reliability of each dimension was 0.60-0.82, indicating that the reliability of the questionnaire was good; the discriminant validity and convergent validity of the questionnaire were tested, and the validity of the questionnaire was found to be good. Later, the job satisfaction questionnaire was widely used in basic education, higher education, medical industry, public sector, non-profit organizations and other fields, and formed multiple versions in English, Chinese, and French.

#### **Nine dimensions of job satisfaction:**

1. Pay refers to the subjective perception of the fairness of the job reward, the opportunity of salary increases and the frequency.

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<sup>21</sup> J. S. Adams, (1963). Toward an understanding of inequity. *Journal of Abnormal & Social Psychology*, 67, 422-436.

<sup>22</sup> M. L. Frazier, (2010). Organizational Justice, Trustworthiness, and Trust: A Multifoci Examination. *Group & Organization Management*, 35(1), 39-76.

2.Promotion refers to the subjective perception of the fairness of the system, promotion opportunities and frequency.

3.Supervision refers to the subjective feeling of leadership ability, fairness and concern for subordinates.

4.Fringe benefits refer to the subjective perception of the types of benefits and the comparative value with other organizations.

5.Contingent Rewards refer to the recognition and appreciation of work performance, subjective feeling of hard work reward.

6.Operating Procedures refers to the subjective perception of organizational system and procedures, red tape and quantity of work.

7.Coworkers refers to the subjective feeling of colleagues' professional ability and friendship.

8.Nature of Work refers to interest and pleasure in work, subjective sense of work significance.

9.Communication refers to the subjective feeling of communication between superiors, subordinates and colleagues and understanding of organizational goals.

### **College Counselors in Jiangsu Vocational College of Electronics and Information**

The document points out the main responsibilities of counselors at present:

1.Ideological education and value guidance. We will carry out publicity and education on socialism with Chinese characteristics, the Chinese dream and the socialist core values to help students strengthen their confidence in the road, theory, system and culture of socialism with Chinese characteristics. Grasp the characteristics of students' thoughts and behaviors and ideological and political conditions, and help students deal with specific problems in their ideological understanding, value orientation, study life, career selection and friendship.

2. Class construction. Carry out the selection, training and motivation of student backbones and guide the construction of class organizations.

3.Study style construction. Be familiar with the basic situation of students' major, stimulate students' interest in learning, guide students to develop good

learning habits and master the correct learning methods. Guide students to carry out extracurricular scientific and technological academic practice activities.

4. Daily affairs management of students. Carry out entrance education, graduate education and related management and service work. Organize and carry out military training for students. Organize and carry out the selection of various scholarships and grants. Guide students to apply for student loans. Organize students to carry out work and study activities and help students in difficulty. Provide life guidance to students and promote students to live in harmony and help each other.

5. Mental health education and consultation. Assist college mental health education institutions to carry out mental health education, conduct preliminary investigation and counseling on students' psychological problems, organize and carry out publicity activities on mental health knowledge, and cultivate students' rational, peaceful, optimistic and healthy attitude.

6. Campus crisis response. Organize and carry out basic safety education. Participate in the formulation and implementation of the work plan for college and department crisis events. To deal with the campus crisis, stabilize the situation, control the development of the situation, grasp the crisis information in time and report it according to the procedure. Participate in the post crisis response and summary research and analysis.

7. Career planning and career guidance. To provide students with scientific career planning and employment guidance and related services, to help students establish a correct concept of employment, to guide students to the grassroots, to the west, to the places where the motherland needs most.

### **Related Researches**

#### **Research on the Teachers' Job Satisfaction**

Through in-depth research, Robbins believes that job satisfaction mainly involves the following contents: the job is challenging, the reward must be reasonable, the working environment is good, the relationship between coworkers is

harmonious, and the personal values match the work content.<sup>23</sup> Based on the research of job satisfaction and job belief, Adeyemi revealed that individual evaluation of certain things in the work will affect job satisfaction, that is, the latter will affect the former.<sup>24</sup> Petty and others believe that job satisfaction is greatly affected by the working environment, and a good working environment can improve job satisfaction.<sup>25</sup>

Shann focuses on teachers' job satisfaction, and divides the factors influencing teachers' job satisfaction into two parts: work content and work environment. The former mainly refers to teaching content, while the latter mainly refers to college management, coworker relationship and remuneration.<sup>26</sup>

Holdway points out that internal factors are the main factors influencing teachers' job satisfaction, including job achievement, career development and job stimulation. The factors that have a negative impact on teachers' job satisfaction are mainly external factors, such as coworker relationship, pay and social recognition.<sup>27</sup> Smilansky chooses 36 teachers as the sample to study the relationship between teacher satisfaction and job stress, and the conclusion is consistent with that of Hou Dewei. In addition, he also pointed out that external factors such as the harmony

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<sup>23</sup> S. Robbins, (1997). *Organizational behavior: concepts, controversies, applications*. Peking, China: China Renmin University Press.

<sup>24</sup> T. A. Adeyemi, (2011). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Current Research Journal of Economic Theory*, 3(3), 84-92.

<sup>25</sup> M. M. Petty, Gail W. McGee, & Jerry W. Cavender, (1984). A Meta-Analysis of the Relationships between Individual Job Satisfaction and Individual Performance. *The Academy of Management Review*, 9(4), 712-721.

<sup>26</sup> M. H. Shann, (1998). Professional Commitment and Satisfaction among Teachers in Urban Middle Schools. *The Journal of Educational Research*, 92(2), 67-73.

<sup>27</sup> Cate Watson, (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching*, 12(5), 509-526.

between teachers and students, work pressure and so on will have a certain impact on teachers' job satisfaction, at the same time, it will also have an impact on teachers' work pressure.<sup>28</sup>

The domestic research on job satisfaction started late, and it was not until the end of last century that scholars carried out the research on job satisfaction in the field of education.

By combing a large number of domestic references, it is found that internal factors have different degrees of impact on teachers' job satisfaction, including organizational climate, pay and working environment. Fan Xiaojie integrated the main factors affecting the satisfaction of university teachers through the module research of university teachers' emotional motivation, material motivation, working environment, management level, academic atmosphere and interpersonal relationship.<sup>29</sup> Chen Tingting through the questionnaire survey, using the analysis of variance, factor analysis and other factors that affect the satisfaction of the college teachers are: pay and welfare, self realization, work experience, opinion management, organizational atmosphere, job training, interpersonal relations, personnel management eight aspects.<sup>30</sup> Zhou Lichao conducted a study on job satisfaction, and concluded that organizational climate, professional title evaluation

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<sup>28</sup>Li, Zhenhua (2019). *Study on the improvement of teachers' job satisfaction in a education group* (Master dissertation, Xi'an University of Science and Technology).

Retrieved from

<https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202101&filename=1020831052.nh>

<sup>29</sup>Fan, Xiaoji (2014). Exploring the factors influencing job satisfaction of teachers in higher education. *Education and Teaching Forum* (32), 31-33.

<sup>30</sup>Chen, Tingting (2016). Analysis of the influencing factors of teachers' satisfaction in private colleges and universities--Example of xx College. *Enterprise Herald* (19), 179+181. doi:10.19354/j.cnki.42-1616/f.2016.19.136.



and other factors will have an impact on employee job satisfaction.<sup>31</sup> The research results of Wang Zhihong et al. show that many factors including length of service, pay and work interest have a significant impact on the job satisfaction of university teachers.<sup>32</sup> Jin Jing believes that among the many factors affecting teachers' job satisfaction, interpersonal relationship is the most satisfactory factor for teachers, followed by supervision management and job nature. Pay is the lowest factor for teachers' satisfaction, while gender difference has no effect on teachers' job satisfaction. Of course, education level will also have an impact on teachers' job satisfaction. The higher the education level, the lower the teachers' job satisfaction.<sup>33</sup> Lin Jianning and Wu Qian analyzed the relationship between job characteristics and job satisfaction of college counselors from five dimensions: skill diversity, task integrity, task importance, work autonomy and work feedback.<sup>34</sup>

The nature of work contains many contents, including job responsibilities, promotion channels, etc. Ye Yuxia also chose to study the problems in this field. In the research, she pointed out that enterprises or units can improve employees' job satisfaction by setting up career security mechanism and improving training mechanism.<sup>35</sup> Wu Wenhao believes that employee's job satisfaction is affected by the following factors: working environment, supervision management, opportunities

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<sup>31</sup>Zhou, Lichao (2016). *Organizational behavior*. Ji Nan, China: Shandong People's Publishing House.

