


Organizational culture integration, teachers' compensation and satisfaction in Chinese higher vocational institutions

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Received: 25 May 2024

Available Online: 15 July 2024

Revised: 25 June 2024

DOI: 10.5861/ijrse.2024.24662

Accepted: 10 July 2024

ISSN: 2243-7703

Online ISSN: 2243-7711

OPEN ACCESS



Abstract

Organizational culture, compensation and satisfaction are hot issues in the field of management research. In this study, 451 teachers from three Chinese higher vocational colleges were selected as the participants of the study, and the relationship among organizational culture integration, teacher salary and job satisfaction was analyzed by using questionnaires related to organizational culture integration, teacher salary and job satisfaction in higher vocational colleges. The study found that most of the respondents were male, between the ages of 31 and 40, with a bachelor's degree, and most of them had taught for between 6 and 10 years. Respondents broadly agreed on all indicators in the three dimensions of organizational culture integration, teacher compensation, and teacher satisfaction. When grouped according to personal data, individuals with different ages, education levels and years of teaching service have significant differences in their perception of organizational culture integration in higher education. The highest education level affected the staff's perception of salary incentive effect, and personal information such as age and education level affected the teachers' job satisfaction in specific dimensions such as policy management and working environment. Through the study of the relationship between the three variables, the conclusion was drawn. The better the integration of organizational culture, the better the salary of teachers. The better the organizational culture integration, the higher the employee satisfaction. The higher the salary of teachers, the higher the satisfaction of teachers. There was a significant relationship between organizational culture integration, teacher salary and teacher job satisfaction. This paper also proposed a plan for the high quality management and development of higher vocational colleges and puts forward suggestions for the improvement of the high quality development of higher vocational colleges from the three dimensions of organizational culture integration, salary management and job satisfaction. This is of great practical significance to the development and promotion of higher vocational colleges and provides reference for the reform of vocational education.

Keywords: organizational culture, compensation, satisfaction

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1. Introduction

In the context of global integration, the influence of human resources is increasing besides material capital. At present, the management concept of "people-oriented" has gradually been recognized. Managers pay close attention to how to improve employees' job satisfaction, so as to improve management efficiency. In June 2023, the National Development and Reform Commission and other departments studied and jointly issued the Action Implementation Plan for Improving the Integration of Industry and Education in Vocational Education (2023-2025), which once again clarified the development direction of vocational education and put forward higher requirements for vocational education. Vocational education is not only about education, but also shoulders the mission of promoting the coordinated development of education and industry, and further promoting the integration of industry and education. In order to seek the high-quality development path of higher vocational colleges in this study, the three key research subjects in the management fields of organizational culture integration, salary and job satisfaction were selected as research variables.

Organizational culture integration is an important subject in modern organizational management. It involves how to integrate different organizational cultures into a unified, synergistic cultural system after organizational merger, acquisition or internal structure adjustment. This paper discusses the key factors of organizational culture integration and their influence on work performance and job satisfaction from the four dimensions of participation, adaptability, consistency and sense of mission. Xie (2019) points out that transformational leaders can effectively promote the integration of organizational culture by encouraging employees to participate in decision-making and cultural building. Verhoef et al. (2021) emphasize that digital transformation requires organizations to be highly adaptable to meet the challenges posed by technological change. Bogolyubov et al.,(2022) point out the important role of a consistency culture in promoting knowledge sharing and collaboration within and outside the enterprise. Lissillour et. al.,(2022) found that corporate universities play an important role in cultivating employees' sense of mission and values.

Li (2023) defines organizational culture integration as follows: Organizational culture integration integrates the cultural values, behavior patterns and working styles of different departments, teams or individuals to form a unified organizational culture. Organizational culture is produced in the process of survival and long-term development of an organization. It is of great significance to the survival and development of the organization. The integration of organizational culture is one of the paths for the organization to seek high-quality development. In organizational management, salary is not only the labor remuneration cashed to meet the basic needs of organizational members, but also has various functions such as attracting talents, motivating members and maintaining competitiveness. Chen (2018) believes that the definition of salary mainly includes two aspects: salary reward and spiritual reward. Wang (2019) pointed out that compensation is the labor income paid by the organization to its members, including cash or other forms of payment methods. Li (2023) made a clear explanation for compensation: compensation refers to various forms of remuneration and related expenses given by the organization for the services provided by employees, including direct economic remuneration such as wages, subsidies and bonuses, as well as indirect economic remuneration such as social insurance and housing accumulation fund.

