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Implementing Intervention Design Program to Assess Teachers' Job Satisfaction in Vocational and Technical College in Anhui, China

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Abstract

Purpose: This study explores the factors influencing teachers' job satisfaction at the Anhui Institute of Vocational Technology. By investigating the relationship between five key variables and teachers' job satisfaction, it seeks to provide comprehensive theoretical insights and practical guidance for educational institutions. **Research Design, Data, and Methods:** A questionnaire survey was conducted among 100 teachers at the Anhui Institute of Vocational Technology. The research employed the Index of Item-Objective Congruence (IOC) to evaluate validity and conducted a pilot test (n=50) to assess reliability using Cronbach's Alpha. Following this, a group of 30 teachers engaged in a 15-week Intervention Design Implementation (IDI). Subsequently, the quantitative data collected from pre-IDI and post-IDI evaluations underwent paired-sample t-test analysis for comparison. **Results:** The study found significant correlations between career development, employee engagement, emotional stability, talent management, work environment, and teachers' job satisfaction. Specifically, career development opportunities, employee involvement in decision-making, emotional stability, effective talent nurturing, and a positive work environment were key drivers of increased job satisfaction among teachers. **Conclusion:** Recommendations include formulating robust career development frameworks, fostering greater employee participation, prioritizing teachers' emotional well-being, optimizing talent management protocols, and improving working conditions. Addressing these factors holistically can create an environment conducive to increased teacher satisfaction, thus fostering comprehensive school development.

Keywords : Job Satisfaction, Career Development, Employee Engagement, Talent Management, Work Environment

JEL Classification Code: I23, J28, L2

1. Introduction

Research on teacher job satisfaction indicates that scholars, both domestically and internationally, recognize the comprehensive influence of various factors in this field. Domestically, the focus is mainly on working conditions, compensation, educational management, career development, and colleague relationships. At the same time, international studies emphasize the importance of elements like workload, policy changes, professional development, and leadership style. These comprehensive research findings reveal that enhancing teacher job satisfaction requires systematically considering multiple factors, including improving working conditions, increasing compensation levels, strengthening educational management, providing

career development opportunities, fostering colleague relationships, and reducing workload.

Through SWOT analysis, we delved into the key influencing factors of teacher job satisfaction at a vocational and technical college in Anhui, China, including emotional stability, talent management, career development, and working environment. Specifically, emotional stability contributes to establishing good teacher-student relationships, while inadequate talent management may hinder teachers' career development. Career development and working environment improvements can effectively enhance teacher satisfaction, while a decrease in employee engagement may negatively impact teacher performance. Therefore, managers must leverage opportunities and strengths while addressing weaknesses and threats to

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improve teacher satisfaction and educational quality comprehensively.

The problem statement emphasizes the urgency of investigating teacher job satisfaction at a vocational and technical college in Anhui, China, highlighting potential influences such as salary, working environment, career development opportunities, and work pressure. This study plans to utilize the "Questionnaire Star" software for the survey, aiming to comprehensively assess the current status of teacher job satisfaction and thoroughly analyze various influencing factors. By gaining an in-depth understanding and addressing these key factors, the research aims to improve teachers' working conditions, circumstances, and support to enhance the overall development and competitiveness of the college.

The overall research objectives include systematically exploring the factors influencing teacher job satisfaction at Anhui Vocational and Technical College, covering emotional stability, talent management, career development, working environment, and employee engagement, and conducting an in-depth analysis of their interrelationships. Specific objectives include determining the significant impacts of these factors on teacher job satisfaction, evaluating the current levels of these factors, and designing and implementing corresponding intervention measures to improve teacher job satisfaction.

The main research questions include investigating the factors influencing teacher job satisfaction and their specific impacts on satisfaction levels. Secondary research questions may include the current status of teacher job satisfaction, the interrelationships between different factors, and proposing improvement strategies and recommendations.

The scope of the study mainly involves teacher job satisfaction and its influencing factors at a vocational and technical college in Anhui Province, China, covering research subjects, influencing factors, research scenarios, and methods.

The significance of the research lies in improving educational quality, enhancing the performance of educational institutions, promoting the quality of teachers' professional lives, and providing a scientific basis for policy formulation, among other aspects. However, the study also has limitations, including sample constraints, the influence of data collection methods, difficulties in establishing causal relationships, self-report biases, cultural and regional factors, timing of data collection, and interference from external factors. In research design and data analysis, researchers need to carefully consider these limitations and take appropriate measures to ensure the reliability and effectiveness of the study. Nevertheless, the research still holds academic and practical value, providing a basis for improving educational management and practice measures.

