

**An analysis of the relationship between effective on
the job training and job satisfaction: a study of a
language training school in China.**

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Abstract

The purpose of this study is designed to investigate the relationship between on the job training and job satisfaction, using a small sample of teachers from an English training school in China through video interviews. The results of this study suggests that, to a large extent, the teachers hold the view that on the job training can improve their job satisfaction in teaching as their working capabilities, promotion chances and confidence can be enhanced. However, some inappropriate training programs may have the opposite effect and reduce the teachers' motivation and job satisfaction. Moreover, there are other factors not related to training which contribute to the teachers' job satisfaction such as their own motivation and a friendly working environment. This study is one of the few studies to explore the relationship between on the job training and job satisfaction in the teaching sector in China, although similar research has been conducted to examine this topic in other fields such as retail and the catering/service industry, therefore, this study strives to address this research gap.

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Chapter One - Introduction

This study aims to examine the relationship between on the job training and job satisfaction in a teacher training school in China. Although some similar research exploring on the job training and job satisfaction has been conducted in some previous studies, there is little research in the Chinese teaching sector, which is the most important reason why this study is worthy of exploration. Analysing whether on the job training in a Chinese teacher training school can have a huge positive influence on the teachers' job satisfaction is the key point of this research. In order to test this theory, the present study arranged interviews for the teachers and managers in this school to testify it. With regard to this training school, it is very famous and its education systems have a high reputation and a long history in China; that is why it was chosen as a good example and representation of the general training situation in the whole Chinese education sector. Additionally, with the fast development of the teaching sector in China, the teaching profession has gained more attention from the Chinese government and parents. As a consequence, the teachers in public schools and private schools (training schools) are facing different problems and challenges in their career, the relationship between on the job training and job satisfaction is one of these issues. There is more knowledge and details shown in the upcoming chapters to support this research. For instance, regarding the literature, it outlines that on the job training usually influences job satisfaction positively, but there are still other factors that contribute to job satisfaction such as personal motivation and working environment based on many scholars' statements. As for the methodology utilized in this study, a qualitative method (interviews) is chosen to collect data and information as the qualitative method is a good way to explore the employees' perspective and attitudes through the observation of their responses and answers. From this research, the results indicate that on the job training has a positive association with job satisfaction as training can definitely enhance the teachers' self-efficacy and teaching

skills, naturally, their job satisfaction can be improved sharply. There are some other factors affecting the teachers' satisfaction such as personal motivation, the working environment and circumstances, their salary and other benefits. It is clear that on the job training is not the only element that can affect the employees' satisfaction, but it counts a lot as some teachers mention that on the job training not only can improve their working competencies and confidence (Jones et al.,2009), but their promotion chances and potential benefits are also linked to the training results. Under some circumstances, other contributor -y factors are still needed to be considered especially in order to get a comprehensive understanding about the relationship between on the job training and job satisfaction.

Therefore, according to the findings which have been verified by the literature, designing proper training programs are indispensable as it can act as a contributor to the teachers' satisfaction in their jobs. Simultaneously, it is also necessary to note that an unfriendly working environment and an unduly heavy workload are regarded as two factors which can cause dissatisfaction in the workplace; this should be avoided and taken into consideration when designing and implementing training programs for the employees.

Chapter Two -Literature Review

2.1 Introduction

This chapter is to explore the literature which is linked to job satisfaction and on the job training in the workplace, especially in teaching sector. The purpose is to have a better understanding of what have existed based on others' previous researches and findings to further confirm the necessity of the development in the future. As there is few research conducted to explore the job satisfaction and on the job training in Chinese teaching sector, which forms the gap and explains why this research is worthy of exploration. Rahman (20 14) once stated that training in the workplace play an important role in personal abilities' improvement and companies' productivities. Therefore, some experts stress that the investment in on -

the-job training can't be ignored (Booth and Hamer, 2007).

In relation to the research questions listed below, the literature review also helps to facilitate the successful process of this study and provide a comprehensive knowledge of other relevant factors which may contribute to this research.

The main focuses of this chapter include:

Training

On the job training (of teachers)

The benefits from training

Training and job satisfaction

Other factors may influence job satisfaction

Job motivation

Working environment

2.2 Training

Some scholars emphasize that a learning culture in organizations can highly increase employee retention and loyalty (Beynon et al.,2015; Nadeem,2010) and training is one of the most important parts of a learning culture provided by firms. Vasudevan (2014, p.3, citing Buckley and Caple) defines training as “*a systematic procedure that helps people to discover how to be more efficient at work by modifying their knowledge, skills or attitudes through the learning experience to achieve an efficient performance*”, indicating that the employees can obtain all kinds of required skills and knowledge through the training arranged by an organization, thereby showing their potential and competencies when doing their work (Zumrah ,Boyle and Fein, 2013; Garavan , Carbery and Rock,2012). Moreover, Huang and Su (2016, p.43) refer to Kirkpatrick's hierarchical model of training outcomes, describing that it can be divided into 4 different stages of training effects such as “*trainees' reactions to the training content and process, knowledge learning and skill acquisition, behavior change and some individual and organizational outcomes improvements.*”

2.2.1 Personal Benefits From Training

Govaerts et al.(2011) enforce the above stating that the employees receiving training can be more likely to improve their performance and they can have a stronger ability in communicating with other colleagues. What is more, the employees can familiarize themselves with the organizational culture through training programs and they can be more confident to deal with their responsibilities in the firms. Some scholars also suggest that on the job training can definitely promote individual leadership and empowerment under the condition that their capabilities have been enhanced greatly, thus incompetent workers can potentially be reduced. Latif (2012) and Schmidt (2007) also support that continuous further education can improve employees' sense of achievement and affects their working behaviors and motivation.

In contrast, according to Chen, Chang and Yeh (2004), they strongly believe that employees are more likely to quit their jobs if they find that their practical skills and knowledge are not strong enough to meet their job requirements. What is worse, they will feel unconfident about their performance in the workplace even when they change their jobs, leaving a negative effect spiritually and physically. Hence, the company should pay attention to the competency-based method (Sani, Yozgat and Cakarel, 2016).

2.2.2 Company Benefits From Training

Rahman (2014) highlights that training not only means increasing the employees' knowledge and improving their attitudes towards their jobs, it is also an effective and important method to increase the likelihood of accomplishing organizational goals and objectives. Markovic (2008) and Savery and Luks (2004) also highlight that employee competency can benefit the organization performance like increasing profitability and strengthening competitiveness. Thus, through relevant training, employee competency such as their behavior, personal skills and attitudes can be helpful to business sustainability and organizational performance (Cira and Benjamin, 1998). Also, Shih, Chiang and Hsu (2006) and Tracey et al.(2001) put forward the idea that organizational profitability and performance

can be reached on the condition that the employee hired has the high skills and competencies required; therefore, improving the employees' competency can also be considered as high motivation for their career expectation.

Likewise, it is also believed by Campion et al. (2011) that employees' job satisfaction can also have a huge influence on the organizational performance if the employees can use their skills effectively in the workplace. Conversely, the employees without good working skills and qualification feel unconfident in the workplace; for instance, a 2000 Computer- world survey of 575 IT professionals found that dissatisfied employees attributed their job dissatisfaction in part to their inability to get the training they wanted (Melymuka, 2000).

Furthermore, Bartlett (2001) points out that the relationship between access to training and organizational commitment can be moderated by job satisfaction. Some experts propose that training indirectly has a profound impact on the organizational commitment (Sahinidis and Bouris, 2008 ; Kim ,2006). Regardless of whether growing commitment is an objective of training activities, organizational commitment is acknowledged as a result of the influence caused by the training (Meyer and Allen, 1997). Lang (1992) outlines that training programs should be designed to enhance the organizational commitment to the employees, which can fulfill the employees' needs and encourage them to participate in their working activities positively.

2.2.3 Training and Job Satisfaction

Job satisfaction is a little complicated as different people have different perspectives in terms of its meaning (Van Scheers and Botha, 2014). From some scholars' perspective, job satisfaction is regarded as one kind of positive and kind feeling in the employees' hearts which reflect their satisfaction to their working situation (Nijman, Nijhof, Wognum and Veldkamp, 2006). According to Hirschfeld (2000), job satisfaction can also be perceived as employees' attitudes towards their jobs and job satisfaction is the level that the employees like their jobs.

Jones et.al (2009) support the saying that job satisfaction from continuous training depends

on different skills. For instance, the employees with general skills can be more likely to have greater satisfaction about their jobs as they can change their jobs easily. In contrast, the workers with some specific skills may feel potential risks in their career development which may reduce their satisfaction as it is hard for them to change their job so quickly or return after quitting or moving their jobs. Thus, the matching of employees' personal skills and relevant training which can meet their job requirements is of great value. You, Kim and Lim (2017) propose that teachers' job satisfaction can be affected by various factors such as gender, years of training and working experience, personal knowledge and skills.

Hall (1986) and Wagner (2002) also state that self-achievement and personal capability can also be influenced by the employees' job satisfaction in their jobs. Based on these empirical evidence, Booth and Hamer (2007) stress that long-term investment in training programs is necessary and it can benefit the company and staff simultaneously. Since there is a close relationship between job satisfaction and on the job training, these two factors interact with each other.

Additionally, Choo and Bowley (2007) also highlight that the learning and training provided by a company can indirectly benefit the company brand in society and employees' job satisfaction can be more easily obtained from training. Furthermore, satisfaction with training and development is a major factor in decisions regarding people's careers (Violino, 2001).

According to a report from the Harvard Professional Group (2005), in order to make employees feel more satisfied, an organization should ensure that they see growth chances in their career like obtaining some career training and competitive benefits like salary and attention should be given to promotion opportunities. Hence, according to Mollahoseini and Fariad (2012), it is supportive that the training programs should be designed based on the employees' needs and organizational business objectives, which can facilitate implementation of training and increase the training effects. Tai (2006) states that high quality

training programs definitely can result in higher job satisfaction, which can also strengthen the organizational performance indirectly. This opinion is consistent with the statement given by Huang and Su (2016) who stress that if the employees feel satisfied with the training program, they may be willing to accept the training contents for better self-development and generate positive attitudes toward given tasks which in turn might lead to better job performance and higher retention.

2.3 On The Job Training (Of Teachers)

Russel, Terborg and Powers (2012) give the definition of job training in the workplace as referring to the learning process received by the employees in the workplace under the leadership of some experienced supervisor. Rothwell and Kazanas (1994) said that on-the-job training is well organized and structured in the workplace to provide training programs for the employees to keep learning. As mentioned before, some experts also stress that job satisfaction exactly can be defined as an emotional state, an affective reaction and working attitude (Brief and Weiss,2002). Therefore, they propose that actually the employees' satisfaction can be impacted by various factors such as working environment, organizational strategies and reward systems. In addition, Tracey and Hinkin (2008) highlight that on the job training is of great importance to the enhancement of the employees' skills level and job satisfaction. Pagan-Rodriguez (2015) also agrees that on the job training can increase employees' job satisfaction in the organization. Furthermore, the intensity of their participation can increase the level of job satisfaction positively.

