An Exploring the Satisfaction on Training Program for New Employees in Shandong Lanxiang Technology College

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Abstract

Background and Aim: Companies must have a skilled and productive workforce and job satisfaction to succeed. Organizational leaders need to create training plans to maximize training and transfer. This paper explores the level of satisfaction of new employees on the training program of Shandong Lanxiang Technology College and studies the guideline for the satisfaction of new employees on the training program of Shandong Lanxiang Technology College.

Materials and Methods: This research is a quantitative research method. The total sample size for the research will be 36 new employees of Shandong Lanxiang Technology College. A questionnaire was used as a tool to collect data in this study. Statistical values such as mean and standard deviation were used for data analysis to define the information that was presented.

Results: All variables were high, with a mean score of 3.93 and a standard deviation of 0.55. The study suggests university-college merger could improve Shandong Lanxiang Technology College's teacher development plan. Shandong Lanxiang Technology College trains recruit. A performance evaluation committee will assess the institutional leader conference's bureaucratic educator professional development and organizational culture. University instructional study should mix college mentorship and pedagogical practices. Teachers must create thorough policies. Organize teacher educators are hiring.

Conclusion: The study suggests that a university-college merger could improve Shandong Lanxiang Technology College's teacher development plan. Variables were high, with a mean score of 3.93 and a standard deviation of 0.55. Shandong Lanxiang Technology College should encourage its administrators and HR managers to lead by example to maximize employees' potential and create a positive work environment.

Keywords: Satisfaction; New Employees; Training Program; HRM

Introduction

Since globalization in the 1980s, businesses have faced intense rivalry and instability. Companies realize they need cutting-edge technology to survive (Kamkankaew et al., 2023). They also invest in worker training to improve customer service. These techniques aim to expand sales and market share (Armstrong, 2009). Public and private companies also have to contend with more informed and discriminating customers who expect more for their money (Absar, Nimalathasan & Mahmood, 2012). Customers in the public and private sectors who pay statutory taxes for services also demand responsibility and condemn service providers (Chen, 2008). A company's long-term health and capacity to meet consumer expectations depend on its investment in employee satisfaction (Georgiadis & Pitelis, 2012). Understanding why employees use their training would improve management reality (Guest, 2011). Today's global business world is fast-paced, unpredictable, and competitive for many organizations. Companies expanding into foreign markets must keep a skilled and productive workforce to preserve and develop market share (Johnson, Rosen & Levy, 2008). To function well, a workforce needs knowledge and competence at most, if not all, levels of an organization (Kancharla & Dadhich, 2021). Global market changes cause issues that must be handled swiftly to maintain operations. Staff and management determine a company's market success. Work-related happiness is one definition of job satisfaction. One likes their job when they're content. It signifies job satisfaction and fulfillment. It's well known that happy workers work harder and more efficiently. Disgruntled employees don't care about their work. Thus, they don't help the organization succeed. Job satisfaction measures an employee's happiness (Kilminster & Jolly, 2000).

Other researchers (Klein & Weaver, 2000; La Forgia et al., 2015; Laidi, Putit & Mansor, 2021) have examined job satisfaction factors beyond the improved remuneration scheme. Training and development, extending career options, ensuring workers have the skills and resources they need, and improving management-staff relations are some of the proposals (Armstrong (2009). Engaging, gratifying, and enjoyable jobs have also been suggested. These techniques may not guarantee worker satisfaction. Numerous research (Lambert, 2003; Marchal, Dedzo & Kegels, 2010) have examined what characteristics increase job happiness and company loyalty. Bharath and Sreedevi (2021) found that employee satisfaction and commitment directly affect a company's ability to meet customer needs. Cucina et al. (2018) examined how public sector workers in Turkey are happy. Education and personal development are the best ways to achieve happiness. This study found a positive correlation between good working conditions and happiness, supporting previous research. Employee satisfaction was positively correlated with corporate loyalty.

The company's executive leadership continues to examine employee training's value by examining the resources spent on it. According to Jules & Christopher (2009), firms are increasingly concerned that training investments must increase organizational success: productivity, profit, safety, error rates, and market share increase. Organizations need proof that their training investments are improving performance in their key areas. Training to improve product quality must be accompanied by a quality performance indicator that boosts company performance (Kamkankaew et al., 2022). Employee training is driven by the assumption that better employee performance can boost an organization's success. Training is a key component of management theory, but little is known about how personal variables, training quality, and the working environment may affect safety training transfer between supervisors and the hourly workers they supervise. Training transfer factors are poorly understood (Bright, 2008; Bai, Yuan & Pan, 2017), and supervisors and hourly workers may transfer training differently. Work environment elements like managers and supervisors affect the transfer atmosphere and employee transfer (Mishra & Smyth, 2015; Cooke, Xiao & Chen, 2021; Fu, Ji & Jing, 2023). No research has examined how managers react to and transfer training compared to their employees. To determine if supervisors transfer training differently from hourly workers, a study was needed.

