A Study of the Affecting Vocational Education on Job Involvement and Job Burnout from the View of Venue Workers

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ABSTRACT

Typically, a teacher with more positive work values is more capable of handling the teaching jobs. He/she holds a more optimistic attitude toward the educational tasks and devotes more into teaching innovations. Similarly, during the non-formal learning process, a venue worker is analogous to a teacher for school education, his/her job involvement or job burnout conditions also affect the education within a venue. It is thus necessary to investigate the job involvement or job burnout conditions of venue workers. In order to inspect the influence vocational education and work values of venue workers on their job involvement and burnout conditions, 573 venue workers were selected in this study for the investigation by vocational education questionnaire, work values questionnaire, job involvement questionnaire, and job burnout questionnaire. The results are described as follows. 1. Vocational education have a significantly positive influence on job involvement. 2. Vocational education have a significantly positive influence on job burnout. 3. Work values have a significantly positive influence on job involvement. 4. Work values have a significantly positive influence on job burnout. Based on these results, we proposed recommendations accordingly so that the vocational education can bring its effects to the maximum degree and the off-campus studies for the public can be greatly enhanced.

Keywords: venue worker, vocational education, work values, job involvement, job burnout

INTRODUCTION

Learning happens not only in the school, but also in various types of social organizations such as families or communities. From the standpoint of the time and amount of education, the learning happens off-campus is longer and much more than those happened during classes (Bao et al., 2011). Currently, off-campus studies often occur at venues such as technology museums or typical museums. Venue learning has become an important content for informal learning at the moment. Earlier studies had carried out systematic research and summaries on various aspects of venue learning. However, there are few studies which pay attention to venue workers. As a matter of fact, the critical factor for the venue learning to bring its effect to the maximum degree lies in the degree of job involvement for venue workers. Therefore, we carried out a study on the job involvement and job burnout of venue workers.

It is suggested that, job involvement implies during the role-playing process of an individual's job, the individual's job involvement is to express and display him/herself from the physical, cognitive, and emotional

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State of the literature

- Off-campus studies often occur at venues such as technology museums or typical museums. Venue learning has become an important content for informal learning at the moment.
- From the aspect of venues, the cultivation of venue talents in the vocational education of venue worker is the key success factor in the educational function management as well as an important part in human resource management and human resource development.
- The purpose of this study is to inspect the affecting factors of job involvement and job burnout. It is expected to determine the relationship between these two concepts via analyzing the similarities and dissimilarities of the affecting factors.

Contribution of this paper to the literature

- Venues should avoid or reduce the sense of pressure for their employees. Therefore, for the implementation of various types of activities, it is advised to extensively acquire the employees' opinions and encourage the employees to express their opinions.
- A venue should provide more assistance and concerns for young, junior, and single workers, e.g. holding welcome parties, workshops for experience sharing, or exchange activities for new workers, in order to reduce the strange feelings of new workers about the venue, help them be familiar with people, affairs, and objects in the school, and provide relevant experiences to help them understand the work scope and authority.
- A venue is suggested to emphasize and reinforce the planning and development of employees' vocational education in the organization, strengthen the external outcome (e.g. salary, promotion, job guarantee), and measure work performance with broader and multiple methods and items so as to induce the involvement of venue staff.

aspects. The physical, emotional, and mental resources owned by an individual are the essential premise for job involvement (Lin et al., 2008). Schaufeli et al. (2002) defined job involvement as an individual's holistic state which is full of enduring and optimistic emotions and motivations and can be presented in characteristics including vitality, devotion, and concentration.