2. Literature Review

2.1 Job Satisfaction

Teachers' job satisfaction is a complex subject influenced by various factors. In academic research, there is diversity in the definition of teacher job satisfaction. Aziri proposed that teacher job satisfaction is an overall evaluation of job content, task complexity, autonomy, feedback, and sense of accomplishment (Aziri, 2011). Similarly, Spector emphasizes that teacher job satisfaction includes overall satisfaction with job tasks, work environment, colleague relationships, and managerial support (Spector, 2022). Abdirahman et al. define teacher job satisfaction as an individual's overall evaluation of the relationship between received and expected rewards, including salary, job content, and social relationships (Abdirahman et al., 2018).

Herzberg introduced the "Two-factor Theory," dividing teacher job satisfaction into satisfaction-generating factors (job content, fulfillment) and satisfaction-preventing factors (salary, working conditions) (Alshmemri et al., 2017; Herzberg, 2017). Weiss also considers teacher job satisfaction as an integrated experience of one's professional roles, work environments, and working conditions. These studies provide multiple dimensions for understanding teacher job satisfaction (Weiss, 2002).

Furthermore, Klassen and Chiu found that teacher job satisfaction is closely related to student academic achievement, school climate, colleague and leadership relationships, professional development, and personal educational practices (Klassen & Chiu, 2010). Additionally, Skaalvik and Skaalvik suggest that teacher job satisfaction is influenced by the challenges of educational tasks, quality of support systems, autonomy, and self-efficacy (Skaalvik & Skaalvik, 2007).

This study defines teacher job satisfaction as teachers' comprehensive experiences of evaluating, satisfying, and feeling happiness with various aspects of their jobs, including job content, salary, work environment, career development, and colleague relationships. This definition aims to delve into teachers' comprehensive feelings about their work, providing a holistic perspective to understand better and promote teacher job satisfaction.

2.2 Emotional Stability

Emotional stability is a concept that encompasses various aspects, with different definitions and interpretations in existing literature. Johnson and Whisman defined it as the extent to which an individual's emotions remain consistent and predictable over time and their ability to effectively regulate and manage emotional responses (Johnson & Whisman, 2013). Zhao and Seibert considered emotional

stability one of the five personality dimensions, reflecting an individual's ability to withstand pressure (Zhao & Seibert, 2006). According to Judge et al., emotional stability refers to the persistence and relative stability of an individual's emotional experiences, manifested by lower frequency and intensity of emotional changes (Judge et al., 2004). Kammeyer-Mueller et al. conceptualized emotional stability as the ability of an individual to remain relatively calm and emotionally balanced in the face of setbacks, stress, and uncertainty (Kammeyer-Mueller et al., 2009). Gross and Thompson focused on the individual's ability to control emotional fluctuations and the consistency of emotions across different situations (Gross & Thompson, 2006). Bakker et al. emphasized that emotional stability includes resistance to external stimuli, enabling individuals to maintain a relatively constant emotional state (Bakker et al., 2006). Cobb-Clark and Schurer highlighted the persistence and stability of emotions, emphasizing resistance to transient situational fluctuations (Cobb-Clark & Schurer, 2012). Eid and Diener described emotional stability as the consistency and persistence of an individual's emotions across different time points and situations (Eid & Diener, 2004). Roberts and DelVecchio emphasized the relative constancy of emotional states over time (Roberts & DelVecchio, 2000).

Researchers have also found a positive correlation between emotional stability and subjective well-being (Lodi-Smith & Roberts, 2007), the stability of emotional responses across contexts (Correa et al., 2010), and the tendency of emotionally stable individuals to adopt positive regulation strategies to maintain social relationships (Niven et al., 2009). Furthermore, studies suggest a significant association between emotional stability and job satisfaction and performance (Judge & Bono, 2001), variations in emotional stability across different age groups (Aldrup et al., 2020), and the effectiveness of emotionally stable individuals in regulating emotions (Gross & Thompson, 2006). Gender differences also influence emotional stability, as gender may affect emotional experiences and expressions (Parkins, 2012).

Based on the literature review above, in this study, emotional stability is defined as the continuity and relative constancy of an individual's emotional experiences, emphasizing the consistency of emotional states, effective emotion regulation, and the ability to withstand stress and uncertainty. Therefore, a hypothesis is indicated:

H1: Emotional stability has a significant effect teacher job satisfaction.

2.3 Talent Management

Talent management encompasses various aspects and has been defined differently by scholars. It involves identifying, developing, and deploying individuals with high potential

and exceptional skills to contribute to organizational success (Meyers & Van Woerkom, 2014). Scholars such as Peter Cappelli view talent management as a strategic human resource management approach aimed at attracting, nurturing, retaining, and developing talented employees to support the organization's long-term goals (Cappelli, 2008). It is also described as an integrated approach across all levels of an organization to effectively attract, develop, motivate, and retain employees to achieve business goals (Collings et al., 2015). Ed Lawler sees talent management as focusing on attracting, developing, and retaining high-performing employees to improve organizational performance (Lawler, 2007).

