



**THE INFLUENCING FACTORS OF CAREER SATISFACTION
OF YOUNG TEACHERS IN CHONGQING VOCATIONAL
COLLEGE OF FINANCE AND ECONOMICS**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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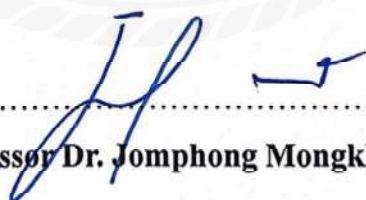
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement
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ABSTRACT

The career satisfaction of young teachers has an important impact on the development of colleges. This paper took Chongqing Vocational College of Finance and Economics as a case study, analyzing the influencing factors of young teachers' career satisfaction from five aspects. The 5 research objectives of this study were: 1) To explore whether there is a relationship between professional identity and career satisfaction of young teachers in higher vocational colleges of finance and economics;2) To explore whether there is a relationship between work stress and career satisfaction of young teachers in higher vocational colleges of finance and economics;3) To explore whether there is a relationship between compensation and welfare of young teachers in finance and economics vocational colleges and their career satisfaction;4) To explore whether there is a relationship between development and promotion of young teachers in finance and economics vocational colleges and their career satisfaction;5) To explore whether there is a relationship between social support and career satisfaction of young teachers in vocational colleges.

This study took the career satisfaction of young teachers in Chongqing Vocational College of Finance and Economics as the research subject, and adopted the quantitative analysis method. Through the questionnaire survey, 289 valid questionnaires were collected from customers, and the following conclusions were drawn: 1) There is a positive relationship between professional identity and career satisfaction of young teachers in higher vocational colleges of finance and economics;2) There is a negative relationship between job pressure and career satisfaction of young teachers in higher vocational colleges of finance and economics;3) There is a positive relationship between salary and welfare and career satisfaction of young teachers in higher vocational colleges of finance and economics;4) there is a positive relationship between development and promotion and career satisfaction of young teachers in higher vocational colleges of finance and economics;5) There is a positive relationship between social support and career satisfaction of young teachers in higher vocational

colleges of finance and economics.

Keywords: vocational colleges, young teachers, career satisfaction



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The days and months have passed and time has rushed by. At this point in my life, I have mixed feelings. Looking back on the past three years, from a young girl with bright hopes, I have stumbled along the way to now, with joys, tears, regrets and reluctance. Now the bluebonnets are in full bloom again, signalling that my postgraduate career will soon come to an end.

First of all, I would like to thank my mentors for the great help they have given me. My teachers have had a profound influence on me through their rigorous and realistic attitude, dedication, diligent work style and bold and innovative spirit. My teacher's profound knowledge, open-mindedness and keen thinking have given me a deep sense of inspiration. I was able to complete my thesis successfully and on time thanks to the meticulous guidance I received from my teacher, who helped me choose the topic for my thesis, develop my research ideas, finalise the framework and write my thesis.

I am grateful to my family and friends for always understanding and accommodating me, always opening their warm embrace to me, and becoming my happy harbour and dependence, allowing me to stroll around the campus leisurely at an age when people of my age are already running around for a living.

I have been blessed with the chance to meet and know each other in a sea of dust. The people and things I have met in the past three years will certainly become more and more vivid under the wash of time, and will certainly help me to overcome obstacles in the future. I wish all of you all the best, and I wish you all the best, and I wish you all the best in your future studies.

Declaration

I, Zixuan Zhang, hereby certify that the work embodied in this independent study entitled "Study on influencing factors of career satisfaction of young teachers in Chongqing Vocational College of Finance and Economics" is result of original research and has not been submitted for a higher degree to any other university or institution.



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Chapter 1 Introduction

1.1 Background of the Study

With the continuous progress of society and the rapid development of economy, China's higher vocational education has also made great progress. The scale and influence of higher vocational colleges have gradually expanded, becoming an important base for training highly qualified skilled personnel. However, with the continuous development of higher vocational colleges, there are also some problems, one of which is the career satisfaction of young teachers (Allen, Eby, Poteet, Lentz, & Lima, 2004).

As the main force of higher vocational colleges, young teachers' career satisfaction is directly related to the teaching quality and development of higher vocational colleges. At present, many young teachers often feel confused and helpless in the face of multiple pressures such as work, life and career development, which leads to a decline in career satisfaction (Aburumman et al, 2020). This situation not only affects the work enthusiasm and career development of young teachers, but also has a negative impact on the teaching quality and talent training of higher vocational colleges.

In addition, higher vocational colleges are facing many new challenges and opportunities in the new era. With the deepening of education reform, the teaching contents and teaching methods of higher vocational colleges are also constantly changing, which requires young teachers to constantly update their educational concepts and teaching methods (Andrius et al, 2022). At the same time, with the in-depth development of economic globalization, the competition in the talent market is becoming increasingly fierce, and higher vocational colleges need to constantly improve the quality of teaching and talent training to adapt to the changes in market demand.

Therefore, the study on the career satisfaction of young teachers in higher vocational colleges in the new era is not only helpful to improve the career satisfaction and career development of young teachers, but also helpful to improve the teaching quality and talent training quality of higher vocational colleges. At the same time, through in-depth analysis of the factors affecting the career satisfaction of young teachers, it can provide useful reference for the management of higher vocational colleges and promote the sustainable development of higher vocational colleges.

1.2 Questions of the Study

With the rapid development of higher education and the continuous rise of higher vocational education, the construction, development and quality improvement of higher vocational colleges have become the focus of education departments and academia. As an important part of higher vocational education, young teachers in higher vocational colleges shoulder the important task of training high quality technical personnel. However, the career satisfaction of young teachers in higher vocational colleges is confronted with a series of challenges and problems. Therefore, it is necessary to carry out relevant research to deeply explore the factors affecting the career satisfaction of young teachers in vocational colleges, and provide improvement and optimization suggestions for vocational colleges, so as to enhance the career satisfaction of teachers and promote the sustainable development of vocational colleges. On this basis, we put forward the following eight questions for research:

1. Is there a relationship between professional identity and career satisfaction of young teachers in higher vocational colleges of finance and economics?

2. Is there a relationship between job stress and career satisfaction of young teachers in higher vocational colleges of finance and economics?

3. Is there a relationship between salary and welfare and career satisfaction of young teachers in higher vocational colleges of finance and economics?

4. Is there a relationship between development and promotion and career satisfaction of young teachers in higher vocational colleges of finance and economics?

5. Is there a relationship between social support and career satisfaction of young teachers in higher vocational colleges of finance and economics?

1.3 Objectives of the Study

The purpose of this study is to explore the influencing factors of career satisfaction of young teachers in higher vocational colleges. Specific research objectives are as follows:

1. To explore whether there is a relationship between professional identity and career satisfaction of young teachers in higher vocational colleges of finance and economics;

2. To explore whether there is a relationship between job stress and career satisfaction of young teachers in higher vocational colleges of finance and economics;

3. To explore whether there is a relationship between the salary and welfare of young teachers in finance and economics vocational colleges and their career satisfaction;

4. To explore whether there is a relationship between the development and promotion of young teachers in finance and economics vocational colleges and their career satisfaction;

5. To explore whether there is a relationship between social support and career satisfaction of young teachers in vocational colleges.