In the context of an acquisition and merger, the researcher can observe both staff groups while they undergo the same training as the acquiring company. According to training transfer research, both employee groups have different working conditions. Supervisors are important and offer a unique perspective in a healthy company. Supervisors must promote staff transitions to preserve organizational performance. Feedback, reinforcement, encouragement, and post-training application of new abilities can achieve this (Cooke, Xiao & Chen, 2021). Management might encourage or discourage training transfers. In this research study, both staff groups are undergoing organizational change. Therefore, the settings are different. Having both groups undergo identical training in a new workplace allows the researcher to see if they have different views on the training and transfer process. While the supervisor's importance is not lessened, the researcher can determine if it is (Ma & Thongdecharoen, 2023). Both groups face the same organizational work conditions and pressures. This study will also enhance training transfer studies. Finally, understanding training transfer dynamics in a field scenario on both the supervisory and hourly personnel levels would help organizational leaders. This new information will help create training plans that maximize training and transfer for certain workforce categories.

Because performance and retention are key KPIs, job happiness has been studied. Job satisfaction improves both variables. Academics have studied employee happiness and productivity. Shandong Lanxiang Technology College's organizational culture and supervisors' transformational leadership style contribute to employee contentment. China's teacher training system is plagued by a lack of a method to evaluate potential teacher educators, generic, institution-wide professional development events, and a policy on teacher educator professional development. Due to the diversity of surroundings, cultures, organizational structures, practices, individual needs, and institutional demands, many professional development strategies are needed. Training can help workers grow personally and professionally, which can boost teamwork productivity. Hidayat et al. (2022) and Shabane (2022) found

that training employees increase employee satisfaction. In Danish companies, training courses improve staff competency and buy-in, according to Markovits, Davis & Dick (2007). Yu, Barnes, and Ye (2022) also discovered that employee training increases happiness. Training gives workers confidence that they can produce high-quality goods, informs them about career chances, and teaches them gratitude for their employers' time and money. Spoljaric & Tkalac Vercic (2022) noted that training is important because many Maquiladora workers are uneducated. Mark (2001) found that self-development training makes workers happier at work. Untrained workers are less satisfied with their occupations. Participating in various training programs improves employee happiness by developing skills. Training programs boost workers' confidence and career prospects. Participating in a company's training programs makes employees feel valued. This favorable situation boosts employee morale.

China's teacher training has three main difficulties. First, there is no system for background checks on teachers-to-be. Most pre-service teacher educators lack classroom experience, and post-service educators can only draw from their own experiences due to a lack of theoretical viewpoints on the system. Second, academic institutions that train teachers often offer faculty-wide professional development. Because it ignores individual needs, this professional growth method has failed. Shandong Lanxiang Technological College has established training programs to better prepare teachers, but they focus more on general knowledge and teaching skills than professional growth. Educators need more specific programs. Third, Shandong Lanxiang Technological College's teacher-educator professional development policy is inadequate, given the college's staff levels. Multiple professional development strategies are needed due to the great range of contexts, cultures, organizational structures, and practices, as well as individual needs and institutional expectations, because of the many settings. Thus, teacher educators must examine the unique needs of various institutional settings to achieve professional contentment.

Western researchers agree on the platform's suitability for the topic, but nothing is known about its compatibility with Confucian Chinese culture. Thus, this study seeks to determine if the hypotheses about teacher satisfaction, such as platforms for professional growth and training, apply to China and Shandong Lanxiang Technology College.

Research Objective

1. To explore the level of satisfaction of new employees on the training program of Shandong Lanxiang Technology College.

2. To study the guideline for the satisfaction of new employees on the training program of Shandong Lanxiang Technology College.

