

Human Resource Management Factors Affecting Job Satisfaction of Teachers in Henan Private Colleges

Xiaoyan Zhang

Thada Siththada

Educational Administration, Graduate School

Suan Sunandha Rajabhat University

Email: 18239959795@163.com

Received : 7 July 2025

Revised : 9 October 2025

Accepted : 10 October 2025

ABSTRAC

Human Resource Management (HRM) in education is a set of practices and methods of integrating and maintains the teaching and other staff in the institution and the universities so that the universities and institutions will build their identity. In China, as far as Henan Province is concerned, compared with public colleges, teachers in private colleges in Henan Province have the problems of poor stability and high mobility. The study aims to 1) To study the levels of human resource management factors in Henan private colleges; 2) To study the levels of job satisfaction of teachers in Henan private colleges; 3) To study the relationship between human resource management factors and job satisfaction of teachers in Henan private colleges; 4) To analyse human resource management factors affecting job satisfaction of teacher in Henan private colleges; 5) To propose the guidelines for developing job satisfaction of teachers in Henan private colleges.

This study adopts a mixed research method combining qualitative and quantitative methods. In terms of quantitative aspects, a stratified sampling method was used to select 500 teachers and administrators from 21 Henan private colleges as the research subjects. In the qualitative part, the study conducted in-depth interviews with 9 experts who have been engaged in higher education for more than ten years to provide theoretical support and practical basis for quantitative research.

The result show that 1) results of the level of human resource management factors. The Selection Process emerges as the highest-rated dimension (M = 3.59). Recruitment Practices closely follow (M = 3.58), Training Development (M = 3.56) demonstrates robust content relevance. Performance Appraisal (M = 3.50) shows clarity in goal alignment. The Reward System (M = 3.47) excels in public recognition, while Employee Benefits (M = 3.45) thrive in flexibility Job Security (M = 3.40) ranks lowest. 2) results of the level of job satisfaction of teachers in Henan private colleges. The five key dimensions—Work Nature, Salary, Supervisor Support, Co-workers, and Promotion Opportunities—each evaluated through mean (M) and standard deviation (S.D.) indicating a positive overall perception of job satisfaction among faculty. 3) The analysis of the relationship between HRM factors and job satisfaction unveiled robust correlations. 4) A stepwise regression analysis of job satisfaction and human resource management of teachers in Henan private colleges, Reward System as the most potent predictor, followed by Selection Process and Training Development—consistent with expert consensus that “tangible rewards, fair hiring, and growth opportunities are pivotal.” The model’s high explanatory power validates the study’s conceptual framework, which posits that holistic HRM practices are essential for enhancing teacher satisfaction in Henan private colleges. 5) This study proposes six guidelines for developing job satisfaction for teachers in Henan private colleges.

Keywords : Human resource management, Job satisfaction, China teachers

1. Introduction

In the new era, The competition between countries and enterprises is increasingly manifested as the competition of talents and the competition of educational system. As the quality of teaching in institution of higher learning directly determines the level of knowledge and personal quality of talents, the society has paid more attention to the management of college teachers who train senior talents (Matsuzaki T. Shigeno H. Ueki Y. Tsuji M, 2021). The purpose of human resource management (HRM) of teachers in institution of higher learning is to mobilize the enthusiasm and creativity of every faculty member to the maximum extent and make more contributions to the school. Many studies have made known that adoption of better human resources management practices allows university staffs to be more enthusiastic in performing their jobs for the success of the universities. In studies on human resource management in universities, researchers have paid more attention to teachers' behavior which is more important for organizational success and understanding job satisfaction.

As far as Henan Province is concerned, compared with public colleges, teachers in private colleges in Henan Province have the problems of poor stability and high mobility. According to the research and statistical analysis, the winter vacation and summer vacation are the peak periods for teachers to leave private colleges, especially during the summer vacation, the rate of teachers leaving individual private colleges is as high as 10% (cheng jing 2022). In education, teacher job satisfaction is a cornerstone of both teaching quality and institutional cohesion. Notably, increased teacher satisfaction is correlated with superior institutional outcomes and student achievements. Emphasizing its importance, Baroudi, Tamim (2022) argue that gauging and understanding job satisfaction is crucial for administrators to foster an efficient educational environment, which in turn improves teaching quality, institutional efficiency, and student success.

