

Influence of Individual Career Management on English Teachers' Job Satisfaction in Secondary Schools in Mianyang, China

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Abstract

This paper is to research the influence of individual career management on job satisfaction of English teachers in secondary schools in Sichuan, China. The research adopted the quantitative approach to investigate 400 English teachers in secondary schools. The instrument for collecting data was a questionnaire. It employed One-way ANOVA and linear regression to test variables and to test hypothesis. From the analysis results, the variables of understanding organization, skill enhancement, career exploration and interpersonal relationship on individual management have significant effect on the job satisfaction of English teachers. It was concluded that English teachers who are involved in individual career management gain significant satisfaction from their jobs. The study recommended among others that English teachers in secondary schools should be encouraged to pay more attention and make more efforts in their career to promote their career development by guiding them to implement individual career management.

Keywords: Individual career management; English teachers; Job satisfaction

Introduction

Human Resource Management is one of the most important management. The career management for individual staff is one of the most important achievements of modern HRM, which will benefit both the development of the staff themselves and the organizations. Individual career management is also important for English teachers themselves to realize self-actualization, overcome the career plateau and increase their job satisfaction based on Maslow's Hierarchy of Needs Theory (Maslow, 1943). In 1935, Hoppock (1935) first proposed the concept of teacher job satisfaction (Du, 2017). In educational contexts, teachers' job satisfaction can be regarded as a predictor of teachers' retention, a determinant of teachers' commitment and, in turn, a contributor to school effectiveness (Zhai, 2019). The study of teacher job

satisfaction is mainly an extension of the research on job satisfaction of employees. However, teacher work has its own particularity compared with other work. As an indispensable occupational group of the society, “teacher” is more and more important, so the study of teacher job satisfaction is of great significance.

Therefore, this study explored the influence of individual career management on English teachers’ job satisfaction through quantitative method to help English teachers clearly understand the relationship between the ICM and job satisfaction, and then they can take effective improvement measures to stimulate teachers’ work enthusiasm, initiative, and creativity to increase job satisfaction

Research Objectives

1. To examine the effect of ICM (understanding organization) on English teachers’ job satisfaction.
2. To examine the effect of ICM (career exploration) on English teachers’ job satisfaction.
3. To examine the effect of ICM (skill enhancement) on English teachers’ job satisfaction.
4. To examine the effect of ICM (interpersonal relationship) on English teachers’ job satisfaction.

Hypothesis of Research

H1. ICM (understanding organization) has positive and significant effect on English teachers’ job satisfaction.

H2. ICM (career exploration) has positive and significant effect on English teachers’ job satisfaction.

H3. ICM (skill enhancement) has positive and significant effect on English teachers’ job satisfaction.

H4. ICM (interpersonal relationship) has positive and significant effect on English teachers’ job satisfaction.

