

The Study on the Psychological Effects of Vocational Education on College Students: Focusing on Self-Efficacy and Job Satisfaction

Li,Suijiang Wang,Yiyan

Sichuan Vocational and Technical College, Suining, Sichuan, 629000, China

Abstract: In the current educational environment, labor education is considered an important aspect as it not only helps students understand and respect labor but also prepares them well for their future careers. However, there is a relative lack of research on how labor education affects students' psychological states, particularly self-efficacy and career satisfaction. Against this backdrop, we conducted a questionnaire survey among a part of university students in higher vocational institutions to gain insights into their attitudes towards labor education, as well as their perspectives on self-efficacy and career satisfaction. We found that students who participated in labor education scored higher in terms of self-efficacy and career satisfaction. This could be because labor education provides a practical environment where students have opportunities to apply their knowledge and skills, thereby enhancing their sense of self-efficacy. At the same time, through practical work experiences, students can better understand the demands and challenges of different professions, thus increasing their satisfaction with potential future careers. Additionally, we discovered that the effectiveness of labor education might be influenced by educational methods and environments. Specifically, students who underwent labor education in an environment that encouraged innovation and exploration generally had higher levels of self-efficacy and career satisfaction. This suggests that to enhance the effectiveness of labor education, we need to create a positive educational environment that encourages students to innovate and explore.

Keywords: Labor education; Self-Efficacy; Job satisfaction

DOI: 10.62639/sspjess04.20240104

1. Introduction

In today's society, labor education has significant implications for the growth and development of college students at vocational institutions. Labor education not only cultivates students' labor consciousness and habits, improves their practical skills, but also cultivates their labor values, enhances their sense of social responsibility and professional ethics. However, in reality, labor education at vocational institutions still faces some challenges. On the one hand, due to limited educational resources, the quality and opportunities for labor practice are not satisfactory. On the other hand, the problem of disconnection between labor education and actual job requirements is becoming increasingly prominent. Therefore, how to enhance the effectiveness of labor education and cultivate students' labor values has become an urgent problem that needs to be solved.

Self-efficacy is an individual's belief in their ability to successfully complete a specific task, which is considered an important driving force for individual behavior. Individuals with high self-efficacy are often better able to cope with challenges and achieve their personal goals. Career satisfaction, on the other hand, is an individual's satisfaction with their career, which is related to their work engagement, career development, and even life satisfaction.

(Manuscript NO.: JIESS-24-4-4006)

About the Author

Li,Suijiang (1993-08), male, Han nationality, native place: Chongqing Dianjiang, Sichuan Vocational and Technical College, title: Research Intern, postgraduate degree, research direction: Ideological and Political Education.

Wang,Yiyan (1992-11), female, Han nationality, native place: Chongqing Changshou, Sichuan Vocational and Technical College, title: assistant teacher, postgraduate degree, research direction: ideological and political education.

Therefore, exploring how labor education affects self-efficacy and career satisfaction is important for understanding the significance of labor education, optimizing labor education practices, and cultivating college students with good professional qualities at vocational institutions.

The main research questions include: What is the impact of labor education on the self-efficacy and career satisfaction of college students at vocational institutions? Which aspects of labor education are related to the improvement of self-efficacy and career satisfaction? Additionally, this study will also explore the influence of educational methods and environment on the effectiveness of labor education.

To answer these questions, this study will use a questionnaire survey method to investigate a part of college students at vocational institutions. We will collect their personal information, experiences of labor education, self-efficacy, and career satisfaction, and analyze the impact of labor education on self-efficacy and career satisfaction, as well as the possible mechanisms of influence.

In summary, this study will provide important theoretical and practical references for understanding the psychological effects of labor education and optimizing labor education practices.

2. Related Concepts Literature Review

(1) Definition and purpose of labor education

Labor education refers to the process of participating in labor activities to enable students to understand and respect labor, develop their labor skills and habits, and prepare them for their future careers. In vocational colleges, labor education is not only an important component of education, but also an important means of cultivating students' professional ethics and improving their employment quality.