<sup>32</sup>Wang, Zhihong, & Cai, Jiuzhi (2005). Measurement and evaluation of university teachers' job satisfaction. *Heilongjiang Higher Education Research*(02), 77-79.

<sup>33</sup>Jin, Jing (2016). *Research on the dynamic mechanism of University Teachers' performance improvement*. Su Zhou, China: Su Zhou University Press.

<sup>34</sup>Lin, qionging, & Wu, Qian (2016). Research on the influence of job characteristics on job satisfaction of college counselors--a survey based on Guangxi universities. *Journal of Hubei Industrial Vocational Technology College* (04), 17-20.

<sup>35</sup>Ye, Yuxia (2013). Survey analysis and countermeasures research on job satisfaction of counselors in colleges and universities. *Educational Exploration* (02), 115-116.

for further education, pay setting, etc.<sup>36</sup> Li Xinyuan, Xu Shi, and Zou Zhengguang conducted an empirical study on the four factors of college counselors in Guilin city: assessment system, job responsibilities, pay and welfare, and career development. The data results show that the scores of assessment system, job responsibilities, and pay and welfare are higher than the medium intensity value, but the score is not very high, indicating that college counselors are satisfied with these indicators, but they do not reach the target to a more satisfactory and very satisfactory level. Especially from the score of career development, the satisfaction of college counselors is poor.<sup>37</sup> Zhu YuXun found that the career development space of counselors in higher vocational colleges is narrow, and the promotion channel is also very single.<sup>38</sup> Xie Xinye and Kuang canhua conducted a survey on 185 vocational college counselors from different regions. The survey results show that vocational college counselors bear greater work pressure, and their satisfaction with job and title promotion is low.<sup>39</sup>

In work practice, the working environment will also affect employees' job satisfaction. In this regard, the academic community has demonstrated this view through research. He Genhai conducted an empirical survey on the satisfaction of more than 1000 teachers in 30 universities. The survey results show that the working environment will affect the job satisfaction of university teachers. The survey found

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<sup>36</sup>Wu, Wenhao (2017). *Management Psychology*. Peking, China: Tsinghua University Press.

<sup>37</sup>Li, Xinyuan, Xu, Shi & Zou, Zhengguang (2019). An empirical study on the factors influencing job satisfaction of counselors in colleges and universities--a case study of H college in Guilin. *Education and Teaching Forum* (45), 19-20.

<sup>38</sup>Zhu, YuXun (2019). Research on job satisfaction of counselors in higher education institutions under the perspective of two-factor theory. *Journal of Nantong Shipping Vocational and Technical College* (01), 67-70.

<sup>39</sup>Xie, Xinye, & Kuang, canhua (2020). A study on the relationship between job stress and job satisfaction of higher vocational counselors. *Modern Vocational Education* (52), 78-79.

that college teachers scored higher in terms of pay, operating conditions and working environment.<sup>40</sup>

Li Zhifeng, Pu Wenxuan and Zhou Tiansong used descriptive statistics to study the overall situation of university teachers' satisfaction. Logistic regression was used to analyze the contribution of various factors affecting satisfaction, and result analysis and empirical research were conducted on the evaluation of environment and teachers' satisfaction.<sup>41</sup> Wu Wenhao environment plays a decisive role in a person's development, and the working environment also plays a decisive role in the job satisfaction of college counselors. Some higher vocational colleges do not pay attention to the work of college counselors, leading to many college counselors do not seriously and rigorously perform their duties, so that they feel that the work of college counselors has no practical significance.<sup>42</sup>

Pay return involves many aspects, including employee's pay, statutory allowance, various bonuses and subsidies, etc. In the survey, Zhang Ting found that the satisfaction of College Counselors in terms of pay is generally low. She thinks that there is a large gap between the payment and pay of college counselors, the workload of college counselors is large, they need to invest a lot of time and energy, and bear huge psychological pressure, but there is no difference between the pay and the same level of administrative personnel, the pay system is single and unscientific.<sup>43</sup> Lin Guangyan believes that most of the counselors in private higher

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<sup>40</sup>He, Genhai (2013). An Empirical Study on Job Satisfaction of Teachers in Higher Education. *Journal of National Academy of Educational Administration* (04), 3-9.

<sup>41</sup>Li, Zhifeng, Pu Wenxuan, & Zhou, Tiansong (2014). Endowment, environment and academic position satisfaction of university faculty - An empirical study based on different levels of universities. *Modern University Education* (04), 67-75.

<sup>42</sup>Wu, Wenhao (2017). Research on job satisfaction survey of counselors in higher education institutions. *Journal of Hubei Correspondence University* (04), 46-47.

<sup>43</sup>Zhang, Ting (2017). Analysis of factors influencing job satisfaction of counselors in colleges and universities and thinking about countermeasures - taking Hainan University as an example. *Labor Security World* (29), 22-23.

vocational colleges generally feel that their pay is not ideal. In the correlation analysis, their pay (average monthly net pay) is positively correlated with their job satisfaction ( $P = 0.0387 < 0.05$ ). The higher their pay is, the greater their satisfaction is, and vice versa.<sup>44</sup> Wang Dan conducted a survey on counselors' satisfaction in a higher vocational college in Shenyang city. He used questionnaire survey, regression analysis, descriptive statistics and other methods to deeply study various data and information. The results show that the overall satisfaction of counselors in Z higher vocational colleges in Shenyang city is at a medium level. In the six dimensions set, the satisfaction of pay and treatment was the lowest, followed by management system and job satisfaction. The satisfaction of the two dimensions of self and self-development is general.<sup>45</sup>

The influence of supervision management on employee job satisfaction is also obvious. Many scholars demonstrate this view through research, and believe that leaders' flexible, reasonable and fair management can effectively improve employees' job satisfaction. Liu Shiyong, Liu Zhixing and Li Jiaoyan conducted a survey on the relationship between paternalistic supervision and job satisfaction of 680 college counselors in Hubei Province. The results showed that "paternalistic supervision has a significant positive predictive effect on job satisfaction, and the benevolent supervision and moral supervision dimensions of paternalistic supervision have a significant positive predictive effect on job satisfaction, The authoritarian supervision dimension of paternalistic supervision has a significant negative predictive effect on job satisfaction"<sup>46</sup> Chen Dan and he Guoju believe that the satisfaction of

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<sup>44</sup>Lin, Guangyan, & You, Jianxiong (2017). Survey and analysis of the current situation of counselors' job satisfaction in private higher education institutions. *Journal of Guangxi Vocational and Technical College* (03), 54-58.

<sup>45</sup>Wang, Dan (2016).*Survey report on job satisfaction of counselors in Shen Yang Z Vocational College*.Shen Yang,China:Shen Yang University.

<sup>46</sup>Liu, Shiyong , Liu, Zhixing, & Li, Jiaoyan (2018). A study on the relationship between parental leadership, job satisfaction, and mandatory organizational citizenship behavior of college counselors. *Hubei Social Science* (08), 166-170.

counselors in undergraduate colleges is higher than that in Higher Vocational Colleges in the aspects of college management assessment and convenient communication between departments.<sup>47</sup>He Sha, Liu Liping and Chen Chuo pointed out that the overall job satisfaction of teachers is significantly affected by college management, that is, the latter has a significant positive impact on the former.<sup>48</sup>

Meng Jiayi, Xing Guanmin, & Ma Ying investigated the interpersonal relationships between 360 college counselors and students, colleagues, and leaders in Liaoning Province, and found that interpersonal relationship satisfaction was at the upper level, and the level of interpersonal relationship satisfaction was significantly higher for older and married counselors, and the interpersonal relationship satisfaction of counselors was directly proportional to the number of students they led, and the more students they led, the lower the interpersonal relationship satisfaction.<sup>49</sup> Gan Lin and Zheng Yumei proposed that the interpersonal relationship in the work of college counselors includes the relationship between college counselors and their superior leaders, the relationship between college counselors and their coworkers, and the relationship between college counselors, their parents and students. Harmonious interpersonal relationship can greatly affect the job satisfaction of college counselors.<sup>50</sup>

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<sup>47</sup>Chen, Dan, & He, Guoju (2015). Reflections on the construction of college counselor team from the perspective of job satisfaction. *Journal of Shaoguan College* (11), 104-107.