Job burnout is a contrary concept to job involvement and it is a pessimistic emotional state that is experienced by an individual during the work process so that it leads to a lower degree of job satisfaction. Therefore, some scholars proposed that these two concepts actually describe two totally opposite states of a problem and they proposed the existence of a continuity which connects these two ends (Maslach et al., 2001). However, with more in-depth studies, other researchers proposed that job burnout is opposite to job involvement only on the core dimension (emotional exhaustion and vitality, cynical attitude and devotion). The relationship between the lower sense of efficacy and concentration is still indeterminate (Schaufeli et al., 2002). Moreover, some other researchers proposed that the definitions of job involvement and job burnout came from two different paths. There is also a big different between the structures of these two concepts (Maslach et al., 2008). Therefore, job involvement and job burnout is not exactly two extreme presentations on the totally opposite ends but two mental states which are mutually independent. They are not two totally opposite ends within the same dimension (Russell & Carroll, 1999). The dispute about whether job involvement and job burnout belong to the same mental process not yet comes to a stop to this day. However, many researchers proposed that these two concepts can be studied simultaneously and it is helpful for further enhancing the theory and the fulfillment meaning of the (Deng & Fan, 2014). Education dominates social advances and is an important indicator for evaluating a country's degree of modernization. Every country around the globe is trying to enhance civic literacy and cultivate talents by education. Off-campus learning is actually the foundation of education. Teachers play the important role of enlightenment and the job involvement of teachers affects the educational effects. Particularly during the urges for education reforms nowadays, the implementation of various types of new measures makes the job as a teacher more important. From the aspect of venues, the cultivation of venue talents in the vocational education of venue worker is the key success factor in the educational function management as well as an important part in human resource management and human

resource development. Especially, the vocational education of employees in a venue has become a continuous task in order to have the employees' quality and competence catch up with the time and to match the educational function development of the venue. Therefore, the purpose of this study is to inspect the affecting factors of job involvement and job burnout. It is expected to determine the relationship between these two concepts via analyzing the similarities and dissimilarities of the affecting factors.

LITERATURE REVIEW

Job Involvement

Jamaludin (2011) proposed that for job involvement, the organization theory scholars emphasize on the involvement into the job and the organization. However, the sociologists emphasize on the job involvement into the social environments such as the society, families, or union organizations. Matin et al. (2012) proposed that the job involvement of an employee means his/her perception of promoting the relevant tasks so as to further generate the sense of recognition. This makes them willing to actively participating in and put lots of efforts with devotion. They enjoy the process and value the approval or accomplishments and therefore they generate a higher degree of endeavor and working attitude. After organizing various academic theories, Birx et al. (2011) summarized job involvement into three different schools of theories and each represents different theoretical opinions for the job involvement. The first type of theory belongs to the school of Allport and Wickert. They define job involvement as the gradation of job participation. This school of concept believes that the purpose for an individual to participate in a job is to realize their own psychological needs at a higher level for autonomy and prestige. The second school of scholars belongs to those who support Dubin's theory. Scholars who belong to this school believe that job is the central life interest. An individual who chose this type of perception will develop a job involvement state that is closely connected to the job and they obtain the purpose of life existence via their jobs. Daft & Marcic (2013) belong to the third school of job involvement and they belong to the school of theories of performance and self-esteem. Scholars who belong to this school include Gurin, Veroff, Feld, French, Kahn, etc. This school believes that job performance can satisfy an individual's requirements for self-esteem. When an individual's endeavor achieves the performance requirement for a job, the employee will generate a condition of devoting into his/her job. The individual's follow-up condition of job involvement will depend on the feedbacks to his/her job performance with some adjustments.

