



**STUDY ON THE INFLUENCING FACTORS OF TEACHER
RECRUITMENT SATISFACTION IN SHENYANG QIANFENG
EDUCATION AND TRAINING INSTITUTION**



**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY**

2023



**STUDY ON THE INFLUENCING FACTORS OF TEACHER
RECRUITMENT SATISFACTION IN SHENYANG QIANFENG
EDUCATION AND TRAINING INSTITUTION**

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This Independent Study has been approved as a Partial Fulfillment of the Requirement
of International Master of Business Administration in International
Business Management

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Title: Study on the Influencing Factors of Teacher Recruitment Satisfaction in Shenyang Qianfeng Education and Training Institution

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ABSTRACT

As a well-known education and training institution in Shenyang, Shenyang Qianfeng Education and Training Institution had long been struggling with the issue of low teacher recruitment satisfaction. This study analyzed the current status and factors influencing teacher recruitment satisfaction at Shenyang Qianfeng Education and Training Institution. The two main research objectives of this study were: (1) To explore the existing problems in teacher recruitment at Shenyang Qianfeng Education and Training Institution. (2) To explore the factors that influenced teacher recruitment satisfaction at Qianfeng Education and Training Institution.

Under the guidance of the personnel selection theory and recruitment satisfaction theory, this study adopted quantitative research methodology, 250 questionnaires were distributed to target teachers from Shenyang Qianfeng Education and Training Institution. The study found that: (1) Shenyang Qianfeng Education and Training Institution had issues such as a lack of long-term planning and a scientific job analysis for teacher recruitment, an unscientific selection process and methods, as well as a lack of career planning. (2) The factors influencing teacher recruitment satisfaction at Shenyang Qianfeng Education and Training Institution encompassed recruitment test content, personnel-job fit, pre-job training, and career planning. These four factors all have a significant positive relationship with teacher recruitment satisfaction, with a stronger relationship between pre-job training and recruitment testing content.

Keywords: training institutions, teacher recruitment, recruitment satisfaction, Shenyang Qianfeng Education and Training Institution

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor, for his invaluable guidance, support, and encouragement throughout my independent study. His insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, Dean, Graduate School of Business, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of the Siam University who have contributed to my growth and development as a student. Their unwavering support and encouragement have been a source of inspiration and motivation to me.



Declaration

I, Wei Song, at this moment certify that the work embodied in this independent study entitled “Study on the Influencing Factors of Teacher Recruitment Satisfaction in Shenyang Qianfeng Education and Training Institution” is a result of original research and has not been submitted for a higher degree to any other university or institution.

Song wei

Wei Song
September 5, 2023



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Chapter 1 Introduction

1.1 Background of Study

Education, as the basic cause of national development, is related to the future and destiny of national development. The establishment of teaching is the means of realizing the goal of power, the overall development level and direction of education determines the overall level and direction of socialist modernization construction with Chinese characteristics, the education level of education directly determines the future development direction of all walks of life, determines the coming decades or even hundreds of social development level and direction (Chan, Yeonguk, Jeon, Jieun, & Ryu, 2016). With the increasingly fierce competition among major countries, the thirst for talents has become the most important part of the competition. Accordingly, various countries have also adopted different means to attract senior talents through various preferential policies, and at the same time, greatly increased the capital investment in the education industry. For talent training, education is undoubtedly the cradle of large-scale and batch talent cultivation, and the teaching quality of teachers directly affects whether we can cultivate useful talents (Ahmed & Kazmi, 2020). With the popularization of higher education and the development of information technology, there are higher requirements for the professional ability and comprehensive quality of teachers. However, there are still various problems in the current recruitment system, which lead to the recruited teachers cannot meet the requirements of various types of educational institutions, which seriously affects the development of educational.

Today, as the world's second largest economy, China's national economic construction is in the stage of rapid development, and the supply of high-quality talents is the basis and guarantee of national scientific and technological progress and economic development (Gao, 2022). The quality of education determines the quality of talents, the level of development of science and technology depends on the level of talents, and the development of national economy depends on the development of science and technology. High-quality education structure and talent training structure are the necessary condition for national economic development (Huang, 2020).

The quality of talent training and the level of academic research in an educational and training institution depend on the quality of teachers in institutions. High-quality teachers are the premise and foundation for educational and training institutions to play their functions and complete training goals, and also the core force for universities to survive in the increasingly fierce competition (Li, 2019). Among them, the recruitment of teachers is an important measure and a key link to improve and improve the level of the teaching staff. Whether an educational and training institution can improve the

quality of running schools and achieve their own development goals largely depends on the comprehensive quality of the teachers recruited. Therefore, institutions pay more and more attention to the quality of their own recruitment work, and they are more and more urgent to recruit high-quality talents, so as to promote the development of the school faculty (Mary, 2021). From the actual results, the results of teacher recruitment are often unsatisfactory. In addition, the basic process of educational and training institution teacher recruitment is: make recruitment plan-release recruitment information-screening resume-written test-interview, finally publicize the recruitment information and the entry procedures, but in the actual implementation process is not meticulous, not thorough, and simple; some institutions are too simple and arbitrary, lack of scientific (Qin, 2021).