<sup>48</sup>He, Sha, Liu, Liping, & Chen, Chuo (2015). The current situation and mitigation of burnout among young teachers in higher education. *Journal of Southwest Petroleum University (Social Science Edition)* (03), 107-113.

<sup>49</sup>Meng, Jiayi, Xing, Guanmin, & Ma, Ying (2021). Analysis of job satisfaction survey and improvement path of counselors in colleges and universities. *Modern Communication*(07),77-79.

<sup>50</sup>Gan Lin, & Zheng Yumei (2018). A study on job satisfaction of counselors in private colleges and universities based on two-factor theory. *Chinese Agricultural Education* (02), 37-41+94.

According to the above description, the overall job satisfaction of university teachers is good, but at the general level; multi index analysis of job satisfaction, and then the corresponding ranking, will get different results. The reason for this result is that different scholars have different positions , different research and evaluation systems.

According to the above analysis, many scholars carry out research on teacher satisfaction. These research conclusions based on different angles are rich in content and clear in thinking, which point out the direction for this study. But from the overall point of view, most of the researches are based on the satisfaction analysis of university teachers, there are few literatures on the analysis of counselors' job satisfaction. On the basis of fully referring to the existing literature, this paper takes the counselors of Jiangsu Vocational College of Electronics and Information as the research object to study the job satisfaction, aiming to expand the research theory of teacher satisfaction and further enrich the research results of college counselors' job satisfaction.



### Summary

This chapter provides a brief overview of the literature, clarifies the problem, narrows the scope of the study, and describes in detail the theoretical structure that supports the study. This study is based on JSS's job satisfaction and motivation theories. This paper defines job satisfaction, summarizes relevant research on job satisfaction and the factors influencing it. It also describes and elaborates on the main and related theories related to job satisfaction.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes in detail the methods used to collect and process data. It includes research procedure, research methodology, research design, population and sample, instrumentation, development of the research instruments, definition of the variables, data collection, data analysis.

#### Research Procedure

The steps of this study follow the following procedures.

##### **Stage1: preparation.**

1. Review books, journals, articles and national policies and regulations related to the research topic, especially the relevant master's and doctoral theses and scales, so as to prepare for the formation of research ideas.

2. Determine the purpose and content of the study. On the basis of literature review, combined with the selection of research methods, the purpose, content and significance of the research are determined, and research hypotheses are put forward.

##### **Stage 2: research process.**

After reviewing the literatures; the researcher will use Paul E. Spector's Job Satisfaction Survey (JSS) to collect the data from the sample group. The collected data then is analyzed using frequency, percentage, arithmetic mean, standard deviation, t-test and F-test.

##### **Stage 3: research report.**

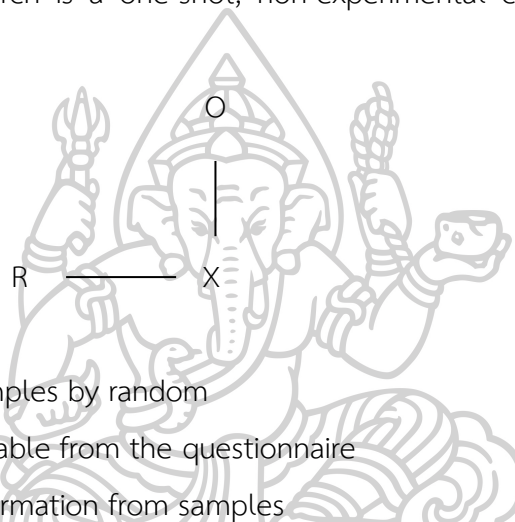
Review the results from the questionnaires and write the report to propose the thesis committee to review and comment before submit it to the Graduate College of Silpakorn University.

## Research Methodology

According to the objectives of the research, the research methodology consists of research design, population and samples, definitions of variables, research instruments, data collection and the statistical analysis.

### Research Design

This research employs descriptive methodology. The research design that was applied in this research is a one-shot, non-experimental case study as the figure below.



### Population and Sample

#### Population

Population of this research were 52 college counselors: 7 senior management counselors, 18 intermediate management and 27 general management.

#### Sample

According to Krejcie and Morgan's study on the sample size of research activities, the number of sample group is 48. By using stratified random sampling method, the population is divided into 7 senior management, 18 intermediate management and 25 general management. The samples are shown in the table 3.



**Table 3** The Population and Sample size

Faculty/Department	Population	Sample
Senior Management Counselor	7	7
Intermediate Management Counselor	18	16
General Management Counselor	27	25
Total	52	48

### Definition of the variables

The variables of this study are composed of basic variables and studied variables.

1. The basic variables is the general information of the research sample. It mainly includes gender, age, education level, working experiences, professional title and position.

2. The variables studied are based on the JSS scale developed by Professor Paul E. Spector in 1985 to measure the satisfaction of public utilities, public or non-profit organizations; consisted of 9 evaluation dimensions as follow:

2.1 Pay refers to the subjective perception of the fairness of the job reward, the opportunity of salary increases and the frequency.

2.2 Promotion refers to the subjective perception of the fairness of the system, promotion opportunities and frequency.

2.3 Supervision refers to the subjective feeling of leadership ability, fairness and concern for subordinates.

2.4 Fringe benefits refer to the subjective perception of the types of benefits and the comparative value with other organizations.

2.5 Contingent rewards refer to the recognition and appreciation of work performance, subjective feeling of hard work reward.

2.6 Operating procedures refers to the subjective perception of organizational system and procedures, red tape and quantity of work.

2.7 Coworkers refers to the subjective feeling of colleagues' professional ability and friendship.

2.8 Nature of work refers to interest and pleasure in work, subjective sense of work significance.

2.9 Communication refers to the subjective feeling of communication between superiors, subordinates and colleagues and understanding of organizational goals.

### **Instrumentation**

There is one instrument using in the research:

The questionnaire for data collection from the sample, which consists of two parts:

Part 1: The questions concerning basic situation of the respondents; including gender, age (25-30 / 31-40 / more than 40 years old), education level (bachelor degree and higher than bachelor degree), working experiences (0-10 years / 10-20 years / more than 20 years), professional title and position (senior management counselors/ intermediate management counselors /general management counselors)

Part 2: The questions concerning job satisfaction based on Spector's JSS. The questions in part 2 were constructed using the 5-point scale rating scale as follow:

5 means the sample strongly agree with the item; equal 5 points.

4 means the sample agree with the item; equal 4 points.

3 means the sample neutral with the item; equal 3 points.

2 means the sample disagree with the item; equal 2 points.

1 means the sample strongly disagrees with the item; equal 1 point.

### **Development of the research instruments**

The questionnaire for data collection from the sample

Step 1: Review the literature on the studied variables

Step 2: The research use Paul E. Spector's Job Satisfaction Survey with consistency reliability (coefficient alpha) of 0.91.<sup>51</sup>

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<sup>51</sup> Paul E. Spector. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. **American Journal of Community Psychology**, 13, 693-713.

## Data Collection

The researcher distributes the questionnaire to 48 counselors.

