



The Impact of Job Satisfaction on Teachers' Loyalty in Vocational College: A Case Study of Guiyang Vocational College, China

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Abstract

This study delves into the realm of job satisfaction and teachers' loyalty within the vocational colleges of Guiyang, China. By employing quantitative research methodology, the study surveyed 600 teachers, receiving a high response rate that facilitated robust statistical analysis. The findings reveal a positive correlation between job satisfaction, encompassing job-related and personal factors, and teachers' loyalty, expressed through behavioral and attitudinal dimensions. Furthermore, the study contributes to the understanding of how job satisfaction impacts teachers' loyalty, drawing from Herzberg's two-factor theory and George Homans' social exchange theory. The results hold implications for vocational colleges seeking to enhance teacher loyalty by addressing factors that influence job satisfaction.

Keywords: Vocational College Teachers, Job Satisfaction, Teachers' Loyalty

Introduction

Vocational education has become increasingly important in the education system due to technological advancement and global competition, and it plays a vital role in producing skilled workers for the economic development of the country (Grishaeva et al., 2023). In China, the government has prioritized vocational education to meet the demands of the growing job market, which has led to significant growth in vocational education (Liu, 2023).

Teacher loyalty is a key factor in vocational education as it reflects teachers' commitment to the school and the quality of education provided. High teacher loyalty benefits students, institutional stability, and organizational culture (Zhou et al., 2024). It is well known that job satisfaction affects the loyalty of employees in all walks of life, and it also impacts teachers in vocational colleges by influencing their willingness to stay



in the school, their performance, and their contribution to the mission of the school (Luo, 2024).

However, there is a lack of research on the relationship between job satisfaction and teachers' loyalty in vocational colleges, especially in China (Qi et al., 2024). This study aims to fill this gap by conducting a case study of Guiyang Vocational and Technical College. The findings will contribute to the existing literature and provide practical insights for vocational college administrators and policy makers.

Objectives

1. To explore the job satisfaction, and teachers' loyalty in Guiyang vocational colleges, China.
2. To examine the impact of job satisfaction on teachers' loyalty to vocational colleges.

Concept theory framework

The term "job satisfaction" began with the book "Job Satisfaction" written by Hoppock, who first put forward the concept of job satisfaction, i.e., the subjective reflection of the psychological and physiological satisfaction of workers with environmental factors, that is, the subjective reflection of workers on the work situation (Cranny et al., 1992). Factors that impact job satisfaction can be divided into two broad categories: job-related factors and personal factors. Job-related factors include aspects related to the workplace environment, such as working conditions, relationships with co-workers, growth opportunities, recognition, and compensation. Personal factors include personal characteristics such as attitudes, motivation, and work-life balance (Aziri, 2011).

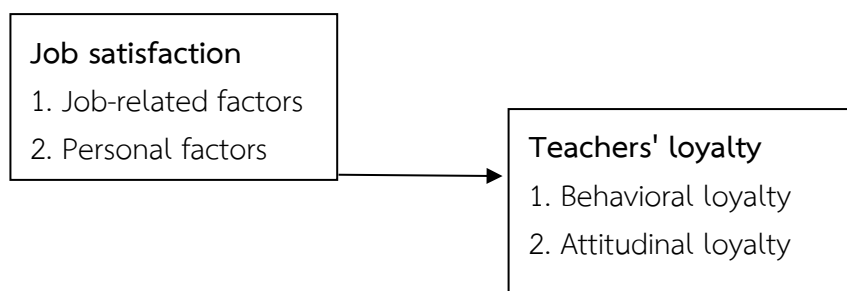
Teacher loyalty refers to the extent to which a teacher is loyal to an educational institution. Teacher loyalty can be viewed in terms of both behavioral and attitudinal aspects (Umi, 2024). For example, behavioral loyalty refers to a teacher's continued commitment to the school, such as staying in the school and performing teaching duties. Attitudinal loyalty may involve teachers' emotional and cognitive attachment to the school, such as trusting school leaders and feeling satisfied with the work environment (Ting & Yeh, 2013).