As an old local education and training institution in Shenyang, Shenyang Qianfeng Education and Training Institution is a vocational education and training enterprise with core teaching and research ability and school-enterprise cooperation ability. Adhering to the core values of original aspiration, ingenuity and education. Development has been layout education and training, university service, enterprise service three business sections. Serving nearly 200,000 students, nearly 1,000 universities and tens of thousands of enterprises (Shenyang Qianfeng Education and Training Institution, <http://www.mobiletrain.org/about/>). But there are also problems with teacher recruitment. Therefore, this study takes the enterprise as the investigation object, analyzing the current situation of teacher recruitment in training institutions, identify the problem, explore the recruitment problems and countermeasures of teachers in education and training institutions. Studied the main factors affecting teacher recruitment satisfaction in educational and training institutions.

1.2 Research Questions

The research questions in this study mainly include:

- (1) Are there any issues with teacher recruitment of Shenyang Qianfeng Education and Training Institution?
- (2) What is the influence factors that effect the satisfaction of teacher recruitment in Shenyang Qianfeng Education and Training Institution?

1.3 Objectives of Study

The objectives of this study mainly include:

- (1) To explore the existing problems in teacher recruitment at Shenyang Qianfeng Education and Training Institution.
- (2) To explore the factors that influence the satisfaction of teacher recruitment at Shenyang Qianfeng Education and Training Institution, and to analyze the relationship between each influencing factor and satisfaction.

1.4 Scope of Research

The research objects of this study are 250 staffs from Shenyang Qianfeng Education and Training Institution in total. The designated sample used in this study was randomly sampled and 238 individuals were selected.

The focus of this study is to analyze the influencing factors of teacher recruitment satisfaction in Shenyang Qianfeng Education and Training Institution. Based on the theory of personnel selection and talent evaluation, related documents were reviewed to explore the specific influencing factors of the satisfaction of teacher exhibits, in order to provide solutions to the problems existing in Shenyang Qianfeng Education and Training Institution and teacher recruitment.

1.5 Significant of Study

(1) Theoretical significance

It has enriched the research results of the recruitment work of education and training institutions. Through scientific analysis, this study finds out the existing problems in the recruitment system of education and training institutions and analyzes them in detail, and puts forward the corresponding recruitment optimization plan, which is a supplement to the research of the recruitment system of education and training institutions and broadens the thinking of recruitment.

(2) Practical significance

By improving the pre-recruitment research and analysis, recruitment process, post-recruitment evaluation and career planning, the high-quality talents needed by the institutions are selected, and through the management and training in the later period, the teaching staff can be further strengthened, and the satisfaction of teachers in recruitment and the sense of identity with the institutions are improved.

1.6 Limitations of Study

In terms of limitations, the limitations of this study may exist in the following two points:

(1) Sample selection is limited to Shenyang Qianfeng Education and Training Institution. It may not fully represent the situation of other industries or regions.

(2) The research method mainly adopts the questionnaire survey method, and there may be some problems of reporting bias.

1.7 Hypothesis

H1: The recruitment test content has an impact on teacher recruitment satisfaction.

H2: The personnel-job fit has an impact on teacher recruitment satisfaction.

H3: The pre-job training has an impact on teacher recruitment satisfaction.

H4: The career planning has an impact on teacher recruitment satisfaction.

Chapter 2 Literature Review

2.1 Introduction

This chapter mainly summarizes the scholars' research on the related concepts and specific variables involved in this study, lays the theoretical research foundation for this study. At the same time, this study analyzes the overall background of Shenyang Qianfeng Education and Training Institution, and puts forward the theoretical framework of this study, which lays a foundation for practical research.

2.2 Literature Reviews

2.2.1 Educational and Training Institutions

Ahmed (2020) means that education and training institutions refer to institutions specialized in education and training. Their purpose is to provide various courses and training for students or professionals, so as to enhance their knowledge and skills, so that they can better adapt to the development needs of the society. The research of education and training institutions involves many aspects.

Attebury (2017) points out the concept of profit model, market competition strategy and brand building in the research on the business model of education and training institutions, and examines how to manage education and training institutions with a better business model. Banghart (2021) points out the management mode, organizational structure, human resource management of research institutions in the research on the management of education and training institutions, and explores how to adopt better management methods to improve the management efficiency and teaching quality of institutions.

Chan (2016) points out the teaching methods, teaching tools and teaching effects of research institutions on the teaching research of educational and training institutions, and explores how to use better teaching methods and teaching materials for students. Chen (2019) points out the social responsibility of education and training institutions on the social contribution of education and training institutions, and explores their contribution in promoting social development and providing high-quality talents for the society. Diner (2018) study the reform and innovation of education and training institutions in the research views on the reform and innovation of education and training institutions, and to explore their role and significance in adapting to social changes and promoting educational reform.

In short, the research of education and training institutions is a multi-directional and multi-level topic, which needs to explore its operation and management mode from multiple perspectives, as well as its role and contribution in education and social

development. Education and training institutions provide students with a variety of choices, meet the needs of personalized learning and selective learning, and gradually become the expansion and extension of public education. (Su,2021)At present, education and training institutions need to enter a new period of comprehensive supervision after the disorderly development, and the government needs to standardize and classify these off-campus cultural course training institutions according to law.

2.2.2 Teacher Recruitment

Duan (2020) said that the personnel selection theory holds that personnel selection is the whole process in which relevant units or organizations recruit and employ the human resources required by organizations through their own needs or standards. Analyze the research results of teacher recruitment. Qayoom (2021) represents that teacher recruitment refers to the selection and appointment of educators with certain professional quality and ability through a series of procedures and methods for teaching and management in education and training. The current research on teacher recruitment includes the following aspects:

(1) The research on the recruitment process and standards points out that the specific process and standards of teacher recruitment include job requirements, job description, recruitment channels, recruitment standards and assessment methods (Eakins, 2017).