This understanding can also be applied to teaching; for instance, Wolters and Daugherty (2007, citing Yost and Fritz et al.) pointed out that many prior studies have shown that training programs have been linked directly to indicators of teachers' efficacy. Cady (1998) points out that new teachers receiving induction and learning practice make more progress in coping with the difficulties they confront in teaching. Zhang et al. (2016) also mention that the training in teaching at the beginning of their career plays an important role and benefits their future choices.

In other words, on the job training refers to the teaching-learning process that happens in the workplace. The purpose of training is to increase employees' competency to meet their job requirements, which also needs to be designed to suit their organizational goals, benefiting their working performance. It is harmonious with Nadeem's (2010) thought that individual skills and knowledge can determine organizational success and potential development. Moreover, Zhang et al. (2016) also emphasize that the teachers' motivation in teaching is also of great importance, which definitely can be impacted by the results of their training programs.

Nyamubi (2017, p.5) notes in his study that *"Teachers' opportunities for career advancement exerted an influence on their job satisfaction, comfort in the profession and readiness to serve their employers"*

At the same time, some other experts also state that actually the teachers with low self-efficacy are more likely to feel exhausted and show negative attitudes towards their jobs or training programs while others can still keep motivated (Schwarzer and Hallum,2008).

According to a study by Rasheed et al. (2016), it is obvious that training and development projects definitely have a strong positive relationship with the teachers' motivation and satisfaction, which can refresh their knowledge and upgrade their skills. Wolters and Daugherty (2007) support the view that training in the workplace can absolutely improve the teachers' self-efficacy. As previously discussed, most employees would have a higher satisfaction for their jobs on the condition that their self-efficacy has been improved. Additionally, Beauchamp and Thomas (2009) point out that training programs can be perceived as one crucial factor that assist the teachers to develop their professional identity. They also emphasize that their professional identity has a close relationship with their performance and job satisfaction.

Ingersoll (2012) support this saying by stating that the training and learning programs set for the teachers are designed to upgrade their competency and satisfaction and reduce the loss of new teachers.

It is no wonder that Maciejewski (2007) mentions that the induction (training program) is an effective method to improve the teaching quality of the teachers. Some authors also strengthen this belief by stating that teachers can benefit a lot from training projects and broadening their teaching career development (Assadi and Murad, 2017).

At the same time, Winkelman (1996) states that the size of a company may influence training results, which indicates that the larger organizations may be more likely to provide higher-quality learning than smaller ones.

Providing relevant training in the workplace is to build a good working environment in order that all business can be handled smoothly by competent employees which can further facilitate the accomplishment of organizational goals, which is in line with the believing that many employers are supposed to focus on employees' learning and training in the organization.

Nyamubi (2017, p.4) states that teachers feel satisfied when they obtain "*professional development*" and "*timely promotions*". Conversely, Lam and Yan (2011) propose that, in some situations, although some teachers are paid well, their satisfaction for teaching is dropping slowly. There are many factors contributing to this phenomenon like the growing pressure and workload as teachers.

There is, according to Lynn (2002), agreement that in the teachers' different career stages, it is necessary to make use of various methods to absorb new knowledge and enhance their professional skills. Therefore, they believe that the practice of on the job training and the proper designing of training projects is necessary.

2.4 Other Factors May Influence Job Satisfaction

There are some different factors that can make a contribution to employees' positive attitudes such as benefits and rewards, training and chances for promotion and working environment.

Nyamubi (2017) believes that attractive payment can definitely strengthen the teachers' attachment to their organizations. He also mentions that the availability of getting promotion in the workplace can make teachers feel more comfortable and increase their commitment

to their schools. Lazear (2000), Paarsch and Shearer (2000) and Parent (1999) outline that the performance pay schemes play an important role in the workplace, which can be used by the employer to indirectly increase the employees' effectiveness and income.

Chime (2016) says that reward can be considered as a good way to improve the relationship between the organization and employees, enhancing their satisfaction about their jobs. Simultaneously, some experts point out that some employees feel dissatisfied about their work mainly because they don't have enough opportunities to meet their career expectations. This is backed up by a study of nurses, in the United Kingdom, where it was found that dissatisfaction with promotion and career prospects had a stronger impact on job satisfaction than workload or pay (Shields and Ward, 2001). In the following sections, we will discuss motivation and the working environment in further detail.

2.4.1 Job Motivation

Burke and Hutchins (cited in Scaduto, Lindsay and Chiaburu, 2008, p.161) give us the definition of training motivation as the "*intensity and persistence of efforts that trainees apply in learning-oriented improvement activities before, during, and after training*", indicating why some scholars propose that the participants with higher motivation generally are more likely to take part in the training with positive attitudes.

Motivation plays an important role in driving the employees to work hard and make more progress; for instance, employees can obtain motivation through getting recognition and more opportunities for career growth. Some experts believe that social value and working attitudes will not develop spontaneously; they indirectly need the help of motivation to make sure that these traits are encouraged (Jang et al., 2015).

Job satisfaction and motivation are two overlapping concepts, both of them are of great importance to employees and firms. van Scheers and Botha (2014) state that satisfied and motivated employees are more likely to feel content while the workers with lower happiness for their jobs are prone to be sick and discontented. Noe (1986) stresses that the higher training motivation the participants have, the more valuable outcomes they may enjoy.

Also, Mitchell (1997) supports this stating that the purpose of improving employees' job satisfaction is mainly to enhance the employees' motivation so that both the employees and the organizations can benefit from this process. For instance, based on previous surveys, the employees with high motivation are more likely to have better performance and higher organizational commitment.

Bender and Heywood (2006) state that the employees with a higher education background are less likely to get more job satisfaction from their job as they generally hold high expectations for their jobs. If the entirety of the job and working environment does not meet their requirements, it is easy for them to feel disappointed and lower their satisfaction (Clark and Oswald, 1996).

Rahman (2014) states that actually job training and job satisfaction are positively connected to firms' effectiveness and proficiency. Also, training motivation and outcome expectancy are two important factors that can have a great influence on training effectiveness (Scaduto et al., 2008). Zhang et al. (2016) also state that the teachers' satisfaction and passion is mainly from their intrinsic motivation (personal performance) and extrinsic motivations (salary, social status).

In the results of a survey conducted by Gaertner and Nolan (cited in Sahinidis and Bouris, 2008, p.7), it is noted that HRM practices such as "*internal promotion, employment security and training opportunities*" are associated with the employees' commitment to the organizations, fulfilling specific needs, enhancing employees' willingness to participate and meeting their expectations.

Obviously, the employees with stronger motivation in the workplace are more inclined to enhance their loyalty and job satisfaction. Blanchard and Thacker (2004) state that motivation from training can act as one kind of positive encouragement for the employees' needs and they will feel satisfied and increase their enthusiasm in the process. In contrast, Noe and Wilk (1993) point out that the trainees who aren't motivated about training programs are

correspondingly difficult to get improvement from in the completion of their tasks.

Additionally, Hackman and Lawler (1971) point out the positive relationship that exists between satisfaction, motivation and performance; simply speaking, the higher job satisfaction the employees have, the higher motivation the employees can get, leading to their better performance in the organization. This theory is also confirmed by Aleksic, Babic and Eric (2013), who believe that if the employees can enjoy high satisfaction, it is highly likely that they can obtain much more motivation in their workplace.

Plus, motivation can benefit the management and improve the organizational productivity and competitiveness (Robbins and Coulter, 2005). Rasheed et al. (2016) also make this point and stress that the teachers' motivation can't be ignored in teaching. Moreover, Cristina-Corina (2012) proposes that the teachers' motivation is positively linked to their professional expertise, working environment and even individual achievement level. Lam and Yan (2011) propose that teachers' satisfaction in the workplace can arise from different factors such as work-life balance, manageable workload and career expectation. They also hold the view that the teachers are more likely to concentrate on their teaching without an overwhelming workload. Leslie (1989) believes that training can be regarded as the fundamental motivator for the teacher in any school, which can lay a good basis for those teachers' future careers; it is clear that training and development affects teachers' motivation significantly.

In addition, Gilman (2017) stresses that financial rewards are of paramount importance and have a direct linkage to the teachers' satisfaction in their organization. Muhammod (2016) holds the view that the teachers' salary issue can largely affect their satisfaction in teaching. In contrast, Gilman (2017) points out that the teachers with low salary are trying to look for alternative teaching chances in order to get more payment.

2.4.2 Working environment

As Lynn (2012, p.2) stresses that *“a supportive, nurturing environment can assist a teacher in the pursuit of a positive career progression”*. Obviously, the teachers' job sati-

satisfaction in their working environment is a huge contributor to their motivation (Cristina-Corina,2012). Agarwal and Mehta (2014) support this perspective by stating that the working environment and performance appraisal can deeply affect the workers' job satisfaction.

Ganapathi et al.(2008) emphasized the point that the working environment plays a significant role in improving the employees' performance in the workplace. It is hard for employees to be satisfied and have a high productivity if the working environment is unfavourable. Nyamubi (2017) points out that the teachers at the schools would like to work in friendly working environment, which can facilitate their performance in teaching. Additionally, it is believed that if the teachers' requirements are not fulfilled, the teachers' abilities and potential can't be fully explored and utilised. More importantly, Cristina-Corina (2012) says that with regard to the teachers' satisfaction, the companies are supposed to create more chances to support their learning culture and environment and give them more encouragement in their teaching. Yildirim (2015, p.2, citing Caprara et al.) says that, in fact, the teachers need to develop their capability and "strengthen their professional satisfaction". He also admits that the teachers' satisfaction can be influenced by the working environment and individual development. Also,Muhammod (2016) suggested that actually, the working environment in the training school can impact the teachers' motivation.

Consequently, it is necessary to know how to make use of the working environment and good performance appraisal to improve the workers' satisfaction, which can indirectly lead a high performance workplace.

2.5 Conclusion

In a nutshell, the literature review mainly talked about the relationship between job training and job satisfaction directly and indirectly. In others words, although some knowledge and information are detailed in this chapter like job motivation and working environment, they are associated with the influence of job training. All these factors are not totally independent or isolated from each other.

Additionally, this literature has also provided enough information about teaching sector and identify the necessity of exploring the Chinese teaching situation on this topic. It points out that, generally speaking, the job training can bring a positive effect on the teachers' job satisfaction. The next chapter will further emphasize the aims and objectives of this research, the methodology adopted as well.

Chapter Three-Research Methodology

3.1 Background of the Training School

3.1.1 New Oriental Education and Technology Group

The New Oriental Education & Technology Group is the biggest private language training school in China. In addition, it makes a huge contribution in society and has a high reputation and recognition with the public. It is also the first Chinese educational company that is recognized by the New York Stock Exchange (Wikipedia).