Conceptual Framework

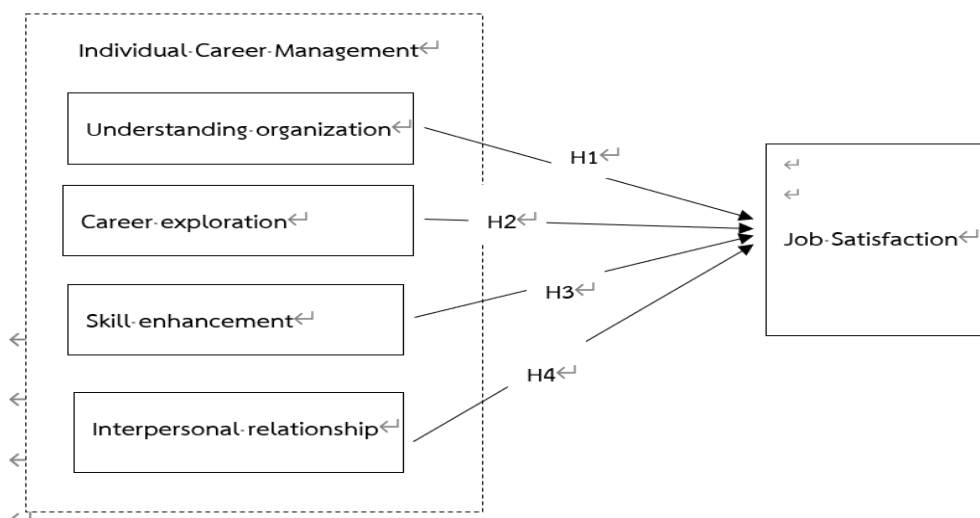


Figure 1 Conceptual Framework from Original Research

Research Method

This study is a quantitative research using survey to collect data from 400 English teachers in secondary schools in Mianyang, China. Since the population were 1,717 English teachers in the public secondary schools in Mianyang city in China (Mianyang Education Bureau, 2019), the sample size was calculated according to Yamane (1973), which was 324 according to Yamane's Equation Formula. However, for being easy to collect and analyse the data, the author collected the data from 400 samples. The author applied purposive sampling to collect the data from the samples.

Research Results

1. Descriptive Analysis Results

The majority of the respondents were female, ages were 30-39, working in secondary schools is between 15 to 20 years, bachelor's degree holders, second-grade professional rank, and average income per month is 8000-10000 yuan.

Table1 The Descriptive Results of Individual Career Management

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Understanding organization	400	1.00	5.00	3.85	.99
Career exploration	400	1.00	5.00	3.55	1.18
Skill enhancement	400	1.00	5.00	3.24	1.26
Interpersonal relationship	400	1.00	5.00	3.51	1.18

From Table1, it revealed that on the variables of understanding organization, career exploration and interpersonal relationship, the average mean is above 3.50 which implies that English teachers has done a lot to improve their individual career management, but in the aspect of skill enhancement, they should pay attention to improving their knowledge and skills

Table 2 The Descriptive Results of Job Satisfaction

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
S1.The nature of work	400	1.00	5.00	3.37	1.33
S2.Your organizational superior	400	1.00	5.00	3.29	1.28
S3.Your co-workers or peers	400	1.00	5.00	3.35	1.24
S4. Income	400	1.00	5.00	2.75	1.39
S5.Promotion	400	1.00	5.00	3.11	1.33
S6.Overall satisfaction	400	1.00	5.00	3.36	1.24
Valid N (listwise)	400				

*Sig < 0.05, **sig <0.01, ***sig = .000

Table 2 revealed that all the aspects of job satisfaction are lower than 3.4, and the mean of income (Mean=2.75) is even lower than 3, which implies that the job satisfaction of English teachers in secondary schools is at the moderate level.

This study analyzed the influences of individual career management on job satisfaction of English teachers in secondary school by using Linear Regression analysis.

Table 3 OLS Regression Results of the Effect of ICM (Understanding Organization) On English teachers' job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.509	.097		5.273	.000
	Understanding Organization	.783	.026	.834	30.186	.000

a. Dependent Variable: Job Satisfaction

Coefficients of determination (R-squared)=0.696

F-Statistic (F-probability)= 911.168 (0.000***)

Durbin-Watson(Stat)=1.833

*Sig < 0.05, **sig <0.01, ***sig = .000

The regression result presented in Table 3 shows that coefficient of determination (R^2) is 0.696. This implies that the variable of understanding organization explained about 70% of job satisfaction of English teachers in secondary schools in Mianyang, Sichuan, China. The result of the F-statistic (911.168) and Prob= 0.000, shows that overall, the test is significant. Therefore, the study posits that H1: understanding organization have significant effect on job satisfaction of English teachers is accepted.

Table 4 OLS Regression Results of the Effect of ICM (Career Exploration) On English teachers' job satisfaction.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.152	.144		1.056	.291
	Career Exploration	.812	.036	.748	22.513	.000

a. Dependent Variable: Job Satisfaction

Coefficients of determination (R-squared)=0.560

F-Statistic (F-probability)= 506.836 (0.000***)

Durbin-Watson(Stat)=1.710

*Sig < 0.05, **sig <0.01, ***sig = .000

The regression result presented in Table 4 shows that coefficient of determination (R^2) is 0.560. This implies that the variable of career exploration explained about 56% of job satisfaction of English teachers in secondary schools in Mianyang, Sichuan, China. The result of the F-statistic (506.836) and Prob= 0.000, shows that overall, the test is significant. Therefore, the study posits that H2: understanding organization have significant effect on job satisfaction of English teachers is accepted.

