

FRAMING A PEDAGOGICAL MODEL FOR ENTREPRENEURSHIP EDUCATION

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Abstract: Entrepreneurship has been gaining significant attention in higher education institutions worldwide as an academic focus. The concept of entrepreneurship, as like its counterpart in social entrepreneurship, differs in many aspects and perspectives. Due to great variety of different views in the concept of entrepreneurship, there is significant divergence of pedagogical outcomes of how entrepreneurship education should be effectively delivered. This paper therefore will (1) examine the various types of entrepreneurship education in Thailand based on the research finding of Neck and Greene (2011), and (2) propose pedagogical model for strengthening entrepreneurial learning outcomes that may lead to higher success rate of entrepreneurial activities. Implications for future research will then be discussed.

Keywords: Entrepreneurship, Learning Outcomes, Entrepreneurship Education, Pedagogy, Assessment, Entrepreneurial Skills, Competencies

Introduction

The growing disparities in education and wealth in Asia Pacific region create overarching challenges to the achievement of the United Nations 2030 Agenda for Sustainable Development. In introducing the agenda for sustainable development initiatives in 2015, Ms. Irina Bokova, the former Director-General of UNESCO once said (UNESCO, 2017):

“A fundamental change is needed in the way we think about education’s role in global development, because it has a catalytic impact on the well-being of individuals and the future of our planet. Now, more than ever, education has a responsibility to be in gear with 21st century challenges and aspirations, and foster the right types of values and skills that will lead to sustainable and inclusive growth, and peaceful living together.” (p7)

As the Asia Pacific countries accommodate the largest generation of youth with a projection of 1.4 billion in 2050, education has shouldered the responsibility of carrying the sustaining driver in improving the socio-economic growth of the region for the future. In realizing the challenges, UNESCO reiterates the importance of education that “education can, and must, contribute to a new vision of

sustainable global development.”

Fueled by the rise of digital economies and the challenges of the dynamic change of societal environment in the recent time, the development of entrepreneurship education shall prepare the youth for a challenging and yet ever-changing job creation in the future. Education, therefore, is the driving force in achieving the UNESCO’s Sustainable Development Goals. In so doing, it is important to fully understand the entrepreneurial ecosystems. The establishment of such entrepreneurial ecosystem serves as the catalyst for venture creation. In the nutshell, entrepreneurial ecosystem comprises of the governmental policies, innovation, education, financial supports as well as entrepreneurial self-efficacy of individuals in the pursuit of business venture creation.

In its 2019 report, Global Entrepreneurship Monitor (GEM) presented a relatively high figure of 14.9% of the youth population in Thailand who would be inspired to become entrepreneurs. As presented in the same report, GEM found out that about 7.6% of the youth with higher education were most likely to start an entrepreneurial venture. This result reinforced the finding that individual with higher educational level is more likely to possess higher entrepreneurial attitudes and hence achieving better entrepreneurial activities. Nonetheless, out of the 7.6% of the young entrepreneurs, only 2.6% were successfully remaining in the operational phase after 3 crucial years of startup. As the result, GEM concluded that the right skill set as capacity for entrepreneurship (30%) was one of the top 3 constraining factors that must be addressed in order to foster entrepreneurship in Thailand.

With that being said, the author opines that the reason of high restricting force in the capacity of entrepreneurship is the outcome of lacking knowledge in skills and competencies in entrepreneurial venture among the young generation. Young entrepreneurs are ill-equipped with relevant skillsets and knowledge. The vast majority of current entrepreneurship education is over-emphasizing on basic business management without in consideration of unique differences between the conventional business and entrepreneurial contexts. There are few, the author believes, entrepreneurship educations fully concentrated in value creation that help develop youth entrepreneurs with the proper knowledge and skills and competencies in pursuing entrepreneurial aims. As such, it is the interest of this paper to investigate these often-overlooked issues in entrepreneurship education.

In their paper published in the *International Entrepreneurship and Management Journal* (2016), George, N. M., Parida, V., Lahti, T., & Wincent, J conducted a comprehensive review of 180 research articles before they categorized the influencing factors for entrepreneurship into 6 areas, which are prior knowledge, social capital, cognition/personality traits, environmental conditions, alertness, and systematic search. For recent decade, there are many research studies investigating into which influencing factors affect successful entrepreneurship. However, the results are inconclusive and hence mostly fragmented.

On the other hand, Global Entrepreneurship Monitor (GEM) in its 2015 special report on youth

entrepreneurship concludes that the entrepreneurial ecosystem in Asia Pacific region outperforms the rest of the global regions. In its report, GEM argues that countries such as Malaysia, Thailand & Indonesia are particularly strong as compared to their peers in the efficient-driven economies. Based on its findings, the entrepreneurial ecosystem in Asia Pacific is fueled by the influencing factors of entrepreneurship education, governmental policies, and entrepreneurial finances.

Co-current to the development of entrepreneurship education in the recent decades, the fast advancement of digital technologies is noticeably reshaping the business environment globally. As the result, the advancement of digital technologies has removed previously discrete business environment towards more open and borderless conditions.

It is undeniable that entrepreneurship education is one of the main drivers in nurturing entrepreneurial culture and stimulating job creation and economic growth of a nation, digitalization of economies has permitted greater flexibility in job design as well as leading towards less pre-classification of locus of entrepreneurial agency due to increasingly diminishing border, highly diverse and often continuously evolving set of influencing factors.

Among other influencing factors in the entrepreneurial activities, there is an increasing tendency for a government to develop entrepreneurship education as one of the ways to stimulate economic activity of a nation. It is therefore an obvious observation in the government policy that is actively promoting entrepreneurship for its apparent economic benefits and social value creation. Due to different perspectives in entrepreneurship, the societal values and economic benefits of entrepreneurship education are difficult to verify. As critiqued by O'Connor, A. (2013) in his study, the absence of a consistent and standardized conceptual grounding that assisting the policymakers and educators to design an appropriate entrepreneurial program for specific purposes is the reason of why many countries ended with unsubstantiated societal and economical outcomes.

While the government serves as the key creator of economic and societal values of a nation, it is the interest of this research study that the author believes there is a significant disparity of focus in entrepreneurship education among the higher education institutions. This is not surprising given the fact that the definitions of what it means to entrepreneurship as well as academic models vary greatly. Hence, while the entrepreneurial activities in Asia Pacific region outperforms the rest of its peers, there are still demonstrated significant gaps in the area of entrepreneurship education, transferable innovation to operational entrepreneurial activities and the entrepreneurial financial supports for the start-ups.

With that being noticed, the purpose of this paper is to propose a better pedagogical model for teaching entrepreneurship education in Thailand. This paper therefore will (1) examine the various types of entrepreneurship education in Thailand based on the research finding of Neck and Greene (2011), (2) propose pedagogical model for strengthening entrepreneurial learning outcomes, and (3) suggest possible assessment methods to evaluate the learning outcomes of entrepreneurship education that may

lead to higher success rate of entrepreneurial activities. And lastly, the implications for future research will then be discussed.

Literature Reviews

Among other key objectives, the entrepreneurship education is to create general understanding of what an entrepreneurship is all about and what are in it within the program (Hills 1988; Solomon, Duffy, and Tarabishy 2002). Attributable to the advancement of technology, the objective of entrepreneurship education now increasingly focuses on creating actual entrepreneurs (Solomon 2007). The fundamental question therefore is to ask if entrepreneurship can be taught as a standalone discipline, or is it merely an amalgamation of other business disciplines? Many proponents (Elmuti, Khoury & Omran, 2012; Kuratko, 2005; Henry, Hill, & Leitch, 2005) concluded that entrepreneurship indeed can be taught so long that courses are tailored to the needs of developing entrepreneurial skills and competencies. With the underlying objective of entrepreneurship education is to produce students with the appropriate skills and competencies as of how to capitalize opportunities while having the ability to mitigate challenges in the journey of business creation, it leads to the question of how entrepreneurship education should be taught in a higher education institution.

As suggested by Jamieson (1984), entrepreneurship education can be taught by (1) education about enterprise with the aim of creating awareness and educating students based on theoretical perspective of running a business, (2) education for enterprise that aims at encouraging the aspiring entrepreneurs for a career in self-employment with their own business ventures, and lastly (3) education in enterprise with the objective in helping students to adopt an enterprising approach within an established organization.

An important assumption underlying these entrepreneurship educations is that entrepreneurs can be made with which skills and competencies can thereof be enhanced through different educational policies and programs (Erikson 2003). As the result, entrepreneurship education has emerged as a driving force in the development of the necessary competencies for business creations. There are increasing witnesses that some governments have already been promoting the creation of entrepreneurship education. Noticeably the OECD and the European Commission have placed the entrepreneurship education at the core of their national education policy. However, it is rather disappointed that there are few, if not none, governmental initiatives to encourage social entrepreneurship in a country.

Research after research proved that entrepreneurship education has produced positive effects in developing entrepreneurial economies. With such a significant trend in economic development, it is therefore reinforced the notion that the effect of entrepreneurship education contributed a significant economic performance. And hence, most entrepreneurship education are tasked with teaching students

about what entrepreneurship is (Meyer 2011). The outcomes of such entrepreneurship education are expected to produce potential entrepreneurs with strong self-confidence, high motivation to create wealth, becoming the next unicorn of a new economy with great proactive, creative, and innovative capabilities.

Despite the efforts of developing the entrepreneurship education and the importance of economic performance via the programs in many higher education institutions, the effects of developing or enhancing entrepreneurial competencies among entrepreneurship students are not fully known. As pointed out by Neck and Greene (2011), the current entrepreneurship education is mainly teaching students on the process of exploiting opportunities with the assumption that the opportunity has already been discovered and clearly recognized that may lead to entrepreneurial intention and action. Nevertheless, the current entrepreneurship education has not done enough in providing skills and competencies development for the students.

Typology of Entrepreneurship Education

With that being said, it is important for this research paper to firstly examine the various typology of entrepreneurship education currently available in the higher education institutions in Thailand, what is being taught in entrepreneurship programs, and how the learning outcomes are being assessed.

Based on the works of Gibb (2002); Pittaway and Cope (2007); Handscombe, Kothari, Rodriguez-Falcon, & Patterso (2007); Neck and Greene (2011) concluded that there are four types of entrepreneurship education currently in practice throughout the higher education institutions in the world, i.e.:

(1) education about entrepreneurship – a traditional pedagogic form of educational teaching that usually instructive. The main objectives are to share knowledge and hence to raise subject-led awareness about entrepreneurial venture (Pittaway and Hannon, 2008).

(2) education for entrepreneurship – this approach is to engage students in experiential tasks, inquiry-based activities, and projects that in turn would enable them to acquire entrepreneurial skills and competencies (McMullan and Long, 1987; Solomon, Duffy and Tarabishy, 2002).

(3) education through entrepreneurship – a pedagogy of teaching and learning by allowing students to perform actual practice of entrepreneurship through doing in an incubated condition (Hills, 1988); and lastly

(4) education in or embedded entrepreneurship – this approach is rather complicated and posing great challenges in teaching and learning where the above three types of entrepreneurship education are integrated into courses of other disciplines or subjects (Solomon et al., 2002; Kuratko, 2005; Handscombe et al. 2007) with the objectives that students are made aware of as well as experiencing entrepreneurship directly within their discipline.

Many researchers have been conducting detailed research into the different type of entrepreneurship education and its effectiveness (Gibb et al., 2002; Pittaway and Cope et al., 2007; Handscombe et al., 2007; Pittaway, 2009) and in what exact nature of each type of the programs. These four types of entrepreneurship education are in consistent with the prior work on entrepreneurship education that categorized the learning progression from (1) the acquisition of knowledge and awareness, (2) subsequently through the development of skills and competencies, and (3) to engagement in entrepreneurial practice (Solomon and Fernald, 1991). Therefore, it is obvious that each type of entrepreneurship education produces different educational outcomes (Pittaway and Cope et al., 2007; Pittaway et al., 2009).

Research Methodology

According to the UniRank Thailand, there are about 124 universities in Thailand. To achieve this research objectives, course syllabi and course outlines were the main source of data for the analysis of typology of entrepreneurship education in Thailand. The analysis focuses on any entrepreneurship or small business courses offered by the universities. Through the analysis of course syllabus and course outlines, the paper would be able to categorize the typology of teaching, the assessments, and the learning outcomes of entrepreneurship education in the country.

To begin with, the research conducted a secondary search for course syllabi and course outlines that were publicly made available on the university's webpages. Secondly, the author approached the relevant institutions for a copy of course syllabus and course outlines when the said data was not publicly available.

With the course syllabi and course outlines collected, the paper then categorized the data into the typology of entrepreneurship education as described in the previous section. Simple descriptive statistics were then produced in relation to the collected sample and in accordance with the examination of research areas that includes (1) the typology of entrepreneurship education, (2) the learning outcomes of the courses, (3) the dominant subjects that are being taught, and lastly (4) the method of assessment.

Discussion

Data Collection

Out of 124 universities in Thailand, there were only 15 or 12% offered entrepreneurship programs. Among the 15 institutions, one third (5) of the institutions were offering international entrepreneurship programs whereas the rest were in Thai. Of all the 15 institutions, 5 or 33.3% were offering undergraduate entrepreneurship programs. And out of the 5 universities which provided international entrepreneurship program, only 2 or 40% were offering entrepreneurship in undergraduate level whereas the rest was in postgraduate level.



Picture 1: Data collection
(Source: Author’s own creation)

Almost all surveyed institutions were offering Thai entrepreneurship programs under postgraduate level.

Typology of entrepreneurship education

The collected sample were categorized into (1) education about entrepreneurship, (2) education for entrepreneurship, (3) education through entrepreneurship, and lastly (4) education in or embedded entrepreneurship. As expected, all institutions that offered entrepreneurship program under undergraduate level fell in the first type of teaching approach, i.e., teaching about entrepreneurship. Whereas on the postgraduate level, there were equally mixed between education for and education through entrepreneurship typology.

Learning Outcomes

Based on the data, the research therefore concluded 8 major areas of learning outcomes designed for entrepreneurship education in Thailand as shown in the following table.

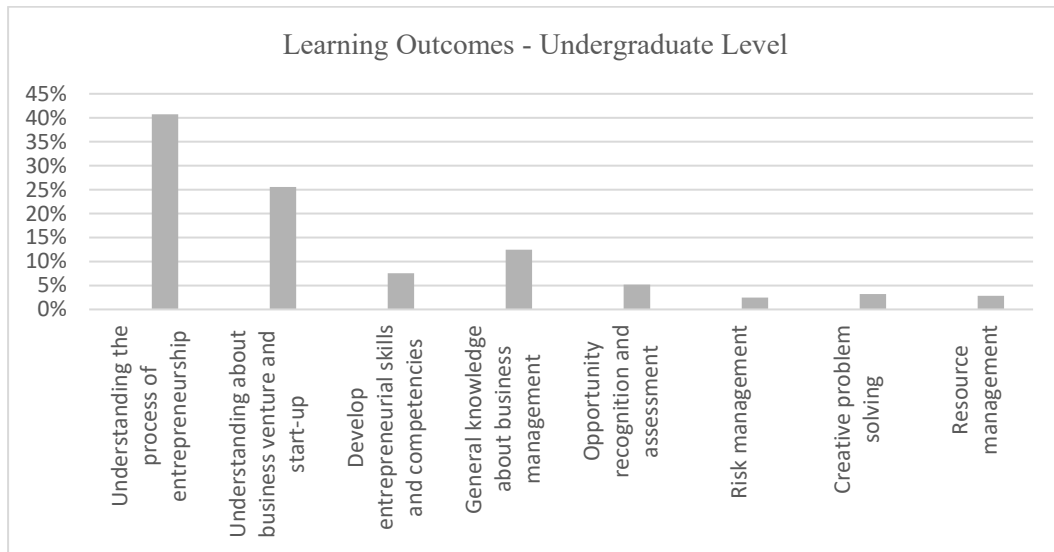
Table 1: Learning Outcomes for entrepreneurship education in Thailand.

No	Learning Outcomes
1	Understanding the process of entrepreneurship
2	Understanding about business venture and start-up
3	Develop entrepreneurial skills and competencies
4	General knowledge about business management
5	Opportunity recognition and assessment
6	Risk management
7	Creative problem solving
8	Resource management

Source: Author’s own creation

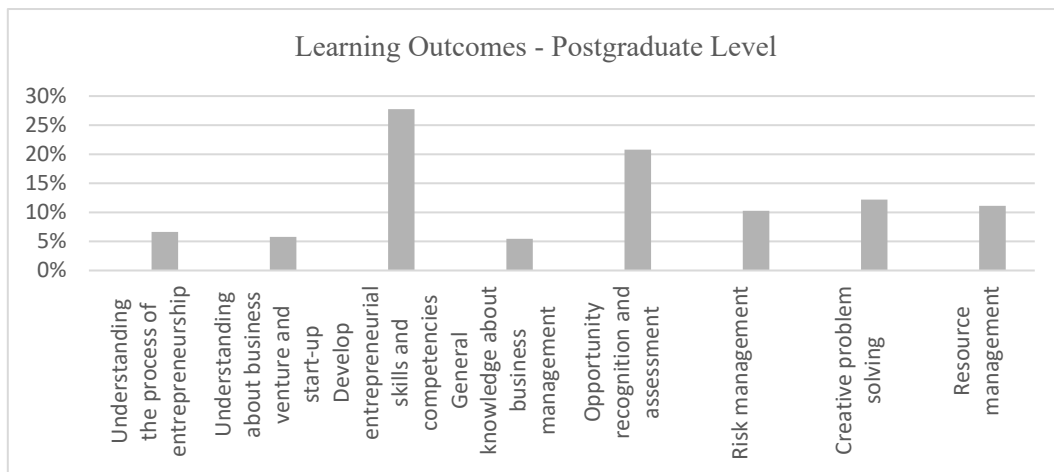
As education about entrepreneurship was the dominant form of teaching and learning in undergraduate level in Thailand, the statistics proved that learning outcomes were indeed concentrated

on general business knowledge about start-up and basic understanding of the entrepreneurial processes of business venture.