## Data Analysis

The researcher analyzes and uses statistics as follow:

1. The personal status use frequency and percentage
2. The level of job satisfaction uses arithmetic mean and standard deviation as

follow:

arithmetic mean 4.50 – 5.00 refers to job satisfaction is at the highest level

arithmetic mean 3.50 – 4.49 refers to job satisfaction is at the high level

arithmetic mean 2.50 – 3.49 refers to job satisfaction is at the moderate level

arithmetic mean 1.50 – 2.49 refers to job satisfaction is at the low level

arithmetic mean 1.00 – 1.49 refers to job satisfaction is at the lowest level

3. The difference in job satisfaction based on personal status uses t-test and F-test.

## Summary

This chapter focuses on the variables and data required for quantitative analysis, and prepares for the empirical analysis in the next chapter. Based on the JSS scale designed by Professor Spector in 1985 consisted of 9 facets 36 items: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. The study collects the data from 48 counselors in College Counselors in Jiangsu Vocational College of Electronics and Information, using Spector's Job Satisfaction Survey with the consistency reliability of 0.91. The statistics used to analyze the data were frequency, percentage, arithmetic mean, standard deviation, t-test and F-test.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

This chapter was completed by the researcher to analyze the data and present the data according to the research methodology. The purpose of this study was to address two questions 1) What level is the job satisfaction of counselor in Jiangsu Vocational Colleges of Electronic and Information? 2) Are there any significant differences in job satisfaction based on personal status? To find out the answers to these two questions, the researcher designed opinionnaire based on JSS scale designed by Professor Spector and collected data from 48 counselors in Jiangsu Vocational Colleges of Electronics and Information. Then statistical methods such as frequency, percentage, arithmetic mean, standard deviation, t-test, ANOVA were used to statistically analyze the opinions expressed in the opinionnaire.

The research findings were presented in three parts as follow:

Part 1: General information

Part 2: Job satisfaction of college counselors

Part 3: Comparison results of job satisfaction of counselors in J Jiangsu Vocational Colleges of Electronics and Information by age, gender, education, work experience, job title and position

#### **Part 1 : General information**

The 48 questionnaires were sent to the sample group and were received back, after which the data were analyzed using frequency and percentage as shown in table 4.

**Table 4** General information of college counselors in Jiangsu Vocational Colleges of Electronics and Information

Personal Status		Frequency	%
<b>Gender</b>			
-	Male	21	43.75
-	Female	27	56.25
<b>Total</b>		48	100
<b>Age</b>			
-	25-30 years old	18	37.5
-	31-40 years old	26	54.17
-	>40 years old	4	8.33
<b>Total</b>		48	100
<b>Education Level</b>			
-	Bachelor degree	5	10.42
-	Higher than Bachelor degree	43	89.58
<b>Total</b>		48	100
<b>Working Experience</b>			
-	0-10 years	33	68.75
-	10-20 years	13	27.08
-	>20 years	2	4.17
<b>Total</b>		48	100
<b>Professional Position and Title</b>			
-	Senior Management Counselors	7	14.58
-	Intermediate Management Counselors	16	33.33
-	General Management Counselors	25	52.09
<b>Total</b>		48	100

As shown in Table 4, among the 48 college counselors of Jiangsu Vocational Colleges of Electronics and Information, 21 were male, accounting for 43.8%, and 27 were female, accounting for 56.3%; age was mainly 31-40 years old, with 26 people, accounting for 54.2%, 18 people aged 25-30 years old, accounting for 37.5%, and 4 people older than 40 years old, accounting for 8.3%; there are 5 people with bachelor degree, accounting for 10.4%, and 43 people with higher than bachelor degree, accounting for 89.6%.;the length of work is mainly 0-10 years, a total of 33 people, accounting for 68.8%, 10-20 years 13 people, accounting for 27.1%, more than 20 years 2 people, accounting for 4.2%; the position is mainly general management counselor 25 people, accounting for 52.1%, senior management counselor 7 people, accounting for 14.6%, intermediate management counselor people, accounting for 33.3%.

## **Part 2 : Job Satisfaction of College Counselor**

*Research Questions 1:* What level is the job satisfaction of counselors in Jiangsu Vocational Colleges of Electronic and Information?

*Research Hypothesis 1:* The job satisfaction of counselors in Jiangsu Vocational Colleges of Electronic and Information is at moderate level.

In this part, arithmetic mean ( $\bar{x}$ ) and standard deviation (SD) were applied to measure the Job satisfaction of college counselors in Jiangsu Vocational Colleges of Electronics and Information in Table 5.

**Table 5** Job satisfaction of college counselors in Jiangsu Vocational Colleges of Electronics and Information

No.	Classification	$\bar{x}$	SD	Interpretation
1.	Pay Dimension	3.73	0.72	high
2.	Promotion Dimension	3.69	0.70	high
3.	Supervision Dimension	4.21	0.65	high
4.	Fringe Benefits Dimension	3.89	0.71	high
5.	Contingent Reward Dimension	3.86	0.65	high
6.	Operating Conditions Dimension	3.83	0.70	high
7.	Coworkers Dimension	4.10	0.57	high
8.	Nature of Work dimension	3.93	0.63	high
9.	Communication Dimension	3.97	0.62	high
	Total	3.91	0.66	high

As shown in Table 5, it is clear that the job satisfaction score of the counselors in overall was at a high level ( $\bar{x}=3.91$ ,  $SD=0.66$ ). The arithmetic mean of all dimensions is sorted from the largest mean to the smallest mean since all means are at the high level, which are Supervision ( $\bar{x} = 4.21$ ,  $SD = 0.65$ ), Coworkers ( $\bar{x} = 4.10$ ,  $SD = 0.57$ ), Communication ( $\bar{x} = 3.97$ ,  $SD = 0.62$ ), Nature of Work ( $\bar{x} = 3.93$ ,  $SD = 0.63$ ), Fringe Benefits ( $\bar{x} = 3.89$ ,  $SD = 0.71$ ), Contingent Reward ( $\bar{x} = 3.86$ ,  $SD = 0.65$ ), Operating Conditions ( $\bar{x} = 3.83$ ,  $SD = 0.70$ ), Pay ( $\bar{x} = 3.73$ ,  $SD = 0.72$ ), and Promotion ( $\bar{x} = 3.69$ ,  $SD = 0.70$ ).



**Table 6** Arithmetic mean ( $\bar{x}$ ) and standard deviation (SD) of Pay

(n=48)

No.	Pay	$\bar{x}$	SD	Interpretation
1.	I feel I am being paid a fair amount for the work I do.	3.73	0.77	high
2.	Raises are fair and reasonable.	3.75	0.79	high
3.	I feel my contributions are adequately recognized and rewarded.	3.79	0.73	high
4.	I feel satisfied with my chances for salary increases.	3.69	0.80	high
	Total	3.74	0.77	high

It can be concluded from Table 6 that Pay dimension of the job satisfaction of counselors is at a high level ( $\bar{x} = 3.74$ , SD = 0.77). All of the items are at high level. The arithmetic mean of all items is sorted in a descending order, which are item 3 ( $\bar{x} = 3.79$ , SD = 0.73), item 2 ( $\bar{x} = 3.75$ , SD = 0.79), item 1 ( $\bar{x} = 3.73$ , SD = 0.77), and item 4 ( $\bar{x} = 3.69$ , SD = 0.80).

**Table 7** Arithmetic mean ( $\bar{x}$ ) and standard deviation (SD) of Promotion

(n=48)

No.	Promotion	$\bar{x}$	SD	Interpretation
1.	The chance for promotion is fair and adequate.	3.71	0.74	high
2.	Those who do well on the job stand a fair chance of being promoted.	3.63	0.73	high
3.	People get ahead as fast here as they do in other places.	3.71	0.77	high
4.	I am satisfied with my chances for promotion.	3.73	0.77	high
	Total	3.70	0.75	high



It can be concluded from Table 7 that Promotion dimension of the job satisfaction of counselors is at a high level ( $\bar{x} = 3.70$ ,  $SD = 0.75$ ). All of the items are at high level. The arithmetic mean of all items is sorted in a descending order, which are item 4 ( $\bar{x} = 3.73$ ,  $SD = 0.77$ ), item 1 ( $\bar{x} = 3.71$ ,  $SD = 0.74$ ), item 3 ( $\bar{x} = 3.71$ ,  $SD = 0.77$ ) and item 2 ( $\bar{x} = 3.63$ ,  $SD = 0.73$ ). Item 1 and item 3 have the same arithmetic means.