The term "job satisfaction" first appeared in the doctoral thesis "Job Satisfaction" of American scholar Hoppock. Wu (2022) believes that job satisfaction is the degree of human satisfaction with the external environmental factors, which is a subjective response, including both physical and psychological aspects. In the early days, job satisfaction was widely used in enterprise management, but relatively less used in educational organizations. With the social demand for the continuous improvement of educational management level,

educational organizations begin to actively explore the application of job satisfaction in school management based on the characteristics of school education. Bao (2019) believes that teachers' job satisfaction is comprehensively influenced by various factors, such as their social status, salary and welfare, self-development and realization. In higher vocational colleges, the members of the organization are the staff, and their satisfaction with their jobs affects the development of the school. The integration of organizational culture, teacher salary and teacher job satisfaction are all important dimensions of management. In management, the research on the integration of organizational culture, salary and job satisfaction has been very common, but in the field of education, scholars have not deeply studied the three factors, especially the relationship among the three factors. It is of great significance to study the relationship between organizational culture integration, teacher salary and teacher satisfaction. However, in China, there are few studies on the relationship between organizational culture integration, teacher salary and teacher satisfaction in vocational colleges, and there are indeed some gaps. For example, what is the impact of organizational culture integration on teachers' salary and salary incentive, the influence of teachers' salary level on teachers' satisfaction, whether salary will affect teachers' work performance and career satisfaction, and whether the integration of organizational culture will affect teachers' sense of identity and enthusiasm for the organization, etc.

By deeply exploring the relationship between organizational culture integration, teacher compensation and teacher satisfaction, this study can help researchers to better understand the influence of organizational culture integration and teacher compensation on job satisfaction. This study assumes that there is a significant relationship between organizational culture integration, teacher pay and teacher job satisfaction, which influence and promote each other. The better the organizational culture integration, the better the teacher pay; the better the organizational culture integration, the higher the employee satisfaction; the higher the teacher salary, the higher the teacher satisfaction. Through this study the human resource managers in higher vocational colleges, could be provided with guidance for the improvement of the work effect in introducing high-level talents and stabilizing the teachers. At the same time, managers and policy makers can have a deeper understanding of the relationship between organizational culture integration, teacher salary and teacher job satisfaction, so as to better formulate school development plans, promote the transformation and upgrading of schools, actively respond to the challenges of high social requirements for vocational education, and improve the competitiveness of schools.

Objectives of the Study - The main purpose of this study was to explore the relationships of organizational culture integration, teachers' compensation and satisfaction in selected higher vocational institutions in China. More specifically, the four dimensions of organizational culture integration were evaluated: in terms of participation, consistency, adaptability and sense of mission. The study also evaluated teachers' compensation in three dimensions of direct economic remuneration, indirect economic remuneration and compensation and incentive effect; The evaluation system of teachers' job satisfaction included policy and management, working environment, organizational atmosphere and interpersonal relationship; the relationship between the three variable was tested. A high-quality development plan was proposed for higher vocational colleges to Improve the school management level.

2. Method

Research Design - This study used a quantitative description approach to drill down into the relationship between organizational culture integration, teacher pay, and teacher satisfaction. Data were collected by a questionnaire survey. Li (2022) believes that the questionnaire survey has a cost-benefit advantage and adaptability. Descriptive statistical study design is a research method that aims to describe and summarize the characteristics, phenomena and relationships of study subjects, rather than to interpret or infer them. By summarizing and describing the statistical results, the analyzed statistical data were clearly presented in the form of charts and tables, so that researchers could understand and interpret the research results. Finally, the researchers need to explain and summarize the characteristics, phenomena or relationships of the research subjects according to the results of the descriptive statistical analysis, and describe their basic information and regularity. This study aimed to identify the relationship between organizational culture and teacher pay and

teacher job satisfaction, so as to better understand the impact of organizational culture integration and salary on job satisfaction, and explore improvement methods for high-quality development in higher vocational colleges.

Participants of the Study - In this study, Anhui Province in China was selected as the survey area. In 2023, there were 103,000 teachers and administrative staff in Anhui province, including 32,800 full-time teachers in higher vocational (junior college) colleges. In this study, used random sampling technology. 451 staff from three higher vocational colleges in Anhui province were randomly selected as the participants of the study. In the sampling process, each staff had equal opportunities to be selected, ensuring the representativeness and randomness of the sample. This study only limited the occupation and work unit of the respondents, and had no special requirements for age and gender. The survey subjects of this study covered various groups of different ages, different genders, different educational background and different teaching years, which were somewhat representative. This provided the basis for an in-depth study of organizational culture, teacher pay, and teacher satisfaction. From October 2023 to May 2024, the researcher carried out the investigation and study. The final recovery of the 451 questionnaires due to the influence of factors such as personnel distribution, research scope, this paper may have some deficiencies because the location selection was Anhui province, China. The geographical distribution did not cover a large area, it may have certain influence on the universality of the research conclusion.