Literature Review and Conceptual Framework

Employee training

Employees' abilities are boosted in general through HRM practices and training in particular (Zhang & Li, 2009). Training and development are inherently mutually beneficial because both the company and its employees have an obligation to improve their human capital so that they can fulfill their mission (Johnson, 2011). Various methods exist for carrying out training, including but not limited to on-the-job instruction, classroom instruction, and online tutorials (Lee et al., 2010). However, the company's primary business activities cannot succeed without training and development (Nikandrou et al., 2008). To stay competitive, businesses need to equip themselves with individuals who are knowledgeable, flexible, open to change, and progressive (Nikandrou et al., 2008). The information age and the more globalized nature of trade have only increased this demand (Edralin, 2011). Both the success and failure of businesses depend on these elements, and they also influence whether or not such businesses can gain a competitive edge (Edralin, 2011).

Training goals determine transfer types and transfer types determine how training is transferred (Spector, 1987). Knowing the many kinds of transfer available is crucial for judging how well they work. How employees are able to put what they've learned to use on the job depend on the structure

and content of the training (Ozkan et al, 2011). The universal definition of transfer is "the efficient and persistent use of learning in the performance of work or other individual, organizational, or community responsibilities (Noryati, Aminah & Maznah, 2009). In addition to this broad definition of transfer, many types of transfer should be considered depending on the nature and goals of the training (Nimri, Bdair & Al Bitar, 2015).

In conclusion, employee training is essential for competitive advantage, providing leadership, familiarization with technology systems, integration into company culture, adaptation to roles, and professional ethics. Training can help employees grow personally and professionally, leading to greater efficiency and employee satisfaction. Training has been linked to employee happiness, as it gives workers faith in their ability to produce high-quality goods, opens up opportunities for promotion, and makes them grateful to their employers. Training programs also help workers feel more capable in their roles and see more room for advancement, leading to higher employee morale.

Satisfaction of employees

According to Price (2001), job satisfaction is an employee's affective orientation towards work. How much an employee enjoys their job is what we call job satisfaction. Job satisfaction, according to Agho et al. (1993), is an attitude variable that provides insight into how people feel about their work. It emphasizes the physical surroundings in which a worker completes his tasks and represents the more concrete features of the working environment. Nishii, Lepak & Schneider (2008) investigated, as part of their study, how employees' opinions of their abilities at work influenced the level of satisfaction they experienced in their jobs. Using a method known as maximum likelihood confirmatory factor analysis, the researchers concluded that there is a positive and significant effect that employee self-efficacy has on the determination of employee attitude and behavior while they are on the job. Luthans et al. (2018) conducted a meta-analysis as well as a systematic review in which they investigated the relationship between job satisfaction and health among a staggering total of 267995 workers. Confirming the findings of earlier studies, recent research has indicated that contentment in one's employment has a significant relationship with a variety of aspects of mental health, including anxiety, depression, overall mental health, and employee self-esteem.

In conclusion, employee satisfaction is an overarching feeling of contentment with the job, which is reflected in their actions. Employee satisfaction is the degree to which one's current work circumstances meet their requirements. It is an indication of a desire for an experienced job and is determined by historical involvement in the job and spiritual experience of outside opportunities. Employee satisfaction is a result of aligning expectations and actual performance with the company, leading to improved attitudes, increased productivity, and lower turnover.

Information of Shandong Lanxiang Technology College

Shandong Lanxiang Technology College, or Lanxiang, is a specialized higher education institution in Jinan's Tianqiao neighborhood in Shandong, China. It's believed that the People's Liberation Army helped found the institution in 1984. The college opened in 1984. Over 20,000 students take lessons in computer programming, cosmetology, culinary arts, automobile maintenance, construction equipment operations (with an emphasis on excavators), and construction equipment operations. Shandong Lanxiang Senior Technical College has about thirty thousand students from across China. They take around sixty lessons. Eighty-five percent of the school's students, who are from rural areas, lack the academic and financial resources to attend college. A technical certificate will help them obtain work in a competitive labor market. Skilled labor is scarce. The educational institution offers many technical education programs, from auto repair to baking. China has always believed that technical graduates are destined to work in low-paying blue-collar jobs and cannot compete financially with liberal arts graduates. Traditional thought. This perspective is outdated. Chinese parents often view sending their children to college as a symbol of accomplishment. It may also indicate their children's teachers' success. Skilled labor is scarce due to the new employment arrangements' demand shift. Welders are harder to locate than college grads, so they earn more. Because skilled workers are more employable. Three key issues face Chinese teacher training. First, there is no method for background-