1.4 Scope of the Study

The focus of this paper is to analyze the factors affecting the career satisfaction of young teachers in higher vocational colleges. By referring to 46 relevant literatures, this paper constructs a model of influencing factors of career satisfaction of young teachers in higher vocational colleges of finance and economics from micro, meso and macro levels, and puts forward specific countermeasures and suggestions on how to improve career satisfaction of young teachers in higher vocational colleges of finance and economics according to the research conclusions.

1.5 Significance of the Study

1. Theoretical significance

First, the research on career satisfaction of young teachers in higher vocational colleges of finance and economics has been enriched and improved. Under the situation of the reform and development of higher vocational education and the increasingly fierce competition, the investigation of young teachers' career satisfaction is helpful to enrich and perfect the theories related to career satisfaction. At the same time, it will also help to perfect our country's late-starting vocational education theory and enrich the relevant theories in the development of higher vocational education.

Second, it enriches and expands the theory of teacher development and management in higher vocational colleges. This study has important reference value for improving the comprehensive management level of schools, provides effective management strategies and promotion strategies, and has important theoretical significance for enriching the philosophy and management theory of colleges and universities, promoting the construction of young teachers in higher vocational colleges and the construction of school connotation, and promoting the personal growth and development of young teachers.

2. Practical significance

First, it provides new ideas for local governments to understand the career satisfaction of young teachers in higher vocational colleges of finance and economics. Through targeted research and analysis on the career satisfaction of young teachers in higher vocational colleges of finance and economics, the effectiveness of higher vocational teacher management can be maximized and realized, and relevant empirical data can be provided for local administrators and education authorities to help understand the current working status of young teachers of finance and economics, examine the deficiencies in current management and improve and perfect them in time.

Second, it provides new guidance for the career development of young teachers in higher vocational colleges of finance and economics. The level of career satisfaction directly restricts the career development of individuals. By exploring the influencing factors of career satisfaction of young teachers in higher vocational colleges of finance and economics, we can help young teachers to standard the research conclusions and have a clear cognition of their own working status and overall career satisfaction. Through taking effective measures, we should coordinate and promote the continuous enrichment and improvement of young teachers' career satisfaction, promote the career development of young teachers, and guide young teachers to establish scientific and correct professional values, so as to better adapt to the development needs of higher vocational education in the new era.

1.6 Limitation of the Study

This paper has some limitations due to the ability and conditions of the researchers themselves:

1. The research object of this paper is determined to be young teachers in Chongqing Higher Vocational College of Finance and Economics, and the selected object has certain pertinence and directivity. Using questionnaire survey to collect data, the purpose is to reflect the current situation of career satisfaction of young teachers in finance and economics colleges in Shanxi Province. However, due to limited personal ability, it is difficult to obtain relevant data of young teachers in national higher vocational colleges of finance and economics, and the workload of data statistical analysis is huge, which cannot effectively reflect the career satisfaction of young teachers in national higher vocational colleges of finance and economics.

2. The scale used in this paper draws on relevant theoretical basis and previous research results. After data analysis, it has high reliability and validity, which proves that the scale design has certain rationality and stability. However, due to regional differences in the study, the career satisfaction of young teachers in higher vocational colleges of finance and economics in different regions may be different, which will lead to certain limitations in the design of the scale, and may not be applicable to the study of career satisfaction of young teachers in all regions.



Chapter 2 Literature Review

2.1 Introduction

In this chapter, the relevant aspects of career satisfaction of young teachers in higher vocational colleges are reviewed in depth, and the conceptual framework is given, which provides the premise for the subsequent research. This paper takes the young teachers of Chongqing Vocational College of Finance and Economics as the research object, which provides the basis for the research of this paper.

2.2 Literature Review

2.2.1 Higher Vocational Colleges

Higher vocational colleges are the implementation of higher vocational education schools, the full name of higher vocational colleges, now involves two academic levels, namely undergraduate and junior college. The higher vocational colleges referred to in this article refer to the academic education level of junior college, and do not involve the vocational education at the undergraduate level. According to the Statistics Bulletin of Chongqing Education Development in 2023, there are 39 higher vocational (junior college) schools in Chongqing, accounting for 54.17% of all 72 colleges and universities in Chongqing (Baek-Kyoo et al, 2010). The enrollment of higher vocational colleges in Chongqing has reached 110,300, and the number of students in school has reached 350,000, which shows that higher vocational education occupies a large proportion in the development of higher education in Chongqing and has an important position (Chen, 2020).

Du (2019) believes that the relationship between vocational colleges and young teachers is interdependent. Higher vocational colleges need young teachers to inject fresh blood, and young teachers rely on the platform of higher vocational colleges to realize their own value. However, there are some contradictions between them, such as the inconsistency between the career planning of young teachers and the long-term development goals of higher vocational colleges.

Eirin et al (2022) proposed that vocational colleges should provide more career development opportunities for young teachers. Many young teachers are faced with problems such as vague career orientation and unclear promotion channels at the early stage of their employment, which directly affects their work enthusiasm and career growth. Higher vocational colleges should formulate clear career development plans and provide more training and learning opportunities for young teachers to help them grow faster.

Huang (2021) believes that effective interaction mechanism is the core to maintain the relationship between vocational colleges and young teachers. He pointed out that at present, there are barriers in communication between many vocational colleges and young teachers, resulting in insufficient understanding and poor cooperation between the two sides. Therefore, we should strengthen the communication and exchange between the two sides, establish a sound interaction mechanism, so that the two sides can work together better.

Jeffrey (1990) has conducted in-depth research on the loss of young teachers in higher vocational colleges and found that salary, career development opportunities and working environment are the main factors affecting the loss of young teachers. She suggested that higher vocational colleges should improve the treatment of teachers, optimize the working environment, and pay attention to the needs of teachers' career development to reduce the turnover rate of teachers.

Li et al (2022) pointed out that with the deepening of education reform, the relationship between vocational colleges and young teachers is also changing. The traditional mode of cooperation has been unable to meet the current needs, and innovation is needed. He suggested that the two sides should establish a closer cooperative relationship and jointly participate in activities such as curriculum design and teaching reform to achieve common development. At the same time, both sides should also establish an effective incentive mechanism to stimulate the enthusiasm of young teachers for innovation.

Liu et al (2019) believes that the teaching ability of young teachers in higher vocational colleges is the key factor affecting the teaching quality. However, many young teachers have many problems in their teaching practice, such as improper teaching methods and poor classroom management. Therefore, higher vocational colleges should strengthen the training of young teachers' teaching ability and provide more training and guidance to help them improve their teaching level.

Lu et al (2019) pointed out that academic exchange is an important way to promote the common development of vocational colleges and young teachers. Through academic exchanges, both sides can share research results and exchange academic ideas, thus promoting the improvement of academic standards. Therefore, higher vocational colleges should actively organize academic exchange activities to provide more academic exchange opportunities for young teachers.