Picture 2: Learning outcomes – undergraduate level.
(Source: Author’s own creation)

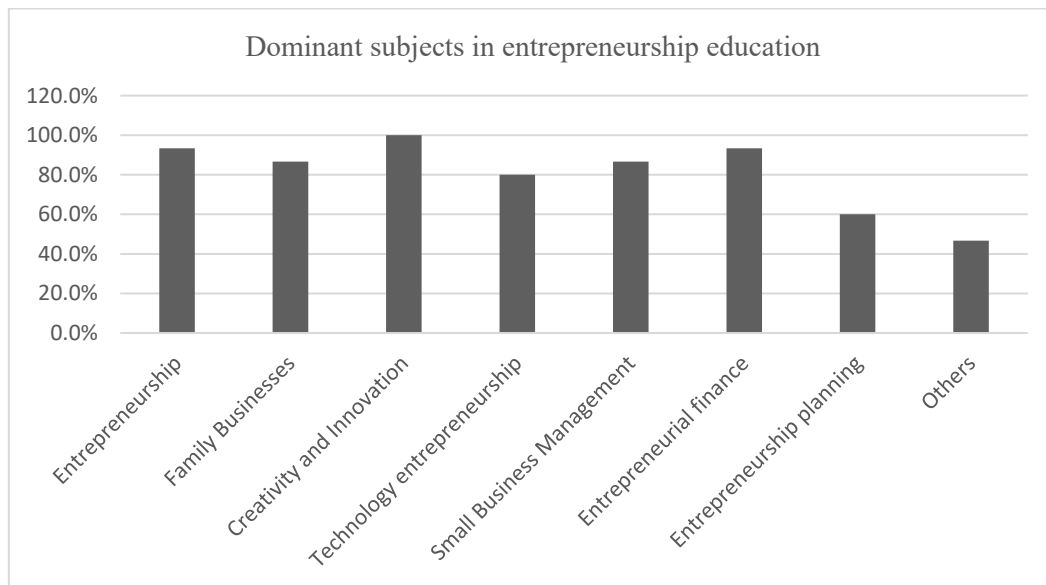
On the other hand, postgraduate was more focusing on the development of entrepreneurial skills and competencies as well as opportunity recognition coupled with creative problem solving.



Picture 3: Learning outcomes – postgraduate level.
(Source: Author’s own creation)

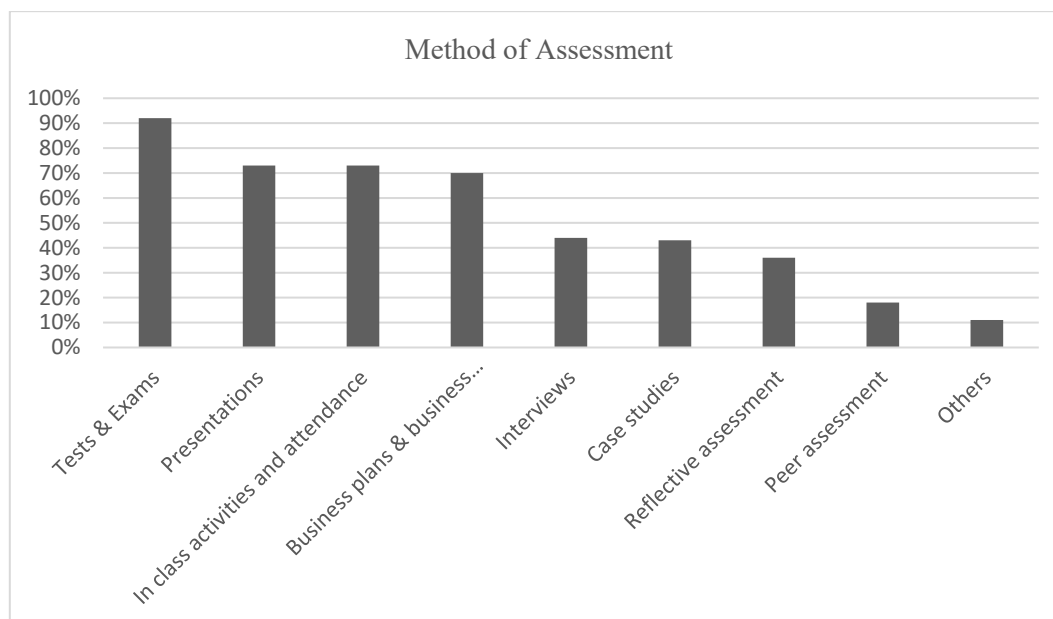
Dominant subjects in entrepreneurship education

Regarding the courses taught in the sampled institutions, most courses in entrepreneurship education were mostly similar to those for traditional business management. The courses such as ‘creativity and innovation’, ‘entrepreneurship’, ‘small business management’, ‘family businesses’, ‘entrepreneurial finance’, and ‘technology for entrepreneurship’ were the dominant courses.



Picture 4: Dominant subjects in entrepreneurship education
(Source: Author's own creation)

Method of Assessment



Picture 5: Methods of assessment
(Source: Author's own creation)

Consistent with the type of education about entrepreneurship, tests and exams were the dominant method of assessment as in the traditional practices. Whereas the in-class activities and attendance assessments (73%) were the second common method to be used in assessing entrepreneurship in Thailand. This method of assessment could be constituted by the requirements of Thailand Quality Framework for education in Thailand.

As equally common as in in-class activities and attendance, presentations (73%) and business

reports (70%) were frequently used as a method to assess group projects. This method of assessment may be associated with skill acquisition and formative assessment of education for entrepreneurship.

On the other hand, methods such as interviews, case studies, reflective reports, and peer assessment were used less frequent in Thailand.

Discussion of Results

It is evident that teaching about entrepreneurship is the dominant style of education in higher education institutions in Thailand. This typology of educations that focusing on the basic knowledge and understanding is more likely to use tests and exams as the main methods to assessing students. Consistent with the typology and method of assessment, the course contents are nonetheless heavily based on basic understanding of business management and hence producing basic skills and competencies for the future entrepreneurs.

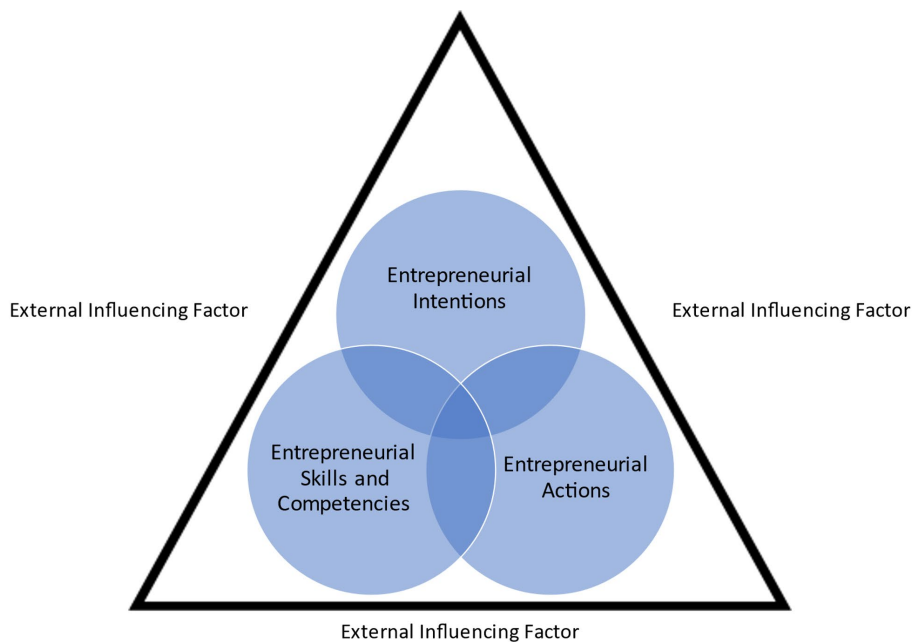
According to the general statistics in entrepreneurial activities, 95% of early-stage entrepreneurial activities failed in the first 3 years of operation. The core of entrepreneurship is about taking entrepreneurial action (McMullen and Shepherd 2006). The process of entrepreneurial action is started from opportunity recognition, business concept formation that leads to resources identification and acquisition before the venture could be launched, adjusted, and grown until such stage that the founder eventually exits. As argued by many researchers (Krueger and Dickson 1994; Morris, Schindehutte, Kuratko and Spivack 2012), such entrepreneurial action is stressful, ambiguous, frustrating, intensive, uncertain, and lonely. Under such demanding context, certain skills and competencies must be developed to effectively maneuver the challenges in the entrepreneurial journey. However, from studying of the entrepreneurship program that provided by the higher education institutions in Thailand in bachelor level found that, the focusing of the program are on the understanding the concept of entrepreneurship ventures rather than developing entrepreneurship skills and competencies to prep the young entrepreneurs into the industry which could result to the young entrepreneurs who would like to study entrepreneurship program lack of skills and competencies to cope with the nature of the industry which will be a further study of the success and fail rate. While there are many researchers have focused on identifying the entrepreneurial characteristics, traits, values, and among other descriptors (Gartner 1989; Baron 2008), the learning of entrepreneurial skills and competencies that support entrepreneurial action remains fragmented and diverged.

It is a matter of fact that the current entrepreneurship education in Thailand emphasizes more on general business functions such as sales and marketing, finance and accounting, general management, human resources management, among other conventional functions. These do not address the specific requirements of venture creation within the entrepreneurial context.

In pursuit of perceived opportunities, the ability of exploiting little or no available resources in capitalizing the given opportunity is highly depending on specific skills and competencies by an

entrepreneur. Often time, the perceived opportunity is complex, emergent in nature, multifaceted and often imperceptible (Eckhardt and Shane 2003). Hence, a distinct set of skills and competencies are crucial for an entrepreneur to undertake the entrepreneurial action. These set of skills and competencies would be more distinctive than a general set of business competencies and therefore must be developed for such entrepreneurial pursuit. As shown in the statistics, 95% of entrepreneurial failures are mostly happening during the first 3 years of operation and that out of 7.6% of young entrepreneurs, only 2.6% were successfully remaining in business. The research data echoed the lack of developing the entrepreneurial skills and competencies, opportunity recognition and assessment, risk management, creative problem solving, and resource management of undergraduate level in entrepreneurship program in Thailand. It is, therefore, more than ever an urgent need for institutions to review, redesign and redevelop the current stage of curriculum in alignment with the required entrepreneurial skills and competencies for the young entrepreneurs as early as in the undergraduate level.

Conclusion and Recommendations



Picture 5: Proposed pedagogy for entrepreneurship education

(Source: Author’s own creation)

It is highly recommended that that further research on entrepreneurial skills and competencies be conducted so that an appropriate pedagogy of entrepreneurship education could be well developed. It is important also that a full understanding of how the entrepreneurial intentions would lead to entrepreneurial activities where entrepreneurial skills and competencies are the underpinning drivers for such venture creation process. Therefore, the understanding of how individuals attain broad cache of entrepreneurial experiences that would lead to entrepreneurial intentions across different situations

would set the basis of designing entrepreneurship education that focusing on the development of entrepreneurial skills and competencies. Through their own behaviors, interactions, and understanding of specific business contexts by a given cache of entrepreneurial experiences, individuals would decide if this cache of entrepreneurial experiences should be revised or reproduced in order to further develop their skills and competencies so to achieve the desire entrepreneurial outcomes.

This research concludes that a well-designed pedagogy of entrepreneurship education should integrate all essential elements of entrepreneurial knowledge, skills and competencies, and entrepreneurial self-efficacy within the entrepreneurial context. In so doing, the future study must first investigate and must understand how entrepreneurial intentions which means the entrepreneur's intrinsic cognition, preference, and behavioral tendency to create a new business (DeNoble et al. 1999) are influenced and hence, how the entrepreneurial intentions would motivate the development of entrepreneurial skills and competencies which are a variety of different skill sets to accommodate the growth of their businesses and brands (Hirschauer 2021), and eventually the desire entrepreneurial actions which means "behavior in response to a judgmental decision under uncertainty about a possible opportunity for profit" (McMullen and Shepherd 2006 p. 134) would take place successfully. As the result, the author boldly pre-hypothesizes that the design of an effective pedagogy of entrepreneurship education should consist of three elements of foundation as shown in the figure above. External influencing factors are the pre-determining aspects that encourage entrepreneurial intentions and actions. These may include governmental policies, availability of finance, innovation, technology advancement, economic feasibility, and many others. Through the cache of entrepreneurial experiences and interactions with the external influencing factors, the individuals would then raise the entrepreneurial intentions that would lead to action. Along the business venture process, certain skills and competencies would be revised, reinforced, and redeveloped before an action could be taken accordingly.

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A STUDY ON THE RELATIONSHIP OF PROFESSIONAL COMPETENCE AND WORK ENGAGEMENT ON CAREER SUCCESS OF COLLEGE TEACHERS IN HUNAN PROVINCE

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Abstract: The quality of teachers is an important factor for the survival and development of colleges and universities. The dilemma of their career growth has become a prominent problem and research focus in current education management filed. the research aims to explore the relationship among the professional competence, work engagement and career success of college teachers. In this study, the researcher investigated 519 college teachers from 10 colleges and universities in Hunan Province by means of the competence scale, work engagement scale and career success scale. The results showed that College teachers' professional competence had a significant positive effect on career success; work engagement had a significant positive effect on career success; and work engagement played a mediating role in impact of college teachers' professional competence on career success. Based on the above findings, the researcher put some suggestions to improve the situation of college teachers. College should pay more attention to teachers' professional competence, encourage their work engagement and their perception of career success. In addition, colleges can improve the internal management mechanism to help teachers career growth from multiple dimensions.

Keywords: College Teachers, Professional Competence, Work Engagement, Career Success

Introduction

Background of the Study

Nowadays, China has the largest higher education in the world, surpassing that of the United States. According to the Ministry of Education, from 1998 to 2021, the number of general higher education institutions in China has increased from 1,018 to 2,738 in recent 20 years, an increase of 170%. The number of students has increased from 1.082 million to 7.43 million, an increase of more than 6 times; and the number of full-time college teachers has increased from 407,000 to 1.44 million, an increase of 3.5 times. the Government has responded with a series of policies to build the teaching force. Documents including Opinions of the State Council on Strengthening the Construction of Teaching Team (Guo Fa [2012] No. 41), Opinions on Strengthening the Construction of Young college

teachers of Hunan Province (Jiao Shi [2012] No. 10). The available research mainly focuses on career success of enterprise staff and college counselors, but a little on the career success of college teachers. Based on the above background, this research combined relevant literature and important theories to develop a research model to explore the specific or differential influence of professional competence on the career success of college teachers. In parallel, this study introduced the positive factor of work engagement to explore its mediating role in the relationship between professional competence and career success of college teachers.

Research Objectives

(1) To know the current situation of professional college teachers' professional competence work engagement career success in Hunan Province.

(2) To analyze whether there are differences in three research variables of college teachers' professional competence, work engagement and career success in terms of demographic variables.

(3) To study the correlation and influence mechanism of college teachers' professional competence, work engagement and career success.

(4) To explore whether there is a mediating role of work engagement between the professional competence and career success of college teachers.

Significance of the Study

This research focused on Hunan college teachers, which is of positive significance to learn the internal relationship among teachers' professional competence, work engagement and career success, and to explore effective strategies to strengthen their career success. It is of great practical significance to carry out the research on the professional competence, work engagement and career success of college teachers in Hunan Province, to grasp the internal relations among the three, to explore the ways to improve their career success, and to urge teachers to actively devote themselves to the education and teaching work.

Literature Reviews

Since its introduction, the concept of competence has raised many contradictions and problems. The English word competence is a widely used strategy in many fields. The definition of its competence varies in many disciplines. In psychology, competence is used to define mental functioning, cognitive ability, the ability to take care of others, or to perform various daily activities. Career consultants later used the term "competence" to describe the knowledge, skills and abilities required for a particular job. McClelland (1973) regarded competence as knowledge, skill, attitude, or motivation that was directly related to an important moment in work or life. In 1994, the concept was revised and re-defined as the ability to distinguish high performers from ordinary performers.

At present, there is no specific definition for teachers' professional competence in China. In

foreign countries, Fred & Tyler (1960) argued that teachers' professional competence should include maximizing student growth and gaining recognition from students, teachers and leaders. In China, Xing & Meng (2003) pointed out that teachers' professional competence referred to the work of individual teachers who possessed a type of knowledge, skills and values related to successful teaching, which was a kind of personality traits, and a necessary condition for successful teaching. It can be seen that there are two ideas on the standard definition of teachers' professional competence in the field of education in China and overseas: one focuses on the concept of skill-based teacher professional competence, and the other on the concept of teacher professional competence based on literacy.

Scholars generally believe that career success is the positive work experience and psychological result accumulated by employees in actual work. This concept was first proposed by London (1982) and supported by scholars (Seibert & Kraimer, 2001). Depending on the subjective methods of evaluation, career success can be divided into subjective career success and objective career success. Subjective career success means an individual's internal understanding and evaluation of key aspects of his or her career, which is largely based on personal psychological and self-value experience and cognition (Van, 1977). Nicholson (2005) emphasized the connotation of objective career success, believed that career-related achievements can be observed and quantified, and emphasized the importance of objective resources and competitive advantages. Studies have shown that objective success consists of six elements: material, status, competence, honor, social interaction and health.

The definition of work engagement was derived from the study of Kahn (1990). In his opinion, work engagement means their initiative in managing themselves to achieve a positive state appropriate to their job role. Shimazu (2008) argued that the key pathway to self-realization in the work environment is a state of active inclusion in the workplace. It can be seen from the comprehensive analysis that. This active working state usually includes important aspects such as energy integration and emotional recognition.

Research Methodology

Research Design

Based on the relevant theories, investigation of the current situation of professional competence, work engagement and career success of college teachers in Hunan Province, this study explored the relationship among them and how they were influenced. According to the 2020 Best Chinese Universities Ranking, this research selected teachers from top five public and private colleges in Hunan. After contacting with these 10 colleges and obtained their consent, 550 paper and electronic questionnaires were distributed to the teachers. All questionnaires were collected on the spot, 535 questionnaires were collected and 519 of them were valid, the effective recovery rate was 97%.

Questionnaire Design

Professional competence of university teachers the scale selected was comprehensively revised by Cao et al. (2018). the scale including four dimensions basic competence, teaching competence, research competence and innovation competence. Career success the scale selected from the research results of Eby et al. (2003). which included three dimensions: internal competitiveness, external competitiveness and career satisfaction. Work Engagement The scale selected from the Work Engagement Scale developed by Rich et al. (2016). consists of 3 subscales: Physical level, emotional level, and cognitive level. The reliability and validity analysis of the scale was carried out, and the reliability and validity were good. See Table for details.

Table 1: Reliability Analysis of Formal Questionnaire (N=519)

Scale	Cronbach's α	Dimensions	Cronbach's α
College teacher' professional competence	.953	Basic competence	.722
		Teaching competence	.792
		Research competence	.807
		Innovative competence	.745
Career success	.933	Perceived organization competitiveness	.822
		Perceived external competitiveness	.710
		Career satisfaction	.762
Work engagement	.954	Physical level	.792
		Emotional level	.762
		Cognitive level	.722

Table 2: KMO and Bartlett Validity Test Table (N=519)

		Professional competence	Career success	Work engagement	Complete questionnaire
KMO sampling suitability quantity		.920	.935	.909	.940
Bartlett's Test of Sphericity	Approximate chi-square	7554.418	5980.342	2904.955	12622.15
	df	485	220	180	2334
	Sig.	.000	.000	.000	.000

Research Findings and Discussion

Descriptive Analysis

The sample of 519 teachers in this survey had a relatively balanced ratio of male to female. 35.8% of teachers aged between 31 and 40 were teachers, while 32 % of them between 41 and 50 were employed, and fewer teachers under 30 and over 50. In terms of academic degree, 57.6% of the surveyed teachers had doctorate degree, 30.8% had master's degree and 11.6% had bachelor's degree. These teachers come from different types of colleges in Hunan Province, including 252 teachers in public

colleges and 267 in private colleges. These colleges are located in different cities, 72.4% of them in Changsha, the capital city of Hunan, 27.6% of them in other cities within Hunan, 27.9% of the respondents were lecturers, 37.6% of them were associate professors, and 20.4% of them were professors. 44.9% of them were excellent backbone teachers, and 43.5% of the college teachers have worked for 11-15 years with high stability.