checking prospective teachers. There is no mechanism. Most pre-service teacher educators have never taught. They have not been exposed to system-wide theoretical perspectives. Because they have the same limited exposure to theoretical ideas as other workers, post-service programmers can only draw upon their own experiences. Second, academic schools that train prospective educators often offer their teaching staff many professional development opportunities. All faculty will have these opportunities. This professional growth method no longer works. It ignores individual needs. Shandong Lanxiang Technological College's teacher training programs cannot meet teacher educators' professional growth criteria. These programs emphasize general knowledge and teaching skills more than others. This is due to these training packages not meeting the criteria. To properly serve children, educators need more specialist degrees. Thirdly, while Shandong Lanxiang Technological University has a policy for teacher educators' professional development, it seems inadequate, given the institution's staff levels. Professional development requires multiple strategies and approaches due to the diversity of environments, cultures, organizational structures, and practices, as well as individual needs and institutional expectations. Because there are so many settings to pick from, it's crucial to address the needs of different institutions to help teacher educators reach their full potential.
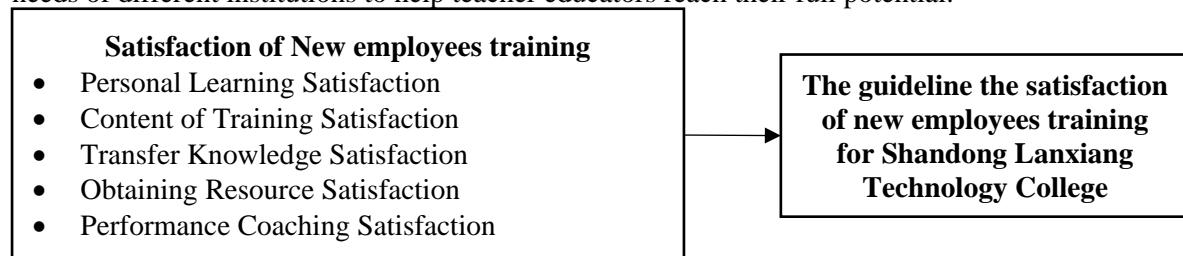

Figure 1 The conceptual framework of this study

Research Methodology

Population and Sample: The term population refers to the total number of people or other entities to which the results of an investigation are intended to be generalized. In 2022, Shandong Lanxiang Technology College have 40 new employees. The 40 new employees of Shandong Lanxiang Technology College who have been trained and have experience as part of the training program for Shandong Lanxiang Technology College were the focus of the study's primary recruitment efforts. To determine the sample size of this study, the number of 40 new employees of Shandong Lanxiang Technology College who have been trained and have experience as part of the training program for Shandong Lanxiang Technology College is identified. The sample size was calculated based on Yamane (1973). As a result, the total sample size for the research will be 36 new employees of Shandong Lanxiang Technology College. These will represent the total population. The researcher used an original paper questionnaire to facilitate a sampling approach that has been trained and has experience as part of the training program for Shandong Lanxiang Technology College.

Research Tools: A questionnaire was used as a tool to collect data in this study, and the researcher constructed a questionnaire from the related concept and theory, academic research journals related to studied variables such as personal learning satisfaction, the content of training satisfaction, transfer knowledge satisfaction, obtaining resource satisfaction, and performance coaching satisfaction which are shown in Table 1.

Table 1 Research variables and measurements

Research variables	Source	Number of Items
Personal learning satisfaction		5
Content of training satisfaction		5
Transfer knowledge satisfaction	Holton (2003)	4
Obtaining resource satisfaction	Liu & Prompanyo (2021)	4
Performance coaching satisfaction		4

A questionnaire was developed based on five variables. The measure items are close-ended response questions about the perception of personal learning satisfaction, the content of training satisfaction, transfer knowledge satisfaction, obtaining resource satisfaction, and performance coaching satisfaction.

For measurement of the perception of personal learning satisfaction, the content of training satisfaction, transfer knowledge satisfaction, obtaining resource satisfaction, and performance coaching satisfaction, the interval scale was used as a five-point Likert Scale to measure the level of agreement. The five-point Likert scale was ranked below (Likert, 1932):

5 = the highest level of perception
4 = the high level of perception
3 = the moderate perception
2 = the low level of perception
1 = the lowest perception

The width of the class interval was defined by utilizing the formula as follows (Sauro & Lewis, 2011):

4.21-5.00 = Respondent acceptance of all variable factors is the highest level of perception
3.41-4.20 = Respondent acceptance of all variable factors is a high level of perception
2.61-3.40 = Respondent acceptance of all variable factors is the moderate perception
1.81-2.60 = Respondent acceptance of all variable factors is a low level of perception
1.00-1.80 = Respondent acceptance of all variable factors is the lowest perception