**Table 8** Arithmetic mean ( $\bar{x}$ ) and standard deviation (SD) of Supervision

(n=48)

No.	Supervision	$\bar{x}$	SD	Interpretation
1.	My supervisor is quite competent in doing his/her job.	4.31	0.66	high
2.	My supervisor is fair to me.	4.17	0.75	high
3.	I receive the right amount of support and guidance from my supervisor.	4.21	0.68	high
4.	I like my supervisor.	4.15	0.68	high
	Total	4.21	0.69	high

It can be concluded from Table 8 that Supervision dimension of the job satisfaction of counselors is at a high level ( $\bar{x} = 4.21$ ,  $SD = 0.69$ ). All of the items are at high level. The arithmetic mean of all items is sorted in a descending order, which are item 1 ( $\bar{x} = 4.31$ ,  $SD = 0.66$ ), item 3 ( $\bar{x} = 4.21$ ,  $SD = 0.68$ ), item 2 ( $\bar{x} = 4.17$ ,  $SD = 0.75$ ) and item 4 ( $\bar{x} = 4.15$ ,  $SD = 0.68$ ).

**Table 9** Arithmetic mean ( $\bar{x}$ ) and standard deviation (SD) of Fringe Benefits

(n=48)

No.	Fringe Benefits	$\bar{x}$	SD	Interpretation
1.	I am satisfied with the benefits I receive.	3.92	0.71	high
2.	The benefits we receive are as good as most other organizations offer.	3.88	0.79	high
3.	The benefit package we have is equitable.	3.85	0.80	high
4.	The benefits we receive are satisfying.	3.92	0.74	high
	Total	3.89	0.76	high

It can be concluded from Table 9 that Fringe Benefits dimension of the job satisfaction of counselors is at a high level ( $\bar{x} = 3.89$ , SD = 0.76). All of the items are at high level. The arithmetic mean of all items is sorted in a descending order, which are item 1 ( $\bar{x} = 3.92$ , SD = 0.71), item 4 ( $\bar{x} = 3.92$ , SD = 0.74), item 2 ( $\bar{x} = 3.88$ , SD = 0.79) and item 3 ( $\bar{x} = 3.85$ , SD = 0.80).

**Table 10** Arithmetic mean ( $\bar{x}$ ) and standard deviation (SD) of Contingent Reward

(n=48)

No.	Contingent Reward	$\bar{x}$	SD	Interpretation
1.	When I do a good job, I receive the recognition for it that I should receive.	3.94	0.70	high
2.	I feel that the work I do is appreciated.	3.88	0.64	high
3.	There are enough rewards for people who work here.	3.79	0.71	high
4.	I feel that my efforts are rewarded the way they should be.	3.85	0.71	high
	Total	3.87	0.69	high

It can be concluded from Table 10 that Contingent Reward dimension of the job satisfaction of counselors is at a high level ( $\bar{x} = 3.87$ ,  $SD = 0.69$ ). All of the items are at high level. The arithmetic mean of all items is sorted in a descending order, which are item 1 ( $\bar{x} = 3.94$ ,  $SD = 0.70$ ), item 2 ( $\bar{x} = 3.88$ ,  $SD = 0.64$ ), item 4 ( $\bar{x} = 3.85$ ,  $SD = 0.71$ ) and item 3 ( $\bar{x} = 3.79$ ,  $SD = 0.71$ ).

**Table 11** Arithmetic mean ( $\bar{x}$ ) and standard deviation (SD) of Operating Conditions

(n=48)

No.	<i>Operating Conditions</i>	$\bar{x}$	SD	Interpretation
1.	The organization rules make it easy for me to do a good job.	3.77	0.86	high
2.	The management of this organization is supportive of me.	4.06	0.67	high
3.	The amount of work I am expected to finish each week is reasonable.	3.71	0.92	high
4.	I find my work interesting and challenging.	3.81	0.79	high
	Total	3.84	0.81	high

It can be concluded from Table 11 that Operating Conditions dimension of the job satisfaction of counselors is at a high level ( $\bar{x} = 3.84$ ,  $SD = 0.81$ ). All of the items are at high level. The arithmetic mean of all items is sorted in a descending order, which are item 2 ( $\bar{x} = 4.06$ ,  $SD = 0.67$ ), item 4 ( $\bar{x} = 3.81$ ,  $SD = 0.79$ ), item 1 ( $\bar{x} = 3.77$ ,  $SD = 0.86$ ) and item 3 ( $\bar{x} = 3.71$ ,  $SD = 0.92$ ).

**Table 12** Arithmetic mean ( $\bar{x}$ ) and standard deviation (SD) of Coworkers

(n=48)

No.	<i>Coworkers</i>	$\bar{x}$	SD	Interpretation
1.	I like the people I work with.	4.13	0.57	high
2.	I find my job easier because the people I work with.	3.98	0.73	high
3.	I enjoy my coworkers.	4.13	0.61	high
4.	The coworkers and I work well together.	4.17	0.56	high
	Total	4.10	0.62	high

It can be concluded from Table 12 that Coworkers dimension of the job satisfaction of counselors is at a high level ( $\bar{x} = 4.10$ , SD = 0.62). All of the items are at high level. The arithmetic mean of all items is sorted in a descending order, which are item 4 ( $\bar{x} = 4.17$ , SD = 0.56), item 3 ( $\bar{x} = 4.13$ , SD = 0.61), item 1 ( $\bar{x} = 4.13$ , SD = 0.57) and item 2 ( $\bar{x} = 3.98$ , SD = 0.73). Item 3 and item 1 have the same arithmetic means.

**Table 13** Arithmetic mean ( $\bar{x}$ ) and standard deviation (SD) of Nature of Work

(n=48)

No.	<i>Nature of Work</i>	$\bar{x}$	SD	Interpretation
1.	I feel that my job is important and meaningful.	4.10	0.66	high
2.	I like doing the things I do at work.	3.79	0.82	high
3.	Communications from the management are frequent and detailed enough that I know what is going on with the organization.	3.79	0.77	high
4.	My job is enjoyable.	4.04	0.62	high
	Total	3.93	0.72	high

It can be concluded from Table 13 that Nature of work dimension of the job satisfaction of counselors is at a high level ( $\bar{x} = 3.93$ ,  $SD = 0.72$ ). All of the items are at high level. The arithmetic mean of all items is sorted in a descending order, which are item 1 ( $\bar{x} = 4.10$ ,  $SD = 0.66$ ), item 4 ( $\bar{x} = 4.04$ ,  $SD = 0.62$ ), item 3 ( $\bar{x} = 3.79$ ,  $SD = 0.77$ ) and item 2 ( $\bar{x} = 3.79$ ,  $SD = 0.82$ ) have the same arithmetic means.

**Table 14** Arithmetic mean ( $\bar{x}$ ) and standard deviation (SD) of Communication

(n=48)

No.	Communication	$\bar{x}$	SD	Interpretation
1.	Communications seem good within this organization.	3.96	0.68	high
2.	I understand the organization's strategic goals and direction.	3.94	0.67	high
3.	I feel a sense of pride in doing my job.	4.02	0.70	high
4.	My work assignments are always clearly explained to me.	3.98	0.67	high
	Total	3.98	0.68	high

It can be concluded from Table 14 that Communication dimension of the job satisfaction of counselors is at a high level ( $\bar{x} = 3.98$ ,  $SD = 0.68$ ). All of the items are at high level. The arithmetic mean of all items is sorted in a descending order, which are item 3 ( $\bar{x} = 4.02$ ,  $SD = 0.70$ ), item 4 ( $\bar{x} = 3.97$ ,  $SD = 0.67$ ), item 1 ( $\bar{x} = 3.96$ ,  $SD = 0.68$ ) and item 2 ( $\bar{x} = 3.94$ ,  $SD = 0.67$ ).