Data Gathering Instrument - This study used the questionnaire as the main tool for collecting information, and the questionnaire was first applied by the British scientist Francis Galton. Appropriate modifications of the questionnaire went beyond the existing literature. The questionnaire was divided into four parts. After the reliability test of the scale, the results were very outstanding, which proved that the scale was reliable. In the first part of the questionnaire, the basic information statistics of the respondents included four aspects: age, gender, maximum education level and years of teaching, which provided the basis for the subsequent detailed analysis of organizational culture, teacher salary and teacher satisfaction. The second part was the first scale, which investigated the relevant information of organizational culture in higher education from 28 questions from four dimensions of participation, consistency, adaptability and sense of mission. The scale used in this study was adapted from the (2023) study on the Impact of School Organizational Culture on Teacher Identification in 2023. This scale was used to investigate school organizational culture from four dimensions: input, consistency, adaptability and sense of mission. Considering the differences in perspectives, this study adjusted some of the topics in the scale to enhance teachers' understanding. The corrected scale passed the reliability test. The third part was the second scale, which investigated the relevant information of teachers' salary from 20 questions from three dimensions of direct economic remuneration, indirect economic remuneration and salary incentive effect. In this study, Wang (2019) was selected. On the basis of it, combined with the actual situation of public vocational colleges, the questionnaire was adjusted into three dimensions: direct economic remuneration, indirect economic remuneration and compensation incentive effect, and the language was modified. The adjusted scale passed the reliability test. The fourth part was the third scale, which investigated teacher satisfaction information from three dimensions of policy and management, working environment, organizational atmosphere and interpersonal relationship. In this study, Liao (2022) "Research on Job Satisfaction of College Physical Education Teachers in Chongqing" was adopted, according to the actual needs of the original questionnaire questions, and finally formed three dimensions: policy and management, working environment, organizational atmosphere and interpersonal relationship. The modified scale passed the reliability test. In general, the redesigned questionnaire was reliable on the whole and can reflect the respondents' perception of organizational culture, teacher salary, teacher satisfaction and other aspects relatively truthfully.

Data Gathering Procedure - This paper collected data through questionnaire survey. The questionnaire star tool was used to generate an electronic questionnaire, and the URL of the questionnaire was sent to the teachers of the three schools through QQ group and WeChat group, etc. This study was only used for academic research and was collected anonymously. Each respondent was required to complete a questionnaire, in addition to the four basic demographic information questions of age, gender, maximum education level and years of teaching, there were three other scales with 75 questions. The amount of questions was moderate. Because the questions

were multiple choice, the answer was not difficult, so the response time was set to 10 minutes. After the questionnaire survey was completed, the questionnaire data were collected and processed. Invalid questionnaires were eliminated, and the basic variable model was built. The questionnaire answers were re-encoded and presented in Excel format and sent to professionals for data analysis. Data analysis results were presented in tabular form by professionals and sent to researchers to describe and interpret the data results.

Data Analysis - In this study, descriptive statistical techniques were used to calculate standard deviation, frequency, percentage and other descriptive statistical data using SPSS 22 software, and variables were evaluated by combination and weighting methods. For data analysis, the following statistical tools were used. The weighted mean method and ranking method were used to evaluate the four dimensions of organizational culture integration: participation, consistency, adaptability and sense of mission. The teachers' compensation was determined from three dimensions: direct economic reward, indirect economic reward and incentive effect. Evaluate teacher satisfaction, including policy and management, work environment, organizational climate, and interpersonal relationships. Pearson product difference correlation was used to test the significant relationship between the treated variables. In addition, post-mortem tests were carried out. The following Likert scales were used to assess the variables: 3.50-4.00 = strongly agree; 2.50-3.49 - Agree; 1.50-2.49 - Disagree; 1.00-1.49 -- Strongly disagree. In addition, all data were processed using PASW version 26 statistical software, using alpha levels of 0.05 and 0.01 to further interpret the findings.

Ethical Consideration - Before issuing the questionnaire, the researcher sent the respondents a "participant knowledge letter", in which the researcher stated the usefulness and purpose of data collection and ensured the informed consent of the respondents to participate in the survey. The researcher ensured the security and privacy of the collected data, ensured that the personal information and answers of the respondents were kept confidential, and will not be disclosed to a third parties. The researcher should fully respect the subject of the investigation, honestly and transparently provided the subject with information about the research, and must not conceal or mislead. The subject can decide whether to participate in the survey on a voluntary basis, without any coercion, and the subject had the right to withdraw from the survey at any time without any penalty or negative influence. For some highly sensitive studies, research ethics reviews were required to ensure that the research complies with ethical standards and legal regulations. The research data in this paper were all original data. In the process of data processing and report, the privacy and rights of the respondents were respected. The data was processed safely, and the data was analyzed by professional software. The researchers described and explained according to the data analysis results provided by professionals. The cited parts of the articles were presented in the references. All works cited in this study were properly confirmed in accordance with APA citation rules and verified through plagiarism check procedures. In addition, with the help of grammarians, the correctness of entries as well as the grammar and mechanism are guaranteed. Ethics were strictly followed throughout the research process.