Statistical Analysis Results

Descriptive statistical analysis of the survey results of college teachers' professional competence, work engagement and career success

College teachers in Hunan Province had good competence (M=3.91), work engagement (M=3.86), and career success (M=3.72). The standard deviation of the total scale was kept at about 0.8, with little oscillation in scoring, indicating that the respondents' opinions were relatively consistent.

Difference Analysis of Survey Results of Current Situation on College Teachers' Professional Competence, Work Engagement and Career Success

There were significant differences in gender in the professional competence ($t=7.32$, $p=0.00$), work engagement ($t=4.48$, $p=0.00$) and career success ($t=7.24$, $p=0.00$) of college teachers. The results show that: male teachers had higher scores on competence, work engagement and career success than female teachers.

There were significant differences in professional competence ($t=3.67$, $P=0.000$), work engagement ($t=5.68$, $P=0.000$) and career success ($t=5.63$, $P=0.000$) by different school natures. The results show that: work engagement and career success of the teachers in the public colleges were higher than those in the private colleges.

Teachers of different ages had significant differences in professional competence ($F=8.104$, $P=0.000$), work engagement ($F=6.193$, $P=0.000$) and career success ($F=6.166$, $P=0.000$). The results show that: Teachers under 30 had higher work engagement than those aged 31 to 40. Teachers under 30 and over 50 had a stronger sense of career success than those aged 21-40 and 41-50.

Teachers with different academic degrees had significant differences in professional competence ($F=6.106$, $P=0.000$), work engagement ($F=4.133$, $P=0.000$) and career success ($F=6.215$, $P=0.000$). The results show that: Teachers with higher academic degrees had stronger competence.

There were significant differences between working years and professional competence ($F=7.151$, $P=0.000$), work engagement ($F=6.207$, $P=0.000$) and career success ($F=6.478$, $P=0.000$). The results show that: Teachers with shorter working years had a higher competence, and teachers with longer working years had a lower competence.

Correlation Analysis on Professional Competence, Work Engagement and Career Success of College Teachers

In order to understand the intensity and direction of the linear relationship among the three

variables of professional competence, work engagement and career success of college teachers, this study adopted Pearson product-difference correlation analysis to verify the results, showing that the greater correlation coefficient, the stronger the linear correlation (Qiu, 2006). Among them, there was a positive correlation among professional competence, work engagement and career success, and a positive correlation between work engagement and career success.

Table 3: Matrix of Correlation Analysis among Professional Competence, Work Engagement and Career Success

Dimension	Professional	Work engagement	Career success
Professional competence	1		
Work engagement	0.358**	1	
Career success	0.334**	0.367**	1

Regression Analysis of College Teachers' Professional Competence and Variables

(1) Regression analysis of work engagement with college teachers' professional competence as independent variable

The results showed that the adjusted R² value was 0.128, the ANOVA result showed that the F value was 76.124, the significance was less than 0.01, reached the significant level, the simulation fit was good, and the regression result was significant and valid. The standard regression coefficient of the independent variable teachers' professional competence was 0.058, with the significant level less than 0.01, reached the significant level, indicating college teachers' professional competence had a significant positive effect on work engagement.

(2) Regression analysis of career success with college teachers' professional competence as independent variable

The results showed that the adjusted R² value was 0.111, the ANOVA result showed that the F value was 64.85, the significance was less than 0.01, reached the significant level, the simulation fitting effect was good, and the regression result was significantly valid. The standard regression coefficient of the variable teachers' professional competence was 0.335, and the significance was less than 0.01, reached the significant level, indicating that college teachers' professional competence has a significant positive influence on career success.

(3) Regression analysis of career success with college teachers' work engagement as independent variable

The results showed that the adjusted R² value was 0.111, the ANOVA result showed that the F value was 80.37, the significance was less than 0.01, reached the significant level, the simulation fitting effect was good, and the regression result was significantly valid. The standard regression coefficient of the variable teachers' work engagement was 0.331, and the significance was less than 0.01, reached

the significant level, indicating that the college teachers' work engagement has a significant positive influence on career success.

(4) Regression analysis of college teachers' professional competence, work engagement and career success

The results showed that the adjusted R² value was 0.182 and the ANOVA result showed that the F value was 57.237 and the significance was less than 0.001, reached the significance level, the simulation fitting effect was good, and the regression result was significantly valid. The standard regression coefficient of organization support was 0.284, and the significance was less than 0.01, demonstrating that the sense of organization support had a significant positive effect on teachers' professional identity.

Summary of Conclusions

According to the questions raised by this study, after the questionnaire survey and result analysis of Hunan college teachers. College teachers' perceptions of competence, work engagement and career success were all at the upper-middle level. There were significant differences in the demographic variables of the competence, work engagement and career success of college teachers. There was a significant positive correlation among the three variables of competence, work engagement and career success. Teachers' professional competence was positively correlated with work engagement and career success, and work engagement was also positively correlated with career success.

Recommendations

Firstly, colleges must attach great importance to the survival of young teachers; Secondly, a relatively lenient assessment system should be established; Thirdly, it's necessary to establish a system for sharing the professional experience of senior teachers. Fourth, colleges can increase the student's feedback mechanism; Secondly, in order to promote college teachers' work engagement, colleges should increase teachers' income and perfect the welfare distribution system; fifth, leaders should deal with the relationship with teachers; sixth, colleges should provide good conditions for teachers' further study, while improving the performance assessment system. Seventh, by building a multi-platform communication mechanism, to open up a multi-channel development and promotion mechanism. Happy teaching and positive interaction; Guiding, helping and sharing experiences.

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STUDY ON THE CURRENT SITUATION OF STUDENT ASSOCIATIONS IN ART COLLEGE OF ZHENGZHOU BUSINESS SCHOOL, HENAN

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Abstract: This study takes 196 university club members as the main survey object, and through confirmatory factor analysis, analyzes the degree of student club participation and demographic differences of College of Art, Zhengzhou Business University, Henan Province. Through analysis of variance on the data, it is found that there are significant differences in the degree of club participation in demographic variables (gender, whether they are student cadres, whether they have social practice experience, whether they have urban household registration, and economically poor families), but there is no significant difference in the degree of club participation among students with different professional backgrounds. Through the analysis of quantitative data, it is shown that the overall level of student association participation is relatively high, and the school's association participation and overall level are above the middle level. At the same time, according to the analysis of the average value, the average participation of subdimension association consciousness is the highest, so the degree of participation is the highest. Association emotional participation is slightly lower than association awareness participation, and association behavior participation is lower than emotional participation.

Keywords: College Student, Student Association, Community Participation

Introduction

College student associations are an important carrier of campus culture and the only way to comprehensively improve students' comprehensive quality and help students grow. In the process of university education, club activities can not only enrich the spare time life of college students, but also create conditions for them to realize their own value. However, scholars Zhang, Xu and Liu (2015) found through research that there is a very large gap between students' participation in club activities and their growth needs. Due to the looser management of universities, associations have very limited constraints on students, so it is particularly important to find out the reasons that affect the participation of college students in associations. However, at present, scholars mainly focus on the internal management system, external support, and material security of associations (Hu, 2012). For example,

Liu, Chen and Hu (2021) took the college student associations in Handan as an example, and carried out research on the construction and management of college student associations. Feng (2014) took Jiangsu Information Vocational and Technical College as a case to explore the influence of university community culture on the development of college students. However, students are the main objects of participating in club activities, so it is necessary to start research from the root cause of the needs of college students in order to effectively improve the quality of club activities and achieve the goal of making club members actively participate in club activities. Studies have found that the growth environment of college students, including economic, cultural, technological, and social relations, has directly led to the complexity and diversity of college students' spiritual growth needs (Chi & Chi, 2023). Therefore, studying how students participate in associations under different background variables has a certain positive effect on the construction of associations.

Research Objectives

According to the research questions stated above, the research objectives of this study include:

1. Understand the demographic background factors of college students participating in associations at the School of Art of Zhengzhou Business University in Henan Province, China, including gender, whether they have served as student leaders, whether they have participated in social practice, whether they have urban household registration, whether they are from economically poor families, and their majors.
2. To determine the participation level of college students in Zhengzhou Business School, School of Art, Henan Province, China, including their cognitive participation, emotional participation, and behavioral participation.
3. To determine the differences in the degree of participation of college students in the School of Art of Zhengzhou Business School in Henan Province, China under different demographic factors, namely different genders, whether they are student cadres, whether they have social practice experience, whether they have urban household registration, whether they are from economically impoverished families, and whether they participate in different professional associations.

Literature Reviews

Research on the historical development of college student associations

Beginning in the 18th century, under the influence of two world wars and pragmatism philosophical trends, Western colleges and universities have experienced a process from "elimination" to "support" and "encouragement". Since the end of the 19th century, student associations in American universities have gradually matured. After the 20th century, student associations gradually grew in the United States. American scholars emphasize that colleges and universities should not only develop

students' intelligence, but also train them to become all-rounded people (Yang & Zhang, 2020). According to statistics, as of 2005, Harvard University has more than 600 societies, of which 546 have their own web pages, and 302 societies are recognized by the school (Ding, 1998).

Research on the types and functions of college students' associations

Different scholars hold different views on the classification of student associations. Liu, Xu (2001) divided student associations into three aspects: sports, culture, and service according to factors such as interests. Zhu and Xie (2003) believed that there is no fundamental difference in the classification of college student associations in academic circles, and they all take the characteristics of associations as the starting point. There are also some pedagogical scholars who believe that college associations play an important role in the construction of campus culture and make contributions to students' comprehensive quality, management and services. Zhang (2017) pointed out that the ideological and political education function of college community culture has become increasingly prominent, which can help college students establish correct concepts. Zhang, Chen and Hu (2011) proposed that from a sociological perspective, clubs can help students achieve their overall development goals.

Research on the construction of college students' associations

Research on community building and management is widely discussed in the vast literature on university societies. Many scholars have conducted in-depth research from the characteristics, types and disadvantages of association construction. The survey by Zhao & Ran (2015) shows that colleges and universities should have a clear understanding of various student organizations based on the characteristics of different types of student organizations, and timely study and judge new situations and problems encountered in the development process. On this basis, actively play the leading role of instructors in the development of associations, strengthen the research on the work of student associations, and summarize and grasp the laws of their development, emphasizing the individuality and individuality of student associations.

Research on the concept of participation in college students' associations

Research on community participation is relatively consistent in academia, and most of them explain the concept of community participation from the three dimensions of cognition, emotion and behavior. For example, Wang (2016) proposed that college students' association participation refers to the degree of college students' participation in cognition, emotion, and behavior in the process of associations and association activities, including three factors: cognitive participation in associations, emotional participation in associations, and behavioral participation in associations. The effects on group activity are most pronounced at these three levels, including group action, group emotion, and group cognition. Wu and Fan (2015) concluded from the survey that the concept of student association participation refers to the frequency of college students participating in association activities, as well as

the comprehensive reflection of the depth and quality of their participation in association activities.

Research on the Influencing Factors of College Student Association Participation

There are many factors that affect students' social activities, mainly divided into personal factors and social factors. In terms of personal factors, students' social participation is mainly affected by personal emotional participation, behavioral participation and cognitive participation. For example, Hu (2012) showed that students' social engagement is mainly influenced by personal emotional engagement, behavioral engagement, and cognitive engagement. Community participation is related to the quality of the community, and the emotional participation of the community plays a role in encouraging behavioral participation. Wang (2016) believes that in order for clubs and club activities to exert a greater influence on the growth and development of students, it is necessary to comprehensively improve the participation of student clubs from three perspectives: enhancing the cognitive participation of student clubs, increasing the emotional participation of student clubs, and promoting the behavioral participation of student clubs. Gong et al. (2012) believed that the participation of ethnic minority students in associations is low because there are only relatively few associations that can arouse their interest. However, Yang (2022)'s research found that individual-level academic performance rankings, personal club experience before entering school, cognition of club participation, satisfaction with college life, and family status have a significant impact on their behavior of participating in club activities.

Path Research on Improving the Participation of College Students' Associations

Wang et al. (2019) started with the influencing factors of community participation, and specifically discussed the ways to improve community participation. Starting from the three dimensions of community cognitive participation, community emotional participation, and community behavioral participation, they abandoned traditional concepts and old organizational methods, and strengthened the combination of organization and scientific research to enhance students' sense of participation.

Methodology

This study adopts the convenience sampling method, and according to the personnel setting standard based on the Morgan table, conducts a sample survey on the third-year students of the School of Art of Zhengzhou Business University who have experience in club participation. A total of 196 questionnaires were distributed, and 196 questionnaires were returned, of which 193 were valid questionnaires, with an effective rate of 98.0%.

The survey questionnaire on the participation of college students in associations in this study refers to the questionnaire in "Study on Student Participation in University Associations" written by Wang Xiao in 2015, which includes two parts. The first part is population information, including gender, whether they are class cadres, whether they have internship experience, whether they have served as

student cadres, whether they have urban household registration, family economic status and major. The second part has 22 questions in total, including three dimensions of social cognitive participation, social emotional participation and community activity participation.

In the test of the scale, if the Cronbach's α coefficient is higher than 0.8, the reliability is high; if the value is between 0.7 and 0.8, the reliability is good; if the value is between 0.6 and 0.7, the reliability is acceptable; if the value is less than 0.6, the reliability is not good. In this study, the Cronbach's α coefficient of the community participation scale is 0.922, which means that the reliability of the data is high. If the KMO is greater than 0.6, it means that the data can be effectively extracted. The results show that the KMO value of the scale is 0.928, and Bartlett's sphericity test $p < 0.001$, indicating that the validity coefficient value has a relatively high level.

The focus of this study is to use SPSS 26.0 software for data statistics, to investigate the status quo of community participation in combination with the questionnaire survey method, to study the overall level of quantitative community participation through quantitative (mean and standard deviation), and to use independent sample T-test to study gender, whether there is social practice experience, whether they are class leaders, whether they have urban household registration, and whether they are from economically poor families.

Results

Analysis of Demographic Factors of Survey Samples

It can be seen from Table 1 that in terms of gender distribution, there are 103 male respondents, accounting for 53.3% of the total number, and 90 female respondents, accounting for 46.7% of the total number, and the gender distribution is relatively good. In terms of experience, there are 114 people with experience, accounting for 59.1%, 79 people with no experience, accounting for 40.9%, 65 cadres, accounting for 33.7%, and 128 people with no experience. Class cadres account for 66.3%; in terms of household registration distribution, there are 130 people with urban household registration, accounting for 67.4%, and 63 people with non-urban household registration, accounting for 32.6%. There are 23 people from economically poor families, accounting for 11.9%; 170 people from non-economically poor families, accounting for 88.1%. In terms of professional distribution, there are 51 people majoring in environmental design, accounting for 26.4%, 45 people majoring in visual communication design, accounting for 23.3%, 41 people majoring in product design, accounting for 21.2%, and 56 people majoring in animation design, accounting for 29%.

Descriptive Statistical Analysis

The survey shows that the overall level of participation in student associations is relatively high, with an average of 3.6, which is higher than the theoretical average of 3, indicating that the overall level of participation in the school's associations is above the middle level. Secondly, the average

participation in sub-dimensional association awareness is 3.641, the average participation in association emotion is 3.607, and the average participation in association behavior is 3.546. According to the average analysis, the highest score appears in "expressing one's own opinions and suggestions in club activities", and the lowest score appears in "conscientiously complete various tasks of the club".

Research Hypothesis Results

H1: There are significant differences in the current status of the participation of college students of different genders in associations.

According to the research hypothesis H1, it is necessary to compare the differences in the status quo of the participation in social organizations of college students of different genders. According to Table 3, T-test (full name is independent sample T-test) is used to study the differences of gender in community participation, and its sub-dimensions of community cognition participation, community emotional participation, and community behavior participation. It can be seen from the above table that different genders will not show significant significance for community emotional participation ($p > 0.05$), which means that different genders all show consistency in community emotional participation, and there is no difference. In addition, gender is significant for the participation of the community and the participation of the community, and the participation of the community's behavior shows a significant ($P < 0.05$), which means that different gender has different sex for community participation, community understanding, and community behavior participation. Specific analysis can be known: the significant level of gender to the community's participation is 0.05 ($T = 2.062, P = 0.041$). The average value of women (3.70) is significantly higher than the average of men (3.51). The significance level of gender on community cognition is 0.05 ($t = 2.072, p = 0.040$). The comparison of specific differences shows that the female average (3.77) is significantly higher than the male average (3.53). Gender has a significant level of 0.05 for participation in community behaviors ($t = 1.989, p = 0.048$), and the specific comparison difference shows that the average value of women (3.67) will be significantly higher than the average value of men (3.44).

It can be concluded that different genders do not show significant differences in group emotional participation. In addition, gender shows significant differences in three items: group participation, group cognition participation, and group behavior participation.

H2: There is a significant difference in the current status of participation in social organizations among college students with or without social practice experience.

According to the research hypothesis H2, it is necessary to compare the differences in the status of participation in social organizations among college students with or without social practice experience. It can be seen from Table 4 that the t-test (full name independent sample t-test) is used to study the difference between social practice experience and community participation, and the sub-dimensions of community cognition participation, community emotional participation, and community

behavior participation. From the above table, it can be seen that the two items of social practice experience and community awareness participation and community behavior participation will not show significance ($p>0.05$), which means that social practice experience has no social practice experience. There is no difference. In addition, there are two items with or without internship experience that are significant for community participation and community emotional participation ($p<0.05$), which means that the presence or absence of social practice experience has a difference in community participation and community emotional participation. Specific analysis shows that whether there is social practice experience or not has a significant level of 0.01 for community participation ($t=-2.733$, $p=0.007$), and specific comparisons show that the average value of no social practice experience (3.45) will be significantly lower than that of social practice Experienced average (3.70). With or without social practice experience has a significance of 0.01 level for emotional participation in social groups ($t=-2.624$, $p=0.009$), and the specific comparison difference shows that no social practice experience (3.43) will be significantly lower than the average value of social practice experience (3.73).

It can be concluded that there is no significant difference in the two items of association awareness participation and association behavior participation with or without internship experience. In addition, there are significant differences in the two items of association participation and association emotional participation with or without internship experience.

