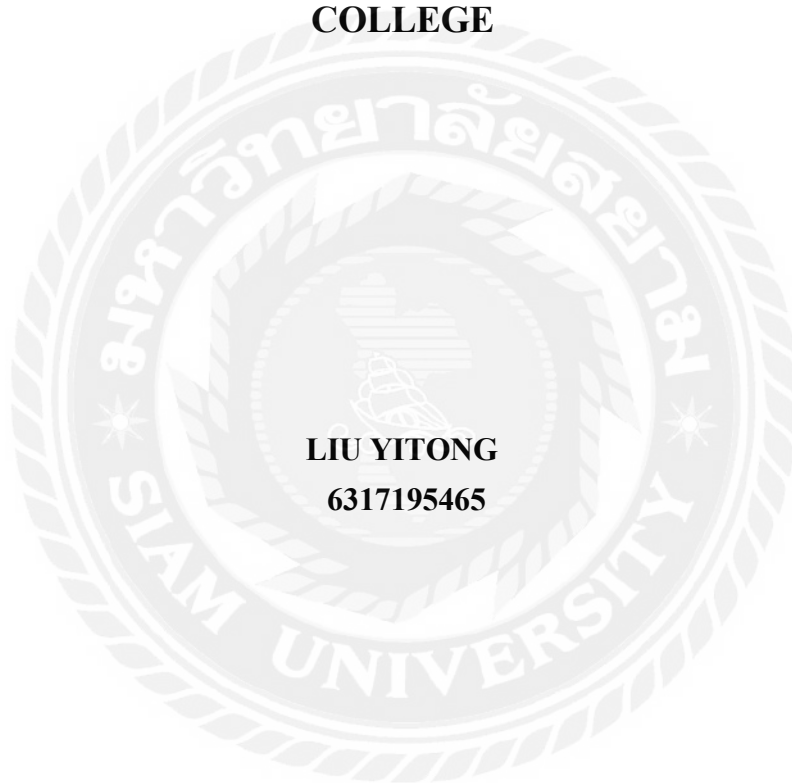




**THE INFLUENCING FACTORS OF EMPLOYMENT  
SATISFACTION OF HIGHER VOCATIONAL GRADUATES  
UNDER THE SCHOOL-ENTERPRISE COOPERATION -A CASE  
STUDY OF WEIFANG ENGINEERING VOCATIONAL  
COLLEGE**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF BUSINESS ADMINISTRATION  
GRADUATE SCHOOL OF BUSINESS  
SIAM UNIVERSITY  
2023**



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This Independent Study has been approved as a Partial Fulfillment of the  
Requirements for the Degree of Master of Business Administration

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**Title:** The Influencing Factors of Employment Satisfaction of Higher Vocational Graduates under the School-Enterprise Cooperation – A Case Study of Weifang Engineering Vocational College

**By:** Liu Yitong

**Degree:** Master of Business Administration

**Major:** International Business Management

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..... 18 / 10 / 2024 .....

### Abstract

Higher vocational education institutions are based on the cultivation of vocational skill-oriented talents as a starting point, which is a solid foundation to support China's innovation and manufacturing. At present, the long-term lack of communication between schools and enterprises has led to higher vocational graduates facing a more severe test in employment. However, the employment satisfaction of graduates is an important index to measure the quality of employment, how to improve the employment satisfaction of higher vocational graduates and the investigation of its influencing factors has become an urgent problem to be solved at present.

The research objectives of this paper were as follows: (1) To analyze the influence of nature of work on the employment satisfaction of higher vocational graduates under the school-enterprise cooperation; (2) To analyze the influence of work reward on the employment satisfaction of higher vocational graduates under the school-enterprise cooperation; (3) To analyze the influence of development prospect on the employment satisfaction of higher vocational graduates under the school-enterprise cooperation; (4) To analyze the influence of school factors on the employment satisfaction of higher vocational graduates in school-enterprise cooperation; (5) To examine the differences of employment satisfaction of higher vocational graduates. This study took the graduates of Weifang Engineering Vocational College in Shandong Province of China in the past three years as the research subjects, and based on the combination of related literature, empirical analysis of employment satisfaction and its influencing factors was carried out through questionnaire survey and statistics, and SPSS was used to carry out descriptive statistics, independent sample t-test, one-way ANOVA, correlation analysis and regression analysis on the 617 valid questionnaires.

The results of the study show that: 1) Nature of work has a significant positive effect on the employment satisfaction of higher vocational graduates under the school-enterprise cooperation; 2) Work reward has a significant positive effect on employment satisfaction of graduates under the school-enterprise cooperation; 3) Development prospect has a significant positive effect on employment satisfaction of higher vocational graduates under the school-enterprise cooperation; 4) School factors have a significant positive effect on the employment satisfaction of higher vocational graduates under the school-enterprise cooperation; (5) Graduates of different genders and parents'educational backgrounds have significantly different levels of employment satisfaction, while there are no significant differences in residence area, income in the last six months and preferred work area.

**Keywords:** employment satisfaction, higher vocational graduate, school-enterprise cooperation



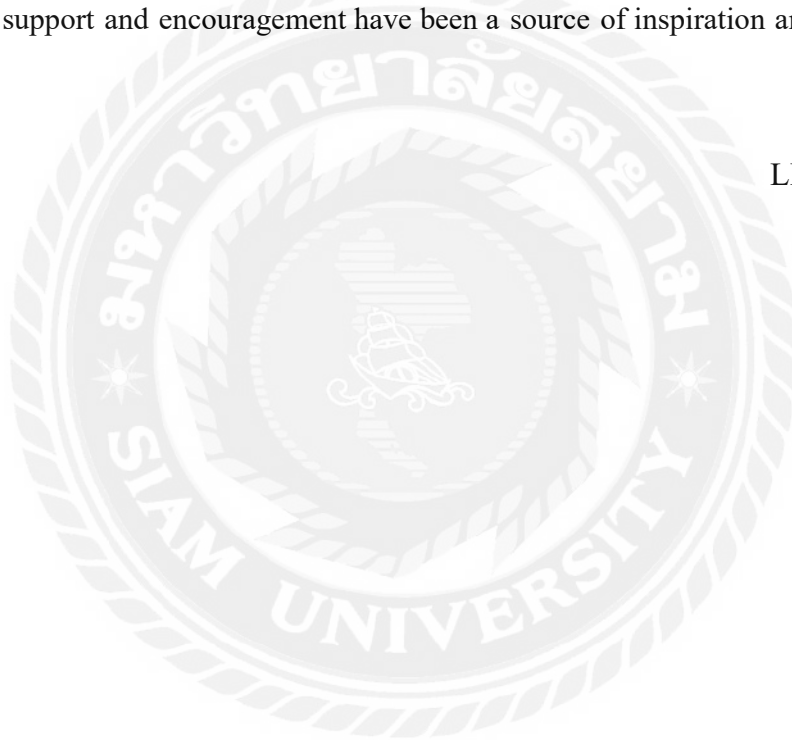
## ACKNOWLEDGEMENT

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 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.

LIU YITONG



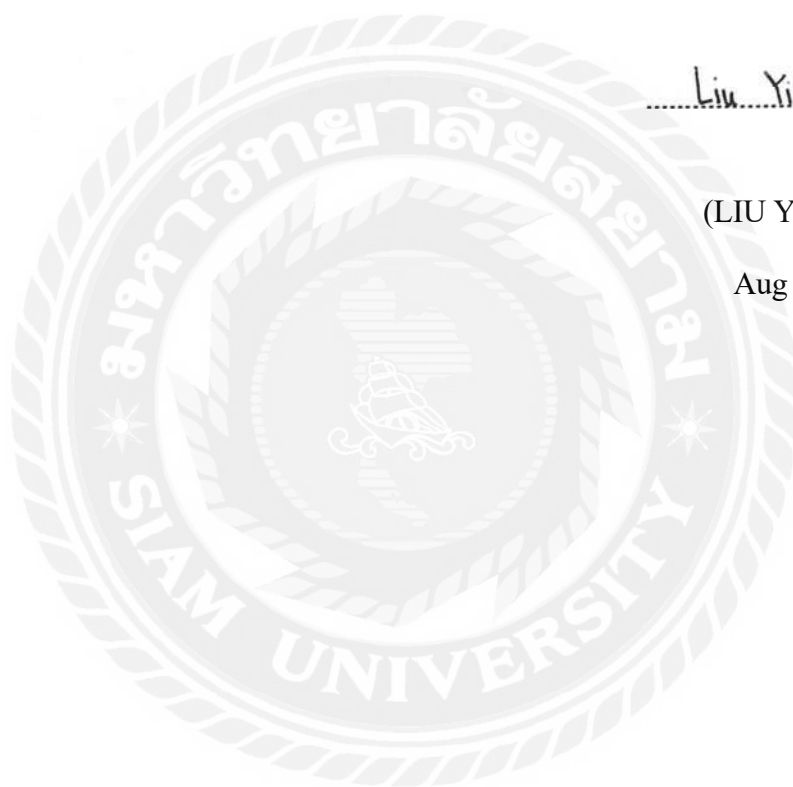
## Declaration

*I, Liu Yitong, hereby declare that the research contained in this independent study, " The Influencing Factors of Employment Satisfaction of Higher Vocational Graduates under the School-Enterprise Cooperation - A Case Study of Weifang Engineering Vocational College ", is an original research result, and it has not been submitted to any other university or institution for a higher degree.*

.....Liu Yitong.....

(LIU YITONG)

Aug 20, 2023



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# Chapter 1 Introduction

## 1.1 Background of the Study

In recent years, with the rapid development of China's market economy and science and technology, China has successively issued various policies and regulations to strongly support the mutual cooperation between higher vocational colleges and enterprises, so as to provide enterprises with practical talents whose specialties are in line with each other. In 2005, the State Council issued the Decision on Vigorously Developing Vocational Education in which it pointed out that it is necessary to strengthen the close contact between vocational colleges and enterprises, enhance the practical ability of students and vigorously promote the education and teaching modes of alternating work and study and school-enterprise cooperation to improve and innovate the previous traditional talent cultivation modes (Liu, 2022). In 2019, the State Council put forward a plan to launch the construction of high-level vocational colleges and specialties with Chinese characteristics in the Implementation Plan of National Vocational Education Reform (Han, 2020). In 2021, the Fourteenth Five-Year Plan for the Development of the National Economy and Society and the Outline of Visionary Goals for 2035 proposes to strengthen innovative vocational institutions' schooling models, deepen the implementation of school-enterprise cooperation, integration of production and education as well as encourage enterprises to organize high-quality vocational and technical education, and promote the effective connection between the education chain, the talent chain and the industrial chain. Exploring the apprenticeship talent cultivation model with Chinese characteristics further provides new guiding ideology and inspiration for the talent cultivation model of industry-teaching fusion in higher vocational colleges and universities.