Studies on teaching have proved that job satisfaction has a significant impact on employee loyalty. The study confirms that there is a positive correlation between job satisfaction and employee loyalty, indicating that the higher the level of job satisfaction, the higher the level of employee loyalty to the organization (Azzahra et al., 2024). Therefore, increasing the level of job satisfaction of employees can effectively promote employee loyalty to the organization (Hadj, 2024).

Herzberg's two-factor theory, which suggests that job satisfaction and dissatisfaction are driven by two different sets of factors: hygiene factors (e.g., company policies, working conditions) and motivational factors (e.g., achievement, recognition) (Kim, 2024). Using this theory, we can identify specific job characteristics that may affect teacher satisfaction and loyalty.

Social exchange theory suggests that individuals engage in reciprocal exchange relationships and expect to be rewarded for their contributions (Ekeh, 1974). In the case of vocational education, teachers' loyalty may be influenced by their perceptions of fairness, support, and institutional recognition.

When teachers are satisfied with their jobs, they are more likely to be loyal to their vocational college. To explore the relationship between job satisfaction and teacher loyalty, the following research framework and hypotheses are proposed, supported by two-factor theory and social exchange theory:



H1: Job satisfaction has a positive impact on teachers' loyalty in the vocational college.

H2: Job-related factors have a positive impact on teachers' behavioral loyalty in the vocational college.

H3: Job-related factors have a positive impact on teachers' attitude towards loyalty in the vocational college.

H4: Personal factors have a positive impact on teachers' behavioral loyalty in the vocational college.

H5: Personal factors have a positive impact on teachers' attitudinal loyalty in the vocational college.

Materials and Methods

The quantitative research method was used in this study, and the target respondents were teachers at vocational colleges and universities in Guiyang City, totaling 3,570 people. The sample size was determined to be a robust sample of 360 persons according to the Taro Yamane formula (Yamane, 1973). To achieve a recovery rate of 60%, 600 questionnaires were distributed to the target teachers. This sample size



ensured high statistical power and generalizability of the findings. The randomized stratified sampling method was used in this study to improve the representativeness of the sample and reduce potential sampling bias.

Data collection was done using an online survey tool, and the questionnaire was sent to the target population through a website link. The survey was conducted over a two-week period to allow sufficient time to collect responses. A total of 600 valid responses were received with a response rate of 100%. The data was then analyzed using the SPSS program; descriptive statistics were used to summarize the data, Pearson correlation was used to assess the relationship between the variables, and multiple regression analysis was used to assess the research hypotheses. The reliability of the questionnaire was confirmed by Cronbach's alpha score of 0.931. The validity of the questionnaire was assessed by three reviewers using the Index of Content Validity (IOC) test with a score of 0.942. This indicates that the internal consistency of all the scales was high.

The questionnaire scoring and interpretation criteria were based on a Likert scale, which allowed for the conversion of respondents' answers into numbers for statistical analysis. The questionnaire has replied in five points on Likert, ranging from "1 = strongly disagree" to "5 = strongly agree". The rating scale is categorized as follows: Scores ranging from 4.21 to 5.00 indicate strong agreement, while scores between 3.41 and 4.20 reflect general agreement. Scores from 2.61 to 3.40 suggest a neutral stance, whereas scores ranging from 1.81 to 2.60 indicate disagreement. Finally, scores between 1.00 and 1.80 represent strong disagreement.

Results

1. Descriptive Statistics on Job Satisfaction and Teachers' Loyalty

Table 1: Descriptive statistics for job satisfaction

Question	Mean	Standard deviation	Level of perception
job-related factors	3.529	0.914	agree
1. The college working environment makes me feel satisfied.	3.567	1.162	agree
2. I have a very harmonious relationship with my colleagues.	3.488	1.211	agree
3. The job I am doing has a good future.	3.527	1.138	agree
4. When I do a respectable job, I get praise from my colleagues or superiors.	3.55	1.166	agree
5. I am satisfied with my work at X College.	3.515	1.164	agree



Personal factors	3.543	0.894	agree
6. My motivation and enthusiasm in my work are remarkably high.	3.532	1.139	agree
7. The job I am doing has a good development prospect.	3.543	1.155	agree
8. I think my work-life balance is good right now.	3.513	1.15	agree
9. I feel a sense of personal value and accomplishment in my work.	3.57	1.174	agree
10. I think the college provides enough support for personal development and growth.	3.558	1.166	agree
Job satisfaction	3.536	0.757	agree