Table 5 OLS Regression Results of the Effect of ICM (Skill Enhancement) On English teachers' job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.637	.099		6.456	.000
	Skill Enhancement	.746	.026	.817	28.274	.000

a. Dependent Variable: Job Satisfaction

Coefficients of determination (R-squared)=0.668

F-Statistic (F-probability)= 799.394(0.000***)

Durbin-Watson(Stat)=1.893

*Sig < 0.05, **sig <0.01, ***sig = .000

The regression result presented in Table 5 shows that coefficient of determination (R^2) is 0.668. This implies that the variable of skill enhancement explained about 67% of job satisfaction of English teachers in secondary schools in Mianyang, Sichuan, China. The result of the F-statistic (799.394) and Prob= 0.000, shows that overall, the test is significant. Therefore, the study posits that H3: skill enhancement have significant effect on job satisfaction of English teachers is accepted.

Table 6 OLS Regression Results of the Effect of ICM (Interpersonal Relationship) On English teachers' job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.023	.087		11.707	.000
	Interpersonal Relationship	.697	.025	.812	27.730	.000

a. Dependent Variable: Job Satisfaction

Coefficients of determination (R-squared)=0.659

F-Statistic (F-probability)=768.976 (0.000***)

Durbin-Watson(Stat)=2,082

*Sig < 0.05, **sig <0.01, ***sig = .000

The regression result presented in Table 5 shows that coefficient of determination (R^2) is 0.659. This implies that the variable of interpersonal relationship explained about 66% of job satisfaction of English teachers in secondary schools in Mianyang, Sichuan, China. The result of the F-statistic (768.796) and Prob= 0.000, shows that overall, the test is significant. Therefore, the study posits that H4: interpersonal relationship has significant effect on job satisfaction of English teachers is accepted.

In summary, all the hypotheses have been accepted.

Hypothesis	Results
H1. ICM (understanding organization) has positive and significant effect on English teachers' job satisfaction.	Accepted
H2. ICM (career exploration) has positive and significant effect on English teachers' job satisfaction.	Accepted
H3. ICM (skill enhancement) has positive and significant effect on English teachers' job satisfaction.	Accepted
H4. ICM (interpersonal relationship) has positive and significant effect on English teachers' job satisfaction.	Accepted

Discussion of Research Results

The result of the test of hypothesis showed that understanding organization, career exploration, skill enhancement and interpersonal relationship have significant effects on job satisfaction of English teachers. If English teachers make more efforts to know more about the management structures of the organization, positively collect information about values, interests, and skill strengths and weaknesses about themselves, they will be sure about their career choice and make more efforts to make themselves prepared well for the challenges in their work. Through the act of skill enhancement, English teachers will improve their working skills and develop themselves better. Interpersonal relationship involves that English teachers have harmonious relationship with students, colleagues, leaders, and students' parents, and they tend to love their working environment, which will increase their job satisfaction.

Conclusion

The data analysis showed that individual career management had a positive and significant impact on English teachers' job satisfaction. English teachers who are involved in

individual career management would significantly improve their job satisfaction. Therefore, it is safe to infer that job satisfaction can be better achieved and driven more effectively by implementing individual career management in the school organization

Suggestions

1. Suggestion for Use

In China, secondary schools are belonging to the compulsory education, so the schools are fully financed by the government. The subject of English is required to be learned by each kid from the primary school to college. Therefore, English teachers have a comparatively stable working status in China and there is small risk for them to lose job. They lack the motivation to implement individual career management. when applying the results to practice, Chinese context should be taken into consideration.

2. Research Suggestion

1. English teachers in secondary schools should be encouraged to pay more attention and make more efforts in their career to promote their career by guiding them to do individual career management, such as to understand organization, to do skill enhancement, to do career exploration and to have harmonious interpersonal relationship.

2. Secondary schools should provide opportunities and help English teachers to develop skills needed to improve their individual career management.

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