Additionally, it has considered a data- and analytics-based decision-making process to achieve strategic goals by maximizing talent capital (Boudreau & Ramstad, 2005). Furthermore, talent management is an organizational-level approach to identifying, developing, and leveraging employee potential to support long-term strategic goals (Michaels et al., 2014).

Related literature indicates that adopting high-performance human resource management practices correlates with reduced turnover, increased productivity, and improved firm financial performance (Collings & Mellahi, 2009). The adoption of high-performance work systems has been linked to improvements in both employee and organizational performance (Scullion et al., 2010). Industrial and organizational psychology research trends, including talent management, have been analyzed (Cascio & Aguinis, 2008). Research summaries encompass strategic, international, and cross-cultural talent management (Scullion & Collings, 2011). Various studies propose new approaches to managing and developing talent to improve organizational performance (Boudreau & Ramstad, 2007; Guenole et al., 2017; Wright et al., 2005). The importance of talent management in sustaining organizational effectiveness and adapting to change has been emphasized (Lawler & Worley, 2011). Additionally, methods like the Workforce Scorecard have been introduced to manage and measure the value of human capital effectively (Huselid et al., 2005).

This study defines talent management as a strategic and comprehensive approach emphasizing the importance of attracting, developing, and retaining employees to promote long-term organizational development and success. Therefore, a hypothesis is indicated:

H2: Talent management has a significant effect teacher job satisfaction.

2.4 Career Development

Career development is a life cycle process where individuals experience career growth and change at different stages (Bolles, 2009; Boyd et al., 2005; Santilli et al., 2019).

It is a gradual process involving individuals making decisions and adapting throughout their careers (Patton & McMahon, 2014; Savickas, 2019). Career development is also seen as a process of self-discovery and decision-making, where individuals must understand their interests, values, and skills (Bolles, 2009). Additionally, it is a process of self-concept construction involving individuals continually interpreting their experiences in the career field (Blustein, 2013; Katz, 2009). Career development also involves the skills, knowledge, and experiences individuals acquire and develop on the job (Katz, 2009). This process is interdisciplinary, involving the roles and experiences of individuals in education, work, and life (Vondracek et al., 2019).

Related literature indicates that career development significantly impacts subjective well-being, emphasizing its influence on happiness (Brown & Lent, 2004; Stead & Schultheiss, 2010). Studies have also explored the nature of vocational interest and highlighted its impact on career choice and development (Rounds et al., 2008). Some research suggests that career guidance plays an important role in career development, emphasizing its significance (Hirschi et al., 2011; Toropova et al., 2021).

Based on these definitions and studies, this research defines career development as a gradual process involving decisions, learning, and growth throughout an individual's career lifecycle. Therefore, a hypothesis is indicated:

H3: Career development has a significant effect teacher job satisfaction.

2.5 Work Environment

When examining the work environment, scholars have provided definitions from multiple perspectives, covering various job tasks, organizational culture, leadership behaviors, social support, and more. Bakker and Demerouti emphasize that the work environment encompasses organizational culture, management practices, interpersonal relationships, and the physical workspace in which individuals operate (Bakker & Demerouti, 2017). Hakanen et al. (2006) consider the work environment to be the design and organization of work tasks, as well as the working conditions and characteristics of the workplace, highlighting the close relationship between job tasks and the work environment (Hakanen et al., 2008). Schneider and Bowen propose that the work environment includes internal and external factors, such as organizational culture, leadership styles, and competition in the marketplace, which influence employees' behavior and experiences (Schneider & Bowen, 2010).

Morgeson and Humphrey argue that the characteristics of the work environment, such as task complexity, variety, and significance, directly impact employees (Morgeson &

Humphrey, 2006). Ilgen et al. define the work environment as the social and physical context in which employees work, including organizational structure, collaboration styles, and work equipment (Ilgen et al., 2005). Meanwhile, Morgeson et al. conceptualize the work environment as encompassing organizational tasks, resources, technology, and culture, all of which shape employees' work experiences (Morgeson et al., 2005). Spector views the work environment as employees' perceptions and experiences, including working conditions, leadership behaviors, and coworker relationships (Spector, 2021).

In summary, this study defines the work environment as the physical, social, and psychological conditions in which individuals work, including organizational culture, management practices, interpersonal relationships, and physical workspace. These factors collectively shape employees' behaviors and experiences, highlighting the importance of understanding the impact of the work environment. Therefore, a hypothesis is indicated:

H4: Working environment has a significant effect teacher job satisfaction.