Firstly, the English training programs are the main service provided by this training company, especially the preparation courses involving overseas and domestic English tests such as Test of English as a Foreign Language (TOEFL) and International Education and Foreign Language Studies (IEFLS). Slowly, the training programs are expanding to teach students in different fields, for instance, the students can learn IT skills, pre-school education of children, foreign language, middle school and high school education and so on. In summary, the New Oriental Education & Technology Group provide a diversified portfolio of training services and, it aims to meet the needs of students in different stages of their life and cover all kinds of language training in the classrooms or online courses or practical skills needed in the workplace.

Undoubtedly, the New Oriental Education & Technology Group has grown very fast and is known by most families in China. The teachers who go through the training can receive a higher salary and more benefits than others in the education sector. The training school is

renowned for their high quality teaching and professional attitudes and is regarded by the Chinese as one of the most successful training schools of recent years.

3.1.2 The Mission of the Training School

The mission of the New Oriental Education & Technology Group is to teach students of all ages (most of them are adults) language skills that can increase their competitive advantage in the workplace and create more opportunities if they want to continue their further education abroad. During their study in the training school, they can improve their working skills, build strong self-confidence and develop a global vision and critical thinking toward their future. They can also make many friends who share similar thoughts and hold the same dreams.

The New Oriental Education & Technology Group was founded in 1993, and has had over 28.7 million students to date. As of 2017, there are 73 schools providing all kinds of training programs and the number of the students who have registered for online courses is over 15.8 million. There are also 803 learning centers and some 20,400 teachers in different cities in China (Neworiental, 2017).

3.1.3 Background of English Training School Development

Nowadays, we cannot deny the fact that English is one of the most important languages used widely. With the fast growth of the Chinese economy, more and more international trade is developing, indicating that bilingual employees are going to be in increasingly high demand. Simultaneously, this trend also pushes the development of the English training service. More and more qualified English teachers are in great demand in the training institutes or organizations and, in turn, they can also get a higher salary and promotional chances in the workplace. Linlin (2002) also mentions that the English training and education is more and more popular in China as the economy in China is developing so fast, resulting in more and more English training schools being built in China to meet the market needs.

Plus, more and more English publications are gaining attention in China. According to the New Oriental Group Annual and Transition Report (2012), the quality of the teachers is one

crucial guarantee for the organization to reach their business goals. Therefore, more and more training programs are designed and provided by New Oriental to improve their employees' skills and competency.

As previously mentioned, the main goal of this study is to investigate the extent to which on the job training impacts job satisfaction, in order to have a more comprehensive understanding of the overall issues and have reliable evidence to give the leaders advice based on the data collected; some other factors which also can influence the job satisfaction in the school are also taken into consideration and exploration. The New Oriental School is chosen to be the investigated target in this study, the most important reason is because, as mentioned before, this school enjoys a very good reputation in China and there are many branches are distributed in many cities in China. The educational systems are more complete, which are imitated by many other similar training schools in the last few decades in China. It is a good training school to research as the answers from the interviewees in this school can be more representative and receive more recognition.

3.2 Proposed Methodology

The following sections are mainly involving the practical and proper methodological approach utilised in this research in order to explore and expand the understanding of the relevant questions and enhance the reliability of the responses from the participants. Besides, some other factors which are associated with methodology here are all discussed later.

This research is proposed to only use qualitative research method with a small sample size of 6 teachers from one famous Chinese English training school in order to investigate and gain more knowledge about the relationship between on the job training and job satisfaction in Chinese Teaching sector. In choosing the method of collecting relevant information, interviewing (qualitative) is the best choice here as it a good way to measure the respondents' feelings, emotions and individuals' opinions (Choy, 2014). Moreover, if some questions are necessary to be explained or be extended in a deeper extent, a qualitative research method is the best choice to adopt. Given the purpose of this research, having a

deep understanding about the participants' thoughts is necessary which is fully consistent with the advantages of interviewing. Simultaneously, there must be some limitation for this method, more explanations are discussed in the following sections as well as the reasons of abandoning quantitative method (disadvantage).

3.3 Research Philosophy

According to Mkansi and Acheampong (2012), research philosophy means how the research can be conducted and the relationship between the relevant theories and data gained through all kinds of research approaches. As mentioned previously, the right adoption of research philosophy is of great value for the whole researching process. Saunders, Lewis and Thornhill (2012) stress that research philosophy can influence the method chosen to answer the questions and deepen the understanding of the research topic and the right method can benefit the reliable findings and minimize unnecessary information.

Additionally, philosophy is something about the reliability of the chosen method used in the study, indicating that giving a brief introduction about some philosophies approaches or theories is helpful to the research process running smoothly. Therefore, more knowledge about methodological adoption and background are explained below.

As for this point, Mkansi and Acheampong (2012) support that positivism and interpretivism are the most popular research philosophies at this moment in society. Many experts (Horn, 2009) agree that positivism is associated with natural science and universe truths, which definitely won't be influenced or changed by any studies as these theories are singular and objective enough. On the contrary, it is believed that interpretivism is more subjective than objective and can be guided by the author in the study (Collis and Hussey, 2009). There are several important philosophical assumptions based on positivism and interpretivism : Ontology, Epistemology and Axiology (Saunders et al., 2012).

Ontology

Ritche and Lewis (2003) (cited in Mkansi and Acheampong, 2012, p. 134) propose that ontology conception means "realism; materialism, critical realism, idealism and relat-

ivism'. Positivism (Ontology) believes that the reality is objective and singular while interpretivism holds the view that reality is subjective and multiple, different people can get a different perception about the reality.

In terms of positivism, there is only one reality and it is objective and external to people who study it. As regards interpretivism, its believed that reality varies as every person has a different sense of reality and they socially construct it on their own.

Epistemology

In terms of epistemology, Mkansi and Acheampong (2012) point out that positivists support that the researcher's attitudes don't have any effective influence on the result or knowledge. However, interpretivists oppose that opinion by stating that the relevant knowledge and data can be obtained and changed through the researcher's observation and perspective.

Axiology

As for axiology, positivists deny the existing of any biases whereas interpretivists admit that biases are occurring in the study as they acknowledge that the researchers take part in the study and their thoughts are subjective and may have an influence on the research results, which may bias the process and outcomes.

3.4 Research Design

Some experts have mentioned that research methodology can be considered as the "thought of an organised critical discussion of the principles and methods of a subject area" (Horn, 2009, p.108).

As well as potentially giving direct answers, the chosen research methodology can also provide opportunities to explore other possibilities and goals. That is why some scholars emphasize that the right choice of methodology is of great importance. Saunders et al. (2012) also stress the function of methodology by stating that adopting good research methodology can indicate a good understanding of the research topic being chosen, indicating that the chosen method of research can deepen the knowledge in one specific field, which can also be regarded as a methodical and systematic process.

Additionally, Ghauri and Gronhaug (2005) point out that the research method is an organised and systematic way to collect information/data and find the respondent answers to the research questions set at the beginning. Saunders et al.(2012) also stress that the right adoption for the research method is of great importance. This will influence how the research questions are answered and if possible, more understanding of the key topics can be explored and discovered.

There are several different ways to collect the data--qualitative and quantitative methods are the most popular methods used by most of people. In general, they are utilized in different situations as they possess different characteristics and functions. Consequently, some explanatory methods like interviews, discussions, observations, interpretations can be chosen to complete the whole research process.

In contrast, Zawawi(2007) states that quantitative research is focused on statistical analysis and works more objectively, usually taking surveys and questionnaires to do the investigation. According to Choy(2014), quantitative research is the focus of most fields. However, as said before, qualitative research focuses on the individual's reflection and personal attitudes.

The main purpose of this research is to explore the relationship between job satisfaction and on the job training. Due to this goal, a descriptive research design is necessary which can facilitate the whole research process.

3.5 The Disadvantages of Quantitative and Qualitative

According to Zawawi (2007), although both quantitative and qualitative research methods have obvious advantages when using them, they also have their own shortcomings which may hamper or cause trouble for the whole process.

Although a quantitative approach is the proper way when statistic results should be emphasized, it is hard to get any background information about the respondents' reactions or the reasons behind their choices. What is worse, it is also difficult to measure future changes.

In other words, the analysis obtained from a quantitative method is just suitable for the current situation.

The qualitative method involves some explanatory ways like interviewing and observing, which means it is easier for the researcher to get information about the respondents' ideas and opinions. However, qualitative methods are time-consuming so it is not a good choice if time is limited.

The biggest objective of this research is to explore the relationship between on the job training and job satisfaction in one language school in China. Different teachers have different responses towards this topic as they have different working experience and educational background and it is necessary to analyse their thoughts and attitudes, which makes qualitative methodology a relevant choice. Additionally, predicting the future changes is also vital and necessary. Therefore, qualitative method (interview) is more suitable to be utilized in this study.

3.6 Sample size

As DiCicco-Bloom and Crabtree(2006,p. 317, citing Kuzel) state

'Selecting in-depth interview participants is based on an iterative process referred to as purposeful sampling that seeks to maximize the depth and richness of the data to address the research question'.

Sampling means selecting a group of persons in one specific field or totality with the purpose of collecting some information. A sample size implies how many respondents will be interviewed in the study. A total of 6 participants in the New Oriental Training School completed the interviews designed for them; these interviewees from the Chinese language training school comprise the research sample.

Specifically, this training school has a long teaching history in China and most of the teachers inside have good education background. They have enough working experience in teaching and their answers to this research can definitely be valid and reliable to represent

the whole picture in Chinese training school in recent years. As the economy and education develop very fast in China, it is worthy to point out that such kind of research is supposed to make again in the future to confirm the validity of the information.

3.7 Aims and Objectives

3.7.1 Introduction

There are some prior studies having been conducted in reference to the relationship between staff job satisfaction and on the job training in different sectors such as retail or restaurants/catering in Ireland, which provide a good methodology example for this research. Nevertheless, there is few information mentioned in Chinese teaching sector, which is the key issue in this study and needed to be addressed effectively.

This research aims at seeking a deeper understanding of the relationship between employees' job satisfaction and on-the-job training they have received in the workplace in one language training school in China, and to further identify the importance and role training plays in the workplace. Simultaneously, exploring some other factors that can also affect staff satisfaction such as their motivation and working environment is also necessary, which can assist the perception of the influence indirectly.

As this research is conducted to explore the teaching sector in China, there may be some unexpected factors influencing the results such as different international educational culture, various teaching systems and different levels of marketing demands in teaching.

