

JOB SATISFACTION OF YOUNG EMPLOYEES INVOLVED IN JAPANESE TV PRODUCTION COMPANIES

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ABSTRACT

This study aims to quantitatively analyze the job satisfaction of young employees at a Japanese TV program production company and identify key measures for human resource management within the organization. From January to May 2021, a questionnaire survey was conducted with 101 young Directors and Assistant Directors working at a TV program production company. Using the ordinal logit model, which is well-suited for the analysis of ordinal categorical data, I investigated how the workplace environment provided by management impacts employee satisfaction.

The analysis revealed that good relationships with senior staff and a departure from classical pedagogy positively impacted satisfaction, while job inequality and the need for improved information management negatively impacted satisfaction. This kind of quantitative research on job satisfaction among young employees of TV program production companies has rarely been conducted in Japan and is believed to contribute to human resource management in TV program production companies. These findings are expected to contribute to addressing the global challenge of securing young talent in similar industries and provide a foundation for future research and practical applications.

Keywords: job satisfaction; employee education; creativity, fairness

1. INTRODUCTION

With the advent of Internet video streaming, Japanese broadcasters are finding it increasingly difficult to maintain their influence as a medium. This paradigm shift is evident not only in Japan but also globally. Chukwu (2023) argues that online broadcast media are targeting a global audience and that traditional media need to seek coexistence with such new media. The subject of this study, comprising small and medium-sized television production companies, has been operating in partnership with broadcasters for a considerable period of time. However, these companies are experiencing a shortage of labour. The acquisition and retention of human resources in these TV production companies is not a new predicament, but rather a long-standing challenge.

Specifically, new directors and assistant directors are often assigned blue-collar jobs soon after joining the company, and also often leave the company. Of course, millennials tend to change jobs frequently, making employee retention a critical challenge not only for TV program production companies but also for industries worldwide (Ngotngamwong,2020).

Further, in recent years, the allure of television has diminished among the youth, resulting in a decline in applicants to television production companies. Content creators, who require nurturing and development, are critical management and creative assets in television production. According to Lampel et al. (2000), the long-term survival of firms in cultural industries depends significantly on their ability to replenish creative resources (p. 265). Moreover, employee turnover not only increases the likelihood of losing talented individuals but also

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negatively impacts overall morale (Alkahtani, 2015; Al-Suraihi et al., 2021). Therefore, nurturing and retaining young directors and assistant directors is crucial, and this necessitates the adoption of various effective strategies. It goes without saying that research on retention methods for various professions is being conducted globally, not just limited to Japan's television production personnel (Kessler, 2020; Pham et al., 2022). Employee turnover remains one of the most significant challenges organizations face, with long-term consequences for growth and success (Hassan, 2014).

In Japan, studies have focused on producers in television and film companies (Yamamoto, 2014, 2022; Yamashita, 2000). However, their job responsibilities and work domains differ significantly from those of young directors and assistant directors, who are the focus of this study. Moreover, the number of young individuals aspiring to enter the industry continues to decline.

Despite the high turnover rate among hopeful new employees, few studies, especially quantitative ones, have examined job satisfaction. One reason for this is that television has been so influential and attractive for so long that when employees leave, it is easy to quickly bring in new people to fill the positions. However, the circumstances have altered drastically. It has become imperative to contemplate strategies for nurturing the professional growth of the existing workforce to retain them.

Against this background, management has been implementing various strategies and measures to address changes in both external and internal environments. These measures impact employees directly, such as through training programs and working conditions, as well as indirectly, for instance, via communication with supervisors. However, indiscriminate implementation of such measures risks inefficiency and unintended consequences. This study aims to explore effective human resource management by quantitatively analyzing employee satisfaction levels. Specifically, the research focuses on four key factors—education, motivation, job satisfaction, and perceived fairness—within the field of program production, to identify strategies that enhance organizational outcomes.

2. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This section reviews previous research on “employee training,” “motivation theory,” and “fairness theory,” among other measures that indirectly affect employees. Compared to employees in general companies, employees in TV program production companies are required to be more creative and maintain close relationships while producing programs. I will review what kind of training style is best to increase their job satisfaction, secure and nurture them, and how human relations should be considered. Furthermore, the basic production format uses a classic functional organization (Nabeya, 2022), and I will review whether characteristics such as “information complexity” Takahashi et al. (1998), which is considered to be a characteristic of the organizational format, have any impact on the sense of fairness.

2.1. Employee education

In the film industry, a craftsman's temperament is essential (Okumura and Fujimoto, 2010, pp. 25-27), and the assistant director's period plays an important role in acquiring knowledge specific to the industry (p. 50). Kawamura (1995) characterizes this form of workplace education as a form of informal oral communication within a small team (pp. 5-6). This method does not match that of a typical company, but rather is a type of apprenticeship system that exists in TV production, such as for artisans and specialists. Although it is not a typical apprenticeship system, a kind of “master and apprentice” relationship is established, and skills that are difficult to verbalize (tacit knowledge) are passed down through oral communication and gestures.

Mokyr et al. (2019) note that the master-apprentice system, which facilitates the transfer of practical skills across generations, has only recently begun to receive significant scholarly attention (p.1). Steiner (2003) divides Masters have harmed their disciples mentally and sometimes physically, breaking their spirits and exploiting their dependence (p.2). Meanwhile, Gamble (2010) argues that, in a constantly changing modern workplace environment, traditional master-disciple relationships are no longer applicable in the artisanal or professional world (pp.185-200). Lampel et al. (2000) point out the need to deal with

the combination of ambiguity and dynamism and the importance of tacit knowledge in the culture industry (pp. 263-265), and in this discussion, the existence of tacit knowledge is related to educational methods, as Kawamura points out.

2.2. Motivation theory

Creativity is essential for young directors and assistant directors who produce programs. Amabile emphasizes the importance of intrinsic motivation for fostering creativity, suggesting that intrinsic motivation promotes creativity, whereas extrinsic motivation can hinder it (1979, p. 221; 1983, p. 1). She also highlights the need for managers to be trained in motivating employees and maintaining creativity by leveraging intrinsic motivation (1997, pp. 55-56). Furthermore, Shalley et al. (2000), arguing from a different perspective, propose that when work environment characteristics complement job creativity, employees' job satisfaction increases and the likelihood of organizational disengagement decreases (p. 216).

On the other hand, studies by Eisenberger and Rhoades (2001), and Lin (2020) suggest that extrinsic motivation can play a role in enhancing creativity. Additionally, Gerhart and Fang (2015) point out that Amabile's earlier views on the negative impact of extrinsic motivation on creativity have been reconsidered, not only by Amabile herself but also by other scholars in the field (p. 497).