Work Values

Work values are an employee's personal preferences and perceptions that are presented during his/her job activities. Bogaert et al. (2013) proposed that work values indicate the preferred job performance for an individual. Sharma (2012) proposed that values are a type of enduring belief that incorporates perceptions, affections, and behaviors and can affect personal behavioral intention and form the principles of personal decisions. John et al. (2011) proposed that work values are a type of subjective value judgment of the job itself, job courses, and job results as a whole. It belongs to the responses in feelings, attitudes, or affections. Zopiatis et al. (2014) proposed that work values are the goals that are relevant to the job and are the individual's internal demands and the vocational education or features that are pursued by an individual during the activities. Jamaludin (2011) proposed that work values indicate the enduring belief and standard for evaluating relevant job details, behaviors, or goals during an individual's working process. An individual's working behavior and job goals are affected by his/her work values. Waight & Madera (2011) proposed that work values are the enduring belief and standard for evaluating relevant things, behaviors, or goals when an individual is carrying out his/her job. Based on this presented working behavior, an individual can pursue his/her job goals. Aghdasi et al. (2011) proposed that work values indicate an individual's belief for his/her job and the degree of preference. An individual's work values are not inherent but are related to a wide variety of aspects such as the past experiences, the influence of traditional ethics, regulations, and organizational conditions. It is a result of an individual's maturity and socialization process. Antonia & María (2011) proposed that work values are the evaluation criteria for an individual when facing the topics that are related to the job. It is also an individual's belief and the degree of emphasis on the vocational education so as to satisfy internal demands and affect an individual's working behavior and attitude. In this study,

we refer to the constituent elements of work values that were proposed by Shih et al. (2013) and they include accomplishment values, work environment values, recognition values, relationship values, support values, and independence values.

Job Burnout

Kim (2012) proposed that during the busy life and job with tensions, an individual changes his/her emotions during the working process and the perception of the life pressure changes accordingly. The individual will develop tensions or conditions with improper adjustments both physically and mentally and this phenomenon is called vocational burnout. Nagar (2012) proposed that if a teacher lacks the capability to adjust to the work pressure in the long run, it will lead to the physical and psychological depletion. This is due to the influence of personal factors, work environment, and other factors within the educational work scenario and the teacher will gradually his/her enthusiasm on the educational job. Anita & Norbert (2013) proposed that job burnout is the physical, emotional, or psychological exhaustion and the long-term workload makes an individual lose his/her interest and motivation. Shen & Huang (2012) proposed that the negative emotions and behaviors within the work environment are due to the frustration that was generated from being mentally and physically exhausted. This is due to the work overload or the gap between an individual's expected work achievement and the actual result. Gray-Stanley & Muramatsu (2011) proposed that a teacher may lose his/her work motivation with no sense of accomplishment, and feel mentally and physically exhausted so that his/her work efficiency is reduced and he/she lost the enthusiasm for the job. This is due to the personal or environmental factors that make them incapable of responding to work pressures and frustrations effectively. Willemse et al. (2012) proposed that under the working scenario, an individual may develop the phenomena of bad working performance and low working willingness since he/she doesn't have the spirit, capability, and stamina to cope with the excessive frustration and pressure due to the changes in personal or environmental factors. Based on their analysis of the investigation data, Caliskan & Ergun (2012) proposed their job burnout theory with three factors, which are respectively emotional exhaustion, depersonalization, and the lack of personal accomplishment. They found that those whose job is to help others from the physical, psychological, and social aspects often develop their own mental exhaustion since they spend lots of time dealing with their service objects. This type of long-term and enduring pressure leads to the crisis of job burnout. Depersonalization means using a cold and frost, pessimistic, and dehumanized way of dealing with their service objects. Emotional exhaustion means the development of the feelings of over tension and being mentally and physically exhausted due to the job. The lack of personal accomplishment means the lack of feeling of success which leads to the low self-esteem.

Vocational Education

Leonidou et al. (2013) divided vocational education into the ideas of "education" and "training". The former aimed to cultivate personal strength for the development of potential that it was a long-term, broad, comprehensive, and developmental learning focusing on "knowing how". The latter aimed to enhance the competence of certain tasks to adapt to the change and adjustment of work contents that it was a short-term, professional, and functional learning, stressing on "knowing the deed". Accordingly, vocational education was the human resource training process of a business organization maintaining the employees' human quality and achieving the organizational objective (Park & Kim, 2014). Barberán et al. (2013) indicated that an organization assisted the employees in learning the competence required for tasks; such competence contained knowledge, skills, or competence to determine the success of work performance. For employees, the purpose of education was to reinforce the knowledge, skills, and competence through the vocational education courses so as to apply what they learned to the daily tasks. Mak et al. (2013) regarded vocational education as planned learning, no matter whether it was related to the work but could enhance an employee's productivity and presented positive contribution to the company. Hsiao et al. (2014) pointed out the general objectives of vocational education as (1)the enhancement of general knowledge, (2)the enhancement of the judgment on surrounding situations, (3)the comprehension of management and the rational principles and theories, (4)the enhancement of the actual knowledge of an industry and a company, (5)the promotion of business and management competence, (6)the promotion of leadership and guidance, (7)the correction of personal drawbacks on skills, attitudes, and concepts, (8)the cultivation of