With the implementation of important national strategies such as "Belt and Road" and "Internet+", China's economy has undergone a double change in the way and economic structure, and new business models and new industries are constantly emerging, which in turn causes a transformation in the structure and quality of talents. The transformation of the structure and quality of talents is caused by the continuous emergence of new business models and new industries. Compared with the previous low-end operation type technicians, the modernization development urgently needs a large number of professional talents who master exquisite vocational skills and high technology. Specialized, high-quality technical talents are not only an important part of China's economic development talent team, but also a solid foundation to support China's innovation and manufacturing, and an important source for the implementation of the strategy of strengthening the country with talents and the innovation-driven strategy of employment (Wang, 2021).

However, according to a number of data, there is a serious shortage in the supply of vocational and technical talents in China. Based on the data shown in China's human resource market information monitoring, it can be seen that between 2014 and 2018, the labor market demand for workers with professional and technical titles and technical grades far exceeded the supply (Luo, 2020). The 2018 China Labor Market Development Report suggests that since the reform and opening up, China's labor supply has shifted from structural surplus to structural shortage, with a shortage of high-skilled labor and a structural shortage of low-skilled labor (Wang, 2021). Labor shortages coexist with structural unemployment of low-skilled labor, a phenomenon that requires us to attach great importance to the cultivation of technically skilled personnel (Liu, 2020). As of 2018, there are 728 higher vocational colleges and universities in China, and although higher vocational education, as an important source of high-quality technical and skilled talents, has substantially improved in terms of the number of schools, enrollment scale, and the quality of schooling, it still fails to fundamentally solve the contradiction between the supply of and demand for high-quality skilled talents. According to the national policy guidelines, each college and university vigorously carry out school-enterprise cooperation personnel training mode, for enterprises to deliver the required professional line of talent. Based on the initial stage of the development of school-enterprise cooperation employment mode, although it can deliver the professional talents needed by enterprises to a certain extent, schools and enterprises also need to pay attention to the students' own professionalism, ability to adapt to the enterprise, ability to adapt to the work, in general, that is, school-enterprise cooperation in the employment of students' satisfaction is an important criterion for the smooth progress of school-enterprise cooperation. If the students' employment satisfaction is low in the mode of school-enterprise cooperation, it will seriously restrict the further development of school-enterprise cooperation in higher vocational colleges and universities (Chen, 2023). As the mainstay of China's talent labor market, students of higher vocational colleges and universities have the problems of low psychological age, insufficient ability and cognitive ability, and ambiguous career orientation compared with students of other higher levels or other higher education, which in turn makes graduates frequently jump works and employment in a short period of time, failing to find the direction of the work, and the phenomenon of self-confusion, which in turn affects their employment satisfaction in the school-enterprise cooperation and generate dissatisfaction (Liu, 2023).

This paper mainly focuses on the in-depth investigation of graduates' employment satisfaction in school-enterprise cooperation in Chinese higher vocational colleges and universities. Employment satisfaction can be understood as a comparison between higher vocational graduates' actual employment status and their own expectations, in which graduates' employment expectations are usually based on the education level and self-perception, and improving the employment satisfaction of higher vocational

graduates is to a certain extent a deep-rooted need to solve the employment problem. By analyzing the factors affecting the employment satisfaction of higher vocational graduates, this paper explores the factors affecting the employment satisfaction of higher vocational graduates in school-enterprise cooperation from a multi-dimensional perspective, provides new ideas and guidance for the talent cultivation mode of school-enterprise cooperation, and puts forward the corresponding countermeasures to improve the problems of school-enterprise cooperation based on the results of the study, which can help to promote the quality of school-enterprise cooperation of higher vocational colleges and universities and promote the economic and social development of China and thus make up the talent cultivation mode of skilled graduates. China's economic and social development and thus make up for the lack of skilled personnel (Wan, 2016).

## **1.2 Problems of the Study**

This study focuses on an in-depth investigation of employment satisfaction among graduates of the school-enterprise cooperation program at Weifang Engineering Vocational College in China. The study found that there was a significant gap between the actual work experience of higher vocational graduates and their psychological expectations. Due to the lack of basic social and work experience, graduates faced various problems when they first entered the workplace. While a large number of scholars focused on this issue at the enterprise level, few explored it from the school level to understand the root causes. Therefore, in order to effectively improve the employment satisfaction of graduates from Weifang Engineering Vocational College in the school-enterprise cooperation program, this study further explored the factors affecting the employment satisfaction of higher vocational graduates based on the level of school-enterprise cooperation.

## **1.3 Objectives of the Study**

The strategic choice of high quality development of higher vocational colleges and universities in the new era in 2019, Zhu (2019) pointed out that under the current severe employment situation, the employment satisfaction of higher vocational graduates in the relevant research on the issue of school-enterprise cooperation is generally low mainly due to the lack of relevance. Based on the example of Weifang Engineering Vocational College in China (Wei Gong), this study investigates the employment satisfaction of senior graduates in school-enterprise cooperation to understand the satisfaction of senior graduates in general and related dimensions. It then reveals the important factors that cause graduates' low employment satisfaction and puts forward countermeasures to solve the problem. This paper mainly has the following purposes:

1. To analyze the influence of nature of work on the employment satisfaction of higher vocational graduates under the school-enterprise cooperation.

2. To analyze the influence of work reward on the employment satisfaction of higher vocational graduates under the school-enterprise cooperation.

3. To analyze the influence of development prospect on the employment satisfaction of higher vocational graduates under the school-enterprise cooperation.

4. To analyze the influences of school factors on the employment satisfaction of higher vocational graduates were the school-enterprise cooperation.

5. To examine the differences in employment satisfaction of higher vocational graduates of different demographic factors.

#### **1.4 Scope of the Study**

The population of this study was drawn from 13,877 graduates of Weifang Engineering Vocational College in Shandong Province, China. Through the sampling method of whole cluster random sampling, and through the random sampling method, the minimum designated sample used in this study was calculated to be 397 persons by using Yamane's (1973) sample size formula. However, in order to ensure the accuracy and validity of the sample data, this study expanded the sample distribution to twice the minimum recovered sample size. After excluding invalid questionnaires, a total of 752 valid questionnaires were obtained.

The content of this study is based on the satisfaction of graduates' employment under the school-enterprise cooperation in higher vocational colleges and universities based on the guidance of demand theory and satisfaction theory. The independent variables of this study are nature of work, work reward, development prospect and school factors, and the dependent variable is graduates' employment satisfaction.

#### **1.5 Significance of the Study**

As of 2020, China's total enrolment rate in higher education has reached 54.4 per cent. In the context of the popularization of higher education, China's higher vocational education has achieved rapid development and scale growth, and the number of higher vocational colleges and universities has increased year by year. As a result of this phenomenon, it leads to new development opportunities for higher vocational colleges and universities in school-enterprise cooperation, but at the same time, it also faces frequent problems related to the overall quality education of students in higher

vocational colleges and the employment of skilled personnel (Wan, 2016). For the time being, there are more research results of scholars from various international parties on the employment satisfaction of fresh graduates, and different scholars analyze and study the whole process of graduates' employment differently according to their own research perspectives. In general, the research direction of most scholars focuses on the study of employment satisfaction of graduates from various colleges and universities, but there are relatively few studies on skilled talents at other levels or vocational colleges and universities, especially the investigation of employment satisfaction of graduates under the cooperation between schools and enterprises in higher vocational colleges and universities. This study takes the graduates in the school-enterprise cooperation of Weifang Engineering Vocational College (Wei Gong) in China as the research object, and carries out an in-depth investigation on the employment satisfaction of graduates and its influencing factors, which to a certain extent not only enriches the theoretical references of the research on the employment satisfaction of graduates under the school-enterprise cooperation in higher vocational colleges and universities, but also provides the reference basis for the later school-enterprise cooperation in order to solve the employment contradiction of China's society as soon as possible and to develop the higher vocational education Provide new ideas (Tang, 2022).

With the reform and deepening of higher vocational education system, the employment of higher vocational graduates in the current school-enterprise cooperation is a hot topic of general concern. It is of great significance to explore the influence of the nature of work, the institution and the society latent factors on the employment satisfaction of graduates in the school-enterprise cooperation.

(1). School level. Higher vocational schools can improve and perfect the vocational personnel training programs, consolidate and enhance the employment guidance services and training for students according to the results of the research and survey on employment satisfaction in school-enterprise cooperation, so as to realize the relative connection between graduates' vocational quality and professional ability and employers' requirements and to improve the quality of school-enterprise cooperation (Debnath, 2005).

(2). Student level. Through the findings and suggestions on the employment satisfaction of graduates of higher vocational colleges and universities, we can provide self-diagnosis of graduates' own employment problems, provide ideas and methods for graduates to enter the enterprises, change their original employment concepts, set up positive and correct concepts of work-seeking, and change from passive employment to active self-selection of works.



(3). Enterprise level. Vocational colleges can send more skillful talents suitable for the needs of enterprises, reduce the cost of enterprise human resource management, provide reference value for the optimization and improvement of human resources, and setup a more reasonable salary distribution and promotion mechanism for the technical talents in school-enterprise cooperation, which can help improve the work efficiency and work satisfaction of employees (Li, 2005).

(4). Government level. Responding to the national call to vigorously develop school-enterprise cooperation and talent cultivation in vocational colleges and universities, it provides empirical reference bases for the decision-making of relevant departments and the educational reform and development of vocational education management.

## **1.6 Limitations of the Study**

In the research process of this study, although the expected research purpose has been achieved, the limitations of this study can be summarized as the following three points:

### **1. The breadth of the study**

This study mainly focuses on the graduates from the school-enterprise cooperation program at Weifang Engineering Vocational College (Wei Gong) as the research subjects, with sample data exclusively collected from graduates involved in the school-enterprise cooperation at Wei Gong College. Given the varied educational characteristics across different higher vocational colleges and universities, the diverse methods of cultivating vocational and technical talents, as well as the varied educational backgrounds, cognitive levels, and family environments of vocational students themselves, the depth of development in the school-enterprise cooperation has not been extensively reached. Limited by resources, time, and effort, the level of progress in the school-enterprise cooperation is yet to be further explored. Hence, the universality and representativeness of the conclusions drawn from this study require further examination.

### **2. Insufficient depth of research**

In this examination, factors impacting the employment satisfaction of graduates under the school-enterprise cooperation at vocational colleges and universities are identified as key influencers. However, during the analytical phase, the interactions among variables within these factors receive insufficient detailed scrutiny, and the investigation into additional potential variables affecting employment satisfaction requires further enhancement (Liu, 2020).

### **3. Questionnaire collection process:**

In this study, the preparation, distribution, and collection of questionnaires were all conducted via the "Questionnaire Star" platform. However, the fact that respondents filled out the questionnaires at different times means that the subjectivity of their emotions and the variability of their environments could potentially affect the neutrality of the questionnaire responses to some extent. Furthermore, the collection of sample data spanned two weeks, with the final data selection relying on cross-sectional data, lacking in subsequent observations of the issue at hand. As such, the sample data gathered in this instance exhibits certain constraints (Han, 2020).



