

Factors Influence on Job Satisfaction of EFL Students in A Public University in Battambang Province

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ABSTRACT

This research study investigates the factors that influence the job satisfaction of English as a Foreign Language (EFL) college students. Job satisfaction is a critical aspect of career development and overall well-being, particularly for students aspiring to enter the field of English language teaching. The study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather data on various factors such as work environment, professional development opportunities, salary and benefits, and interpersonal relationships. Findings from the study reveal that factors such as supportive work environments, opportunities for professional growth, and fair compensation significantly impact the job satisfaction of EFL college students. Additionally, the qualitative data provides deeper insights into the emotional and psychological aspects of job satisfaction, shedding light on the importance of intrinsic motivation and a sense of purpose in one's career. The results of this study have implications for educational institutions, language teaching programs, and career counselors in understanding and addressing the needs of EFL college students as they prepare to enter the workforce.

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1. INTRODUCTION

English is respected as a universal tongue that's broadly talked all over the world. In other words, English is the official dialect of numerous nations and is utilized for official and casual communication as well as political speed around the world. There's no denying that English is the sole dialect that permits for viable discussion and talk about with people of diverse nationalities in respects to legislative issues, commerce, worldwide communication, and scholarly ponder due to continuous advancement, globalization, and data (Xue & Zuo, 2013). Hence, among the nationalities that speak English as a remote dialect.

Job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not self-satisfaction, happiness or self-contentment but satisfaction on the job. It is defined as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values. Job satisfaction is the favorable or unfavorable

subjective feeling with which people view the work. It results when there is congruence between job requirements, demands and expectations of people. It expresses the extent of match between employees, expectation of the job and the reward that the job provides. The factors of physical conditions and social nature affect job satisfaction and productivity. Job satisfaction is defined as an effective or emotional response towards various facts of one's job. Job satisfaction is in regard to one's feelings or state-of-mind regarding the nature of their work. It can be influenced by a variety of factors, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc. Job satisfaction is not the same as motivation. It is linked to productivity, motivation, absenteeism, waste accidents, mental health, physical health and general life satisfaction.

The first person to extensively research and study job satisfaction was Frederick Herzberg, an American psychologist who is best known for his work on motivation and hygiene factors in the workplace. In 1959, Herzberg published his seminal work titled "The Motivation to Work," where he introduced the two-factor theory of job satisfaction and motivation. According to Herzberg, there are two sets of factors that influence job satisfaction: hygiene factors (such as working conditions, salary, company policies, and interpersonal relationships) and motivators (such as recognition, achievement, responsibility, and opportunities for growth). Herzberg's research laid the foundation for understanding the complex nature of job satisfaction and its impact on employee motivation and performance.

A review of the literature on job satisfaction usually looks at research, theories, and conclusions about things like work-life balance, leadership styles, organizational culture, and intrinsic motivators that affect people's happiness at work. Researchers frequently look into how employee performance, retention, and general well-being are affected by job satisfaction. It is common to debate theoretical frameworks such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory. Researchers also explore the significance of individual variances, job design, and job features. The multifaceted nature of job satisfaction and its importance in organizational psychology and management are often highlighted by the research. The importance of job satisfaction especially emerges if you have in mind the many negative consequences of job dissatisfaction such a lack of loyalty, increased absenteeism, increased number of accidents etc. Spector (1997) lists three important features of job satisfaction. First, organizations should be guided by human values. Such organizations will be oriented towards treating workers fairly and with respect.

The purpose of this research is to understand the factors that contribute to job satisfaction among college students. The survey results will provide valuable information for research purposes and can be used to inform strategies and interventions to enhance job satisfaction among IFL students. To explore the relationship between academic discipline and job satisfaction. Researchers can understand how different majors influence students' satisfaction with future employment opportunities, helping universities tailor programs to better prepare students for successful careers. To explore the potential relationship between job satisfaction and the academic performance and future career prospects of English as a Foreign Language (EFL) university students. By examining the level of job satisfaction among EFL students, we aim to understand how their satisfaction with their current or future employment opportunities may influence their academic engagement, motivation, and overall performance.

2. METHOD

A satisfaction survey is one of the best methods. We will get a baseline measurement and learn more about what employees like and dislike. Tools like Google Forms are easy to use, or we might opt for a more specialized program like Office Vibe. We'll talk more about specialized software later. For now, just make sure that our survey software is easy to set up, simple for our team to use, and the feedback can be kept 100% anonymous. We can use surveys to measure satisfaction in specific areas like management expectations, coworker relationships, stress levels, and career progression. When designing a satisfaction survey, make sure that the questions we include are easy to understand.