Therefore, according to the results of the questionnaire survey, research hypothesis 1 was rejected since all nine dimensions of job satisfaction of counselors are at the high level.

**Part 3 : Comparison results of job satisfaction of counselors in J Jiangsu Vocational Colleges of Electronics and Information by age, gender, education, work experience, job title and position**

*Research questions 2:* Are there any significant difference in job satisfaction based on personal status?

*Research Hypothesis 2:* There are no significant difference in job satisfaction based on personal status.

In this section, in order to find out the answer for research question 2 and verify research hypothesis 2, t-test was used to analyze the significant difference between the counselors' job satisfaction and the personal status of the samples. To be more specific, the personal status of the samples are age, gender, education level, working experience and professional titles and positions.

**Table 15** Statistical difference between the counselors' job satisfaction and the counselors' gender in Jiangsu Vocational College of Electronic and Information

Counselor in Jiangsu Vocational College of Electronic and Information	Gender	n	$\bar{X}$	S.D.	t-test
	Male	21	4.04	0.52	1.428
	Female	27	3.81	0.57	

Table 15 show that there was no significant difference between male and female( $t=1.428$ ).

**Table 16** Descriptive analysis for testing of the difference between age and counselors' job satisfaction in Jiangsu Vocational College of Electronic and Information

Age	n	Mean	Std. Deviation	ANOVA			
					df	f	sig
25-30	18	3.89	0.66	Between	2	0.050	0.951
31-40	26	3.91	0.50	Groups	45		
More than 40 years old	4	3.99	0.62	Within Groups	47		
Total	48	3.91	0.56	Total			

Table 16 show that there was no significant difference between the three age groups( $f(2, 45) = [0.050]$ ,  $p = 0.951$ ).

**Table 17** Descriptive analysis for testing of the difference between education level and counselors' job satisfaction in Jiangsu Vocational College of Electronic and Information

Counselor in Jiangsu Vocational College of Electronic and Information	Education level	n	$\bar{X}$	S.D.	t-test
	<i>Bachelor degree</i>	5	3.86	0.57	0.246
	<i>Higher than bachelor degree</i>	43	3.92	0.56	

Table 17 show that there was no significant difference between bachelor degree and higher than bachelor degree ( $t = 0.246$ ).

**Table 18** Descriptive analysis for testing of the difference between working experience and counselors' job satisfaction in Jiangsu Vocational College of Electronic and Information

Working Experience	n	Mean	Std. Deviation	ANOVA			
					df.	f	Sig.
0-10 years	33	3.89	0.56	Between Groups	2	0.885	0.420
10-20 years	13	3.89	0.55				
More than 20 years	2	4.43	0.61	Within Groups	45		
Total	48	3.93	0.55	Total	47		

Table 18 show that there was no significant difference between Three types of work experience ( $f(2, 45) = [0.885], p = 0.420$ ).

**Table 19** Descriptive analysis for testing of the difference between professional titles and positions and counselors' job satisfaction in Jiangsu Vocational College of Electronic and Information

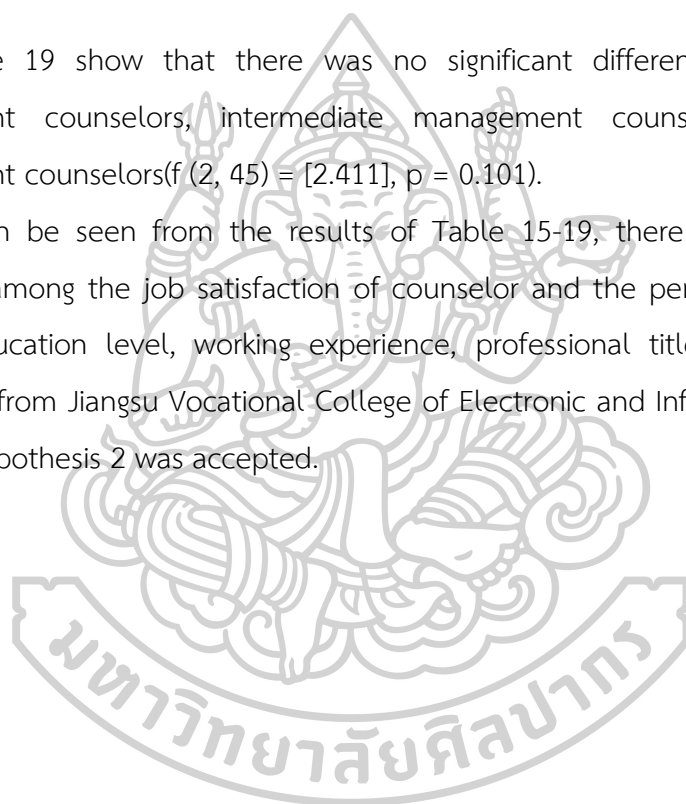
Professional titles and positions	n	Mean	Std. Deviation	ANOVA			
					df	f	sig
senior management counselors	7	4.32	0.61	Between Groups	2	2.411	0.101
intermediate management counselors	16	3.80	0.44				
				Within Groups	45		



Professional titles and positions	n	Mean	Std. Deviation	ANOVA			
					df	f	sig
general management counselors	25	3.87	0.59	Total	47		
Total	48	3.93	0.55				

Table 19 show that there was no significant difference between senior management counselors, intermediate management counselors and general management counselors( $f(2, 45) = [2.411], p = 0.101$ ).

It can be seen from the results of Table 15-19, there were no significant difference among the job satisfaction of counselor and the personal status of age, gender, education level, working experience, professional titles and positions of counselors from Jiangsu Vocational College of Electronic and Information. Therefore, research hypothesis 2 was accepted.



## CHAPTER 5

### CONCLUSION, DISCUSSION AND RECOMMENDATION

This paper focuses on the job satisfaction of counselors in Jiangsu Vocational College of Electronic and Information. The research included two research objectives, which are: 1) to examine the job satisfaction of College Counselors in Jiangsu Vocational Colleges of Electronic and Information and 2) to compare the level of job satisfaction of College Counselors in Jiangsu Vocational Colleges of Electronic and Information based on personal status which classified by gender, age, education level, working experience, professional title and position.

The research tool which was used during this research is an questionnaire based on Paul E. Spector's Job Satisfaction Survey. As for the samples, 48 counselors in Jiangsu Vocational College of Electronic and Information were selected as the samples for this research. There were six statistical methods used during the analyzing process of the research data: frequency, percentage, arithmetic mean, standard deviation, t-test and One-way ANOVA.

#### Conclusion

The conclusion of this research will be illustrated according to the two research objectives as follows:

##### **Research objective 1**

According to the research results, the job satisfaction of counselors are all at the high level, which contradicts with the statement made in research hypothesis 1: the job satisfaction of counselors in Jiangsu Vocational Colleges of Electronic and Information is at moderate level. To be more specific, the arithmetic mean of all nine dimensions of job satisfaction are all at the high level. The descending order of the arithmetic mean of all nine dimensions are Supervision, Coworkers, Communication, Nature of Work, Fringe Benefits, Contingent Reward, Operating Conditions, Pay, and Promotion. Based on these information, it can be concluded that the overall level of the nine dimensions of job satisfaction of Prof. Paul E. Spector is high in each part of the questionnaire, which may indirectly indicate that

the job satisfaction level of counselors in Jiangsu Vocational College of Electronic and Information is rather high.

### **Research objective 2**

It can be concluded that there were no significant difference among the job satisfaction of counselor and the personal status of age, gender, education level, working experience, professional title and position of counselors from Jiangsu Vocational College of Electronic and Information.