3. Results and discussion

Table 1

Summary Table on Organizational Culture Integration in Higher Education

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Participation	3.14	Agree	4
2. Consistency	3.16	Agree	3
3. Adaptation	3.17	Agree	2
4. Sense of Mission	3.20	Agree	1
Composite Mean	3.17	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 summarizes and evaluates the organizational culture of higher education. The average score of the data was 3.17, indicating that the staff generally agreed with the organizational culture. Among them, the sense of mission index scored the highest, 3.20 points, ranking first, which means that the intrinsic motivation

stimulated by the sense of mission plays a great role in motivating people. Having a clear sense of mission in school is crucial to guiding actions, decision-making and behaviors to achieve common goals. A strong sense of mission can coordinate the efforts of staff and students and cultivate common goals and directions. The adaptability index score of 3.17, ranked second, indicates the importance of being able to adapt to changing environments and circumstances in higher education institutions, and the ability to adapt to new challenges, new technologies and new trends is critical to the growth and sustainable development of the organization; The consistency indicator scored 3.16, ranking third, and maintaining consistency in values, practices and behaviors helps create a reliable and predictable work environment; The participation indicator scored the lowest, ranking fourth, suggesting that while there is overall agreement, there may be room for improvement in strengthening participation and engagement in the organizational culture of higher education institutions. Although the scores of the four indicators were different and the order was different, the average score was above 3.1 points, which precisely showed that the four indicators of participation, consistency, adaptability and sense of mission were important components of organizational culture.

In the 1980s, the concept of organizational culture was formally put forward. External problems are usually manifested as adaptability problems, while internal problems are more integration problems. Wang (2021) has specifically discussed the "Denison model of organizational culture", which was developed by Swiss Daniel. Founded by Professor Denison, he took more than 1,000 enterprises and more than 40,000 employees as research objects, conducted a study for 15 years, and finally examined corporate culture through the four dimensions of participation, consistency, adaptability and sense of purpose, including 60 projects. Liu (2023) expressed a similar view in his article: Organizational culture can be roughly divided into four dimensions or characteristics, namely, engagement, consistency, adaptability and mission. The input can be equated with the participation mentioned above. She believes that: in the school organizational culture, the character of participation reflects the school's emphasis on whether information is fully shared and whether the staff actively participates in the work. The school obtains the sense of identity by increasing the input to the staff, so as to guide the staff to participate in various school affairs extensively.

Consistency features reflect the school's reasonable planning and unity of goal construction, as well as the practice of school values, and guide the organization members to work around the common goal; Adaptability reflects whether the school can actively respond to the external environment, such as the individual needs of students, families and society for education, and timely adjust the direction of development; Mission characteristics are committed to the common long-term development of the members of the organization and the organization. The school makes long-term development strategic goals and communicates them to all members of the organization, which helps the staff to clarify the development direction of the school and formulate personal development plans corresponding to the school development strategy. In his study on Hall's theoretical model, Liu (2021) pointed out that when individuals regard their work as a mission, they will inevitably attach great importance to its related goals. This is consistent with the high score of the sense of purpose item in this study. Through the above review of scholars' research results on organizational culture, the relevant findings of this study are fully verified. The four items of participation, consistency, adaptability and sense of purpose in organizational culture all enhance the findings of this study, and the four are significant in organizational culture, especially the sense of purpose, which has the highest score. The sense of mission stimulates the internal motivation of the individual. In order to realize the sense of mission, the individual chooses to make continuous efforts, establish long-term development goals, and finally obtain career success consistent with the sense of mission.

Table 2 is the survey summary of teacher salary, with a comprehensive score of 2.91. The score difference between the three items is not large. On the one hand, it showed that the three items were important components of the teacher salary system, and on the other hand, the respondents all agreed on the role of direct economic reward, indirect economic reward and compensation incentive effect in the salary system.

Table 2*Summary Table on Teacher's Compensation*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Direct economic remuneration	2.91	Agree	2
2. Indirect economic remuneration	2.92	Agree	1
3. Salary incentive effects	2.89	Agree	3
Composite Mean	2.91	Agree	

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

Among them, indirect financial rewards scored the highest with 2.92 points, indicating that teachers value the indirect economic benefits they receive as part of the compensation package. Direct financial compensation, with a score of 2.91, ranked second, indicating that teachers are generally satisfied with the direct financial compensation they receive and that adequate and competitive direct compensation is critical to attracting and retaining qualified teachers. For a long time, after the formation of the concept of salary system, the general cognition of the public is that direct economic compensation is the main body, and indirect economic compensation is only a supplement to direct economic compensation. For school organizations, direct economic remuneration is usually to meet the basic salary needs of faculty and staff, which can be said to be the standard allocation, while the core competitiveness of attracting talents is exactly different indirect economic remuneration. Wang (2019) also expressed a similar view. Indirect economic rewards can not only promote schools to develop more perfect human resource strategies, but also greatly reduce the unknown risks faced by teachers and staff, and greatly improve the sense of security of teachers and staff.