2.3. Job Satisfaction

Regarding job satisfaction, Locke (1969) posits that it is "a pleasant emotional state that results from the evaluation that one's work achieves or promotes one's work values" (p. 316). In other words, Locke posits that when an individual perceives alignment between their job and their values and goals, it leads to an increase in job satisfaction. Locke then posits that job satisfaction is contingent upon individual values and goals, and is not solely determined by factors such as salary and job position. Furthermore, he asserts that job satisfaction can vary considerably depending on the specific values and aspirations of each individual. Skaalvik, E. M. and Skaalvik, S. (2011) rely on Locke's argument and define it as an emotional response to work or a role (p.1030)

Ono (1993) points out that when considering job satisfaction, it is essential to also take negative aspects into account. Moreover, Paul & Phua (2011) observe that job satisfaction is an elusive and complex concept. The concept of job satisfaction is not universally defined. However, there are common themes in the definitions presented in the literature. For example, Locke (1969) and Spector (1985), among others, argue that there are common themes in most of the definitions of job satisfaction in the literature

2.4. Equity theory

Equity theory, a theory of motivation proposed by Adams (1965), is indispensable in discussing the relationship between job satisfaction and turnover. It points out the possibility that people feel satisfied when fairness is maintained by comparing their input and rewards with those of others, and may feel dissatisfied when they perceive unfairness. If this sense of unfairness does not improve even after attempts to resolve it, it eventually leads to turnover.

Kollmann et al. (2020) hypothesize that job satisfaction is influenced by different motivations and goals depending on age and find that younger employees are mainly satisfied with monetary rewards, while older employees are mainly satisfied with their contributions to their tasks (p. 101).

Rai (2013) conducts a survey analysis from the standpoint that organizational fairness is related to satisfaction from four perspectives: distributive justice (Adams' equity theory), procedural justice, interpersonal justice, and informational justice. For instance, while procedural justice is related to organizational commitment, informational justice is related to job satisfaction (p. 260).

Job satisfaction involves numerous factors, such as individual characteristics, workplace environment, industry characteristics, international situations, economic trends, and historical background. By considering the complexity of these factors, deeper understanding and insight can be gained. The relationship between job satisfaction and turnover among young directors and assistant directors working in television production companies in Japan has not yet been fully researched. The accumulation of research results under various conditions can lead to more accurate knowledge.

Clarify how employees perceive the uniqueness of training methods, such as the transfer of tacit knowledge, in employee education. Regarding motivation theory, I explore the workplace environment and human relationships. In terms of equity theory, I verify whether the conditions related to job satisfaction are well managed or generate dissatisfaction.

2.5. Limitations of Previous Research

This study aims to contribute to human resource management in highly specialized organizations by reviewing previous research on employee education, motivation theory, job satisfaction, and equity theory, with a particular focus on the lack of knowledge regarding young directors (D) and assistant directors (AD) in Japanese television production companies. While these theories enhance our understanding of employee education, motivation, job satisfaction, and equity in general work environments, they offer limited insights into specific industries and occupations. Therefore, this study will conduct a detailed analysis of young Ds and ADs in television program production companies, examining how these theories can be applied in this specific context.

3. DATA AND METHODOLOGY

3.1. Research Question

The purpose of this study is to quantitatively analyze the job satisfaction of young employees working at Japanese television program production companies and to identify key measures for human resource management in such organizations. While previous studies have not provided conclusive findings specific to this theme, this study focuses on the factors influencing job satisfaction in the highly specialized television production industry. The research question is: "What factors positively or negatively impact job satisfaction among young employees in television program production companies?"

3.2. Hypothesis

Considering the limitations of previous research, I establish three hypotheses and conduct a quantitative analysis of crucial factors such as education, relationships with senior colleagues, and the work environment.

Hypothesis 1: The classical pedagogy of mentor-apprentice relationships will provide positive job satisfaction to younger employees.

This hypothesis investigates whether young employees perceive traditional mentor-apprentice pedagogy as essential for their personal growth and therefore accept it, or whether, as Gamble (2010) suggests, it is outdated and requires the development of new approaches. Additionally, Steiner (2003) notes that in some cases, the mentor can become a source of mental or physical harm to the apprentice (p. 2). This study also examines whether such destructive dynamics are present in the workplace.

Hypothesis 2: Younger employees believe that relationships with their seniors are important for their development and that their presence positively influences job satisfaction.

The work environment is important when considering the motivation and job satisfaction of young employees, and the influence of senior employees is significant in creating that environment. This paper examines how young employees think about their relationship with their seniors. In addition to checking whether the environment is good, I will also examine whether there are any requirements for senior employees themselves, as Amabile (1997, pp.55-56) proposed.

Hypothesis 3: An unfair work environment will have a positive or negative impact on job satisfaction among younger employees.

In the film industry, a craftsman's temperament is considered essential (Okumura and Fujimoto, 2010, pp. 25-27), and the assistant director period is regarded as playing a crucial role in acquiring industry-specific knowledge (p. 50). Kawamura (1995) describes this form of workplace education as informal oral communication within a small team (pp. 5-6). The work environment has long been recognized as harsh, with observations such as those who persistently stay and work until they are satisfied with their performance are more likely to succeed (Okumura, 2013, pp. 125-126) and that in the television industry, busier individuals tend to deliver better results (Kawamura, 1995, pp. 75-83) This study examines how young employees perceive the unfairness that arises in their work environment, even for their own growth, and how this affects their job satisfaction.

3.3. Survey methodology

As a preliminary step to this study, a questionnaire survey of young directors and assistant directors was conducted, with the cooperation of 10 companies whose executives were interviewed by Nabeya (2022). The 10 companies I asked are all financially stable companies that produce programs for the major TV stations in Tokyo. Digitized survey forms were sent to the executives by email (collected from 117 people, with 101 valid responses), and the responses were anonymous. After the representatives of each company compiled their responses, I asked them to return them all at once by email or fax. I distributed questionnaires, which clearly stated that the survey would only be used for research purposes and not for anything else, to both the executives and respondents. I then confirmed verbal consent from the executives on behalf of the respondents.

I also included a note stating that I would accept questions and attached an email address; however, no questions were sent. These procedures ensured that there was no contact between me and the respondents. Respondents with missing values, those who had been with the company for less than 1 year, and veterans who sometimes played the role of producer were excluded. The survey was conducted in two parts: from 10 January to 28 February 2021, and from 1 April to 20 May 2021.

This was because the COVID-19 pandemic required work to be done remotely, and it took time to distribute, explain, and collect the survey forms. Furthermore, the industry was “in the dark” from the pandemic, and it was determined that splitting the period into two would have no impact.

The participants’ ages ranged from 22 to 41 years, with an average age of 29.1 years. The sex breakdown was 70 male respondents (69.3%) with an average age of 29.6 years old, and 31 female respondents (30.7%) with an average age of 28.2 years. The overall age composition was as follows: 64 people aged in their 20s (63.4%), 33 in their 30s (32.7%), and 4 in their 40s (3.9%). Among the 4 individuals in their 40s, some wished to remain assistant directors for life, while others were job changers.

3.4. Survey content and methodology

This study employed a structured questionnaire consisting of multiple-choice questions and included 60 items categorized into five sections:

- **Q1:** 4 questions about basic attributes such as gender and age (Appendix Table1).
- **Q2:** 15 questions measuring job satisfaction across various aspects of the industry and company(Appendix Table2)
- **Q3:** 25 questions assessing the importance of various factors for professional growth. (Appendix Table 2)
- **Q4:** 1 question regarding the distribution of working hours.
- **Q5:** 15 questions examining changes in respondents' perceptions from environmental factors.