# Chapter 2 Literature Review

## 2.1 Introduction

The focus of this study primarily revolves around reviewing the findings of international scholars regarding the challenges associated with partnerships between schools and enterprises in vocational colleges, as well as the employment satisfaction of vocational college graduates. The bulk of the literature consists of analyses and proposed solutions to the issues of such collaborations and the cultivation of talent, with some scholars also undertaking specific empirical research. This study dissects the employment challenges faced by students amid partnerships between educational institutions and enterprises in vocational colleges and universities. It establishes a theoretical framework for the research variables by defining these variables, identifying influencing factors, and categorizing dimensions, thereby setting the stage for further examination and validation of the theoretical framework.

## 2.2 Literature Review

### 2.2.1 Employment satisfaction

Satisfaction represents a psychological assessment of one's current state, reflecting an evaluation of whether personal needs are met through a comparison of current experiences with expectations. Initially, the concept of satisfaction emerged from studies into consumption levels, signifying an individual's or organization's contentment with specific actions or outcomes, indicative of their subjective experiences. Subsequently, the notion of employment satisfaction evolved from this foundation (Han, 2020). Xie (2009) posited that employment satisfaction essentially reflects employment quality to a significant extent. Wang and He (2014) explored student employment satisfaction by examining the talent development system, contractual outcomes, and employment procedures, discovering that the employment practices of employers bear resemblance to consumer behaviors in the context of consumer satisfaction. Employment satisfaction is essentially an individual's perception of their employment, encompassing aspects such as the selection process, compensation, work environment, and corporate reputation. These can be viewed as an amalgamation of employment satisfaction and employment satisfaction, where the primary distinction lies in employment satisfaction being more concerned with the enduring contentment of individuals with their roles, whereas employment satisfaction extends to encompass satisfaction experienced during the job selection phase.

In 1964, Vroom articulated the concept of employment satisfaction in his publication "Work and Motivation," interpreting it as an employee's sentiment regarding their organizational role and their holistic feelings about the job process (Han,

2022). When examining factors that affect employment satisfaction, Rice among others highlighted that employment satisfaction emerges from the feeling associated with the disparity between what an employee believes they deserve in compensation and what they actually receive. In essence, the closer the actual compensation aligns with or exceeds the expected compensation, the higher the level of employment satisfaction, and vice versa is not necessarily true (Liu, 2010). Scholars and experts globally have diverse interpretations regarding the conceptual definition of employment satisfaction. Borman described employment satisfaction as an employee's evaluation of their work and the encompassing emotions derived from this evaluation (Blustein, 2006). Eugenia and Luis (2007) investigated employment satisfaction using a regression model, uncovering that job alignment and education exert a substantial impact on employment satisfaction, hence suggesting a strong correlation between employment satisfaction and professional identity.

#### 1. Factors affecting employment satisfaction

According to Herzberg (1968) and his two-factor theory, personal fulfillment, recognition and affirmation at work, and the attractiveness of the nature of the work are key factors influencing employee satisfaction. Employees experience recognition during their work, a sense of achievement, and affirmation, while the inherent appeal of the work itself plays a significant role in shaping their overall job satisfaction (Herzberg, 2009). Eugenia and Luis (2007) analyzed the antecedent variables affecting work satisfaction based on regression modeling techniques. The findings of the research indicate that the duration of an employee's education indirectly impacts their employment satisfaction. This also demonstrates that there is a significant positive relationship between the degree of alignment between an employee's educational background and their job and the employee's employment satisfaction. National Science Foundation (2012), in a satisfaction survey of college graduates and the general status of employment, found that the impact of college graduates' employment on their work satisfaction is not only a matter of satisfaction, but also a matter of satisfaction. study, it was found that the factors affecting the employment satisfaction of university graduates are mainly focused on the salary level, safety and security of the work, working environment, employee welfare, promotion mechanism, ability to perform, work pressure, and social value (Yin & Zhan, 2018). Most scholars have broadly summarized the influencing factors of graduates' employment satisfaction as the following, namely, career expectations, career planning, schools and majors, employers, and industrial transformation. Xue (2007) took college students' career expectations as the starting point and found that the factors affecting graduates' employment satisfaction mainly focused on factors such as family background, gender, and majors; the study also found that that the status prestige and intrinsic value dimensions of career expectations have a significant positive correlation effect on employment satisfaction, while the extrinsic value dimension has a significant negative effect on employment

satisfaction. Liu (2015) found that career expectations among fresh graduates attach the most importance to intrinsic value, and that the career expectations of graduates are related to factors such as specialization and the type of school, and that career expectations have a significant positive effect on the employment satisfaction of college graduates. 's work satisfaction has a significant positive effect.

Zhao (2015) discovered that the employment satisfaction of graduates is not significantly influenced by the gender, occupation, and education level of their parents. However, family income generally exerts a positive influence on employment satisfaction. Moreover, activities related to career cognition, training, and execution play a substantial positive role in enhancing graduates' employment satisfaction. This suggests that detailed planning and execution related to one's career path directly impacts graduates' contentment with their employment outcomes. He (2014) observed that career planning is fundamentally a journey of self-discovery and self-improvement. Its aim is to clearly establish one's own development direction and goals, thereby cultivating more rational and mature expectations. This, in turn, aids in boosting the adaptability and satisfaction of graduates during their job-seeking endeavors. Wang (2013) conducted a study on the employment satisfaction of graduates based on the perspectives of the school and the profession, and it was found that career planning and implementation activities have a significant positive effect on graduates' employment satisfaction, that is to say, the specific planning and implementation of career directly affects the employment satisfaction of graduates. Wang (2013) conducted a study on graduates' employment satisfaction based on school and professional perspectives, and found that vocational skills graduates attach great importance to and care about their own development prospects, pay more attention to their own personal growth or personal promotion and other factors, and they are not limited to the material basis of the salary and treatment, but more hope to realize their self-worth. Li (2014) observed that employers place a high value on the development of graduates' comprehensive qualities, with the integrity of professional ethics being the paramount consideration. It was highlighted that as school-enterprise collaborations intensify, educational institutions ought to tailor their training programs more precisely to the requirements of employers, thereby fulfilling the diverse talent demands across various sectors.

## 2. Measurement of employment satisfaction

Most scholars summarize the measurement of employment satisfaction in the measurement of work satisfaction, and most international scholars use the Likert five-point scale as the measurement tool and divide the satisfaction into single dimension and multi-dimensional.

Satisfaction measurement spans across a spectrum ranging from "extremely unsatisfied" to "extremely satisfied", with the scale being structured comprehensively and across multiple dimensions, taking into account various subjects of measurement.

Liu (2007) measured the employment satisfaction of university graduates based on the two parts of work liking and work satisfaction, and Cui (2016) measured the employment satisfaction of university students with the background of school, enterprise and government, and the measurement dimensions of school included five dimensions of talent cultivation mode, curriculum, career guidance, career and internship; and the measurement dimensions of enterprise included work environment, work environment, career and internship; and the measurement dimensions of enterprise included work environment, work environment, work environment, work environment, work environment, career and internship. The measurement dimension of enterprises includes 15 dimensions such as working environment, working place, salary, corporate culture and work challenges; the measurement dimension of the government includes the government's policy suggestions on the employment and entrepreneurship of college students, and Han (2020) classified the employment satisfaction of graduates based on the mode of school-enterprise cooperation into the four dimensions of nature of work, work returns, development prospects and school factors. This research draws upon a survey assessing the employment satisfaction of graduates involved in the school-enterprise cooperation mode at Weifang Engineering Vocational College over the past three years, adopting Han (2020)'s framework for categorizing dimensions of employment satisfaction in the evaluation of graduates' job contentment.

### **2.3 Theory Review**

Regarding the research on independent and dependent variables, Han (2020) found that the nature of work, work rewards, development prospects, and school factors have a significant positive effect on graduates' employment satisfaction under the school-enterprise cooperation model. Wang (2017) found that graduates' career expectations have a significant positive effect on their employment satisfaction through the study of graduates' career expectations. Huang (2010) analyzed the employment influencing factors of college graduates and found that the nature of work, work environment, salary, career development prospects, and school factors have a significant positive impact on graduates' employment satisfaction. Hu (2009) further explored the factors affecting graduates' employment satisfaction with graduates' comprehensive qualities as the starting point and found that graduates often have ambivalent psychological phenomena at the early stage of entering the workplace, and they are not always satisfied with their works. The study found that graduates often have contradictory psychological phenomena at the early stage of entering the workplace, which can be interpreted as having ideals and aspirations and work enthusiasm cannot face the reality; eager to compete but lack of sufficient courage; looking at their own career prospects planning but lack of psychological preparation for hard work. Cui (2016), in their analysis of industrial transformation, identified that elements influencing the employment satisfaction of college graduates include the educational institution's curriculum, job

stability, the relevance of the job to the individual's field of study, salary, opportunities for further education, and the corporate culture.

## **2.4 Research Relevant**

### **2.4.1 Demand theory**

Maslow, a renowned American psychologist, introduced the Hierarchy of Needs Theory in 1943. This theory, widely embraced and applied in ongoing research, has become a global standard among researchers. Maslow categorized human needs into a five-tier system, arranged as follows: the first tier involves basic physiological needs such as nutrition, hydration, breathing, sleep, shelter, and sexuality; the second tier encompasses security needs, covering protection, health and well-being, alongside emotional security against harm or loss; the third tier is social needs, which include desires for affection, love, friendship, inclusion, and acceptance; the fourth tier covers esteem needs, where internal esteem pertains to self-respect, self-assurance, and independence, while external esteem involves recognition, prestige, and respect and trust from others; the fifth and final tier, self-actualization needs, revolves around the pursuit of personal goals and aspirations, self-improvement, and realizing one's fullest potential. This tier represents the intrinsic motivation to explore and reach the zenith of one's capabilities. According to this theory, enhancing employee employment satisfaction necessitates an understanding of their genuine needs, asserting that high employment satisfaction can only be achieved by addressing employees' needs (Huang, 2010).

### **2.4.2 Two-Factor Theory**

The Two-Factor Theory, introduced by American psychologist Herzberg in 1959, consists of motivational factors and hygiene factors, delineated as "motivational factors - hygiene factors". Motivational factors primarily emerge within the realm of work or are centered around the task at hand. These factors not only boost and elevate employee enthusiasm but also kindle their zeal to enhance work productivity. In instances where motivational factors are unmet, employees may experience dissatisfaction due to unfulfilled needs such as the lack of a sense of achievement, opportunities for advancement, and recognition (Eugenia, 2007).