2.6 Employee Engagement

Employee engagement refers to the extent to which an employee demonstrates a positive, committed, and dedicated attitude toward their job, as evidenced by attention, initiative, and creativity in their work (Kahn & Fellows, 2013). According to Xanthopoulou et al., employee engagement is defined as a state characterized by positive emotions, cognition, and behavior, demonstrated through a high level of commitment, energy, and focus on work tasks (Xanthopoulou et al., 2007). Judge and Bono conceptualize employee engagement as encompassing positive cognitive, affective, and behavioral attitudes towards work, including commitment, engagement, and effort (Judge & Bono, 2001). Schaufeli and Bakker describe employee engagement as the manifestation of positive emotions, cognitions, and behaviors in the workplace, such as high commitment to work, enjoyment of work, and energy (Schaufeli & Bakker, 2004). Markos and Sridevi view employee engagement as active participation, positive contribution, and sustained effort in one's job, accompanied by a positive attitude and commitment (Markos & Sridevi, 2010). Macey and Schneider emphasize that employee engagement goes beyond mere satisfaction, involving commitment to the job, a sense of belonging to the organization, and active participation at work (Macey & Schneider, 2008). Chandani et al. define employee engagement as an employee's attitudes and beliefs about their job role, demonstrated through identification with and commitment to their work (Chandani et al., 2016).

Various studies have explored the antecedents, consequences, and employee engagement measurement. Bakker and Demerouti proposed a model linking job resources, requirements, and engagement, highlighting the role of job resources in fostering engagement (Bakker et al., 2008). Saks examined the factors influencing employee engagement and its impact on individual and organizational performance (Saks, 2006). Rothmann and Rothmann Jr found a positive correlation between employee engagement and job resources, satisfaction, and commitment (Rothmann & Rothmann, 2010). Christian et al. quantitatively studied the relationship between job engagement, task performance, and situational performance, finding a significant positive correlation between them (Christian et al., 2011). Hakanen et al. applied the job demand-resource model to explore the dynamic relationship between engagement, burnout, and other outcomes (Hakanen et al., 2008). Saks and Gruman reviewed the research on employee engagement, emphasizing its importance for employee and organizational performance (Saks & Gruman, 2014).

Combining the above definitions and relevant literature, this study defines employee engagement as the positive, proactive, and committed attitudes and behaviors demonstrated by employees towards their work, including high levels of dedication, enthusiasm, and involvement in their job tasks, as well as a strong sense of identification with the organization and active participation in its goals and objectives. Therefore, a hypothesis is indicated:

H5: Employee engagement has a significant effect teacher job satisfaction.

3. Research Methods and Materials

3.1 Research Framework

When studying the factors influencing teachers' job satisfaction at a vocational and technical college in Anhui, this research comprehensively applies various theories and findings from previous studies. These include Herzberg's Two-Factor Theory, Social Exchange Theory (SET), Effective Commitment Theory (ECT), and Equity Theory, as well as theoretical models proposed by scholars (Goestjahjanti et al., 2020; Robianto & Masdupi, 2020; Yang & Hwang, 2014). These theoretical frameworks provide guidance and a research framework for systematically analyzing teacher job satisfaction factors. By integrating these theories, we have constructed the theoretical framework of our study (as shown in Figure 1), aiming to comprehensively understand and explain the formation mechanism of teacher job satisfaction. This theoretical framework will facilitate a systematic analysis of the factors affecting teacher job satisfaction, thus providing theoretical

support and practical guidance for enhancing teacher job satisfaction.

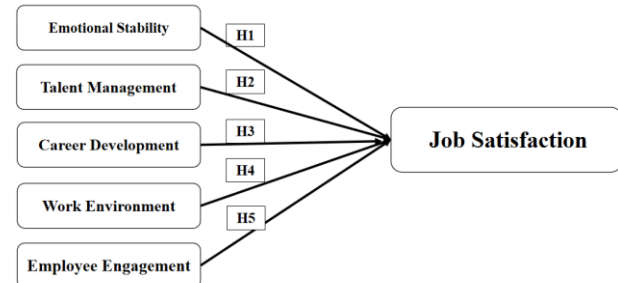


Figure 1: Conceptual Framework

H1: Emotional stability has a significant effect teacher job satisfaction.

H2: Talent management has a significant effect teacher job satisfaction.

H3: Career development has a significant effect teacher job satisfaction.

H4: Working environment has a significant effect teacher job satisfaction.

H5: Employee engagement has a significant effect teacher job satisfaction.