interpersonal relationship and communication skills, (9)the learning of management expertise, (10)the promotion of business processing competence, and (11)the cultivation of new technology and competence.

Referring to Chan (2013), vocational education in this study is divided into "learning orientation" and "customer orientation".

(1) In regard to "learning orientation": An enterprise practices a series of vocational education for enhancing the employees' constant self-learning in order to cope with and adjust the rapid changes of internal and external environments as well as the challenges resulted from high uncertainties, expecting to further enhance the organizational learning to further strengthen the overall competitiveness of the organization.

(2) In terms of "customer orientation": An enterprise practices a series of vocational education for reinforcing customer satisfaction and loyalty to enhance customers' repurchase intention and good word-of-mouth so as to cope with the rising customer awareness in the customer marketing era to further strengthen the overall competitiveness of the organization.

Research Hypothesis

Regarding the objective of vocational education, Chou (2014) considered that the practice of vocational education aimed to achieve three objectives. (1) To enhance the level of personal self-awareness: Allowing others understanding ego and the role played and the responsibilities taken in the business organization. (2) To enhance personal technology: It was the traditional function offered by vocational education for employees promoting the work competence and enhancing the work performance (Prud'homme & Raymond, 2013). (3) To have individuals be willing to do tasks well: In other words, vocational education, through the course design and arrangement, could enhance employees' job involvement and reduce the job burnout. Kim & Choi (2013) indicated that vocational education could improve working skills to enhance job involvement and quality; the systematic vocational education therefore became more important. Moreover, employees, after receiving vocational education, showed new technologies to satisfy the work guarantee and self-satisfaction as well as promote employees' work mood and reduce the job burnout. Besides, regarding the interpersonal relationship, the disputes with colleagues could be avoided to further enhance job involvement and team morale.

H1: Vocational education have a significantly positive influence on job involvement.

It was found in earlier studies that for vocational education and work values as the environmental variables and individual variables, they might affect an individual's job involvement and job burnout. However, since the patterns of vocational education and work values are diversified, so far there is no clear understanding of the relationship between different patterns of vocational education and work values versus job involvement and burnout. In addition, there are some studies which integrated job involvement and job burnout into a study and these studies obtained greater theoretical and implementation values. However, seldom of these earlier studies can simultaneously compare and analyze the prediction effect of vocational education and work values on job involvement and burnout (Deng & Fan, 2014). More importantly, during the non-formal learning process, venue workers are similar to teachers in school education, their condition of job involvement or job burnout will affect the learning of their students. It is therefore required to develop the study of job involvement and burnout for venue workers. Based on the above-mentioned theories and studies, venue workers were selected as the research objects in this study for the investigation of the influence of vocational education and work values on job involvement and burnout. Therefore, another hypothesis was proposed in this study as follows.

H2: Vocational education have a significantly positive influence on job burnout.

Researchers also found that individual factors are also critical to the influence on job involvement and burnout. Among them, a comprehensive model of job involvement was proposed (Rabinowitz & Hall, 1977) and the main factors that affect job involvement include personality traits and environmental characteristics. The factors of personal characteristics include demographic variables such as gender, age, work duration limit, and educational background and the individual's work values. Among them, work values are the most important individual

variable that affects the individual's job involvement (Ren et al., 2014; Tian et al., 2012; Chou, 2012; Chou, 2009). It can be found from the review of earlier studies that, the influence of work values on an individual's job involvement is realized via three main paths as follows. An individual's job involvement can be affected by the degree of matching the vocational organizational values. With a higher matching, the individual devote himself/herself more optimistically into the job (Ma & Ni, 1998). An individual's job involvement can be affected by his/her commitment to the organization. The influence on job involvement can be realized by affecting the individual's job satisfaction and working performance (Chang & Cui, 2005). However, since the patterns of work values and vocations are diversified, the influence of work values on the job involvement is different for individuals of different vocations. Therefore, we proposed another hypothesis in this study as follows.

