Employee sense of achievement, organizational support, and job satisfaction: Basis for improve work engagement

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Abstract

This study mainly identified various dimensions of employee achievement, organizational support, and job satisfaction, and developed a plan to improve the job engagement of vocational college teachers. Through empirical research, descriptive statistics and inference analysis were conducted on questionnaire data from 352 respondents, and the survey results were processed using SPSS 28 version. Revealed the current situation of the dimensions of achievement, organizational support, and job satisfaction among teachers in Chinese vocational colleges, and explored the relationship between the three. The results of this study show that respondents share the same views on the evaluation criteria for employee achievement, organizational support, and job satisfaction, while also emphasizing the importance of factors such as progress, recognition, and opportunity in career achievement. By testing the correlation between employees' sense of achievement, organizational support, and job satisfaction in this study, empirical research shows that employee satisfaction has a positive impact on organizational support and job satisfaction. Organizational support and job satisfaction can in turn enhance teachers' sense of career achievement. In addition, there is a significant high correlation between organizational support and job satisfaction. Employee sense of achievement, organizational support, and job satisfaction are key factors that affect employee job engagement. Based on the research results, researchers have provided empirical reference suggestions for improving teacher engagement in higher vocational colleges in China.

Keywords: employee sense of achievement, organizational support, job satisfaction, work engagement, vocational college teacher

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1. Introduction

With the gradual penetration of the "people-oriented" concept into people's hearts, human resources have been regarded as the core competitiveness of enterprises. The concept of organizational management has shifted from a simple pursuit of efficiency and cost reduction to a management mindset that values employee behavior and attitudes. Therefore, employee job satisfaction, career achievement, and engagement have become key factors for organizational success. How to improve employee engagement has become a highly focused issue for organizational managers and researchers.

Currently, vocational education is receiving great attention in China and has become an important issue in the field of education. In order to improve the core competitiveness of schools, the work engagement of teachers is crucial. The active participation of teachers is closely related to the teaching performance of the school, which to some extent reflects the cohesion and centripetal force of the school. At the same time, with the arrival of the new era, the focus of teacher career development is increasingly inclined towards the significance of education and teaching work and the realization of self-worth. Only when teachers fully recognize the importance of engaging in education and the pursuit of self-worth realization can they better fulfill their educational responsibilities. When teachers are highly engaged, dedicated, self-motivated, and responsible, their teaching enthusiasm and effectiveness are often better.

Employee sense of achievement is an important factor in improving work engagement. Peter Drucker, a management scientist, proposed three major tasks of management in his book "The Practice of Management": setting goals, organizing work, and motivating and communicating. In the motivation and communication section, he proposed "making work productive and giving employees a sense of achievement". When employees feel that their efforts are recognized and rewarded, they will become more engaged in their work, thereby improving work engagement.

In addition, satisfied employees typically have higher work motivation and engagement, and they become more loyal to the organization and strive to do their job well, which typically translates into increased productivity (Metz, 2018). Teachers with high job satisfaction usually exhibit a high level of professionalism and professional enthusiasm. They are not only enthusiastic about teaching work, but also pay great attention to the learning progress and growth of students. These teachers believe that educational work is a challenging and enjoyable task, and they constantly explore and practice new educational concepts and teaching methods in order to improve their educational and teaching level. Their teaching achievements and students' grades are also very significant. Kirkbesoglu and Ozder (2001) have demonstrated a positive relationship between career achievement, organizational support, and job satisfaction through extensive research. The research results of Allen et al. indicate that there is a significant positive correlation between organizational support and job satisfaction (Allen et al., 2003). A study by Judge et al. (2013) showed a positive correlation between career achievement and job satisfaction and organizational commitment.

This paper aims to explore the impact of teachers' career achievement, organizational support, and job satisfaction on job engagement, and propose a series of effective strategies and methods to enhance teachers' job engagement. On the basis of organizing and analyzing relevant theoretical and empirical research, we will delve deeper into the interrelationships between these three factors, and explore how to promote the improvement of teachers' job engagement by enhancing their sense of work achievement, providing comprehensive organizational support, and improving job satisfaction. At the same time, this paper also provides theoretical and empirical basis for teacher management in vocational colleges in China.