Compared to motivational factors, when health care factors are not satisfied, employees are more likely to be dissatisfied, and even cause serious idleness, protests, and a decline in work efficiency. When the health care factors are improved and satisfied, the dissatisfaction of the employees will be eliminated to a certain extent, but no matter how hard they try to improve these factors, it will be very difficult to make the employees feel satisfied, and the health care factors can make the dissatisfaction of

the employees eliminated, but it can't motivate the employees well, and it can't make the employees feel very satisfied (Zhao,2015).

For the distinct demographic of vocational college graduates, who often have limited age, knowledge base, and cognitive ability, this research focuses on alumni from China's Weifang Institute of Industrial Vocational Technology over the past three years. The aim is to investigate the influencing factors on employment satisfaction among graduates within the framework of collaborative partnerships between schools and businesses in vocational education settings.

### **2.4.3 Satisfaction Theory**

With the development of social economy and market economy, customer satisfaction has been researched and applied by experts and scholars in many countries since the 1960s, and after decades of research and development, representative customer satisfaction measurement models have been formed. The representative customer satisfaction models in foreign countries are: SCSB model,ACSI model and CCSI model. However, the American Customer Satisfaction Index model (ACSI model) is widely used. Satisfaction refers to a kind of psychological perception of consumers on products at the moment, and most scholars gradually extend consumer satisfaction to other fields in the later stage, among which the most representative one is to study the work satisfaction of employees in the enterprise, which is a kind of satisfaction degree of individuals or organizations on specific behaviors or results, and represents the subjective feelings of individuals or organizations (Wang & Zhang, 2013).

This paper's exploration of graduate employment satisfaction also utilizes work satisfaction metrics. Graduate employment satisfaction mirrors the evaluation of corporate factors, educational institution factors, and the self-perception and expectations of vocational college and university graduates as they transition into businesses via collaborative endeavors involving educational institutions and corporate entities. Furthermore, a significant portion of graduates express contentment with the job selection process.

## **2.5 Characteristics of Higher Vocational Education**

Higher vocational education, as the name suggests, is to cultivate skilled personnel needed for social development, shouldering the mission of cultivating talents for economic and social construction and development. Hu and Chen (2021) suggest that higher vocational colleges and universities should become an important part of the higher education system, taking on the important task of supplying front-line technicians for the industries of production, management, service, research and development, and so on. Higher vocational education is an important part of China's higher education, including higher vocational specialized education, higher vocational



undergraduate education, and postgraduate level vocational education, which is a type in the development of higher education and shoulders the mission of cultivating talents for economic and social construction and development (Sun, 2019).

## **2.6 School-enterprise Cooperation**

School-enterprise cooperation represents an educational model where vocational institutions and industrial enterprises collaborate closely. In February 2018, the Ministry of Education issued the "Vocational Schools School-Enterprise Cooperation Promotion Measures," articulating that such cooperation is pivotal for advancing higher vocational education. It underscores the shared responsibility among the government, vocational schools, and industrial enterprises in fostering this development. As we step further into the 21st century, with market economy competition intensifying, the essence of economic rivalry ultimately lies in talent competition. The initiation of school-enterprise collaborations by vocational colleges and universities serves as a crucial strategy in equipping the workforce for this intense competition, positioning them at the forefront of talent productivity. Through these partnerships, enterprises not only identify and retain exceptional graduates, enriching the talent pool and generating greater societal value, but also significantly boost the employability of school graduates, thus creating a beneficial cycle. In the rapidly evolving domain of vocational education, school-enterprise collaboration emerges as a key approach in the operation of higher vocational institutions (Chen, 2016). Implementing school-enterprise cooperation in private vocational colleges is a tested strategy to foster their growth. Such collaborations, encompassing joint schooling efforts and cooperative governance, enable institutions to gain esteem in vocational education and nurture tourism-oriented talents that align more closely with the demands of industrial enterprises. Graduates, in turn, are more equipped to meet the challenges of market competition, embodying the essence of mutual resource enhancement, cooperation, and shared success between schools and businesses.

## **2.7 Weifang Engineering Vocational College**

Weifang Engineering Vocational College (hereafter referred to as Weifang Engineering College) is a full-time vocational institution sanctioned by the People's Government of Shandong Province and officially recognized by China's Ministry of Education. It stands among the 29 vocational colleges in Shandong Province that have initiated a single-enrollment pilot program. In February 2022, it was honored in the provincial announcement as an "Advanced Collective for Campus Safety Work in 2021". To date, the college has educated over 80,000 professionals, leading the pack in Weifang in terms of the number of individuals trained. The college is committed to enhancing its teaching staff's capabilities. Presently, China's vocational education system faces challenges in school-business collaborations, including insufficient dialogue between educational institutions and businesses, a lack of active engagement

from enterprises, and the talent cultivation through such partnerships not aligning with societal needs or the true spirit of school-business collaboration strategies for improved management and development. Heeding the national initiative for societal development adaptation, Weifang Engineering College proactively forges partnerships with businesses, dedicating itself to developing the technical workforce demanded by industries and encouraging the establishment of a personnel training model based on "school-business cooperation". By refining the management of school-enterprise partnerships, it aims to supply businesses with a greater number of specialized talents (Zhang & Lang, 2019).

## 2.8 Conceptual Framework

In examining employment satisfaction, most scholars now distinguish it through the lens of employment satisfaction, categorizing satisfaction into unidimensional and multidimensional types. The present study utilizes Han's (2020) multidimensional approach for structuring graduates' employment satisfaction, rooted in the school-enterprise collaboration model (encompassing aspects such as the nature of work, work reward, development prospect, and school factors as independent variable) to construct a theoretical framework. This approach aims to assess the influence of each independent variable on employment satisfaction of graduates from vocational colleges. The research framework is depicted in Figure 2.1.

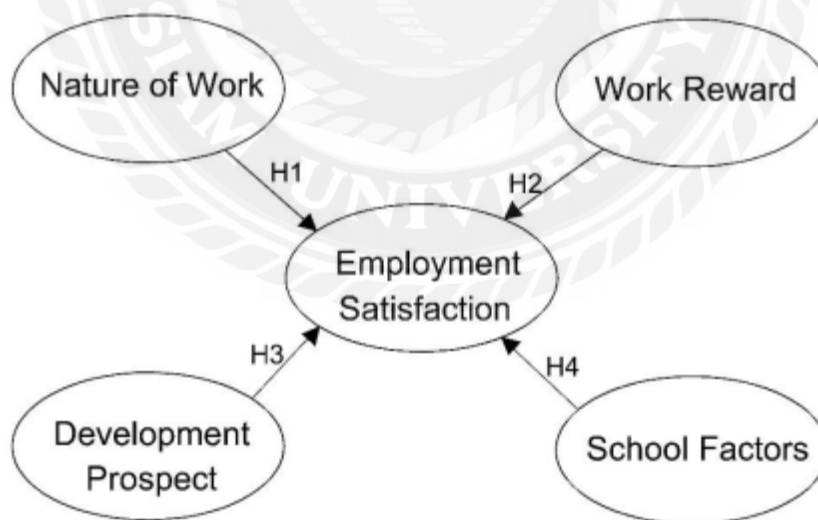


Figure 2.1 Conceptual Framework

## **Chapter 3 Research Methodology**

### **3.1 Introduction**

This study employed the quantitative research approach to explore the employment satisfaction of graduates and the factors affecting it within the context of school-enterprise collaboration at Weifang Engineering Vocational College in Shandong Province, China. Drawing upon Maslow's hierarchy of needs and the two-factor theory concerning the needs of skilled personnel, including enterprises' compensation and rewards, the analysis aimed to enhance the school-enterprise partnership and thereby increase employment satisfaction of skilled workers, leading to the formulation of the research hypotheses of this study. Additionally, after reviewing numerous studies by scholars, this study adopted a well-established and extensively utilized scale developed by international scholars for designing the questionnaire for each research variable in this study, conducting verification and analysis of the questionnaire's reliability and validity to ensure the accuracy of the sample data collected in this research activity.

### **3.2 Research Design**

The sample data of this research activity were mainly collected by means of questionnaire survey, and in the initial process of questionnaire scale item design, the international scholars have referred to and selected the scale with good reliability and maturity compiled by international scholars to measure the employment satisfaction and its influencing factors in the school-enterprise cooperation of higher vocational colleges and universities. The design of the questionnaire is divided into three sections, with the first section dedicated to collecting the basic details of the participants. This section comprises eight evaluative items including gender, the education levels of parents, monthly income, and the preferred working location for those who have graduated from institutions offering vocational higher education.

The second part is the respondents' nature of work, work rewards, development prospect, and school factors, which consist of 32 measurement question items. The third part is the measurement of respondents' satisfaction with employment and consists of 5 measurement items. All measurement items involved in the second and third parts of this study uses a five-point Likert scale, with "1 indicating very dissatisfied" "2 indicating disagree" "3 indicating average" "4 means satisfied" and "5 means strongly agree".

### **3.3 Hypothesis**

H1: Nature of work has a positive effect on graduates' employment satisfaction in school-enterprise cooperation in higher vocational colleges.

H2: Work reward has a positive effect on graduates' employment satisfaction in school-enterprise cooperation in higher vocational colleges and universities.

H3: Development prospect has a positive effect on graduates' employment satisfaction in school-enterprise cooperation in higher vocational colleges.

H4: School factors have a positive effect on graduates' employment satisfaction in school-enterprise cooperation in higher vocational colleges.

H5: There are significant differences in employment satisfaction of graduates of different demographic factors.

### **3.4 Population and Sampling**

The population of this study was from Weifang Engineering Vocational College in Shandong Province, China, with a total of 13,877 graduates from the Classes of 2020 (4161), 2021 (4524), and 2022 (5192). There are 13 departments (colleges and faculties) in this higher vocational college, namely Applied Technology, Big Data and Accounting, Mechatronics Technology, CNC Technology, Pre-school Education, Food Nutrition and Inspection, and Architectural Decoration Engineering Technology. The research activity was conducted by random sampling among the 13877 students who graduated from the institution.

In the sampling process Yamane sampling table was used for sampling and random sampling was used for the selection of sample with 95% confidence interval. Random sampling is a method of sampling often used in surveys, which ensures to a certain extent that every respondent in the population has the possibility of being selected as the subject of study, so as to ensure that the sampling process is maximized in terms of generality and applicability (Zhao, 2015).