3.7.2 Research Questions

This study will conduct a qualitative method to investigate the research topic. Different organizations have different regulations and training programs in-built and this kind of variation can cause different training results in the workplace. In some international companies, their training systems are comparatively complete and diverse, while in some small firms they may not able to provide any professional teaching training programs. In this study, the researcher intends to collect more information to explore the relationship between job training and job satisfaction. Hence, it is important to do research about the following

questions:

- A. What kind of training programs in this training school do the teachers have and how regular are these programs?**
- B. How do much training and development programs help in fostering the teachers' job satisfaction?**
- C. What is meant by job satisfaction (higher skills, promotion chances)?**
- D. How do other factors such as motivation and working environment contribute to the teachers' job satisfaction in the workplace?**

Question **A, B and C** are the key points in this study designed to investigate the correlation between job training and job satisfaction in one school in China. The investigation results may definitely help in developing awareness for the leaders in the school to know how to invest in human capital and make good use of all kinds of resources.

Question **D** can widen the understanding of training, motivation and other factors that facilitate the teachers' job satisfaction in the language training school in China by examining their importance and the extent to which they may affect the teachers, which can also be regarded as valuable information for the management in the school.

3.8 Sample Population

A sample population is usually defined as "*the complete set of cases or group members*" (Saunders et al., 2012, p. 678). The population is selected from all the teachers inside New Oriental training school that are located in different cities in China.

The sample of the participants in this research are working in this training school for at least 5 years in different departments and different cities. Most of their majors in the college are associated with English and they have a lot of prior working experience in the education sector. All of the interviewees are female and they are around 25-30 years old. As they have been teachers for several years and have enough teaching experience in this field, the researcher is confident that these respondents make a valuable contribution to this research by giving their appropriate opinions based on their own situations and positions in the school.

3.9 Pilot Study

There is no doubt that a pilot study plays an important role in any research process. Calitz (2009, p. 256) states that “A *pilot study is a mini-version of a full-scale study or a trial run done in preparation of the complete study*”. Therefore, the pilot study can be viewed as “*both a feasibility study as well as a pre-testing of instruments, questionnaires and interviews*”. Vasudevan (2014) also points out that a pilot study is necessary as it can be conducted to assure the reliability and validity of the research.

The researcher has designed her own interview questions because although relevant research has been conducted into how training affects employees’ job satisfaction, most of them use quantitative methods to conduct the survey and collect the data. Nevertheless, as discussed before, in order to gain more details about the participants’ psychological response and deepen the understanding of the topic in this study, the pilot study is conducted using interviews as this is regarded as the most appropriate way to collect the data in this research. Of course, the pilot study was conducted on the condition that the researcher had a good understanding of the research topic and the questions and the instruments to be used. As Calitz (2009) points out, the pilot study can provide many obvious advantages, testing if the proposed method is proper or not. It can also give warning of any research risks or techniques which is of great value in amending the format of the surveys, questionnaires or interviews

3.10 Reliability/ Validity

Validity refers to the accuracy of the data the researcher collects; Yilmaz (2013) points out that reliability can be regarded as uniformity and validity. Also, it is important to keep in mind that reliability is associated with data or the responses from the participants but not the research instrument; if the results gained from the research process are positive and accurate, this research can be regarded as valid. There is no doubt that reliability plays an important role in the quality of the research. Additionally, Yilmaz(2003)states that there are several different types of validity such as external and internal validity, conclusion validity , construct validity and so on. In this research, all of information of the participants are

anonymous and of high credit. All of them have known the purposes of this research and they agree to take part in it. Additionally, all of them have signed the consent forms to ensure this research is conducted in a legal and good process.

3.11 Data Collection

As previously stated, doing interviews to get information is a better way in this study as this research is to mainly explore the relationship between job training and job satisfaction in the Chinese teaching sector Cooper and Schindler (2014) state that the interview can provide a deep understanding of the people's attitudes and feelings. Through the interview method, the researcher can go deep into the topic and explore the responses and deepen the understanding of the research.

During this research, the interviews were conducted with the English teachers working in the same training school, but they are from different city branches in China. As the branches in different cities develop differently as influenced by the local economy and educational market demand so the interviewees' give a variety of reactions and responses in the process. Collis and Hussey (2009) point out that there are some different technology devices to choose for the interviews such as cameras, audio recorders and video recorders. It is worth mentioning that the interviews in this study are audio recorded by Wechat (a chat software which is very popular in China like Whatsapp). The recordings were then translated from Chinese to English.

3.12 Limitations of Research

To carry out this research and explore the relationship between job training and job satisfaction in this language training school, the researcher conducted in-depth interviews with six teachers (employees) in this organization; some of them are just responsible for teaching and some are in higher positions like principal or manager and they have to do both teaching and managing at the school.

Doing interviews is a time-consuming process, compared with quantitative research, which

is focusing on statistics from a large sample population; the qualitative method is less structured and the sample size is relatively smaller so it is reasonable that the research results can't be completely unbiased. Saunders, et. al. (2012) also propose that compared with quantitative data, qualitative data may be more unclear as the ideas from this method are generally based on human interpretation.

Additionally, the designed questions are not suitable for all kinds of training schools, companies or other institutions as different companies have different policies or business missions, different countries also have different teaching cultures and styles.

Owing to an individual's background and circumstances, the data or information gained from the participants can't may not be representative of all individuals. For instance, the respondents are of similar ages and the same gender (all of them are from 25-30 years old, female), have 5-6 years' previous working experience and the majority of them have a good educational background. However, as the respondents are in different positions in the organization and consequently receive different kinds of training needed for their teaching roles, this may lead to some variations in the perception of training or development in their career.

Owing to their age range, it is hard to say that their perspective can represent the teachers who are much older than them, for instance, the older group who are over 40 years old or the ones have longer teaching experience may display different responses in the research, indicating the results are more subjective than objective. However, most of the teachers in the language training school in China are around 30 years old, which at least can reduce the potential variations of the interview data in this study.

3.13 Ethical Considerations

Marshall(1988) once stated that ethics in research can be considered as the application of ethical regulations and professional codes of behavior in the process of collecting, publishing, and analysing data from anonymous respondents, their right to privacy and consent.

In interviewing, there are still some ethical problems that require our attention; for instance, DiCicco-Bloom and Crabtree(2006) point out that the interviewer's response to the interviewee's answers are of great importance and they need to display proper attitudes to avoid any unforeseen harm. They also mention that ethical standards are important when conducting research as it can facilitate the completion of the research goal in the process.

It is obvious that the goal of ethics is to protect the respondents, to certify that the research is conducted in a proper manner and that it does not violate any moral or society rules like copyright, regulations about data sharing or confidentiality. There should be awareness that some clinical questions are complicated and the researcher needs to design a thoughtful interview plan.

Collis and Hussey (2008) state that all the respondents should be involved voluntarily for the aim of the research without any rewards or benefits. Additionally, the anonymity and confidentiality is of great value and the research should show respect for all the participants in the research. The data or information gained from the interviewees should not be exaggerated or be changed in other ways. It is worthy of mention that the interviews conducted in this study obey all the rules mentioned here to ensure the quality of the research results and their validity. This study is conducted through Wechat, a kind of chat software in China; all the participants have been interviewed by the researcher and the whole process has been recorded. Six teachers (including some leaders attended interviews over a period of 2-3 months; all of the transcripts were transcribed into English.

Chapter Four- Interview Data

4.1 Introduction

As mentioned before, qualitative research is one kind of exploratory research, which can help to gain a deeper understanding of underlying opinions and insights. Although Collis and Hussey (2008) stress the point that qualitative research is a hard analysis procedure which is influenced by the lack of analysing instruction, some scholars state that although qualitative

data is collected in a less structured way, the process can be controlled well by the researcher to ensure interview quality and reliability (Horn, 2009).

Therefore, as mentioned before, although there may be some drawbacks in using a qualitative method, it is a better choice to conduct this study. Hence, the data collected from the relevant respondents is gained through interviews and the processes are recorded, transcribed, summarised and analysed step by step with a clear categorising as follows.

4.2 Background/ Industry profile of the Interviewees

The sample teachers are randomly chosen from the different teaching departments in New Oriental language training school in different cities. They are of similar ages and have around 5-7 years teaching experience, they also have a good background education. The relevant topics have been explored from various angles to ensure that the research objectives are reached successfully.

The appointed interviewees are as follows:

Interviewees	age	Teaching experience (years)	Location of the training school(branches)	School establishment date	The position and department in the training school
A	28	5	Beijing	1993	English teacher, primary education department.
B	30	5	Wuhan	2001	Principal, High education department
C	29	5	Beijing	2008	General teacher, secondary

					education department
D	27	5	Chongqing	1993	English teacher, higher education department
E	30	6	Beijing	2009	Vice-principal, primary education department
F	29	5	Chengdu	1993	Manager, higher education department

Table 1.0: Interviewee and company profile

4.3 Interviewee Profile

A Beijing-Primary Education Department

A is an English teacher who is responsible for teaching students in the Primary Education Department. As an experienced English teacher, she thinks training programs are important in this school for the employees. She mentions that there are several professional training programs provided by the firm. For instance, the teachers have regular meetings every week. Some of the more experienced or proficient teachers would share their teaching skills for other teachers. Additionally, the company would arrange some relevant training programs to increase the working cohesion among the employees and strengthen their loyalty to the company but sometimes she does not like these programs as she just likes teaching.

She found training was a good way to improve her personal skills and enhance her job satisfaction in the workplace, as she finds that putting the knowledge into practice is very

good and that teaching is meaningful compared with other kinds of jobs. She felt more confident after receiving some training.

Additionally, she said the teachers can be paid a higher salary than others if they perform well in training, which can be regarded as an important motivation for the potential employees. The working environment and promotion chances can also influence her job satisfaction.

B Wuhan- Principal and English teacher-Primary Education Department

B has been an English teacher for 5 years and she is also the principal of this school now. She mentions that there are a lot of training programs such as induction and one kind of training program named “practical classes”. She said that training programs are effective to enhance her teaching skills which also improves her. More importantly, she also points out that the school performance and reputation can be enhanced if the employees’ capabilities can be improved through training and the school can make more commitment for the teachers if they perform well in the training. Additionally, she states that her job satisfaction can be influenced by many different factors like salary, working environment, her interest toward the job and the opportunities she can get in the firm. She feels that if the training programs provided by the firm are suitable for their needs, most employees will feel more satisfied with this company and choose to stay there and not jump to another school, but she also said that sometimes she did not like to take the training programs as she thought some programs are too easy for her so taking these programs is a waste of time. However, she also agrees that the learning culture in the school is good.

C Beijing-English teacher in Secondary Education Department

C is 30 years old and has worked for almost 5 years in this company and became an English teacher in the Secondary school department. She mentions that they have some training programs like a regular meeting twice a week. Some more experienced teachers in the famous universities will be invited to give speeches and answer the teachers’ relevant questions regarding what they are confronted with in the workplace. Some high performing

teachers can get the chance to be sent to Britain to receive short-course English training there. She found these training programs are perfect for her, as they not only increase her knowledge but also expand her career development. She emphasizes the sense of achievement in teaching and getting recognition from her supervisor and students; other factors involve benefits and the development chances and the working environment. She mentioned that she did not like the unfriendly atmosphere in the offices which may influence her mood and working efficiency.