Table 1 shows that the mean values for job-related and personal factors are 3.529 and 3.543, respectively, and the mean value for job satisfaction is 3.536, which are slightly above the mid-point of 3.5 on the 5-point scale, indicating that the teachers have an overall positive attitude towards these aspects and tend to 'agree' that they have a positive perception of job-related and personal factors, as well as overall job satisfaction.

able 2: Descriptive statistics of teachers' loyalty

Question	Mean	Standard deviation	Level of perception
Behavioral loyalty	3.462	0.962	agree
1. I often tell my friends and family that my college is an excellent organization.	3.503	1.25	agree
2. I want to move forward with the team I'm on.	3.493	1.211	agree
3. I am willing to make extra efforts to help me succeed in my career.	3.468	1.196	agree
4. I'm always keen to join the college team when they have spare time activities.	3.383	1.17	neutral
5. I have a lot of trust in the members of the college team.	3.463	1.205	agree
Attitudinal loyalty	3.555	0.868	agree
6. I think my current job is in line with my career plan and I have no plans to change jobs.	3.572	1.153	agree
7. I love what I'm doing.	3.525	1.102	agree



Question	Mean	Standard deviation	Level of perception
8. I am glad that I chose this college instead of other ones.	3.568	1.12	agree
9. I can feel the support and care of the college in my work.	3.58	1.16	agree
10. If the college is facing difficulties, I will make more efforts to tide over the difficulties with the college and not leave.	3.532	1.133	agree
Teachers' loyalty	3.509	0.771	agree

Table 2 shows that the mean values for behavioral loyalty and attitudinal loyalty are 3.462 and 3.555, respectively, while the overall mean for faculty loyalty is 3.509. These values are slightly above the mid-point of 3.5 on the 5-point scale, indicating that faculty is at the 'Agree' level of loyalty to the College.

2. Correlation Analysis

This study examined the impact of job satisfaction on teachers' loyalty. The results of the correlation analysis are shown in the table below:

Table 3: Analysis based on basic information about the population, gender, age, educational background, type of work and work experience in the organization.

Question	Mean	Standard deviation				
1. Your gender	1.46	0.50	1			
2. Your age group	2.70	0.88	0.01	1		
3. Your highest level of education	2.89	0.79	-0.08	0.02	1	
4. Your Job Category	1.61	0.79	0.00	0.15**	0.06	1
5. Number of Service with the organization.	2.79	1.00	-0.04	0.76**	-0.02	0.10* 1

From the above table, it can be seen that the correlation coefficients between gender and age group, highest educational qualification, job category, and years of teaching experience are 0.01, -0.08, 0.00, and -0.04 respectively (all $p > 0.05$), indicating that there is no significant correlation between gender and these variables. The



correlation coefficients between age group and job category and years of teaching were 0.15**, 0.76** (all $p < 0.01$), indicating that there is a significant positive correlation between age group and these variables. The correlation coefficients between highest educational qualification and gender, age group, job category, and years of teaching experience were -0.08, 0.02, 0.06, and -0.02 (all $p > 0.05$), respectively, indicating that there is no significant correlation between highest educational qualification and these variables. The correlation coefficient between job category and years of teaching experience was 0.10* ($p < 0.05$), indicating a significant positive correlation between job category and years of teaching experience.

Table 4: Correlation between job satisfaction and teachers' loyalty

Variables	Mean	Standard deviation	Job satisfaction	Teachers' loyalty
Job satisfaction	3.536	0.757	1	
Teachers' loyalty	3.509	0.771	0.638**	1

As can be seen from the above table, the mean value of job satisfaction is 3.536 with a standard deviation of 0.757, the mean value of teachers' loyalty is 3.509 with a standard deviation of 0.771, and the correlation coefficient between job satisfaction and teachers' loyalty is 0.638, which is also highly significant (** denotes $p < 0.01$), indicating that there is also a strong positive correlation between job satisfaction and teachers' loyalty. That is, the higher the job satisfaction, the higher the teachers' loyalty.