### **3.5 Sample Size**

The overall population of this study was 13877 graduates from Weifang Engineering Vocational College in Shandong Province, China. According to the formula to calculate the value corresponding to 13877 graduates and under the 5% confidence interval, the resulting sample size was 388, which means that the minimum number of sample for this survey was 388 graduates. Considering that the sample may be wrongly filled or omitted in the process of distribution and collection,

and ensure the universality and applicability, this sample research activity expanded the size of the sample to 650.

$$N = \frac{N}{1+(Ne^2)}$$

$$N = \frac{13877}{1+ (13877(0.05)^2)}$$

$$N = \frac{13877}{1+34.69}$$

$$N = 388$$

(Equation 3-1)

### 3.6 Data Collection

The data collection was conducted through the "questionnaire star" platform (www.wjx.cn) directed to the graduates, and the two-dimensional code or link form of questionnaire distribution and collection. Prior to completing the questionnaire, its homepage thoroughly explained and conveyed to participants the objectives of the survey activities and the prerequisites for filling it out, urging participants to approach the questionnaire with impartiality, fairness, and objectivity. The individuals responding to the survey exclusively consisted of alumni from Weifang Engineering Vocational College in Shandong Province, China, who graduated within the past three years. The collection of the questionnaire responses took place within a 12-day period starting from the questionnaire distribution date, and the initially gathered questionnaires underwent a preprocessing step to remove any incorrect entries. The questionnaires were collected within 12 days from the date of distribution, and the data collected for the first time were pre-processed, and 617 valid questionnaires were obtained after excluding invalid questionnaires such as those filled in by mistake or omission.

### 3.7 Data Analysis

The data were analyzed using SPSS data statistical analysis software. The reliability and validity analysis is to test the reliability and validity of the scale used in this study. Descriptive statistical analysis aimed to delve into the demographic characteristics of the sample by examining metrics such as mean, frequency, and standard deviation. One-way ANOVA tested the diversity in respondents' personal attributes (such as gender, city, parental education levels, and educational attainment) across various study variables. Correlation studies were conducted to explore the relationships between job characteristics, work rewards, future development opportunities, and educational institution and employment satisfaction of vocational college graduates and the employment satisfaction variables in this study. Following the correlation examination of each variable, regression analysis was utilized to assess

the strength of the association between each independent variable and employment satisfaction of vocational college graduates. Consequently, through the aforementioned steps of data analysis, the impact pathway and magnitude of each independent variable on the dependent variable are scrutinized, thereby validating the research hypothesis of this paper.

### 3.8 Reliability and Validity Analysis

#### 3.8.1 Reliability Analysis

Reliability mainly refers to the reliability of the scale, which refers to the degree of consistency of the results obtained when the same variable is measured repeatedly using the same method. In the reliability test of a questionnaire, the higher the reliability of a scale, the higher the reliability of the scale. In this study, Cronbach's alpha was used as a test of the reliability of the questionnaire. Generally speaking, when the value of  $\alpha$  is greater than 0.8, it indicates that the reliability coefficient of the scale is good, and the closer the value of  $\alpha$  is to 1, the higher the reliability of the scale is, and the smaller the error of the measured results; when the value of  $\alpha$  is less than 0.6, it indicates that the reliability of the scale is poor, and it is necessary to revise or rewrite the scale (Sun, 2004). The questionnaire scale of this study consists of 5 indicators of employment satisfaction (Y) and its influencing factors (X). Hence, it's necessary to carry out Cronbach's alpha coefficient test on the subscales of the five sections and the composite scale, with the detailed analysis findings presented in Table 3.1.

Table 3.1 Questionnaire Reliability Test

variant	Subject	N	Cronbach $\alpha$
Nature of Work	10	617	0.938
Work Rewards	7	617	0.921
Development Prospect	8	617	0.928
School Factors	7	617	0.919
Employment Satisfaction	5	617	0.892
Overall Questionnaire	37	617	0.953

From the reliability test results of each subscale and the overall scale in Table 3.1, it can be seen that the Cronbach's alpha coefficient of the nature of work is 0.938; the Cronbach's alpha coefficient of the work reward is 0.921; the Cronbach's alpha coefficient of the development prospect is 0.928; the Cronbach's alpha coefficient of the school factors is 0.919; the Cronbach's alpha coefficient of the employment satisfaction is 0.892; the Cronbach's alpha coefficient of the overall questionnaire is

0.953. The Cronbach's alpha coefficient of the overall questionnaire is 0.953. The Cronbach's alpha coefficients of each subscale and the overall scale are all higher than 0.8, which shows that the questionnaire of this research has good reliability and is suitable for the next step of factor analysis.

### 3.8.2 Validity Analysis

Validity is to ensure the validity and accuracy of the questionnaire, and validity test specifically refers to the degree of agreement that the measurement tool or instrument is able to accurately measure the thing that needs to be measured. For the validity test, the indicators usually used are KMO sample measure and Bartlett's sphere test. Generally speaking, when the value of KMO reaches above 0.6, it means that the validity is acceptable and the next factor analysis can be carried out; when the value of KMO reaches 0.7, the effect of factor analysis will be better, and the closer the value of KMO is to 1, the more it means that there is a stronger correlation between the variables, and the more it is suitable to carry out the next factor analysis. Furthermore, the sphericity test by Bartlett represents a technique widely adopted by scholars and experts for assessing validity. The significance of this statistic usually falls within the 5% confidence interval. A lower P value from Bartlett's sphericity test indicates greater validity and appropriateness for factor analysis (Sun, 2004). The questionnaires were imported into SPSS statistical analysis software for analyzing and calculating after finishing, and the analysis results are shown in Table 3.2.

Table 3.2 Questionnaire Validity Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.963
Bartlett's Test of Sphericity	Approx. Chi-Square	15250.655
	df	666
	Sig.	0.000

Based on the validity assessment outcomes presented in Table 3.2 for the survey, the KMO metric for the Employment Satisfaction Scale stands at 0.963, surpassing the 0.8 threshold, with the Bartlett's sphericity test yielding a significance probability P-value of 0.000, below the 0.05 threshold for significance. Consequently, the null hypothesis related to Bartlett's sphericity test is dismissed, demonstrating that the survey's structure possesses strong validity.

## Chapter 4 Findings

### 4.1 Introduction

The fourth chapter of this paper mainly focuses on the descriptive statistical analysis (frequency, percentage), correlation analysis, and regression analysis, which were carried out sequentially through SPSS statistical analysis software to verify the research hypotheses according to the results of the statistical analysis.

### 4.2 Description of Statistical Variables

In this research activity, a survey was conducted on the employment satisfaction of senior graduates under the school-enterprise cooperation. The survey included demographic characteristics: gender, city of residence, serving as a class cadre, ranking in class, educational background of the parents, income in the last six months, and preferred area of work, consisting of a total of eight variables. The descriptive statistics for each variable are shown in Table 4.1 below.

Table 4.1 Analysis of the Sample Characteristics

Demographic variables		N	percentage
Gender	Male	192	31.1
	Female	425	68.9
Residence area	Rural	67	10.9
	County	206	33.4
	City	344	55.8
Being class cadre	Yes	258	41.8
	No	359	58.2
Ranking in class	Top ten	118	19.1
	Upper middle	287	46.5
	Medium	155	25.1
	Undesirable	57	9.2
Father's educational background	High school or junior college and below	160	25.9
	College	218	35.3
	Undergraduate	197	31.9
	Graduate and above	42	6.8
Mother's educational background	High school or junior college and below	173	28.0



	College	230	37.3
	Undergraduate	175	28.4
	Graduate and above	39	6.3
Income in the last six months	2500 yuan and below	52	8.4
	2501-4500	280	45.4
	4501-7000	199	32.3
	7,000 or more	86	13.9
Preferred work area	Cities	307	49.8
	Villages and towns at the grassroots level	93	15.1
	Cities and counties where households are registered	217	35.2

#### (1) Gender

According to the statistics in Table 4.1, in terms of gender, the number of male students is 192, accounting for 31.1% of the total sample size, and the number of female students is 425, accounting for 68.9% of the total sample size.

#### (2) Residence area

As detailed in Table 4.1 and Figure 4.1, within the "residence area" statistics, the sample counts for rural areas, county towns, and cities stand at 67, 206, and 344, constituting 10.9%, 33.4%, and 55.8% of the overall sample, respectively.

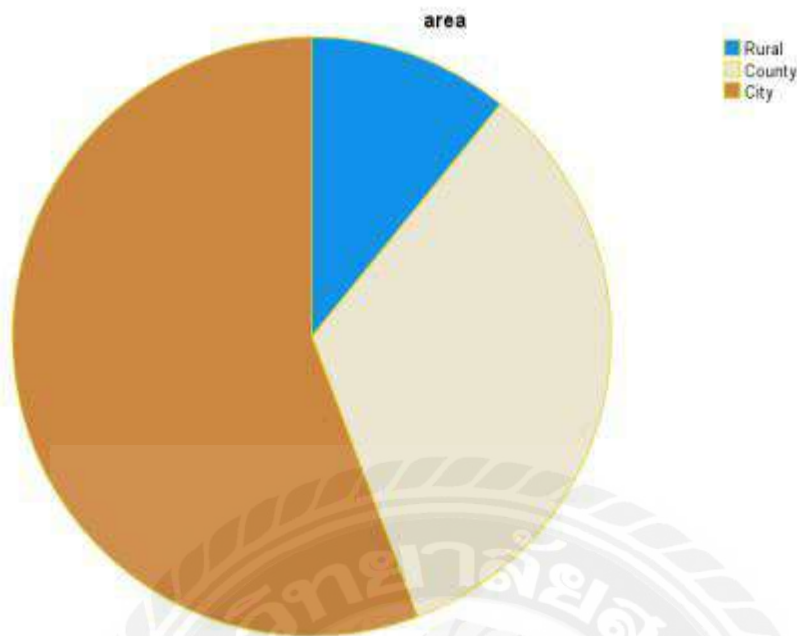


Figure 4.1 Pie Chart by of Residence Area

(3) Being class cadres

Referring to the data in Table 4.1 regarding the inquiry of "whether they have held positions as class cadres," 258 individuals have held such roles, representing 41.8% of the entire sample, while 359 participants have not, making up 58.2% of the total sample.

(4) Ranking in class

Based on the data in Table 4.1 and Figure 4.2, the largest group of students falls into the "class ranking" category, with 287 individuals positioned at the medium level, representing 46.5% of the overall sample count. The top ten, middle-tier, and those with unsatisfactory rankings comprise 118, 155, and 57 students, respectively, making up 19.1%, 25.1%, and 9.2% of the entire sample, respectively.