(2) Research on recruitment strategies and methods shows that the strategies and methods of teacher recruitment include promotion through information technology means, participation in educational professional activities for publicity and recruitment, and diversified interview and assessment methods (Gao, 2022).

(3) Research on the evaluation of teachers 'quality shows that the evaluation of teachers' quality includes academic background, professional skills, teaching ability, interpersonal communication ability, comprehensive quality and other factors (Jiang, 2015).

(4) Research on teacher career development shows that teacher career development paths and prospects include the policies and planning of education departments and schools on teacher career development, as well as their own career planning and development measures (Opanda, 2021).

(5) Research on teacher training and development shows that teacher training and development plans include the development and implementation of training programs for teachers at different levels, and support for teachers to participate in academic seminars and further studies (Eakins, 2017).

In short, the research on teacher recruitment is to better solve the problem of teacher team construction, improve the quality of teachers and education quality, and promote the development of education to a higher level (Qin, 2021).

2.2.3 Recruitment Satisfaction

Regarding the concept of teacher satisfaction, Khuzwayo (2018) stated that recruitment satisfaction is a series of indicators used to measure whether the recruitment process has reached the expected level. Thomas (2020) summarizes the definition of recruitment satisfaction and shows that the study of recruitment satisfaction refers to the satisfaction degree of all participants, such as the evaluation method adopted in the recruitment process. Wang (2020) said that the research content of recruitment satisfaction mainly includes three aspects: the satisfaction of the employer, the satisfaction of the applicant, and the satisfaction of the recruitment intermediary. Xu (2022) believes that the study of recruitment satisfaction can help recruiters understand and improve the recruitment process, improve the quality and efficiency of recruitment. In addition, studying recruitment satisfaction can also help candidates to choose the right job opportunities and provide a reference for talent flow and career development.

Summarize the analysis of influencing factors on teacher recruitment satisfaction by scholars before, mainly including the following four dimensions:

(1) Recruitment test content: The recruitment test is usually divided into written and interview aspects. The inappropriate content setting is a major factor that causes a decrease in recruitment satisfaction (Yusof, Habidin, Lingaswaran, & Arjunan, 2019). For example, some schools may require job applicants to answer questions that are not related to their job responsibilities or abilities during the written test process and ask questions involving privacy that are not related to the job during the interview process, which may reduce the applicant's interest and satisfaction.

The rationality of the content of the recruitment written test and interview is one of the key factors in determining whether the recruitment interview content is reasonable (Xiao, 2018). Whether the testing content is comprehensive also has a direct impact on the recruitment satisfaction of applicants (Xu, 2022).

(2) Personnel-job fit: The right person can only be effective in the right job position, and the degree of conformity between people and positions affects the satisfaction of job seekers (Yunos, Sern, & Hamdan, 2016). For example, some schools may recruit teacher positions, but ultimately engage in logistics related work, which may lead to a mentality of poor recruitment satisfaction and suspicion of false recruitment by the school.

Only when the right person works in the right position can they become proficient, and when reviewing recruitment, they will unconsciously improve recruitment satisfaction (Xu, 2022). The degree of matching between personnel and positions requires not only matching in terms of job content, but also matching in terms of job abilities, in order to reflect the true reliability of recruitment and improve job satisfaction for applicants (Yang, 2021).

(3) Pre-job training: Without pre-job training, teacher recruitment may cause confusion for job applicants (Yang, 2021). For example, a school may not provide pre-

training to applicants, resulting in a poor experience for applicants and dissatisfaction during the recruitment process.

Generally speaking, most companies offer pre job training, which is mainly aimed at allowing candidates to quickly enter the working state, which invisibly improves their job satisfaction (Yunos et al., 2016). Whether the content and timing of pre job training are reasonable is the key to determining applicants' attitude towards pre job training, and it is also one of the factors that affect applicants' satisfaction with recruitment (Thomas & Lefebvre, 2020).

(4) Career planning: Whether there is a clear career plan is one of the key factors affecting applicant satisfaction (Zhao, 2014). If there is a lack of career planning content in the teacher recruitment process, applicants often do not know where their future lies and become lost, resulting in dissatisfaction during the recruitment process.

If a job applicant has a clear career plan for the candidate, it is equivalent to guiding them in the direction of progress, which will greatly enhance their work enthusiasm (Khuzwayo, 2018). Personal planning is an essential part of career planning, and when candidates learn that the recruiter has specific arrangements for their personal planning, they will unintentionally improve their recruitment satisfaction (Qayoom, 2021). For school teaching, the involvement of career planning in the recruitment process of teachers can greatly enhance their satisfaction with the college, thereby enhancing their satisfaction with the recruitment itself (Qin, 2021)

In addition, the lack of humanization in the recruitment process also leads to a large number of dissatisfied people. The humanization issue in the recruitment process also needs to be given some attention (Qayoom, 2021). For example, whether the recruitment interview is too formal, whether it often requires applicants to participate in interviews in different cities, and whether there are unnecessary requirements, which may affect applicant satisfaction.

In conclusion, there are many factors affecting recruitment satisfaction, and a deeper research is needed.