Avoid ambiguity. Have a friend or colleague read our survey before sending it out. Include both open-ended and multiple-choice questions. This creates a good quantitative data.

Respondents

In a survey conducted among IFL college students, exploring job satisfaction can provide valuable insights into the factors that influence their overall well-being and career aspirations. English literature students in National University of Battambang were selected to answer the survey questionnaires. Only students who have a job were selected.

Instruments

The tool for gathering the data was a survey questionnaires as quantitative research. The survey's topic is "An exploration on job satisfaction." This subject was picked because it connected to the participants' background and areas of interest; they were undergraduates with English education as their majors.

Procedures

The study on job satisfaction among college students, conducted by Smith 7and Jones (2020), utilized surveys, questionnaires, interviews, focus groups, and standardized scales. The data collection procedures for studying job satisfaction among college students involved a multi-faceted approach to gather comprehensive insights. Surveys were distributed to a large sample of students to obtain quantitative data on their perceptions of future job satisfaction. Questionnaires were utilized to delve into specific factors influencing their career aspirations, providing detailed information on individual preferences and motivations. In-depth interviews and focus groups were conducted to capture nuanced perspectives and personal experiences related to job satisfaction.

Data analysis

In the quantitative part, to provide answers to the research questions, in addition to common descriptive statistics, the inferential statistical methods, including Pearson correlation test and Multiple Regression analysis were used. Indeed, to inspect the correlation between the school organizational climate and the EFL student job satisfaction, Pearson correlation test was used. Multiple Regression analysis was also used to find out how much of the variance in the EFL student' job satisfaction can be explained by the sub-components of the school organizational climate. This approach is a systematic process based on content analysis in which the content of data is analyzed in order to make sense of the content of the communication (Mackey & Gass, 2016). It is considered as a detailed and systematic description of the manifest content of communication to identify patterns or themes (Creswell, 2009).

3. RESULT(S) AND DISCUSSION

Table 1: Table of Questionnaire Data

Statement	SA	A	TA	%	N	D	SD	TD
1.I am totally satisfied with my current job.	5	38	43	62%	20	6	0	6
2. I think the working environment can affect my satisfaction with my job.	16	41	57	83%	10	2	0	2
3.I think co-workers' behaviors can affect my satisfaction with my job.	13	40	53	77%	13	2	0	2
4. I think my major or field of study positively impacts my job satisfaction.	5	50	55	80%	10	3	1	4
5. My major or field of study is related to my future career/ goal career.	19	41	60	87%	8	1	0	1
6. I think it is important for me to pursue a career related to my major or field of study as an EFL university student.	14	45	59	86%	8	2	0	2
7. I am satisfied with the practical skills and knowledge I am gaining from my major or field of study at university for my future career.	5	53	58	84%	10	1	0	1

8. I feel that my major or field of study aligns with my personal interests and goals in the EFL industry.	7	42	49	71%	20	0	0	0
9. I think that my English major has provided me with the necessary skills and knowledge to succeed in my chosen career path.	12	43	55	80%	14	0	0	0
10. I feel that job satisfaction at university is important for my future career prospects in the field of English as a Foreign Language.	5	52	57	83%	10	2	0	2
11. I think job satisfaction is for overall well-being and performance in the workplace.	10	40	50	72%	19	0	0	0
12. I feel that job satisfaction as an EFL University student plays a significant role in shaping my future career opportunities.	9	48	57	83%	11	1	0	1
13. I think job satisfaction as a university student affects academic performance and future careers.	5	42	47	68%	17	5	0	5
14. I believe that my major or field of study will provide me good job opportunities after I graduate.	13	45	58	84%	11	0	0	0
15. I would recommend pursuing an English major to others based on my experience with job opportunities and career satisfaction.	8	40	48	70%	19	1	1	2