D Chongqing-English teacher in Higher Education Department

D has been an English teacher for at least 5 years. Regarding the training, they have at least a 3-month induction and they hold public speeches from lecturers who enjoy a high reputation in the teaching field which are open to all teachers. Also, everyone needs to attend the relevant training and then take tests if they apply to get promoted.

She said it is a good chance to improve their capabilities and learn from others. There are some different factors that motivate their staying in this company such as good salary and the working environment. She mentioned that the teachers can get some good opportunities to develop themselves like going abroad, and the learning culture can increase her love of her job in the school. After training, it is easier for her to improve her teaching skills; additionally, getting the training course is also a prerequisite for career promotions.

E Beijing-Vice-Principal-Primary Education Department

E is an English teacher and teaches students under 12 years old. She said that, regarding training programs, the induction is of great importance which can make the new teachers have a good understanding about their personal job responsibilities. There are some experienced teachers who outline their own teaching skills. Some teachers are interested in being summer/winter camp leaders in different countries; they need to receive some training before applying for these positions. She said that she is not interested in every training program, however she would like to do some outside training programs with her colleagues to strengthen their friendship and create a friendlier atmosphere. She states that accepting

training is really a good way to increase confidence and get chances to be promoted.

F-Chengdu-Teacher and Manager-High Education Department

F is an English teacher and her students are around 15 years old. On the other hand, she is also a manager in this department. She admits that there are loads of programs such as induction, and regular meetings, employees who perform well in the job can get the chance to go abroad to take short courses.

According to F, the teaching level can influence the teachers' confidence; training can increase their job satisfaction as the teachers can feel more confident receiving the coaching. The learning and training culture is seen as very important to an organization and can increase the teachers' attachment to the school. She also mentions that salary is the first factor that motivates her in teaching and getting promoted is also her goal. She also states that teaching is helping the students, which gives her a sense of achievement. The recognition from the supervisor can act as a big motivation for her as well. She also agreed that teachers' self-efficacy is also very important in their teaching career.

Chapter Five- Findings

5.1 Training and Development

5.1.1 Training programs

According to the interviewees' responses, all of them admitted that appropriate training programs benefit them, especially their teaching skills can be enhanced greatly. They can also get other opportunities through relevant training programs like going abroad and getting promoted. One teacher mentioned that her biggest dream is to go abroad to continue her further education, so she felt very excited when she got the chance to take training and through a good performance in the program, she got the opportunity to go to Cambridge university to take an English course. Furthermore, most of the interviewees also point out that their confidence in teaching is improved a lot through induction and other professional

training programs. Simultaneously, the participants also highlight that they can have opportunities to learn from the excellent teachers through training (public speeches and lectures). The principal mentioned that the school performance and reputation can be enhanced greatly if their employees' capabilities can be improved through training. However, it is clear that some of them are not fully satisfied with the training provided by their schools although most of them admitted that training has a positive effect on their job and can increase their job satisfaction indirectly or directly.

Some of the teachers said that they are not interested in every training program for various reasons such as the nature of training programs and individual personal interests and personalities. In other words, some respondents would like to choose the training programs which are suitable for their personal tastes. For instance, one respondent mentioned that they have chances to listen to some highly renowned teachers' speeches arranged by the school, she is more interested in the famous ones or the ones she has heard of in the past but not every lecturer.

One participant stated that some training programs, like the ones aimed at improving the employees' loyalty to the school and how to improve their communications skills, are boring. She does not think that she needs to attend these kinds of training programs which are designed to give the candidates chances for promotion in the workplace. In general, the employees' personal improvement and job satisfaction definitely can be contingent on the quality of the training programs they receive in the workplace.

Additionally, one interview mentioned that if she were a training program's designer in the school, she would choose to design more outside activities such as experiencing nature, and kite surfing which can strengthen the friendship between colleagues and bring the teachers more relaxation instead of just focussing on the teaching. Another teacher also complained that some training programs are too easy for her.

Hence, the training programs should be designed with a clear training purpose, aimed to fit different types of employees, which means the programs should separately be applied in

different situations but not regulated so that all the employees have to attend the same training programs. The effective and informational programs are supposed to be delivered in appropriate methods to ensure attractive outcomes.

5.1.2 Skills

As previously discussed in the literature, the teachers' professional skills can be improved through relevant training arranged by the companies. Here, all of these respondents also confirmed this point and stated that, more or less, their teaching skills are enhanced after receiving the training programs in the New Oriental school. Some of the participants state that they felt more confident to stand in front of a class after the induction. Most of the teachers also agree that they learn new teaching skills from other professional teachers and they also have a better understanding of how to get along with their students and how to help these pupils through their own efforts.

Additionally, some participants mentioned that they need to keep learning to make sure their teaching ability is better as a professional teacher in the school. It is necessary for them to attend different kinds of training programs, widen their understanding and get more inspiration in their teaching career. Sometimes, as stated by one participant, problems with their teaching can be fixed by other excellent lecturers/ teachers when they have regular meetings, which is also a good way for the employees to make progress and improve their skills.

At the same time, they will be humble and modest enough to recognize the limitation of their knowledge and working experience. Some interviewees also highlighted that their confidence, more or less, can be influenced by the training they receive. Just as one teacher mentioned that she feels more confident about her teaching ways and more satisfied with her company as she feels that her teaching skills are enhanced a lot.

5.2 Job Satisfaction

5.2.1 Salary

The majority of the teachers mentioned that there are some different factors that contribute to their job satisfaction and high salary is definitely one important element of these factors.

Most of the participants hope that their financial rewards like income or bonus correspond to their workload. They stressed that when working in the New Oriental language training school, they can make more money compared with the teachers in other schools in the teaching sector.

One of the respondents also points out that because of the high salary in this school, it acts as one factor that increase employee retention, and simultaneously, more and more young people are still hoping to have the chance to work in this language school. Based on these participants, salary is not the only reason that motivates their devotion in teaching but at least, no one can ignore this factor when making a choice about their future career. One teacher indicates that when she was very young, the chance for promotion and the sense of achievement in her career was of great importance. She added that salary is the most important factor since she got married as she needed to pay more attention to her family and support her children. More importantly, some of the participants highlight that their salary can be improved on the condition that they perform well in the training programs in this school, indicating that training is one indirect way to motivate their satisfaction towards their jobs.

The results reveal that the teachers are more likely to feel dissatisfied if their salary is not high enough or if their promotion chances are limited. Furthermore, the teachers' positive feelings can indirectly strengthen their attachment to and satisfaction with their organizations if they are paid well. However, as we mentioned before, the teachers' benefits can, to some extent, be influenced by their training results.

5.2.2 Chances For Promotion

Because of their improved skills, training not only serves to meet their spiritual needs and give them a higher job satisfaction, it also creates more opportunities for themselves. For instance, some of the respondents have mentioned that training results can be regarded as one important factor that their leaders will take into consideration when assessing if they are qualified for promotion.

As indicated above, personal skills can be improved after receiving the training programs, although some teachers also point out that the training results differ from each other, as not all of these training programs are suitable for every candidate.

Receiving training can also give the teacher enjoyment in their jobs. For instance, one of the respondents said that some programs are prepared for the summer camp or exchange student activities in other countries like Britain and America. If the teachers want to apply to be a leader of these activities and go abroad with the team, they have to accept some relevant training programs and pass the tests. In other words, although training programs cannot make all the employees satisfied and happy, most of them can benefit from these learning opportunities and get higher development.

In summary, the teachers in the training school believe that factors like financial rewards, career expectation and promotion chances, to some extent, are important motivators in their teaching.

5.2.3 Working Environment

Most of the respondents also mention that the working environment is an indispensable factor that can increase their satisfaction in their jobs. For instance, some teachers mention that they feel very happy and enjoy the atmosphere in the office if their colleagues are very kind and friendly to each other. Two of the teachers speak highly of the learning and training culture in the workplace, indicating that the intensity of the learning atmosphere in the school can affect the teachers' job satisfaction. They said that the employees are more inclined to choose the organization with a high learning culture which can provide them with more opportunities to learn and improve themselves. Other teachers complain that their unsocial working hours are very long as their working time is different from normal employees in other industries. Sometimes, working pressure is strong in this training school as there are many excellent teachers which increase the direct competition. These two factors in the school indirectly cause the teachers dissatisfaction in their job.

Chapter Six - Discussion

6.1 Introduction

The research data was collected from 6 teachers in one famous language training school in China. All of these participants are English teachers but in different cities. They have different teaching experience and education background. According to the interviewees' answers, it is seen that job satisfaction and on the job training have a close relationship between each other. Generally speaking, receiving training in the workplace can benefit their job satisfaction.

6.2 Training Development and Skills

It is clear that some of the participants mentioned that job training definitely has a positive influence on job satisfaction in teaching sector, because training can improve their inner confidence if they can get the opportunities to get induction or other professional job training especially when they are new teachers in the school. For instance, one interviewee in this research mentions that training largely reduced her anxiety or frustration after she took the induction, she felt more confident and slowly raised her career expectation. This is in line with another interviewee's statement who thought the new teachers are lacking in confidence at the beginning and the higher skills received through training give them more security in the workplace. Teachers' confidence can be enhanced greatly (Assadi and Murad,2017) after receiving a training program and learning more in order to cope with the potential difficulties in their teaching. Furthermore, the principal also emphasizes that the school performance and reputation can be enhanced greatly under the condition that if their employees' capabilities can be improved through training, which is supported by some experts (Markovic,2008).

Therefore, it is necessary that the training programs should be designed properly and to fit the culture of an organization, aiming to meet the employees' real needs. As mentioned before, the employees can feel more confident about their jobs if they can receive adequate training and upgrade their own competency (Barzegar and Fariad ,2011).

All of the participants admitted the key point that individual teaching ability is their priority in terms of getting training, because they believe that their teaching skills and competency can be improved greatly in the process. It is consistent with other teachers' statements that they believe that their personal competency is crucial to their job satisfaction in the teaching field (Yildirim,2015). Clearly, improving their teaching skills is the most important benefit they have got from training programs. Some teachers also emphasize that promoted competency in the training can make a huge contribution to their spiritual satisfaction with their jobs and act as the biggest motivator and encouragement for their career expectation.

Some participants also mentioned that they can get more benefits like higher salary, and more promotion chances in their career on the condition that their capabilities are good enough to hold the positions. All of these expectations can be reached by the relevant training programs in the workplace. More than one participant mentioned that in terms of their company policy, their promotion chances are determined by their training results.

Obviously, some extrinsic factors can play an important role in job satisfaction such as personal income and working benefits (Rothman, 1987). Sometimes, the substitution between wages and benefits can worsen the employees' job satisfaction if they have to sacrifice their salary (Artz, 2010), this is why some teachers mentioned that they feel satisfied in this school as their salary, in general, is higher than the teachers in other training schools. They point out that they can get a higher salary based on their performance in the training programs and teaching.