## **Discussion**

Taking all results of this study into consideration, the discussion of this research can be drawn from the two research objectives as follows:

### **Research objective 1**

The result of this research clearly showed that the all nine dimensions of job satisfaction are at the high level, in which the dimension of supervision (4.21) and coworkers (4.10) come in first and second place, while pay (3.73) and promotion (3.69) are the last two. Hence, research hypothesis 1 was rejected. Therefore, it is indicated that the main influential factors of job satisfaction are mainly extrinsic, such as the the relationship between people, which corresponded with several Robbins's and Shann's statement,<sup>52</sup> and several other researchers' finding, such as Meng Jiayi<sup>53</sup>, Gan Lin and Zheng Yumei.<sup>54</sup> Moreover, counselors have shown a low sense of

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<sup>52</sup> S. Robbins, (1997). *Organizational behavior: concepts, controversies, applications*. Peking,China: China Renmin University Press.

<sup>53</sup> Mary H. Shann, (1998). Professional Commitment and Satisfaction among Teachers in Urban Middle Schools. *The Journal of Educational Research*, 92(2), 67-73.

<sup>54</sup> Meng, Jiayi, Xing, Guanmin, & Ma, Ying (2021). Analysis of job satisfaction survey and improvement path of counselors in colleges and universities. *Modern Communication*(07),77-79.

identity in terms of pay and promotion,<sup>55</sup> which suggested that counselors are rather unsatisfied with this circumstance. This finding corresponded with Holdway's and believe of the negative impact in which pay imposes on job satisfaction.<sup>56</sup> What's more, it also shares the same finding with Zhang Ting's<sup>57</sup> and Lin Guangyan's finding related to pay.<sup>58</sup> Specifically speaking, with the rapid development of the economy, the price of goods has increased and the cost of living has become higher. As a group that deals with students directly within the college, counselors are very relaxed and simple in their daily work with coworkers, and the working atmosphere is good. However, the pay level of counselors is also an important factor in determining the job satisfaction of counselors. At present, the age structure of counselors in more colleges and universities tends to be younger, and for young counselors, the long-term benefits of their work are more important, so pay and promotion are extremely important to them.

### Research Objective 2

1. As is shown in the results of research objective 2, there were no significant difference among the job satisfaction of counselor and the personal status of age, gender, education level, working experience, professional title and position of counselors from Jiangsu Vocational College of Electronic and Information. Hence, the

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<sup>55</sup> Gan, Lin, & Zheng, Yumei (2018). A study on job satisfaction of counselors in private colleges and universities based on two-factor theory. *Chinese Agricultural Education* (02), 37-41+94.

<sup>56</sup> Cate Watson, (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching*, 12(5), 509-526.

<sup>57</sup> Zhang, Ting (2017). Analysis of factors influencing job satisfaction of counselors in colleges and universities and thinking about countermeasures - taking Hainan University as an example. *Labor Security World* (29), 22-23.

<sup>58</sup> Lin, Guangyan, & You, Jianxiong (2017). Survey and analysis of the current situation of counselors' job satisfaction in private higher education institutions. *Journal of Guangxi Vocational and Technical College* (03), 54-58.

research hypothesis 2 was accepted. This shows that counselors from different age groups, different gender, different education background, different working experiences, difference professional title and position shares similar job satisfaction working as a counselor in Jiangsu Vocational College of Electronic and Information.

2. However, as could be seen from Table 15, there are more female counselors ( $n=27$ ,  $\bar{x}=3.81$ ,  $SD=0.57$ ) than male ( $n=21$ ,  $\bar{x}=4.04$ ,  $SD=0.52$ ), which indicated that the proportion of women among counselors is higher or much higher than that of men. This is because in the traditional perspective, counselors are more suitable for women because of their fine work content, relatively low stress and comfortable working environment. According to the studies abroad, female education job holders have higher total and dimensional scores of job satisfaction. This indicates that female education workers have higher job satisfaction, which may be related to the different perceptions and positioning of education-related jobs in society in terms of their roles, which corresponded with Holdway's statement of the negative impact that social recognition holds on job satisfaction.<sup>59</sup> To illustrate, careers such as counselors and teachers are generally perceived as relatively stable and well paid occupations with a certain social status. Education-related jobs are more attractive to women than to men because it is believed that men should be more inclined to pursue more adventurous and diverse careers, which leads to increased job satisfaction among female teachers. However, some studies suggest that men are more satisfied than women in many professions because men are physically stronger, more energetic, have more job continuity, and tend to have more stamina than women. This statement corresponded with the finding of this research, the job satisfaction of male ( $n=21$ ,  $\bar{x}=4.04$ ,  $SD=0.52$ ) counselors are relatively higher than female ( $n=27$ ,  $\bar{x}=3.81$ ,  $SD=0.57$ ) counselors.

In addition, men are more capable of responding to emergencies and are more receptive to new ideas. The scarcity and importance of men in education-related positions has led to a significant increase in the status and role of men in

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<sup>59</sup> Cate Watson, (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching*, 12(5), 509-526.

colleges and institutions and their acceptance by the community. However, from the results of this study, it seems that this difference is being broken since there is no significant difference in job satisfaction between male and female in the profession of counselor ( $t(47) = 1.428$ ,  $\text{Sig} = 0.160$ ). It is possible that with the continuous development of society, the increasing status and education level of women, and the continuous emancipation and development of the idea of equality between men and women, there is no significant difference in the job satisfaction of college teachers.

3. As science education evolves, the competencies required of counselors are increasingly demanding. Education is often used to reflect the level of education and professional competence of an individual. Thus, in the job market, master's and doctoral groups tend to be favored more than undergraduates and college students. At the same time, as colleges and universities tend to be more competitive, teachers with bachelor's degrees or less are likely to feel peer pressure from their higher-educated competitors and therefore show lower job satisfaction. This corresponded with the result of this study, which shows that counselors with degrees higher than bachelor degrees ( $x=3.92$ ,  $SD=0.56$ ) are more satisfied than those with bachelor degrees ( $x=3.86$ ,  $SD=0.57$ ). However, this study found no significant difference in job satisfaction among counselors with different academic degrees ( $f(2, 45) = [0.885]$ ,  $p = 0.420$ ). This finding is rather strange since academic degrees often carry considerable weight in the title promotion system of universities, which may indirectly affect the job satisfaction. The reason may be that their bachelor's degree did not pose a significant barrier to personal title promotion and welfare benefits, etc.,

4. Previous studies have shown that employees with longer working hours have a better understanding of the overall operation of the work due to their long working hours, so they bear greater responsibility in the team working atmosphere. However, the employees who have worked in the middle position tend to be more prone to job burnout since the work of counselors is trivial and repetitive, their internal work motivation is difficult to form and develop. However, this statement contradicts with the result of this study, in which the counselors of more than 20 years ( $x=4.43$ ,  $SD=0.61$ ), the counselors of 0-10 years ( $x=3.89$ ,  $SD=0.56$ ) and the



counselors of 10-20 years ( $x=3.89$ ,  $SD=0.55$ ) come in last. This finding, in some degree, corresponded with Wang Zhihong's believe of the longer working hours of the counselor, the little impact it has on job satisfaction.<sup>60</sup> However, this study found that the working years were not statistically significant ( $f(2, 45) = [2.411]$ ,  $p = 0.101$ ) in counselors' job satisfaction, that is, the working years were not the influencing factors of counselors' job satisfaction in this group. It may be that no matter how long the counselor works, the work content is relatively similar, and the counselor also likes his own work and college atmosphere, so the influence of working years is not prominent.

5. There is also one dimension needs to be noticed, that is, the professional title and position of counselors. It could be seen from Table 19 that the highest position have the highest job satisfaction: senior management counselors ( $x=4.32$ ,  $SD=0.61$ ), Intermediate management counselors ( $x=3.80$ ,  $SD=0.44$ ), and general management counselors ( $x=3.87$ ,  $SD=0.59$ ). Therefore, it is indicated that the job satisfaction of counselors are positively correlated with the professional title and position of counselors in some degree, since higher position usually comes with higher pay. This finding could be seen from several empirical studies, such as Zhou Lichao's finding of the impact of professional title on job satisfaction<sup>61</sup>. This shows that the most important aspects of job satisfaction for counselors are pay and promotion, and there is a high correlation between professional title and position and counselors' pay, contingent reward and promotion.