Table 5: Relationship between job satisfaction and teachers' loyalty

Variables	X2.1	X2.1	Y1.1	Y1.2
X1.1 job-related factors	1			
X1.2 Personal factors	0.404**	1		
Y1.1 Behavioral loyalty	0.445**	0.425**	1	
Y1.2 Attitudinal loyalty	0.466**	0.471**	0.419**	1

From the above table, the correlation coefficients between work-related factors and personal factors, behavioral loyalty, and attitudinal loyalty are 0.404, 0.445, and 0.466 (all $p < 0.01$), respectively, indicating a significant positive correlation between work-related factors and these variables. The correlation coefficients between personal factors and behavioral and attitudinal loyalty were 0.425, 0.471 (both $p < 0.01$), indicating a significant positive correlation between personal factors and these variables. The correlation coefficient between behavioral loyalty and attitudinal loyalty is 0.419



($p < 0.01$), indicating that there is a significant positive correlation between the two, i.e., the higher the employee's behavioral loyalty, the higher his attitudinal loyalty.

3. Regression Analysis

Table 6: Regression analysis of job satisfaction on behavioural loyalty

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
Constant	1.134	0.161	-	7.053	0.000**	-
X1 Job-related factors	0.344	0.040	0.326	8.538	0.000**	1.195
X2 Personal factors	0.315	0.041	0.293	7.655	0.000**	1.195
R ² = 0.269, Adjusted R ² = 0.267, F = 110.073 Sig. = 0.000***						

The F-statistic is 110.073, corresponding to a p-value of 0.000, which is much less than 0.01, which indicates that the model as a whole is significant, the coefficient of the job-related factors is 0.344, the standard error is 0.040, the standardized coefficient (Beta) is 0.326, the t-value is 8.538, and the p-value is 0.000**, which suggests that there is a significant and positive impact of the job-related factors on the behavioral loyalty. Personal factor coefficient is 0.315, standard error is 0.041, standardized coefficient (Beta) is 0.293, t-value is 7.655 and p-value is 0.000**, which indicates that personal factors also have a significant positive impact on behavioral loyalty.

Table 7: Regression analysis of job satisfaction on attitudinal loyalty

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
Constant	1.289	0.141	-	9.159	0.000**	-
X1 Job-related factors	0.313	0.035	0.329	8.881	0.000**	1.195
X2 Personal factors	0.328	0.036	0.338	9.109	0.000**	1.195
R ² = 0.313, Adjusted R ² = 0.310, F = 135.699 Sig. = 0.000***						



From the table above, the F-statistics are 135.699, corresponding to a p-value of 0.000, which is much less than 0.01, which indicates that the model is significant. The job-related factor coefficient is 0.313, the standard error is 0.035, the standardized coefficient (Beta) is 0.329, the t-value is 8.881, and the p-value is 0.000**, which suggests that the job-related factors have a significant positive impact on attitudinal loyalty. Personal factor coefficient is 0.328, standard error is 0.036, standardized coefficient (Beta) is 0.338, t-value is 9.109 and p-value is 0.000**, which indicates that personal factors also have a significant positive impact on attitudinal loyalty.

Conclusions and Discussion

All five hypotheses were supported in this study. H1 confirmed the positive impact of job satisfaction on teacher loyalty, which is consistent with previous research emphasizing work environment, collegiality, and career prospects (Tallam et al., 2019). H2 and H3 confirmed the impact of job-related factors on behavioral and attitudinal fidelity, emphasizing the importance of positive work environments (clear rules, colleague mutual understanding) in enhancing teachers' satisfaction and loyalty.

H4 and H5 introduce new insights through the impact of personal factors (e.g., work-life balance and personal values) on teacher loyalty. This line of research is in line with the emerging trend in the field of human resource management, which focuses on the role of individual differences and personal well-being in shaping employee attitudes and behaviors. It has been shown that a good work-life balance is essential for employee satisfaction and loyalty and that personal values and achievements significantly impact job satisfaction and organizational commitment (Yasin et al., 2024).

In conclusion, this study deepens our understanding of the relationship between job satisfaction and teacher loyalty in vocational colleges. Future studies can expand the sample size to include more vocational colleges in different regions and explore other potential factors that may impact this relationship, such as organizational culture and leadership style, to provide more comprehensive and in-depth insights into the development of vocational education.

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