The questionnaire was designed using a four-point Likert scale for Q2 and Q3, which were central to this study's analysis, as they directly address the research objectives. Q2 was developed to measure job satisfaction, focusing on factors identified in previous studies as relevant to young directors and assistant directors in television production companies. Q3 aimed to evaluate the perceived importance of various growth-related factors, providing insights into their growth motivation and professional development needs.

While Q1, Q4, and Q5 were collected for broader doctoral research, this paper focuses exclusively on Q2 and Q3 to identify actionable and cost-effective strategies relevant to the management environment of television production companies. The questionnaire was developed with input from a veteran director to ensure its relevance to the industry context, and a preliminary test was conducted to evaluate the clarity and appropriateness of the items.

As Lampel et al. (2000) point out, the participants of this survey work in industries where creativity is a core requirement. Accordingly, this study builds on Amabile's (1979) argument regarding intrinsic motivation. To reflect the specific characteristics of the television production industry, cost-related factors commonly examined in job satisfaction surveys, such as “salary” and “promotion,” were reclassified under broader categories like “work environment,” while “promotion” was omitted entirely.

The question items were adapted from validated scales developed by Fujimoto (2005) and Ikina (2012) and were tailored to reflect the unique working conditions of TV program production. Details of the questions are provided in Appendix B. The response method for Q2 was “dissatisfied”, “somewhat dissatisfied”, “somewhat satisfied”, and “satisfied”, and for Q3 it was “not important”, “somewhat unimportant”, “somewhat important”, and “important”. The aggregation method was used to create a dataset using a spreadsheet software (Microsoft Excel) based on the collected questionnaire forms and saved in an Excel workbook.

I know I'm repeating myself, but there are multiple reasons for choosing the four-point Likert scale, but two main ones are: First, Chen et.al (1995) study of rating scale response styles among East Asian and North American students concluded that “Japanese and Chinese are more likely than Americans and Canadians to select the middle value” (p. 174). The second point was made by a veteran director I had consulted with beforehand. Due to changes in the law (work style reforms), production sites were being asked to reduce working hours on a daily basis. Therefore, it was pointed out that if they were asked to do work outside of their main job, there was a high possibility that they would choose “neither” without thinking.

This study involves a two-stage analysis. In the first stage, a simple tabulation was performed on the job satisfaction scale responses (15 items) to Q2, rated from 1 to 4 (Table1), revealing daily work satisfaction factors and degrees. Similarly, tabulation was performed on the responses to the importance scale (25 items) related to professional development in Q3 (Table2) to understand the degree of each factor that employees deemed necessary for professional development.

In the second stage, I used an ordinal logit model with Q2 as the dependent variable and Q3 as the explanatory variable using a sequential selection method. This model is based on the same principles as binary or multinomial logit models but is characterized by associating each level's cumulative probability with explanatory variables. The sequential selection method, together with the stepwise method and others, is used for variable selection of explanatory variables. When there is an order in the alternatives, the alternatives are selected one by one considering the order, and it is generally used to select the most

favorable alternative. The strengths of this research's analytical tool are twofold: (1) the basic data consists of ordered categorical variables, and (2) the research aims to determine the degree of influence that the importance of explanatory variables exerts on the dependent variable (satisfaction). For these reasons, the ordered logit model is considered an appropriate analytical method, as it accommodates data that originally categorized qualitative emotions into four levels for convenience.

The analysis attempted to assess the impact of Q3 factors on Q2 satisfaction (not to identify definitive factors or causal factors that reduce turnover). It is important to understand how the various environments and incentives provided by executives affect employee satisfaction. If executives' efforts and measures are not directly linked to employee satisfaction, not only young but also talented employees may choose to change jobs or start their own businesses, thereby rendering the investment in human resources useless.

4. RESULTS

4.1. Descriptive Statistics

Table 1 shows that, first, there was dissatisfaction with the “facilities owned by the current company” (Q2: No.7), and 11.88% gave one point, the lowest.

Table 1. List of simple tabulation results for satisfaction (Q2)

No	Q2 Question Content	Points (N-number and %)			
		1	2	3	4
1	Must be in the video production industry	1(0.99)	3(2.97)	49(48.51)	48(47.53)
2	Genres of programs you are currently in charge of	3(2.97)	12(11.88)	43(42.57)	43(42.57)
3	Viewership ratings of the programs you are currently in charge of	6(5.94)	41(40.59)	33(32.67)	21(20.80)
4	Taste of the program you are currently in charge of	5(4.95)	22(21.78)	50(49.50)	24(23.77)
5	Atmosphere of the program of which you are currently in charge	6(5.94)	15(14.85)	47(46.53)	33(32.68)
6	Ability to belong to the current company	3(2.97)	17(16.83)	54(53.46)	27(26.74)
7	Facilities owned by the current company (e.g., PC, software, editing equipment, telecommunications)	12(11.88)	30(29.70)	40(39.60)	19(18.82)
8	The ability to use your own opinions and ideas	4(3.96)	26(25.70)	53(52.50)	18(17.90)
9	Being given work of a level of difficulty commensurate with your abilities	2(1.98)	18(17.82)	58(57.42)	23(22.78)
10	The speed of your professional growth	7(6.93)	32(31.68)	54(53.46)	8(7.93)
11	Having your name in the script	5(4.95)	11(10.89)	30(29.70)	55(54.46)
12	Having your name in the end roll	7(6.93)	11(10.89)	42(41.58)	41(40.60)
13	Gaining knowledge in an unfamiliar field	1(0.99)	3(2.97)	45(44.55)	52(51.49)
14	Being able to go to unknown places for interviews	1(0.99)	4(3.96)	34(33.66)	62(61.39)
15	Meeting your favourite celebrity	5(4.95)	19(18.82)	43(42.57)	34(33.66)

Source: Prepared by the author based on questionnaire survey

This could be a severe reaction to the software required for more advanced video production at the production site. Alternatively, criticism of the lack of intranets and communication tools can be assumed. However, for the items related to personal growth and self realization like “Gaining knowledge in an unfamiliar field” (Q2:No.13) and “Being able to go to unknown places for interviews” (Q2:No.14), responses of 3 points or more were very high at 96.04%. And 95.05%, respectively. This suggests that these factors may increase job satisfaction and promote retention in the organization. However, for “The speed of your professional growth” (Q2: No.10), only 7.93% gave 4 points, much lower than for other elements. Based on these results, some issues may need to be addressed. Across the organization, such as support systems and educational programmes to enhance individual expertise.

4.2. Simple tabulation on importance (Q3)

Table2 summarizes the simple tabulation results of the responses to the 25 questions in Q3.