Liu (2013) conducted a survey on the job satisfaction of young teachers in higher vocational colleges and found that the main factors affecting job satisfaction include workload, salary and working environment. She suggested that vocational colleges should optimize work arrangements, improve teachers' pay and improve the working environment to improve young teachers' job satisfaction.

Liu et al (2020) believes that cooperative projects are one of the best ways for vocational colleges to cooperate with young teachers. Through the cooperation project, the two sides can jointly carry out teaching, scientific research and other activities to share resources and complement each other's advantages. He suggested that higher vocational colleges should actively look for cooperative projects to provide more cooperation opportunities for young teachers.

Li et al (2016) pointed out that the effective incentive mechanism is the key to stimulate the enthusiasm of young teachers. In order to stimulate the potential of young teachers, vocational colleges should establish a mechanism combining material incentive and spiritual incentive, such as providing promotion opportunities and implementing performance-based pay.

2.2.2 Young Teachers

Young teachers are an important part of teachers in higher vocational colleges and the main force of school education and teaching. At present, there is no clear definition of young teachers, and the standards of different regions and colleges are not the same (Ma et al, 2019). Generally speaking, young teachers refer to full-time teachers under the age of 35. According to the Statistical Communique on the Development of National Education in 2022 issued by the Ministry of Education, by the end of 2022, the total number of full-time teachers in China's colleges and universities was 1.885 million, of which 1.076,000 were young teachers under the age of 40, accounting for 57.3%. It can be seen that the proportion of young teachers in the teaching team of colleges and universities is large, which is an important force to promote the development of colleges and universities (Min et al, 2022).

In higher vocational colleges, the role of young teachers is particularly important. As vocational colleges pay attention to the cultivation of practical skills, young teachers need to have high professional quality and practical ability, and be able to undertake the tasks of school-enterprise cooperation and practical teaching. At the same time, young teachers are also an important force for higher vocational colleges to promote education and teaching reform and improve teaching quality. Therefore, how to improve the career satisfaction of young teachers and stimulate their work enthusiasm and creativity is a problem that higher vocational colleges need to focus on (Nicolae et al, 2013).

Poghosyan et al (2022) conducted a large-scale survey of young teachers across the country and found a significant positive correlation between career satisfaction and job engagement. Young teachers with high career satisfaction are more willing to work and have higher enthusiasm for teaching and scientific research. This indicates that improving the career satisfaction of young teachers is helpful to stimulate their work enthusiasm and creativity.

According to Qu et al (2019)' research, career satisfaction is positively correlated with young teachers' retention intention. Young teachers with high career satisfaction are more likely to stay in their current educational institutions for a long time, while teachers with low career satisfaction are more likely to have the intention to quit. This provides a strong basis for school administrators to show that improving teachers' career satisfaction can help stabilize the teaching team.

Shu et al (2019) found through empirical analysis that the main factors affecting young teachers' career satisfaction include working conditions, salary, career development opportunities and colleague relationship. He suggested that educational institutions should pay attention to these factors and provide a good working environment and career development opportunities to enhance teachers' career satisfaction.

Singh (2018) shows that young teachers with high levels of career satisfaction are more likely to experience professional growth. Such teachers are more willing to participate in training, research and other activities, so as to continuously improve their professional quality. Therefore, improving teachers' career satisfaction is helpful to promote their professional development.

Wang (2021) found that there is a significant positive correlation between career satisfaction and job performance of young teachers. Young teachers with high career satisfaction often show higher work efficiency and quality, which provides a guarantee for the teaching quality and reputation of the school. Therefore, to improve the career satisfaction of young teachers is one of the keys to improve the overall performance of schools.

Wu et al (2021) compared the career satisfaction and job engagement of young teachers in different cultural backgrounds and found that cultural factors had a certain impact on the relationship between them. In some cultures, job satisfaction is a stronger predictor of job engagement. This suggests that cultural factors should be taken into account when developing strategies to enhance teacher engagement.

Wu et al (2019) pointed out that young teachers with high career satisfaction have better mental health. They feel less anxiety, depression and other negative emotions, and are better able to cope with work stress and challenges. This suggests that paying attention to teachers' career satisfaction can not only improve their work performance, but also promote their mental health.

Yinusa et al (2019) found that young teachers with high job satisfaction were more creative in teaching and research. They are more willing to try new teaching methods and ideas, so as to promote innovation in education and teaching. Therefore, improving teachers' career satisfaction is the key to stimulate their creativity.

Yang (2018) believes that job satisfaction and job satisfaction are overlaps to a large extent, and improving job satisfaction will directly improve job satisfaction. This suggests that we should pay more attention to improving the career satisfaction of young teachers, so as to improve their job satisfaction.

Zhu (2019) believes that career satisfaction is an important factor affecting the work motivation of young teachers. Teachers with high career satisfaction are more enthusiastic and motivated about their work, and they are more willing to devote time and energy to teaching and research work. Therefore, improving teachers' career satisfaction is helpful to stimulate their work motivation and improve their work performance.

Zhou et al (2019) research found that career satisfaction is positively correlated with the possibility of young teachers getting career development opportunities. Teachers with high career satisfaction are more likely to receive promotion, training and other opportunities, thus promoting their career development. This indicates that improving teachers' career satisfaction is helpful to provide them with more career development opportunities.

2.2.3 Career Satisfaction

Career satisfaction refers to the individual's satisfaction with his occupation, which is a kind of subjective feeling and emotional experience. The level of career satisfaction directly affects the individual's work enthusiasm and career development, and is also an important indicator to measure the level of human resource management in an organization (Chen et al, 2010).

For young teachers in higher vocational colleges, career satisfaction is influenced by many factors, including personal factors, work factors and organizational factors. Personal factors include personal character, values, career planning, etc. Working factors include workload, working pressure, working environment, etc. Organizational factors include compensation and benefits, promotion opportunities, organizational culture and so on. These factors interact and influence each other, and jointly determine the career satisfaction of young teachers(Gruneberg, 1979).

(1) Professional identity

Gu et al (2021) found through empirical research that career identity has a significant impact on the career satisfaction of young teachers in higher vocational colleges of finance and economics. Young teachers with a high degree of professional recognition have a relatively high degree of satisfaction with their own career, and they are more willing to engage in financial education and devote more enthusiasm and energy to their work. On the contrary, teachers with low career recognition have low career satisfaction and are prone to job burnout.

Huang (2015) believes that there is a close correlation between professional identity and job satisfaction of young teachers in higher vocational colleges of finance and economics. Teachers with a strong professional identity are more satisfied with the work environment, work content and outcomes, because they are more identified with their professional values and goals. This sense of identity helps to improve teachers' work enthusiasm and commitment.

(2) Work pressure

Through questionnaire survey, Ng et al (2015) found that work pressure has a significant impact on the career satisfaction of young teachers in higher vocational colleges. With the increase of work pressure, teachers' career satisfaction shows a downward trend. This indicates that job stress is one of the important factors affecting teachers' career satisfaction. Therefore, schools should pay attention to teachers' work pressure and take effective measures to reduce the pressure in order to improve teachers' career satisfaction.