Objectives of the Study - This study i analyze the correlation of three variables, teachers' sense of career achievement, organizational support, and job satisfaction, among vocational college teachers, in order to improve work engagement. Specifically, it described sense of career achievement in terms of progress, recognition and opportunities; assessed organizational support in terms of school's work support, school's value recognition and interest concern for teachers; Determined job satisfaction in terms of job identity, rights and interests' protection, leadership management and self-development; determined the relationship among the three variables. It attempted to develop a framework for improving work engagement of vocational teachers.

2. Methods

Research Design - On the basis of in-depth research on a large number of literature, this paper developed a questionnaire survey and conducted empirical analysis using statistical analysis methods, aiming to analyze the interrelationships between the three research variables. According to Kaliyadan and Kulkarni (2019), statistical analysis methods mainly include descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis focused on studying the percentage and probability of sample attributes, without making any probability based inferences. It was a simple quantitative analysis based on population or geographical characteristics, which provided a comprehensive statistical analysis of the overall situation of the respondents. Inferential statistical analysis was a statistical inference process that inferred general patterns or features based on collected sample information, as used in correlation and regression analysis in this paper (Salvatore, 2021).

Participants of the Study - A total of 355 questionnaires were distributed through the Internet, and 352 were valid. The respondents were administrators, teachers and other employees of vocational colleges in China. The respondents were selected based on a random sample of 9 public vocational colleges in four Chinese provinces (Shandong, Anhui, Hubei and Jiangsu), each with a random sample of 40 administrators, faculty and other staff.

Data Gathering Instrument - The questionnaire used in this study was developed based on specific dimensions of three variables, and therefore the questionnaire is mainly divided into three sections. The questionnaire comprised two sections. Section one encompassed the respondents' profile, while section two was crafted based on the various dimensions and indicators of corporate image, customer satisfaction, and customer loyalty. During the questionnaire construction process, the framework for each module followed the outlined basis below: The first module "Sense of Career Achievement" module involved three aspects as progress, recognition and opportunities (McClelland, 2009). The second module "Organizational Support" involved three dimensions: school's work support, school's value recognition and interest concern for teachers (Eisenberger,1986; Ling et al,2006). The third module "Job Satisfaction" was designed into four dimensions: job identity, rights and interests' protection, leadership management and self-development (Haobo & Lingxiao, 2019). Reliability results showed that Cronbach's alpha for Progress (0.825), Recognition (0.855), Opportunities (0.920), School's Work Support (0.938), School's Value Recognition (0.937), Interest Concern for Teachers (0.978), Job Identity (0.955), Rights and Interests' Protection (0.954), Leadership Management (0.964), Self-Development (0.985) suggesting that the items have an excellent internal consistency.

Data Gathering Procedure - Based on social hot topics and academic research, the researcher has chosen this research topic and has arranged the logical structure of the questionnaire according to the content of the analyzed paper. The questionnaire was then distributed to obtain the main empirical data for this study. The respondents of the questionnaire were distributed anonymously via WeChat and QQ, ensuring the privacy of the content. The questionnaire and the overall thesis proposal had been approved by the Graduate School of Lyceum of the Philippines University-Batangas before sending the questionnaire through the channels mentioned above, to collect a small sample with more than 30 respondents and less than 100 respondents. Prior to distributing the questionnaire on a broad scale, a small sample of respondents was used to pre-analyze the structural reliability and validity in order to ensure the questionnaire structure's accuracy and rationality. Based on the evaluation results of the small sample pre-distribution, the questionnaire was revised and distributed to ensure the feasibility of empirical analysis.

Ethical Considerations - Prior to the start of this study and survey questionnaire, the content and logical rationality of the questionnaire had been reviewed and approved by researchers, supervisors, and relevant personnel from the Graduate School of Lyceum of the Philippines University-Batangas. When distributing survey questionnaires, researchers respected the individual wishes of the respondents and encouraged them to fill out the questionnaires without being influenced by coercion or other inappropriate means. Collecting personal information and investigating personal content was conducted anonymously, while protecting their personal privacy and related information to prevent any illegal infringement or threat.