One manager also emphasizes that the teachers' self-efficacy is of great value in their teaching, which is also a good reflection of their comprehensive ability. Under some circumstances, self-efficacy will affect their job satisfaction and individual motivation. Conversely, it is suggested that the teachers with low self-efficacy have lower job satisfaction but higher job pressure (Klassen and Chiu ,2010).

Nevertheless, some respondents also point out that some training programs are not so effective in their workplace. There are different reasons resulting in their dissatisfaction about

the training, for instance, one interviewee stated that she just wanted to get the job training which can upgrade her teaching skills but not the programs designed to intensify their loyalty to the company.

Plus, one participant complained that she doesn't like some basic training programs which are aimed at improving her knowledge as she thinks she has enough working experience and working skills; in this situation, she is more willing to get the training which can broaden her future career or make her feel more relaxed. Admittedly, although most of the interviewees agree that job training can enhance their job satisfaction, they prefer to choose the training programs that are suitable for them and meet their specific needs.

Some teachers in the New Oriental School emphasized that the motivation (promotion chances, social status, salary, development opportunities) as a teacher in the training school is driving them to keep continuous learning and development all the time. They also mentioned that if the teachers hold high motivation and keep positive in the workplace, the school will also benefit. For instance, the schools' performance and productivity can be improved greatly (Muhammod ,2016) .

Some participants point out that the working environment is of great importance to their job satisfaction. They feel content and happy when they have a good relationship with their co-workers and they would like to enjoy a friendly atmosphere in the workplace. One teacher mentioned that she did not like to work in an unfriendly and unfair environment; the working conditions and workload in the school can be regarded as elements that may result in teachers leaving (Kim and Lim,2017). On the contrary, a "good, positive" environment, can improve the employees' sense of belonging and they are more likely to share values with other colleagues, which can contribute to their choosing to stay. Additionally, some teachers hold the view that a workplace with high learning and a training culture is more attractive for them in comparison to other organizations. An organization with high learning and a training culture can make the teachers feel more content (Cristina-Corina,2012). Furthermore, the principal highlights that the better performance the teachers display in the

training program, the more commitments the school would like to make in order to facilitate the positive relationship between trainees and organization. The appropriate commitments can benefit the employees and broaden their career development (Lang, 1992). In addition, it is also consistent with such a saying that some experts (Bartlett, 2001; Hatcher, 1999) confirm that the employees with high satisfaction from their job training are more willing to make a commitment to their company and increase the retention rate.

The teachers can feel more satisfied with their teaching if their career expectation is worthy and flexible enough (Fessler and Christensen, cited in Lynn, 2002). In contrast, if the teachers work in poor conditions, they are more likely to feel depressed and negative, which definitely will impair the training effectiveness and decrease their job satisfaction.

Chapter Seven – Conclusion and Recommendation

In conclusion, although it is a relatively new report in the teaching sector in China, this study contributes to our knowledge of the correlation between teacher job satisfaction and on the job training, which lays a good foundation for current situation in the Chinese education system. Training is the systematic development of the knowledge, skills, and competency required by a person to effectively perform a given task or job. Based on the findings, it is clear that a positive correlation exists between job training and job satisfaction in the language school in China. The participants hold the view that their job satisfaction can be improved greatly as their teaching skills and confidence can be enhanced through training programs. They can also get opportunities to get promoted because of relevant training and they can be more likely to meet their career goals in the workplace. Such inclusions are significant enough as they provide support and extension for the theoretical thoughts in prior studies. As the relationship between job satisfaction and on the job training remains important in academic research and business world so that future studies should also be taken to get more details.

Simultaneously, this study also provides empirical proof to the school leaders that they are

supposed to be cautious in their effort to supply more effective training programs. In light of the present study, there are several recommendations drawn from the findings which can make a further contribution to the effectiveness of training programs and job satisfaction toward teaching. For instance, proper training projects are utmost and necessary to be arranged to cope with the potential challenges caused by the ongoing development of the teaching sector. Different training programs have different priorities, for instance, some of the training programs are set to improve the teachers' teaching capability and their confidence. However, different teachers have different levels of teaching skills so the training programs should be tailored to meet their real needs but not force them to attend every training program by regulations. Therefore, the appropriate training and development projects can not only satisfy the individuals' needs, but the organizational strategies and management can be improved and reinforced as well. As outlined, effective training can assist the employees' progress and increase their job satisfaction, which also gives them a higher career expectation. Additionally, given the correlation between job training and job satisfaction, the trainees should be encouraged to exhibit cooperation and enthusiastic in attending these programs.

Consequently, based on the findings from the interviews, it is suggested that the teachers' satisfaction can be increased through a good learning environment. Therefore, creating a friendly learning atmosphere in the school is necessary, enhancing the employees' loyalty to their schools and improving the school's reputation in society to attract more business.

According to this investigation and the findings of this study, proper strategies and implementation plans should be put in place to solve and improve their current requirements which can also improve the school's productivity and meet the teachers' individual needs in the workplace. The training programs are of great importance in enhancing the teachers' job satisfaction, but they should be applied under different circumstances. For instance, induction is compulsory for every new employee to provide a good chance to make them familiar with the company culture and structure, their teaching skills can also be upgraded

greatly through this project by studying with the experienced teachers. However, with regard to other programs they are flexible and the teachers should be able to make the final decision based on their own needs in their career without any intervention from the school.

Training Programs	Training Area/Actions	Time Scale	Cost (YEAR)
Induction	English Teaching/ Company culture introduction	3 months	€1,000 per person
Teaching Skills	English Teaching	On- going	€2,000 per person
Company leaders	The company culture / position responsibility / personal assessment	On-going	€1,200 per person
Summer/Winter Camp	Training and assessment about camp leaders' responsibilities	Summer(July-August), Winter (December)	€500

Table 2 Implementation Plan

Personal Learning Statement

I started preparing to collect relevant information of this study since April 2017 which is to discover if the training programs can positively influence the teachers' job satisfaction in a famous language training school in China with high expectation. Through constant working, I have managed to reach a good understanding about this topic, which is verified that, for most teachers, job training benefit them a lot like improving their personal teaching skills and confidence, increasing the promotion chances. Apparently, more knowledge about other factors which are beneficial to job satisfaction such as individual motivation and the good learning culture (working environment) with the processing of this study. This research is attractive for me as I have ever been a teacher in this school and want to do a survey to know

more about the teachers' thoughts to analyze the teaching realities in China. I thoroughly enjoyed conducting such a study in Chinese teaching section especially the teaching circumstances are changing and developing so fast in recent decades. Obviously, I gained a good understanding about the relationship between job training and job satisfaction in a Chinese language school which also paved a good way for me to design training programs to meet the company requirements and make the teachers more satisfied in the workplace. Additionally, this report was a good opportunity to practice my investigation skills and also happy to find that, most teachers in the language training schools are speaking highly of the training programs which can benefit them and expand their career development.

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Appendices

Appendix 1

Interview questions

1. Could you give me a brief introduction about yourself?
2. Could you tell me something about your current company and your position?
3. What are your job responsibilities?
4. What kinds of training programs does your company provide for the employees in different stages?
5. How do you think about job training results?
6. Have you ever received any training in the workplace? How do you think about it?
7. Do the training programs, to some extent, increase your job satisfaction? In what way?
8. What benefits can you get from training?
9. What motivations do you have in your career?
10. What kinds of promotion chances can you get in the workplace?
11. What kinds of requirements do the teachers need to meet?
12. What factors do you think can influence your job satisfaction in the workplace?
13. Do you think your company has a positive attitude to improve the working environment? In what ways?

Appendix 2

The Interview Transcripts

Interviewee A

1. Could you give me a brief introduction about yourself?	I am XX, 30 years old and graduate from one famous university in China with Bachelor Degree, my major is English. I have worked for almost 5 years in this company and I was a teaching assistant at the first two years. Then, I became an English teacher for the students who are around 7-10 years old from the primary school.
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<p>2. Could you tell me something about your current company and your position?</p>	<p>OK, my company is a famous language training school aiming at help the students in different ages to improve their language skills. I am one English teacher in Children teaching department. I am responsible for two positions, one is a analyst in textbooks we used, the other one is teaching the pupils English as a full-time teacher.</p>
<p>3. What is your daily job responsibility?</p>	<p>As I said before, I need to cover the responsibility in two different kinds of positions, which means that on one hand I need to work with my colleagues in the Analysis and Development department to make research about the textbooks we applied and check them to make sure that if these documents are suitable for our students. I need to do the teaching in the classroom for at 4-6 hours every day and teach the children oral English.</p>
<p>4. What kinds of training does the training school provide to the employees in different stages?</p>	<p>We have regular meeting twice a week in the Analysis and Development department, we talk and communicate with each other about teaching issues. Some experts in the famous universities will be invited by the organization to hold the public speech and answer our relevant questions we confront in the workplace. some excellent teachers can catch the chances to be sent to Britain to receive short-course English training there. Additionally, there are some professional online courses set for the teachers which involve with English speaking, writing, listening, translation, and literature analysisWe also have some training programs designed to strengthen the employees' loyalty to the organization.</p>

<p>5. Have you ever received any training in the workplace?</p>	<p>Yes, I have ever received the professional training in English Writing and Oral English. I found this training program is perfect for me, as it not only increases my knowledge in speaking and English literature, it sparked my interests in this fields. Additionally, I also got the training named “qualified teacher”, which is specifically designed to train the teacher about children psychology and how to manage the classes. All these trainings can lead us to a good direction and save our time.</p>
<p>6. How do you think about job training results?</p>	<p>It depends personal situations. You know our organization provide various kinds of training in different fields. In general, we have to take most of them based on our positions. Training effects are also determined by many different factors such as the teachers’ teaching experience, personal tastes and personalities. However, I would like to attend the training for career development. After receiving this kind of training, I feel more confident about my teaching ways and more satisfied for my company as I can feel that my teaching skills are enhance a lot.</p>
<p>7. Do the training programs, to some extent, increase your job satisfaction? In what way?</p>	<p>Yes, exactly. For example, my biggest feeling through training program is that my teaching skills are improved greatly and I become more confident as an English teacher.</p>
<p>8. What benefits can you get from training?</p>	<p>In general, I feel very satisfied about the training programs I have ever taken. On one hand, it can improve my professional skills and give me more experience. On the other hand, there are some other alternative choices you can take, which can not only open your eyes, inspire your interests, you can also know more in different fields. Just like I said, it is a good method to improve my confidence and increase my satisfaction about my job.</p>