Although the "compensation incentive effect" score also has 2.89, but the ranking is slightly lower, because the simple compensation incentive effect can not exert the greatest force. When the competition for human resources reaches a certain stage, a single salary system cannot meet the needs of faculty and staff, and various groups of different ages and titles may be more inclined to a certain salary category or a combination of certain salary categories at different stages of career development. In general, schools should not only focus on a single category of salary, but need to establish a flexible and dynamic salary system. The design of a truly perfect salary system must follow three principles: First, fairness should not only ensure fairness among members of the organization, but also pay attention to the fairness between individual pay and income; Second, only a competitive salary system can generate attraction. The high-quality talents that universities need to introduce are usually professional and skilled talents. Members of this group have already obtained some achievements in their professional fields, so they hope to get a salary that matches their own abilities and pay more attention to development opportunities. Thirdly, it is impossible for any school to develop at the same pace. The differences in development goals determine the different needs of schools for talents. Therefore, schools need to consider how to use the salary system to stimulate the maximum incentive, so as to promote the realization of the school's strategic goals.

Table 3*Summary Table on Teacher's Job Satisfaction*

Indicators	WM	VI	Rank
Policy and management	2.94	Agree	1.5
Working environment	2.94	Agree	1.5
Organizational climate and interpersonal relationships	2.93	Agree	3
Composite Mean	2.93	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 is a summary of teachers' job satisfaction, which focuses on three key dimensions: policy and management, working environment, organizational atmosphere and interpersonal relationship. The comprehensive average of the dimensions of teachers' job satisfaction was 2.93, indicating that the respondents' satisfaction with all aspects of school work was roughly the same. This study makes a further analysis of the influencing factors of teachers' job satisfaction, which had important research significance. The index with the

highest weighted average was "Policy and management" and "working environment", with a weighted average of 2.94, indicating strong consistency. This indicates that teachers were very satisfied with the policies and management measures of the school and the working environment of the school. Effective policies, supportive management, and a positive work environment are critical to creating a rewarding and fulfilling workplace for teachers. Ding's (2021) study emphasizes the importance of effective management to improve employees' job satisfaction.

The index with the lowest weighted average was "organizational climate and interpersonal relations," with a weighted average of 2.93, indicating agreement, but ranking low. This suggests that while people were generally satisfied with organizational climate and relationships, there may be room for improvement in this area. With the rapid development of society, most people's basic needs can be met, and they pay more attention to psychological comfort and spiritual satisfaction. Positive interpersonal relationships and a supportive organizational climate are essential to foster collaboration, communication and a sense of belonging among teachers. In general, this study can explore the relationship between different dimensions of teacher job satisfaction and outcomes such as teacher team stability and job engagement. Understanding how policy and management practices, the work environment, and the organizational climate affect teacher satisfaction can provide insights into improving teacher satisfaction in educational Settings. Consistency in policy and management practices, a positive work environment, a supportive organizational climate and interpersonal relationships are critical to promoting teacher job satisfaction and well-being. The research conclusion of He et al. (2018) shows that: "Teacher job satisfaction is not only one of the comprehensive evaluation indicators used by schools to measure teachers' overall feelings about work, but also an important starting point for schools to comprehensively deepen education reform and implement effective management." Thus, by addressing areas for improvement and building on existing strengths, schools can create an enabling and supportive environment for teachers, ultimately enabling school, staff and students to grow together.

Table 4 focuses on the relationship between organizational culture integration and teacher compensation in higher education. The results of the survey on the relationship between organizational culture integration and teacher salary in higher education are shown in the table. The table shows the correlation coefficient (R-value) and corresponding P-value between the four variables of participation, consistency, adaptability and sense of mission and direct economic reward, indirect economic reward and compensation incentive effect. The calculated R-value indicates a moderate direct correlation, and the resulting P-value was less than the alpha level, meaning that there was a significant relationship between the two. The correlation coefficient in the table shows that there was a strong positive correlation between the integration dimension of organizational culture (participation, consistency, adaptability, sense of mission) and the components of teacher compensation (direct economic compensation, indirect economic compensation, compensation incentive effect).

Table 4

Relationship Between Organizational Culture Integration in Higher Education and Teacher's Compensation

Participation	r-value	p-value	Interpretation
Direct economic remuneration	.373**	0.000	Highly Significant
Indirect economic remuneration	.339**	0.000	Highly Significant
Salary incentive effects	.311**	0.000	Highly Significant
Consistency			
Direct economic remuneration	.451**	0.000	Highly Significant
Indirect economic remuneration	.408**	0.000	Highly Significant
Salary incentive effects	.402**	0.000	Highly Significant
Adaptation			
Direct economic remuneration	.395**	0.000	Highly Significant
Indirect economic remuneration	.373**	0.000	Highly Significant
Salary incentive effects	.391**	0.000	Highly Significant
Sense of Mission			
Direct economic remuneration	.421**	0.000	Highly Significant
Indirect economic remuneration	.396**	0.000	Highly Significant
Salary incentive effects	.410**	0.000	Highly Significant

Legend: Significant at $p\text{-value} < 0.01$

A positive correlation coefficient indicates that with the increase of one variable (organizational culture integration), the other variable (teacher salary) also tends to increase. This means that in vocational schools, a more integrated organizational culture is associated with higher levels of teacher compensation. This finding underscores the importance of aligning organizational culture with compensation practices to improve overall teacher job satisfaction and performance.