H3: Work values have a significantly positive influence on job involvement.

For an individual's mental state during working, his/her job involvement might be affected by the work values. In this case, what is the relationship between work values and job burnout? The theory of matching work values to task characteristics (Maslach et al., 2001) indicated that, task characteristics are to satisfy employees' demands of work values, and the degree of the individual's work values adapting to the task characteristics is the main factor that affects an individual's job burnout. That is, a lower degree of matching between an individual's work values and vocational education indicates a higher sense of burnout for the individual (Liu & Wu, 2005). Even some of the researchers proposed that, a teacher with more positive work values is equipped with the competency of the education tasks. This type of teachers hold a more optimistic attitude toward the education job and are more devoted to innovations in education. On the contrary, a teacher with more negative work values might have more pessimistic emotion toward educations tasks. Therefore, they fail to do their level best on their education job and muddle along their classes in the face of the students. This leads to worse educational effects, job burnout of teachers, low morale, and reduced work efficiency (Si et al., 2009). Therefore, we can infer that, work values affect not only an individual's job involvement, but also the job burnout. Due to this, we proposed another hypothesis as follows.

H4: Work values have a significantly positive influence on job burnout.

RESEARCH METHODOLOGY

A. Method and models

For the goodness-of-fit examination of the LISREL model, it can typically be evaluated from two aspects which include the global model goodness-of-fit (i.e., the model's external quality) and the model's internal quality. In further details, on the examination of global model goodness-of-fit, the most frequently used goodness-of-fit evaluation indicators are respectively (1) $\chi 2$ (Chi-Square ratio) which represents the distance between the real theoretical model and the expected value. A value which is smaller than 3 is better. (2) Goodness-of-fit index (GFI) and adjusted goodness-of-fit index (AGFI). A value which is closer to 1 indicates better goodness-of-fit. (3) Root mean square residual (RMR) which reflects the square of the fit residual variance/covariance average. A value that is smaller than 0.05 is better. (4) If the incremental fit index (IFI) is larger than 0.9, it indicates the model's goodness-of-fit is optimal.

The LISREL approach often adopts the evaluation indicators of the model's internal quality. These indicators include (1) Square multiple correlation (SMC) indicator for individual manifest variable. It equals to the $R2$ value of the manifest variable and the potential variable and its value should be larger than 0.5. (2) The component reliability value (ρ) of the potential variable. It equals to the Cronbach's α coefficient of the observatory indictor which belong to that potential variable. Its value should be larger than 0.6. (3) The average variance extracted of the potential variable. It is calculated by dividing the summation of the manifest variables $R2$ of a specific potential variable by the number of the manifest variables. It indicates the percentage of the potential variables that can be measured by the manifest variables and a value that is larger than 0.5 is better.

B. Research samples and objects

This study was approved by the Ethics Committee of the Beijing Normal University. The implementation of the research also followed the code of ethics according to the ethics committee of each venue for examination. The questionnaire copies were dispatched and collected by random group sampling in the museums, technology museums in Beijing, Anhui, Shanghai, and Fujian. A total of 573 questionnaire copies were dispatched and a total of 470 valid questionnaire copied were returned with a rate of response of 82%.