Table2. List of simple tabulation results for importance (Q3)

No	Q3 Question Content	Points (N-number and %)			
		1	2	3	4
1	Environment for growth (e.g., educational programs, teaching methods, seminars)	3(2.97)	15(14.85)	32 (1.68)	51 (50.5)
2	Job description (e.g., interesting, unknown, favorite genre assignments)	1(0.99)	4(3.96)	33 (32.67)	63 (62.38)
3	Instruction by word of mouth, not by manuals or written documents	4 (3.96)	16(15.84)	45 (44.55)	36 (35.65)
4	A system in which you can learn from many seniors	1(0.99)	13(12.87)	47 (46.53)	40 (39.61)
5	How to limit the initial instructor to one person	45(44.55)	20(19.8)	26 (25.74)	10(9.91)
6	A system in which one's working hours and workload are accurately tracked	9(8.91)	14(13.86)	39 (38.61)	39 (38.62)
7	Allocation of work with a sense of fairness	7(6.93)	18(27.82)	39(38.61)	37(36.64)
8	Elimination of wasteful instructions and orders (different explanations of the same job from different people)	8(7.92)	20(19.8)	32(31.68)	41(40.6)
9	Elimination of wasteful instructions and orders (same work done by different colleagues)	9(8.91)	23(22.77)	33(32.67)	36(35.65)
10	Clarification of responsibilities	2(1.98)	6(5.94)	40(39.6)	53(52.48)
11	Presence of trusted colleagues	4 (3.96)	8(7.92)	30(29.7)	59(58.42)
12	Existence of a trusted senior colleague	3(2.97)	7(6.93)	22(21.78)	69(68.32)
13	Strong mentor-student relationship with senior Ds	7(6.93)	24(23.76)	44(43.56)	26(25.74)
14	Development of internal and external contacts useful for work	3 (2.97)	5(4.95)	40(39.61)	53(52.48)
15	Existence of charismatic and admired Ps and Ds	10(9.91)	25(24.75)	32(31.68)	34(33.67)
16	Atmosphere of the workplace	2(1.98)	1(0.99)	32(31.68)	66(65.35)
17	Income (e.g., salary, bonus, overtime pay)	2(1.98)	8(7.92)	30(29.7)	61(60.4)
18	Appropriate working hours (e.g., overtime, holidays)	2(1.98)	15(14.85)	32(31.68)	52(51.49)
19	Appropriate workload	3(2.97)	15(14.85)	39(38.61)	44(43.56)
20	Good benefits package (e.g., salary, bonus, overtime)	3(2.97)	15(14.85)	39(38.61)	44 (43.56)

No	Q3 Question Content	Points (N-number and %)			
		1	2	3	4
21	Recognition by family and friends (e.g., cool, respectable job)	14(13.86)	30(29.7)	36(35.65)	21(20.8)
22	Recognition system that encourages work	17(16.83)	33(32.67)	28(27.72)	23(22.77)
23	Quality of lunches served at recordings	20(19.8)	29(28.71)	26(25.74)	26 (25.75)
24	Strength of the company brand	7(6.93)	32(31.68)	43(42.57)	19(18.82)
25	Company performance without uncertainty about the future	7(6.93)	13(12.87)	52(51.49)	29(28.71)

Source: Prepared by the author based on questionnaire survey

It is noteworthy that for “How to limit the initial instructor to one person” (Q3:No.5), there is a result of 44.55% for the lowest rating of 1 point. Additionally, for “Existence of charismatic and admired producers and directors” (Q3:No.15), 1 point is at 9.91%. This result is contrary to the general expectation in the creative industries and professions to learn tacit knowledge from successful seniors. These results suggest that the functional organisation that television programme production companies still use avoids one-on-one systems in education and matches the needs of the production site. Also, if charismatic producers and directors may opt for classical teaching methods, younger directors and assistant directors may avoid them. From these results, it became clear that workplace atmosphere and job content, and the presence of seniors who are heavily involved with these aspects, have a significant impact on individual growth. Appropriate responses can lead to an ideal educational environment.

Next, I discuss “Clarification of responsibilities” (Q3: No.10), which received a high rating of 3 points or more from 92.08% of respondents. Most television programme production companies use functional organisations. However, a challenge in such functional organisations is that workers become confused when instructions and orders from multiple managers contradict each other due to the complex command system (Takahashi et al., 1998). Improvement is mandated if such situations result from ambiguity in responsibility. I cannot rule out the possibility that the response “important” for all the items asked in this question indicates that the participants want us to consider all these factors. Therefore, careful interpretation is necessary.

Finally, “Income” (Q3: No.17) showed a high figure, with a rating of 3 points or more from 90.1% of the respondents. Miwa (2015) highlights the importance of considering creators’ pride when discussing the motivation of intellectual workers, including producers, and suggests that monetary rewards tailored to this pride may be necessary. From this perspective, if television programme production companies can address this factor, “Income” could be considered an important measure.

4.3. Estimations

In the second stage of this paper, I used the Gnu Regression, Econometrics, and Time-series Library (GRET) software to analyze an ordinal logit model with Q2 as the dependent variable and Q3 as the independent variable, using the sequential selection method. Specifically, GRET's automatic selection function was employed to identify the optimal model.

Qualitative ordinal data were sought in this study. Since there were multiple explained variables (15 different question items), it was deemed appropriate to use an ordinal logit model. In implementing the ordinal logit model, a nonparametric method, Kendall's tau, was used to test the model, and the results confirmed significant correlations among the variables (software used was R ver 4.2.1) (Appendix Table 3).

Kendall's rank correlation coefficient is a particularly effective method for ordinal scale data and ordered discrete variables, evaluating correlations based on the ranking of the data. This is in contrast to Pearson's correlation coefficient, which is suitable for continuous variables. Kendall's rank correlation coefficient also has the advantage of being less sensitive to outliers. I believe this is particularly important when dealing with ordinal scale data, such as in the ordinal logit model.

Based on these results, Appendix Table3 summarizes the results, with yellow coloring for results with P-values less than 5% and pink coloring for results with P-values less than 1%. In selecting items for analysis, Kendall's tau was limited to 0 to less than 0.4 as the primary selection criterion. This is because a range of 0 to 0.4 is generally considered to indicate a "weak positive correlation". By using this range as the selection criterion, factors with too high a correlation can be eliminated and the independent impact of each factor on the objective variable can be estimated more accurately.

The following is a detailed procedure that was followed in preparing Table3. First, one of the two highly correlated items was selected as the secondary selection item, with priority given to items that had a low correlation with the other items, and the items to be input were carefully selected. Specifically, when the correlation between two factors was high and exceeded 0.4, for example, item A had a high correlation with five other items, while item B had a correlation of 0.5 with only A, B was passed to the second tier. This means that by removing A, items D and F, which were removed in the first order due to their high correlation with A, are also passed in the second order. This procedure was used to find the items with secondary passages while making selections among items with high correlations.