Cronbach's alpha coefficient was used to do statistical analysis to find the reliability of each variable factor from 36 respondents. The value of Cronbach's alpha must be between $0 \leq \alpha \leq 1$; the higher value means higher reliability and is closely related to the section. Based on the above, Cronbach's alpha (α) of each factor in this research was from 0.675 to 0.827 for 36 test results. Therefore, the reliability of all the indices in the pilot test and the full-scale survey was conducted and was good. Cronbach alpha (α) of all the variables passed the benchmark of 0.65 (Craig & Moores, 2006).

Data Collection: Primary data consisted of information collected straight from respondents. The questionnaire was the research instrument of choice. The researcher read a substantial number of articles, documents, and publications before deciding on a research topic and developing survey questions. As a result, between March 2023, we gathered data from 36 individual questionnaires. Completed questionnaires were double-checked for accuracy using both student and adviser suggestions before data analysis began. Data were entered into a statistical program in its raw form from filled-out surveys for further processing and analysis. After that, we did the calculations, analyzed the data, and summarized the findings. In this case, secondary data was easily accessible. The research team gathered information from a wide range of resources, such as textbooks, academic journals, paperwork, websites, company profiles, and other documents.

Data Analysis: The completed questionnaire served as the basis for arriving at the weight determined based on the predetermined requirements. Using a statistics tool, the information was saved to a file. In the identical approach as in to present the first research objective, the calculation of the mean and standard deviation was utilized to investigate the new employee perception, in the questionnaires, regarding their level of personal learning satisfaction, the content of training

satisfaction, transfer knowledge satisfaction, obtaining resource satisfaction, and performance coaching satisfaction. To present the second research objective, the findings of the first objective of the research will be categorized, and descriptive statistics will be utilized in the process of generating descriptions for the guideline for the satisfaction development of new employees on the training program of Shandong Lanxiang Technology College.

Statistics Used in Data Analysis: Statistical values such as percentage, frequency, mean, and standard deviation were used for data analysis to define the information that was presented in the form of a descriptive table. These statistical values were utilized as part of the statistics that were employed in the study of the data.

Result

To provide the first research objective of the study, the first research objective aims to explore the level of satisfaction of new employees with the training program of Shandong Lanxiang Technology College. This section covers the level explores the level of satisfaction of new employees on the training program of Shandong Lanxiang Technology College, which are personal learning satisfaction, the content of training satisfaction, transfer knowledge satisfaction, obtaining resource satisfaction, and performance coaching satisfaction.

Table 2 shows the overall level of agreement with this study

Variables	Mean	SD.	Meaning
personal learning satisfaction	4.25	0.51	highest
content of training satisfaction	4.04	0.34	high
transfer knowledge satisfaction	3.86	0.62	high
obtaining resource satisfaction	3.77	0.67	high
performance coaching satisfaction	3.71	0.61	high
Total	**3.93**	**0.55**	**high**

Table 2 provides a level of perception of satisfaction of new employees on the training program of Shandong Lanxiang Technology College, which is personal learning satisfaction, the content of training satisfaction, transfer knowledge satisfaction, obtaining resource satisfaction, and performance coaching satisfaction. The results indicated that all of the variables had a high level (mean score = 3.93, SD = 0.55), especially personal learning satisfaction (mean score = 4.25, SD = 0.51), the content of training satisfaction (mean score = 4.04, SD = 0.34), transfer knowledge satisfaction (mean score = 3.86, SD = 0.62), obtaining resource satisfaction (mean score = 3.77, SD = 0.67), performance coaching satisfaction (mean score = 3.71, SD = 0.61) accordingly.

To provide the second research objective of the study, the second research objective aims to study the guideline for the satisfaction of new employees in the training program of Shandong Lanxiang Technology College. This section covers the guideline for the satisfaction of new employees on the training program of Shandong Lanxiang Technology College, which is based on the result of the previous section. This section addresses the research's objective, synthesis, and potential effects on knowledge and praxis. This part aims to boost Shandong Lanxiang Technology College trainees' happiness. Before discussing the important consequences, a few brief observations are made about how these insights may affect field applications and policymakers.