<p>9. What motivations do you have in your career?</p>	<p>When I was younger, I thought the most important motivation was encouragement and sense of achievement from our supervisor. Because every young man hold many different dreams and want to be different in the workplace and get recognition. Now, I think benefits and the development chances provided by the firm are more indispensable for me. Additionally, working environment is also important, for instance, if you are working in a friendly air and all of your colleagues are nice, you will feel very happy.</p>
<p>10. What kinds of promotion chances can you get in the workplace?</p>	<p>That is a good question as I am in a dilemma now. After giving birth to my baby and return to my position, I found everything has changed like working environment, passion about working etc. I did not get more chances as before and I feel confused about my career in the future. Then, I start reflecting and taking many factors into consideration, I found I did not have much passion on my jobs as a mom. I spend all my time on the job and my baby, time flies quickly every day. You know, the working pressure in Beijing is very huge.</p>
<p>11. What kinds of requirements do you need to meet?</p>	<p>Firstly, you need to get a lot of support from your colleagues as they know your personalities and working performance. Secondly, you need to do a good job in your work and have a good reputation in your students' eyes. Lastly, pass the aptitude text.</p>
<p>12. What factors do you think can influence your job satisfaction in the workplace?</p>	<p>Salary and benefits are important, secondly, If I can get chance to get promoted is also valuable. Of course, improving my teaching skills through relevant training is also a good way to improve my job satisfaction as a teacher.</p>
<p>13. Do you think your company has a positive attitude to improve the working environment ? In what ways?</p>	<p>Yes, especially we have enough chances to attend all kinds of training programs and can also apply to take short time course in different countries,</p>

	which create a good working environment for the teachers.
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Interviewee B

1. Could you give me a brief introduction about yourself?	Hi, my name is yoyo. I have been an English teacher for 6 years. The biggest motivation for my choosing to be an English teacher is that I start being interested in English when I was in the Middle school. Especially at that time, my English teacher impressed me greatly and I thought speaking good English is cool.
2. Could you tell me something about your current company and your position?	My company is a private training school in China and it is very famous. Obviously, the students would choose to come to this kind of training school to receive extra study under the help of professional teachers. I am the principal of this school in Wuhan City, but I prefer my teaching job rather than managing.
3. What your job responsibilities?	I am teaching the oral part of IEFLS, which focuses on teaching the students how to open their mouths to communicate with others. It is very practical compared with reading and writing parts. I thought English is not only one kind of language, it is also a good way to communicate with other and know more about western countries' culture. Additionally, I should be responsible for the management.

4. Which kinds of training programs does your company provide for the employees?	In fact, there are a lot of training programs. Firstly, the induction is necessary and every new teacher must take this training. We also have one kind of training program named "practical classes", which is hold once a week. During the practical classes, some famous English teachers will be invited to our school to hold public speech to share their
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	<p>experience with other teachers. Additionally, some teachers will be invited to other big cities like Beijing, Shanghai, Shamen to attend some teaching meeting and share their teaching experience with others.</p>
<p>5. How do you think about job training results?</p>	<p>In general, they are inspiring and motivating. They are helpful to our teaching ways. When in summer holiday, we are very busy with our teaching and training, to some extent, is time consuming. The school performance and reputation can be enhanced greatly under the condition that if our employees' capabilities can be improved through training . The school can make more commitment for the teachers if they perform well in the training.</p>
<p>6. Which kind of training programs have you ever received ? How do you think about them?</p>	<p>I remember that I have attended the induction training. I am a little different, because I was pregnant and prepared to have my own babies at that time, so I missed most of other training programs. However, I would like to go to attend the public speeches, which are usually hold by some famous teachers in China. Sometimes, I thought I have taught English for such a long time and I was familiar with every step as a teacher. Even sometimes, I don't think I need to get extra training as some programs as too easy.</p>
<p>7. Do you think that the training can increase the employees' job satisfaction? In what ways?</p>	<p>Yes. As we all know that, the job satisfaction can be influenced by many different factors like the salary, working environment, your interest toward the job, the opportunities you can get in the firm. If the training programs provided by the firm are good, most employees will feel more satisfied with this company and choose to stay here but not jump to other school. However, I found that some training programs are too easy and boring , it is waste of time and energy.</p>
<p>8. What benefits can you get from training?</p>	<p>Obviously, I have got many benefits like improved teaching skills, get promotions and make some friends in the programs.</p>

<p>9. What factors motivate you now?</p>	<p>Firstly, I feel very proud about my job as this is a famous training school in China, so I am very happy. Secondly, the students I get along with can give me some new feelings. You know, their growing and progress can make me have a huge sense of achievement, which can only get through the job but not in the daily life. Thirdly, the salary and benefits are good, if you work harder, you can earn much more than others. No pain, no gain.</p>
<p>10. What kinds of promotion chances do you have?</p> <p>11. What requirements do you need to meet?</p>	<p>If you want to get promoted and kept teaching. You can become the manager of the teaching department. you can choose to be a professional trainer after receiving some training programs designed for this position. You also need to pass some relevant exams involved the different policies.</p> <p>The feedback from the students and parents is also important, the supervisor will take it into consideration.</p>
<p>12. What factors do you think can influence your job satisfaction in the workplace?</p>	<p>Job satisfaction can be influenced by many different factors like salary, working environment, personal interest toward the job and the opportunities I can get in the school.</p>
<p>13. Do you think your company has a positive attitude to improve the working environment ? In what ways?</p>	<p>Yes, at least our school have a very strong learning culture. All of the employees are friendly and easy going.</p>

Interviewee C

<p>1. Could you give me a brief introduction about yourself?</p>	<p>My name is Maggie and graduate from XX university in China. I am an English teacher and teach the students around 12 years old in New Orientation Language Training school.</p>
<p>2. Could you give me more information about your company and your job responsibilities?</p>	<p>The organization I work is a famous language training school in China. It has many branches in different cities and this organization enjoys high reputation in society. I am an English teacher and responsible for 2 classes, there are around 12 students in each class. The students will come to</p>

	<p>our organization to receive extra language training after they finish their study in the public school. As a teacher here, we not only need to do the teaching in the class, we also need to give their parents feedback every month to make sure that they know if their kids make progress or not in the school.</p>
3. What are your job responsibilities?	I am responsible for English teaching.
4. What kinds of training programs does your company provide for the employees in different stages?	<p>As far as I know, there are many different kinds of training programs provided by our organization. Firstly, the induction for all new employees is of great importance. There are some experienced teacher display their own teaching skills during the induction, it is a good chance for the new employees to learn from others. Additionally, some teacher are interested in being summer/winter camp leaders to different countries, they need to receive some training before applying these vacant positions. The excellent teachers with good working performance can also apply to go to other countries like Britain to take short course based on their training results.</p>
5. How do you think about the training results?	<p>I think these training programs are good for me. As I can not only enhance my personal teaching skills, I can also catch the chance to get promoted or go abroad through some training programs.</p>
6. Have you ever received any training in the workplace? How do you think about it?	<p>I once took many different kinds of training programs such as induction, camp leaders training. They are useful as I make the choice based on the different training purposes.</p>
7. To some extent, do you think that the training you took in the school influence your job satisfaction? In what ways?	<p>The influence is huge, to be honest. This is a big company and there is a professional training department to provide all kinds of training. Even the trainers have to take some special exams to make sure they are qualified in the workplace. Getting training is one prerequisite for one to be promoted. You can find that many employees make</p>

	<p>huge progress after receiving training and they become more confident about their career.</p>
<p>8. What benefits can you get from training?</p>	<p>When taking the training, it is a good chance to learn from each other and gained more knowledge and critical thinking about our own teaching ways. You know, sometimes, the teachers taking the training are not only from our organization, many teachers from other cities will also join us. Also, accepting training is really a good way to increase our confidence when you walked into a new field.</p>
<p>9. What motivation do you have for your career?</p>	<p>My biggest motivation for this job is because I like kids, so being an English teacher for kids is my best choice. When I made progress in my teaching career and had better ways to teach my students, I felt very happy. I am also interested in English. Additionally, this organization is one top school in this field and you can have many opportunities to realize your dreams as a teacher.</p>
<p>10. What kinds of promotion chances can you get in the workplace?</p>	<p>There are a lot of chances for the teachers to get promoted, you can become a manger in the department, then a leader like vice principle in the school etc.</p>
<p>11. What requirements do you need to meet if you want to be promoted?</p>	<p>There are many factors contributing to your promotions. For instance, you need to pass all kinds of skills tests which are associated with your training, working performance. The feedback from kids' parents is of great importance. The students' performance in the school is also taken into consideration. An interview for the promotion assessment is also necessary.</p>
<p>12. What factors influence your job satisfaction in the work place?</p>	<p>In general, working environment is an important factor to affect my job satisfaction. If we have good supervisors and friendly colleagues, we respect and love each other, creating a harmonious atmosphere in the workplace. I also paid much attention to my personal skills in the workplace. I can keep making progress and increasing my</p>

	<p>capability in the teaching through some training programs provided by the company. We cant deny the fact that the best way for a company to keep excellent employee is to provide a good working environment and every one working here felt very comfortable and they also can get enough recognition.</p>
<p>13. Do you think your company has a positive attitude to improve the working environment ? In what ways?</p>	<p>Yes, the organization actually provides us a lot of chances to improve ourselves like training programs, providing some leisure activities and chances to study abroad. For the teacher who performed well in the training, they can get some rewards like travelling in different countries.</p>

Interviewee D

<p>1. Could you give me a brief introduction about yourself?</p>	<p>My English name is CiCi, I am an English teacher in New Orientation Language training school. I am graduate from Xi'an Fanyi University in China and my major is English. After graduation, I continue my further education for childcare. I have been an English teacher for at least 5 years.</p>
<p>2. Could you tell me something about your current company and your position?</p>	<p>Since 2010, I joined my current language training school named "New Orientation Language Training School", it is a famous language training school in China which covers many different kinds of language training like English, Spanish, German, French and so on. I am one English teacher being responsible for the students from the Middle school, so all of students are around 11-15 years old. There are many different kinds of courses designed to meet the students' language levels irrespective of their ages. I am also the principal's secretary and deal with all kinds of school business.</p>
<p>3. What your job responsibilities?</p>	<p>My daily job is teaching English and attending all kinds of meetings, preparing documents for the</p>

	coming lectures and so on. In general, I feel very busy every day , but I like my job as I like communicating and staying with my students.
4. What kinds of training programs does your department provide, in general?	We have at least 3-month induction at the beginning of the teaching, when the new employees are hired by this department. Of course, the prerequisites of your admitting is your background must be associated with English. Every month, we hold the public speeches which are open to all the teachers, the lecturers who give us the speech are from public Middle school or the honored teacher who enjoy the high reputation in teaching field. In addition, every one need to attend the relevant training and then take tests if they apply to get promoted at any time.
5. How do you think about job training results?	From my own perspective, I think induction is important for a new employee. After receiving the induction, the new employee can fit the working culture soon and they can know how to do the job soon. Learning from others is also good way to be improved. As for other trainings, it depends on different situations, for instance, some training programs are designed for the candidates who want to get promoted. In general, training has positive effect in the workplace and can increase the employees' job satisfaction.
6. Which kinds of training have you ever received in the past? Does that work in your teaching?	I like training courses, to be honest, it is a good chance to improve myself and learn from others who have much more experience than me. As a teacher, there is no end to learning. Sometimes, compared with other kinds of jobs, being a teacher can increase our sense of achievements. Slowly, you will love this job as you find teaching is meaningful.
7. Do the training programs, to some extent, increase your job satisfaction? In what way?	You know, in my heart, training is very important for a teacher as not everyone is born to be a teacher, we need make progress all the time. After training, it easy for me to find the weaknesses in my own teaching way and correct them. Improving the