Table3. Factors that became significant (sequential selection method, explanatory variable perspective, and items with positive partial regression coefficients)

No	Dependent variable (Q2)	No	Explanatory variable (Q3)	Partial regression coefficient	Standard error	Z	p-value
3	Viewership ratings of the programmes you are currently in charge of	1	Environment for growth (e.g. educational programmes, teaching methods, seminars)	0.937923	0.353833	2.651	0.008 **
3	Viewership ratings of the programmes you are currently in charge of	4	A system in which you can learn from many seniors	0.816528	0.362704	2.251	0.0244 *
4	Style of the programme you are currently in charge of			0.749295	0.380028	1.972	0.0486 *
15	Meeting your favorite celebrity	5	How to limit the initial instructor to one person	-0.485373	0.247577	-1.960	0.0499 *

No	Dependent variable (Q2)	No	Explanatory variable (Q3)	Partial regression coefficient	Standard error	Z	p-value
11	Having your name in the script	7	Fair allocation of work	0.910631	0.330083	2.759	0.0058 **
12	Having your name in the end roll			1.22252	0.335376	3.645	0.0003 **
4	Style of the programme you are currently in charge of	8	Elimination of wasteful instructions and orders (different explanations of the same job from different people)	-0.592843	0.274979	-2.156	0.0311*
8	The ability to use your own opinions and ideas			-0.638948	0.274466	-2.328	0.0199 *
12	Having your name in the end roll			-0.713836	0.286731	-2.490	0.0128 *
15	Meeting your favorite celebrity			-0.671854	0.278348	-2.414	0.0158 *
15	Meeting your favorite celebrity	10	Clarification of responsibilities	0.757023	0.36338	2.083	0.0372 *
4	Style of the programme you are currently in charge of	11	Presence of trusted colleagues	0.770612	0.368463	2.091	0.0365 *
14	Being able to go to unknown places for interviews			0.996877	0.442984	2.25	0.0244 *
1	Must be in the video production industry	13	Strong mentor-student relationship with senior Directors	0.907444	0.346464	2.619	0.0088 **
5	Atmosphere of the programme you are currently in charge of			0.608887	0.306655	1.986	0.0471 *
6	Ability to belong to the current company			0.591476	0.290524	2.036	0.0418 *
7	Facilities owned by the current company (e.g. PC, software, editing equipment, telecommunications)			0.869695	0.295637	2.942	0.0033 **
13	Gaining knowledge in an unfamiliar field			-0.873715	0.409039	-2.136	0.0327 *
15	Meeting your favorite celebrity			1.1536	0.319957	3.605	0.0003 **

No	Dependent variable (Q2)	No	Explanatory variable (Q3)	Partial regression coefficient	Standard error	Z	p-value
13	Gaining knowledge in an unfamiliar field	15	Existence of charismatic and admired Producers and Directors	0.774757	0.326096	2.376	0.0175 *
1	Must be in the video production industry	22	Recognition system that encourages work	0.788825	0.28812	2.738	0.0062 **
10	Speed of your professional growth			0.764403	0.269124	2.84	0.0045 **

Note: * $p < .05$ ** $p < .01$.

Source: Prepared by the author based on the questionnaire survey

Q2: Job Satisfaction Scale (15 items) Q3: Importance scale for professional development (15 items)

By this procedure, in the first-round selection of Q3, No.2 “Job description (e.g., interesting, unknown, favorite genre assignments),” No.5 “How to limit the initial instructor to one person” No.10 “Clarification of responsibilities” No.13 “Strong mentor-student relationship with senior Ds,” No.15 “Existence of charismatic and admired Ps and Ds” satisfied the conditions. Fulfilled the conditions. Next, from among the items with tau exceeding 0.4, the correlation with other items was examined, and No.1, No.3, No.4, No.7, No.8, No.11, No.12, No.18, No.22 and No.23 were selected, while No.6, No.9, No.14, No.16, No.17, No.19, No.20, No.21, No.24 and No.25 were not selected.

The partial regression coefficient detected by the ordinal logit model indicates a positive effect on the explained variable if this value is positive, and a negative value indicates a negative effect. Furthermore, a large partial regression coefficient indicates that an increase or decrease in the explanatory variable has a large effect on the explained variable, while a small value indicates a small effect. However, in an ordinal logit analysis, it is necessary to look at marginal effects rather than simply looking at the estimated partial regression coefficients because the marginal effects on the responses to individual questions are not considered to be constant. However, since all marginal effects can be judged to be negligible and have no impact as a result of the verification, I decided to omit them from this paper. In addition, in Japan, the “Workplace Reform” law has been revised, and organizations are implementing various innovations and reforms, such as shortening working hours.

Workplace reform is a policy promoted by the Japanese government that aims to improve the quality of the working environment and increase productivity. Key measures include the reduction of working hours and the promotion of flexible work styles. This is supposed to create a society in which all people can play an active role. Since it was anticipated that even the experience of a person who retired only one or two years ago might not be applicable due to the drastically changing working environment, it was strictly stipulated that the person must be an active employee. In other words, I excluded individuals who could have been part of the sample through Internet surveys, such as those who were briefly part of the video industry in the past. In addition, because of the COVID-19 crisis, the sample size was limited to 101, but I consider this number to be valuable data obtained under special circumstances.

4.4. Verification of educational aspects

First, I will examine the educational aspect. As expected, "Environment for growth (e.g., educational programs, teaching methods, seminars)" (Q3; No.1) has a positive impact on "Viewership ratings of the programs you are currently in charge of" (Q2: No.3). It can be said that the provision of instructional methods and appropriate educational programs will promote growth, which in turn will have a positive impact on viewer ratings and increase satisfaction with the program. In addition, "A system in which you can learn from many seniors" (Q3; No.4) has a positive impact on "Viewership ratings of the programs you are currently in charge of" (Q2: No.3) and "Style of the program you are currently in charge of" (Q2: No.4). This system of being taught by many senior staff members is considered an advantage that comes from the utilization of a functional organization, which is a characteristic of TV program production companies. It is a pyramid-shaped organizational form, with the producer at the top, several directors at the second level, and many more assistant directors at the lowest level.

Functional organizations are known for advantages such as increased specialization and labor productivity achieved through the division of work and efficient training. However, Fujiyoshi (1983, p. 8) notes that while these organizations may reduce the burden on managers and supervisors, they also have drawbacks, including a convoluted chain of command and potential disruption to organizational order. Therefore, here, the benefits of the organizational form, such as improving expertise, were detected.

On the other hand, it was confirmed that the "How to limit the initial instructor to one person" (Q3: No.5), which was also rated extremely low in the first step, had a negative impact only on "Meeting your favorite celebrity" (Q2: No.15). Since each director retains his/her own specialty and relationship with the talent, does this mean that a single instructor would not be able to broaden the cast of performers?

In the first step, nearly half of the respondents answered negatively to the question "Meeting your favorite celebrity" (Q3: No.5), an item that is the opposite of the aforementioned "A system in which you can learn from many seniors" (Q3: No.4). Therefore, I had assumed that it would have a negative impact on more items, but its influence was unexpectedly small.