2.3 Brief Introduction to Shenyang Qianfeng Education and Training Institution

Shenyang Qianfeng is a vocational education and training enterprise with core teaching and research ability and school-enterprise cooperation ability. It was founded in Beijing in 2011, and its company website is <http://www.mobiletrain.org>. Development of Shenyang Qianfeng Education and Training Institution has education training, university services, enterprise service three business section, owns Qianfeng education, Good programmer, Little lion, Visual, Buckle school, Feng cloud wisdom, Feng enterprise union, Fengyou au, Fengyi, and other brands. So far has been in Beijing, Shenzhen, Shanghai, Guangzhou, Zhengzhou, Dalian and so on more than 20 core cities

establish direct campus, service nearly 200000 students, nearly thousands of universities and tens of thousands of enterprises. As an educational institution with IT gene and digital technology capabilities, Shenyang Qianfeng Education and Training Institution attaches great importance to the cooperation of universities and enterprises to cultivate digital talents, establish the digital skill talent training mechanism and industry standards, and lead the high-quality development of vocational education in the new era (Shenyang Qianfeng Education and Training Institution, <http://www.mobiletrain.org/about/>).

Shenyang Qianfeng Education and Training Institution business is dedicated to cultivating high-quality digital technical skills, mainly providing college students skills training, post-service skills training, covering front end, Java, Python, big data, software testing, Internet of Things, all media operation, product manager. In addition, soft examination, Adobe certification, PMP certification, Huawei certification, RHCE certification. In the context of the foundation, the quality and efficiency of Shenyang Qianfeng vocational education and training with the concept of vocational education and education.

After years of development, Shenyang Qianfeng Education and Training Institution have made a figure in the industry, but there have been some problems in the recruitment of teachers, which need to be solved in time to ensure the sustainable development of the enterprise. Institutions have always been dissatisfied with the quality of some teachers, and some teachers are also dissatisfied with their income, compensation, and job content, resulting in low satisfaction with teacher recruitment.

2.4 Conceptual Framework

According to the analysis and summary of scholars' research on the influencing factors of teacher recruitment in the previous text, teacher recruitment satisfaction is influenced by recruitment test content, personnel-job fit, pre-job training, and career planning. Therefore, the theoretical framework of this article is as follows:

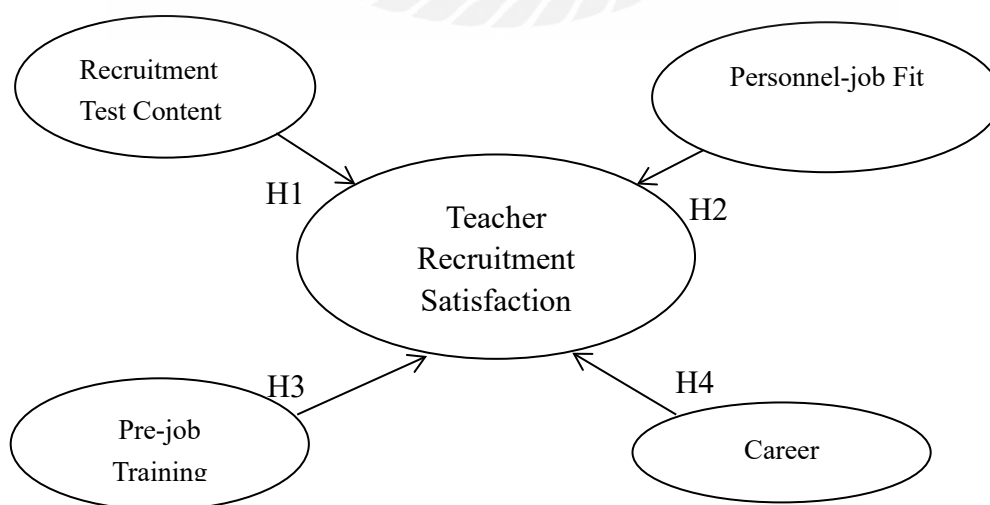


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Introduction

This study mainly studies it through quantitative analysis. This chapter first analyzes the study design of this study then points out the sample size and related process and method of data collection involved in this study, shows the scale of each variable, and finally analyzes the reliability and validity of this survey scale, which lays a foundation for the following empirical analysis.

3.2 Research Design

This study uses the questionnaire survey to analyze the main problems existing in the teacher recruitment of Shenyang Qianfeng Education and Training Institution and the influencing factors of recruitment satisfaction. By summarizing the experience of previous scholars, the teacher recruitment satisfaction test scale was formulated, the scale data was collected through the five-point method, the results were obtained through the SPSS analysis, and the specific influencing factors were summarized, which laid the foundation for the formulation of strategies. The specific design is as follows:

(1) Recruitment Test Content Scale

In the process of teacher recruitment, the key to measure the teacher level is to answer the questions through certain written test and interview content (Diner & Mavasoglu, 2018). It is also an essential link in the teacher recruitment process.

Scholars believe that written interview and rationality are the key factors in teachers teacher satisfaction with recruitment. Some scholars believe that the rationality of the interview and the written test determines the overall rationality of the content (Eakins, 2017). Some scholars also say that the comprehensiveness of the test content is also one of the fundamental reasons for determining the satisfaction. Therefore, based on the experience of scholars, the design of the scale for recruitment test content is shown in Table 3.1.

Table 3.1 Design of Recruitment Test Content Scale Questions

Recruitment Test Content	Do you think the content of the recruitment written test is reasonable?
	Do you think the recruitment interview content is reasonable?
	Do you think the recruitment testing content is comprehensive?