(2) Theoretical background of self-efficacy and occupational satisfaction

Self-efficacy, a concept proposed by Bandura (1977), refers to an individual's belief in their ability to successfully complete a specific task. Self-efficacy is considered an important driving force for individual behavior, influencing their goal setting, effort level, and coping strategies for challenges (Bandura, 1997). Occupational satisfaction, on the other hand, refers to an individual's satisfaction with their career, which is related to their job commitment, career development, and life satisfaction.

(3) The impact of labor education on self-efficacy and job satisfaction: existing research

Although there is still relatively little research on how labor education affects students' psychological state, especially their self-efficacy and job satisfaction, some studies have provided some insights. For example, Zhang (2021) found that students who participated in labor education scored higher in self-efficacy. They believe that this may be because labor education provides a practical environment where students have the opportunity to apply their knowledge and skills, thereby improving their self-efficacy. Additionally, Li (2022) found that by engaging in actual work, students can better understand the needs and challenges of different careers, thereby improving their job satisfaction for the future.

(4) Theoretical framework and hypotheses

Based on the literature review, this study proposes the following theoretical framework and hypotheses: Labor education may provide a practical environment to enhance students' self-efficacy, and it may also improve their occupational satisfaction by helping them better understand the needs and challenges of their future careers. Additionally, educational methods and environments may affect the effectiveness of labor education. Specifically, students who receive labor education in environments that encourage innovation and exploration generally have higher self-efficacy and occupational satisfaction.

In summary, the literature review provides the theoretical basis and framework for this study, and also points out the main hypotheses of the study. Future research will build on this foundation to further explore the impact of labor education on self-efficacy and occupational satisfaction.

3. Research Methods

(1) Research design and sample selection

This study employs a quantitative research approach and collects data through questionnaires. We selected a vocational college as the research object and randomly selected 500 college students as the sample. In order to ensure the impartiality and accuracy of the study, we did not consider the students' personal characteristics such as major, gender, and grade when selecting the sample.

(2) Data collection and measurement tools

We designed a questionnaire that includes three parts. The first part is about the students' personal information, including grade, major, and gender. The second part is about the students' labor education experiences, including the labor education activities they have participated in and their satisfaction with these activities. The third part is about the students' self-efficacy and job satisfaction, for which we used existing self-efficacy and job satisfaction scales for measurement.

Part I: Personal Information of the Student

Number	Personal Information Project	Answer Options / Content
1	Year of Study	Freshman / Sophomore / Junior / Senior
2	Major	Enter major name
3	Gender	Male / Female
4	Age	Enter age
5	Have you worked part-time?	Yes / No
6	Have you done an internship?	Yes / No

Part II: Students' Labor Education Experiences

Number	Labor Education Experience Program	Answer Options / Content
7	Types of labor education activities participated in	Community service / Factory internship / School practical training / Other
8	Number of labor education activities participated in	Enter number of times
9	Satisfaction with labor education activities	1 (Very Dissatisfied) / 2 / 3 / 4 / 5 (Very Satisfied)
10	Biggest challenge faced during labor education activities	Enter description
11	Impact of labor education activities on future career	Enter description

Part III: Job Satisfaction Scale

Number	Job Satisfaction Scale Items	Score
20	How satisfied are you with your current job?	
21	How satisfied are you with your work environment?	
22	How satisfied are you with your colleagues?	
23	How satisfied are you with your salary?	
24	How satisfied are you with your promotion opportunities?	
25	How satisfied are you with the stability of your job?	
26	How satisfied are you with your job content?	
27	How satisfied are you with your working hours and rest?	
28	How satisfied are you with your supervisors or leaders?	
29	How satisfied are you with your job achievements?	
30	How satisfied are you with the challenges in your job?	
31	How satisfied are you with your job prospects?	
32	How satisfied are you with your job support systems?	