	<p>teaching skills is necessary. Our students are teenagers, they are very interested in the new things, the teacher cannot use the same way to teach them for decades. Therefore, the compliments from students or parents are the motivations for a teacher. Training programs can increase our job satisfaction indirectly. Of course, as I said before, getting the training course is also one prerequisite for career promotions, which is very indispensable.</p>
8. What benefits can you get from training?	<p>Getting more professional teaching skills and becoming more confident.</p>
9. What motivations do you have in your career?	<p>Actually, I like the sense of achievement in my teaching career, especially when my students spoke highly of my job and got recognition from the parents. Being a teacher is a good choice to make a living as the salary, I think, is better than other fields.</p>
10. As for the promotion, what chances do you have as a normal employee?	<p>In fact, this company is attractive to a lot of young people, because it is not only for the high salary, the chances for their personal development are also of great importance. For instance, everyone can have the same chance to apply the promotion. Regarding to the requirements, they need to pass some texts, like oral English and paper texts. At last, the potential candidate need to hold one public speech, all the teachers attend seminars and vote. Sometimes, the positive feedback from the students also need to be taken into consideration.</p>
11. What kinds of requirements do they need to meet?	
12. What factors do you think can influence your job satisfaction in the workplace?	<p>To be honest, salary is one important factor that motivate me deeply. We can get some good opportunities to develop ourselves like going abroad, enjoying more holidays, rewards and bonus. Additionally, the working environment is also important. I would like to get along with friendly colleagues.</p>

<p>13. Do you think your company has a positive attitude to improve the working environment? In what ways?</p>	<p>Yes, I think so. Our school always arranges some outsid activities to strengthen the friendship between the colleagues. The atmosphere in the office is harmonious and nice. The learning and training culture inside our school is also very good.</p>
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Interviewee E

<p>1. Could you give me a brief introduction about yourself?</p>	<p>My name is XX and graduated from Beijing Medicine university in 2011. I have worked in teaching field for 6 years. In my company, I always leave others the impression that I am independent and have a strong leadership. Admittedly, I have enough working experience in this filed. I like being an English teacher as I like English and thought teaching students is very meaningful.</p>
<p>2. Could you tell me something about your current company and your position?</p>	<p>I am working in New Oriental English training school now. It is a famous training school in China and provide all kinds of language training programs including English, French, and so on. English training programs are more successful and symmetric than other languages as it has a longer history. It aims to provide a good language environment for the students and improve their language skills. Of course, our students cover all ages irrespective of the kids or adults. I have two positions in this company, on one hand, I am an English teacher and my students are under 12 years old. On the other hand, I also act as a vice principal as well.</p>
<p>3. What is your daily job responsibility?</p>	<p>Wow, it is a little complex. Every day, I have to do the teaching for 3-5 hours. Also, we have different programs to complete every month like the debate, oral English competition, exchange programs, so I have to negotiate with other colleagues to make sure all the process goes well. As there are many students in our school, we need to hold regular meeting every week to get the feedback from both teachers and parents.</p>

<p>4. Which kinds of training programs does your company provide for the employees?</p>	<p>Wow, loads of programs. Firstly, induction is unavoidable. When they are taking the induction, they will be given some small texts to make the supervisor know more about these new employees' advantages and teaching levels. Therefore, they will be assigned different tasks in their jobs, for instance, some new employees can teach the elder kids, some of them have no choice but to teach the younger ones based on their own teaching ability shown in the training programs. They also need to take the training about 'children psychology'. Additionally, some employees who performed well in the job can get the chance to go abroad to take short courses. There are also some training programs designed for the teachers who want to become the camp leaders to other countries.</p>
<p>5. How do you think about job training results?</p>	<p>In general, I think it is good. As I said before, different teachers have different needs, potential development is helpful. But it turns out that training results are not the same. Of course, it depends on too many factors not only the content of training. However, I am not satisfied with all of the training programs.</p>

<p>6. Which kind of training programs have you ever received? How do you think about them?</p>	<p>I have different feeling in different stages. When I was promoted, I felt very excited and was motivated by every kind of training, especially all of them can meet my spirits needs. Slowly, I found that the biggest achievement came from your own ability but not your ambition nor alleged feeling. As a teacher, you would feel disappointed about yourself if you did not have high teaching capacity and you could not feel satisfied with your job irrespective of your position in the firm.</p>
<p>7. Do you think training can increase job satisfaction? In what ways?</p>	<p>In my opinion, it depends on different situation. For instance, If my current priority is to improve the employees' teaching skills, I will focus on these kinds of training programs. However, if the company arrange me to attend some other training</p>

	<p>which involved managing the company business and how to attract more students, I will feel very boring and unhappy. In a word, the satisfaction brought by training depend on our real needs.</p>
8.What benefits can you get from training?	<p>As mentioned before, personal teaching skills can be improved a lot. Additionally, our salary and promotion chances can also be obtained through relevant training programs.</p>
9. What motivations do you have in your career?	<p>Good working environment and good salary. Sometimes, the chances to get promoted are also great motivations.</p>
10. What kinds of promotion chances do the employees own? 11.What requirements do they need to meet?	<p>There are some chances provided to the teachers if they want to apply higher positions, but it is a hard process. For instance, as a teacher, you need to have a good reputation and pass some tests to approve your academic abilities. The feedback from the students and parents are regarded as an important factor for further consideration. Even you are promoted, you can only become a leader in your department and you have to serve this position for 2 two years, then you can be able to apply higher positions like the principles, which is hard for teachers, because as a qualified principle, you need to master good understanding about the market but not only know how to teach. For instance, only 2 of 40 teachers can get promoted every year.</p>

12. What factors do you think can influence your job satisfaction in the workplace?	<p>The happiness changes based on my position. Firstly, I have a very strong sense of achievement as a teacher. At the same time, when the students are happy with their progress, their smile is so bright and warm. Secondly, I like shopping so that money is very important. If I perform well, I can make enough money.As a manager, I found that more and more teachers choose to change their jobs and do other business. I felt very sad about this phenomenon, if possible, I hope most of the teacher can stay longer.</p>
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13 .Do you think your company has a positive attitude to improve the working environment? In what ways?	Yes. This school has a strong economy situation, so it can provide the teachers all kinds of training programs and development chances. Most of the teachers employed are well educated and the employees get along well with each other.
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Interviewee F

1. Could you give me a brief introduction about yourself?	Hi, my name is xx and I am living in Chengdu now. I am one English teacher and responsible for teaching the students in High school. I graduated from one university in China in 2007 and started doing the teaching from that time. In general, I have been an English teacher for at least 10 years.
2. Could you tell me something about your current company and your position?	As I said before, I am an English teacher in this training school and all my students are from public high school. In addition, I am also a leader (manager) in my department. My company is a famous training school in China and it also owns high reputation in society for its high teaching quality. This training school provides all kinds of English programs for all ages like the kids, students from different schools or universities, and adults who want to get vocational training to broaden their career paths in the future.
3. What is your daily job responsibility?	I am teaching the students from high school. After they finish their study in public school. As an English teacher, we not only need to know how to maintain and increase the students' confidence, their knowledge is of great importance. Therefore, improving the students' learning skills is our priority. As for managers' responsibility in this school, I need to attend all kinds of meetings , some are concerning about academic study (teaching), some are other business like dealing with the relationship and cooperation with other school

<p>4.What kinds of training does the training school provide to the employees?</p>	<p>Firstly, we have regular meetings every Friday and some teachers would point out some of their problems in teaching. For instance, some teachers once stated that although they were knowledgeable, they did not know how to make their students understand them. They felt confused which methods were more appropriate and some experienced teachers would like to give some effective feedback and suggestions. Secondly, some excellent teachers would share their teaching skills for other teachers. Our company would arrange some relevant training programs to increase the working cohesion among the employees and strengthen their loyalty to the company.</p>
<p>6.Have you ever received any training in the workplace? How do you think about it?</p>	<p>As a normal teacher in this company, I have attended most of these programs. In my opinion, I found these training programs are very helpful. You know, every individual has their own way of thinking, sometimes, they have limitation on their teaching way. Obviously, if we have chance to know more about others' teaching ways, sometimes, we can get different ideas and inspiration, which can facilitate our teaching. Every teacher has their own advantages in this job, we need to learn from each other to make progress together.</p>
<p>7. Do you think training can improve your job satisfaction? In what ways?</p>	<p>Of course. I remember after the induction, at least, I have a good understanding of how to behave as a teacher. Although I was not perfect and even made some small mistakes at the beginning of my teaching, learning from other experienced teachers really benefited me a lot. In a word, training is necessary in teaching industry. As a teacher, we really want to help the students to fix their problems and make them learn more, I am so happy to choose to be a teacher, I hope I can still continue learning to be more professional in this field.</p>

<p>8. What benefits can you get from training?</p>	<p>Sometimes, you can be paid more salary than others if you do a good job in the training programs, which can be regarded as an important motivation for the potential employees. You can also leave a good impression on your supervisor and pave a good way for your future promotion. If you have a good reputation in your job, for instance, you do a good job and get recognition from the students and parents, it is easier for you to become a leader in this department.</p>
<p>9. What motivations do you have in your career?</p>	<p>You know, all the students are so kind and pure, they treat their teacher with much respect and love. Especially, it is easy for the students to become friends with the teacher in the training schools, creating harmonious air in the school. As a teacher, self-efficacy is also of great importance. Applying the knowledge into practice is also good and teaching is meaningful compare with other kinds of jobs. Additionally, regarding to the salary and other benefits, it is also good.</p>

<p>10. What kinds of promotion chances do you have in the workplace.</p>	<p>Oh, there are a lot of factors being taken into consideration, for instance, the feedback from the parents and students, the length you have been in the company, the achievements you have got in the workplace.</p>
<p>11. What kinds of requirements do they need to meet?</p>	<p>Generally speaking, we need to pass some assessments. Also, we also have to attend most of the training programs in the school.</p>
<p>12. What factors do you think can influence your job satisfaction in the workplace?</p>	<p>Salary is the most important factor for her satisfaction towards to the job. The chance of promotion is also of great value.</p>
<p>13. Do you think your company has a positive attitude to improve the working environment? In what ways</p>	<p>Yes, especially there are loads of chances for us to catch to improve our knowledge and teaching skills. The learning culture is a good way to reflect good development of this school.</p>