

Research on the Employee Satisfaction of the Chinese University Graduates: A Case Study of Qingdao Hengxing University of Science and Technology

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Abstract: In recent years, the problem of job dissatisfaction among graduates of vocational and technical universities is particularly significant. Through field research, it was found that it is not difficult for graduates to find a job, but it is difficult to find a job that is satisfactory. Therefore, a questionnaire is distributed in this study, the research subjects are the university graduates from Qingdao Hengxing University of Science and Technology that have graduated from this university for half a year. Then, an empirical study was carried out to analyze how to properly construct an employee satisfaction evaluation system for vocational universities and evaluate the factors affecting employee satisfaction. Based on the results of this study, it is recommended that employers, universities, and students should take effective measures to cope with external changes in the market and concentrate on self-improvement. Besides, the government and other relevant departments should also take corresponding supporting measures to support the employment of vocational school graduates, reduce employment barriers, and achieve a mutually beneficial situation.

Keywords: Vocational school; Employment quality; Employment satisfaction

Online publication: February 28, 2023

1. Introduction

In recent years, with the gradual slowdown of China's economic growth, the expansion of vocational universities in China, and the country's increasing emphasis on the development of high-quality vocational education, more and more graduates are facing difficulties in terms of employment, especially those of vocational and technical universities. Through field research, it was found that it is not difficult for graduates to find a job, but it is difficult to find a job that is satisfactory ^[1].

1.1. Statement of problem

With the continuous deepening of vocational education, the situation of employment among students in vocational schools are becoming increasingly grim. At the same time, the understanding of theories and practical skills are given more emphasis as well as the comprehensive quality of college graduates. Therefore, the employment status and job satisfaction among the students reflects the quality of education and management of universities ^[2-3].

1.2. Objectives

In this paper, a scientific and comprehensive employee satisfaction of university graduates' evaluation index system is built from the perspective of employment quality, in consideration of the actual situation in our country, and based on the employee satisfaction evaluation index system and the research status of factors affecting job satisfaction. Then, the employee satisfaction among college students were analyzed based on the scores of the index system ^[4].

1.3. Scope of study

The study was conducted between January 2021 and August 2021 among 374 graduates of the 2019 batch from Qingdao Hengxing University of Science and Technology and based on the existing employment quality construction system research ^[5].

2. Literature review: The Human Motivation Theory

The Human Motivation Theory was put forward by David C. McClelland, a professor of Harvard University, in a series of articles in the 1950s through his research on human needs and motivations. McClelland states that every person has one of three main driving motivators: the needs for achievement, affiliation, or power. He has studied these three needs extensively, especially the need for achievement ^[6-7].

- (1) The need for achievement: the need to be successful and to be the best at what you do.
- (2) The need for power: the need to influence or control others.
- (3) The need for affiliation: the need to establish friendly and intimate interpersonal relationships.

3. Research methods

3.1. Sampling methods

The research is done by distributing a questionnaire the graduates of Qingdao Hengxing Institute of Science and Technology of the 2019 batch. The values of the basic component profile table of the three dimensions of work, school level and individual level are all derived from the questionnaires filled out by 303 employed students ^[8].

3.2. Variables

Influencing factors on a work level, school level, and individual level.

4. Data analysis result

4.1. Analysis on factors of employee satisfaction among graduates of Hengxing University

Based on the analysis of existing literature and theories on employment quality and satisfaction at home and abroad, on-site investigation, and research results of Hengxing University, the factors affecting secondary vocational school graduates are divided into three dimensions: work level, school level, and individual level. the scores of the items of the questionnaires, which were filled in by 303 employed students ^[9-10], are shown in **Table 1**.

4.1.1. Basic overview of influencing factors of employee satisfaction

Table 1. Scores of the influencing factors on a work level

Dimension	Indicators	Composition	Mean score
Work	Job content	Operational	3.3927
		Interest	3.4092
	Work environment	Environment	3.5215
	Labor remuneration	Wages	3.0561
		Welfare	3.1485
	Career prospects	Career development opportunities	3.2244
		Learning opportunities	3.4554
	Expected coincidence	Work environment	3.2211
		Job content	2.8284
		Salary	3.0363
	Atmosphere	Company atmosphere	3.7492
		Company culture	3.7756
Relationships	Relationship between colleagues	3.5083	

Table 1 shows the scores of the influencing factors at the work level. Of all the factors affecting the employee satisfaction, company atmosphere was the most highly-rated, with both of the items (company atmosphere and company culture) having the highest score; secondly, the work environment was scored relatively well. In addition, many think that their current job is in line with their own interest, with adequate learning and career development opportunities. However, in terms of labor remuneration, the evaluations of contact expectations and wages were relatively low, especially the two evaluations related to minimum wages, including wage composition and expected wage composition ^[11].

4.1.2. Basic overview of influencing factors on a school level

Table 2. Scores of the influencing factors on a school level

The dimension	Indicators	Composition	Mean score
College	Curriculum system	Course structure	3.5479
		Rationality of curriculum	3.5347
	Education	Teaching attitude	3.6007
		Quality of teachers	3.8944
		Exercises given	3.7723
	Management	Facilities	3.7162
		School ethos	3.7657
		Teaching evaluation system	3.7558
		Education system	3.7657

As can be seen from the **Table 2**, the quality of teachers had the highest score, followed by the exercises assigned by teachers, the school's ethos, and the education system. However, the respondents thought that the facilities of the school were insufficient, the teaching attitude of teachers needed improvement, the curriculum framework of the school was not ideal ^[12-13].