Data Analysis - This study aimed to achieve the digital and structurization of statistical data, design corresponding indicators for different dimensions of three core variables, and encoded them. At the same time, module evaluation was conducted through preprocessing and statistical transformation methods to facilitate preliminary statistical analysis. The overall data analysis of the study was quantitatively analyzed by statistical analysis method, which mainly included descriptive statistical analysis and statistical inference analysis. Firstly, a preliminary descriptive statistical analysis was made on the generality features of the three variables through frequency distribution and weighted mean in order to give an overall description. Secondly, according to the rho index in correlation analysis, this paper determined the relationship between sense of career achievement and organizational support, sense of career achievement and job satisfaction, organizational support and job satisfaction. In order to further analyze the relationship between the three variables of employee sense of achievement, organizational support, and job satisfaction, the regression coefficient was obtained. Based on the regression analysis, a specific regression model was constructed for sense of achievement, organizational support, and job satisfaction. This model can be used to improve teachers' work engagement. The statistical analysis methods aforementioned were calculated and processed by SPSS version 28.

3. Results and discussion

Table 1

Sense of Career Achievement

Key Result Areas	Weighted Mean	Verbal Interpretation	Rank
Progress	3.08	Agree	3
Recognition	3.42	Agree	1
Opportunities	3.27	Agree	2
Composite Mean	3.26	Agree	

Legend:3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Table 1 displays the summary of the sense of career achievement with a composite mean of 3.26 and verbally interpreted as agree. Among the cited indicators, the respondents agree on recognition with a weighted mean of 3.42. These respondents seem to believe that recognition is the most important aspect of career achievement. Recognition can give employees a sense of self-esteem and self-worth, making them feel recognized and valued for their work. Many studies have shown that gaining recognition from others is an important source of employee achievement. Maslow proposed that humans have a series of basic needs, including physiological needs, safety needs, social needs, respect needs, and self-actualization needs (Maslow, 1943). When employees feel that their work is recognized and appreciated by others, they will feel more valuable and experience a higher sense of achievement. Bhaswati (2023) pointed out that recognition is an effective management strategy that can help organizations establish an efficient and cohesive team. Recognition is one of the best ways to motivate people. It is one of the top drivers of employee engagement, and their research found that when employees believe they will be recognized, they are 2.7x more likely to be highly engaged.

Opportunities ranked second with a composite mean of 3.27 which is higher than the grand composite mean of 3.26. Opportunity is crucial for teachers' sense of job achievement, as it can provide them with a sense of satisfaction and achievement in terms of career development, participation in decision-making, student success, professional development, and recognition. Employees' perception of future career development opportunities

and growth space is also a key factor affecting their achievement (Liu et al., 2019). If employees feel that they have more opportunities for development in the company, they may view their work more positively and experience a higher sense of achievement. Therefore, organizations should pay attention to employees' progress, recognition, and opportunities to stimulate their work enthusiasm and motivation, and enhance their sense of achievement and loyalty.

The weighted mean of progress is the lowest, only 3.08, ranking last among the three dimensions. Many employees believe that achieving progress is an important factor in generating a sense of achievement in their career. When employees feel that they have made progress in their work or their personal abilities have been improved, it will bring them a positive emotional experience, thus making them more engaged in their work. McClelland (2009) pointed out in his theory of achievement motivation that employees pursue a sense of achievement and self-actualization in their work, and this pursuit drives them to work harder and demonstrate higher work engagement. When employees have a sense of achievement in their work, they are more likely to be willing to invest more time and energy in doing their job well; On the contrary, when employees invest a lot of time and energy in their work, they are more likely to achieve good work results, thereby enhancing their sense of achievement.

Table 2

Organizational Support

Key Result Areas	Weighted Mean	Verbal Interpretation	Rank
Work Support	3.18	Agree	2
Value Recognition	3.22	Agree	1
Interest Concern for Teachers	3.14	Agree	3
Composite Mean	3.18	Agree	

Legend: 3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Table 2 displays the organizational support with a composite mean of 3.18 and verbally interpreted as agree, which indicates the obviously positive consistency among the cited dimensions as to work support, value recognition and interest concern for teachers. Organizational support can help employees enhance their enthusiasm (Eisenberger et al., 1986). When employees' values, goals, and contributions are recognized by the organization, they will feel the organization's importance and concern for their contributions and happiness, resulting in a strong sense of organizational support. This sense of support can motivate employees to actively engage in their work and make greater contributions to the success of the organization. Yang et al., (2021) pointed out that work support and value recognition indirectly affect the innovative behavior of university science and technology personnel through self-efficacy and hope, with psychological capital playing a completely mediating role.