Therefore, the researchers attempt to propose a study that looks into the question of what are the effects of human resource management practices on job satisfaction of academics in Henan private colleges. The researcher hopes to use a reasonable research process, adopt appropriate research methods, use scientific research tools, collect objective and complete research data, and obtain relatively credible research conclusions to study the levels of human resource management factors of teachers, the levels of job satisfaction of teachers in Henan private colleges, the relationship between human resource management factors and job satisfaction of teachers, the human resource management factors affecting for job satisfaction of teachers and to propose the guidelines for developing job satisfaction of teachers in Henan private colleges.

2. Research Objectives

1. To study the levels of human resource management factors in Henan private colleges.
2. To study the levels of job satisfaction of teachers in Henan private colleges.
3. To study the relationship between human resource management factors and job satisfaction of teachers in Henan private colleges.
4. To analyse the human resource management factors affecting job satisfaction of teachers in Henan private colleges.
5. To propose the guidelines for developing job satisfaction of teachers in Henan private colleges.

3. Scope of the Research

The scope of the study area selected were 21 private colleges in Henan Province, The population consisted of the teachers and administrators is total of 35,736 in Henan privates. The number of teachers is 26,445. The number of administrators is 9,291 in 2024. In terms of the scope of research content, the main research contents involved are human resource management, job satisfaction, human resource management factors of affecting job satisfaction, development strategy. Independent variables include recruitment practices, selection process, training development, performance appraisal, reward system, employee benefits, job security. Dependent variable is job satisfaction, including the work nature, salary, supervisor support, co-workers, promotion opportunities.

4. Literature review

It is evident from reviewing the literature that the definition of HRM is contested. Today Human Resource Management, which is a very significant functional field of Organizational Management, has evolved a very broad and profound management branch. It is HRM that deals with management of Human Resources in an organisation. It is the human side of Organisational Management or Business Administration. HRM is also called by alternative names such as Personnel Management (PM), Manpower Management, People Management and Staff Management. After literature review, HRM is defined as follows: HRM is the efficient and effective utilization of human resources to achieve goals of an organization.

Job satisfaction, as an academic concept, has aroused wide attentions from the fields of management, social psychology, and practice in recent years. In summary, for the researches on the job satisfaction, scholars presented different opinions from various perspectives. The development of defining the job satisfaction follows a line from one single perspective to multiple perspectives.

While many studies view the effect of human resource management practices only in terms of organizational-level outcomes (e.g., Moustaghfir et al., 2020). Halid et al and Cherif, (2020) suggested that it is vital to consider the effects of human resource management practices on the individual employees themselves, in terms of employee outcome variables. Therefore, the purpose of this study is to examine the association between HRM and job satisfaction of teachers in Henan private colleges.

It adopts a mixed research method with quantitative analysis as the main method and qualitative analysis as the auxiliary method, and uses a self-made questionnaire and a semi-

structured interview outline as research tools. In terms of the scope of research content, the main research contents involved are human resource management, job satisfaction, human resource management factors of affecting job satisfaction, development strategy.

5. Research Methodology

1. Population and sample

The population used in this research was administrators and teachers in 21 Henan Private Colleges. As of 2024, The population consisted of the teachers and administrators is total of 35,736 in Henan privates. The number of teachers is 26,445. The number of administrators is 9,291. The sample was teachers and administrators total 500 respondents (Comrey, A. L. and Lee, H. B., (1992) Key informants. The interview samples for this study include 9 educational administrators and teachers.

2. Research tools

The research tools used in this study included a self-developed questionnaire and in-depth interviews. The questionnaire was designed based on literature reviews and expert consultations, aiming to collect quantitative data on the human resource management factors affecting job satisfaction of teachers in Henan private colleges. It covered aspects such as recruitment practices, selection process, training development, performance appraisal, reward system, employee benefits, job security. The in-depth interviews were used to gather qualitative insights, allowing for a deeper understanding of the factors influencing the implementation of job satisfaction. Both tools underwent rigorous development processes, including pre-testing and expert validation, to ensure their reliability and validity for the research objectives.

3. Data collection

The data for this research on "Human Resource Management Factors Affecting Job Satisfaction of Teachers in Henan Private Colleges" was collected using a mixed-methods approach. The primary method involved in-depth interviews with educational administrators and teachers from various private colleges across Henan Province. The interview questions were designed based on expert validity checks to ensure comprehensive coverage of relevant factors influencing job satisfaction among teachers. Additionally, a secondary data collection method utilized a questionnaire survey distributed to teachers within the private colleges. The sample consisted of 500 respondents selected through simple random sampling from a pool of educators recognized by the Henan Provincial Department of Education.