(2) Personnel-job Fit Scale

The satisfaction of teachers in recruitment is related to the adaptation degree of their own positions. Whether the job requirement is the job content mentioned in the recruitment process has an important impact on employees' experience of recruitment satisfaction (Khuzwayo, 2018). In addition, whether the job ability matches the job responsibilities mentioned in the recruitment is also one of the factors affecting the recruitment satisfaction. Therefore, the specific content and problem settings of this scale are shown in Table 3.2.

Table 3.2 Design of Personnel-job Fit Scale Questions

Personnel-job Fit	Do you think the recruitment requirements match yours?
	Do you think the recruitment job abilities match yours?

(3) Pre-job Training Scale

It can be seen from the research results of scholars on recruitment satisfaction, that most scholars think that whether pre-job training has a greater impact on recruitment satisfaction. Specific research shows that some scholars say that the rationality of pre-job training content is directly related to the satisfaction of teacher recruitment (Washington, Truscott, & Franklin, 2020). Other scholars also said that the rationality of pre-job training time directly affects the satisfaction of teachers in recruitment. So the design summary of the scale issues in this module is as follows:

Table 3.3 Design of Pre-job Training Scale Questions

Pre-job training	Do you think the content of pre job training for recruitment is reasonable?
	Do you think the pre job training time for recruitment is reasonable?

(4) Career Planning Scale

Usually people with career planning have higher satisfaction in the process of teacher interview. Career planning involves a direct impact on work enthusiasm, and also plays a key role in personal planning (Wei, 2022). For individuals applying for the school, career planning has a significant impact on school satisfaction. Therefore, the design of the career planning module scale in this study is summarized as follows:

Table 3.4 Design of Career Planning Scale Questions

Career planning	Do you think that job recruitment and career planning have an impact on work motivation?
	Do you think job recruitment and career planning have an impact on personal planning?
	Do you think recruitment and career planning have an impact on institution satisfaction?

(5) Recruitment Satisfaction Scale

According to the design of the recruitment satisfaction scale, some scholars believe that the satisfaction of the job position and the recognition of the unit are the main factors affecting the recruitment satisfaction (Xiao, 2018). Therefore, the scale problem design for this module is as follows:

Table 3.5 Recruitment Satisfaction Scale Questions

Recruitment satisfaction	Do you satisfied with the job position you are recruiting?
	Do you recognize the degree of recognition of the institution?

3.3 Population and Sample Size

This study involves personnel mainly for nearly seven years new Shenyang qian feng education training institutions all school and external teachers, specific sample size of 250 people, mainly for they think Shenyang Qianfeng Education Training and Institution and teachers recruitment satisfaction influencing factors to analyze the two problems, finally charge effective questionnaire data analysis.

3.4 Data Collection

This study mainly adopts the method of questionnaire survey for data collection. The questionnaire was distributed from February 5, 2023 to March 5, 2023, mainly through online questionnaire stars to collect data on the incoming exhibits of Shenyang Qianfeng Education in the past 7 years. After a month of questionnaire collection, 250 questionnaires were distributed and 238 points were collected, with a recovery efficiency of 95.2%. Therefore, the collected data can be used for subsequent research.

3.5 Data Analysis

This article uses the Likert five point method to score the questionnaire and analyzes the questionnaire data through SPSS. The questionnaire consists of different

scales. The five point method is a common questionnaire scoring method, which is based on the different feelings of the filling out of the questionnaire. Among them, 1, 2, 3, 4, and 5 respectively represent strong disagreement, disagreement, neutrality, agreement, strong agreement, and other meanings.

The above scale is effectively combined, plus some contents of the basic questionnaire, to constitute the scale shown in the appendix as the main research basis of this study. Before the specific data analysis, the reliability and validity of this scale are specifically analyzed to determine whether the scale is valid.

3.5.1 Reliability Analysis of the Questionnaire

The reliability of the various dimensions and the total dimensions of the questionnaire was measured using the Cronbach's α coefficient. When the value of Cronbach's α coefficient exceeds 0.7, the reliability of the questionnaire is good. Table 3.6 intuitively shows that the Cronbach's α coefficient exceeds 0.7 to 0.974, which indicates the good reliability of the questionnaire in this study.

Table 3.6 Questionnaire Reliability Analysis of Influencing Factors of Teacher Satisfaction on Recruitment in Training Institutions

The Cronbach's α coefficient	Normalized Cronbach's α coefficient	Number of terms	Sample number
0.973	0.974	12	238

3.5.2 Questionnaire Validity Analysis

When the KMO value is greater than 0.7, the validity of the questionnaire can be studied later. As can be observed from Table 3.7, the KMO value of the questionnaire is 0.893 and the significance of the Bartlett sphericity test was 0.000, thus concluding that it met the criteria.

Table 3.7 Factors Affecting Teacher Satisfaction in Training Institutions KMO and Bartlett test

	KMO price	0.893
	Approximate chi square	2229.717
Bartlett sphericity test	free degree	153
	conspicuousness (P)	0.000***

Chapter 4 Finding

4.1 Introduction

On the basis of the above research design and data collection, this chapter mainly analyzes and summarizes the corresponding data, identifies specific problems, studies the problems existing in the recruitment of teachers in Shenyang Qianfeng Education and Training Institution and the influencing factors of satisfaction, and finally verifies whether the above hypothesis is valid.