4.5. Verification of motivation

This section examines senior staff and supervisors who have a significant influence on motivation and the work environment. "Strong mentor-student relationship with senior Ds" (Q3: No.13) was found to be the most influential among the surveyed and analyzed items, influencing five satisfaction items: No.1, No.5, No.6, No.7, No.13, and No.15 in Q2. Basically, the results show a positive influence, but only No.13, "to acquire knowledge in an unfamiliar field," has a negative influence. This can be considered a result of the fact that when there is a strong master-disciple relationship, knowledge and experience are imparted only in the genre in which the senior student or the instructor has expertise, and thus the student cannot learn anything outside of that genre.

On the other hand, it was verified that "Existence of charismatic and admired Ps and Ds" (Q3: No.15), which was not highly valued in the first step, had a positive impact on "Gaining knowledge in an unfamiliar field" (Q2; No.13).

4.6. Verification of sense of fairness

Finally, I examine the fairness of the work environment. The results showed that "Allocation of work with a sense of fairness" (Q3: No.7) had a positive effect on "Having your name in the script" (Q2: No.11) and "Having your name in the end roll" (Q2: No.12). The partial regression coefficient (1.2252) was particularly high for "Having your name in the end roll" (Q2: No.12), and the P-value was significant at 0.003. The results indicate that the satisfaction of having one's name officially displayed increases if one feels a sense of fairness in terms of work content, workload, etc. It is thought that job satisfaction will decrease significantly if the same title is displayed but there is a sense of unfairness in the work and work environment.

In addition, "Clarification of responsibilities" (Q3: No.10) positively influences "Meeting your favorite celebrity" (Q2: No.15). It is difficult to find a clear reason for this result. If I were to venture a guess, the respondents may have experienced the talent booking process where the question of which talents to offer to appear was left unanswered, and negotiations ended in failure. If so, it can be interpreted that if the person in charge of the work is clear, it is possible to negotiate with the talent as desired and increase satisfaction.

The most important item requiring attention in this sense of fairness is “elimination of wasteful instructions and orders (different explanations of the same task from different people)” (Q3: No.8), which negatively affects four items of satisfaction with Q2 “Style of the program you are currently in charge of” (No.4), “Being given work of a level of difficulty commensurate with your abilities” (No.8), “having your name in the end roll” (No.12), and “Meeting your favorite celebrity” (No.15), all of which have a negative impact on the satisfaction level. This waste can be attributed to one of the negative aspects of the functional organization as pointed out by Fujiyoshi (1983): “Although the supervisory burden is reduced, there is a drawback that the chain of command becomes convoluted and organizational order is disrupted” (p. 8). Of course, there may be a problem with the information management skills of the multiple directors, but I believe that this is because there are problems inherent in the production system itself at the root.

4.7. Verification of hypothesis

As a result of the verification, Hypothesis 1, “The classic educational method in the master-disciple relationship brings positive job satisfaction to young employees,” was rejected. The first reason is that in the first step, the results were extremely low in favor of “How to limit the initial instructor to one person” (Q3:No.5) and “Existence of charismatic and admired Ps and Ds” (Q3:No.15). And the second step showed that “A system in which you can learn from many seniors” (Q3: No.4) has a positive impact on “Viewership ratings of the programs you are currently in charge of” (Q2:No.3) and “Style of the program you are currently in charge of” (Q2:No.4). The reason is that the results reveal a rejection of the classic one-on-one master-disciple relationship.

Hypothesis 2, “Young employees believe that the relationship with senior employees is important for their growth and that their existence has a positive impact on job satisfaction,” is adopted. The reason is that although the results of the first step showed that the evaluation of the master-disciple relationship was severe, the contrary was true, with a high total of 90.1% of respondents (3 points or more) stating that “Existence of a trusted senior colleague” (Q3: No.12) was important for their growth. And in the second step, “Strong mentor–student relationship with senior

Ds” (Q3: No.13) was found to be the most influential of the surveyed and analyzed items, influencing the five satisfaction items in Q2 (No.1, No.5, No.6, No.7, No.13, No.15). Although this validation result may seem to contradict hypothesis 1 at first glance, it is clear that “a strong bond with senior directors is necessary for one's own growth, but that does not mean that a strong bond with senior directors is necessary for one's growth. However, if I interpret the results as a transparent expression of the director's true intention, “I need a strong bond with senior directors for my own growth, but that does not mean I want to accept classical pedagogy,” I can recognize the consistency of the results.

Hypothesis 3, “Inequitable work environments have a positive or negative impact on young employees' job satisfaction,” was adopted. The idea that the artisanal world accepts unfairness and is not much affected, i.e., that fairness has no impact, was rejected. While both positive and negative influences were present, the negative influences were significant. In Step 1, 92.08% (more than 3 points) of respondents indicated “Clarification of responsibilities” (Q3: No.10) was highly important for growth. This is largely due to “shortcomings of a convoluted chain of command and disorganized organizational order” arising from the structure. It is undeniable that respondents answered “important” as an expression of their desire to see this corrected.

4.8. Answer to the research question

The research question for this study is “What factors positively or negatively impact job satisfaction among young employees in television program production companies?” (Figure 1).

The findings related to the research question, derived from the testing of the hypotheses, indicate that a departure from traditional classical education and fostering good relationships with senior leaders have a positive impact on job satisfaction. Conversely, unfair work practices and disorganized management of information negatively affect job satisfaction. Additionally, there are other factors with minor effects and some that simultaneously exhibit both positive and negative impacts. This study highlights the key factors that management should prioritize and address urgently in their organizational strategies to enhance job satisfaction.

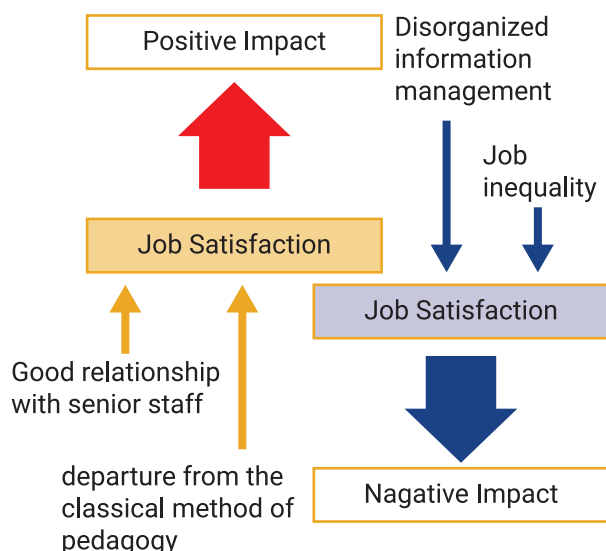


Figure 1 Results derived from the hypothesis

Source: Prepared by the author

4.9. Discussion

The purpose of this study is to investigate the job satisfaction of young employees working for a Japanese television production company and to contribute to human resource management in a highly specialized organization. To this end, a two-step analysis was conducted.

In the analysis of satisfaction (Q2) from the simple tabulation conducted as the first step, respondents were less satisfied with “The speed of your professional growth” (Q2: No.10) and “Facilities owned by the current company” (Q2: No.7). On the other hand, it became clear that satisfaction was high for items deeply related to the desire for personal growth and self-actualization, such as “Gaining knowledge in an unfamiliar field” (Q2: No.13) and “Being able to go to unknown places for interviews” (Q2: No.14). I consider creative work to have high potential to fulfill the need for self-actualization because it requires the maximum utilization of individual abilities and talents, and demands the generation of new ideas and solutions.