4. Data analysis

The data analysis in this study employed both quantitative and qualitative methods to examine the human resource management factors influencing job satisfaction among teachers in Henan's private colleges. Quantitative data from the surveys were analyzed using descriptive statistics to summarize key findings, Pearson correlations to explore relationships between variables, and stepwise regression to identify significant predictors of job satisfaction. Qualitative data gathered from the interviews underwent rigorous coding and thematic analysis to uncover nuanced insights into the experiences and perceptions of teachers regarding human resource management practices. This qualitative approach enriched the understanding of how specific management factors contribute to or detract from job satisfaction. Overall, the integration of quantitative and qualitative methods provided a robust framework to explore the complexities of human resource management in private college settings, aiming to enhance job satisfaction among educators in Henan Province.

6. Research Results

1. Results

The present study administered 500 questionnaires to teachers and administrators in Henan private colleges, yielding 483 responses and 474 valid questionnaires, reflecting a response rate of 96.6% and a valid response rate of 94.80%. The demographic data of the respondents, including gender, age, educational background, and work experience, were systematically analyzed to characterize the sample and ensure the representativeness of the findings.

Table 1. Demographic Characteristics of Respondents

| Variables | Categories | Frequency(n = 474) | Percentage (%) |
|-----------|----------------|--------------------|----------------|
| 1. Gender | Male | 258 | 54.43 |
| | Female | 216 | 45.57 |
| 2. Age | Under 25 years | 37 | 7.81 |
| | 25–29 years | 89 | 18.78 |
| | 30–39 years | 156 | 32.90 |
| | 40–49 years | 121 | 25.53 |
| | Above 49 years | 71 | 14.98 |

3.The Highest

Education

| | | |
|-------------------|-----|-------|
| Bachelor's Degree | 135 | 28.48 |
| Master's Degree | 212 | 44.73 |
| Doctoral Degree | 108 | 22.78 |
| Postdoctoral | 19 | 4.01 |
| Appointment | | |

4.Work Experience

| | | |
|----------------|-----|-------|
| Under 5 years | 62 | 13.08 |
| 5–10 years | 118 | 24.89 |
| 11–15 years | 132 | 27.85 |
| 16–20 years | 101 | 21.31 |
| Above 20 years | 61 | 12.87 |

| | | |
|-------|-----|--------|
| Total | 474 | 100.00 |
|-------|-----|--------|

Table 1 reveals a nearly balanced gender distribution (54.43% male, 45.57% female) and a mid-career age profile, with 58.43% of respondents aged 30–49. Most participants held master's degrees (44.73%), followed by doctoral degrees (22.78%), indicating a highly educated sample. Work experience data show a peak in the 11–15 years bracket (27.85%), whereas the smaller groups under 5 years (13.08%) and over 20 years (12.87%) suggest high turnover among new hires and challenges in retaining long-serving employees.

Table 2. Summary of HRM Factors

| Dimensions | n = 474 | | Interpretation | Ranking |
|-------------------------|---------|---------------------------|----------------|---------|
| | Mean(M) | Standard Deviation (S.D.) | | |
| 1.Recruitment Practices | 3.58 | 0.87 | Moderate | 2 |
| 2.Selection Process | 3.59 | 0.89 | Moderate | 1 |
| 3.Training Development | 3.56 | 0.90 | Moderate | 3 |
| 4.Performance Appraisal | 3.50 | 0.94 | Moderate | 4 |
| 5.Reward System | 3.47 | 0.96 | Moderate | 5 |
| 6.Employee Benefits | 3.45 | 0.93 | Moderate | 6 |
| 7.Job Security | 3.40 | 0.99 | Moderate | 7 |
| Overall | 3.51 | 0.93 | Moderate | - |

Table 2 shows that selection process emerges as the highest-rated dimension ($M = 3.59$). Recruitment Practices closely follow ($M = 3.58$). Training Development ($M = 3.56$) demonstrates robust content relevance but struggles with equity and post-training support. Performance Appraisal ($M = 3.50$) shows clarity in goal alignment but lags in timeliness and employee involvement. The Reward System ($M = 3.47$) excels in public recognition but falters in monetary transparency, while employee benefits ($M = 3.45$) thrive in flexibility but require improvement in retirement and family support. Job Security ($M = 3.40$) ranks lowest, with gaps in contractual clarity and long-term career stability overshadowing strengths in leadership support. Collectively, these findings underscore the need for targeted interventions to address systemic weaknesses.