Depending on their institution's culture, teacher educators have many duties. National and regional organizations like Shandong Lanxiang Technology College and educational institutions like universities and colleges must develop strategies to help these educators. Policymakers must evaluate the impact on teacher educators' professional identities, commitments, and well-being to improve teacher preparation. Educational institutions must foster a sense of community and less stress among teacher educators. Teacher educators in different circumstances should have institutional assistance that

meets their needs. Teacher educators should network with specialists, mentors, colleagues, school teachers, and students.

Chinese teacher educators are facing new challenges due to school reforms and regulatory changes. The data showed that teacher educators in various circumstances responded differently to these adjustments. The institution's "physical support" was sufficient, but its "non-physical support" to all intuitions was insufficient. This didn't meet teacher educators' needs, according to most. This study's findings should be considered by national, regional, and organizational culture policymakers. Policymakers should also address the needs of different teacher educators in those societies. The findings suggest that teacher educators from universities, colleges, and schools should be involved in policymaking to create broad, inclusive, and appropriate policies.

Regulation changes have made traditional entrance gates into the field for teacher educators difficult. These strains and problems have also affected classroom teachers. As a result of this research, national and regional organizations, and public policy decision-makers are strongly encouraged to consider the challenges teacher educators face when switching careers, whether from graduate to teacher. Teachers at schools and universities should take harder classes. College teachers could also obtain more classroom experience through introductory programs and Ph.D. programs. Teacher instructors must be selected methodically. This study found management challenges in the three key jobs. Administrative duties have been cut into teacher educators' working hours and professional development time. Thus, educational institutions should recognize teacher educators' accomplishments and allow those with management interests to lead their departments. This will allow teacher educators to rededicate themselves with renewed purpose.

The findings showed that teacher educators' professional development requirements and help varied. This research found that institutions should tailor their support for teacher educators to each type of institution where they work. Determine and meet their unique educational needs by facilitating increased domestic and international exchange and visitation for university-based teacher educators, strengthening ties between colleges and early childhood education programs, and expanding educational opportunities for school-based teachers. Here are a few examples. Human resources in teacher education may have positive and negative effects on Shanghai teacher educators' professional growth. Teacher educators can benefit from mentoring, role models, peer collaboration, and student evaluation. Therefore, colleges that educate teachers should properly use materials like these to help instructors develop professionally. Institutions should never abuse their power because it lowers employee morale. The head of the institution, a subject matter expert, a teacher educator, and a labor union representative should form a committee to evaluate and appraise teacher educators. This committee evaluates teacher educators.

Teachers must prepare for these changes. They should benefit from new and experienced teachers. Teacher-training schools should also be prepared. This research suggests that the Shandong Lanxiang Technology College teacher training program could benefit from a merger with university and college-based institutions because all teacher educators should become teachers based on higher education, which should provide both initial and in-service teacher education. Some Shandong Lanxiang Technology College-affiliated institutions feel threatened by the institutional leader conference performance ratings. This 'bureaucratic' strategy has hurt teachers' professional growth and business culture, according to a study. Our findings suggest that universities should establish a performance evaluation committee with representation from a variety of stakeholder organizations, like Shandong Lanxiang Technology College. Mentoring in college-based institutions emphasizes the value of knowledge from experience, and teaching study activities in college-based institutions emphasize peer interaction and experience sharing. Shandong Lanxiang Technology College, which emphasizes practical application, also provides faculty to the institution. These models can be modified to work in other organizations. Universities in Shandong Lanxiang Technology Colleges may use colleges' successful mentorship approach, while colleges may adopt universities' instructional study activities.