H3: There is a significant difference in the current status of participation in college student associations whether they are student cadres or not.

According to the research hypothesis, it is necessary to compare the differences in the participation status of college student associations whether they are student cadres or not. It can be seen from Table 5 that using the T-test (full name independent sample T-test) to study the differences between being a class cadre in terms of community participation, community cognition participation, community emotional participation, and community behavior participation. It can be seen from the above table: Whether serving as a class cadre has significant effects on community participation, community awareness participation, community emotional participation, and community behavior participation ($p<0.05$), which means that whether serving as a class cadre has significant effects on community participation, community awareness participation, and community emotional participation. , there are differences in community behavior participation. Specific analysis shows that whether serving as a class cadre has a significance of 0.01 level for community participation ($t=-7.835$, $p=0.000$), and specific comparisons show that the average value of not serving as a class cadre (3.37) will be significantly lower than that of being a class cadre (4.04). Whether or not to be a class cadre has a significance of 0.01 level for community awareness and participation ($t=-5.582$, $p=0.000$), and the specific comparison shows that the average value of not being a class cadre (3.43) will be significantly lower than that of being a class cadre (4.05). Whether or not to be a class cadre has a significance of

0.01 level for emotional participation in the community ($t=-6.268$, $p=0.000$), and the specific comparison difference shows that the average value of not being a class cadre (3.38) will be significantly lower than the average value of being a class cadre (4.05). Whether or not to be a class cadre has a significance of 0.01 level for participation in community behavior ($t=-6.780$, $p=0.000$), and the specific comparison shows that the average value of not being a class cadre (3.30) will be significantly lower than that of being a class cadre (4.03).

It can be concluded that: whether serving as a class cadre has significant differences in community participation, community cognition participation, community emotional participation, and community behavior participation.

H4: There is a significant difference in the status quo of participation in social organizations of college students with or without urban hukou.

According to the research hypothesis, it is necessary to compare the differences in the status quo of the participation in social organizations of college students with or without urban hukou. It can be seen from Table 6 that the independent sample t-test is used to study whether urban hukou has a significant difference in community participation, community cognition participation, community emotional participation, and community behavior participation. . Specific analysis shows that whether urban hukou is significant at the level of 0.001 for community participation ($t=3.634$, $p=0.000$), and specific comparisons show that the average value of urban hukou (3.71) is significantly higher than the average value of non-urban hukou (3.37). Whether or not urban hukou has significant significance at the 0.01 level for community awareness participation ($t=3.422$, $p=0.001$), specific comparisons show that the average value of urban hukou (3.77) is significantly higher than the average value of non-urban hukou (3.37). Whether or not urban hukou has significant significance at the level of 0.05 for emotional participation in associations ($t=2.585$, $p=0.01$), specific comparisons show that the average value of urban hukou (3.71) is significantly higher than the average value of non-urban hukou (3.39). Whether or not urban hukou has significant significance at the 0.05 level for participation in community behaviors ($t=2.462$, $p=0.015$), specific comparisons show that the average value of urban hukou (3.65) is significantly higher than the average value of non-urban hukou (3.33).

It can be concluded that whether urban hukou has significant differences in community participation, community cognition participation, community emotional participation, and community behavior participation.

H5: There is a significant difference in the current status of the participation of college students from economically poor families or not.

According to the research hypothesis, it is necessary to compare the differences in the status of the participation of college students from economically poor families or not. It can be seen from Table 7 that whether the family is poor has a significant effect on community participation, community

cognition participation, community emotional participation, and community behavior participation ($p < 0.05$), which means that whether the family is poor has differences in community participation, community awareness participation, community emotional participation, and community behavior participation. Specific analysis shows that whether a family is poor or not has a significance at the level of 0.05 for community participation ($t = -2.644$, $p = 0.014$). A specific comparison shows that the average value of poor families (3.16) will be significantly lower than the average value of non-poor families (3.66). Whether the family is poor or not has a significance of 0.01 level for community awareness participation ($t = -3.205$, $p = 0.002$). The specific comparison shows that the average value of poor families (3.16) is significantly lower than the average value of non-poor families (3.71). Whether the family is poor or not has a significance at the level of 0.05 for emotional participation in social groups ($t = -2.544$, $p = 0.012$). The specific comparison shows that the average value of poor families (3.21) is significantly lower than the average value of non-poor families (3.66). Whether the family is poor or not has a significance of 0.01 level for the participation in community behaviors ($t = -2.66$, $p = 0.008$). The specific comparison shows that the average value of poor families (3.12) will be significantly lower than the average value of non-poor families (3.60). It can be concluded that whether the family is poor or not has significant differences in community participation, community cognition participation, community emotional participation, and community behavior participation.

H6: There is no significant difference in the current status of the participation of college students in different majors in Zhengzhou University of Business, School of Art, Henan Province.

According to the research hypothesis, it is necessary to compare the differences in the status quo of college student association participation in different majors. It can be seen from Table 8 that using single-factor ANOVA to test the differences of research majors in community participation, community cognition participation, community emotional participation, and community behavior participation. From the above table, it can be seen that majors have no significant effect on community participation, community cognition participation, community emotional participation, and community behavior participation ($p > 0.05$), which means that majors have no differences in community participation, community cognition participation, community emotional participation, and community behavior participation.

Discussion

According to the results of the independent sample T-test, it can be known that, in general, girls are stronger than boys in terms of club participation. Significant difference This is consistent with the findings of Wang (2018). Among them, there is no significant difference in emotional participation, but there are significant differences in people's cognitive participation and behavioral participation. This is

because in student club activities, boys usually pay more attention to goal and task orientation, while girls pay more attention to the establishment of interpersonal relationships in clubs. In the current common clubs and club activities, the expectation of skill learning is obviously more limited than the expectation of interpersonal communication, so female college students have a higher degree of participation in student clubs as a whole. There is a significant difference in the participation of clubs with or without internship experience, and students with social practice experience are more inclined to participate in clubs. This is consistent with the points made by Chang (2018) and Wu (2014). Analyzing the reasons, it is not difficult to find that students with practical experience will have more knowledge, and they prefer to try new things. The club itself is a part of school education, and it also has advantages in terms of time allocation. Therefore, it is not surprising that these students who hope to get exercise through social practice also choose to participate in clubs to achieve their goals.

According to the difference in the degree of participation in associations between students who have been cadres and those who have not, we can find that students who have served as cadres have higher participation in associations than those who have not served as cadres. This is in line with Wang's (2016) point of view that there is a difference in position in association participation, and there is a difference in association position in association behavior participation. In association activities, members of associations who serve as cadres have significantly higher cognitive participation, behavioral participation, and emotional participation than members who do not serve as cadres. Analyzing the reasons, students serving as cadres are more concerned about the country and society than ordinary club members, have stronger communication skills and team awareness, and are more proactive in club activities. Therefore, they communicate more with club members in daily club affairs management. Such students also show higher attention and enthusiasm in club affairs, so they can be more involved in club activities.

Whether they come from economically poor families has an impact on students' club participation, and the difference is significant. Students from economically impoverished families have lower participation in clubs than students from non-poor families, which is consistent with the research conclusion of Kan (2008). One of the reasons is that there are differences in economic, cultural and social psychology among poor students of different social status. Lack of funds is the fundamental factor that restricts impoverished students from participating in club activities. Secondly, in rural schools, the development of music, art and other courses is restricted, which makes them show obvious disadvantages when they participate in university art and sports clubs. There are also some college students from rural families who do not lack economic resources as a whole, but because their families lack good cultural resources and tastes, most of the parents of rural families have not experienced college life, so their spiritual and psychological support for their children to participate in club activities is relatively insufficient.

Conclusion

At present, the participation of third-year students in the School of Art of Zhengzhou Business University is at the upper-middle level, and the three dimensions of the student association participation scale are all good. The results of the data analysis show that the "Participation in Community Awareness" is the highest, followed by "Participation in Community Emotion" and "Participation in Community Behavior". There are significant differences in the current status of college students' club participation with different background variables.

Among the third-year students of the School of Art of Zhengzhou Business University, according to different background variables, there are significant differences in the status of college student club participation between male and female students. In the community life, there is a significant difference in the status in social life between students with practical experience and students without these experiences. In addition, from the perspective of whether students are student cadres or not, there are also obvious differences in the participation of student associations at present. Similarly, there are significant differences in the status quo of the participation of college students in associations according to whether the students have urban hukou or not. In addition, whether they come from economically poor families or not, there are also significant differences in the status quo of the participation of college students in social organizations. However, there is no significant difference in the status quo of student association participation among college students of Zhengzhou University of Commerce, Henan Province, with different majors.

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RESEARCH ON JOB BURNOUT AND SUBJECTIVE WELL-BEING OF TEACHERS IN SHANDONG YINGCAI UNIVERSITY

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Abstract: This research aimed to investigate the influence of job burnout on subjective well-being among teachers in Shandong Yingcai University, to analyze whether there are significant differences between job burnout and subjective well-being among college and university teachers under different background variables, and then to analyze the correlation and predictive power of each dimension of job burnout on subjective well-being among citizen-managed teachers. In this research, a questionnaire survey was used and a sample of teachers from Shandong Yingcai University, a private university, was used as the population for the research, and 311 valid questionnaires were recovered. The research instrument was "a questionnaire on the effect of job burnout on subjective well-being among private university teachers". The data were analyzed by descriptive statistics using SPSS, independent sample t-test, ANOVA, Pearson correlation, stepwise regression analysis and other statistical methods.

The main findings of the research are as follows: There was a significant correlation between job burnout and subjective well-being among teachers of Shandong Yingcai University, an undergraduate school in Shandong Province, China, and a significant predictive power between job burnout and subjective well-being among college and university teachers, with "emotional exhaustion" being the strongest predictor of teachers' life satisfaction.

Keywords: Subjective Well-being, Job Burnout, Private University Teachers

Introduction

Research Background

With the rapid development of the times, technology is advancing, the pace of work is accelerating, and workers are more tired, confused, and unmotivated, which is called "job burnout". Job burnout was seen as a crisis of the 1980s and a disease of modern life at the first International Symposium on Job Burnout held as early as 1980 (Guan, 2019). According to the data, it was found that about 60-70% of the teachers would experience stress symptoms again, and 30% experienced significant symptoms of emotional boredom. Now there has been a serious job burnout in China, and

China is at a critical period of social transformation. It can be said that "job burnout" is unavoidable during social development and progress, and it is a very critical social issue.

"70% of Chinese people have job burnout, and more than 10% of them are very serious", which was shown in the "Job Burnout Index Survey Report" of China released by www China HRD net in 2004. In the survey, it was considered that teachers shared a higher degree of job burnout among 15 industries, ranking the third place. This situation, as noted by American Education Association President Gurray (2014), "the new disease, teachers' job burnout, is afflicting the education community" and he predicted that "it should be corrected as soon as possible, or it will soon become widespread".

On August 27, 2005, the "2005 Chinese Teachers' Occupational Stress and Mental Health Survey", organized by the School of Public Administration and Policy of Renmin University of China and co-sponsored by the Institute of Human Resources Research and Sina Education Channel, focused on the teachers' job burnout in China (Zhu, 2017). The results of a web-based online survey of nearly 9,000 teachers revealed that 82.2% of teachers felt stressed and 3 out of 10 teachers were burned out.

It is an important task to make the backbone as the key in the higher education teaching force and to build socialist senior talents with Chinese characteristics, while teachers have deeper experience in the transformation of society and have more avant-garde feelings than the normal people (Fan, 2018). Nowadays, China's higher education is developing rapidly, and the education reform is progressing, and the pressure of teachers is increasing. Nowadays, there are various physical conditions of private university teachers, which are caused by overworking, so the serious job burnout of university teachers should be paid attention to. The current research in the field of education has included to international job burnout, and in the issue of job burnout, teachers have reached a consensus that teachers' psychological health is also currently affected, and the quality of education is also affected, and thus the growth of teachers is slower, so trying to solve teachers' job burnout has become a problem that colleges and universities must face (Zhu, 2017). At present, there are more studies on job burnout in China, but there are very limited studies on the job burnout of teachers in Shandong private colleges and universities. Therefore, it is significant to conduct an extensive survey on the burnout status of teachers in private colleges and universities in Shandong Province, to explore the factors affecting teachers' burnout, and to propose measures to effectively reduce teachers' burnout (Zhu, 2017).

Previously, scholars focused on how to improve teaching skills and the development of teaching posture and quality, but the stress generated by teachers at work was not paid attention to, so teachers felt poorer professional well-being. Nowadays, a few scholars pay attention to teachers' job burnout, but only focus on teachers' negative emotions to carry out research, or simply study the influencing factors between teachers' job burnout and subjective well-being, but there are fewer relationships between them. Teachers are a great profession and have great responsibilities not only for society and families, but also teachers are experiencing increasingly serious burnout at work, so we did a study on

teachers' job burnout and its influencing factors, and further explored the relationship between job burnout and subjective well-being, which can give us an idea of what kind of quality-of-life teachers have, and can help them in work and life in a positive, healthy, harmonious and happy way.

Research Problems

- (1) What is the status of private university teachers' job burnout?
- (2) What is the status of private university teachers' subjective well-being?
- (3) How do the variables in different contexts (gender, marital status, teaching segment) affect private university teachers' job burnout?
- (4) How do the variables in different contexts (gender, marital status, teaching segment) affect private university teachers' subjective well-being?
- (5) What is the impact of private university teachers' job burnout on their subjective well-being?
- (6) What is the relationship between job burnout and subjective well-being of private university teachers?

Objective of the Study

- (1) To understand the status of private university teachers' job burnout.
- (2) To understand the status of private university teachers' subjective well-being.
- (3) To be familiar with the differences in job burnout scores among private university teachers under different background variables.
- (4) To be familiar with the differences in subjective well-being scores among private university teachers under different background variables.
- (5) To test the effect of private university teachers' job burnout on their subjective well-being.
- (6) To test the relationship between job burnout and subjective well-being of private university teachers.

Scope of the Study

This study only discusses the status quo of teachers' job burnout and subjective well-being, explores the impact of teacher job burnout on subjective well-being, explores its correlation and predictive function, and finally puts forward suggestions to improve teachers' subjective well-being.

Research Significance

This study explores the relationship between job burnout and subjective well-being by taking teachers in private universities as the research object based on domestic and foreign research and improves the previous studies on the direct transformation from excessive job burnout to subjective well-being. In the past, there were relatively few literatures on teachers' subjective well-being as a variable. Therefore, this paper will take teachers' subjective well-being as the research subject to provide theoretical basis and empirical reference. At the same time, through the research on the job burnout and subjective well-being of private teachers, this study can further help teachers overcome job burnout,

improve the level of subjective well-being, and strengthen the construction of teachers.

Theoretical Framework

The theoretical results of teachers' job burnout and subjective well-being were integrated by finding the relevant literature on citizen-managed teachers' job burnout and subjective well-being through CNKI, determining the topic and research direction of this research, formulating the theoretical basis of the relationship between the variables in this research by analyzing the relevant literature, establishing variable association diagrams, and proposing research hypotheses.

Hypotheses

Based on the above research questions, research objectives and research framework, this research proposes the following research hypotheses as a basis for statistical test:

H1: There were significant differences in teachers' perceptions of job burnout and subjective well-being across background variables.

H1.1: There were significant differences in teachers' perceptions of job burnout across background variables.

H1.1-1: There were significant differences in teachers' perceptions of job burnout by marital status.

H1.1-2: There were significant differences in teachers' perceptions of job burnout by gender.

H1.1-3: There were significant differences in teachers' perceptions of job burnout by years of teaching.

H1.2: There were significant differences in teachers' perceptions of subjective well-being across background variables.

H1.2-1: There were significant differences in teachers' perceptions of subjective well-being by marital status.

H1.2-2: There were significant differences in teachers' perceptions of subjective well-being by gender.

H1.2-3: There were significant differences in teachers' perceptions of subjective well-being by years of teaching.

H2: There was predictive power of private university teachers' job burnout on their subjective well-being.

Literatures Review

Job burnout, also known as "occupational burnout", was introduced by Greenhaus (1985), who believed that job burnout occurs when employees are overly stressed and exhausted. The main achievement of the development phase was the introduction of the MBI questionnaire (Maslach, 1993). In the MBI, the intervention of job burnout is the main purpose of the research phase. Since job burnout

has different definitions in different scenarios, it is difficult for scholars to reach a consensus on the definition of job burnout. Therefore, the strategies and dimension classifications of job burnout are different. Low personal accomplishment, depersonalization, and emotional exhaustion appeared most frequently in the literature and can be considered as the most important dimensions constituting job burnout. Maslach classified teachers' job burnout into emotional exhaustion, depersonalization, and personal accomplishment in terms of the manifestations of job burnout, and proposed models of sameness and difference in terms of the same relationship between the teachers themselves and their work. It was believed that teachers' own disharmony with their work was one of the main reasons for teachers' job burnout (Chen & Liu, 2021).

Salami's (1968) study object when naming job burnout was volunteers excluding teachers. Maslach's first study on job burnout also excluded teachers. It was not until Schwab (1979) first introduced teachers' burnout as a topic of study at the annual conference in 1979. Since then, the exploration of job burnout has also moved to the field of education, and one of the more visible problems in the education industry is teachers' job burnout. To make the measurement of teachers' job burnout more prominent to meet the characteristics of Chinese teachers, many scholars in China developed localized teachers' Maslach Burnout Inventory based on the MBI that meet the characteristics of Chinese teachers, with fruitful results. For example, Xia (2017) revised the MBI-GS. Huang (2022) revised and developed a Burnout Questionnaire for primary and secondary school teachers. Chen & Liu (2021) revised and developed the "Burnout Questionnaire for Secondary School Teachers".

Many foreign researchers who have explored in depth the factors influencing subjective well-being pointed out that subjective well-being is influenced by individual personality traits, attributional style, physical condition, socioeconomic status, and social support (Diener & Oishi, 2013). Among them, happiness is high when individuals get a positive ratio of give and take and receive more support from society (Tian, 2014); studies showed that poor sleep quality reduces subjective well-being (Weinberg, Noble & Hammond, 2016). Studies showed that inappropriate use of mobile social media affects subjective well-being by affecting the physical and mental health of individuals (Hawi & Samaha, 2016); Individuals who perceive higher subjective well-being have higher self-esteem (Joshnloo & Daemi, 2018); Findings from studies with teachers indicate that subjective well-being are conducive to academic success, and academic success can also increase subjective well-being, and interestingly, an increase in negative emotions in subjective well-being does not lead to a dissipation of positive emotions (Gana, Broc, & Quintard, 2016).