C. Reliability and validity examination

Validity indicates whether the measures can exactly examine the degree of the measured subject for the researchers. The commonly encountered validity patterns include the content validity which tends to qualitative concept verification, the criterion validity which utilizes the recognized external criterion and the relevant coefficients of this examination, and the construct validity which is used to evaluate whether an examination is theoretically consistent to other observatory variables. Since the contents of the questionnaire used in this study is based on earlier theories, the current situation of the research objects was considered so as to design a measurement tool which can truly express the objects' essence and the complete representativeness. This is to ensure the content validity for the questionnaire. The final communality estimation of the factor analysis was used to examine the construct validity of each evaluation question. The resulting validity values are between 0.716~0.869, which indicate the validity examination results of this research questionnaire is good.

The reliability indicates the consistency of the results obtained when carrying out investigation or measurement on a same group of similar population. The statistical coefficient Cronbach's α is frequently used for evaluating the consistency of various items under the same concept. In typical fundamental studies, a reliability coefficient over 0.8 indicates the scale has a high degree of reliability. However, in exploratory studies, a reliability coefficient of 0.7 is acceptable. The Cronbach's α reliability coefficients that were obtained in this study are between 0.803~0.916. This result apparently meet the criteria that any Cronbach's α coefficient in the range of 0.7 and 0.98 can be regarded as high reliability.

ANALYSIS OF THE EMPIRICAL RESULTS

Examination of the Model's Goodness-of-Fit

The maximum likelihood (ML) estimation approach was adopted in this study. The results obtained from the LISREL analysis are all converged. Among them, the indicators that represent the global model goodness-of-fir of the model's external quality are respectively (1) χ2 ratio=χ2 value / degree of freedom=1.833, which is smaller than 3. (2) The value of the goodness-of-fit index GFI is 0.91, which is larger than 0.9. The value of the adjusted goodness-of-fit index AGFI is 0.87, which is larger than 0.8. (3) The value of the root mean square residual RMR is 0.018, which is smaller than 0.05. (4) The value of the incremental fit index is 0.95, which is larger than 0.9. In general, all of the indicators of the global model goodness-of-fit is this study passes the examination. This result clearly indicated that the external quality of this LISREL model is good.

From the aspect of the internal model quality examination, the square multiple correlation SMC of the manifest variables are all larger than 0.5 (see **Table1** and **Table 2**). This indicated the evaluation indicators of various potential variables are good. Moreover, for the potential variables such as the vocational education, job involvement, work values, and job burnout, not only their component reliability values are larger than 0.6, but also the average variance extracted of each constituent element is larger than 0.5 (see **Table 3** for detail). This result apparently meets the examination requirements for the model's internal quality.

Table 1. Variables' SMC values for constituent elements

Vocational education		Job involvement
learning orientation	**customer orientation**	
0.71	0.75	0.81

Table 2. Variables' SMC values for constituent elements

Work values						Job burnout
Accomplishment values	**Work environment values**	**Recognition values**	**Relationship values**	**Support values**	**Independence values**	
0.73	0.76	0.81	0.84	0.87	0.88	0.86

Table 3. Component reliability and average variance extracted of variables

Item	**Vocational education**	**Work values**	**Job involvement**	**Job burnout**
Component reliability	0.825	0.831	0.852	0877
Average variance extracted	0.73	0.78	0.82	0.84

Table 4. Analysis results of the internal goodness-of-fit

Evaluation item	**Parameter/evaluation criteria**	**Results**	**t value**
Internal goodness-of-fit	Vocational education→Job involvement	0.831	23.58**
	Vocational education→Job burnout	0.842	26.13**
	Work values→Job involvement	0.815	21.42**
	Work values→Job burnout	0.856	28.71**

Research hypothesis	**Correlation**	**Empirical results**	**P value**	**Results**
Hypothesis 1	+	0.831	P<0.01	Valid
Hypothesis 2	+	0.842	P<0.01	Valid
Hypothesis 3	+	0.815	P<0.01	Valid
Hypothesis 4	+	0.856	P<0.01	Valid

Note: * indicates p<0.05, **indicates p<0.01, *** indicates p<0.001.

Examination of Path Relationship

The resulting data of the analysis in this study is summarized in **Table 4**. The model's internal goodness-of-fit is described as follows. From the aspect of internal goodness-of-fit, Hypotheses 1, 2, 3, and 4 are all supported.