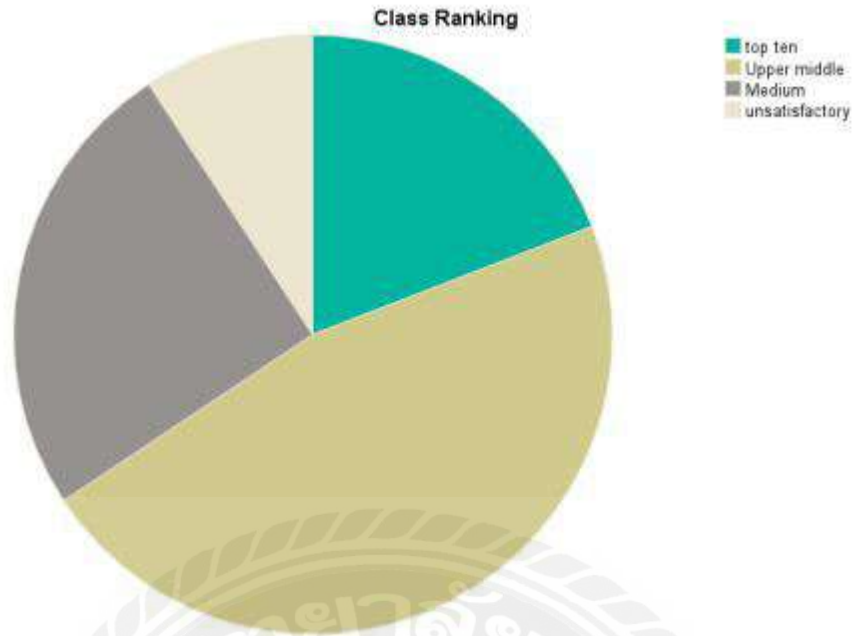


Figure 4.2 Pie Chart by Ranking in Class

#### (5) Parents' educational background

As shown in Table 4.1 and Figures 4.3 and 4.4, in terms of the education background of graduates' parents, the total number of graduates whose parents' education background is "high school or below" and "college degree" exceeds 60% of the total. The education background of fathers is 25.9% and 35.3%, and the education background of mothers is 28.0% and 37.3%. The percentage of parents with undergraduate and postgraduate degrees does not exceed 40%, with 35.3% for fathers and 28.0% and 37.3% for mothers. The combined total of undergraduate and postgraduate education for both parents does not exceed 40%, indicating that the education background of graduates' parents is generally moderate. The relative gap between the number of fathers and mothers with various backgrounds of education is not large, and there is a high degree of consistency.

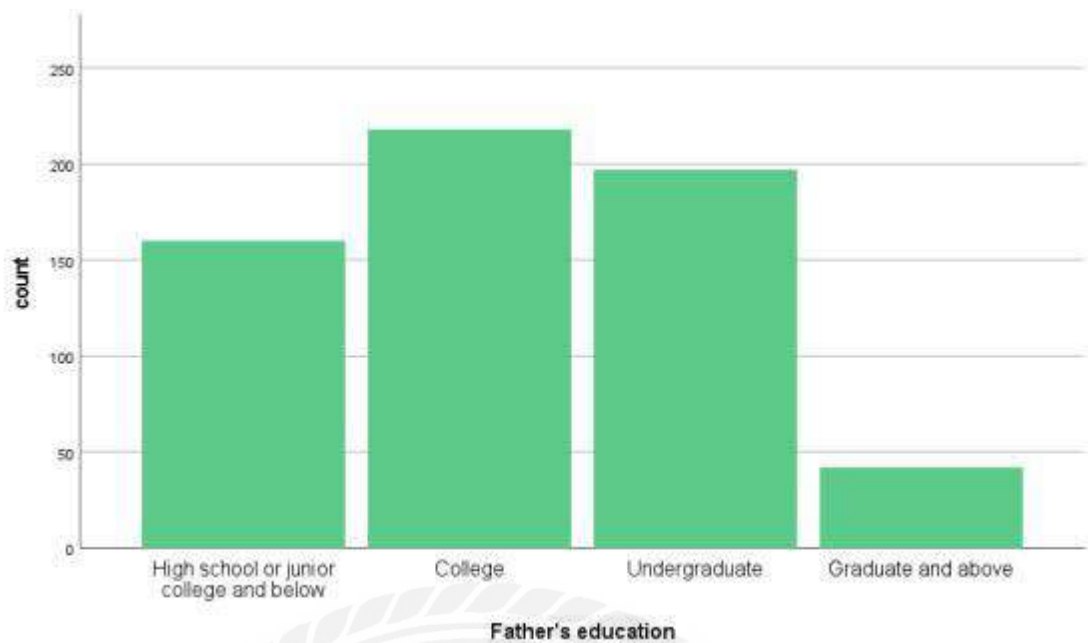


Figure 4.3 Bar Chart by Father's Educational Background

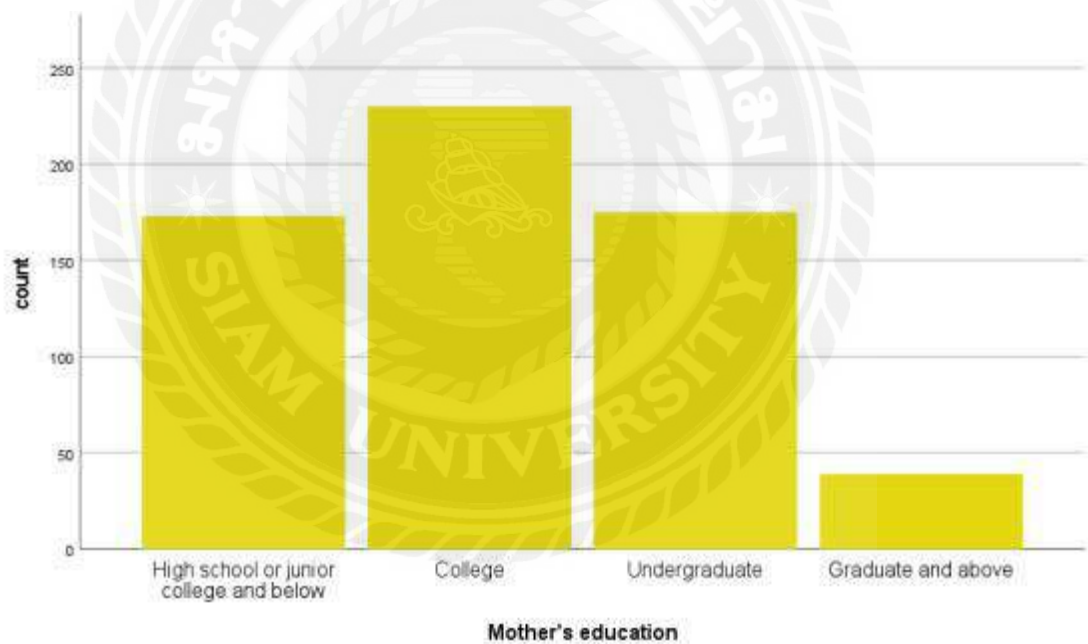


Figure 4.4 Bar Chart by Mother's Educational Background

(6) Income in the last six months

Based on the information in Table 4.1, 52 individuals earn a monthly salary of 2,500 yuan or less, representing 8.4% of the study's population; 280 individuals earn between 2,501 and 4,500 yuan monthly, making up 45.4% of the participant pool; together, these groups constitute over 50% of the survey's respondents. There are 199 graduates earning between 4,501 and 7,000 yuan per month, accounting for 32.3% of

the graduates surveyed; 86 graduates earn more than 7,000 yuan monthly, comprising 13.9% of the surveyed graduates. This data indicates that the average monthly income of vocational college graduates employed for approximately half a year falls within a moderate range.

(7) Preferred work area

According to Table 4.1, 49.8% of the senior graduates in this study take the city as the preferred working area, 35.2% of the senior graduates take the household registration place as the preferred working area, and only 15.1% of the senior graduates choose the village grassroots.

### 4.3 Results of the Study

#### 4.3.1 Independent samplest-test

This study employed a questionnaire survey method, distributing questionnaires directly to the participants of this research to analyze the graduates' demographics, parental education backgrounds, post-employment income, and job location preferences. To assess if significant differences in employment satisfaction exist across different genders and class cadre roles, this study utilized an independentsamplest-test. The purpose is to explore the potential disparities in overall employment satisfaction by genders and class leadership roles, with the findings detailed in Table 4.2.

Table 4.2 Independent Samplest-test for Different Independent Variables on Overall Employment Satisfaction

implicit variable	independent variable		average value	standard deviation	Independent samplest-test	
					t-value	P-value
Employment satisfaction	Gender	Male	16.5104	4.79090	-0.907	0.000
		Female	16.9035	5.06818		
	Being class cadre	Male	18.9186	5.10104	9.420	0.000
		Female	15.2451	4.28797		

(1) Analysis of differences in employment satisfaction based on gender

At the 5% significance level ( $P > 0.05$ ), it becomes evident that a notable disparity exists in employment satisfaction among graduates based on gender, with female students exhibiting significantly higher employment satisfaction than their male counterparts.

(2) Differential analysis of employment satisfaction baseds, on being class cadre

According to Table 4.2, in the independent sample t-test of the different independent variables on overall employment satisfaction, the t-value of the

respondents in the variable "Being class cadre" is 9.420, and the p-value is 0.000. At the 5% significance level ( $P < 0.05$ ), this indicates that the employment satisfaction of graduates is significantly different in the variable "Being class cadre," and the p-value is 0.000, indicating a significant difference in the employment satisfaction of graduates based on being class cadre. This shows that there is a significant difference in the employment satisfaction of graduates depending on whether or not they have served as class cadres, with the employment satisfaction of those who have served as class cadres being significantly higher than that of those who have not.

### 4.3.2 One-way analysis of variance (ANOVA)

Regarding the sensitivity analysis of two or more multivariate variables, all were tested using one-way ANOVA, and the test results are shown in Table 4.3:

Table 4.3 One-way ANOVA for Multiple Variables

implicit variable	independent variable		average value	Standard deviation	(ANOVA)	
					F-value	P-value
Employment satisfaction	Residence area	Rural	17.1	4.88	0.554	0.575
		County	16.50	4.98		
		City	16.88	5.00		
	Ranking in class	top ten	16.85	5.13	0.185	0.907
		Upper middle	16.766	4.78		
		Medium	16.90	5.26		
		undesirable	16.35	4.98		
	Father's educational background	High school or junior college and below	13.75	3.76	47.353	0.000
		College	16.52	4.34		
		Undergraduate	18.659	5.03		
		Graduate and above	20.85	5.14		
	Mother's educational background	High school or junior college and below	13.93	3.77	50.212	0.000
		College	16.48	4.40		
		Undergraduate	19.04	5.00		
		Graduate and above	21.00	5.19		
	Monthly salary for	2500 yuan and below	16.65	4.99	0.053	0.984
2501-4500		16.75	5.06			

the last six months	4501-7000	16.88	4.94		
	7,000 or more	16.69	4.88		
Preferred work area	Cities	16.77	4.98	.320	0.726
	Villages and towns at the grassroots level	16.44	4.86		
	Cities and counties where households are registered	16.93	5.04		

From the one-way ANOVA test on multiple variables in Table 4.3, it can be seen that there is a significant difference between different educational backgrounds of parents among the respondents in the survey study of employment satisfaction of higher vocational graduates, with F-values of 47.353 and 50.212, respectively, with P-values of 0.000 and P-values of 0.05 less than the level of significance.