The measurement of domestic subjective well-being is mainly based on foreign scales, but there are also a lot of domestic scholars who conduct localization measurement according to China's situation. For example, the Newfoundland Subjective Well-being Scale was revised to study the subjective well-being of the elderly in China (Rengang & Gong Yaoxian, 1999). Based on SWBS-CC, a simplified

scale which can be applied to large-scale social survey research was compiled (Xing Zhanjun, 2002). The Scale is composed of 20 items with good homogenous credibility, criterion validity and concept validity, and can be used as a tool for the study of subjective well-being of urban residents in China. There are not many scales specifically revised for teachers. The researchers found the following through literature search: the "Subjective Happiness Scale for Senior High school teachers" edited by Guan Shushi; The Questionnaire on Subjective Well-being of University Teachers was edited by Yin Jia (2014).

Job burnout is the embodiment of negative emotions generated in the process of work, and subjective well-being includes negative emotions, and job burnout is negatively correlated with subjective well-being (Zhang Yumeng, 2019). The research results also show that the more serious the degree of job burnout, the lower the sense of happiness (Zhang Xudong & Pang Shiping, 2020). Studies have shown that whether you serve as a class teacher and your title significantly affect job burnout and happiness (Xia Qing, 2017). Assuming that there are other mediating roles between job burnout and subjective happiness and confirming that job burnout plays an intermediary role in the relationship between job identity and subjective happiness, job burnout and subjective happiness are also related to a certain extent.

Research Methodology

The survey respondents of this study were 311 teachers in Shandong Yingcai University, and 311 people participated in the survey. In the formal investigation stage, random sampling method will be adopted. Questionnaires will be distributed to teachers of Shandong Yingcai University who participate in the investigation, and 311 copies will be collected and sorted through WeChat working group within a specified time.

Teacher burnout questionnaire. The scale tool for measuring teacher burnout in private colleges and universities in this study comes from the Teacher Burnout Questionnaire (2013) compiled by Xu Mingyu, which includes 21 questions from three dimensions: emotional exhaustion, depersonalization, and personal achievement. The scale adopts five-level Likert scores, and the specific scoring requirements are 5 points for full compliance.

Teacher subjective well-being questionnaire. The study adopted the General Well-Being Schedule (GWB) compiled by Fazio (1977) of the National Center for Health Statistics, which was divided into two dimensions of emotional index and life satisfaction, with a total of 8 topics, each dimension containing 4 topics.

Finding and Conclusion

Firstly, statistical analyses of descriptive variables were conducted separately for the

respondents' gender, marital status, age, years of teaching, highest education, classroom teacher or not, and subject taught. It can be obtained that the respondents of this scale were mainly male, with 162 respondents (52.1%), while 149 respondents (47.9%) were female. As for marital status, the respondents were mainly married, with 180 people, accounting for 57.9%, while 131 people, accounting for 42.1%, were unmarried. Among the years of teaching, the respondents were mainly less than 5 years with 135 or 43.4%, followed by 6-10 years, 11-15 years, more than 20 years, and 16-20 years, respectively, with 63, 62, 29 and 22 respondents, accounting for 20.3%, 19.9%, 9.3% and 7.1% respectively.

The next part of the data analysis is to compare the differences between variables in different demographic contexts. SPSS 25.0 statistical software was used. In the following chapters, the T-test and one-way ANOVA are mainly used to test the research hypothesis. The specific analysis results are shown in the following.

H1.1-1: Teachers of different genders have significant differences in teacher burnout.

According to the research hypothesis H1-1, independent sample t test was used to test the hypothesis. P value less than 0.05 indicates that the hypothesis H1-1 is valid.

H1.1-2: Teachers with different marital status have significant differences in teacher burnout.

According to the research hypothesis H1-2, independent sample t test was used to test the hypothesis. P value of small \cdot 0.05 indicates that hypothesis H1-2 is valid.

H1.1-3: Teachers of different teaching ages have significant differences in teacher burnout.

According to the research hypothesis H1-3, independent sample t test was used to test the hypothesis. if the P-value is less than 0.05, the hypothesis H1-3 is valid.

H1.2-1: Teachers of different genders have significant differences in teacher burnout.

According to research hypothesis H1.2-1, independent sample t test was used to test the hypothesis. The P value is less than 0.05, indicating that hypothesis H1.2-1 is valid.

H1.2-2: Teachers with different marital status have significant differences in teacher burnout.

According to research hypothesis H1.2-2, independent sample t test was used to test the hypothesis. P value less than 0.05 indicates that hypothesis H1.2-2 is valid.

H1.2-3: Teachers of different teaching ages have significant differences in their sense of job burnout.

According to research hypothesis H1.2-3, independent sample t test was used to test the hypothesis. P value less than 0.05 indicates that hypothesis H1.2-3 is valid.

Hypothesis2: There was predictive power of private university teachers' job burnout on their subjective well-being.

In the predictive power test of job burnout and subjective well-being of college teachers, the hypothesis proposed in this study is supported. The standardized coefficients of the three dimensions of job burnout, emotional exhaustion, depersonalization, and low personal achievement, on subjective

well-being were 0.505 and 0.411.0.298, respectively.

The conclusions were made based on the above data as follows:

- 1) The job burnout score of teachers in private colleges and universities is medium level, and the performance of teachers' job burnout and subjective well-being are good.
- 2) Among different background variables, "gender" and "marriage" have significant differences in teachers' subjective well-being and job burnout.
- 3) There is a significant negative correlation between job burnout and subjective well-being of college teachers.

Recommendations

Based on the above research results, specific suggestions are provided for the management departments of rural schools in Jinan, the management of rural schools, the students in rural schools and the researchers in this field.

- 1) The principals of private colleges and universities in Shandong Province and the decision-makers of administrative units should pay attention to the characteristics of college teachers and pay attention to their career development.
- 2) Schools should organize various forms of support activities to curb teachers' job burnout.
- 3) In the direction of research, focus on specific target groups to do accurate research.
- 4) In the research path, the direct or indirect influence ways between variables is analyzed.

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THE INFLUENCE OF FAMILY RESOURCES ON STUDENTS' ACADEMIC ACHIEVEMENT: TAKING THREE UNIVERSITIES IN JINAN AS AN EXAMPLE

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Abstract: This research project seeks to examine the association between family resources and academic achievement among students. In this paper, college and university freshmen students serve as the research mother group, and questionnaires are disseminated through sampling surveys to freshmen students at three colleges and universities in Jinan. 275 of the gathered 300 questionnaires are valid. This paper aims to investigate the impact of family resources on the academic life of students.

Research tools: Bourdieu's Family Resource Scale, which divides the aspects of family resources in The Shape of Resources, and Elliot & Church's Achievement Goal Orientation Scale are the research tools. The acquired data were analyzed using descriptive statistics, independent sample t-SPSS, ANOVA analysis, Pearson correlation, stepwise regression analysis, and other statistical approaches.

Results indicate a strong positive correlation between the family resources of Jinan college students and their academic achievements. The correlation coefficients between the three dimensions of students' family resources and the academic achievement variables have reached significant levels, with the correlation degree of students' family material resources being the greatest. In Jinan, the material resources of college students' families are the largest predictor of academic achievement, followed by the dimension of family social resources, and finally by the dimension of family cultural resources, which are the weakest.

Keywords: Family Resource, Domestic and External Resources, Academic Achievement

Introduction

Research Background

Academic achievement refers to the accomplishments acquired in the systematic specialization or in the direction of exhibiting the major of existence together with laws. In the last two years, however, due to the influence of COVID-19, college courses are sometimes online and sometimes offline. This

has increased the psychological burden of learning for students, and because learning methods frequently change without notice, students have gradually developed anxiety regarding their learning objectives. In the preface to *Aesthetics*, Hegel (1800) provided an intriguing and memorable example: "One day, a little boy threw a stone into the river and was surprised to see the ripples in the water, but he thought it was a work, he saw the result of his action." This is what we call a sense of accomplishment. The stage of college students, according to Zhang (2019), is the stage with the most adaptability. In this period, college students are heavily influenced by their parents' educational approaches and perspectives, and their parents' education also plays an essential role. In planning for their children, parents not only have short-term goals and aspirations, but also long-term academic achievements and objectives. In actuality, however, many parents utilize academic success to determine their attitude toward their children when schooling them, and academic performance has always had a prominent position .

According to Gai (2021), home and school are the most significant and extensive microsystems for children and adolescents, and there are several aspects in family and school backgrounds that impact problematic teenage behavior. The resource conservation hypothesis proposes that secondary school candidates with abundant family resources may exhibit fewer problem behaviors by, for instance, compensating for resource depletion caused by stress with parental support. The existence of a family is crucial for a so-called happy existence. According to Zhao (2020), relevant theoretical and empirical investigations have demonstrated that the social resources or family resources received by an individual have a strong correlation with the advancement of family and work. Liu (2018) stated that today, home-school collaboration is most frequently discussed.

A review of the scholarly literature found that most of the research on instructional leadership in China was undertaken after 2010. Problem behaviors that affect student achievement, family resources, school resources, and potential profile analysis are research majors. There have been a number of domestic and international studies on family resources, as well as numerous studies examining the factors that influence student academic achievement; however, there have been relatively few studies examining the relationship between family resources and student academic achievement. With the introduction of the idea of family resources, this study demonstrates that family resources can boost college students' excitement for learning and have a beneficial effect on academic accomplishment, therefore it is a valid predictor of academic achievement. Hence, this research was conducted on this topic.

Research Problems

- (1) How is the present family resource status of freshmen students?
- (2) How is the present status of freshmen students' academic achievement?
- (3) How do freshmen students' family resources vary in relation to background variables?

- (4) How do background variables influence the academic achievement of freshmen students?
- (5) How is the relationship between the family resources of freshmen students and their academic performance?
- (6) How is the influence of freshmen students' families on their academic performance?

Objective of the Study

- (1) To determine the present family resource status of freshmen students.
- (2) To determine the present status of academic achievement among freshmen students.
- (3) To comprehend how freshmen students' family resources vary with respect to background variables.
- (4) To comprehend disparities in academic achievement among freshmen students based on background variables.
- (5) To investigate the relationship between the family resources of freshmen students and their academic performance.
- (6) To investigate the influence of freshmen students' families on their academic performance.

Scope of the Study

The sample sampling majors of this study are freshman undergraduates of Shandong Yingcai University, Shandong Normal University, and Shandong College of Arts, which involve different majors and genders, and are representative of the population.

Research Significance

First, there are few studies on the academic achievement of college students and the relationship between college students' academic achievement and family resources is also not common. Especially after 12 years of examination-based education, the academic achievement of college students is the focus of scholars' attention at present. This study expands the research field of family resources by understanding the generation and influencing factors of college students' academic achievement from the perspective of family resources. The study provides reference on specific cases.

Second, the academic achievement of college students is a topic that is currently given more attention by universities. The research results of this study can make suggestions based on the research findings on whether family resources of college students have an impact on academic achievement. This study is beneficial for college teachers to enhance their emotional service ability in conjunction with their work, reduce or attenuate the negative impact brought by academic achievement, and achieve the goal of high-quality education and teaching; the research methods and steps adopted in this study can be used as references for future researchers.

Theoretical Framework

(1) Background variables: It included gender, grade, major category, reason for choosing major, homeplace, learning situation, whether they are class leaders of students in Shandong Yingcai

University. In this way, this study analyzed whether the professional identity and learning engagement of students in Shandong Yingcai University are different due to different background variables.

(2) Independent variables: professional identity professional cognition, professional emotion, professional behavior, and relevance. (Zhang, 2018)

(3) Dependent variables: The university students' learning engagement included three dimensions: cognitive engagement, emotional engagement, and behavioral engagement. (Ma, 2013)

Hypotheses

Based on the above research questions, research objectives, and research framework, this study proposes the following research hypotheses as the basis for statistical testing:

H1: There are significant differences in family resources and academic achievement among students with different background variables.

H1.1: There are significant differences in family resources for students with different places of origin.

H1.2: There are significant differences in family resources for students with different highest educational attainment of either parent.

H1.3: There are significant differences in family resources among students with different college entrance exam results.

H1.4: There are significant differences in family resources for students who attend different schools.

H2: Students with different background variables have significant differences in their academic achievement.

H2.1: There are significant differences in academic achievement among students with different majors.

H2.2: There are significant differences in the academic achievement of students with different highest educational attainment of either parent.

H3: There is a regression effect of family resources of college students on academic achievement.

Literatures Reviews

Family resources are associated with good relationships among family members, family income status, property and parental morality, the way children are raised, the development of a person's self-concept, teacher-student relationships, and behavioral problems. With the rise of the positive youth development perspective, Search Institute, a U.S. nonprofit organization, has been conducting extensive research on factors that promote positive youth development since 1990, and they define developmental resources as "a set of experiences, relationships, skills, and values that effectively promote positive

youth development and enable them to achieve healthy developmental outcomes." Some scholars also suggest that family resources are various types of resources owned or controlled by the family.

Family resources can be divided into two categories: material resources and human resources (Nie, 2017). Family material resources are everything that a family owns, including the belongings, financial assets, and properties in the home. In contrast, family human resources are the physical abilities. According to Huang (2019), who extended his view on family resources based on the basic theoretical framework of the National Conference on Family Relations in the U.S., there are various resources in the family, and these resources come together to be what we call family resources.

Chang & Zhang (2020) proposed two ways of classifying developmental resources: one is to classify them into eight categories based on resource categories, namely, support, empowerment, norms and expectations, effective use of time, engagement in learning, positive values, social competence, and self-affirmation; the other is to classify them into five categories by context, namely, family resources, school resources, community resources, social resources, and personal resources. The classification by context can be more targeted to provide conditions and methods for positive development of adolescents. According to Nie (2017), high family resources means that adolescents are highly supported, cared for, and affirmed in their families, and have a supportive learning environment and good parent-child communication. Among the eight dimensions of developmental resources, Taiwanese scholar Li (2008) found that the support dimension was the most important.

Different majors such as education, psychology and economics have different definitions of family resources. From a psycho-pedagogical perspective, Yu & Zhang (2020) believe that family resources are "family factors that influence children's psychological development", which is also particularly important. From an economic perspective, Li (2019) argues that; "family resources can be divided into economic resources and cultural resources. The former can be referred to as economic resources, while the latter are non-economic resources. The human resources of families include the number, quality, education, culture, occupation, social status, physical health, experience in production and business management, skills in home management and the ability to consume life, etc. of the family-owned labor force and potential labor force. In the field of pedagogy, Sun (2019) used a dichotomous approach to divide family resources into different economic as well as human totals that can be supplied for the growth and development of students. Fan (2018) defines family resources as " all material and spiritual resources that have an impact on the development of young children.

In his study, Vodyanoy (2021) introduced the concept of family resources, where the resources that an individual receives from the family improve the individual's performance at work as the individual's motivation is transformed. Structural resources are mainly activities in some structured and content areas. For example, the various opinions given to you by your family, the various social relationships provided to you by your family, etc. Subsequently, many researchers have proposed

different theories of family resources one after another.

Ma et al. (2017) made a study on whether or not only children are the main group and concluded that among only children, but this group is also not good at expressing their emotions and their acceptance of their peers is relatively low. Yang et al. (2020) explored the academic performance and behavior of students and concluded that the general structural system is the same, but there are slight differences between genders. Yao (2019) conducted a study on the relationship between family resources, interaction anxiety, and fear of denial among secondary school students, and finally concluded that school resources are also an important aspect in influencing students' learning outcomes for different students. Therefore, a brief analysis of school resources for the students is presented in the following chapters.

Research Methodology

According to the research questions and research objectives of this study, the researcher proposed to use the questionnaire method to quantitatively study the influence of family resources and school resources on students' academic achievement among freshmen students of Shandong Yingcai University, Shandong Normal University, and Shandong College of Arts after the literature review related to this research question and clarifying the theoretical framework and the relationship between variables of this study. Finally, data analysis was conducted using SPSS software based on the questionnaire-received data to verify the hypotheses of this study and make a discussion.

Finding and Conclusion

In the 285 official samples of this study, seven background variables were examined, including gender, place of birth, highest education of either parent, family economic condition, college entrance examination results, major discipline attended, and school attended. The results showed that:

In terms of gender, 144 male students, accounting for 50.5% of the sample, and 141 female students, accounting for 49.5% of the sample; among the place of origin, 141 students were from urban families, accounting for 49.5% of the sample, 99 students were from county families, accounting for 34.7% of the sample, and 45 students were from rural families, accounting for 15.8% of the sample.

when investigating the highest education of either parent, 54 students were below junior high school, accounting for 18.9%, high school vocational 136 people, accounting for 47.7% of the sample, college or above 95 people, accounting for 33.3% of the sample; in the survey of family economic conditions, 31 people in difficulty, accounting for 10.9% of the sample, 144 people in well-off families, accounting for 50.5% of the sample, 110 people in rich families, accounting for 38.6% of the sample; in the survey of college entrance examination results, 83 people with less than 450 points, accounting for 29.1% of the sample, 45 people in rural families, accounting for 15.8% of the sample. In the survey

of college entrance examination scores, 83 people had scored less than 450 points, accounting for 29.1% of the sample, 113 people had scored 451-500 points accounting, for 66.7% of the sample, were studying in science and technology - science, agriculture and medicine, and 95 people, accounting for 33.3% of the sample, were studying in humanities and social sciences - economics, management, law and education; in the survey of In the survey, there were 100 students from Shandong Yingcai University, accounting for 35.1% of the sample, 93 students from Shandong Normal University, accounting for 32.6% of the sample, and 92 students from Shandong College of Arts, accounting for 32.3% of the sample.

SPSS 25.0 software was adopted. In the following sections, the T-test and one-way ANOVA are mainly used to test the research hypothesis. The specific analysis results are shown in the following table.

H1.1: There are significant differences in family resources for students with different places of origin.

The scores of students' academic achievement variables were as follows: science and technology (M=3.785, SD=0.562); humanities and social sciences (M=3.614, SD=0.655); t-value=2.183; p-value=0.030. Since the p-value is less than 0.05, there is a significant difference between science and humanities and social sciences at the level of family social resources. This indicates that there is a significant difference between the different disciplines of attendance on the academic achievement of students, so there is a significant difference between the different disciplines of attendance on the academic achievement of students.

H1.2: There are significant differences in family resources for students with different highest educational attainment of either parent.

The score scenarios at the level of family resources were as follows: below middle school (M=3.684, SD=0.553); high school vocational (M=3.937, SD=0.555); and college or higher (M=3.805, SD=0.707); F-value=3.623; p-value=0.028. The results of the ANOVA test showed that because the p-value was less than 0.05, the different parents' highest educational level differed significantly under the dimension of family resources, where high school level was significantly better than below middle school, and by analyzing the data, it was concluded that the gap between high school level and below middle school was larger in terms of family resources.

H1.3: There are significant differences in family resources among students with different college entrance exam results.

The score scenarios at the level of family resources were as follows: below 450 (M=3.794, SD=0.600); 451-500 (M=3.970, SD=0.558); and above 501 (M=3.734, SD=0.674); F-value=4.163; p-value=0.017. The results of the ANOVA test showed that because the p-value was less than 0.05, there is a significant difference between the different high scores at the level of family resources, where 451-

500 scores are better than below 450 and above 501.