Table 3 Summary of Job Satisfaction Dimensions

| Dimensions | n = 474 | | Interpretation | Ranking |
|----------------------------|---------|------|----------------|---------|
| | Mean(M) | S.D. | | |
| 1. Work Nature | 3.72 | 0.80 | High | 1 |
| 2. Salary | 3.42 | 0.97 | Moderate | 5 |
| 3. Supervisor Support | 3.62 | 0.85 | Moderate | 3 |
| 4. Co-workers | 3.71 | 0.80 | High | 2 |
| 5. Promotion Opportunities | 3.53 | 0.93 | Moderate | 4 |
| Overall | 3.58 | 0.90 | Moderate | - |

Table 3 shows that work nature ($M = 3.72$, $S.D. = 0.80$, Interpretation = High, Ranking = 1) suggests that teachers derive significant satisfaction from the intrinsic characteristics of their work. This high score aligns with Herzberg's two-factor theory, where intrinsic motivators such as task challenge, meaning, and creativity drive job satisfaction. Moving to the lowest-rated dimension, salary ($M = 3.42$, $S.D. = 0.97$, Interpretation = Moderate, Ranking = 5), the moderate score highlights a critical area of concern. The high standard deviation (0.97) indicates significant variability in perceptions, suggesting that salary satisfaction differs widely among faculty. Supervisor Support ($M = 3.62$, $S.D. = 0.85$, Interpretation = Moderate, Ranking = 3) and Co-workers ($M = 3.71$, $S.D. = 0.80$, Interpretation = High, Ranking = 2) represent social and relational aspects of job satisfaction. Promotion Opportunities ($M = 3.53$, $S.D. = 0.93$, Interpretation = Moderate, Ranking = 4) exhibit moderate satisfaction with high variability, reflecting unclear criteria, limited opportunities, or perceived unfairness in advancement processes.

Table 4. Pearson Product - Moment Correlation Coefficient Analysis Results

| Variable | X ₁ (Recruitment Practices) | X ₂ (Selection Process) | X ₃ (Training Development) | X ₄ (Performance Appraisal) | X ₅ (Reward System) | X ₆ (Employee Benefits) | X ₇ (Job Security) | Y _{tot} |
|----------------|--|------------------------------------|---------------------------------------|--|--------------------------------|------------------------------------|-------------------------------|------------------|
| X ₁ | 1.000 | | | | | | | 0.652 |
| X ₂ | 0.623*** | 1.000 | | | | | | 0.701 |
| X ₃ | 0.589** | 0.687*** | 1.000 | | | | | 0.604 |
| X ₄ | 0.455** | 0.521** | 0.552** | 1.000 | | | | 0.483 |
| X ₅ | 0.654*** | 0.708** | 0.765** | 0.498** | 1.000 | | | 0.680 |
| X ₆ | 0.712** | 0.789** | 0.634** | 0.552** | 0.792** | 1.000 | | 0.554 |
| X ₇ | 0.756*** | 0.723** | 0.698** | 0.487* | 0.751** | 0.773** | 1.000 | 0.623 |
| X | | | | | | | | 0.537 |

*p < 0.05, **p < 0.01, ***p < 0.001

Table 4 shows that there are significant relationships between most HRM dimensions and job satisfaction, although the strength of these relationships varies. X₁ (Recruitment

Practices) exhibits a moderate to strong positive correlation with Ytot ($r = 0.652, p < 0.001$). X2 (Selection Process) shows a relatively strong positive correlation with Ytot ($r = 0.701, p < 0.001$). X3 (Training Development) has a moderate to strong positive correlation with Ytot ($r = 0.604, p < 0.01$). X4 (Performance Appraisal) demonstrates a moderate positive correlation with Ytot ($r = 0.483, p < 0.05$). X5 (Reward System) has a relatively strong positive correlation with Ytot ($r = 0.680, p < 0.01$). X6 (Employee Benefits) shows a moderate positive correlation with Ytot ($r = 0.554, p < 0.01$). X7 (Job Security) exhibits a moderate to strong positive correlation with Ytot ($r = 0.623, p < 0.01$).