4.2 Problems Existing in Teacher Recruitment of Shenyang Qianfeng Education and Training Institution

Summary of 238 valid questionnaires among 250 teachers who have worked in Shenyang Qianfeng Education and Training Institution in recent 7 years and participated in this survey. The details are as follows:

Table 4.1 Basic Information Statistics of the Samples

Statistical items	Class	Number of people	Percentage (%)
Gender	Male	155	65.1
	Female	83	34.9
Education	Undergraduate	18	7.6
	Master's graduates	139	58.4
	Doctoral candidate	73	30.6
	Undergraduate below	8	3.4
Teaching age	0-3 Years	71	29.8
	4-7 Years	110	46.2
	8-10 Years	46	19.4
	More than 10 years	11	4.6

As can be seen from the above table, there are more male teachers than female teachers in Shenyang Qianfeng Education and Training Institution, accounting for 65.1% of the total number. Compared with the service population of the training institution, it is very normal for men to treat women because they are engaged in education and training in software development and other aspects. From the perspective of educational degree, master's graduates account for 58.4% of the total number of teachers, and doctors account for 30.6%. This shows that the school has a relatively strong faculty, so the recruitment competition is fierce. How to improve the satisfaction of recruitment will be one of the main ways to attract talents. In terms of teaching age, 46.2% of the

students were employed for 4-7 years, and only 4.6% had more than 10 years, which shows that the school faces a serious problem of turnover rate and needs timely recruitment to meet the sustainable development of the school.

Summarize various problems existing in the recruitment of teachers in education and training institutions and combining with the current situation of teacher recruitment in Shenyang Qianfeng Education and Training Institution, this study formulates the main questions of the recruitment of Qianfeng education teachers involved in this institute. The specific questionnaire results are shown in Figure 4.1:

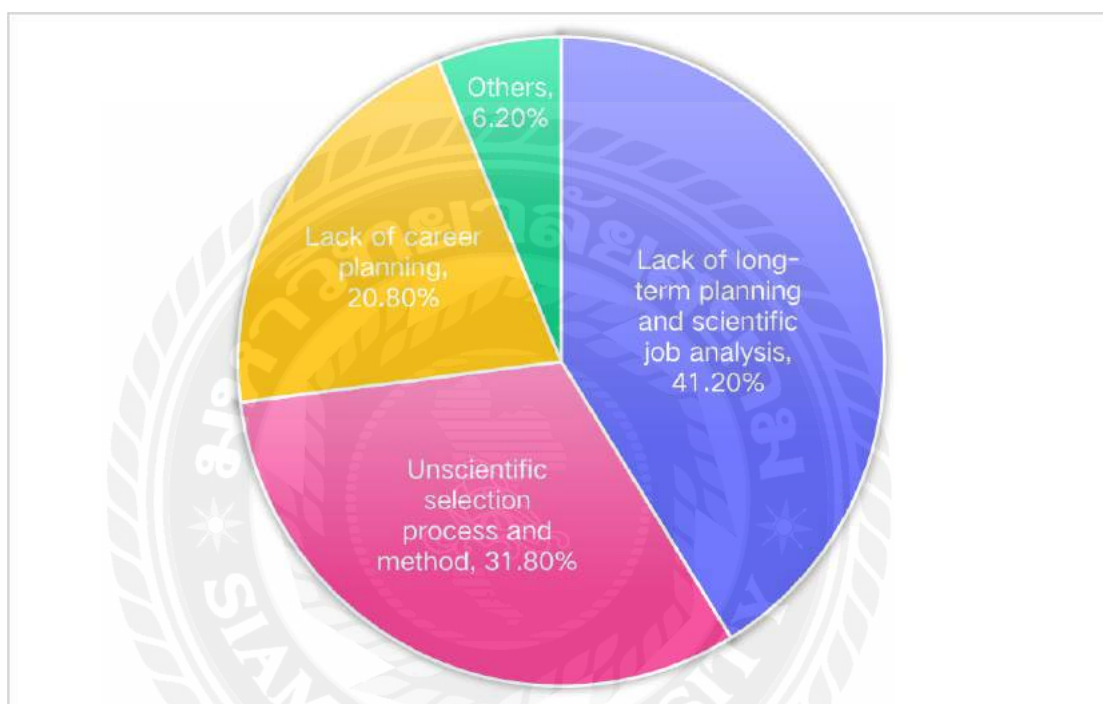


Figure 4.1 Summary of the Main Problems Existing in the Recruitment of Qianfeng Education Teachers

4.2.1 Lack of Long-term Planning and Scientific Job Analysis

As can be seen from Figure 4.1, 41.20% of them said that the main problem of Shenyang Qianfeng Education and Training Institution teacher recruitment is the lack of long-term planning and scientific job analysis. At present, the personnel department of Qianfeng Education has not yet changed to the modern human resource management mode, but only the personnel department implementing the superior decision-making. The post analysis, personnel recruitment, talent training, later training and other contents have not been implemented. In the early stage of the recruitment, not according to the institution development plan of "top-down" analysis, no school existing faculty and institution development strategy, but in accordance with the requirements of the fixed tradition, steps, according to the way of "bottom-up" report, summary, according

to the institution plan recruitment number of simple cuts to recruit teachers.

Scientific job analysis is the premise of the smooth recruitment work. The lack of job responsibility analysis will lead to the lack of pertinences in the assessment of the applicants in the recruitment, and the inability to compare the personality characteristics, professional ability and skill level of the applicants with the position, resulting in the recruitment eventually becoming a formality. It can be seen from the survey results that the vast majority of teachers believe that the content of the recruitment test and the knowledge and skills applied in the actual work.