H1.4: There are significant differences in family resources for students who attend different schools.

The score scenarios for the family social resources dimension were as follows: Shandong Yingcai University (M=0.772, SD=3.500); Shandong Normal University (M=1.017, SD=3.730); Shandong College of Arts (M=0.827, SD=0.772); F-value=6.341; p-value=0.002. The results of the ANOVA test showed that because the p-value was less than 0.05, there is a significant difference between the different attendance studies under the level of family social resources, where Shandong Yingcai University is significantly better than Shandong Normal University.

H2.1: There are significant differences in academic achievement among students with different majors.

The score scenarios at the level of family material resources were as follows: urban (M=3.895, SD=0.766); county (M=3.853, SD=0.865); rural (M=3.479, SD=0.937); F-value=4.561; P-value=0.011. The results of the ANOVA test showed that because the P-value was less than 0.05, there was a significant difference between the different birthplaces at the level of There is a significant difference under the dimension of family material resources, where both urban and county families outperform rural families, and by analyzing the data, it is concluded that rural families have a larger gap in family material resources compared to urban and county families.

H2.2: There are significant differences in the academic achievement of students with different highest educational attainment of either parent.

The score scenarios at the level of student academic achievement variables were as follows: below junior high school (M=3.548, SD=0.664); high school vocational (M=3.813, SD=0.521); college or above (M=3.709, SD=0.645); F-value=3.914; p-value=0.021. The results of ANOVA test showed that because the p-value was less than 0.05, the There is a significant difference between different parents' highest education under the dimension of students' academic achievement, where high school vocational is significantly better than below junior high school, and by analyzing the data, it is concluded that there is a greater gap between high school vocational and below junior high school in terms of students' academic achievement.

To test the causal relationship among the variables, this study examined whether family resources had significant predictive power on students' academic achievement through stepwise regression analysis. Among them, family resources include three dimensions: family social resources, family material resources, and family cultural resources. Regression analysis was conducted with student academic achievement as the predictor variable (i.e., explanatory variable) and total family resources as the dependent variable. to examine the predictive power of family resources on students' academic achievement. As shown in Table 6, the three dimensions of family resources were correlated

with students' academic achievement in descending order, with family material resources ($r=.505$), family social resources ($r=.498$), and family cultural resources ($r=.493$), and stepwise regression analysis could be done accordingly. The regression summary table for the predictive analysis of student academic achievement using the three dimensions of family resources.

Further combining the predicted standardized coefficients of family resources on student academic achievement leads to the following regression equation: student academic achievement = $.684 \times$ family resources

The VIFs are all less than 10, so this covariance is negligible.

The conclusions were made based on the above data as follows:

In the process of studying the influence of family resources on students' academic achievement in three universities in Jinan, this study found that there is a correlation between family resources and students' academic achievement, and there is a significant positive correlation between family material resources, family social resources, and family cultural resources and students' academic achievement. These findings have similar conclusions with the study of Wang (2011). Also, this study found that background variables such as different genders, place of birth, education, family economic conditions, college entrance examination results, and majors attended were different in the performance of students' academic achievement. Therefore, this subsection will compare these findings with existing studies to further explore the predictive situation of family resources on students' academic achievement in the three universities in Jinan, and to study and explore the reasons for this.

Recommendation

Whether the highest parental education in different regions will have an impact on family resources variables and students' academic achievement variables in future studies

This research found no significant relationship between different parents' highest education on family resource variables and students' academic achievement variables. Therefore, in the future study, colleges and universities of different levels in different regions can be selected for the study to test whether different parents' highest education has an effect on students' family resources and academic achievement. The selection of sampling can be strengthened by studying different school levels and regions.

In-depth study of the factors influencing students' academic achievement

This study found that there are many factors that affect student achievement and there is no consensus. In addition to the dimensions explored in this study, there may be other dimensions that have an impact on the two variables in this study. Therefore, it is recommended that future researchers explore the factors that influence student achievement in depth. In addition, there is a lack of empirical studies on family resources, and there is a lack of analysis on the factors that influence students'

academic achievement at each educational level, which future researchers can explore in depth.

Adding qualitative research to the research method

In this study, the questionnaire was mainly used as a source of information for the study, and it was mainly self-rated by the students, which easily affected the reliability of the questionnaire due to the respondents' personal background, subjective perceptions, the environment and the role of the environment on emotions. At the same time, during the process of obtaining data from the questionnaire, it was not possible to observe the dynamic relationship between various students, making some information missing. Therefore, it is recommended that future researchers use case studies, in-depth interviews, and field observations to further explore the relationship between family resources and students' academic achievement to make the study more comprehensive.

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THE INFLUENCE OF COLLEGE STUDENTS' LEARNING SATISFACTION ON CAREER CHOICE ATTITUDE IN SHANDONG PROVINCE

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Abstract: In order to explore the relationship between the study satisfaction and the career choice attitude of college students in Shandong Province under the current employment situation and the influence of the former on the latter, so as to better improve the employment level of graduates. In this study, some students from Shandong Yingcai University, Shandong Province, China, were studied by quantitative research to obtain data. 322 electronic questionnaires were distributed to some students of the school, with a recovery rate of 100%, among which 245 were valid questionnaires, with an effective rate of 76%.

Research tools for reference Yang and Zhang (2016) of the "Chinese college students satisfaction research status scale", and in Li, Pei and Li (2022) preparation of "based on professional self-efficacy theory of senior students career choice research questionnaire" scale compiled on the basis of learning satisfaction and career choice attitude scale. The results showed that the learning satisfaction and each dimension were significantly and positively correlated with the career choice attitude, and each dimension of the two variables also showed a correlation. At the same time, the standardization coefficient of school service, hardware facilities, teacher teaching and school atmosphere of learning satisfaction on students' career choice attitude is 0.346, 0.176, 0.149 and 0.081, respectively, indicating that college students' learning satisfaction has a significant predictor of their career choice attitude.

Keywords: College Students, Learning Satisfaction, Career Choice Attitude

Introduction

According to the survey data of Qilu Talent Network, the proportion of 2022 graduates is 57.28%, down 6.43 percentage points compared with the same period; the proportion of college graduates is 13.59%, up 2.23 percentage points year on year; 18.53% of college graduates have delayed employment, up 2.59 percentage points year on year. The phenomenon of "slow employment and slow employment" of graduates is more prominent, and more and more graduates fail to find suitable jobs in time after graduation due to various reasons.

And because it was during the outbreak, Many companies try to control their costs, Choose to

scale back hiring or freeze hiring, For graduates with an already complex and grim employment situation, Adding to the injury, This leads to a lack of confidence of graduates in the overall attitude towards employment choice, More rational and pragmatic in mentality, In the choice of practical interests and job stability is also more considerate, First of all, the uncertainty of the employment direction and the incomplete understanding of the talents needed by the society, Secondly, some students are influenced by the traditional thoughts and family factors, High requirements for the desired job, Many ideas, All this reflects the poor attitude of career choice.

Based on the background of the above domestic research and the current employment environment in Shandong Province, the research on the attitude of college students' employment choice and its influencing factors has more and more practical significance. This study in Shandong talent college dance junior and senior students, for example, aims to understand the college students' career choice attitude and learning satisfaction for the influence of career choice, to promote the similar situation in the province optimize employment situation and adjust improve students' learning satisfaction to improve employment choice attitude for reference.

Research Objectives

The aim of this study was to explore the association between learning satisfaction and career choice attitudes among college students. The research objectives of this study can be defined as the following 6 points:

- (1) Understand the status quo of college students' learning satisfaction.
- (2) Understand the current status quo of college students' career choice attitude.
- (3) The influence of being familiar with background variables on college students' learning satisfaction.
- (4) Familiar with the influence of background variables on college students' attitudes towards career choice.
- (5) To test the relationship between college students' learning satisfaction and their career choice attitude.
- (6) To test the influence of college students' learning satisfaction on their attitude towards career choice.

Literature Reviews

Hu (2018) believes that learning satisfaction is a single whole, and the satisfaction of this whole does not involve the specific object, structure, nor the formation of the process; but the formation factors are real, and eventually becomes a comprehensive subjective feeling of the morning. She concluded that learning satisfaction is comprehensive and personal subjective feelings and opinions, generated

when students evaluate their own learning, and is also affected by other aspects of the learning conditions and environment.

Liu (2018) defines the learning satisfaction of college students as a psychological state after experiencing high education presented from the relative relationship between expectations, process and harvest, and a value judgment reflected in the different elements and importance of the performance gap. Through certain logic, the experiences formed by these specific activities, events and processes form a complex student satisfaction model, which is integrated by many aspects of participating in university learning. The investigation and study of learning satisfaction of Chinese college students is an important reference for Chinese college students in learning expectation, learning experience, learning perception and evaluation and many other aspects. The investigation and study of learning satisfaction of Chinese college students is an imperative and far-reaching investigation, and an important reference for Chinese college students in many aspects. Then, the comprehensive structure of college students' learning satisfaction sorted out by this element is of deep reference significance for our investigation and study of college students' learning satisfaction.

According to Li (2022), employment attitude can be divided into the following three aspects: cognition of employment, sentiment of employment sentiment, and willingness of employment. The understanding of the training objective and direction of the major generally refers to the understanding of the major, the meaning of employment sentiment, the strength of the employment confidence, and the understanding of the third aspect from self-recognition to the determination of the value and external difficulties in the realization of employment. In addition to this, the strength of the attitude is also reflected in the values of career. For example, the impact on career, personal ideal, belief in life and world outlook, will be concentrated in the professional values.

Xu, Zhang & Yang (2019) pointed out in the article that if universities do not really establish a student-oriented training mode, it will lead to the dislocation of talent training goals in education and teaching activities.

Wang, Yan & Sun (2013) investigated the non-normal students of ideological and political education students and employment attitude of eight comprehensive universities in China. The research results show that: the voluntary satisfaction rate of general undergraduate majors is not high; Therefore, the influence of professional satisfaction on the employment attitude of students, Found that course interest is a direct influencing factor in employment attitudes, Curriculum arrangement, teaching effect, and professional book resources are the indirect influencing factors of employment attitude, The influence degree on students' employment attitude, the influence degree of students' employment attitude, and the clear training objectives, Reform of the curriculum system, Establish the mentor training mechanism, Improve teachers' classroom teaching ability, Establish a systematic employment guidance system, It is of great help to the career satisfaction of non-normal students majoring in

ideological and political education, Can play a very good role in promoting it.

Qin (2015) believes that the factors affecting college students' employment attitude can be defined as many types, and it is difficult to accurately include all factors and types. The researcher believes that students' employment attitude has a great impact in four aspects, including personal factors, school education, family environment and government factors. Therefore, in the questionnaire setting, he subdivided these four factors into four dimensions and converted them into specific index variables.

Overall, the current for college students learning satisfaction and career choice attitude related research number is relatively limited, although the existing research from multiple angles define learning satisfaction, the definition of career choice, influencing factors, etc., but by comparison, specifically targeted research college students learning satisfaction on the influence of career choice attitude. This will be the focus of this study.

Methodology

In this study, the different influencing factors of the four dimensions of career choice attitude are found, thus drawing the overall conclusion of college graduates in Shandong Province. And by exploring the influence of students' learning satisfaction on career choice attitude, we try to master a way to promote the optimization of career choice attitude by improving learning satisfaction, so as to provide method reference for Shandong universities with similar situations.

According to the research questions and purpose of this study, the researchers should fully read the relevant literature, clarify the theoretical framework and the relationship between the variables, and plan to conduct a quantitative study on the influence of students' learning satisfaction on the attitude of career choice in Shandong Province. Finally, data analysis using SPSS software according to the questionnaire recovery data to verify the study hypothesis and present discussion.

1. Study Topic Determination

According to the personal research field and the purpose and significance of the research, the researchers and the instructor determined the study topic as the influence of college students' learning satisfaction on students' career choice attitude.

2. Questionnaire Survey

Based on the research topic, the survey variables and related scale tools were determined, and the "influence relationship questionnaire of college students' learning satisfaction on career choice attitude" was compiled. This survey took the form of online questionnaire distribution, and distributed and recovered the questionnaires.

3. Analysis of the Data

This study will analyze the results of the questionnaires collected in the previous step by the

SPSS software. The validity and reliability of the research results of descriptive statistics and difference analysis to investigate the current situation and differences of learning satisfaction of different grades and professional students; to investigate the prediction power of relevant analysis and regression analysis.

4. Study Variables

This study contains three variables: basic data, learning satisfaction, and attitudes towards career choice. The demographic information includes: 1) Gender: male, female; 2) major: Sports dance, Chinese dance; 3) Grade: junior, senior; 4) domicile: town, village. Learning satisfaction is an independent variable, which includes four dimensions: teacher teaching, school atmosphere, hardware facilities and school service. The attitude of career choice is the dependent variable, including four dimensions: career goal, career confidence, career value and career autonomy.

Results

The research scope is for college students who choose dance as their major in Jinan region, Shandong Province, China. According to the survey, as of November 2022, 27 undergraduate and junior college universities in Jinan city, Shandong Province, have offered dance majors. Due to the wide distribution of these 27 universities and the large number of respondents, this study finally adopted the convenient sampling method and took dance students from Shandong Yingcai University of China as the sampling survey. Shandong Yingcai University was founded in June 1998 and upgraded to an ordinary undergraduate university approved by the Ministry of Education in 2008. It is a higher education institution with the enrollment qualification of higher education. In 2017, the university became a provincial master's cultivation and construction unit. The university offers 8 majors in dance, with a total number of about 850 students. Therefore, an online questionnaire will be released in the junior, senior and junior college students, and it is estimated that about 200-300 students will be taken as the sample of this study. 322 questionnaires were collected, with a recovery rate of 100%. After the survey, the invalid questionnaires were screened, and the final valid questionnaires were 245, with an effective rate of 76%, meeting the requirements of statistical analysis.

Table 1: Comparison of Differences in T-Test with Study Major as the Background Variable (N=245)

Dimensions/ Variables	Sports Dance (N=123)		Chinese Dance (N=122)		T	Sig.
	M	SD	M	SD		
Teacher Teaching	4.226	0.834	3.459	1.095	6.160	0.000
School Atmosphere	4.278	0.677	3.791	0.900	4.788	0.000
Hardware Facilities	4.068	0.748	3.382	0.986	6.135	0.000
School Services	4.221	0.724	3.577	1.007	5.745	0.000
Learning Satisfaction Variable	4.192	0.677	3.544	0.890	6.409	0.000
Career Selection State Variable	4.184	0.546	3.761	0.796	4.840	0.000

Table 2: Comparison of Differences by T-Test Using Sex as Background Variables (N=245)

Dimensions/ Variables	Male (N=64)		Female (N=181)		T	Sig.
	M	SD	M	SD		
Teacher Teaching	3.613	1.151	3.925	0.994	2.070	0.040
School Atmosphere	3.879	0.943	4.091	0.783	1.764	0.079
Hardware Facilities	3.547	0.962	3.790	0.924	1.791	0.075
School Services	3.756	0.946	3.951	0.924	1.443	0.150
Learning Satisfaction Variable	3.694	0.870	3.932	0.840	1.930	0.055
Career Selection State Variable	3.782	0.928	4.041	0.608	2.080	0.041

Table 3: Comparison of Differences by T-Tests with Household Register as the Background Variables (N=245)

Dimensions/ Variables	Countryside (N=145)		Town (N=100)		T	Sig.
	M	SD	M	SD		
Teacher teaching	3.855	1.022	3.828	1.080	0.204	0.839
School atmosphere	4.007	0.874	4.078	0.766	-0.653	0.514
Hardware facilities	3.684	0.959	3.788	0.908	-0.851	0.395
School services	3.884	0.936	3.924	0.931	-0.328	0.743
Learning satisfaction variable	3.849	0.866	3.899	0.837	-0.447	0.655
Career selection state variable	3.972	0.751	3.975	0.657	-0.028	0.978

Table 4: Comparison of Differences by T-Tests with Grade as the Background Variable (N=245)

Dimensions/ Variables	Junior (N=123)		Senior (N=122)		T	Sig.
	M	SD	M	SD		
Teacher Teaching	3.941	1.000	3.746	1.082	1.466	0.144
School Atmosphere	4.073	0.831	3.998	0.833	0.708	0.48
Hardware Facilities	3.738	0.919	3.715	0.960	0.195	0.845
School Services	3.940	0.922	3.861	0.944	0.664	0.507
Learning Satisfaction Variable	3.914	0.852	3.825	0.855	0.811	0.418
Career Selection State Variable	4.048	0.693	3.898	0.727	1.656	0.099

Table 5: Correlation Matrix of Learning Satisfaction and Attitudes Towards Career Choice (N=245)

	1	2	3	4	5	6	7	8	9	10
1 Teacher Teaching	1									
2 School Atmosphere	.807**	11								
3 Hardware Facilities	.720**	.719**	11							
4 School Services	.765**	.742**	.865**	11						
5 Learning Satisfaction	.899**	.881**	.919**	.936**	11					
6 Career Goals	.592**	.532**	.591**	.626**	.647**	11				
7 Career Confidence	.499**	.535**	.531**	.523**	.573**	.664**	11			
8 Career Value	.568**	.524**	.612**	.656**	.654**	.746**	.737**	1		
9 Career Autonomy	.507**	.502**	.558**	.602**	.600**	.706**	.755**	.823**	11	
10 Career Choice Attitude	.605**	.584**	.640**	.672**	.691**	.868**	.881**	.926**	.911**	11

* P<0.05, ** P<0.01

Table 6: Stepwise Regression Analysis Table of Learning Satisfaction on Career Choice Attitudes

Model	R	R Square	R Square Change	F Change	Significance F Change
a	.672a	0.452	0.452	200.117	0.000
b	.682b	0.465	0.014	6.270	0.013
c	.693c	0.480	0.015	6.962	0.009
d	.695d	0.482	0.002	0.920	0.338
Model	Explanatory Variable	Standardization Coefficient β	T	Significance	VIF
a	School Services	0.672	14.146	0.000	1.000
b	School Services	0.469	5.013	0.000	3.967
	Hardware Facilities	0.234	2.504	0.013	3.967
c	School Services	0.360	3.547	0.000	4.769
	Hardware Facilities	0.190	2.022	0.044	4.098
	Teacher Teaching	0.193	2.639	0.009	2.492
d	School Services	0.346	3.383	0.001	4.858
	Hardware Facilities	0.176	1.844	0.066	4.204
	Teacher Teaching	0.149	1.713	0.088	3.498
	School Atmosphere	0.081	0.959	0.338	3.298

Table 7: Regression Analysis Table of Learning Satisfaction on Attitudes Towards Career Choice

R	Adjusted- R-Square	F	Significance	Standardization Coefficient β	T	Significance
.691	0.475	221.549	.000	0.691	14.885	0.000

Discussion

In the process of studying the influence of college students' learning satisfaction on their career choice attitude in Shandong Province, this study found some correlation between learning satisfaction and career choice attitude. This is because students with high learning satisfaction tend to have more confidence in themselves and their majors, teachers and schools, and tend to be more optimistic, positive and planned, so they also have a better attitude to make career choices. Meanwhile, this study also found that background variables such as grade, household register, and gender differ in the performance of learning satisfaction. Therefore, this section will compare these research results with existing studies, further explore the prediction of college students' learning satisfaction on college students' career choice attitude, and study and explore the reasons.