Ren et al (2017) found that job stressors such as excessive teaching tasks and difficulties in student management have a negative impact on the career satisfaction of young teachers in vocational colleges. These stressors may lead to lower teachers' work commitment and lower teaching quality. Therefore, schools should pay attention to the sources of teachers' work pressure and take corresponding measures to reduce their pressure in order to improve teachers' career satisfaction and work quality.

(3) Compensation and benefits

Song et al (2022) found that salary satisfaction is one of the key factors affecting the career satisfaction of young teachers in vocational colleges. The higher the teacher's salary satisfaction, the higher the teacher's career satisfaction. This shows that improving teachers' salary satisfaction is one of the effective ways to improve their career satisfaction. Therefore, schools should pay attention to teachers' salary satisfaction, and take corresponding measures to improve their salary level, so as to improve teachers' career satisfaction and work involvement.

Trower (2012) found that salary and benefits have an important impact on the turnover intention of young teachers in vocational colleges. When teachers are not satisfied with their pay and benefits, they are more likely to have the intention to leave. This indicates that the rationality and fairness of salary and welfare not only affect teachers' career satisfaction, but also affect their stability. Therefore, schools should pay attention to optimizing the salary and welfare system in order to reduce the turnover intention of teachers and stabilize the teacher team.

(4) Development and promotion

Yun (2010) shows that development and promotion opportunities have a significant impact on the career satisfaction of young teachers in higher vocational colleges. When teachers can see a clear path to advancement and development opportunities, their career satisfaction is higher. This kind of opportunity not only helps to improve the professional status and income level of teachers, but also stimulates their work enthusiasm and career development motivation. Therefore, schools should provide more development and promotion opportunities for young teachers to improve their career satisfaction and loyalty.

Zhu (2022) found that academic achievement is one of the important factors affecting the promotion opportunities of young teachers in higher vocational colleges. The more academic achievements a teacher has, the more influential he or she will be in the academic world, and thus the more likely he or she will get promotion opportunities. Therefore, schools should encourage teachers to actively participate in academic research, improve their academic level and influence, in order to increase their promotion opportunities and improve career satisfaction.

(5) Social support

He et al (2020) found that the degree of social recognition and respect for young teachers in vocational colleges is one of the key factors affecting their career satisfaction. When the society gives full recognition and respect to the professional value and contribution of teachers, the teacher's career satisfaction is relatively high. This recognition and support can enhance teachers' self-esteem and sense of belonging, and motivate them to perform their duties better. Therefore, all sectors of society should attach importance to the recognition and support of teachers in order to improve their career satisfaction and work involvement.

Burnout (2012) shows that the social status of young teachers in vocational colleges has an important impact on their career satisfaction. With the improvement of teachers' social status, their career satisfaction also increases. To improve the social status of teachers needs the joint efforts of the whole society, including improving the salary of teachers, improving the working environment of teachers, and enhancing the professional autonomy of teachers. Therefore, the government and all sectors of society should pay attention to improving the social status of teachers in order to improve their career satisfaction and stimulate their work enthusiasm.

2.3 Introduction to Chongqing City Vocational College

Chongqing Vocational College of Finance and Economics is a full-time public higher vocational college located in Chongqing. It is a high-quality higher vocational college in Chongqing, a construction unit of Chongqing's "Double high Plan", and an advanced unit of vocational education in Chongqing. Founded in 2001, the College, formerly known as Chongqing Workers University and Chongqing Trade Union Cadre

School, has a long history of running schools and profound cultural heritage.

Chongqing Vocational College of Finance and Economics has a dynamic team of young teachers, who are not only the best in the academic field, but also the guide to the growth of students. This team of young teachers has made remarkable achievements in both teaching and scientific research. They are committed to research in the field of finance and economics and constantly explore new academic frontiers, injecting a strong impetus into the development of the college. Under their leadership, students are able to access the latest academic achievements and develop their innovative thinking and practical abilities. In addition, the employment rate of college graduates has been maintained at a high level, and many outstanding graduates have become the elite and backbone of all walks of life.

2.4 Conceptual Framework

According to scholars' analysis and summary of young teachers' career satisfaction, the career satisfaction of young teachers in Chongqing Vocational College of Finance and Economics is affected by many aspects. Therefore, the theoretical framework of this paper is as follows:

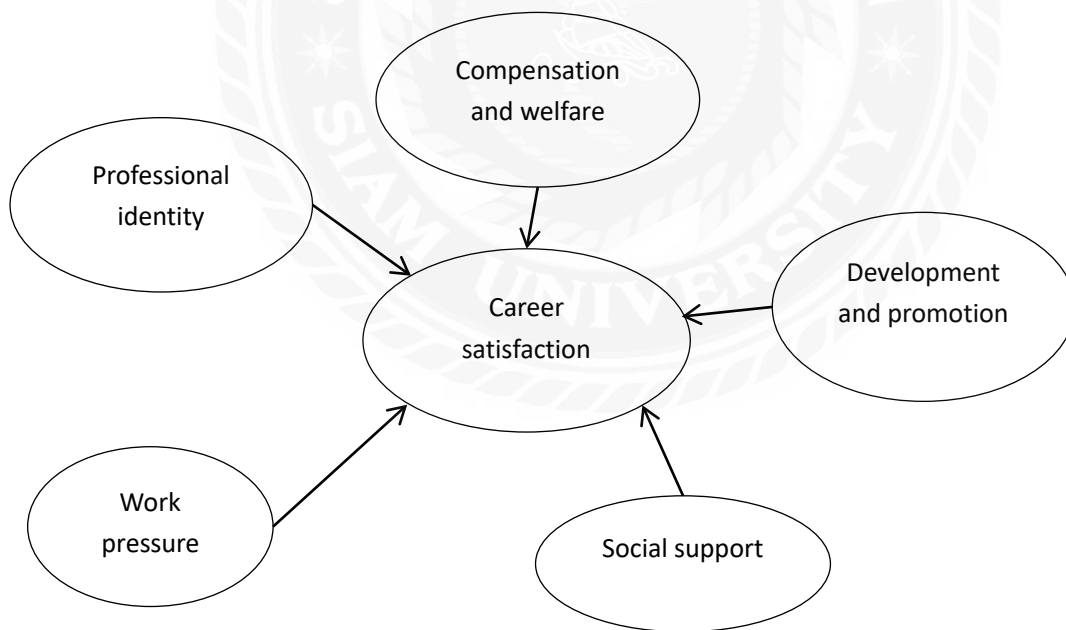


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Introduction

The main research method is quantitative analysis. This chapter begins with an introduction to the study design and then discusses the population and sample size used in the study. It then outlines the data collection process and explains how the data were analyzed. In addition, this chapter also analyzes the reliability and validity of the scale used in the research to ensure the accuracy and consistency of the measurement. Finally, a reliability analysis was performed on the scale to assess its stability for data collection.