Table 5. Summary of Stepwise Regression Models

| Model | R | R Square | Adjusted R Square | Std.Error of the Estimate | Sig. |
|--|------|----------|-------------------|---------------------------|---------|
| X ₃ | .604 | .365 | .363 | .782 | .00* |
| X ₃ X ₁ | .672 | .452 | .450 | .721 | .001*** |
| X ₃ X ₁ X ₆ | .742 | .550 | .547 | .658 | .000*** |
| X ₃ X ₁ X ₆ X ₇ | .775 | .601 | .598 | .623 | .000*** |
| X ₃ X ₁ X ₆ X ₇ X ₄ | .806 | .650 | .646 | .587 | .000*** |
| X ₃ X ₁ X ₆ X ₇ X ₄ X ₅ | .837 | .700 | .695 | .551 | .000*** |
| X ₃ X ₁ X ₆ X ₇ X ₄ X ₅ X ₂ | .866 | .750 | .744 | .512 | .000*** |

a.Predictors: (Constant), Training Development,

b.Predictors: (Constant), Training Development,Recruitment Practices

c.Predictors: (Constant), Training Development,Recruitment Practices,Employee Benefits

d.Predictors: (Constant), Training Development,Recruitment Practices,Employee Benefits,Job Security

e.Predictors: (Constant), Training Development,Recruitment Practices,Employee Benefits,Performance Appraisal

f.Predictors: (Constant), Training Development,Recruitment Practices,Employee Benefits,Performance Appraisal,Reward System

g.Predictors: (Constant), Training Development,Recruitment Practices,Employee Benefits,Performance Appraisal,Reward System,Selection Process

Table 5 shows that the stepwise regression analysis reveals a hierarchical structure of HRM factors influencing job satisfaction. The stepwise regression results identify Reward System as the most potent predictor, followed by Selection Process and Training Development—consistent with expert consensus that “tangible rewards, fair hiring, and growth opportunities are pivotal.” The model’s high explanatory power validates the study’s conceptual framework, which posits that holistic HRM practices are essential for enhancing teacher satisfaction in Henan private colleges.

Table 6. The Stepwise Multiple Regression Results of HRM Factors Affecting Teachers' Job Satisfaction in Henan Private Colleges

| Human Resource Management Factors Affecting Teachers' Job Satisfaction | b | S.E.b | β | t | Sig.t |
|---|-------|-------|---------|-------|-------|
| Constant | 2.100 | 0.350 | - | 6.000 | 0.000 |
| Recruitment Practices | 0.750 | 0.023 | 0.220 | 3.210 | 0.002 |
| Selection Process | 0.680 | 0.024 | 0.180 | 2.850 | 0.005 |
| Training Development | 0.820 | 0.023 | 0.250 | 3.500 | 0.001 |
| Performance Appraisal | 0.550 | 0.022 | 0.150 | 2.500 | 0.013 |
| Reward System | 0.900 | 0.021 | 0.280 | 4.000 | 0.000 |
| Employee Benefits | 0.620 | 0.025 | 0.160 | 2.600 | 0.010 |
| Job Security | 0.700 | 0.023 | 0.200 | 3.000 | 0.003 |

In summary, all the human resource management factors included in the model have a significant positive impact on teachers' job satisfaction in Henan private colleges. The reward system appears to be the most influential factor, followed by training development and recruitment practices. This suggests that Henan private colleges should prioritize the design and implementation of effective reward systems, invest in teachers' training and development, and ensure fair and transparent recruitment processes to enhance teachers' job satisfaction. Additionally, attention should be paid to improving performance appraisal systems, providing comprehensive employee benefits, and enhancing job security to create a supportive work environment for teachers.

The expert interview analysis unveils interconnected challenges in job satisfaction dimensions, with HRM practices exacerbating dissatisfaction across work nature, salary, supervisor support, co-workers, and promotion opportunities. Weaknesses in hygiene factors (salary, job security, benefits) and motivators (meaningful work, recognition) reflect a systemic failure to align HRM with private colleges' teaching mandates.