Compared to them, general work often requires performing more specific tasks and adhering to existing procedures, which may limit opportunities for self-actualization. Of course, there is no one-size-fits-all approach due to individual differences. It has become clear that resolving organizational issues, such as support systems and educational programs to enhance individual expertise, is important. According to Li & Pang (2023), there is a shortage of

skilled craftsmen in China, and the demand for labor is shifting from quantitative to qualitative. As a result, they state that the ultimate goal of training is to foster professional qualities and a spirit of craftsmanship. Considering this, it may be time for the specialized television production staff to change from the classical method of education to a new method of fostering a professional mindset.

A simple tabulation of importance (Q3) revealed that “How to limit the initial instructor to one person” (No. 5) and “Existence of charismatic and admired Ps and Ds” (No. 15) received low response results, contrary to general expectations. According to Steiner (2003) and Gamble (2010), the selection of initial leaders and charismatic figures is an important factor affecting personal development and fit with the work environment. Therefore, if I base our understanding on this stringent outcome, it is considered important to grasp the actual situation and respond appropriately to provide a more effective educational environment.

Furthermore, “Clarification of responsibilities” (Q3: No.10) is also considered important for growth. However, if this is determined to be due to the complexity of the chain of command, which is one of the characteristics of the functional organization utilized by TV production companies, it may indicate the need for countermeasures. Conflicting instructions and orders from multiple managers create potential problems because they confuse workers and require appropriate measures to clarify responsibilities. Summarizing the results of the above analysis, I can see the need for a “departure from the classical method of pedagogy”.

In the second stage of the analysis, I examined the importance (Q3) that has a positive and negative impact on satisfaction (Q2). Unexpectedly different from the responses to the first step, “Strong mentor-student relationship with senior Ds” (Q3: No.13) and “Existence of charismatic and admired Ps and Ds” (Q3: No.15) were found to have a positive impact on many satisfaction levels. Even if young employees are not directly aware of these things, according to the results of the analysis, a good relationship with senior employees is essential for job satisfaction.

Amabile (1997) and Shalley et al. (2000) emphasize that enhancing the managerial and leadership skills of senior employees is crucial for fostering a positive work environment and ensuring effective on-site training. When senior employees lack leadership or management competence, it can undermine the motivation of younger employees for growth, lower their self-esteem, and negatively impact job satisfaction. In the first phase of this survey, an overwhelming 90.1% of respondents rated the "Existence of a trusted senior colleague" (Q3: No.12) as essential for personal growth. Overlooking these findings and failing to prioritize the development of senior employees' competencies risks fostering organizational disengagement, as highlighted by Shalley et al. (2000).

In addition, managers' ability to manage information has an impact, and its absence leads to an increase in turnover, accompanied by costs, loss of time, and leakage of knowledge (O'Connell & Kung, 2007). This is a medium to the long-term issue that also affects the "strength of the company". Education is important not only for managers but also at the operational level (Hay, 2002).

The second is the correction of inequities caused by inadequate information management. While "Allocation of work with a sense of fairness" (Q3: No.7) positively affects two satisfaction items, "Elimination of wasteful instructions and orders (different explanations of the same job from different people)" (Q3: No.8) negatively affects several satisfaction items. Even if executives make efforts to increase job satisfaction, they will not achieve the expected effect if they do not address negative job satisfaction. This cannot be overlooked, since "negative job satisfaction must always be taken into account" (Ono, 1993, p. 6). The cause of this problem can be attributed to the "information intricacies" that are characteristic of the function-based organization utilized by TV program production companies. "Elimination of wasteful instructions and orders (different explanations of the same job from different people)" (Q3: No.8) causes strong stress to employees even in typical companies. Even more so, in the field of program production, where broadcast times are fixed and delivery times are always strictly managed, it would significantly diminish job satisfaction.

These findings underscore the importance of addressing key workplace factors such as educational approaches, senior-staff relationships, perceptions of fairness, and information management to enhance job satisfaction. These insights not only advance understanding in this area but also provide a practical foundation for improving young workers' retention in organizational settings.

5. CONCLUSIONS

This study successfully addresses the limitations of previous research by focusing specifically on young directors and assistant directors in Japanese television production companies. By applying theories of education, motivation, job satisfaction, and equity to this highly specialized industry, the research contributes not only to the theoretical understanding of these concepts but also to practical insights for improving human resource management in this field. This specialized focus helps bridge the gap between general theoretical frameworks and the unique challenges faced by professionals in creative industries, particularly in the context of Japan's evolving media landscape.

Based on the results, I offer the following two recommendations. The first is to implement training for senior employees that not only enhances production techniques but also improves their managerial skills in instructing young directors and assistant directors. This would allow them to reconsider methods such as the transmission of important tacit knowledge, as proposed by Lampel et al. (2000) while preventing a decline in employee job satisfaction. Above all, it will contribute to the development of friendly relationships with young employees. This will not only serve as a cornerstone of job satisfaction for young employees but will also potentially initiate the development of new educational methods suitable for today's youth.

The second point concerns the response to information management. The analysis revealed that complications in information negatively affect many satisfaction factors. Such complications disrupt the chain of command (Fujiyoshi, 1983, p. 8) and can lead to confusion among employees due to contradictory instructions from multiple managers (Takahashi et al., 1998, p. 75). Most importantly, television production

companies must address the inequities caused by unstable information management to sustain a functional organizational structure. Eliminating these inequities is essential for improving job satisfaction.

Improvements in information management are expected to have an immediate impact and require early action. Therefore, it is desirable to enhance the intranet and introduce communication tools. Employee training to improve security measures and IT skills is also important. Communication tools are essential because TV program production employees rarely work from the office and operate from various locations. Although communication tools are costly, they are a useful investment in terms of cost-effectiveness (Malik et al., 2023).

These findings not only address the research question but also contribute to solving broader issues related to securing a stable labor force among young workers worldwide, as explored in studies such as Nguyen (2020) and Ngotngamwong (2020). This study provides both practical and academic insights into addressing workforce retention challenges in the global labor market.

However, this survey is a static measurement capturing a specific moment, and the survey target is limited to Tokyo. In regions like Tokyo, where key stations are concentrated, Osaka, where semi-key stations are concentrated, and areas where only local stations exist, the management conditions of TV program production companies and the actual turnover situation may differ. Future research should address these limitations by conducting cross-sectional analyses, such as expanding the survey scope and comparing with overseas. In such a development, a larger sample size would be helpful for generalization. In addition, I would like to conduct new analysis methods and testing methods to seek highly reliable results.

DISCLOSURE STATEMENT

There are no competing interests to declare.