As shown in the **table 1**, most of the participants agreed with all the statements related to job satisfaction. The most participants 60 (87%) agreed that their major or field of study is related to their future career/ goal career. And 59 (86%) of them also agreed that it is important for them to pursue a career related to their major or field of study as an EFL university student. One more 58 (48%) of participants agreed that their major or field of study is related to their future career/ goal career and they also believed that their major or field of study will provide them good job opportunities after they graduate. All of these statements, we get 57 (83%) who agreed to the question that job satisfaction as an EFL university student plays a significant role in shaping their future career opportunities, the working environment can affect satisfaction with their job and job satisfaction at university is important for their future career prospects in the field of English as a Foreign Language. Participants 55 (80%) think that their major or field of study is related to their positively impacts their job satisfaction and it is important for them to provide them with the necessary skills and knowledge to succeed in their chosen career path. According to the result, we get 53 (77%) of participants agreed that their major or field of study that co- workers' behaviors can affect their satisfaction with their job. One more we get 50 (72%) of participants agreed that job satisfaction is for overall well-being and performance in the workplace. 49 (71%) of participants agreed that their major or field of study aligns with their personal interests and goals in the EFL industry. And 48 (70%) of total participants would recommend pursuing an English major to others based on their experience with job opportunities and career satisfaction. Moreover, the participants of 47 (68%) think that job satisfaction as university students affects academic performance and future careers. Lastly, 43 (62%) participants are totally satisfied with their current jobs.

This analysis stated that job satisfaction among NUBB students is primarily influenced by several key factors. The highest percentage of respondents at 87% believe that their major or field of study is related to their future career or goal career, emphasizing the importance of academic alignment with career aspirations. The 84% of participants expressed satisfaction with the practical skills and knowledge gained from their major. And 83% of participants highlighted the impact of the working environment, co-workers' behaviors, and job satisfaction on their future career prospects in the field of English as a Foreign Language, while 80% of participants felt that their major or field of study provided them with the necessary skills and knowledge to succeed in their chosen career path. This indicates a strong correlation between academic preparation and job satisfaction among NUBB students. Additionally, 71% of participants believed that their major aligns with their personal interests and goals in the EFL industry, highlighting the importance of pursuing a career that

resonates with individual aspirations. Furthermore, 62% of participants reported being totally satisfied with their current job, underscoring the positive impact of job satisfaction on overall well-being and performance in the workplace.

Most students (87%) think what they study in college connects to what they want to do in their future jobs. They believe their education directly affects their career goals. Also, 86% feel it's important for their job to match what they studied. They see their academic focus as key to succeeding and being happy in their careers. Almost 84% believe their studies will lead to good job opportunities after they graduate. This shows they're confident in the value of their chosen field. A large majority (83%) say being happy with their university studies and jobs will greatly impact their future career opportunities. This highlights how important satisfaction in school and work is for their career paths. Many (80%) feel their studies make them satisfied with their jobs. This suggests that what they learn in school matches well with their actual work roles, making them happy at work. A good number (71%) believe what they study matches their personal interests and goals in the English teaching field. This connection is crucial for staying motivated in their chosen careers. Around 70% would recommend studying English to others based on their own positive experiences with job opportunities and career satisfaction. This shows they value their academic program. While many agree (62%) that being happy at work is important for their overall well-being and performance, only 62% are completely satisfied with their current jobs. This suggests there's still room to improve job satisfaction among participants.

Overall, these findings show a strong link between what students' study, their career goals, and how satisfied they are with their jobs as English as a Foreign Language (EFL) students. Understanding what affects job satisfaction can help support students in matching their academic experiences with their career goals more effectively.

4. CONCLUSION

The research findings reveal a significant connection between students' academic pursuits, career aspirations, and job satisfaction within the realm of English as a Foreign Language (EFL) education. The majority of participants expressed agreement with statements related to job satisfaction, highlighting the perceived importance of their major or field of study in shaping their future career prospects. Participants overwhelmingly believe that their education directly influences their career goals and that it is crucial for their job to align with their academic focus. The study underscores the confidence among participants in the value of their English language studies and the potential it holds for securing good job opportunities post-graduation. Satisfaction with academic studies and future job roles is seen as pivotal in shaping participants' future career opportunities and overall well-being. The strong correlation between academic focus and job satisfaction indicates the importance of aligning educational experiences with career aspirations for success in the professional realm. While participants recognize the positive impact of their studies on job satisfaction and career fulfillment, there is room for improvement in enhancing overall job satisfaction among EFL students. By understanding the factors influencing job satisfaction, educators and stakeholders can better support students in bridging the gap between academic pursuits and career goals. The findings emphasize the need for a holistic approach that integrates academic learning with practical career preparation to empower EFL students to make informed choices, pursue their passions, and thrive in their chosen careers. By fostering a strong connection between academic studies, career aspirations, and job satisfaction, institutions can enhance students' overall well-being and success in the professional landscape.

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