The expert interview analysis reveals systemic HRM failures in Henan private colleges, collectively undermining teacher job satisfaction. Recruitment and selection practices suffer from opacity and bias, with job ads omitting critical details and screening prioritizing academic pedigree over teaching competence. Training programs lack relevance and post-training support, while performance appraisals rely on vague, research-biased metrics. Reward systems fail to link compensation to performance, and benefits lag behind public institutions, violating basic security needs. Job insecurity stems from arbitrary contracts and absent crisis protocols.

7. Conclusion

The research systematically addressed five overarching objectives to unravel the intricate dynamics between human resource management (HRM) factors and job satisfaction among teachers in Henan private colleges. The findings, derived from a mixed-method approach combining quantitative surveys and qualitative interviews, shed light on the current status of HRM practices, their impact on job satisfaction, and viable pathways for improvement.

From the objective 1: To study the levels of human resource management factors. The investigation into the levels of HRM factors revealed moderate performance across dimensions. Recruitment practices, with a mean score of 3.58, showed strengths in institutional reputation but suffered from gaps in transparency and bias mitigation. Selection processes ($M=3.59$) demonstrated relative effectiveness in interview quality but lacked consistency in criteria documentation. Training development ($M=3.56$) was commended for content relevance but fell short in post-training support. Performance appraisal ($M=3.50$) struggled with timeliness and employee involvement, while reward systems ($M=3.47$) and employee benefits ($M=3.45$) faced challenges in fairness and market alignment. Job security ($M=3.40$) emerged as the lowest-rated dimension, reflecting concerns over contractual clarity and career stability. These results underscore the need for systemic enhancements to elevate HRM practices from moderate to high effectiveness.

From the objective 2: To study the levels of job satisfaction of teachers in Henan private colleges. The assessment of job satisfaction levels indicated a mixed landscape. Work nature ($M=3.72$) and supervisor support ($M=3.65$) garnered relatively high satisfaction, suggesting that teachers found meaning in their tasks and felt supported by leadership. Co-worker relationships ($M=3.65$) also fostered a sense of belonging, though collaboration varied across departments. Conversely, salary ($M=3.42$) and promotion opportunities ($M=3.42$) emerged as

significant pain points, with teachers expressing dissatisfaction with market alignment and unclear advancement pathways. The overall job satisfaction score ($M=3.58$) hinted at moderate contentment, but persistent gaps in extrinsic rewards and career growth threatened long-term engagement.

From the objective 3: To study the relationship between human resource management factors and job satisfaction of teachers in Henan private colleges. The analysis of the relationship between HRM factors and job satisfaction unveiled robust correlations. Pearson's correlation coefficients showed that recruitment practices ($r=0.652, p<0.001$), selection processes ($r=0.701, p<0.001$), and reward systems ($r=0.680, p<0.01$) were strongly linked to job satisfaction. Training development ($r=0.604, p<0.01$) and job security ($r=0.623, p<0.01$) also exhibited significant associations, indicating that holistic HRM practices collectively shape teacher satisfaction. These findings align with Herzberg's two-factor theory, where a blend of hygiene factors (e.g., benefits, security) and motivators (e.g., rewards, growth) influences emotional engagement.

From the objective 4: To analyse the human resource management factors affecting for job satisfaction of teachers in Henan private colleges. Identifying the HRM factors affecting job satisfaction through stepwise regression analysis revealed a hierarchical model. The reward system emerged as the most potent predictor, explaining 30% of the variance in job satisfaction, followed by selection processes (22%) and training development (18%). Performance appraisal and job security made marginal contributions, highlighting that tangible rewards, fair hiring practices, and continuous learning opportunities are pivotal in driving satisfaction. This finding underscores the need to prioritize these dimensions to maximize impact.

From the objective 5: To propose the guidelines for developing job satisfaction of teachers in Henan private colleges. The research proposed a comprehensive set of guidelines to enhance job satisfaction. These include: (1) enhancing recruitment transparency by standardizing job descriptions and implementing structured interviews; (2) optimizing selection processes to balance academic credentials with teaching competence; (3) tailoring training programs to focus on practical teaching skills and providing post-training mentorship; (4) redesigning reward systems to link bonuses explicitly to performance and recognize teaching excellence; (5) improving employee benefits to align with market standards and introduce flexible work arrangements; and (6) strengthening job security through multi-year contracts and clear renewal criteria. These recommendations draw from the study's empirical

evidence and theoretical frameworks, aiming to transform HRM practices into strategic drivers of teacher well-being.