CAI (2018) has discussed the relationship between management by objectives and performance improvement. The school establishes a consistent and upward organizational culture by identifying common goals. The school further improves work motivation and performance by encouraging all members to work together to achieve their goals. Emphasize the importance of teamwork and shared goals. Increase the level of motivation and performance of teachers by motivating them to contribute to the achievement of the common goals of the school or educational institution. Li (2023) explored the relationship between reward mechanism and salary incentive in his article. The school actively creates a fair organizational culture and establishes an open reward mechanism, which can motivate excellent faculty and staff to continue to work hard and get higher pay. Wang et al. (2022) emphasized that organizational equity affects teachers' salary satisfaction. Through the establishment of an open and transparent organizational culture, the school gives faculty and staff equal opportunities for development, encourages teachers to learn, attaches importance to teachers' participation, and actively listens to teachers' opinions. This makes individual staff feel respected and willing to do their jobs better. Through the above ways, organizational culture can effectively motivate teachers' salary, improve staff's work motivation and performance level, and help to improve teachers' happiness and the quality of school education management.

In conclusion, the positive correlation between organizational culture integration and teacher compensation highlights the interconnectedness of these two factors in the higher education environment. By fostering a positive and supportive organizational culture that values participation, consistency, adaptability, and a sense of purpose, schools can motivate staff and increase their job satisfaction. Further research can help schools explore specific strategies to improve the positive impact of organizational culture integration on teacher compensation and overall job satisfaction. The relevant literature on the relationship between organizational culture, compensation, and employee motivation can provide valuable insights into the implications of these findings for higher education institutions.

Table 5

Relationship Between Organizational Culture Integration in Higher Education and Teacher's Job Satisfaction

Participation	r-value	p-value	Interpretation
Policy and management	.373**	0.000	Highly Significant
Working environment	.337**	0.000	Highly Significant
Organizational climate and interpersonal relationships	.347**	0.000	Highly Significant
Consistency			
Policy and management	.468**	0.000	Highly Significant
Working environment	.463**	0.000	Highly Significant
Organizational climate and interpersonal relationships	.417**	0.000	Highly Significant
Adaptation			
Policy and management	.422**	0.000	Highly Significant
Working environment	.390**	0.000	Highly Significant
Organizational climate and interpersonal relationships	.438**	0.000	Highly Significant
Sense of Mission			
Policy and management	.394**	0.000	Highly Significant
Working environment	.397**	0.000	Highly Significant
Organizational climate and interpersonal relationships	.387**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 shows the relationship between organizational culture integration in higher education and teachers' job satisfaction. The table shows the correlation coefficients (R-values) and corresponding P-values for the variables of participation, consistency (policy and management, work environment, organizational climate and interpersonal relations), adaptability (policy and management, work environment, organizational climate and interpersonal relations) and sense of purpose (policy and management, work environment, organizational climate and interpersonal relations). The calculated R-value indicates a strong direct correlation, and the resulting P-value was less than the α level. That means there was a significant relationship between the two. According to the correlation coefficient in the table, the researchers can see that there was a strong positive correlation between organizational culture integration dimension and teachers' job satisfaction component. Among them, participation, consistency, adaptability and sense of mission are positively correlated with policy and management, working environment, organizational climate and interpersonal relationship of job satisfaction. This suggests that in higher education, an integrated organizational culture characterized by active participation, consistency, adaptability, and a clear sense of mission is associated with higher levels of teacher job satisfaction. This consistency between organizational culture and job satisfaction has a very important positive impact on improving the motivation of educators and the performance of school management.

Li (2018) once discussed and concluded in his article that the more employees identify with organizational culture, the easier it is for them to obtain higher job satisfaction. Li (2020) said in his research that an open, innovative and challenging organizational culture is more attractive to organization members and conducive to improving job satisfaction. Liu (2022) concluded in his article that organizational cultural identity has a positive impact on job satisfaction. On the one hand, the identification of organizational culture can make organizational values clear to organization members, and on the other hand, it can also meet individual emotional needs and belonging needs, thus improving the job satisfaction of organization members. The significant correlations observed in the table highlight the importance of fostering a positive and supportive organizational culture to improve job satisfaction for higher education teachers. By focusing on policy and management, working environment, organizational climate and interpersonal relationships, schools can create a working environment that promotes teacher development and satisfaction. Further research can explore specific interventions and strategies to enhance organizational cultural integration and their impact on teachers' job satisfaction.