CONCLUSIONS

The research findings show that vocational education is a factor in the improvement of working environment and conditions of venue workers to further influence venue workers' job involvement and job burnout. Vocational education could effectively assist venue workers in achieving the work objectives, reduce work stress and relevant physical and mental consumption, and induce personal growth, learning, and development (Bakker & Demerouti, 2007; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Dollard, LaMontagne, Caulfield, Blewett, & Shaw, 2007) to further enhance individual level of job involvement and reduce the burnout level. What is more, vocational education could have venue workers realize that they must present more autonomous development on the work in order to be emphasized. In this case, venue workers might stress more on vocational education and actively complete it with personal strength. It therefore requires venue workers for involving in the work in the process which might not induce more burnout of venue workers so as to promote venue workers' job involvement and reduce the job burnout.

Moreover, it was found in this study that the accomplishment values can bring the effects of reducing job burnout and enhancing job involvement for the venue workers. This could possibly due to the dynamic effects of the values. An individual with the accomplishment values focuses more acquiring accomplishments from his/her job. They devote themselves actively into their jobs and are full of passion about their jobs so that the sense of burnout might be reduced (Tian et al., 2012). However, the venue workers who values more on the work environment will care more about the environment that is provided by his/her job during the working process. Since the work environments of venue workers are relatively superior to others, they possibly will devote more actively into their jobs. Therefore, we found that the work environment values have a significantly positive prediction effect on the job involvement. In our studies, we also found that the independence values have a positive prediction effect on job involvement. An individual with the independence values tends to pursue the freedom during the working process. As a matter of fact, the venue jobs obey a consistent orders and rules, which mean The venue workers' freedom is limited to a certain extent. This might lead to the pessimistic emotion of an individual with independence values, increase his/her sense of burnout, and reduce his/her job involvement. Another interesting finding indicated that, the venue workers with support values tends to have less job involvement. We believe the reason to this phenomenon is that the venue workers with this type of values tends to pay more attention to the helps and supports provided by others. They might neglect to pay attention to the job tasks for themselves during the working process and therefore could tend to have less job involvement.

RECOMMENDATIONS

Based on the conclusions, we proposed some recommendations as follows.

1. Venues should avoid or reduce the sense of pressure for their employees. Therefore, for the implementation of various types of activities, it is advised to extensively acquire the employees' opinions and encourage the employees to express their opinions. This is to understand the employees' work values and make good communications from various aspects so that the employees' opinions can be respected. This approach makes the employees happy in their jobs and willing to devote and contribute. In addition to respect the employees' expertise during the venue tasks, it is also advised to make good communications and reconciliations prior to any administrative job arrangement. This way the workload and pressure of an employee can be reduced so as to enhance their job involvement and reduce their job burnout.

2. A venue should provide more assistance and concerns for young, junior, and single workers, e.g. holding welcome parties, workshops for experience sharing, or exchange activities for new workers, in order to reduce the strange feelings of new workers about the venue, help them be familiar with people, affairs, and objects in the school, and provide relevant experiences to help them understand the work scope and authority. What is more, it could offer venue staff with higher participation, decision making, or discussion in the needs setting of vocational education and course planning so as to enhance venue staff's autonomy on vocational education. Such a method could enhance venue staff's commitment to the venue, increase the willingness to vocational education, reduce the work stress, and enhance the job involvement.

3. A venue is suggested to emphasize and reinforce the planning and development of employees' vocational education in the organization, strengthen the external outcome (e.g. salary, promotion, job guarantee), and measure work performance with broader and multiple methods and items so as to induce the involvement of venue staff. Furthermore, the gain from education and development (e.g. knowledge, skills, and competence) could be powerfully connected; the venue staff should be definitely aware of such a connection; and, the career development and vocational education of venue workers, such as work rotation, work richness, work expansion, and the assignment of personnel participating in training courses and workshops internal and external the organization, should be emphasized so as to promote venue staff's organizational commitment and job involvement and further reduce the job burnout.

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