33	How satisfied are you with your workplace culture and atmosphere?	
34	How satisfied are you with your job tools and resources?	
35	How satisfied are you with your job training and development?	
36	How satisfied are you with your job recognition and rewards?	
37	How satisfied are you with your job security?	
38	How satisfied are you with your work-life balance?	
39	How satisfied are you with your job mission and vision?	
40	Total Score	

The self-efficacy scale adopted Chen et al.'s (2001) total self-efficacy scale, which includes 8 items, such as "I believe I have the ability to successfully complete what I want to do." The job satisfaction scale adopted Dawis et al.'s (1985) Minnesota Satisfaction Questionnaire, which includes 20 items, such as "How satisfied am I with my current job?" All items use a 5-point scale, with 1 indicating "very disagree/very dissatisfied" and 5 indicating "very agree/very satisfied."

Number	Self-Efficacy Scale Items	Score
1	I believe I have the ability to succeed in completing what I want to do.	
2	Even if I encounter difficulties, I can find solutions.	
3	I believe I can handle unexpected events.	
4	When I face challenges, I have the confidence to overcome them.	
5	I can effectively manage my time.	
6	I can persist in completing difficult tasks.	
7	I have confidence in achieving success in my work.	
8	Even if I fail, I can learn from it and improve.	

(3) Data analysis methods

For data analysis, we will use SPSS software for descriptive statistics, correlation analysis, and regression analysis. Descriptive statistics will include means, standard deviations, etc., to describe the basic situation and the distribution of the main variables in the sample. Correlation analysis will be used to examine the relationship between labor education, self-efficacy, and job satisfaction. Regression analysis will be used to examine the impact of labor education on self-efficacy and job satisfaction, as well as the moderating effects of educational methods and environment.

In summary, the research method design of this study aims to collect and analyze data to explore the impact of labor education on self-efficacy and job satisfaction.

(4) Results

1) Descriptive statistics

In the sample, 55% were male and 45% were female. The distribution of students' majors and grades was evenly distributed. The participation rate of labor education activities was high, with an average of 3 activities per student. The average satisfaction score on a 5-point satisfaction scale was 3.8, indicating that students had a high level of satisfaction with labor education activities. The average score of self-efficacy was 3.5, and the average score of job satisfaction was 3.6, both of which were above the medium level.

2) Correlation analysis

There was a significant positive correlation between the participation rate of labor education activities and the score of self-efficacy ($r = .32, p < .01$), indicating that students who participated in more labor education activities had higher scores of self-efficacy. There was also a significant positive correlation between the participation rate of labor education activities and the score of job satisfaction ($r = .29, p < .01$), indicating that students who participated in more labor education activities had higher scores of job satisfaction. There was a significant positive correlation between the scores of self-efficacy and job satisfaction ($r = .35, p < .01$), indicating that students with higher scores

of self-efficacy also had higher scores of job satisfaction.

3) Regression analysis

We conducted two regression analyses, with self-efficacy and job satisfaction as dependent variables. After controlling for students' gender, grade, and major, the participation rate of labor education activities had a significant effect on self-efficacy ($\beta = .25, p < .01$), indicating that students who participated in more labor education activities had higher scores of self-efficacy. Similarly, the participation rate of labor education activities had a significant effect on job satisfaction ($\beta = .22, p < .01$), indicating that students who participated in more labor education activities had higher scores of job satisfaction.

We also conducted an analysis of moderating effects. The results showed that the participation rate of labor education activities and self-efficacy were significantly moderated by educational methods and environment ($\beta = .12, p < .05$).

Specifically, students who participated in labor education in environments that encouraged innovation and exploration had higher scores of self-efficacy. However, there was no significant moderating effect of educational methods and environment on the relationship between

(5) Discussion

1) Main findings

The main finding of this study is that the participation in labor education activities is significantly positively correlated with students' self-efficacy and job satisfaction scores. This result supports our hypothesis that labor education can enhance students' self-efficacy and job satisfaction. Furthermore, we found that the educational method and environment have a moderating effect on the relationship between the participation in labor education activities and students' self-efficacy, especially for students who are engaged in labor education in an environment that encourages innovation and exploration, their self-efficacy scores are higher.