According to the analysis of the results of this study, it is found that there is a significant positive correlation between students' learning satisfaction and career choice attitude in Shandong Province, that is, the higher the learning satisfaction score, the better the career attitude. Therefore, the attitude of choosing a major shows a certain correlation with the learning satisfaction of college students.

This study from the school service, hardware facilities, teachers' teaching, school atmosphere of college students career choice attitude four dimensions discusses the college students learning satisfaction, and its dimensions are prediction found that the school service, hardware facilities,

teachers' teaching, school atmosphere four dimensions have good positive foresight. Among them, the school service dimension of college students' learning satisfaction plays the biggest prediction role, while the school atmosphere predicts the least role.

Conclusion

The object of this survey is the college students majoring in dance in Shandong Yingcai University. The main conclusions of this study are as follows.

The Score of College Students' Learning Satisfaction is Medium Level, and the Performance of Learning Satisfaction is Still Good. According to the results of the questionnaire survey, it is found that in the cognition of college students, learning satisfaction has been the attention of most students. "Teacher teaching" and "hardware facilities" have the highest average score; "school atmosphere" has the lowest score; in five scales, the mean of "teacher teaching" and "hardware facilities" are higher than the average of independent variable learning satisfaction, and their performance is positive.

The Current Attitude of College Students' Career Choice is Still Good, and Students Have the Strongest Performance in the Dimension of "Career Goal". According to the results of the questionnaire survey, it is found that the average scores of "career confidence", "career value" and "career goal" of students' career choice attitude are moderate in the five scales; the scores of "career value" and "career confidence" are lower than the average of career choice attitude. Therefore, it can be concluded that the attitude towards career choice is good, and students feel the most in the dimension of "career goal".

The Factors that Caused Significant Differences in Learning Satisfaction Among the Different Background Variables of College Students are "Gender", "Major" and "Household Register". According to the results of the questionnaire survey, the "gender", "major" and "grade" changes of college students have different learning satisfaction. In terms of teacher teaching performance, men are higher than women. However, demographic background variables such as "age", "gender" and "grade" did not significantly differ in the learning satisfaction of college students.

Among the Different Background Variables of College Students' Attitudes Towards Career Choice were the Background Variables of "Gender", "Major", "Grade" and "Age". According to the results of the questionnaire survey, the main factors of the background variables on students' career choice attitude in college students come from "gender", "major", "grade" and "age". Men are better off than women. The study satisfaction in senior year was significantly higher than that in junior year. However, demographic background variables such as "gender" and "grade" showed no significant difference on college students' attitudes towards career choice.

There is a Significant Positive Correlation Between College Students' Learning Satisfaction and Students' Career Choice Attitude. According to the results of the questionnaire survey, there is a high positive correlation between students' learning satisfaction and students' career choice attitude. The

correlation coefficient of college students' learning satisfaction and the four dimensions with students' career choice attitude and the four dimensions all reach a significant level, among which "teacher teaching" has the highest correlation degree with students' career choice attitude.

The Learning Satisfaction of College Students is Predictive to Students' Attitude Towards Career Choice. From the perspective of the questionnaire survey results, college students learning satisfaction dimensions to predict the overall career choice attitude, including "teacher teaching" dimension of students' career choice attitude, followed by "school atmosphere" dimension, and "hardware facilities" dimension of college students' career choice attitude is the weakest.

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教师职业道德建设研究—以徐州汇川中等学校为例**A STUDY ON TEACHER PROFESSIONAL ETHICS CONSTRUCTION IN
THE CASE OF XUZHOU HUICHUAN MIDDLE SCHOOL**刘翠^{1*}Cui Liu¹¹MEd Student, Stamford International University of Thailand

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摘要: 习近平在“全国教育会议”中指出，为师是一种莫大的荣耀，每位老师都应该珍视这一荣耀，热爱这一事业，对自己的要求更加苛刻，对自己的能力更加精益求精。教师是一个职业，职业的特点决定了教师必须具有较高的职业道德。但是，随着时代的发展和社会的进步，当前社会上存在的各种不良现象和问题对教师职业道德建设产生了严重的影响。这就要求我们加强教师职业道德建设，为社会培养更多合格的人才。在我国社会主义现代化建设中，需要更多优秀的人才，这就要求教师具备良好的职业道德和较高的业务素质。因此，加强教师职业道德建设就显得尤为重要。本文以徐州汇川中等学校为例，对学校教师职业道德建设现状进行分析，提出了加强学校教师职业道德建设的对策。通过加强学校教师职业道德建设，可以培养一批德才兼备、爱岗敬业、为人师表、开拓创新、具有良好道德素养的高素质人才。

关键词: 教师，师德建设，研究。

Abstract: In the "National Education Conference", Xi Jinping pointed out that being a teacher is a great honor, and every teacher should cherish this honor, love this cause, be more demanding on themselves, and be more refined on their ability. Teacher is a profession, and the characteristics of the profession determine that teachers must have a high professional ethics. However, with the development of The Times and the progress of society, the various bad phenomena and problems existing in the current society have had a serious impact on the construction of teachers' professional ethics. This requires us to strengthen the construction of teachers' professional ethics and cultivate more qualified talents for society. In China's socialist modernization construction, more excellent talents are needed, which requires teachers to have good professional ethics and higher professional quality. Therefore, it is particularly important to strengthen the construction of teachers' professional ethics. Taking Xuzhou Huichuan Middle School as an example, this paper analyzes the current situation of the professional ethics construction of teachers and puts forward the countermeasures to strengthen the construction of

the professional ethics of teachers. By strengthening the construction of professional ethics of teachers, we can cultivate a group of high-quality talents with both integrity and ability, love and dedication, exemplary, pioneering and innovative, and with good moral quality.

Keywords: Teacher; Teacher Ethics Construction, Xuzhou Huichuan Middle School

引言

马克思在其《德意志意识形态》中指出，道德是受客观的物质生活环境所支配的，是阶级和经济等特定的历史要素的结果，“每个社会形态，都有相应的道德需求，而且，这些需求总是伴随着这个社会的发展而发展”。师德与其它道德一样，都是对社会物质生活状况的反应，也是由一定的社会经济基础所确定的一种社会意识形态。当前，我国正在进行的是一个正在进行的现代化的国家，这就要求我们的高等教育要为国家提供全面的、有针对性的、高素质的、高水平的、有组织的、有能力的、有纪律的、有责任心的、有责任感的毕业生。这就需要老师们对自己的国家有一颗强烈的热爱之心，对党的教育工作忠贞不渝，始终秉承着为人民服务的优秀精神，始终秉持着集体主义的精神，努力为新时代的社会主义事业的建设者和接班人做出自己的贡献。在新的历史条件下，随着社会经济的发展和和社会的发展，学校的师资队伍也面临着越来越多的挑战。在工作中不断地深化着自己的理解，不断地提高着自己的专业素养，最终达到了新的高度。

1. 高校教师职业道德建设的重要意义

1.1 文化强国战略的重要保障

在文化与社会，文化与经济，文化与政治的高度融合的今天，文化对国家实力的影响越来越大。文化的力量，根植于民族的创造力、生命力和凝聚力。教育是文化最主要的传播方式。要在全社会大力提倡尊重知识、尊重人才，努力提高全民的文化素质。要建立健全学习型社会，加强对广大人民群众的学习教育，提高全民族的思想道德素质和科学文化素质，这是增强国家综合国力、提高国际竞争力的一项重要方法和途径。学校作为民族文化振兴和发展的主要基地，中等职业院校的师德建设对于构建一个学习化的社会有着举足轻重的意义。这就需要老师们做好如下工作：第一，要继续对广大民众开展社会主义的理想和信仰的教育，大力宣传社会主义的核心价值观念，让广大民众对中国特色的社会主义的发展，总是抱着一种积极的、科学的态度，用马克思主义的观点，来实现国家的伟大复兴。二是，坚持开展爱国热情的教育，培养和发扬民族精神，使我国团结统一，热爱和平，勤劳勇敢，自强不息，这是我国的根本。三是，加强全民的科技文化素质教育，努力建设一个“人人学习，终身学习的学习型社

会”，实现人的全面发展，学校的教学工作义不容辞。一个国家的兴亡，取决于教育；一个国家的复兴，取决于老师的责任。在建设学习型社会的过程中，面对日益加剧的全球化竞争，老师们要用自己饱满的热情和优良的职业道德面貌，为祖国的富强、社会的可持续发展和中华民族的伟大复兴作出自己的努力。

1.2 提高全民族素质的根本需要

就当前来说，我们的国民素质总体上还比较低，在经济、技术等方面还受到了发达国家的冲击，在思想道德和民主法治方面还存在着不可忽略的问题。所以，在现代社会中，教育的作用越来越大。要使广大的毕业生成为热爱社会主义，热爱祖国，热爱人民，具有艰苦奋斗，实事求是，独立思考，勇于创新的精神，从而使学生成为有理想，有文化，有道德，有纪律，有纪律的“四有”新时代的青年。在提升国民素质方面，高校发挥着其它法律、法规、规范制度所不能替代的功能，高校要着重从年轻人入手，不断地培育和发展出一代一代高质量的学生，这一定会对提升整个国家的整体素质产生积极的影响。所以，提高学生的专业素质，既可以提高学生的科技素质，又可以推动学生的社会素质，同时也可以提高学生的综合素质。中等职业学校的师德，对于国家和社会的发展有着举足轻重的影响，这就使其建设和改进变得更加深远。

1.3 高校教师队伍建设的价值引领

中等职业学院教师的专业伦理，就是指导他们作出对自身利益的合理抉择的一种行为规范。当前，我国的社会和经济都在发展，对外开放的速度也在加快。教师的工作、生活和思想都不可避免地会受到各种的外界影响，也会有自己的利益和别人的利益之间的矛盾，甚至是自己的利益和集体的利益之间的冲突。个别教师在工作中存在着诸如工资高低、工作环境优劣、生活情绪喜怒哀乐等诸多实际问题，这些问题都有可能部分教师的心态失衡和心态失衡。在校园中，很显然不能用货币来衡量师生之间、教师与家长之间的关系。但是，教师职业道德对教师在处理个人利益与集体利益、社会利益之间的道德原则进行了明确的界定，指出了教师在教学活动中应该遵循的准则和要求，并指导教师在教学中的行为进行了正确的选择。通过对教师角色的定位，可以使其在课堂上得到很好的调节，从而使课堂上的师生关系得到很好的调节，从而使课堂上的课堂活动得以进行。

2. 教师职业道德建设存在的挑战

中等职业学院教师的思想政治素质、职业道德修养、业务素质等是影响学校办学质量的重要因素。应当说，当前的师德建设和实践情况总体上是比较好的，大部分的老师都能够自觉地遵循着自己的职业操守，对自己的工作充满热情，对自己的教育事业兢兢业业，在教学中

坚持以身作则，为人师表，教书育人，敬业奉献，力求树立自己的优秀品德，为广中等职业学校生点燃了一盏又一盏通往未来的灯火，获得了整个社会的尊敬。但是，也应该认识到，随着市场经济的发展和社会的不断发展，人们的意识形态的独立性、选择性、多变性和差异性也越来越明显。随着现代信息技术的快速发展，特别是网络突破了时间和空间的限制，它对人们的思想观念，尤其是对老师和青年儿童产生了更大的影响，因此，在学校教育和师德建设工作中，会出现很多新的情况和新的问题。在坚守着传统的职业伦理的过程中，教师不可避免地要面对着社会、受教对象和自己之间的矛盾冲突和困惑，面对着新的挑战。

2.1 社会环境变化的影响

新时期是中国由“富起来”向“强起来”迈进的新时期，随着我国社会主义市场经济制度的建立，人民的生存环境有了很大的提高，但也逐渐出现了多种不同的利益关系，使得少数人受到了一些不健康的意识形态的冲击，出现了一些精神文明退化的问题。例如，“利己主义”、极度个人主义等追求自我利益的思潮逐渐上升，造成了某些“社会病变”的出现。在这种复杂的情况下，很多学校的老师，都被“拜金主义”所代替，他们在自己的岗位上无所顾忌，在自己的岗位上做着自己不应该做的事情，这就造成了他们的本末倒置，主次颠倒，这就使得他们的社会责任和道德观念变得越来越薄弱，有些老师甚至会放松自己的职业素养，而忽略自己的职业道德。这样的思想在中等职业学院里泛滥，有悖于教育的真谛和真谛，只能使学校里的社会丑陋进一步恶化，并对下一代的价值观产生深远的影响。

2.2 部分学校师德制度不健全

目前，大部分的中等职业学院都将科研与教学业绩，也就是研究成果、发表论文的数量、所承担的项目的水平和数量，都是对老师进行考核和评价的主要内容。对教师专业素质的评估，以教师专业素质为核心的评估，存在着“占比少”、“系数低”等问题。若没有良好的动力，则极易造成在教研过程中，对自己的专业伦理修养的松懈。这种对教师品德的评估不但无法对其进行有效的指导，反而会将其引入一种偏离了“品德平庸”的道路上，从而使其沦为“品德平庸”，只遵循“量化标准”，从而造成师德的异化。此外，有关规定没有得到有效的实施和监管，也说明了我国现行的师德体系还不够完善。目前，中等职业学院师德制度缺乏对已经发布的规定的实施情况的监管，因此在具体的实施方面还需要进一步强化。而科学、高效的监管体系，对于教师的职业道德建设来说，无疑会起到积极的推动效果。

2.3 教师价值观的偏差

这其中，既有来自于社会整体的因素，也有来自于学校的体制因素，更有来自于老师本身的因素。教师承担着培育社会主义新一代的建设者和接班人的任务，承担着振兴民族、推动社会发展的重大职责和任务。无论一个教师有多大的才能，有多大的才华，都必须以履行自

己的职责和义务为前提，以其行为符合专业劳动的基本道德，否则就不是一名教师。要把社会所需的职业道德转变成自己的内心素质，把自己的职业道德意识提升并凝聚成崇高的职业人格，就只有在日常的专业工作中，通过反复的经验和实践，领悟到其重要性和必要性，才能学会，而这是一个漫长的过程。然而，在实际生活中，有些中等职业学校的老师不仅要承受着来自于社会和家庭的巨大压力，还要承担着比较沉重的教育与科研工作，这导致了一些对老师的职业没有很高的认同，难以以一种乐观的态度对待自己的工作。没有对工作的热爱，没有对工作的忠诚，是很难把工作做好的，也很难有岗位的荣誉和自豪。这些负面的专业态度和专业行为对学生产生了直接的作用，而且其作用不再局限于短期、表面性，更具有长远、深远的意义，有的还可能对学生产生终生的影响。

21世纪以来，我国的中等职业学院教育在持续地进行着，并逐步走向了“综合性”，这对师资队伍也有了很大的需求。但是在实际的教学过程中，有一些老师在对教育事业的感情上没有太多的投入，也没有强烈的创新意识，不注重对先进的教育思想和理念进行探究和学习，同时还不能够掌握必要的学术前沿知识，不能够将现代的教育理念、教学的内容与方式进行有效地应用，只是单纯地将其局限于死记硬背。这种情况下，难以与学生们形成良性的、友善的互动，从而对课程的教学质量产生了一定的影响。

3. 教师职业道德存在问题的原因分析

3.1 多元社会环境的冲击

首先，市场经济中某些负面因素的影响。目前，我们国家正在处在重要的经济和社会转型时期，伴随着市场经济的持续发展，原来的社会道德规范和社会行为方式受到了质疑，甚至是否认，新的道德规范和行为方式还没有形成，对社会的有效约束力和引导力还没有形成，这些不良的观念和行为方式，比如拜金主义、个人主义、享乐主义和奢华的生活方式，这些都造成部分年轻老师们，他们把注意力集中在追求经济利润上，无法抵挡在他们面前的金钱的诱惑，在他们的日常生活中，他们的具体行为方式包括：不爱岗敬业，不用心教书育人，更看重的是他们的工资，他们的工资和薪水都很高。

其次，网络时代中信息多元化的冲击。互联网在为人类生活提供方便的同时，也引发了一系列的社会和伦理问题。互联网已经成为当代青年的一种新的生活方式。而中等职业学校的年轻教师则具有很强的求知欲和好奇心，但是他们中的一些人的观察力和分辨能力也比较差。由于目前互联网上存在着各种各样的信息，使得年轻的老师们在使用互联网的时候，不可避免地会被一些不健康的信息所“玷污”。如果没有一定的道德和职业道德规范，很可能被其他国家的文化传统、色情图片和文字所侵蚀，会对年轻教师的思想理念产生直接或间接的影

响，甚至破坏其自身的道德理念，进而使老师的师德观发生偏差。

3.2 国家政策的执行不力

第一点，学校管理的行政化影响。中等职业学校的非行政管理是近几年来国家提出的一项重要课题，但是这一课题的研究却进展缓慢。在当前的学校机构中，行政管理的痕迹仍然很浓。涉及到教师切身利益的重要决策，大多是由行政部门来决定，但是，青年教师在行政岗位上所占的比重却非常小，在政策制度上，该群体没有代表，也没有表现出自己的民主意识，在聘任、选拔、考评和奖罚等各种政策的制订上，不能偏袒更有必要支持的年轻教师，这不但极大地打击了年轻教师的工作热情，也使得许多中等职业学校所制订的师德规范和有关师德建设的规章制度因没有可操作性而成为纸上谈兵，这对中等职业学校青年教师的师德建设产生了不利的影响。现在，部分的中等职业学校都只是一种口头上的说法，而对那些违反师德的老师却没有给予很大的惩罚。

第二点，对国家文件执行不力。尽管最近这些年，国家各个部门已经发布了很多有关老师的职业道德的准则，习近平总书记也在好几次会议上都提到了老师职业道德的重要性，并且指出了老师的重要性和必要性。然而，由于实施的力度不足，以及政府对其的监督不足，因此，如果还依靠着老师自己的自学和自律来提高老师的品德，其进步速度很慢，效果很差。唯有贯彻该文件的精神，制定相关的法规，让违反师风师德的人在处罚时，可以有法可依，从法制上唤醒广大教师。