3.2 Research Design

The method of this study is quantitative analysis. In order to collect more accurate data on the career satisfaction of young teachers, we compiled a questionnaire on the career satisfaction of young teachers based on previous experience, and adopted five-point Likert method to collect data. We used SPSS to verify the reliability and validity of the questionnaire, and summarized the results in detail, thus laying a foundation for the formulation of questions and implementation strategies. The main scales covered in this study are as follows:

3.2.1 Teaching Quality in Colleges and Universities Scale

Wei & Shi(2018) found that career identity has a significant impact on career satisfaction. They put forward a set of indicators to evaluate professional identity, and verified the positive correlation between these indicators and young teachers' career satisfaction through empirical research. Wu (2019) believes that a reasonable salary and welfare system can motivate teachers to work harder and improve their job satisfaction. At the same time, good interpersonal relationship is also a key factor to improve teacher satisfaction. A harmonious and harmonious team atmosphere can enhance teachers' sense of belonging and cohesion, thus enhancing their career satisfaction. Wu (2011) proposed that developing promotion opportunities is an important part of teachers' career development. Providing fair and equitable promotion opportunities can motivate teachers to make continuous progress and improve their career satisfaction. Wei (2018) believes that social recognition and support can enhance teachers' self-confidence and sense of honor, thus improving their career satisfaction.

There are many factors affecting the career satisfaction of young teachers, among which the above eight factors are the most important. Therefore, on the basis of summarizing scholars' experience, the content of the scale is shown in Table 3.1.

Table 3.1 Teaching Quality in Colleges and Universities Scale

Professional identity	You think teaching is your ideal career
	You feel a sense of accomplishment and pride as a vocational teacher
	You think teaching is a stable profession
	You value the role of a teacher highly
	In order to improve your work ability, you will take the initiative to strengthen your learning
	You think the social status of vocational teachers is high
Work stress	You think too many tasks cause high stress
	You think working long hours causes stress
	You think the school's emphasis on research leads to high stress
	You think the competition for jobs leads to high stress
	You think the heavy work of teaching leads to high stress
	You think that the difficulty of evaluating and hiring titles leads to great pressure
Compensation and benefits	You think the salary mechanism of the school is perfect
	You think the school's salary system is fair and equitable
	You think the incentive and reward and punishment mechanism of the school is reasonable
	You are satisfied with your salary
	You are satisfied with the welfare package of the school
	You think your salary level is proportional to your effort
Development and promotion opportunities	You think you have ample opportunities for career advancement
	Your school provides guidance on career planning
	There are many training opportunities available at your school
	Your teaching level and professional competence will be fully developed and improved
	You gain opportunities for self-actualization and development in scientific research
	Your school provides a platform and opportunity to work with enterprises
Social support	You think the state attaches great importance to teachers in higher vocational colleges
	You think that the society has a good professional evaluation of vocational teachers
	You think students have a good career evaluation of vocational teachers
	You think that parents have a good career evaluation of vocational teachers
	You think the school has a certain reputation in the community

	You think your family and friends are very supportive of your work
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3.2.2 Job Satisfaction Scale

To measure the career satisfaction of young teachers in higher vocational colleges, this paper mainly uses Spector (2007) 's JSS questionnaire for reference. The scale options were set as "very inconsistent", "relatively inconsistent", "generally consistent", "relatively consistent" and "very consistent", and scored in order from 1 to 5 points. This part includes a total of 3 questions, the respondent should consider their own actual situation on the basis of filling. The specific division is shown in Table 3.2.

Table 3.2 Job Satisfaction Scale

Job satisfaction	On the whole, you are satisfied with your career
	Generally speaking, you like the profession of teacher
	On the whole, you like working here

3.3 Hypothesis

H1: There is a positive relationship between professional identity and career satisfaction of young teachers in higher vocational colleges of finance and economics.

H2: There is a negative relationship between job stress and career satisfaction of young teachers in higher vocational colleges of finance and economics.

H3: There is a positive relationship between salary and welfare and career satisfaction of young teachers in higher vocational colleges of finance and economics.

H4: There is a positive relationship between development and promotion and career satisfaction of young teachers in higher vocational colleges of finance and economics.

H5: There is a positive relationship between social support and career satisfaction of young teachers in higher vocational colleges of finance and economics.

3.4 Population and Sample Size

Questionnaire survey is the main method to collect data in this paper. The objects of this survey are young teachers in Chongqing Vocational College of Finance and

Economics. Includes:

1. Collection method: A total of 300 questionnaires were collected, 11 of which were invalid. The remaining 289 questionnaires were statistically analyzed in this study. The questionnaire was measured by occupational identity, working environment, salary and welfare, interpersonal relationship, school management, development and promotion, social support scale and career satisfaction scale. In order to ensure the validity and reliability of the questionnaire, this study referred to the more mature questionnaires of existing scholars, set the dimensions of variable measurement, and used the five-level Likert scale and other evaluation items to score. The questionnaire includes the basic situation investigation, teaching quality evaluation and employment quality investigation.

2. Time of questionnaire: The time span is about 2 months, from March to May.

3. Valid questionnaires: This paper includes 289 valid questionnaires as the basis for analysis. These valid questionnaires are consistent and complete in answering questions and can represent the characteristics of the research sample. Through the above data collection methods, time arrangement, the number of questionnaires collected, etc., this paper obtains sufficient research data basis and analysis.

3.5 Data Collection

This study mainly adopts the method of questionnaire survey to collect data. The questionnaires were distributed for 2 months from March 2023 to May 2023. 300 questionnaires were collected and 289 were valid, with a recovery rate of 96.33%. The data collected can be used for subsequent research.

3.6 Data Analysis

Questionnaire validity is an important aspect of research methods, because it ensures that the measurement methods used in the study accurately represent the structure under study. In order to ensure the validity of the content, the questionnaire is designed to accurately measure the specific interest dimension by using the established and verified items, using relevant literature and other scholars' research results. In this study, SPSS is used for analysis.

3.6.1 Reliability Analysis of the Questionnaire

According to Kehlenbach's α coefficient, if the reliability of the questionnaire exceeds 0.7, it is considered to have high and good reliability. In order to evaluate the reliability and internal consistency of the problem project, the reliability analysis

method is used for testing. Specifically, this study uses Kehlenbach's α coefficient (A) to test the internal consistency of the scale, and the results show that the reliability of the scale exceeds 0.70, which shows that it has a high reliability. In this study, Kehlenbach's α coefficient test was carried out, and it was found that the results of all questionnaires were higher than 0.7, indicating that the reliability of the questionnaires was high.

Table 3.3 Questionnaire Reliability Analysis

	Cronbach's Alpha	Number of terms
Professional identity	0.736	6
Work stress	0.784	6
Compensation and benefits	0.834	6
Development and promotion opportunities	0.728	6
Social support	0.771	6
Job satisfaction	0.735	3

3.6.2 Questionnaire Validity Analysis

When KMO value exceeds 0.7, it is necessary to further study the validity of the questionnaire. According to the results in Table 3.4, the KMO value of all factors in this questionnaire exceeds 0.8, and the significance level of Bartlett sphericity test is 0.000, which shows that the questionnaire meets the standard.