4.1.3. Basic overview of influencing factors on an individual level

Table 3. Scores of the influencing factors on an individual level

The dimension	Indicators	Composition	Mean score
Individual	Career path	Work planning	3.6832
		Direction of specialization	3.3036
		Career planning	3.5908
	Self-understanding	Self-awareness	3.4059
	Adaptability	Interpersonal skills	4.0066
	Work attitude	Hardworking	3.6964
		Conscientiousness	3.9340

When evaluating the influencing factors on an individual level, the components of the influencing indicators were evaluated through numerical scores. The components include interpersonal skills, conscientiousness, hardworking, work planning, career planning, self-awareness, career direction, and many more. Based the results shown in **Table 2**, interpersonal skills and scored the highest. Hardworking and conscientiousness scored the second highest, which means that most of them took their work seriously and try to complete their tasks and learn more about their jobs. However, the respondents seem to be relatively lost in terms of work and career planning and direction of specialization. Moreover, the results also indicate that they were not self-aware, meaning that they did not understand themselves ^[14].

4.2. Descriptive statistical analysis of influencing factors of employee satisfaction

4.2.1. Basic overview of influencing factors on a work level

Figure 1 shows that on a work level, 68.02% of respondents were satisfied with their work content, 70.43% thought that the working environment was suitable, 62.05% of the employees were satisfied with their labor remuneration, and 66.80% of the graduates thought that there were opportunities of salary increment. 60.57% thought that their work was similar to what they have studied, 75.25% of students thought that the working atmosphere of their workplace was harmonious, and 70.17% of employees were satisfied with the relationship between colleagues ^[15].

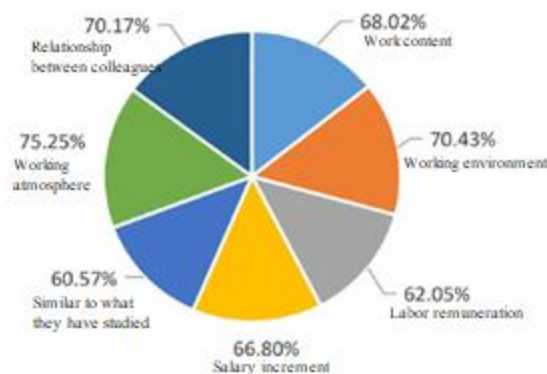


Figure 1. Influencing factors on a work level

4.2.2. Overview of influencing factors at school level

Figure 2 shows that on a school level, 70.83% of respondents thought that the curriculum system is relatively complete, 73.04% of graduates thought that the teachers were capable and responsible, and 74.44% thought that the school's education system, ethos, and other management elements were relatively good.

Therefore, it is clear that many students thought the school's curriculum was reasonable and practical.

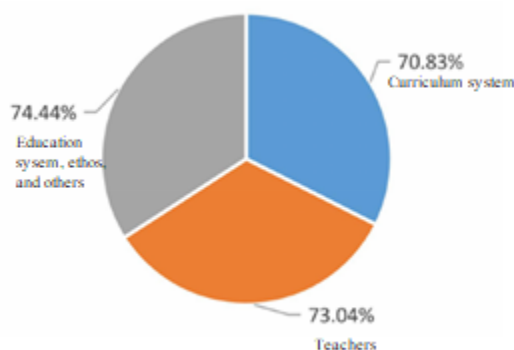


Figure 2. Influencing factors on a school level

4.2.3. Basic overview of influencing factors on an individual level

Figure 3 shows that an individual level, 70.52% of respondents had a clear career path, 68.12% had some form of self-awareness, 80.13% have strong adaptability, and 76.30% have a positive work attitude. Therefore, the results indicate that most of the students who were employed in 2019 had a clear understanding of work planning, career direction, and career planning.

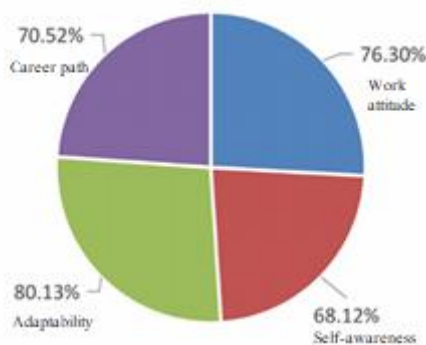


Figure 3. Influencing factors on an individual level

4.2.4. Overall results

Based on the evaluation results, the components of the employee satisfaction on an individual level had the highest score, followed by the school level, and finally the job level.

According to the scores of the influencing factors on a work level, the respondents were not very satisfied with their current company. Therefore, if appropriate measures are taken to address each influencing factor, the employment quality of workers will undoubtedly be improved [16-17].

5. Conclusion

Using Qingdao Hengxing University of Science and Technology as an example, the factors affecting employee satisfaction among college graduates were analyzed, with the goal to determine the weight of each influencing factors and propose targeted improvements in order to improve secondary vocational school graduates employee satisfaction [18].

In view of the results obtained in this study, there is still a large room for improvement for level of job satisfaction whether on a work level, school level, or individual level. Therefore, the employer should pay attention to the employee's satisfaction, interest in the work content, their potential, welfare and wages, company culture, and relationship between colleagues. Schools should also pay attention to the rationality

of the curriculum, the comprehensiveness of the education system, and the improvement of the school management based on the evaluation of students. Teachers should understand the real needs of students, check on them, and answer their questions regularly ^[19-20].

Based on the existing theories and research on employment quality and employee satisfaction, the problems faced by college students in their jobs were discovered. Besides, the current employment quality of secondary vocational school graduates is generally mediocre. In addition, it is clear that job satisfaction not only affects the employment quality, but also the economic and social harmony to a certain extent.

Therefore, the government and other relevant parties should take corresponding measures to ensure the employment of college graduates, to improve their employee satisfaction, quality of employment, and promote social and economic development.

Disclosure statement

The authors declare no conflict of interest.

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