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<sup>60</sup> Wang, Zhihong, & Cai, Jiuzhi (2005). Measurement and evaluation of university teachers' job satisfaction. *Heilongjiang Higher Education Research*(02),77-79.

<sup>61</sup> Zhou, Lichao (2016). *Organizational behavior*. Ji Nan, China: Shandong People's Publishing House.

### Recommendations

#### 1. Improving counselors' satisfaction with their compensation packages

The improvement of the fairness of compensation packages could be considered from three aspects: the external fairness of pay, the individual fairness of pay, and the internal fairness of pay.

(1) For improving the external fairness of pay, before determining the pay level of counselors, a full investigation on the pay situation of the same position in similar institutions should be done, so that the pay level of counselors in the college is at least above the average pay level of counselors in similar institutions. And according to the personnel system, the pay level should be adjusted regularly to realize the protection function of pay.

(2) Improving individual fairness of pay: the Student Work Office should unify the management and supervision of counselors in universities, balance the differences of counselors among grades and departments and divisions, and implement the same standard for the same position to avoid the phenomenon of huge pay disparity.

(3) Improving the internal fairness of pay: Different positions have different job salaries, so universities should establish a clear transfer system while taking rationalization settings for pay standards of different positions to avoid group transfer due to unfairness of job salaries.

#### 2. Establishing a sound remuneration incentive system for counselors.

Since the social status of college counselors' are relatively low comparing with other positions, a pay incentive system of colleges and universities should be established. This incentive system should be able to dilute the identity of staff, remove the unreasonable pay distribution, dilute the difference between supernumerary and supernumerary, and implement the same pay for the same work. Under these circumstances, more graduates will take the counselor position as a springboard, which can enable the colleges and universities to better retain talents.

#### 3. Improve other benefits beyond pay.

This study will make suggestions on the good welfare system of Jiangsu Electronic Information Vocational Technology College in two aspects:



(1) Implementing a comprehensive welfare system, which can provide diversified forms of welfare to the staffs. For example: the housing welfare, transportation welfare, meal welfare, health care welfare, children's schooling welfare, and cultural welfare.

(2) Establishing a flexible work system and humanized management, which means the counselors' can have more flexible working hours, and also, the night duty should be counted into working hours to pay for overtime allowance, etc.

#### 4. Establishment of talent training and promotion mechanism

(1) From the aspect of talent training, different promotion assistance can be given to counselors of different ages and even different gender. For older counselors mainly enhance their business-related competency development to help them with increasingly complex work tasks or office demands. For younger counselors, the main focus can be on improving their abilities, whether it is teaching level, knowledge base or research ability as the direction of training.

In addition, colleges can also promote a "two-way growth" management system. Universities should reach an educational consensus with the relevant education departments and set up a special professional organization for the evaluation of counselors' titles, so that counselors can move towards both administrative positions and professional education in their career growth.

(2) From the aspect of promotion mechanism, a promotion mechanism suitable for counselor career itself can be built to make up and fit the special nature of counselor positions, so as to mobilize the work motivation of counselors and improve the job satisfaction of counselors.

#### 5. Strengthen counselors' awareness of career planning

(1) The college also needs to improve the communication mechanism of each department and clear the obstacles to the work of counselors by consciously strengthening the establishment of the communication mechanism of each department from the supervision level, forming a standardized operation process of daily affairs, clearing the communication obstacles in the daily management of counselors and improving the efficiency.

(2) The college also needs to assist counselors in their personal career planning, provide some promotion opportunities for each counselor according to their abilities, and give special promotion tests when counselors have both better student communication skills and enhanced classroom presentation levels, as well as strong research potential. Establish a performance appraisal and promotion system for counselors with scientific assessments to provide a solid foundation for strengthening the professional competence of counselors.

6. Create an excellent working environment and a relaxed interpersonal atmosphere.

(1) On the one hand, universities have the responsibility to create a humane and relaxed working environment for university teachers;

(2) on the other hand, university teachers should be good at interaction and communication, cultivate good relationship between teachers and students, and teachers and management team, and create a good atmosphere.

(3) a relatively balanced "psychological contract" between college teachers and colleges and universities should be made, so that the personal efforts of college teachers and the expectations of college organizations, personal dedication and organizational rewards can be effectively coordinated.

(4) In addition, it is also possible to hold interactive activities between counselors and teachers regularly, so that counselors can have more contact with full-time teachers and leaders of the college, and strengthen the communication between counselors and full-time teachers and college leaders about student management issues.

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Appendices





Appendices

A : questionnaire





### The Job Satisfaction Survey

As a part of my Master Degree research at Thailand; I am conducting a survey that aims to learn more about the job satisfaction of the College Counselors in Jiangsu vocational College of Electronics and Information. There is no right or wrong answer to these questions, I am interested in knowing what you think. **All responses will be entirely anonymous.**

Read the following questions carefully and select the response that best describes your opinions.

1. Gender

male       female

2. Age

25-30       31-40       More than 40 years old

3. Education level

bachelor degree       higher than bachelor degree

4. Working experience

0-10 years       10-20 years       more than 20 years

5. Professional title and position

senior management counselors

intermediate management counselors

general management counselors

	Please circle the one number for each question that comes closest to reflecting your opinion about it.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>Pay</b>						
1	I feel I am being paid a fair amount for the work I do.	5	4	3	2	1
2	Raises are fair and reasonable.	5	4	3	2	1
3	I feel my contributions are adequately recognized and rewarded.	5	4	3	2	1
4	I feel satisfied with my chances for salary increases.	5	4	3	2	1
<b>Promotion</b>						
5	The chance for promotion is fair and adequate.	5	4	3	2	1
6	Those who do well on the job stand a fair chance of being promoted.	5	4	3	2	1
7	People get ahead as fast here as they do in other places.	5	4	3	2	1
8	I am satisfied with my chances for promotion.	5	4	3	2	1
<b>Supervision</b>						
9	My supervisor is quite competent in doing his/her job.	5	4	3	2	1
10	My supervisor is fair to me.	5	4	3	2	1
11	I receive the right amount of support and guidance from my supervisor.	5	4	3	2	1
12	I like my supervisor.	5	4	3	2	1
<b>Fringe Benefits</b>						
13	I am satisfied with the benefits I receive.	5	4	3	2	1
14	The benefits we receive are as good as most other organizations offer.	5	4	3	2	1
15	The benefit package we have is equitable.	5	4	3	2	1
16	The benefits we receive are satisfying.	5	4	3	2	1
<b>Contingent Reward</b>						
17	When I do a good job, I receive the recognition for it that I should receive.	5	4	3	2	1
18	I feel that the work I do is appreciated.	5	4	3	2	1
19	There are enough rewards for people who work here.	5	4	3	2	1
20	I feel that my efforts are rewarded the way they should be.	5	4	3	2	1
<b>Operating Conditions</b>						
21	The organization rules make it easy for me to do a good job.	5	4	3	2	1
22	The management of this organization is supportive of	5	4	3	2	1

	Please circle the one number for each question that comes closest to reflecting your opinion about it.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	me.					
23	The amount of work I am expected to finish each week is reasonable.	5	4	3	2	1
24	I find my work interesting and challenging.	5	4	3	2	1
<b>Coworkers</b>						
25	I like the people I work with.	5	4	3	2	1
26	I find my job easier because the people I work with.	5	4	3	2	1
27	I enjoy my coworkers.	5	4	3	2	1
28	The coworkers and I work well together.	5	4	3	2	1
<b>Nature of Work</b>						
29	I feel that my job is important and meaningful.	5	4	3	2	1
30	I like doing the things I do at work.	5	4	3	2	1
31	Communications from the management are frequent and detailed enough that I know what is going on with the organization.	5	4	3	2	1
32	My job is enjoyable.	5	4	3	2	1
<b>Communication</b>						
33	Communications seem good within this organization.	5	4	3	2	1
34	I understand the organization's strategic goals and direction.	5	4	3	2	1
35	I feel a sense of pride in doing my job.	5	4	3	2	1
36	My work assignments are always clearly explained to me.	5	4	3	2	1

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