Among the cited dimensions, value recognition ranked first with a composite mean of 3.22, which is higher than the grand composite means of 3.18. Value recognition includes employees' work performance and contributions and involves their personal characteristics, abilities, and character. Among the three dimensions of organizational support, value identification is considered the most important factor. Wang (2023) pointed out that the more organizational support university teachers receive, the more recognition and high evaluation of their personal abilities and values. This will help them gain more pride and happiness. While the respondents agreed on work support with a weighted mean of 3.18, they got the second rank. Work support usually refers to the organization's support and assistance to employees' work, including providing necessary work resources, training and support, and allowing employees to make decisions and express opinions in their work. This support can enhance employees' confidence and work motivation, and improve their work efficiency and performance.

The indicator of interest concern for teachers ranked third among the three indicators with a weighted mean of 3.14, slightly lower than the grand composite mean of 3.18. Interest concern for teachers includes their promotions, salaries, benefits, health, family, and other aspects. By caring for and satisfying the interests of employees, organizations can enhance their sense of belonging and loyalty, and improve their job satisfaction

and performance (Miao, 2020).

Table 3

Organizational Ethical Climate

Key Result Areas	Weighted Mean	Verbal Interpretation	Rank
Job Identity	3.35	Agree	1
Rights and Interests Protection	3.14	Agree	4
Leadership Management	3.17	Agree	3
Self-development	3.22	Agree	2
Composite Mean	3.22	Agree	

Legend: 3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Table 3 displays the summary on job satisfaction with a composite mean of 3.22 and verbally interpreted as agree. Among the cited indicators, job identity got the first rank with the highest composite mean of 3.35, which is much higher than the average level of the grand composite mean. Job identity refers to an employee's emotional response to work, which is an overall evaluation of their work (Frederick Herzberg, 1959). When teachers develop a sense of identification with their work, they will feel satisfied and joyful, and have a positive emotional experience with their work, which can enhance work motivation and engagement, thereby improving job satisfaction. When teachers' rights and interests are protected, they will feel recognized for their value and become more engaged and satisfied with their work (Zhao, 2005).

Self-development and leadership management got second rank and third rank respectively with weight mean of 3.22 and 3.17. Self-development is another important factor in improving teacher job satisfaction. When teachers are able to improve their abilities and values through learning and growth, they will feel more confident and fulfilled, and more satisfied with their work. Excellent leaders can stimulate work motivation and engagement, enhance teachers' confidence and sense of belonging, and thus improve job satisfaction (Skaalvik & Skaalvik 2011). The composite mean of rights and interests protection is lower than the grand composite mean, at 3.14, ranked last. Employees are the core key to the development of the organizations. Only by fully protecting their rights and interests can they stimulate their inner stability and satisfaction, thereby encouraging them to contribute to the enterprise with higher work efficiency and dedication (Atomsa & Raju, 2014). Protecting employee rights not only enhances their sense of trust, but also cultivates their sense of belonging, making them more willing to contribute to the long-term development of the enterprise while feeling respect and protection.

Table 4

Relationship Between Sense of Career Achievement and Organizational Support

Variables	rho	p-value	Interpretation
Progress			
Work Support	0.682**	0.000	Highly Significant
Value Recognition	0.669**	0.000	Highly Significant
Interest Concern for Teachers	0.652**	0.000	Highly Significant
Recognition			
Work Support	0.647**	0.000	Highly Significant
Value Recognition	0.649**	0.000	Highly Significant
Interest Concern for Teachers	0.617**	0.000	Highly Significant
Opportunities			
Work Support	0.781**	0.000	Highly Significant
Value Recognition	0.756**	0.000	Highly Significant
Interest Concern for Teachers	0.775**	0.000	Highly Significant

**. Correlation is significant at the 0.01 level

As seen in Table 4, the computed rho-values ranging from 0.617 to 0.781 indicate a strong direct relationship among the sub-variables of sense of career achievement and organizational support. There was a statistically significant relationship between sense of career achievement and organizational support because the

obtained p-values were less than 0.01. Therefore, the correlation analysis data results of sense of career achievement and organizational support in the table show that the higher sense of career achievement, the higher organizational support, and vice versa.