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APPENDIX

Appendix Table

Q1: 4 questions on basic attributes, such as gender and age

1		2	3		4
Age	SEX	First job	Director	Assistant Director	Main genres work on
years old	Male Female	Production Company (Your company) Production Company (Other company) Web production company Broadcasting station Temporary staffing agency Other	years	years	News Wide-ranging programs Variety shows Music Anime Documentaries Sports Dramas Others

Source: Prepared by the author

Appendix Table2:
Questionnaire (Q2, Q3)

Q2: Satisfaction		Q3: Importance of Own growth	
No	Question Content	No	Question Content
1	Must be in the video production industry	1	Environment for growth (e.g., educational programs, teaching methods, seminars)
2	Genres of programs you are currently in charge of Viewership ratings of the programs you are currently in charge of	2	Job description (e.g., interesting, unknown, favorite genre assignments)
3	Viewership ratings of the programs you are currently in charge of	3	Instruction by word of mouth, not by manuals or written documents
4	Style of the program you are currently in charge of	4	A system in which you can learn from many seniors
5	Atmosphere of the program of which you are currently in charge	5	How to limit the initial instructor to one person
6	Ability to belong to the current company	6	A system in which one's working hours and workload are accurately tracked
7	Facilities owned by the current company (e.g., PC, software, editing equipment, telecommunications)	7	Allocation of work with a sense of fairness
8	The ability to use your own opinions and ideas.	8	Elimination of wasteful instructions and orders (different explanations of the same job from different people)
9	Being given work of a level of difficulty commensurate with your abilities	9	Elimination of wasteful instructions and orders (same work done by different colleagues)
10	The speed of your professional growth	10	Clarification of responsibilities
11	Having your name in the script	11	Presence of trusted colleagues
12	Having your name in the end roll	12	Existence of a trusted senior colleague
13	Gaining knowledge in an unfamiliar field	13	Strong mentor-student relationship with senior Ds
14	Being able to go to unknown places for interviews	14	Development of internal and external contacts useful for work
15	Meeting your favorite celebrity	15	Existence of charismatic and admired Ps and Ds

Q2: Satisfaction		Q3: Importance of Own growth	
No	Question Content	No	Question Content
		16	Atmosphere of the workplace
		17	Income (e.g., salary, bonus, overtime pay)
		18	Appropriate working hours (e.g., overtime, holidays)
		19	Appropriate workload
		20	Good benefits package (e.g., salary, bonus, overtime)
		21	Recognition by family and friends (e.g., cool, respectable job)
		22	Recognition system that encourages work
		23	Quality of lunches served at recordings
		24	Strength of the company brand
		25	Company performance without uncertainty about the future

Source: Prepared by the author based on Fujimoto (2005) and Ikuina (2012). Appendix Table2:

Appendix Tables: List of Kendall's rank correlation coefficients for Q3 (explanatory variable)

No	Question Content	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
1	Environment for growth (e.g., educational programs, teaching methods, seminars)																										
2	Job description (eg., interesting, unknown, favorite genre assignments)	0.000																									
3	Instruction by word of mouth, not by manuals or written documents	0.000	0.001																								
4	A system in which you can learn from many seniors	0.000	0.004	0.000																							
5	How to limit the initial instructor to one person	0.412	0.744	0.523	0.824																						
6	A system in which one's working hours and workload are accurately tracked	0.001	0.046	0.010	0.000	0.036																					
7	Allocation of work with a sense of fairness	0.074	0.062	0.008	0.000	0.074	0.000																				
8	Elimination of wasteful instructions and orders (different explanations of the same job from different people)	0.314	0.916	0.055	0.020	0.002	0.001	0.000																			
9	Elimination of wasteful instructions and orders (same work done by different colleagues)	0.099	0.785	0.244	0.060	0.018	0.000	0.000	0.000																		
10	Clarification of responsibilities	0.246	0.056	0.040	0.005	0.916	0.023	0.051	0.002	0.001																	
11	Presence of trusted colleagues	0.000	0.003	0.000	0.003	0.402	0.010	0.023	0.015	0.001	0.000																
12	Existence of a trusted senior colleague	0.000	0.061	0.101	0.000	0.927	0.000	0.002	0.005	0.001	0.000	0.000															
13	Strong mentor-student relationship with senior Ds	0.017	0.172	0.190	0.013	0.005	0.003	0.088	0.054	0.028	0.191	0.000	0.000														
14	Development of internal and external contacts useful for work	0.008	0.037	0.000	0.000	0.919	0.000	0.000	0.006	0.105	0.009	0.000	0.000	0.001													
15	Meeting your favorite celebrity	0.017	0.011	0.042	0.031	0.480	0.000	0.006	0.014	0.209	0.108	0.042	0.016	0.000	0.000												
16	Atmosphere of the workplace	0.002	0.006	0.015	0.000	0.955	0.001	0.000	0.014	0.089	0.004	0.000	0.000	0.003	0.000	0.005											
17	Income (e.g., salary, bonus, overtime pay)	0.000	0.019	0.000	0.000	0.389	0.000	0.000	0.010	0.118	0.121	0.022	0.015	0.181	0.000	0.016	0.000										
18	Appropriate working hours (e.g., overtime, holidays)	0.000	0.384	0.002	0.002	0.573	0.000	0.000	0.019	0.005	0.000	0.000	0.001	0.209	0.000	0.648	0.000	0.000									
19	Appropriate workload	0.000	0.176	0.002	0.000	0.935	0.000	0.000	0.001	0.000	0.000	0.000	0.001	0.090	0.000	0.451	0.000	0.000	0.000								
20	Good benefits package (e.g., salary, bonus, overtime)	0.004	0.050	0.001	0.000	0.504	0.000	0.000	0.010	0.171	0.156	0.368	0.053	0.107	0.000	0.021	0.000	0.000	0.000	0.000							
21	Recognition by family and friends (e.g., cool, respectable job)	0.005	0.089	0.051	0.006	0.026	0.000	0.000	0.008	0.010	0.187	0.284	0.764	0.004	0.105	0.002	0.127	0.031	0.092	0.008	0.001						
22	Recognition system that encourages work	0.006	0.032	0.003	0.012	0.342	0.000	0.000	0.364	0.065	0.617	0.235	0.142	0.021	0.017	0.000	0.076	0.016	0.017	0.006	0.002	0.000					
23	Quality of lunches served at recordings	0.425	0.020	0.051	0.019	0.344	0.006	0.004	0.302	0.841	0.403	0.485	0.629	0.581	0.019	0.143	0.706	0.097	0.676	0.129	0.037	0.052	0.000				
24	Strength of the company brand	0.072	0.771	0.024	0.048	0.097	0.017	0.045	0.655	0.924	0.032	0.898	0.831	0.139	0.004	0.014	0.218	0.018	0.078	0.189	0.000	0.000	0.000	0.000	0.000		
25	Company performance without uncertainty about the future	0.020	0.429	0.006	0.000	0.337	0.000	0.002	0.144	0.479	0.004	0.163	0.103	0.040	0.011	0.040	0.017	0.000	0.001	0.012	0.000	0.000	0.001	0.162	0.000	0.000	

Source: Prepared by the author based on the questionnaire survey
 When $p < 0.05$, yellow coloring is applied. When $p < 0.01$, pink coloring is applied.