4.2.2 The Selection Process and Method are Unscientific

As can be seen from Figure 4.1, 31.80% of the people said that the main problem in the recruitment of Shenyang Qianfeng Education and Training Institution teachers is the unscientific selection process and method. Thousand front education in recruitment, mainly for administrative ability test, basic knowledge, professional knowledge test, etc., the content of the test is often not reasonable setting according to the institution different jobs, pertinence is not strong, makes the written link become a mere formality, institution and not through the written test results have whether the professional knowledge and ability of effective information.

In the test process of recruitment, Qianfeng Education did not make an effective investigation on the professional operation skills and practical skills of the applicants. Also lack of applicants about the school recognition, teaching ideas, and student guidance of personal information, for applicants information collection, missing leads to the institution of scientific analysis, ignored the personal work enthusiasm and enthusiasm for teaching activities, and the lack of talent assessment also directly caused the people-mismatch, make the institution inevitable problems in the operation.

4.2.3 Lack of Career planning

Figure 4.1 shows that 20.80% of the people believe that the main problem in the recruitment of Qianfeng Education teachers lies in the lack of career planning. It can be seen from the satisfaction survey of career planning in the recruitment problem of Qianfeng Education teachers that most teachers say that they are not satisfied with this problem. The lack of career planning makes the institution team structure optimization lack of a training measures, not fully understand teachers 'career development goals and requirements, also can't fully tap the potential of teachers, unable to combine the development of teachers and institution development goals, to a certain extent, weakened the power of the institution faculty, but also had a negative impact on the development of the institution itself.

4.3 Analysis of the Influencing Factors of Teacher Recruitment Satisfaction in Shenyang Qianfeng Education and Training Institution

On the basis of summarizing the main problems existing in the recruitment of Qianfeng Education teachers and the analysis of the influencing factors of recruitment satisfaction by previous scholars, this study makes a specific analysis of the formulated scale, and the final results are as follows:

Table 4.2 Correlation Analysis of the Factors Influencing Teacher Recruitment Satisfaction

Dimension	Recruitm ent Test Content	Personnel- job Fit	Pre-job Training	Career Planning	Recruitment Satisfaction
Recruitment Test Content	1				
Personnel-job Fit	0.601**	1			
Pre-job Training	0.636**	0.652***	1		
Career Planning	0.316**	0.636**	0.339**	1	
Recruitment Satisfaction	0.731**	0.645**	0.812**	0.617**	1

As can be seen from the above table, the results of Pearson correlation analysis shows that recruitment satisfaction and the correlation coefficient respectively: 0.731, 0.645, 0.812 and 0.617, because when the Pearson value in 0.61~0.80 a strong correlation, a strong correlation between 0.81 and 1.00, so it can be seen that the influencing factors of teacher recruitment satisfaction in Shenyang Qianfeng Education and Training Institutions including: (1) Recruitment test content. (2) Personnel-job Fit. (3) Pre-job training. (4) Career planning.

Chapter 5 Conclusion and Recommendation

This chapter focuses on the data analysis of the previous chapter to obtain the corresponding results and to explain whether it supports the research objectives. At the same time, the improvement measures of the enterprise and the future improvement direction are analyzed.

5.1 Conclusion

Based on summarizing the data analysis results of the previous chapter, the following conclusions are drawn:

5.1.1 Issues in teachers recruitment of Shenyang Qianfeng Education and Training Institution

Shenyang Qianfeng Education and Training Institution had issues such as a lack of long-term planning and a scientific job analysis for teacher recruitment, an unscientific selection process and methods, as well as a lack of career planning.

As shown in Figure 4.1, 93.8% of the people said that the problems in the recruitment of Shenyang Qianfeng Education and Training Institution teachers mainly include: lack of long-term planning and scientific job analysis, unscientific selection process and methods, and lack of career planning. The main reason is that the company has not made sufficient preparations before the recruitment, the quality of the institution, and the lack of long-term human resources planning, resulting in the annual recruitment of the institution, but the actual operation is full of manpower shortage.

Therefore, thousands of feng education recruitment should determine the overall development plan of institution and the actual department of job requirements, on the basis of full communication, to ensure that the recruitment of teachers can complete the normal operation of the current institution basic work, but also can meet the requirements of the institution long-term development for talents. Before confirm the recruitment, recruitment announcement, should be based on institution actual situation, to need recruitment post detailed, systematic analysis, including responsibilities, job content, need to have professional skills, and so on, the detailed analysis is the basis of the ideal talent recruitment and guarantee, is also the recruitment work personnel selection criteria, is to achieve the premise of people-job matching.

At the same time, in view of the problem of unscientific selection process and method, Qianfeng Education should strengthen the consideration of professional ability and professional potential in the recruitment process. Through the test of teachers' professional ability, teachers' teaching ability, organizational ability, professional ability and crisis response ability can be fully shown, which are also the basic skills that teachers must have in the teaching process. Professional potential is closely related to the educational pursuit and educational wisdom of teachers. Ideal teachers will continue to explore and innovate in their work. Such teachers can not only stimulate students' thirst for knowledge, but also have a driving force for the realization of the grand blueprint of the institution.