In conclusion, new employees in China can receive training and development services from Shandong Lanxiang Technology College, which is an institution located in China. According to the findings, teacher educators at all levels of education should have opportunities to engage in the creation of policies that are broad in scope, inclusive of all relevant perspectives, and applicable. This research has shown that there are management issues within the framework of the three main roles and that administrative tasks have frequently cut into the working hours of teacher educators as well as the time that is allocated to professional development. Moreover, this research has shown that there are management issues within the framework of the three main roles. Therefore, institutions at the national and regional levels, as well as those responsible for making decisions regarding public policy, should be urged to take into consideration the challenges that are faced by teacher educators who switch from one route to another. The selection of candidates who will later work as teacher educators require there to be a process that is both methodical and transparent.
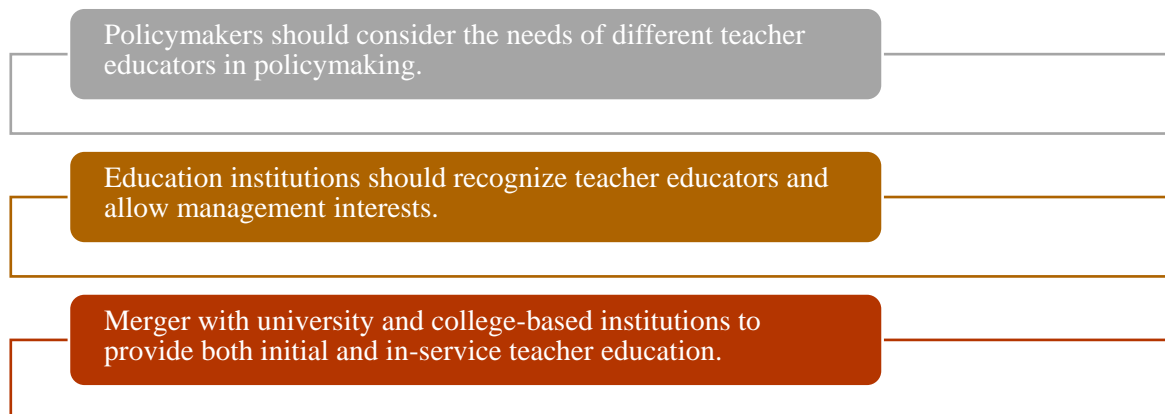
Policymakers should consider the needs of different teacher educators in policymaking.

Education institutions should recognize teacher educators and allow management interests.

Merger with university and college-based institutions to provide both initial and in-service teacher education.

Figure 2 The guideline for the satisfaction of new employees on the training program
of Shandong Lanxiang Technology College

Discussion

Discussion for the level of satisfaction of new employees on the training program of Shandong Lanxiang Technology College, personal learning satisfaction scores 4.25, SD = 0.51. They knew the program's potential benefits and expected outcomes, and they believed that greater education would help them do their job better. To maximize knowledge transmission, Holton (2003) recommends customizing training curricula for each firm. Each company is unique and needs job-specific training. The main goal of transfer is to improve employee performance. Therefore, training must be relevant, applicable, and well-designed. Training should incorporate relevant job competencies.

Content of training satisfaction scores 4.04, SD 0.34. It means the training materials and methods are similar to those utilized in their professional activities, making it appealing. The training simulates professional situations. Mishra & Smyth (2015) discovered that organizational training policies affect employee engagement, training frequency, and training duration. Employee training frequency and duration were analyzed using a Tobit model. Over 50% of workplace policies encourage employee training frequency and depth, and policy bundling favors employee training.

Transfer knowledge satisfaction scores were 3.86, SD 0.62. It means academic instructors used pedagogical methods and physical tasks to assist students in applying knowledge. Instilling confidence in the student's ability to apply the knowledge in academic and professional situations, the instructor presented examples. Transfer designs depend on content and culture, according to Holton (1996). The model's component relationship to organization goals emphasizes heterogeneity. According to Chen (2008), transfer design training emphasizes linking student learning to real-world performance. In-

training, goal-setting, relapse prevention, overlearning, regimen adherence, and principal application achieve the above goals.

Resource satisfaction scores were 3.77 and SD 0.67. It means that after training, the resources needed to apply knowledge will be available. It will be difficult to get the supplies needed to apply the training. Training intention influences the effects of incentives on training supply in Chinese small and medium-sized firms, according to Bai, Yuan & Pan (2017). Internal limits moderate the training intention-provision connection more than external ones, with theoretical and administrative implications.

Performance coaching satisfaction scores were 3.71, SD 0.61. To improve job performance, individuals, departmental leadership, and supervisors provide feedback. The findings confirm Liu & Wiriyakitjar (2018), who examined the most critical factors determining SMEs' training efficacy in Beijing's hotel business. Methods examined the main factors and how they worked. Results demonstrated that learner motivation, training need, training design, training execution, the culture of continuous learning, and supervisory and peer support affect learning achievement directly and indirectly. Small and medium-sized hotels, specialists, and training effectiveness organizations assessed the study's positive effects.