3.2 Research Methodology

This study employs a comprehensive research approach, including qualitative, quantitative, and mixed methods, to comprehensively explore the factors influencing job satisfaction among teachers at a vocational and technical college in Anhui Province.

Qualitative research methods, such as observation and interviews, explore teacher job satisfaction's inherent meanings and complexities. Researchers aim to describe and interpret objective realities through an empirical paradigm, validating hypotheses through observation and interviews.

Quantitative research methods involve using questionnaires to collect extensive data on teacher job satisfaction. Statistical analysis techniques, including descriptive statistics, factor analysis, and regression analysis, are employed to analyze data and determine the factors with the greatest impact on teacher job satisfaction.

Mixed methods research integrates qualitative and quantitative data collection and analysis to explain the factors influencing teacher job satisfaction comprehensively. Researchers aim to offer richer and more reliable research outcomes by comparing and synthesizing qualitative and quantitative results.

Additionally, this study adopts an action research design to enhance teacher job satisfaction through effective intervention measures. Following Kurt Lewin's "Freeze-

Change-Freeze" model, the research comprises three stages: pre-intervention design implementation, intervention design implementation, and post-intervention design implementation. Each stage involves identifying research questions, designing, and implementing intervention measures, and evaluating their effects.

Overall, the research methods comprehensively investigate and address factors influencing teacher job satisfaction, aiming to provide practical insights for improving teacher well-being and school performance.

Before the intervention, extensive data collection involving 100 teachers through integrated survey methods, including questionnaires and qualitative research, was conducted. Subsequently, multiple linear regression analysis verified the significance of supporting hypotheses.

During the intervention design implementation stage, 30 teachers were selected for intervention, with observations and recordings of changes conducted over 15 weeks. Finally, the post-intervention design implementation stage employed qualitative and quantitative methods to evaluate results, collecting data through questionnaires, observations, and interviews for analysis and comparison.

Through this multi-stage research process, a comprehensive review of research objectives and hypotheses was conducted, leading to corresponding conclusions.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

The research population of this study consists of faculty and staff members from a vocational and technical college in Anhui Province. The college comprises six departments: the College of Finance and Economics, the College of Management, the College of Architecture and Engineering, the College of Medicine and Nursing, the College of Mechanical, Electrical, and Automotive Engineering, and the Department of Basic Teaching. With a total of 800 faculty and staff members, the researcher chose to focus on the faculty members from the College of Finance and Economics, the College of Management, and the College of Architecture and Engineering, which are considered representative of the institution. To ensure the validity of the study results, a sample size of 100 respondents was selected.

3.3.2 Sample size

The sample size selection in this study was carefully considered to ensure the reliability and validity of the research. In the preliminary diagnostic phase, we chose 100 teachers for reliability testing and multiple linear regression testing to provide sufficient data support. In the pre-intervention design implementation stage, we selected 30 teachers for questionnaire surveys, and similarly, in the post-

intervention design implementation stage, we also chose 30 teachers as samples. Additionally, in the intervention design implementation stage, we selected 15 teachers as implementers of the intervention measures to ensure their effectiveness. Through this phased approach to sample selection, we can fully utilize resources and ensure the effective achievement of research objectives.

3.3.3 Sampling Procedures

To ensure the representativeness and reliability of the study, the following sampling procedure is employed:

1. Define the Sampling Frame: The target population is 800 teachers at a vocational and technical college in Anhui Province, distributed across three colleges.

2. Determine the Sampling Method: A stratified sampling method is employed, whereby colleges stratify the population, and then a certain number of samples are randomly selected from each college.

3. Determine the Sample Size: 100 teachers are selected as the sample for this study.

4. Implement the Sampling Procedure: Based on the determined sampling method and sample size, sampling is conducted according to the prescribed procedure to ensure randomness and representativeness. Additionally, after sampling, the researchers will contact the teachers and explain the purpose and importance of the study. Teachers are invited to participate voluntarily, with the assurance of confidentiality of their personal information. Moreover, appropriate encouragement and gratitude are provided to teachers to enhance response rates and data quality.

3.4 Research Instruments

3.4.1 Design of Questionnaire

In terms of questionnaire design, this study thoroughly considers the research objectives and questions, extracting relevant factors from existing theories and literature to ensure the effectiveness and reliability of the questionnaire. The questionnaire consists of three parts: demographic information, factors influencing job satisfaction, and job satisfaction measurement. The first part is designed to gather background information on teachers, such as gender, age, and educational background, to help analyze the impact of individual differences on job satisfaction. The second part focuses on factors influencing teachers' job satisfaction, utilizing a construct affecting teachers' job satisfaction. Each factor is designed with corresponding questions to understand teachers' feelings and perspectives. The third part measures job satisfaction by employing relevant job satisfaction questionnaires. A five-point Likert scale allows teachers to express their views on specific issues. Additionally, all questions have been validated through the Item Objective Consistency (IOC) index to ensure the

questionnaire's effectiveness.