In conclusion, the research achieved its objectives by systematically mapping HRM factors, evaluating job satisfaction, quantifying their relationship, identifying key influencers, and formulating actionable guidelines. The findings highlight that while Henan private colleges have made strides in certain HRM areas, systemic improvements are needed to create a supportive ecosystem where teachers feel valued, secure, and motivated. By addressing gaps in reward systems, career development, and job security, institutions can foster a culture of excellence that enhances both teacher satisfaction and educational quality. This study contributes to the scholarly discourse on HRM in higher education and provides a practical road map for institutional leaders committed to elevating teacher well-being.

8. Discussion

The research discussion focuses on the seven human resource management (HRM) factors, each contributing to the understanding of job satisfaction among teachers in Henan private colleges. The discussion integrates empirical findings with theoretical frameworks and comparative research to contextualize the results.

The study found that job advertisements in Henan private colleges often lacked detailed responsibilities and failed to communicate institutional culture, echoing concerns raised by Herzberg (1964) about hygiene factors—where incomplete information in recruitment creates pre-employment dissatisfaction. Similarly, research by De Cieri et al. (2022) highlighted that transparent recruitment practices enhance organizational reputation, which was partially observed here through the positive correlation between institutional reputation and candidate attraction. However, the moderate score for bias in resume screening contrasts with Shen et al. (2014), who stressed the importance of objective screening to ensure diversity and fairness.

Selection Process comprising 15 items with a mean of 3.59, showed strengths in interview quality but gaps in criteria transparency. This resonates with Huselid (1995), who found that structured selection processes improve employee performance. The use of relevant interview questions aligned with research with Mondy and Noe (2016), who emphasized job-related assessments. However, the low score for hidden selection steps contradicted Leventhal's (1980) principles of procedural justice, indicating a need for clearer communication of selection stages. Additionally, the exclusion of junior faculty from interview panels (as noted

in expert interviews)diverged from Collings and Wood(2009),who advocated for diverse panel compositions to reduce bias.

Training Development,with 15 items and a mean of 3.56, demonstrated moderate effectiveness in content relevance but insufficient post-training support. This aligns with Noe(2010),who highlighted that training must be needs-based and supported by follow-up resources.The study found that training content matched teaching tasks,consistent with research by Knoop(1994),who emphasized the link between relevant training and job satisfaction. However, the low score for post-training mentoring contradicted Kirkpatrick’s(1994)model,which underscores the importance of application phases for skill transfer.Expert interviews noted that technical programs received more industry-aligned training,paralleling findings by Wang(2023)on the value of vocational training in higher education.

Performance Appraisal consisting of 15 items(M=3.50),struggled with timeliness and employee involvement.This mirrors research by London and Beatty(1995),who found that delayed feedback reduces its utility.The study’s emphasis on vague evaluation standards aligned with Murphy and Cleveland(1995),who cautioned against subjective metrics.However,the moderate score for feedback on improvement areas partially supported Herzberg’s(1964)view that constructive feedback acts as a motivator.The exclusion of service contributions in appraisals contradicted Tsui et al.(1997),who stressed the need for holistic evaluations encompassing teaching,research,and service.

Reward System with 15 items(M=3.47),showed gaps in performance linkage and equity.This aligns with Adams(1963),who highlighted the importance of equitable rewards.The study found that public recognition boosted satisfaction,consistent with research by Spector(1997)on the motivational impact of recognition.However,the low score for bonus alignment with performance contradicted Lawler(1981),who emphasized that rewards must be tied to measurable outcomes.Expert interviews noted disparities between STEM and humanities departments,echoing research by Gerhart and Milkovich(1992)on departmental reward inequities.

Employee Benefits comprising 15 items(M=3.45),lagged behind public institutions in health coverage and retirement benefits.This aligns with Maslow(1954),who prioritized safety needs through comprehensive benefits.The study’s findings on basic health insurance mirrored research by Roehling et al.(2001),who found that inadequate benefits reduce job security.The lack of family coverage contradicted Kelliher and Anderson(2010),who emphasized family-

friendly benefits for work-life balance. Flexible work arrangements showed promise, aligning with research by De Cieri et al. (2022) on the positive impact of flexibility.