Many scholars have demonstrated through various models or empirical studies that there is a strong correlation between professional achievement and organizational support. For example, a study conducted by Allen et al., (2003) found a significant positive correlation between organizational support and employee job satisfaction. Masterson et al., (2020) found through a survey of employees at a university in the United States that organizational support has a positive correlation with job satisfaction and a negative impact on turnover intention. Chen et al., (2018) used 395 professional teachers in Guangdong Province, China as a sample, and the research results showed that teachers' sense of organizational support has a significant positive impact on job satisfaction.

Table 5 displays the relationship between sense of career achievement and job satisfaction. As observed, As seen in the table 17, the computed rho-values ranging from 0.585 to 0.822 indicate a moderate to very strong direct relationship among the sub variables of sense of career achievement and job satisfaction. There was a statistically significant relationship between sense of career achievement and job satisfaction because the obtained p-values were less than 0.01. Therefore, the correlation analysis data results of career achievement and job satisfaction in the table show that the higher a teacher's sense of career achievement, the higher their corresponding job satisfaction, and vice versa.

Many literatures have mentioned the significant positive linear correlation between sense of career achievement and job satisfaction. For example, Baker (2008) believes that when employees have a high level of job recognition, they are more likely to believe that their work meets their expectations, thereby improving job satisfaction. Metz (2018) proposed that satisfied employees often have higher work motivation and engagement. They become more loyal to the organization and strive to do their job well, which usually translates into an increase in productivity.

Table 5

Relationship Between Sense of Career Achievement and Job Satisfaction

Variables	rho	p-value	Interpretation
Progress			
Job Identity	0.629**	0.000	Highly Significant
Rights and Interests Protection	0.634**	0.000	Highly Significant
Leadership Management	0.628**	0.000	Highly Significant
Self-development	0.649**	0.000	Highly Significant
Recognition			
Job Identity	0.702**	0.000	Highly Significant
Rights and Interests Protection	0.602**	0.000	Highly Significant
Leadership Management	0.585**	0.000	Highly Significant
Self-development	0.605**	0.000	Highly Significant
Opportunities			
Job Identity	0.822**	0.000	Highly Significant
Rights and Interests Protection	0.763**	0.000	Highly Significant
Leadership Management	0.734**	0.000	Highly Significant
Self-development	0.753**	0.000	Highly Significant

**. Correlation is significant at the 0.01 level

Metz (2018). research results show a positive interactive relationship between professional achievement and job satisfaction. This means that when teachers are satisfied and proud of their work results, they often have a higher sense of professional achievement. This sense of achievement can enhance their engagement and enthusiasm for work, improving their job satisfaction. On the other hand, high job satisfaction can also enhance career achievement. When a person enjoys their job and derives satisfaction from it, they are more likely to succeed in their work, enhancing their sense of professional achievement.

Table 6

Relationship Between Organizational Support and Job Satisfaction

Variables	rho	p-value	Interpretation
Work Support			
Job Identity	0.774**	0.000	Highly Significant
Rights and Interests Protection	0.847**	0.000	Highly Significant
Leadership Management	0.821**	0.000	Highly Significant
Self-development	0.800**	0.000	Highly Significant
Value Recognition			
Job Identity	0.761**	0.000	Highly Significant
Rights and Interests Protection	0.838**	0.000	Highly Significant
Leadership Management	0.810**	0.000	Highly Significant
Self-development	0.813**	0.000	Highly Significant
Interest Concern for Teachers			
Job Identity	0.808**	0.000	Highly Significant
Rights and Interests Protection	0.881**	0.000	Highly Significant
Leadership Management	0.860**	0.000	Highly Significant
Self-development	0.831**	0.000	Highly Significant

**. Correlation is significant at the 0.01 level

As seen in Table 6, the computed rho-values ranging from 0.761 to 0.881 indicate a strong to very strong direct relationship among the sub-variables of organizational support and job satisfaction. There was a statistically significant relationship between organizational support and job satisfaction because the obtained p-values were less than 0.01. The results indicate a significant positive correlation between organizational support and job satisfaction, meaning that the higher the teacher's organizational support, the higher their job satisfaction. A sense of organizational support can help improve teachers' job satisfaction (Sarikaya & Kara, 2020). Teachers need to feel the support and care from the organization, which not only enhances their sense of belonging but also enhances their work motivation and enthusiasm. This conclusion has been supported by many studies and widely applied in practice to improve teachers' work enthusiasm and engagement.

