

Influencing Factors of Effective School Management on Sichuan Public Middle School Young Teaching Employees in Job Satisfaction

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Abstract: School culture and effective school management are essential to teachers' job satisfaction, and this study explores the school management culture that leads to teachers' job satisfaction in Sichuan. Three validated tools were developed to measure school culture, management functions, and job satisfaction. The three objectives are to study the status quo of teachers' job satisfaction in Sichuan public secondary schools, to explore the influencing elements in overall teachers' job satisfaction, and to suggest the improvement of school management in teachers' job satisfaction and retention.

Keywords: School Management; Public Middle School; Job Satisfaction

1. Introduction

Teachers' job satisfaction will affect their work enthusiasm, affecting the quality of education and teaching. The quality of the teaching staff is the core element to ensuring the quality of personnel training in colleges and universities. The development of teachers is inseparable from the organizational solid support and guarantee of colleges and universities. Moderate occupational pressure and high job satisfaction will help teachers devote themselves to teaching, scientific research, and social service activities. Researching teachers' occupational pressure, organizational support, and job satisfaction in higher vocational colleges help to grasp the current interaction between teachers' individual needs and college support. Understand the internal mechanism of college organizational support and teachers' professional development, and explore ways to support teachers' professional development. Practical strategies to improve teachers' job satisfaction have important practical significance.

2. Theoretical Basis

2.1 Theoretical significance and value

The teachers of public secondary schools have a series of characteristics that are different from other types of corporate employees, so this poses a significant challenge to applying existing assessment models in public secondary schools. These are all questions that theorists still need to solve. Therefore, "this study is aimed at this defect, trying to build a model suitable for evaluating the influencing factors of teacher satisfaction in public secondary schools based on previous research and combined with China's actual cultural background. The theoretical significance of this study is 1. The comprehensive investigation of the influencing factors of teacher satisfaction in public secondary schools; 2. Establish an evaluation model for the influencing factors of public secondary school teacher satisfaction; 3. The influencing factors of public secondary school teacher satisfaction visit (Wang: et al. 2013)^[1].

2.2 Practical meaning and value

The practical value of this paper: It is understood that young teachers have low job satisfaction due to factors such as the significant contrast between ideals and reality, limited professional growth, and excessive occupational pressure. The manifestations are firm resignation intention, weak work initiative, and a sense of responsibility. Not strong. The resignation of young teachers due to low job satisfaction has exacerbated the shortage of young teachers in public secondary schools, disrupting the standard teaching order

and having a psychological impact on on-the-job teachers. It has directly affected the continuity of education and the quality of the teaching staff. Stabilizing and cultivating the quality of students will do great harm to the development of regional education. The enthusiasm of teachers on the job enhances the attractiveness of young teachers, promotes the improvement of school education and teaching level, effectively reduces the turnover rate of young teachers, better provides domestic demand for the development of education, and also formulates for local governments (Aldridge; & Fraser. 2018)^[2].

3. Understanding the Influencing Factors of Effective School Management on Sichuan Public Middle School Young Teaching Employees in Job Satisfaction

3.1 Research on working pressure in teaching

Due to time and work pressure, many teachers experience high levels of work-related stress, which can lead to various health issues, such as emotional exhaustion. However, there is growing evidence that this may be a common effect. Furthermore, perceived social support is known to buffer the adverse effects of stress (e.g., time pressure) on health outcomes (Jasper: et al. 2021)^[3].

3.2 Research on teacher motivation

The success of an educational institution is supported by well-established facilities and infrastructure, qualified teachers, and excellent student performance, and the performance of school teachers plays a crucial role in achieving educational goals through their respective incentives in different ways.

3.3 Research on the school environment

The backbone of economic and social development - scientific and technological innovation personnel can conduct scientific and technical research in a better organizational atmosphere, improve their job satisfaction in participating in scientific and technological activities, and make them more independent, active, and wholehearted. The issue of investing in technological innovation.

3.4 Research on job satisfaction and employee engagement

The sense of organizational support will have a specific impact on employees' job satisfaction, how the effect becomes a positive one, tap the potential of employees, and motivate employees to strengthen work engagement, thereby bringing more benefits to the organization (Chen; & Cheng. 2015)^[4].

4. The Conceptual Framework for the Research Study

4.1 Influencing factors of public high school teachers

The status quo of teachers' organizational trust and organizational citizenship behavior in public middle schools, the differences in teacher organizational trust and organizational citizenship behavior of middle school teachers with different background variables, and further understanding of the relationship between local teacher organizational trust and teacher organizational citizenship behavior in China (Abdulahi. 2020)^[5].

4.2 Attitude and behavior of young high school teachers

Personality traits, resource support, self-efficacy, working conditions, and goal progress jointly affect the job satisfaction of young teachers in colleges and universities. Resource support and self-efficacy significantly positively affect goal progress and personality traits. Self-efficacy and resource support positively affect working conditions; personality traits positively affect resource support.

5. The Influencing Factors of Effective School Management on Sichuan Public Middle School Young Teaching Employees in Job Satisfaction

5.1 Compensation satisfaction

Adequate compensation is expected to increase employee satisfaction to motivate employees always to work better. This study

aimed to determine the effect of pay on employee satisfaction and performance and the mediating role of employee satisfaction in the impact of compensation on employee performance.

5.2 Profession development

Teacher professional development is any continuing education work for educators. It's a way that teachers can improve their skills and, in turn, improve student achievement. Learning can occur in a formal or informal setting, and formal occasions include conferences, classes, seminars, retreats, and seminars.

5.3 Organizational culture

The culture of an organization is what brings people together to achieve a common goal. So since these ideas about culture come from business, this may be something managers, and teachers need to be aware of when building an institutional or classroom culture.

5.4 Organizational stress

Heavy workloads in teaching jobs represent teachers' perceptions of class control and organizational stress.

5.5 Organizational atmosphere

Organizational climate is a multidimensional structure that refers to various personal assessments of the work environment. As such, it is based on how individuals attribute meaning to their organizational environment and, in a school setting, may involve interpersonal relationships such as staff affiliations and student support.

6. Conclusion

Diagnosing the status quo of teachers' job satisfaction in public secondary schools is conducive to factor analysis of teacher satisfaction in public secondary schools, thereby reducing the loss of schoolteachers. Identify the problems existing in the internal management of the school. It is helpful for schools to formulate relevant countermeasures and strategies to improve teachers' job satisfaction. The current situation and influencing factors of young teachers' job satisfaction in public middle schools involve the overall condition of young teachers' work in public middle schools and determine the factors that affect the job satisfaction of young teachers in public middle schools. Arguing for Correlations Between Variables.

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