Table 6

Relationship Between Teacher's Compensation and Teacher's Job Satisfaction

	r-value	p-value	Interpretation
Direct economic remuneration			
Policy and management	.555**	0.000	Highly Significant
Working environment	.545**	0.000	Highly Significant
Organizational climate and interpersonal relationships	.533**	0.000	Highly Significant
Indirect economic remuneration			
Policy and management	.553**	0.000	Highly Significant
Working environment	.516**	0.000	Highly Significant
Organizational climate and interpersonal relationships	.503**	0.000	Highly Significant
Salary incentive effects			
Policy and management	.505**	0.000	Highly Significant
Working environment	.515**	0.000	Highly Significant
Organizational climate and interpersonal relationships	.498**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 shows the relationship between teacher salary and teacher job satisfaction. The correlation coefficients (R-values) and corresponding P-values of the three variables of direct economic reward, indirect economic reward and compensation incentive effect in different aspects of job satisfaction, such as policy and management, working environment, organizational atmosphere and interpersonal relationship, are given in the table. The calculated R-value indicates a strong direct correlation, and the resulting P-value is less than the α level, meaning that there is a significant relationship between the two. The correlation coefficient in the table revealed a strong positive correlation between the components of teacher compensation and all aspects of job satisfaction. Direct economic reward, indirect economic reward and compensation incentive effect were

positively correlated with the dimensions of policy management, working environment, organizational atmosphere and interpersonal relationship of job satisfaction. This suggests that higher levels of compensation, whether through direct compensation, indirect benefits, or incentives, were associated with increased satisfaction with organizational policies, work environments, and interpersonal dynamics. Consistency between pay and job satisfaction is essential to increase teacher motivation and engagement.

Jiang (2018) showed in his research that the primary factor affecting the satisfaction of organization members is the salary level. Chen (2018) has discussed the application of salary incentives. In the group of teaching staff, the use of salary incentives can improve teachers' emotions, improve their job satisfaction, and make them actively serve the school. Zhu (2023) discusses the relationship between salary and satisfaction in her article. She believes that job satisfaction is a comprehensive reflection of the actual work and information status of organization members, and salary is the most direct way to improve the satisfaction of organization members. The significant correlations observed in the table highlight the importance of well-structured pay systems in influencing teacher job satisfaction in educational Settings. By ensuring fair and competitive pay packages that address both financial and non-financial aspects, schools can positively impact teacher well-being in their job performance. Further research can delve into the specific components of compensation that have the greatest impact on job satisfaction.

Table 7

Proposed Management and Development Plan

Key Result Area	Objectives	Strategies	Success Indicators	Person Involved
Organizational Culture Integration in Higher Education				
Organizational Culture Integration in Higher Education in terms of Participation	To guide people to actively participate in the school's development plan	1. The school establishes open communication channels, and publicly releases the latest development plans of the school through the official university website and social media platforms in a timely manner, encouraging everyone to put forward suggestions and opinions; 2. Encourage faculty and staff to participate extensively in school development plans and actions; 3. Cultivate the sense of participation. Through education and training, make staff aware of the importance of their participation to the development of the school and improve individual enthusiasm.	1. Open a column of "Discuss big plans together", so that 100% of the faculty and staff know the development plan of the school; 2. Carry out the "co-creation" activity, 50% of the students can provide suggestions for the development of the school; 3. Hold at least two faculty meetings every year to cultivate the faculty's sense of ownership.	School
Organizational Culture Integration in Higher Education in terms of Consistency	To build clear, consistent values that guide the way the staff work	1. Develop clear core values that are clearly understood and shared by every faculty member; 2. Strengthen communication and training. Through regular meetings, training and other means, the school conveys the core values of the school to the faculty and staff, and explains the guidance and influence of these values on the way of work; 3. Carry out a series of themed activities of "Values in my heart, Values in my bank", so that teachers and staff can learn to practice values in their daily work.	1. 90% of the staff understand the core values of the school; 2. The school shall conduct training on "campus cultural values" at least once a year; 3. Ensure that 50% of the faculty can participate in the "values in my heart, values in my bank" series of theme activities.	School
Teacher's Compensation				
Teacher's Compensation in terms of Direct economic remuneration	To set up a reasonable compensation system	1. Formulate fair and reasonable salary policies, reflect the differences in salary levels between different positions, and ensure that teachers' salaries are proportional to their workload; 2. The salary level should also "vary from person to person", combining teachers' actual work experience, skill level, educational background, contribution size, etc., to ensure that the salary is fair and reasonable; 3. Dynamic regulation, regular evaluation and adjustment. The school should regularly evaluate the implementation of the salary policy and timely adjust the salary level to ensure reasonable salary.	1. The university has developed a sound salary system; 2. The salary standards set by the school can reflect individual differences; 3. The school shall evaluate the "Salary policy" at least once a year.	School