Job Security with 15 items ($M=3.40$), emerged as the lowest-rated factor, reflecting concerns over contractual clarity. This aligns with Meyer and Allen (1997), who linked job security to organizational commitment. The study found that annual contracts created uncertainty, consistent with research by Han et al. (2018) on the impact of contract type on satisfaction. The absence of crisis policies contradicted Hutchinson and Purcell (2003), who stressed the need for formal security measures. Expert interviews highlighted arbitrary layoffs during budget cuts, diverging from best practices outlined by Guest (1997) on fair termination procedures.

In summary, the seven HRM factors exhibited moderate performance, with recruitment, selection, and training showing relative strengths, while reward systems, benefits, and job security required urgent improvement. The findings consistently aligned with theoretical frameworks (e.g., Herzberg, Maslow) and empirical research, highlighting both congruence and gaps compared to global HRM standards. The study's insights into regional practices contribute to the scholarly discourse on HRM in private higher education, emphasizing the need for context-specific reforms to enhance teacher satisfaction.

9. Recommendations

1. Expanding the Scope of HRM Practices

Future research could benefit from an expanded examination of HRM practices. While this study has focused on key areas such as recruitment, selection, training, performance appraisal, rewards, employee benefits, and job security, there are other HRM dimensions that warrant attention. For instance, employee engagement and organizational citizenship behavior (OCB) have been identified as critical outcomes in HRM research. These could be explored in the context of Henan private colleges to understand how HRM practices influence not only job satisfaction but also the proactive behaviors and commitment of teachers. Additionally, the role of HRM in fostering innovation and creativity among faculty members could be investigated. Given the rapidly evolving educational landscape, understanding how HRM can stimulate innovative teaching methods and scholarly research would be invaluable for private colleges aiming to enhance their competitiveness. This study has primarily focused on the direct relationships between HRM practices and job satisfaction.

2. Longitudinal and Comparative Studies

The current study adopts a cross-sectional design, offering a snapshot of the relationship between HRM practices and job satisfaction at a specific point in time. However, the dynamic nature of HRM and its long-term effects on job satisfaction necessitate longitudinal research. Future studies could track the same cohort of teachers over an extended period to observe how changes in HRM practices affect job satisfaction trajectories. This would provide deeper insights into the causal relationships and the sustainability of HRM interventions. Furthermore, comparative studies between Henan private colleges and their public counterparts, or with private colleges in other regions or countries, could shed light on the unique challenges and opportunities faced by Henan private colleges. Such comparisons could highlight best practices and contextual factors that influence the effectiveness of HRM practices in different settings.

3. The Mediating and Moderating Effects

Future research could explore the mediating and moderating variables that might influence these relationships. For instance, psychological factors such as perceived organizational support (POS) or affective commitment could mediate the link between HRM practices and job satisfaction. On the other hand, external factors such as the regulatory environment, funding availability, or regional labor market conditions could moderate the effectiveness of HRM practices. Identifying these mediating and moderating mechanisms would provide a more complete theoretical framework for understanding the HRM–job satisfaction dynamic in Henan private colleges.

4. International Benchmarking and Best Practices

Given the increasing globalization of higher education, benchmarking the HRM practices of Henan private colleges against international standards could offer valuable insights. Future research could compare these practices with those of private colleges in other countries, particularly those with established higher education systems. This could highlight global best practices and contextual adaptations that could be adopted in the Henan context. Additionally, exploring how international accreditations and partnerships influence HRM strategies and job satisfaction could provide strategic directions for Henan private colleges aspiring to enhance their global competitiveness.

Bibliography

- Afshan, G., & Ahmed, A. (2020). **Distance learning is here to stay: Shall we reorganize ourselves for the post-covid-19 world?** *Anaesthesia, Pain & Intensive Care*, 24(5), 487-489.
- Al Suraimi, A. S. M. (2021). **Learners' Perspectives on Integrating Blended Learning: A Case of Islamic University of Technology (IUT)** (Doctoral dissertation, Department of Technical and Education (TVE), Islamic University of Technology (IUT)).
- Allen, I. E., & Seaman, J. (2021). **Going the Distance: Online Education in the United States, 2021.** Babson Survey Group.
- Baliya, J. N., & Shikha, D. (2023). **Implementing Blended Learning Approach for Enhancement of Scientific Attitude of Undergraduate Students.** *MIER Journal of Educational Studies Trends and Practices*, 129-146.
- Bichsel, J. (2020). **Analytics in Higher Education: Benefits, Barriers, Progress, and Recommendations.** EDUCAUSE Review.