In addition, Qianfeng Education should pay attention to teachers' career planning. Teachers' career setting can be comprehensively considered from different teachers' personality, ability, good direction, personal expectations and other directions, pay attention to individual personality ability and individual differences, follow the principle of people-oriented, and encourage each teacher to have their own career planning. In the career planning, adhere to the principle of openness and transparency, so that teachers with different academic qualifications and positions have their own career planning.

5.1.2 Factors that affect the satisfaction of teacher recruitment in Shenyang Qianfeng Education and Training Institution

The Factors Influencing Teacher Recruitment Satisfaction at Shenyang Qianfeng Education and Training Institution: Encompassed Recruitment Test Content, Personnel-job Fit, Pre-job Training, and Career Planning.

As shown in Table 4.2, from the results of the empirical study, it can be seen that the influencing factors of teacher recruitment satisfaction include four aspects: recruitment test content, person-post adaptation, pre-job training and career planning. Specific analysis of the influence of the four factors, pre-service training on teacher recruitment satisfaction, 0.812, so in the process of teacher recruitment should pay attention to the pre-service training, and recruitment test content to teacher recruitment satisfaction has a profound influence, its correlation coefficient is 0.731, so make reasonable recruitment test content is also should be the direction of the efforts.

The purpose and significance of pre-job training is to make the new teachers understand the goals and requirements of the institution, to understand their own work, and to master the working principles and basic methods and procedures. Through the pre-job training, the new teachers can change their original and no longer applicable ideas and working behaviors and learn new values and working methods. Shenyang Qianfeng Education and Training Institution need to expand the content of induction training. On the basis of the original content, targeted training according to the different responsibilities of teachers in different positions. While making the new teachers know more about their own work. Establish team connections with colleagues, the establishment of team contact can not only help the new teachers to better understand the specific content and methods of the work. At the same time, the strength of the team can also enhance the sense of belonging of the new teachers. So that new teachers can get encouragement and help when they encounter difficulties. While better completing the work content, it also enhances the sense of identity of the new teachers for the institution, enhance the cohesion of the institution teachers.

At present, Shenyang Qianfeng Education and Training Institution in the recruitment of the written knowledge of basic knowledge and professional knowledge assessment, the interview is structured interview, the lack of psychological test for applicants and other links, in fact, there have been recruited teachers due to psychological problems are not qualified for the job, and then apply for post transfer, resulting in job vacancies. Due to the unique mission of institutions teachers, for the requirements of recruitment should also be strict control, can use the comprehensive

evaluation of talent, in psychology, management and other disciplines related theory, selection methods mainly includes scenario simulation, practical operation, psychological evaluation to optimize the current test of recruitment satisfaction.

5.2 Recommendation

From the research results of this study, we can see that there are some problems in the recruitment of Shenyang Qianfeng Education and Training Institution teachers, and there are many influencing factors in the satisfaction of recruitment. Therefore, the improvement is suggested to refer to relevant theories and foreign experience, including scientific analysis and reasonable setting of the recruitment threshold; clarify the responsibility of "relationship introduction", avoid the phenomenon of talent evaluation and personnel selection theory, comprehensive evaluation of talents, and strive to meet the job requirements.

At the same time, the pre-job training should be improved, so that the new teachers can better understand the work content, master the working methods, conduct the probation evaluation of the new teachers, reflect the effect of pre-job training and help the HR department to fully grasp the realistic performance of the new teachers and take corresponding measures to make the HR department in an active position; strengthen the later teacher training to further enhance the teachers' professional ability.

In addition, training for individual weak links can improve their comprehensive quality, career management can combine teachers' personal development with the overall future planning of the institutions integrate personal goals with collective goals and improve their enthusiasm for work.

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Appendix

Questionnaire on Factors Affecting Teacher Satisfaction in Educational Training Institutions

Thank you for taking time out of your busy schedule to fill in this questionnaire, which is divided into two parts. The first part is the basic personal information, and the second part is the satisfaction survey.

Part 1: Base Situation

1. Gender:

male () female ()

2. Education:

Undergraduate() Master's graduates() Doctoral candidate() Undergraduate below()

3. Teaching age:

0-3 years () 4-7 years () 8-10 years () more than 10 years ()

4. What do you think are the main problems in the recruitment of Qianfeng Education teachers?

Lack of long-term planning and scientific job analysis ()

Selection process and method are unscientific ()

Lack of career planning in ()

others ()

Part 2: Satisfaction Survey

Please check the box you think is most appropriate, 1,2,3,4,5 or strongly disagree, disagree, neutral, agree, and strongly agree.

Questionnaire on Factors Influencing the Recruitment Satisfaction of Teachers in Educational and Training Institutions

Factors	Question Item	Degree of Agreement				
		1	2	3	4	5
Recruitment Test Content	Do you think the content of the recruitment written test is reasonable?					
	Do you think the recruitment interview content is reasonable?					
	Do you think the recruitment testing content is comprehensive?					
Personnel-job Fit	Do you think the recruitment requirements					

	match yours?					
	Do you think the recruitment job abilities match yours?					
Pre-job Training	Do you think the content of pre job training for recruitment is reasonable?					
	Do you think the pre job training time for recruitment is reasonable?					
Career Planning	Do you think that job recruitment and career planning have an impact on work motivation?					
	Do you think job recruitment and career planning have an impact on personal planning?					
	Do you think recruitment and career planning have an impact on institution satisfaction?					
Recruitment Satisfaction	Do you satisfied with the job position you are recruiting?					
	Do you recognize the degree of recognition of the institution?					