Table 3.4 Questionnaire Validity Test

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Bartlett's Test of Sphericity		
		Approx. Chi-Square	Df	Sig.
Professional identity	0.836	238.378	8	.000
Work stress	0.835	284.512	8	.000
Compensation and benefits	0.851	238.243	8	.000
Development and promotion opportunities	0.834	185.414	8	.000
Social support	0.852	291.225	8	.000
Job satisfaction	0.847	283.972	3	.000

Chapter 4 Findings

4.1 Introduction

In the research process, questionnaire survey method was mainly used, combined with previous research design and data collection. The purpose of this chapter is to analyze and summarize the collected data, find out the relevant problems, and study the relevant data of career satisfaction of young teachers in Chongqing Vocational College of Finance and Economics. By analyzing the existing problems, the validity of the above hypothesis is finally verified.

4.2 Sample Size

The characteristics of respondents are shown in Table 4.1 below. Based on the age of the respondents, the characteristics of most customized respondents can be seen in Table 4.1. In terms of age, the distribution of respondents is relatively balanced, mainly covering young teachers from Chongqing Vocational College of Finance and Economics. Notably, women made up the majority of respondents, accounting for 56.75%.

Table 4.1 Statistics on the Characteristics of Respondents

Survey Items	Category	Number of people	Percentage (%)
Gender	Male	164	56.75
	Female	125	43.25
Age	21-25 years old	86	29.76
	26-30 years old	118	40.83
	31-35 years old	60	20.76
	36-40 years old	25	8.65
Educational background	postgraduate	163	56.40
	Doctoral candidate	126	43.60
	Professor (Senior)	33	11.42
The title of a professional post	Associate Professor (Associate Senior)	71	24.57
	Instructor (intermediate)	36	12.46
	Teaching Assistant (junior)	66	22.84
	other	83	28.72

4.3 Influence of Professional Identity on Career Satisfaction of Young Teachers in Finance and Economics Vocational Colleges

This study uses the method of correlation analysis to study the correlation between professional identity and career satisfaction of young teachers. As shown in Table 4.2, through the significance test, it is found that the two are positively correlated, and the correlation coefficient is 0.735. Therefore, this study shows that there is a significant positive correlation between professional identity and career satisfaction of young teachers.

Table 4.2 Correlation Analysis Between Professional Identity and career satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

Dimension	Professional identity	Career satisfaction of young teachers
Professional identity	1	
Career satisfaction of young teachers	.735**	1

Then the regression analysis is carried out with professional identity as the independent variable and young teachers' career satisfaction as the dependent variable. As shown in Table 4.3, the results show that the R² of the model is 0.523, that is, the study variable can explain 52.3% of the variation in satisfaction. Through the f test, it is found that professional identity has a certain impact on the career satisfaction of young teachers. In addition, regression analysis also showed that B=0.785, P<0.05, indicating that professional identity has a significant positive impact on young teachers' career satisfaction.

Table 4.3 Regression Analysis of Career Identity and Career Satisfaction of Young Teachers in Finance and Economics Vocational Colleges

	Non-standardized coefficient		Standardized coefficient	t	p	R ²	Adjusting R ²	F
	B	Standard Error	Beta					
(Constant)	.686	.046	-	3.755	.000			
Professional identity	.785	.035	.845	14.473	.000	.523	.574	248.956

To sum up, professional identity is positively correlated with young teachers'

career satisfaction. Only with the pride of the profession, looking for the meaning and value of being a teacher, can we invest more enthusiasm in our work and experience the beauty of the profession of teachers, which will naturally produce higher career satisfaction.

4.4 Influence of Work Pressure on Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

This study uses correlation analysis to study the correlation between job stress and young teachers' career satisfaction. As shown in Table 4.4, through the significance test, it is found that the two are positively correlated, and the correlation coefficient is 0.744. Therefore, this study shows that there is a significant positive correlation between job stress and young teachers' career satisfaction.

Table 4.4 Correlation Analysis Between Job Stress and Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

Dimension	Work pressure	Career satisfaction of young teachers
Work pressure	1	
Career satisfaction of young teachers	.744**	1

The regression analysis was carried out with job stress as the independent variable and young teachers' career satisfaction as the dependent variable. As shown in Table 4.5, the results show that the R² of the model is 0.533, that is, the research variable can explain 53.3% of the variation in satisfaction. Through f test, it is found that work stress has an impact on young teachers' career satisfaction. In addition, regression analysis also showed that B=0.772, P<0.05, indicating that work pressure has a significant positive impact on young teachers' career satisfaction.

Table 4.5 Regression Analysis of Job Stress and Career Satisfaction of Young Teachers in Finance and Economics Vocational Colleges

	Non-standardized coefficient		Standardized coefficient	t	p	R ²	Adjusting R ²	F
	B	Standard Error	Beta					
(Constant)	.642	.031	-	4.852	.000	.533	.532	258.972
Work pressure	.772	.086	.845	12.346	.000			

4.5 Influence of Salary and Welfare on Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics.

This study adopts the method of correlation analysis to study the correlation between salary and welfare and the career satisfaction of young teachers. As shown in Table 4.6, through the significance test, it is found that the two are positively correlated, and the correlation coefficient is 0.719. Therefore, this study shows that there is a significant positive correlation between salary and welfare and young teachers' career satisfaction.

Table 4.6 Correlation Analysis Between Salary and Welfare and Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

Dimension	Salary and welfare	Career satisfaction of young teachers
Salary and welfare	1	
Career satisfaction of young teachers	.719**	1

With salary and welfare as independent variable and young teachers' career satisfaction as dependent variable, regression analysis is carried out. As shown in Table 4.7, the results show that the R² of the model is 0.584, that is, the research variable can explain 58.4% of the variation in satisfaction. Through f test, it is found that salary and benefits have an impact on young teachers' career satisfaction. In addition, regression analysis also shows that B=0.709, P<0.05, indicating that salary and welfare have a significant positive impact on young teachers' career satisfaction.

Table 4.7 Regression Analysis of Salary and Welfare and Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

	Non-standardized coefficient		Standardized coefficient	t	p	R ²	Adjusting R ²	F
	B	Standard Error	Beta					
(Constant)	.613	.076	-	3.145	.000			
Salary and welfare	.709	.023	.734	11.744	.000	.584	.578	216.357

4.6 Influence of Development and Promotion on Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

This study uses the method of correlation analysis to study the correlation between development promotion and young teachers' career satisfaction. As shown in Table 4.8, through the significance test, it is found that the two are positively correlated, and the correlation coefficient is 0.754. Therefore, this study shows that there is a significant positive correlation between development promotion and career satisfaction.

Table 4.8 Correlation Analysis Between Development Promotion and Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

Dimension	Development and promotion	Career satisfaction of young teachers
Development and promotion	1	
Career satisfaction of young teachers	.754**	1

The regression analysis was carried out with development promotion as the independent variable and young teachers' career satisfaction as the dependent variable. As shown in Table 4.9, the results show that the R² of the model is 0.581, that is, the research variable can explain 58.1% of the variation in satisfaction. Through f test, it is found that development promotion has an impact on the career satisfaction of young teachers. In addition, regression analysis also showed that B=0.731, P<0.05, indicating that development promotion has a significant positive impact on young teachers' career satisfaction.