The F-values for "residence area", "ranking in class", "income in the last six months" and "preferred work area" are 47.353 and 50.212 respectively. The F-values of "city of residence", "rank in class", "monthly salary in the last six months" and "preferred work area" are 0.554, 0.185, 0.053 and 0.320, respectively, and the P-values are 0.575, 0.907, 0.984 and 0.726, respectively, with P-values greater than the 0.05 level of significance. Therefore, there is no significant difference between the above variables on the variable of employment satisfaction of higher education graduates.

### 4.3.3 Correlation analysis

This summary mainly focuses on the correlation analysis of the variables in this study. The role of correlation analysis is to test the existence of a certain linear relationship between the research variables and the degree of closeness of the association. Usually, most scholars use Pearson correlation coefficient analysis to analyze the correlation between the data of each variable (Qiu, 2013). The value of Pearson correlation coefficient is generally between 1 or -1, and the greater the absolute value of the correlation coefficient between the variables, the closer the relationship between the variables. In this paper, we also tested the Pearson correlation coefficient between the variables to further verify the existence of linear relationships and the degree of closeness between the variables. The specific correlation analysis results are shown in Table 4.4.

Table 4.4 Correlation Analysis of Variables

		Nature of Work	Work Reward	development prospect	The school factor	Employment satisfaction
Nature of Work	Pearson Correlation	1	0.470**	0.415**	0.386**	0.451**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000
	N	617	617	617	617	617
Work Reward	Pearson Correlation	0.470**	1	0.470**	0.438**	0.423**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	617	617	617	617	617
Development prospect	Pearson Correlation	0.415**	0.470**	1	0.448**	0.418**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000
	N	617	617	617	617	617
The School Factors	Pearson Correlation	0.386**	0.438**	0.448**	1	0.446**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000
	N	617	617	617	617	617
Employment satisfaction	Pearson Correlation	0.451**	0.423**	0.418**	0.446**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	
	N	617	617	617	617	617
**. Correlation is significant at the 0.01 level (2-tailed).						

From the results of the correlation analysis between the main research variables in Table 4.4, it can be seen that the work satisfaction of higher education graduates is significantly and positively correlated with the nature of work ( $r = 0.451^{**}$ ,  $p < 0.01$ ), significantly and positively correlated with work reward ( $r = 0.423^{**}$ ,  $p < 0.01$ ), significantly and positively correlated with development prospect ( $r = 0.418^{**}$ ,  $p < 0.01$ ), and significantly and positively correlated with school factors ( $r = 0.446^{**}$ ,  $p < 0.01$ ).

A notable positive relationship was found between the "nature of work" and "work reward" ( $r = 0.470^{**}$ ,  $p < 0.01$ ), as well as with "development prospect" ( $r = 0.415^{**}$ ,  $p < 0.01$ ) and "school factors" ( $r = 0.386^{**}$ ,  $p < 0.01$ ). Similarly, "work reward" showed a significant positive association with "Development Prospect" ( $r = .470^{**}$ ,  $p < 0.01$ ) and "school factors" ( $r = 0.438^{**}$ ,  $p < 0.01$ ). Additionally, "development prospect" and "school factors" were significantly positively linked ( $r = 0.448^{**}$ ,  $p < 0.01$ ). The



correlation analysis results underscore the positively significant relationships among the anticipated variables, setting the stage for subsequent regression analysis to confirm the research hypothesis of this study.

#### **4.3.4 Regression Analysis**

Regression analysis offers a clearer depiction of the closeness between each research variable. This analysis typically builds upon correlation findings (Qiu, 2013). Based on the Pearson test results from the correlation analysis outlined in Section 4.4, it's evident that the "nature of work," "work rewards," "development prospect," and "school factors" exhibit significant positive correlations with the employment satisfaction of higher vocational graduates under the school-enterprise cooperation.

Using SPSS27 statistical analysis software, multiple linear regression analysis was conducted on "the nature of work," "work reward," "development prospect," and "school factors" to validate the hypotheses of this study. The analysis proceeded as follows: firstly, testing the research hypothesis H1 concerning the influence of the "nature of work" on the employment satisfaction of graduates under the school-enterprise cooperation in higher vocational colleges; secondly, testing the research hypothesis H2 regarding the impact of "work reward" on the employment satisfaction of graduates under the school-enterprise cooperation in higher vocational colleges; thirdly, assessing the research hypothesis H3 concerning the influence of "Development Prospect" on the employment satisfaction of graduates under the school-enterprise cooperation in higher vocational colleges; finally, examining the research hypothesis H4 pertaining to the effect of "School Factors" on graduates' employment satisfaction under the school-enterprise cooperation in higher vocational colleges.

Table 4.5 Results of Hierarchical Regression Analysis

Variable (X)	Employment satisfaction (Y)			
	Model 1	Model 2	Model 3	Model 4
Gender	0.039	0.040	0.034	0.024
Residence Area	-0.006	0.007	0.012	0.002
Being class cadre	0.022	-0.003	0.023	0.035
Ranking in class	-0.015	-0.017	-0.012	-0.023
Father's educational background	0.048	0.030	0.092	0.110
Mother's educational background	0.282**	0.297**	0.261**	0.239**
Income in the last six months	0.032	0.017	0.013	0.005
Preferred work area	0.007	0.008	0.018	0.010
Nature of Work	0.322**			
Work Reward		0.288**		
Development Prospect			0.284**	
School Factors				0.317**
F-value	26.913**	24.881**	24.66**	26.706**
R <sup>2</sup>	0.285	0.269	0.268	0.284
ΔR <sup>2</sup>	0.275	0.259	0.257	0.273
DW	1.931	1.927	1.907	1.850

Based on the hierarchical regression analysis presented in Table 4.5, Models 1, 2, 3, and 4 depict the regression outcomes after incorporating control variables with the employment satisfaction of higher vocational graduates as the dependent variable. The analysis results reveal:

"Nature of work " and "mother's educational background" have a significant positive effect on the employment satisfaction of higher vocational graduates ( $\beta=0.322^{**}$ ,  $P<0.01$ ,  $\beta=0.282^{**}$ ,  $P<0.01$ ), which can be shown that the nature of work has a significant positive effect on the employment satisfaction of higher vocational college school-enterprise cooperation. itself has a significant positive effect on graduates' employment satisfaction were the school-enterprise cooperation in higher vocational colleges and universities, and research hypothesis 1 is supported.

"Work reward" and "mother's educational background" have a significant positive effect on the employment satisfaction of graduates in higher vocational colleges and universities ( $\beta=0.288^{**}$ ,  $P<0.01$ ,  $\beta=0.297^{**}$ ,  $P<0.01$ ), which can indicate that the nature of work has a significant positive effect on the employment satisfaction of graduates under the school-enterprise cooperation in higher vocational colleges and universities, and research hypothesis 1 is supported. Work reward has a significant positive effect on graduates' work satisfaction under the school-enterprise cooperation in higher vocational colleges, and research hypothesis 2 is supported.

"Development Prospect" and "mother educational background" have a significant positive effect on the employment satisfaction of graduates in higher vocational colleges ( $\beta=0.284^{**}$ ,  $P<0.01$ ,  $\beta=0.261^{**}$ ,  $P<0.01$ ), which can be explained by the following. Development Prospect had a significant positive effect on the employment satisfaction of graduates and the school-enterprise cooperation in higher vocational colleges, and research hypothesis 3 is supported.

The "School factors" and "mother's educational background" have a significant positive effect on the employment satisfaction of graduates in higher vocational colleges ( $\beta=0.317^{**}$ ,  $P<0.01$ ,  $\beta=0.239^{**}$ ,  $P<0.01$ ), which can indicate that development prospect has a significant positive effect on the employment satisfaction of graduates under the school-enterprise cooperation in higher vocational colleges, and research hypothesis 4 is supported.

Based on the results of the analysis of the data from the above study, the study found that all four independent variables, namely, nature of work, work reward, development prospect and school factors, have a significant positive effect on the employment satisfaction of graduates in higher vocational colleges. The study also found that among the demographic variables, gender of the graduates, being class officer, and parents' educational background have significant differences in the work satisfaction of graduates.

## Chapter 5 Conclusion and Recommendation

### 5.1 Conclusion

This study primarily aims to consolidate the findings derived from the questionnaire survey analyzed in Chapter 4, draw conclusions from the research, and offer practical and effective suggestions for enhancement. Additionally, it discusses the methodology used and limitations encountered during the research process while also indicating future research directions. Consequently, the research results of the hypothesis tests are summarized in Table 5.1

Table 5.1 Conclusion of the Research Hypothesis

research hypothesis		Whether or not it is established
H1	Nature of work has a positive effect on graduates' employment satisfaction under the school-enterprise cooperation in higher vocational colleges.	Establishment
H2	Work reward has a positive effect on graduates' employment satisfaction under the school-enterprise cooperation in higher vocational colleges and universities.	Established
H3	Development prospect has a positive effect on graduates' employment satisfaction under the school-enterprise cooperation in higher vocational colleges.	Established
H4	School factors have a positive effect on graduates' employment satisfaction under the school-enterprise cooperation in higher vocational colleges.	Established
H5	There are significant differences in employment satisfaction of graduates of different demographic factors	Partially established

Based on the research hypothesis conclusion in Table 5.1, it is evident that research hypothesis H1 states: "Nature of work has a positive and significant impact on the employment satisfaction of graduates under the school-enterprise cooperation." Research hypothesis H2: Work reward has a positive impact on employment satisfaction of graduates under the school-enterprise cooperation; Research hypothesis H3: Development prospect has a positive impact on the employment satisfaction of graduates under the school-enterprise cooperation; Research hypothesis H4: School factors have a positive impact on employment satisfaction of graduates under the school-enterprise cooperation; Research hypothesis H5: There are significant differences in employment satisfaction of graduates of different genders, and parents' educational backgrounds.

## 5.2 Discussion

At the outset of the research, this paper firstly explores the status and influencing factors of vocational education development in China. Through the examination of vocational education's current state and its challenges, it delves into China's talent cultivation mechanisms and emphasizes the government's advocacy for school-enterprise cooperation. This cooperative model facilitates the rapid and effective cultivation of professional and technical talents tailored to enterprise demands. Moreover, students' professional skills training aligns well with market and enterprise needs, facilitating their integration into the workplace. However, there are still certain problems in the process of school-enterprise cooperation, this study only explores the employment satisfaction of higher vocational graduates and its influencing factors in the process of school-enterprise cooperation, the employment satisfaction of graduates is the fundamental of school-enterprise cooperation, and good employment satisfaction reflects the applicability and validity of the school-enterprise cooperation model to a certain extent, and good employment satisfaction not only influences the work efficiency of professional skilled personnel, Good employment satisfaction not only affects the work efficiency, life quality and heart health of professional skilled personnel, but also influences the development of Chinese vocational education to a certain extent. Therefore, this paper focuses on the study of employment satisfaction of higher vocational graduates in school-enterprise cooperation and its related influencing factors, but there are other unexplored issues in school-enterprise cooperation or additional factors influencing employment satisfaction.