Many scholars have proved the strong correlation between organizational Support and Job Satisfaction through various models or empirical studies. For example, after conducting research, development, and testing on hotel employees, Karatepe (2012) proposed a research model in which job satisfaction serves as a mediating variable that affects organizational support and job performance.
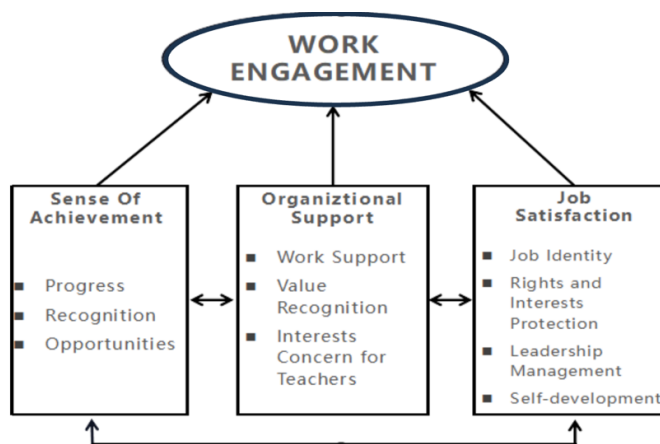

Figure 1. Proposed Framework for Improving Work Engagement of Vocational Teachers

This paper proposes a model to enhance work engagement, which emphasizes the importance of career achievement, organizational support, and job satisfaction in the process of increasing work engagement. There is

a positive correlation between job satisfaction, engagement, and job satisfaction levels (Boštjančič, Eva, 2019). At the same time, this model helps vocational colleges clarify the connection between teachers' sense of achievement, organizational support, and job satisfaction when managing teachers; It helps universities better meet the needs of teachers, thereby stimulating their work enthusiasm and professionalism, and providing guidance and suggestions for improving teachers' work engagement.

As illustrated in Figure 1, teachers' sense of achievement, organizational support, and job satisfaction serve as the fundamental components in enhancing job engagement. The empirical research underlying this model has demonstrated that employee satisfaction has a positive impact on organizational support and job satisfaction, respectively. Organizational support and job satisfaction, in turn, can enhance teachers' sense of achievement. Furthermore, organizational support has a positive impact on job satisfaction, and job satisfaction also has a positive impact on organizational support, as the results indicate a significant strong correlation between these two variables. The model's primary focus is on teachers from nine public vocational colleges located in four Chinese provinces: Shandong, Anhui, Hubei, and Jiangsu. These provinces are representative of the diverse geographical, cultural, and economic landscapes found throughout China. As such, the findings from this study have the potential to be widely applicable and provide valuable insights for enhancing work engagement in a range of educational settings.

4. Conclusions and recommendations

The respondents agree on the sense of career achievement. Among the indicators, recognition comes first, and opportunities and progress follow. Among the indicators of organizational support, value recognition ranks first, while work support and interest concern for teachers follows. Generally, the respondents agreed on job identity as the highest indicative of job satisfaction, while they agreed on self-development, leadership management, rights, and interests protection. There is a significant relationship between a sense of career achievement and organizational support, a sense of career achievement and job satisfaction, and organizational support, and job satisfaction. A framework for improving work engagement of vocational teachers was proposed.

Researchers suggest that schools may consider teacher growth and development as the core areas of teacher management, and achieve comprehensive development and improvement by improving teachers' job satisfaction and professional achievement. Schools may establish a fair and reasonable salary system and welfare benefits to ensure that teachers' salaries and benefits meet their needs and expectations. Schools may ensure that teachers feel recognized and appreciated for their contributions while providing them with a comfortable working environment and generous welfare benefits. Schools may establish a good communication and feedback mechanism to enable teachers to participate in decision-making and management, and actively respond to the management's constructive opinions and suggestions. Schools may provide psychological support and care, pay attention to teachers' mental health and quality of life, and help them better cope with work pressure and challenges.

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