3.4.2 Components of Questionnaire

In this study, the researcher analyzed the internal consistency reliability of the questionnaire using Cronbach's alpha coefficient (CA). Based on relevant theories and research literature, the questionnaire design encompassed multiple dimensions such as emotional stability, talent management, career development, work environment, employee engagement, and teacher job satisfaction. Using a five-point Likert scale, the researcher ensured teachers' views on specific issues were adequately expressed.

3.4.3 IOC Results

For the validity analysis, the researcher employed the Item Objective Consistency Index (IOC) test, where five experts evaluated each measurement item of the questionnaire. The results indicated that the scores for all dimensions were above 0.67, demonstrating good theoretical consistency with the objectives of the measurement tool.

3.4.4 Pilot survey and Pilot test results

In the pilot reliability analysis, the researcher assessed the internal consistency of the measurement tool by calculating Cronbach's alpha coefficient. The alpha coefficients for each dimension were as follows: emotional stability (0.848), talent management (0.936), career development (0.944), work environment (0.877), employee engagement (0.944), and teacher job satisfaction (0.938). These high coefficients indicate good internal consistency with > 0.7 , enhancing the reliability of the measurement tool. Table 1 presents the results of the pilot testing for validity and reliability analysis.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Emotional Stability (ES)	6	Hills and Argyle (2001)	0.848	Very good
Talent Management (TM)	6	Hafez et al. (2017)	0.936	Excellent
Career Development (CD)	6	Akkermans et al. (2013)	0.944	Excellent
Work Environment (WE)	6	Crossman and Harris (2006)	0.877	Very good
Employee Engagement (EE)	6	Schaufeli et al. (2002)	0.944	Excellent
Teachers' Job Satisfaction (TJS)	5	Lester (1987)	0.938	Excellent

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

The demographic profile of this study reveals that among the teachers at a vocational and technical college in Anhui, China, the primary age group ranges from 21 to over 50 years old, with the highest number of teachers falling between the ages of 31 and 40, accounting for 46.67% of the total. The proportion of female teachers is significantly higher than that of male teachers, with females comprising 66.67% and males 33.33%. Teachers exhibit diverse educational backgrounds, with 66.67% holding master's degrees, among which 40% obtained full-time master's degrees and 26.67% obtained part-time master's degrees. Most teachers (43.33%) have been teaching for 6 to 10 years. Lecturer is the predominant professional title category, accounting for 60%. During the intervention implementation, only 15 teachers received in-depth individual counseling sessions. In contrast, all teachers participated in group counseling and practical courses, with a participation rate of 100% for both group counseling and practical courses.

Table 2: Demographic Profile

Entire Research Population (n=100)		Frequency	Percent
Gender	Male	26	32.5%
	Female	54	67.5%
Age	21-30	53	66.25%
	31-40	14	17.5%
	40-50	12	15%
	50+	1	1.25%
Teaching Years	Less 3	56	70%
	4-6	6	7.5%
	7-10	3	3.75%
	10+	15	18.75%
Professional Title	Not rated	6	7.5%
	Teaching assistant	2	2.5%
	lecturer	64	80%
	Associate professor	6	7.5%
	professor	2	2.5%
Education attainment	Bachelor's degree	62	77.5%
	Full-time master's degree	9	11.25%
	Part-time master's degree	1	1.25%
	Full-time research doctorate	5	6.25%
	In-service doctoral degree	3	3.75%
Total		100	100%
IDI Participants (n=30)		Frequency	Percent

Entire Research Population (n=100)		Frequency	Percent
Gender	Male	10	33.33%
	Female	20	66.67%
Age	21-30	9	30%
	31-40	14	46.67%
	40-50	7	23.33%
	50+	5	16.7%
Teaching Years	Less 3	5	16.7%
	4-6	13	43.3%
	7-10	7	23.3%
	10+	4	13.3%
Professional title	Not rated	5	16.67%
	Teaching assistant	18	60%
	lecturer	2	6.67%
	Associate professor	1	3.33%
	professor	8	26.7%
Education attainment	Bachelor's degree	12	40%
	Full-time master's degree	8	26.7%
	Part-time master's degree	30	100%
Total		30	100%

4.1.2 Results of multiple linear regression

During the diagnostic phase, researchers conducted multiple linear regression analyses to test the impact of independent variables on teacher job satisfaction. The results are presented in Table 3:

Table 3: The multiple linear regression of five independent variables on teacher job burnout.