Table 4.9 Regression Analysis of Development Promotion and Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

	Non-standardized coefficient		Standardized coefficient	t	p	R ²	Adjusting R ²	F
	B	Standard Error	Beta					
(Constant)	.692	.082	-	3.263	.000			
Development and promotion	.731	.025	.733	10.244	.000	.581	.583	205.335

4.7 Influence of Social Support on Career Satisfaction of Young Teachers in Finance and Economics Vocational Colleges

This study uses the method of correlation analysis to study the correlation between social support and young teachers' career satisfaction. As shown in Table 4.10, through the significance test, it is found that the two are positively correlated, and the correlation coefficient is 0.735. Therefore, this study shows that there is a significant positive correlation between social support and young teachers' career satisfaction.

Table 4.10 Correlation Analysis Between Social Support and Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

Dimension	Social support	Career satisfaction of young teachers
Social support	1	
Career satisfaction of young teachers	.735**	1

The regression analysis was conducted with social support as the independent variable and young teachers' career satisfaction as the dependent variable. As shown in Table 4.11, the results show that the R² of the model is 0.580, that is, the research variable can explain 58.0% of the variation in satisfaction. Through f test, it is found that social support has an impact on young teachers' career satisfaction. In addition, regression analysis also showed that B=0.717, P<0.05, indicating that social support has a significant positive impact on young teachers' career satisfaction.

Table 4.11 Regression Analysis of Social Support and Career Satisfaction of Young Teachers in Finance and Economics Vocational Colleges

	Non-standardized coefficient	Standardized coefficient	t	p	R ²	Adjusting R ²	F
	B	Standard Error	Beta				
(Constant)	.625	.071	-	3.025	.000		
Social support	.717	.022	.716	10.633	.000	.580	.579

Chapter 5 Conclusion and Recommendations

5.1 Introduction

In the previous chapter, the correlation between variables was analyzed in detail, and the corresponding conclusions were drawn according to the results. On this basis, some improvement measures are put forward in this chapter to promote the future development of colleges and universities.

5.2 Conclusion

5.2.1 There is a Positive Relationship Between Professional Identity and Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

According to the results of this study, there is a positive correlation between young teachers' professional identity and career satisfaction, and the correlation coefficient is 0.735, indicating that there is a significant positive correlation between young teachers' professional identity and career satisfaction. Then, regression analysis was conducted, $B=0.785$, $P<0.05$, indicating that professional identity has a significant positive impact on young teachers' career satisfaction. In the interview, many young teachers believe that professional identity is very important for teachers. Only by taking pride in the profession and looking for the meaning and value of being a teacher can they invest more enthusiasm in their work and experience the beauty of the profession of teachers, which will naturally produce higher career satisfaction.

First of all, schools can provide more professional development opportunities, so that young teachers can continuously improve their teaching skills and professional knowledge, so as to enhance their sense of identity in their profession. In addition, schools can also strengthen communication and cooperation among teachers by organizing various activities and communication platforms to promote each other's professional growth and identity.

At the same time, it is important to pay attention to the personal growth and emotional needs of teachers. Schools can regularly carry out mental health education and psychological counseling activities to help teachers relieve work pressure and anxiety, so that they can better understand and cherish their careers.

To sum up, improving the career satisfaction of young teachers in higher vocational colleges of finance and economics needs to start from many aspects, and enhancing their professional identity is one of the key strategies. By focusing on teachers' professional development, emotional needs and mental health, we can help them better understand and experience the beauty and value of the profession, thereby improving their career satisfaction.

5.2.2 There is a Negative Relationship Between Job Pressure and Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

The compact pace of life leads to people in all walks of life need to face different degrees of work and life pressure. According to the results of this study, the correlation coefficient between job stress and young teachers' career satisfaction is 0.744, indicating that there is a significant positive correlation between job stress and young teachers' career satisfaction. Then, through regression analysis, it is found that $B=0.772$ and $P<0.05$, indicating that work pressure has a significant positive impact on young teachers' career satisfaction, which is consistent with the research results of relevant scholars. According to the results of the questionnaire survey, young teachers have high expectations for themselves, hoping to make achievements in their work, and make contributions in scientific research and professional development.

In order to improve the career satisfaction of young teachers and reduce their work pressure, schools and relevant departments need to take a series of measures. First of all, it is very necessary to provide effective psychological counseling and stress management training, which can help young teachers better cope with work pressure and learn how to adjust their mentality. In addition, schools can establish a more reasonable evaluation mechanism and incentive mechanism to evaluate teachers' work performance in a more comprehensive and objective way, so as to reduce their pressure caused by a single evaluation standard.

In addition, providing more academic support and professional development opportunities is also one of the important measures. By providing academic support and professional training, young teachers can be helped to better achieve their career goals and reduce the pressure caused by their self-expectations. At the same time, schools can also strengthen exchanges and cooperation among teachers through organizing various activities and communication platforms to promote each other's professional growth and identity.

To sum up, it is crucial to improve the career satisfaction of young teachers in higher vocational colleges of finance and economics and reduce their work pressure. Schools and relevant departments should adopt a range of measures to help them cope with stress and provide more academic support and professional development opportunities. Only in this way can young teachers achieve their career goals better and improve their career satisfaction.

5.2.3 There is a Positive Relationship Between Salary and Welfare and Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

Salary and welfare is the key factor to ensure that young teachers can obtain a higher living standard and improve the quality of life, and it is the basic rights and interests that workers should obtain. According to the results of this study, the correlation coefficient between the salary and welfare of young teachers and their career satisfaction is 0.719, indicating that there is a significant positive correlation between the salary and welfare and the career satisfaction of young teachers. Then, through regression analysis, it is found that $B= 0.709$ and $P< 0.05$, indicating that salary and welfare have a significant positive impact on young teachers' career satisfaction. For young teachers who have just entered the working state, certain career expectations will be formed in their development process to express their needs and expectations in career development, career stability, salary and welfare.

In order to improve the career satisfaction of young teachers, schools and relevant departments should pay attention to the rationality and fairness of the salary and welfare system. First of all, schools should formulate competitive salary standards according to market conditions and teachers' work performance to ensure that teachers' salaries can truly reflect their abilities and contributions. At the same time, schools should also provide a sound welfare system, such as social insurance, housing subsidies, paid leave, etc., to ensure that teachers' basic rights and interests are protected.

In addition, schools should pay attention to the career development needs of young teachers and provide them with more training and learning opportunities. Through continuous professional development and learning, young teachers can continuously improve their abilities and qualities, so as to better cope with the challenges and pressures in the work. When they feel they are growing and developing professionally, they naturally experience higher job satisfaction.

To sum up, in order to improve the career satisfaction of young teachers in higher vocational colleges of finance and economics, schools and relevant departments should pay attention to the rationality and fairness of the salary and welfare system, and pay attention to the needs of teachers' career development. By providing competitive compensation and benefits and comprehensive learning and development opportunities, we can stimulate the enthusiasm and creativity of young teachers, thereby improving their career satisfaction.

