

# Research on the Influence Mechanism of Training Improvement on the Satisfaction of College Teachers and Staff from the Perspective of Hierarchy of Needs Theory ——Taking Private Colleges and Universities in Chengdu as an Example

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**Abstract:** As a result of China's evolving higher education landscape, private universities have emerged as significant players, fostering democratization and fulfilling key roles. However, these institutions face distinct challenges shaped by legal, societal, and internal factors. In the knowledge-driven economy, employee satisfaction is crucial for success. Understanding pivotal factors and conducting satisfaction surveys are essential for effective management and talent retention. This study focuses on Chengdu's private university educators, analyzing how factors like belongingness, self-actualization, and rewards influence job satisfaction. Through surveys, data analysis, and literature review, this study refines its findings and uncovers underlying causes. The study offers actionable insights for educators and institutions, aimed at enhancing job satisfaction.

**Keywords:** Private Higher Education; Job Satisfaction; Factors; Chengdu Educators

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## 1. Background

In the 21st century's knowledge economy, enterprise survival depends on employee innovation and roles. Effective management demands understanding factors impacting job satisfaction. Employee satisfaction surveys are crucial, guided by Maslow's Hierarchy of Needs theory. Modern insights prioritize influencing behavior, with satisfaction as a cornerstone. Studies link it to customer satisfaction and profit growth. Chengdu's private higher education has grown but lags in quality and influence. Competitiveness hinges on a robust incentive system. This study focuses on Chengdu's private universities, using motivation theories to enhance talent management for sustainable development.

## 2. Theoretical Basis

### 2.1 Theoretical Significance and Value

Private higher education in China, due to its nascent stage and factors like its inherent nature and domestic policies, remains at a relatively lower level compared to developed nations. Despite Chengdu's prominence in education and ongoing improvements, challenges persist. This study focuses on Chengdu, analyzing motivating policies for educators, aiming to make theoretical contributions to educator development. Enhancing satisfaction aids stability, talent attraction, and work enthusiasm, crucial for Chengdu's private higher education quality and competitiveness.

### 2.2 Practical meaning and value

With the rapid development of private colleges and universities in my country, teacher resources, as the most important part, are gradually evolving into the core resources of talent training. As the fundamental driving force for the cultivation of talents in private

colleges and universities, the construction of teaching staff is crucial to the improvement of the competitiveness of private colleges and universities. Among them, employee satisfaction, as a barometer of faculty construction, has attracted much attention. Based on the perspective of demand hierarchy theory, it is of practical significance to analyze the current situation of the development of teachers in private colleges and universities in Chengdu, and to study the construction of teachers in private colleges and universities.

### **3. Recognize the influencing factors of the satisfaction of teachers and staff in colleges and universities**

## **3.1 Hierarchy of Needs Theory**

The Hierarchy of Needs Theory, developed by Abraham Maslow, categorizes human needs into five levels: physiological, safety, social, esteem, and self-actualization. These needs form a pyramid, where higher-level needs emerge once lower-level ones are satisfied. Each individual experiences these needs with varying intensity based on context and age (Maslow, 1943) <sup>[1]</sup>.

## **3.2 Employee Satisfaction**

Employee satisfaction is assessed by comparing actual experiences to psychological expectations, calculated as  $\text{Employee Satisfaction} = \text{Actual Experience} / \text{Expectation}$ . Ratios above 1 indicate higher satisfaction, where perceived value surpasses expectations. Zhang Wenlong (2013) emphasizes the impact of "belongingness" and "self-fulfillment" on employee satisfaction <sup>[2]</sup>.

Anna (2006) highlights the influence of job rewards, including compensation, benefits, and rewards, on employee satisfaction and loyalty <sup>[3]</sup>. Zhu Yanli's (2016) research extends this by underscoring the role of "promotion opportunities" in career growth and satisfaction <sup>[4]</sup>.

In summary, factors such as belongingness, self-fulfillment, job rewards, and promotion opportunities contribute to employee satisfaction, shaping their overall evaluation and attitude towards work and the organization. Recognizing these influences, managers can create positive environments and enhance employee satisfaction to drive organizational development.

## **4. The Conceptual Framework for the Research Study**

### **4.1 Theoretical Foundation of Employee Satisfaction in Private Universities**

The analysis of employee satisfaction in private universities draws upon established theories to shed light on its intricacies. The Need Hierarchy Theory by Maslow serves as a framework for understanding employee needs and motivations. This theory classifies needs into physiological, safety, social, esteem, and self-actualization levels, revealing their hierarchical influence (Maslow, 1943) <sup>[1]</sup>.

### **4.2 Employee Satisfaction and Maslow's Hierarchy of Needs**

Employee satisfaction is intricately linked to Maslow's theory. The lower-level needs, such as fair compensation (physiological), job security (safety), and supportive work relationships (social), form the foundation for higher-level needs like recognition (esteem) and opportunities for personal and professional growth (self-actualization). The fulfillment of these needs contributes to employee contentment, engagement, and overall satisfaction.

### **4.3 The Role of Management and Organizational Strategy**

Just as state-owned enterprise reform requires effective governance, employee satisfaction necessitates astute management strategies. Aligning with the Principal-Agent Theory (Xiong, 2020) <sup>[5]</sup>, organizational leaders must address the agency problem between employees and management. Providing transparent channels for communication, fair reward systems, and opportunities for skill development enhances the relationship between employees and the organization.

### **4.4 Government Support for Employee Satisfaction Enhancement**

The government plays a crucial role in facilitating employee satisfaction enhancement in private universities. Similar to the state's involvement in state-owned enterprise reform, policymakers can create an enabling environment for employee development and engagement. By promoting competitive compensation, ensuring a safe and inclusive workplace, and encouraging professional growth, the government can bolster employee satisfaction and contribute to the overall success of private universities.

## **5. Influencing factors of training promotion in private colleges and universities in Chengdu on the satisfaction of teachers and staff**

### **5.1 Fulfilling Higher Needs: Training as a Catalyst**

In the realm of higher education, the significance of training programs transcends mere skill enhancement. These initiatives serve as a fulcrum for addressing the higher-order needs of university faculty, as outlined by Maslow's Hierarchy of Needs. By fostering professional growth, skill diversification, and cognitive stimulation, training interventions empower educators to ascend the hierarchy and realize their self-actualization aspirations.

### **5.2 A Synergistic Approach: Training and Job Satisfaction**

Empowering faculty with tailored training not only enhances their skill set but also fuels a sense of accomplishment and recognition - pivotal components of esteem needs. This, in turn, augments overall job satisfaction and contributes to a harmonious academic environment.

### **5.3 Nurturing Entrepreneurial Mindset: A Holistic Approach**

By recognizing their pivotal role in shaping the institution's academic stature, training programs can imbue educators with a sense of belonging and purpose - aligning with the social and esteem needs posited by Maslow's framework.

## **6. Conclusion: Catalyzing Faculty Fulfillment and Institutional Excellence**

In the context of private universities in Chengdu, the nexus between training enhancement and job satisfaction assumes paramount importance. A nuanced understanding of Maslow's Hierarchy of Needs elucidates how training interventions cater to diverse strata of faculty aspirations. As educators satiate their higher-order needs through training-induced growth, institutions stand poised to harness a more engaged, fulfilled, and empowered faculty cohort. This holistic approach, rooted in established psychological theory, acts as a potent catalyst for not only individual satisfaction but also the overarching excellence of educational institutions.

## **References**

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