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R ²
Emotional Stability (ES)	0.169	2.471*	0.016	2.67	0.871
Talent Management (TM)	0.189	2.107*	0.038	4.62	
Career Development (CD)	-0.277	-3.346**	<0.001	3.91	
Work Environment (WE)	0.652	5.836**	<0.001	7.08	
Employee Engagement (EE)	0.225	2.471*	0.016	4.76	

Note: p-value <0.05*, p-value <0.001**

Based on the research results, all independent variables significantly influence the dependent variable (teacher job satisfaction). The standardized regression coefficients for work environment, talent management, and employee engagement are 0.652, 0.189, and 0.225, respectively, all positive, while the standardized regression coefficient for

career development is -0.277, negative. This indicates a positive correlation between a favorable work environment, effective talent management, active employee engagement, and teacher job satisfaction. In contrast, career development is negatively correlated with job satisfaction. Additionally, the R-squared value of 0.871 suggests that the model can explain approximately 87.1% of the variance in the dependent variable, indicating a relatively high explanatory power. The p-values indicate the significance level of each independent variable, with the p-value for the career development variable being 0.001, significantly lower than the significance level of 0.05, and the p-values for the other independent variables are also below 0.05. Furthermore, the VIF values indicate the presence of multicollinearity among the independent variables, with the highest VIF value for the work environment being 7.08 and the VIF values for other variables ranging from 2.67 to 4.76, all below the multicollinearity threshold, suggesting no severe multicollinearity issues among the independent variables.

During the diagnostic phase, researchers proposed five hypotheses (H1 to H5) and tested these hypotheses through multiple linear regression analysis. The test results showed that all independent variables significantly influenced the dependent variable, supporting hypotheses H1 to H5. Additionally, by examining the VIF values among the independent variables, it was determined that there were no severe multicollinearity issues among them, indicating their independence from each other. Moreover, the R-squared value indicated the explanatory power of the model, the p-values indicated the significance level of the independent variables, and the analysis of residuals included the independence of the error terms and the normality of the residuals.

Based on these analysis results, provisional hypotheses (H6 to H11) for pre- and post-intervention stages can be proposed:

H6: There is a significant mean difference in emotional stability between pre-and post-intervention.

H7: There is a significant mean difference in talent management between pre- and post-intervention.

H8: Career development is a significant mean different between pre- and post-intervention.

H9: There is a significant mean difference in the work environment between pre-and post-intervention.

H10: There is a significant mean difference in employee engagement between pre-and post-intervention.

H11: There is a significant mean difference in teacher job satisfaction between pre-and post-intervention.

These hypotheses involve the changing trends of the dependent variable before and after the intervention, whether the relationship between each independent variable and the dependent variable will be affected by the intervention, and the moderating effect of the intervention on the relationships

among the independent variables. These hypotheses can be validated through further data analysis and empirical research, providing a deeper understanding of the differences before and after intervention and their influencing factors.

4.2 IDI Intervention Stage

During the implementation phase, the research team meticulously planned a 15-week Intervention Design and Implementation (IDI) program, outlining key steps as follows:

1. Team Establishment and SWOT Analysis: The research team-initiated team-building activities to enhance collaboration and clarify objectives. Subsequently, a SWOT analysis was conducted to gain insights into the internal strengths and weaknesses and external opportunities and threats related to teacher job satisfaction.

2. Group Counseling: Through group counseling sessions, the research team provided collective support and training to teachers, fostering collective growth and addressing common issues, thereby enhancing teacher job satisfaction.

3. Practical Courses: Practical courses were designed to enhance teachers' skills and apply theoretical knowledge to practical work situations. This aimed to improve teachers' professional competence and ability to tackle job challenges.

4. Individual Counseling: Tailored to individual differences, the research team conducted one-on-one counseling sessions, providing personalized advice and guidance to address individual career burnout.

5. Interviews and Summary: Interviews were conducted to gather teacher feedback throughout the implementation process. Subsequently, the entire implementation process was summarized and analyzed, aiding in assessing intervention effectiveness and facilitating adjustments and improvements as needed.

Through these steps, the research team successfully translated theoretical knowledge into practical action during the implementation phase, comprehensively enhancing teacher job satisfaction and achieving the research's objectives.

4.3 Results Comparison between Pre-IDI and Post-IDI

Researchers conducted paired-sample t-tests on all six variables to determine whether there were differences in teacher job satisfaction and the five independent variables between the pre-and post-intervention stages. Table 4 displays the results of the paired-sample t-test analysis for the six variables.