## 5.3 Recommendation

### 1. Optimize the employment guidance courses

Through the research of this paper on the employment satisfaction of higher vocational graduates and its influencing factors, it can be understood that the  $\beta$ -value of the influence of school factors on the employment satisfaction of higher vocational graduates is 0.317, with a P-value of less than 0.000. This highlights the significance of the curriculum system established for higher vocational graduates during their academic years.

Therefore, it is suggested that the school should incorporate the employment guidance course and career planning course into the curriculum system in the process of formulating the curriculum system, and setup a reasonable course time and assessment system according to the law of work-seeking and employment and the characteristics of the graduates of higher vocational colleges and universities. For example, in the first year of enrollment, the proportion of hours of the employment guidance course is less than that of the second year, and the focus of the course content is designed according to the students' professional characteristics and occupational characteristics, so as to help the students further understand and analyze the current employment situation, and make timely adjustments in combination with their own strengths and weaknesses in order to make clear the direction of their own employment and the concept of employment, and to prepare themselves for the employment position in the future. Adequate preparation.

Secondly, strengthen the employment teachers and skills training. In order to make students understand and prepare for the employment problems they face when they graduate, it is not enough to rely only on employment guidance and training, but also to strengthen the professional skills of graduates of higher vocational education, which needs to strengthen the employment of teachers and skills training, employment teachers have a key role in employment guidance and career planning courses for teachers, the school should be regularly trained and assessed, and hire experts to train or assign teachers to companies and enterprises to train or assign teachers to work in the field. Schools should conduct regular training and assessment for teachers of employment guidance and career planning courses, and hire experts to train teachers or assign teachers to enterprises or schools for further training and learning, so as to ensure that the knowledge reserve of the teaching force and teaching content can be in line with actual employment and keep pace with the times. In terms of employment skills training, the school should continue to follow up on the standards of major enterprises on the demand for talent, recruitment interviews and assessment of the content, according to the employment units and enterprises of the employment standards and interview assessment requirements to develop a reasonable employment skills training programs, to ensure that every graduate can be prepared when leaving the campus towards the work market.

## 2. Strengthen training and communication between enterprises and schools

Through the research on the employment satisfaction of higher vocational graduates and its influencing factors under the cooperation between schools and enterprises in this paper, it can be understood that the  $\beta$ -value of the influence of the nature of work on the employment satisfaction of higher vocational graduates is 0.322, with a P-value of less than 0.000; the  $\beta$ -value of the work return is 0.288, with a P-value of less than 0.000; the  $\beta$ -value of the development prospect is 0.284, with a P-value of less than 0.000. It can be seen that higher vocational graduates are more concerned about the nature of work, the work reward and the development prospect. The importance of the nature of work, work returns and development prospects is also very high, so if enterprises want to retain skilled professionals, on the one hand, they should strengthen the communication with the school, communicate with enterprises regularly about their recruitment needs, work situation, manpower development, etc., and the school should formulate the corresponding training program according to the development of the enterprise, so as to meet the enterprise's demand for talents. On the other hand, the enterprise itself should also strive to create a good working environment, working atmosphere, according to the needs of the enterprise into the enterprise but also constantly on the higher vocational graduates training and guidance, give graduates the space to develop, and cultivate the talents needed by the enterprise.

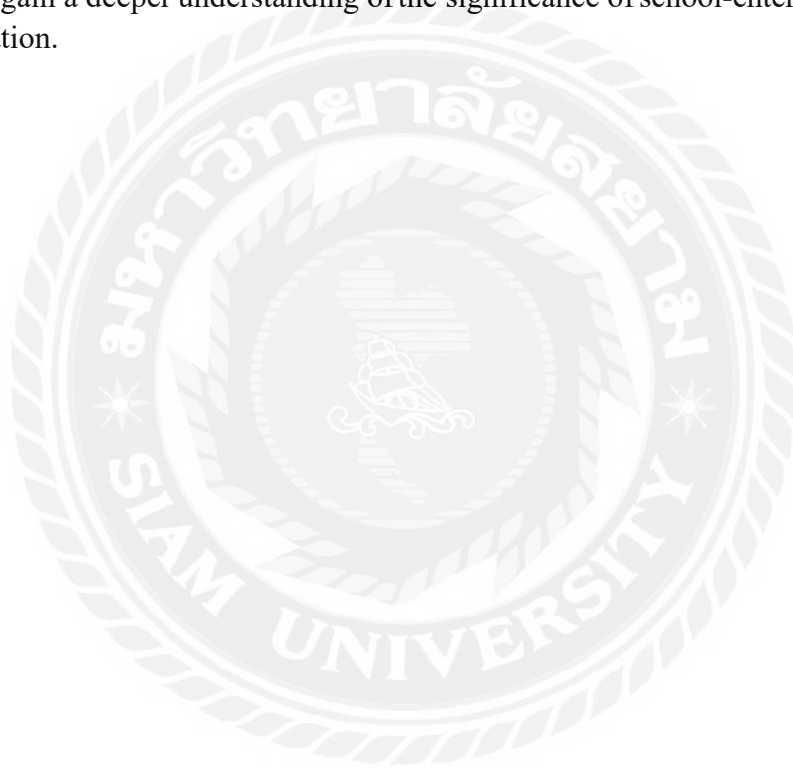
## 5.4 Further Study

The core focus of this study revolves around examining the employment satisfaction of senior vocational graduates under the school-enterprise cooperation. However, it's crucial to acknowledge that this study did not comprehensively consider all independent variables.

Therefore, future research on the employment satisfaction of higher vocational graduates should explore additional representative influencing factors.

Moreover, while this study delves into the individual-level aspect of employment satisfaction, it overlooks the perspectives of enterprises and higher vocational colleges and universities. Future research can broaden its scope to include organizational-level characteristics in surveys of satisfaction within the context of school-enterprise cooperation.

Furthermore, future research endeavors could include comparative studies from various perspectives to gain a deeper understanding of the significance of school-enterprise cooperation in talent cultivation.



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## Appendix:

Hello everyone:

This research activity is mainly a survey on school-enterprise cooperation in higher vocational colleges and universities in the employment satisfaction of professional and skilled personnel, thank you for your busy schedule to participate in our research activities, in order to further improve the school-enterprise cooperation, cultivate vocational and technical personnel, alleviate the pressure of employment, I hope that through the questionnaire survey to further understand your needs in school-enterprise cooperation and adapt to the core needs of the enterprise, to provide a better service for school-enterprise cooperation. We hope that through the questionnaire survey, we can further understand your needs in school-enterprise cooperation and adapt to the core needs of enterprises, so as to provide better services for school-enterprise cooperation. We hope that you will fill in the questionnaire with objective and true feelings and seek truth from facts, and please don't worry that all your evaluations and answers will be in an anonymous form. Thankyou for your participation and cooperation! Wish you a happy life!

### PartI: Basic Information

1. Your gender is.  
A. male B. female
2. You come from.  
A. rural B. county C. city
3. have you ever been a class cadre or a student union cadre?  
A. Yes B. No
4. Where did you rankin your class when you were in school in terms of your overall grades?  
A. top ten B. above average C. middle D. unsatisfactory
5. Your father's education level.  
A. high school or junior college and below B. college C. bachelor's degree  
D. graduate school and above
6. Your mother's education level.  
A. High school or junior college or below B. College C. Undergraduate  
D. Graduate or above
7. In the last six months, your average monthly salary was.  
A.2500 yuan and below B.2501-4500 C.4501-7000 D.7000 or above
8. Your preferred work area is.  
A. cities B. villages and towns at the grassroots level C. cities and counties where you are registered as a household member

## Part II: Employment Satisfaction Status Survey Scale

According to your real feelings and combined with your actual employment situation, choose the corresponding answers to your current questions about employment satisfaction.

Choose the corresponding answers to the questions about your current employment satisfaction. It doesn't matter whether the answers are right or wrong, just fill in the answers according to your actual feelings. (A: very dissatisfied, B: dissatisfied, C: average, D: satisfied, E: very satisfied)

Table A-1 Work Satisfaction Perse

A1	The length of time and intensity of work					
A2	The degree of match between one's own ability and personality and the work	1	2	3	4	5
A3	Self-worth in the work	1	2	3	4	5
A4	Safety and security in the workplace	1	2	3	4	5
A5	The evaluation and system of the workplace	1	2	3	4	5
A6	The management level of the workplace	1	2	3	4	5
A7	The content of the work and the service targets bring you the degree of pressure	1	2	3	4	5
A8	Recognition of your efforts at work and the importance of your suggestions	1	2	3	4	5
A9	The teamwork and team spirit of the work team	1	2	3	4	5
A10	Hardware facilities of the workplace (working environment, instruments and equipment, etc.)	1	2	3	4	5

Table A-2 Work Reward

B1	Salary from current workplace					
B2	Benefits at your current workplace (vacation, insurance, etc.)	1	2	3	4	5
B3	What you give at work and what you deserve	1	2	3	4	5
B4	Your incentives to the company when performing well at work	1	2	3	4	5
B5	Current living environment	1	2	3	4	5
B6	To be financially independent, you are interested in the current salary income	1	2	3	4	5
B7	To be able to meet your daily expenses well, you are interested in the current salary income	1	2	3	4	5

Table A-3 Development Prospect

C1	Prospects for the development of the industry you are currently working in					
C2	Promotion mechanism in the workplace	1	2	3	4	5
C3	Self-improvement (skills and knowledge) in the workplace	1	2	3	4	5
C4	Training organized by the workplace	1	2	3	4	5
C5	Learning and exchange opportunities provided by the workplace	1	2	3	4	5
C6	Your goals and future	1	2	3	4	5
C7	The relevance of your major and your current work at the workplace	1	2	3	4	5
C8	How your current work will help you to choose a career in the future	1	2	3	4	5

Table A-4 The School Factor

D1	Based on your current work, what do you think about the level of the graduating school (senior)	1	2	3	4	5
D2	The school's curriculum and assessment (number of courses, weekly class hours, assessment methods)	1	2	3	4	5
D3	The overall teaching skills of the teachers at the school (teaching style and methodological skills)	1	2	3	4	5
D4	The help of internships arranged by the school in finding a work (work skills and experience accumulation)	1	2	3	4	5
D5	The status and popularity of the school	1	2	3	4	5
D6	School's career guidance program	1	2	3	4	5
D7	Career guidance work of the school (following up on the employment situation, dissemination of employment information, etc.)	1	2	3	4	5

Table A-5 Employment Satisfaction

E1	Overall workload distribution in the work performed	1	2	3	4	5
E2	Current work in terms of personal fulfillment	1	2	3	4	5
E3	Overall benefits derived from the work	1	2	3	4	5
E4	Overall opportunities for advancement in the work	1	2	3	4	5
E5	Overall personal advancement from the current work	1	2	3	4	5