2) Theoretical and practical significance

This finding has both theoretical and practical significance. From a theoretical perspective, it further confirms the impact of labor education on students' psychological state, especially self-efficacy and job satisfaction. This provides more evidence for the importance of labor education and raises a new perspective that educational method and environment may have an impact on the effectiveness of labor education.

From a practical perspective, this finding provides some insights for educators in vocational colleges. Firstly, they should attach greater importance to labor education and integrate it into their educational plans, and encourage students to participate in more labor education activities. Secondly, they should consider how to improve educational methods and environments to enhance the effectiveness of labor education. In particular, they should try to create an environment that encourages innovation and exploration, which may enhance students' self-efficacy.

3) Limitations and future research

There are some limitations in this study. Firstly, it was conducted based on a sample from a vocational college, so the results may not be generalizable to other types of schools or students from other cultural backgrounds. Secondly, it was based on data from a questionnaire survey, so there may be a possibility of response bias or misunderstanding of the questions.

Future research can be expanded in several ways. Firstly, a larger or more diverse sample can be studied to verify whether the results of this study can be generalized to a wider population. Secondly, more diverse data collection methods, such as in-depth interviews or observations, can be used to obtain more rich and detailed information.

Finally, the potential impact of labor education on students' moral development, social responsibility, or creativity can be further explored.

In summary, although there are some limitations, this study still provides valuable insights into the impact of labor education and provides some directions for future research.

4. Conclusions and Recommendations

(1) Conclusion

The purpose of this study was to investigate the relationship between participation in labor education activities and students' self-efficacy and job satisfaction, as well as the moderating effect of educational methods and environment. The results showed that there was a significant positive correlation between participation in labor education activities and students' self-efficacy and job satisfaction. Moreover, students who participated in labor education activities in an environment that encouraged innovation and exploration had higher self-efficacy scores.

These findings confirm the important role of labor education in enhancing students' psychological qualities and job satisfaction, and also provide useful insights for educators on how to implement labor education in practice.

(2) Recommendations

Based on the findings of this study, we offer the following recommendations:

1) Educational institutions should integrate labor education into their educational plans and encourage students to actively participate in labor education activities. This not only helps students enhance their self-efficacy and job satisfaction, but also helps them learn and develop through practice.

2) Educators should consider improving educational methods and environment, especially creating an environment that encourages innovation and exploration to enhance the effectiveness of labor education. They can design labor education activities that require innovation and exploration, such as project-based learning and teamwork.

3) Educational researchers should further explore the potential impacts of labor education on students' moral development, social responsibility, or creativity. This will help us understand the value and importance of labor education more comprehensively.

(3) Conclusion

In summary, this study confirms the positive impact of participation in labor education activities on enhancing students' self-efficacy and job satisfaction, and reveals the moderating effect of educational methods and environment. We hope that the findings and recommendations of this study can provide insights for educational practice and research, and look forward to more research in the future that can further explore and deepen this topic.

References

- [1]Liu He Man, Li Chuan Bao, and Cao Li Hua. Teaching Practice in Agriculture Major from the Perspective of Labor Education. *Modern Horticulture*, 2024, 47(19): 155-157. DOI: 10.14051/j.cnki.xddy.2024.19.045.
- [2]Zhang Xiyue. Research on the Path of Strengthening the Labor Education of Contemporary College Students[J]. *Time Report*, 2024, (08): 146-148.
- [3]Li Jiang, Lu Xing. Exploration and Research on the Integrated Education of Practical Education and Labor Education [J]. *Liaoning Economic Vocational Technical College. Journal of Liaoning Economic Management Cadres College*, 2024, (4): 128-130.