5.2.4 There is a Positive Relationship Between Development and Promotion and

Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

According to the results of this study, the correlation coefficient between development promotion and career satisfaction of young teachers is 0.754, indicating that there is a significant positive correlation between development promotion and career satisfaction. Then, through regression analysis, it is found that $B=0.731$, $P<0.05$, indicating that development promotion has a significant positive impact on career satisfaction of young teachers. According to career development theory and expectation theory, in the process of career development, young teachers not only desire to develop their own abilities such as professional and scientific research, but also hope to improve their external reputation such as title and position, so as to increase their career satisfaction.

In order to improve the career satisfaction of young teachers, schools should attach importance to providing them with good opportunities for development and promotion. First of all, schools should establish a sound promotion mechanism to ensure that teachers can get fair promotion opportunities through their own efforts and performance. Secondly, schools should provide necessary training and development courses to help teachers improve their ability and quality and lay a solid foundation for their career development. In addition, schools should pay attention to teachers' personal development plans and goals, and provide personalized guidance and support to help teachers achieve their career expectations.

To sum up, in order to improve the career satisfaction of young teachers in higher vocational colleges of finance and economics, schools should attach importance to providing them with good opportunities for development and promotion. By establishing sound promotion mechanisms, providing training and development courses, and focusing on teachers' personal development plans and goals, we can stimulate young teachers' work motivation and creativity, thereby increasing their career satisfaction.

5.2.5 There is a Positive Relationship Between Social Support and Career Satisfaction of Young Teachers in Higher Vocational Colleges of Finance and Economics

According to the results of this study, the correlation coefficient between social support and young teachers' career satisfaction is 0.735, indicating that there is a significant positive correlation between social support and young teachers' career satisfaction. Then, through regression analysis, it is found that $B=0.717$, $P<0.05$, indicating that social support has a significant positive impact on young teachers' career satisfaction. For the young teachers in the career development stage, they are eager to get material or spiritual support from the society, so as to alleviate the bad working state. The higher the level of social support of young teachers, the higher their career satisfaction. Among them, social support covers family, government, society and other

aspects of support.

In order to improve the career satisfaction of young teachers, families, governments, schools and society should work together to provide all-round social support. Family members should understand, encourage and support the work and growth of young teachers, and provide them with emotional support and help. The government can provide more development opportunities and resources for young teachers by formulating relevant policies and investing funds. Schools should pay attention to the needs and development of young teachers, provide them with a good working environment and resources, and help them solve problems in work and life. Other social organizations and institutions can also provide support and help for young teachers by providing training, exchange and volunteer services.

To sum up, in order to improve the career satisfaction of young teachers in higher vocational colleges of finance and economics, families, governments, schools and society should work together to provide all-round social support. Through family understanding and support, government policy and financial support, school environment and resources support, and social training and exchange support, we can stimulate young teachers' work motivation and creativity, so as to improve their career satisfaction.

5.3 Recommendation

With the deepening of education reform, the career satisfaction of young teachers in higher vocational colleges has gradually become the focus of attention in the field of education. Taking Chongqing Vocational College of Finance and Economics as an example, this paper makes an in-depth study on the main influencing factors of career satisfaction of young teachers in higher vocational colleges in the new era. On this basis, we will further look forward to future research directions and possible new perspectives on this topic.

First, at present, the research on young teachers' career satisfaction mainly focuses on individual factors and organizational factors. However, with the development of society, more and more external factors begin to affect teachers' career satisfaction. For example, family, social evaluation of teachers' profession, media reports on education, etc., may have an impact on teachers' career satisfaction. Future studies can further explore the mechanism and extent of these external factors.

Second, there may be differences in the career satisfaction of young teachers in vocational colleges in different regions and cultural backgrounds. Therefore, cross-cultural comparative studies can be carried out in the future to deeply explore the common and unique factors affecting teachers' career satisfaction under different cultural backgrounds, so as to provide more targeted suggestions for improving teachers' career satisfaction.

Third, most of the current studies on career satisfaction are static studies, that is, surveys on teachers' career satisfaction at a specific point in time. However, teachers' career satisfaction is a dynamic process, which is influenced by many factors. Future studies can adopt longitudinal research methods to track the changes of teachers' career satisfaction at different time points and reveal its development rules and influencing factors.



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Appendix

Hello! In order to understand the factors affecting the career satisfaction of young teachers in finance and economics vocational colleges and further promote the career development of young teachers, we sincerely invite you to participate in this questionnaire survey. Please fill in according to your actual situation. This questionnaire is an anonymous survey, only for personal academic research, all answer information will be completely confidential, please rest assured that you fill in. Your answer is very important to my research, thank you for your careful answer!

Part I: Basic information

1 Your gender:

- Male
 female

2 Your age:

- 21-25 years old
 26-30 years old
 31-35 years old
 36-40 years old

3 Your Educational background:

- postgraduate
 Doctoral candidate

4. Your title of a professional post:

- Professor (Senior)
 Associate Professor (Associate Senior)
 Instructor (intermediate)
 Teaching Assistant (junior)
 Other

Part II: Please tick the box that you think is most appropriate for the Young teacher career satisfaction survey.

A questionnaire survey on career satisfaction of young teachers in colleges and universities

Factors	Title item	Degree of agreement				
		1	2	3	4	5
Professional identity	You think teaching is your ideal career					
	You feel a sense of accomplishment and pride as a vocational teacher					
	You think teaching is a stable					

	profession					
	You value the role of a teacher highly					
	In order to improve your work ability, you will take the initiative to strengthen your learning					
	You think the social status of vocational teachers is high					
Work stress	You think too many tasks cause high stress					
	You think working long hours causes stress					
	You think the school's emphasis on research leads to high stress					
	You think the competition for jobs leads to high stress					
	You think the heavy work of teaching leads to high stress					
	You think that the difficulty of evaluating and hiring titles leads to great pressure					
Compensation and benefits	You think the salary mechanism of the school is perfect					
	You think the school's salary system is fair and equitable					
	You think the incentive and reward and punishment mechanism of the school is reasonable					
	You are satisfied with your salary					
	You are satisfied with the welfare package of the school					
	You think your salary level is proportional to your effort					
Development and promotion opportunities	You think you have ample opportunities for career advancement					
	Your school provides guidance on career planning					
	There are many training opportunities available at your school					
	Your teaching level and professional competence will be fully developed and improved					
	You gain opportunities for self-actualization and development in					

	scientific research					
	Your school provides a platform and opportunity to work with enterprises					
Social support	You think the state attaches great importance to teachers in higher vocational colleges					
	You think that the society has a good professional evaluation of vocational teachers					
	You think students have a good career evaluation of vocational teachers					
	You think that parents have a good career evaluation of vocational teachers					
	You think the school has a certain reputation in the community					
	You think your family and friends are very supportive of your work					
Job satisfaction	On the whole, you are satisfied with your career					
	Generally speaking, you like the profession of teacher					
	On the whole, you like working here					