Discussion for the guideline development for the satisfaction of new employees on the training program of Shandong Lanxiang Technology College; this study evaluates Shandong Lanxiang Technology College's new staff training curriculum's satisfaction guideline. The institution's good impact on students' well-being has been noticed, although teaching professionals have raised worries about the lack of non-physical help. The study proposes that national, regional, and public institutions must prioritize addressing teacher educators' transition from postgraduate studies to teaching. The dean of the academic institution, a subject matter expert, a teacher education influencer, and a labor union representative will evaluate teacher educators. The university should combine instructional study activities with effective mentorship strategies. Nguyen-Van & Chang (2020) found that ASEAN licensing requirements hinder innovation. Training employees as a surrogate for absorptive ability on the relationship between foreign technology licensing and corporate innovation has not been empirically investigated. A previous study has concentrated on major economies like China. This study addresses endogeneity with various ordinal regression models and PPE. Licensing foreign technologies leads to more radical ideas, and staff training and R&D can alleviate these limits. Like, Rashidin, Javed & Liu (2020) examined the association between workplace spirituality, employee participation, and job leisure. A 5-point Likert scale self-reported survey was sent to Chinese university professors by the researcher. Cronbach's alpha for all construct scales was above 0.70 after statistical analysis. Correlation research found that spirituality and job satisfaction improved significantly. A regression analysis and independent sample t-test demonstrated significant department-specific gender disparities. This study examined how workplace spirituality affects worker motivation and satisfaction. Tang, Zhang & Zhang (2022) used a dual-moderation model to test how human resource management affects creative self-efficacy. Three Zhejiang and Jiangsu firms provided 384 data. Human Resource Management's strength positively affects creative professional ambitions. Psychological safety strengthened the negative moderating effect of perceived insider status. Wang et al. (2022) also examined how different training modalities improve workplace learning, how likely representatives are to use what they learned, and how training affects job performance. A three-group between-subjects experimental design was used in a multinational pharmaceutical company's Chinese business. Representatives were evaluated after three six-week training sessions on how much they learned and how well they performed in healthcare professional meetings. Active reflection improved learning and performance, while direct feedback on training performance did not. The intention to utilize new information in the job was consistent.

Conclusion

The study's findings indicate that all variables exhibited a high level, with a mean score of 3.93 and a standard deviation of 0.55. Notably, personal learning satisfaction had the highest mean score of 4.25 and a standard deviation of 0.51, followed by the content of training satisfaction with a mean score of 4.04 and a standard deviation of 0.34. Additionally, transfer knowledge satisfaction, obtaining resource satisfaction, and performance coaching satisfaction were also reported to be high. This study investigates the efficacy of the satisfaction guideline implemented in the new staff training program at Shandong Lanxiang Technology College. It has been observed to have a favorable influence on the general welfare of its students, but teacher educators perceived non-physical support to be inadequate. The research proposes that national and regional organizations, along with public institutions, should prioritize addressing the challenges encountered by teacher educators during their transition from graduate studies to teaching. The evaluation of teacher educators will be conducted by a panel comprising the leader of the institution, a specialist in the relevant subject matter, an authority in the field of teacher education, and a representative from the labor union. The integration of pedagogical practices from universities' instructional study activities and effective mentorship techniques should be considered by the university.

Recommendations

Managerial Recommendations

Based on the empirical evidence presented in this study, the following managerial recommendations can be proposed by this paper:

1. The administrator and HR manager of Shandong Lanxiang Technology College should identify incentives that lead to high performance, set up structures for rewarding employees, and design incentives to minimize absenteeism.

2. The administrator and HR manager of Shandong Lanxiang Technology College should be equipped with the ability to influence their employees to perform their jobs to the best of their capabilities, such as through participative leadership styles that involve the leaders' ability to include, discuss, take ideas, and celebrate success.

3. The administrator and HR manager of Shandong Lanxiang Technology College should lead by example to realize employees' contributions to their full potential. Effective leaders should be inspirational, creative, and innovative, ready to embrace changes and with long-term vision. Organizations should encourage all their managers to lead by example, and in turn, this will inspire employees to emulate their example and become more satisfied with their jobs. Good leadership should care for and value employees.

4. The administrator and HR manager of Shandong Lanxiang Technology College should be respected and followed by employees to achieve job satisfaction and increase performance. This is especially important when there are hierarchical hierarchies.

Further research Recommendations

Based on the empirical evidence presented in this study, the following future research recommendations can be proposed by this paper:

1. This study focused on Shandong Lanxiang Technology College, but other researchers could study more organizations to get more realistic results. Other areas related to job satisfaction, such as retention strategies, talent management, and learning organization, may yield useful results.

2. Research is needed to understand the underlying behavioral influences that impact the recruitment and retention of teachers, such as intrinsic motivation, compensation, performance and development, career progression, self-selection, self-efficacy, pro-organizational behavior, and staff engagement.

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