Table 4: Paired-Sample T-Test Results

Variables	Mean	SD	p-value
Emotional Stability (ES)			
Pre-IDI	4.95	0.150	<.001
Post-IDI	3.96	0.354	
Talent Management (TM)			
Pre-IDI	4.95	0.136	<.001
Post-IDI	3.93	0.335	
Career Development (CD)			
Pre-IDI	4.94	0.164	<.001
Post-IDI	3.84	0.437	
Work Environment (WE)			
Pre-IDI	4.94	0.153	<.001
Post-IDI	3.95	0.334	
Employee Engagement (EE)			
Pre-IDI	4.96	0.134	<.001
Post-IDI	3.97	0.370	
Teacher Job Satisfaction (TJS)			
Pre-IDI	4.96	0.125	<.001
Post-IDI	3.98	0.354	

After implementing the intervention design, there was a significant improvement in teachers' emotional stability scores, increasing from 3.96 to 4.95, with a difference of 0.99. This indicates that the intervention design positively impacted improving teachers' emotional stability. Similarly, there was a significant increase in teachers' talent management scores, rising from 3.93 to 4.95, with a difference of 1.02. This suggests that the intervention design had a positive effect on enhancing talent management practices. Moreover, there was an increase in teachers' career development scores, from 3.84 to 4.94, with a difference of 1.10. Despite the negative t-value, significant differences were still observed, indicating a notable impact of the intervention design on career development. In terms of the work environment, there was a significant improvement in teachers' scores after implementing the intervention design, rising from 3.95 to 4.94, with a difference of 0.99. This demonstrates that the intervention design effectively improved the work environment.

Additionally, there was a notable increase in teachers' scores for employee engagement, from 3.97 to 4.96, with a difference of 1.00. This indicates that the intervention design positively contributed to enhancing employee engagement. Furthermore, there was an improvement in teachers' job satisfaction scores after implementing the intervention design, increasing from 3.98 to 4.96, with a difference of 0.98. This further confirms the effectiveness of the intervention design in enhancing teacher job satisfaction.

In summary, key factors such as teachers' emotional stability, talent management, career development, work environment, employee engagement, and job satisfaction were sign

ificantly improved through the implementation of the intervention design. These results indicate that the intervention design positively enhanced teachers' work experience and satisfaction, providing robust support for teachers' professional development and improvement of the work environment.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

This study aimed to investigate the impact of various factors on teachers' job satisfaction at a vocational and technical college in Anhui province. Through data collection and analysis, several key conclusions were drawn regarding emotional stability, talent management, career development, work environment, and employee engagement:

1. Emotional Stability: There is a positive correlation between emotional stability and teachers' job satisfaction. Effective support mechanisms and resources should help teachers maintain positive emotions, enhancing job satisfaction.

2. Talent Management: Effective talent management practices positively influence teachers' job satisfaction. Prioritizing recruitment, training, incentives, and retention of excellent teachers can enhance overall teacher satisfaction.

3. Career Development: Providing opportunities for career development positively impacts teachers' job satisfaction. Diverse career paths and support for individual development needs should be offered to meet teachers' expectations.

4. Work Environment: A favorable work environment is positively associated with teachers' job satisfaction. Creating a harmonious atmosphere and providing the necessary resources can improve overall satisfaction.

5. Employee Engagement: Higher levels of employee engagement are significantly correlated with teachers' job satisfaction. Enhancing motivation and responsibility through incentive mechanisms and professional development support can increase engagement.

In summary, addressing factors such as emotional stability, talent management, career development, work environment, and employee engagement is crucial for enhancing teachers' job satisfaction and overall performance at the vocational and technical college in Anhui province.

5.2 Recommendations

Based on the study findings, several recommendations are proposed to enhance teachers' job satisfaction:

1. Strengthen Emotional Stability: Provide psychological support and resources to help teachers maintain emotional stability.

2. Improve Talent Management: Establish a comprehensive talent management system, providing personalized training and development opportunities.

3. Promote Career Development: Offer diverse opportunities and support mechanisms to encourage continuous growth.

4. Foster a Positive Work Environment: Improve office facilities, teaching resources, and communication mechanisms to create a conducive work atmosphere.

5. Enhance Employee Engagement: Organize staff training programs and establish incentive mechanisms to boost employee engagement and motivation.

Implementing these recommendations can effectively enhance teachers' job satisfaction and contribute to overall performance improvement at the college.

5.3 Limitations for Future Research

Future research directions include exploring additional factors influencing teacher job satisfaction, comparing differences across various backgrounds, devising more specific intervention measures, considering different research methods, and implementing long-term tracking and evaluation mechanisms. These efforts will contribute to a deeper understanding of teacher job satisfaction and inform the development of targeted intervention strategies.

By addressing these research gaps, future studies can provide valuable insights into enhancing teacher job satisfaction and promoting continuous improvement in educational quality and management standards.

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