Teacher's Compensation in terms of Indirect economic remuneration	To establish a sound public welfare policy	<ol style="list-style-type: none"> 1. Develop clear public welfare policies that are understood and supported by all teachers, students and staff; 2. The school can carry out "Public welfare co-construction" activities, establish partnerships with public welfare organizations, enterprises, government departments, etc., jointly carry out public welfare projects, share resources and experience, and achieve win-win cooperation. 	<ol style="list-style-type: none"> 1. 100% of faculty members have access to all public welfare policies; 2. The school will carry out at least two public welfare co-construction projects every year. 	School
Teacher's Compensation in terms of Salary incentive effects	To develop a fair and reasonable compensation system to promote incentives	<ol style="list-style-type: none"> 1. Establish salary incentive mechanism: In addition to basic salary, schools can set up incentive mechanisms such as bonuses and promotion opportunities to reward teachers with excellent performance and hard work to improve their enthusiasm; 2. Regularly evaluate and adjust the implementation of the salary system, timely improve the salary system, and effectively motivate employees to work. 	<ol style="list-style-type: none"> 1. The school has established a sound salary incentive mechanism; 2. The school shall evaluate the implementation of the salary system at least once a year. 	School
Teacher's Job Satisfaction				
Teacher's Job Satisfaction in terms of Policy and management	To implement democratic decision-making	<ol style="list-style-type: none"> 1. Encourage faculty and staff to actively participate in the decision-making and management of school affairs; 2. Open and transparent decision-making process. The school should let teachers, students and staff know the basis and reasons for decision-making to improve the transparency and fairness of decision-making; 3. To implement democratic management, school leaders should fully listen to the opinions of all parties and discuss decision-making plans together to ensure that decisions are in line with the interests and wishes of the majority. 	<ol style="list-style-type: none"> 1. The university shall set up the "democratic decision-making" school council, the faculty and staff congress and other organizations, and hold at least one faculty and staff congress every year; 2. The school must make public the decision-making process when releasing each new policy, and promptly publicize the policy after the new policy is released; 3. The decision of the school needs the consent of more than 80% of the staff. 	School
Teacher's Job Satisfaction in terms of Working environment	To standardize the management of the school's hardware facilities	<ol style="list-style-type: none"> 1. Develop an improvement plan, and according to the results of facility evaluation, determine the key areas and specific measures that need to be improved, including repair and equipment renewal; 2. Determine the source of funds, raise funds through the school budget, government allocation and other ways to ensure the smooth implementation of the improvement plan; 3. Maintain and update the facilities regularly, establish the system of facility maintenance and update, regularly maintain and maintain the facilities, timely update the aging equipment, and keep the facilities in good condition and complete functions. 	<ol style="list-style-type: none"> 1. The school shall draw up an improvement plan for "hardware facilities"; 2. The Finance Department of the school formulated a special fund use plan; 3. The school maintains the facilities regularly every month. 	School
Teacher's Job Satisfaction in terms of Organizational climate and interpersonal relationships	To build a harmonious and friendly relationship with your colleagues	<ol style="list-style-type: none"> 1. Establish an open and honest communication mechanism, so that everyone can honestly express their opinions and needs, solve problems and resolve conflicts in a timely manner; 2. Cultivate the sense of team cooperation, enhance the team cohesion and cooperation ability through team construction and other ways; 3. Build a "learning organization", encourage colleagues to learn and grow together, support and help each other, and constantly improve the professional quality and ability of the whole team. 	<ol style="list-style-type: none"> 1. The school set up "Principal mailbox", "school leaders Open Day" and other activities to open up communication channels; 2. Create at least one quality team in each department of the school; 3. The school establishes a faculty and staff personnel training program to encourage faculty and staff to learn and improve. 	School

Table 7 shows the high quality management and development promotion plan of higher vocational colleges. The improvement measures are explored from three dimensions: organizational culture, teacher salary and teacher satisfaction, so as to further integrate campus culture, improve staff satisfaction and improve school management level.

4. Conclusion and recommendations

Respondents agreed with participation, consistency, adaptability and sense of mission in organizational culture. However, there are differences in the performance of different age groups in the project of sense of mission, which indicates that the personalized cultivation of sense of mission can be carried out for different groups. Respondents agreed on the importance of teacher compensation, especially indirect economic compensation, which helped to improve the compensation system. Policy and management, working environment, organizational atmosphere and interpersonal relationship together constituted the evaluation system of teacher satisfaction. There was a significant relationship between organizational culture, teacher salary and teacher job satisfaction. The better the integration of organizational culture, the better the teacher salary and the higher the teacher satisfaction. A proposed development plan was formulated to enhance the management of the school.

The school comprehensive office needs to establish a positive organizational culture, advocate respect, trust, cooperation and innovation, create a harmonious working atmosphere, and stimulate teachers' work enthusiasm and creativity. The personnel department of the school shall formulate a fair and reasonable salary policy, determine the salary level according to the workload, quality, contribution and performance of teachers, and motivate teachers to work actively. The personnel department of the school provides a variety of incentive mechanisms, such as performance bonus, professional title promotion, training opportunities, etc., to encourage teachers to continuously improve their professional ability and teaching level. The school teachers' Work Department establishes an education ecology that teachers and students co-build and share, encourages teachers to participate in school decision-making and management, and enhances teachers' sense of participation and belonging. The school's teacher work department provides good career development opportunities, including teaching and research platforms, professional training, promotion opportunities, etc., to encourage teachers to constantly improve their own quality and development space. School trade unions pay attention to the needs of teachers' work and life, establish smooth feedback channels, timely understand the opinions and suggestions of teachers, solve the problems of teachers' concern, and improve teachers' satisfaction.

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