3.3 管理监督机制的不完善

首先，高校师德教育形式化。在很长一段时间内，部分学校对年轻教师的道德建设存在着普遍的缺失。目前，我国高校开展的有关年轻教师的师德教育工作还不够系统，许多教育工作只是在走过场，并没有得到应有的重视。部分培训形式单一、内容陈旧、脱离实际、浮于表面、不追求效果，这就造成了中等职业学校青年教师在思想道德修养、政治理论水平等方面的总体水平降低。

其次，高校师德制度建设不力。许多中等职业学校的师德教育手段与体系还不够健全，对于某些专业素质低下的老师，缺乏有效的约束手段；与此同时，在教师队伍的工作机制上，信息不够通畅，职责不够明确，反应不够及时；此外，在形式、方法和手段方面，还存在很多不够完善的方面，比如，形式陈旧，内容单调，手段呆板等。

最后，高校师德考评体系单一。在很长一段时间里，由于缺少对教师道德的指导，缺少严谨的管理体系和有效的监管手段，造成了部分中等职业学校“重专业轻道德”，“重科研轻教学”的现象。特别是在平时的工作中，许多中等职业学校都经常强调教学研究成果、著书立说的主导作用，而忽略了思想政治工作、道德素质建设的核心作用。中等职业学校招录师资

后，往往以教学、研究为衡量指标，而忽略了对专业伦理的培育，“重才轻德”的办学思想，造成了对专业伦理素养的忽略。此外，中等职业学校还没有建立起一套完整、科学的教师道德评估制度，目前的评估标准比较模糊，没有合理的指标，这就造成了在对教师进行评估的时候，教师道德只是一个走过场，没有将教师道德与科研成果、教学成果一样，列入到教师道德评估的体系之中。另一方面，一些学校尽管建立了师德考核制度，但是由于没有制定出具体的考核标准，而且没有形成有效的考核制度，从而无法有效地提高中等职业学校教师的职业素养。当前，尽管高校青年教师的师德建设被列入了促进中等职业学校内部发展的规划，但受各种原因的制约，一直没有取得实质性的成果。

4. 加强教师职业道德建设的途径

4.1 社会要营造良好氛围

教育关系到一个国家和民族的百年大事，它代表着国家的整体力量和人民的素质，因此，在整个社会中形成一种尊重教师、崇尚教育的良好气氛，这对提高教师的职业道德水平是非常有益的。在教学过程中，学校和社会应该为教师提供能够发挥其才能的工作环境和条件，确保其具有健全的个性，并让其得到与其所付出的努力相应的社会地位。各级政府和学校要通过各种形式开展“感恩教师”的宣传，在官方网站、官方微博等媒介中宣传杰出的师德，让全社会进一步认识到老师这个行业的重要性和重要性，让全社会对老师这个行业给予更多的关注，更多的尊敬老师，营造出有利于教育发展以及老师职业道德建设的良好社会风气和舆论气氛。社会的称赞和赞扬，能让中等职业学校教师更加深切地体会到自己在中等职业学校中所具有的使命感和得到社会认同时所产生的成就感，从而激发他们积极主动地探究做好中等职业学校教育工作，培养他们的理想个性，并能有效地引导他们将特定的职业行为与高尚的精神追求相融合，将普通的劳动与宏大的社会发展目标相融合，从而切实地承担起自己的职业道德责任，用自己的行为和奉献来赢得社会的认同。与此同时，社会舆论的监督还可以在某种程度上对中等职业学校中的教师职业道德进行规范。如果老师的职业行为与老师的职业道德不一致，那么来自学生、家长和领导的负面的评论就会对老师造成一些心理上的影响，而那些负面的评论就会对老师产生影响，从而对老师的职业道德行为产生更大的影响。

4.2 制定有效的考核评价与监督机制

在市场经济中，中等职业学校老师在从事教育工作时，必须考虑到个人发展，经济收入，家庭需求，子女教育等实际问题。在目前的中等职业学校里，对中等职业学校老师的职业操守问题，就是要对中等职业学校老师的职业操守问题进行探讨。在全社会中，我们应该摒弃那种“老师应该只说付出，不说回报”的陈旧观念。在“知识经济”的时代，教师的劳动具有

更高的生产和生产价值，因此，它应该得到与之相对应的经济和社会报酬。学校应当建立一套更有成效的高校教师职业道德考核评价制度，对那些能够认真地履行自己的职业道德义务，用自己的实际行动“为人民作表率，为社会正风气”的教师要给予薪酬上的奖励，对那些不断出现的模范典型展开公开表彰，并将师德作为教师考核、职称评定等方面的重要参考，并出台相应的标准。在监管方面，要建立起一套完整的中等职业学校教师职业道德监管制度，把各种职业操守制度落实得更好，加强对中等职业学校纪委的“威慑力”，对老师的行为和行为进行严格的规范。与此同时，要强化学校对教师的监管职责，把教师的专业伦理教育与教师的专业伦理教育放在一起，并将其列为重要工作。在对老师进行职业操守不当时，应给予适当的处罚，以促使老师正确认识自己的错误，纠正自己的不足。

4.3 明确自身责任，提升创新能力

老师的专业职责，如果用一句话来概括，那就是教育学生。在世界范围内，以培养具有较强创新能力和较强创新能力的复合型人才为目的。它既是中等职业学校教育的主要目的，也是社会教育的重要任务。苏联的教育工作者苏霍姆林斯基曾经说：“履行自己的责任能让一个人成为崇高的人。”教育工作者的工作，就是要把一种责任感，置于自我规训这一极为关键的素质之上，没有它，一所学校便无法成立。中等职业学校教师的职业道德责任感并非是一种自发的行为，而是通过对其职业道德的培养和培养而形成的，这也就意味着中等职业学校教师要对自己的职业崇高性有全面的了解，能够对自己所做的工作对国家和社会的重要性有深入的了解，并且对自己的学生和人民的教育事业怀有一颗赤子之心。

在此基础上，进一步提高中等职业学校教师的专业素质，增强中等职业学校教师的职业道德。伴随着时代的飞速发展，对中等职业学校教师的专业能力也有了更高的需求。首先，在当前的社会中，新技术和新知识不断地出现，并与其他学科进行了深度的融合和相互渗透。知识的发展呈现出高度的综合特性，从而推动了多个领域的交叉。因此，加强自身的专业素质，以现代化的科学理论为支撑，成为中等职业学校教师发展的必然选择。要想适应新时代的要求，就必须坚持学习、勇于开拓、与时俱进。其次是由于科学与技术的发展，学科领域也在发生着变革与重组，从基础架构到研究方式，都呈现出一系列新的特征，其知识的独创性与批判性更加明显。这些在学科专业发展中出现的新变化、新趋势，对中等职业学校老师的专业技能、教学能力提出了更高的要求，老师要熟练地运用现代化的教学方法和手段，在教学改革和创新的过程中不断地提升自己的能力和智力，加快从传统的灌输教育到以个体为主体的自主学习的转变，从而激发学生的好奇心，培养学生的独立学习和探索创新的能力。

结语

教育是一个国家、一个民族的百年大事，是一国整体力量、人民素质的标志，是知识的传承，文化的传承。中等职业学校教师的工作是世上最神圣、最高尚的职业劳动，它以教育、教学的方式，将人类社会中的优秀文化成果，对学生进行学习，并对其进行创造性思维和科学精神的培育，对其进行道德个性和品格的塑造，从而将其培养成具有宽博的学识和优良的品德。在新的历史条件下，高校教学工作的艰巨性、复杂性以及师德建设的紧迫性都凸显出来。十九大对加快教育现代化，建设教育强国提出了新的要求，而中等职业学校教师又是承担这一要求的骨干力量。为此，必须从社会、学校和教师自身三个层面着手，使其制度化和现代化。

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THE IMPACT OF TEACHERS' PERCEIVED QUALITY OF UNIVERSITY LOGISTICS SERVICE ON THEIR LIFE SATISFACTION IN HANSHAN NORMAL UNIVERSITY, CHINA

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Abstract: This study mainly aimed to explore the impact of university teachers' perceived logistics service quality perception on their life satisfaction, to analyze the differences of university teachers' perceived logistics service quality perception and their life satisfaction under different background variables. Taking the university teachers of Hanshan Normal University, from Guangdong province, China, as the research target group, using the survey method, the researcher applied purpose sampling method to study the teachers of Hanshan Normal University, finally, a total of 80 valid questionnaires were analyzed. Descriptive statistics, independent samples t-test, One-way ANOVA, Pearson correlation, stepwise regression analysis and other statistical methods were used for the obtained data. The research found: There was a significant correlation between the perception of teachers' perceived logistics service quality and their life satisfaction in Hanshan Normal University, China. The perception of university logistics service quality had a significant predictive power on teachers' life satisfaction, and the "infrastructure level" dimension has the strongest predictive power on teachers' life satisfaction. Based on the findings, it was suggested to strengthen the informatization construction and build a network informatization platform; Strengthen information exchange with teachers and students to enrich information exchange channels; Strengthen supervision and management and implement the patrol system; Strengthen training and improve the service level of logistics staff.

Keywords: University Logistics, Service Quality, Life Satisfaction

Introduction

In the context of the vigorous development of China's market economy, people's expectations for high-quality and diversified education have become increasingly urgent. Logistics is one of the important parts of higher education, whose main purpose is to ensure.

Teaching, scientific research and life of teachers and students in disabled universities. The quality of logistics work directly affects the stable operation of colleges and universities. The

characteristic of university logistics serving education determines that logistics has the function of serving and educating people in addition to serving and guaranteeing (Zuo, 2013). From 1979 to 1999, the reform of university logistics was at the initial stage of "crossing the river by feeling the stones". From 1999 to 2010, the reform of university logistics entered a stage of steady progress. With the expansion of university enrollment, to solve the bottleneck problem of the leap forward development of higher education, the Notice on Opinions on Further Accelerating the Reform of Logistics Socialization in Colleges and universities was issued in January 2000, marking that the reform of logistics socialization in colleges and universities has entered the fast lane (Li & Zhang, 2022).

Hanshan Normal University is a provincial university with a history of hundreds of years. Its particularity also determines that its teachers' satisfaction with the quality of logistics service is complex and challenging. In addition, logistics service work still has great limitations in the development of China's higher education. Because of their identity, school management, social status and many other factors, university teachers often have different needs for the quality of university logistics services.

The quality of rear service in colleges and universities directly affects the daily lives of teachers and students, teaching and scientific research in schools, and is an indispensable part of school management. Li (2021) believed that the original logistics management model cannot adapt to the development of the university. The socialized reform of university logistics service was part of the comprehensive reform of the university. The effect of logistics reform has a very important impact on the overall reform of the university.

Wu (2017) pointed out that university teachers' satisfaction with logistics services is closely related to the logistics services they provide. The more perfect logistics services, the more comfortably teachers and students can learn and live. Naturally, teachers and students will be more satisfied with logistics services. Sun (2018) showed that the satisfaction of teachers and students is affected by school infrastructure, talent training, informatization, effective incentive system and other factors. Only by solving these problems can we improve the satisfaction of teachers and students. Yang (2021) also has a similar opinion. The satisfaction of teachers, students and staff with logistics services is low, which is mainly reflected in weak service awareness, unclear service requirements, unimpeded service publicity channels, and lack of control and assessment of service results. If these four problems are solved, the satisfaction of teachers, students and staff with logistics services can be improved. At home and abroad, there has been a lot of research studies on logistics services, and many have explored the influencing factors of logistics services. However, there are few research study's that combine the relationship between university teachers' satisfaction and logistics services.

In view of this, this research combines the current situation of the logistics service work of Hanshan Normal University, takes the satisfaction of teachers' logistics service as the starting point, analyzes the influencing factors of teachers' satisfaction, and puts forward countermeasures and

suggestions accordingly, to promote the logistics service level of the university and improve the satisfaction of teachers.

Research Objectives

The purpose of this study was to explore the relationship between university teachers' life satisfaction and logistics service quality. the research objectives are as follows:

- (1) To understand the status quo of logistics service quality in colleges and universities.
- (2) To understand the status quo of university teachers' satisfaction with logistics services.
- (3) To compare the university teachers' different perceptions of university logistics service quality under different background variables (gender, teaching age, education background, position).
- (4) To determine the difference of teachers' life satisfaction under different background variables (gender, teaching age, education background, position).
- (5) To explore the relationship between university teachers' life satisfaction and logistics service quality.
- (6) To determine the impact of university teachers' quality of logistics service on their life satisfaction.

Literature Review

Definition of Logistics Service Quality in Higher Education

Yu (2016) believed that service quality was the emotion generated by customers after comparing their actual experience before and after shopping with their expectations before the shopping. By comparing the expectations before consumption with the real experience in the consumption process, customers will have a psychological feeling about the quality of service in the consumption process. Guenoun, Goudarzi & Chandon (2016) proposed that service quality can be perceived. He believed that when customers' actual perception of service exceeded their psychological expectations, customers would be satisfied with service quality. Zhu et al. (2019) thought that service quality was a subjective cognition, which is mainly generated from customers' psychological expectations and in the actual process of perceived value, it is a subjective evaluation based on the actual service level, while the evaluation remains relatively continuous and stable. Qin (2020), a scholar, believes that service quality is different from product quality in the traditional sense. Service quality refers to the subjective perception of customers based on the services they enjoy, while product quality emphasizes whether the product itself can meet customer needs.

Summarizing the different views of experts and scholars above, this study believes that colleges and universities undertake the mission of carrying out teaching and research activities for teachers and training for students, which requires that university logistics services can effectively guarantee the

teaching activities and daily life of teachers and students. As the foundation of normal teaching activities, it is particularly important to clearly define the quality of university logistics services.

Research Related to the Quality of Logistics Services in Higher Education

The logistics service supply model of foreign universities is significantly different from that of China due to the different economic conditions and cultural development of various countries, while domestic scholars have less research on the logistics service supply model of foreign universities. According to Yu (2015), the logistics supply model of foreign universities can be summarized into three types, namely, universities directly participate in the supply, professional institutions manage the supply, professional institutions and university logistics supply together. Qiu (2014) pointed out that foreign universities' choice of three types of models was government oriented. Foreign universities were established earlier. After hundreds of years, a university logistics service system with efficient management and stable operation has been formed, laying the foundation for the smooth development of universities (Liu, 2019). Whether in foreign countries or at home, logistics work had been studied to a certain extent. Sun (2018) believed that logistics management work had always remained in the subordinate position of service support from the current development stage, providing services for other departments in an organization. But from the perspective of future development trend, with the continuous development of social economy, logistics management will become an important part of the development of the school (You, 2021). Therefore, the logistics management model must be changed and innovated to meet the needs of the development of the times. In a word, efforts to provide good logistics services will, on the one hand, improve teachers' satisfaction. On the other hand, school organizations will provide teachers with support and care from logistics, which will enable teachers to improve their career in their hearts, feel happiness and sense of achievement, and further promote teachers to love their jobs and make more contributions to the development of the school.

Definition of Teacher Satisfaction

Teacher satisfaction is an extension and application of "customer satisfaction" theory in the field of education. The concept of "customer satisfaction" was first proposed by Cardozo (1965), an American scholar. The theory of "customer satisfaction" captures the essence of "people first" in management science and is the latest development of management science in the 1990s. From the perspective of public management, we must also firmly establish the purpose of customer satisfaction. Subsequently, many scholars discussed the important impact of customer satisfaction on business management activities from different perspectives, but most of them focused on service quality, service price and other aspects, and ignored the psychological level of consumers (Zheng, 2022). In public management, the goal of customer satisfaction must also be firmly established. Fu (2017) believed that customer satisfaction was "a happy or disappointed emotional state when people compare their perceived performance of a certain commodity with their expectations". Kim (2021) also regarded

customer satisfaction as a relative concept between customer expectations and the final matching degree. The research shows that the factors that affect the satisfaction of logistics services are mainly reflected in the development process of teachers' and students' daily logistics services. What main aspects can be found that will affect the satisfaction level, to provide data support for the logistics management reform in the future. Analyzing these aspects from the status of daily logistics services can affect the satisfaction level (Alazri, 2021). In a word, university logistics service is an indispensable part of university management. The quality of its service has a direct impact on the daily life of university teachers and students, teaching and research. The factors that affect the satisfaction of logistics services are mainly reflected in various aspects of daily logistics services of teachers and students, which are closely related to the life of university teachers.

Research Related to Teacher Satisfaction

Wang (2021) pointed out that the factors affecting the satisfaction of teachers and students are: small school scale, less investment in infrastructure, lagging talent training, low informatization, and lack of effective incentive system, and we must start to improve the satisfaction of teachers and students from these four aspects. Zheng (2015) believed that improving the satisfaction of teachers and students with logistics services should start from the following aspects: weak service awareness, low service requirements, and few service publicity channels. According to Jiang (2014), one of the reasons why most teachers and students are not satisfied with the logistics service is that the university logistics system does not play a good role. Wang (2018) believed that satisfaction is the overall perception of learning and life in school. To sum up, it can be found that satisfaction is a relatively subjective evaluation, which can reflect the difference between the perception of the served group on the actual education service and the expected value in advance. According to the research, as far as the satisfaction of university teachers with logistics services is concerned, teachers at different levels have different evaluations of the level of logistics services. For example, teaching age not only represents the length of working time in school, but also represents the awareness of various aspects of the school and the pressure of role work, etc. Therefore, the evaluation of logistics service satisfaction may be different for teachers of different teaching ages.

Research on the Relationship between Perceived Quality of Logistics Services and Teachers' Life Satisfaction in Higher Education

Research literature shows that there are many strategies to improve the satisfaction of university logistics services, mainly in management system, operation mechanism, talent training, service awareness and other aspects. Maslow's demand theory mentioned that the realization of demand with respect and self-worth provides a new idea for the improvement of satisfaction (Singh, 2016). In the opinion of Yu, Jia, Tian and Xiang (2016), in order to truly improve the satisfaction of teachers and students, we need to improve the management system and operating mechanism, strengthen talent

training, and strengthen service awareness; Wang (2021) analyzed the problems after the socialization reform of university logistics and the countermeasures to be taken. Yang (2019) believed that colleges and universities should actively promote the mode of logistics service outsourcing and introduce advanced marketing concepts and competitive mechanisms. Sun (2018) analyzed the problems and reasons between logistics service and logistics management from the perspective of Maslow's demand theory and proposed corresponding countermeasures to improve satisfaction. Yang (2021), starting from the CRM theory, proposed to carry out logistics service with students as the center, innovate and change the concept of logistics service, and improve the level of logistics service and soft power of the school. Jia and Wu (2015) further improved the logistics service based on strengthening the construction of the campus environment. From the above analysis, it reflects that university logistics service is related to the vital interests of teachers. Therefore, how to improve the quality and satisfaction of university logistics service becomes particularly important.

Methodology

In this study, teachers from Hanshan Normal University, an undergraduate normal university in Guangdong Province, were selected as the parent group. 18 secondary colleges, A total of 270 questionnaires were distributed (90 for administrative teachers and 180 for teaching teachers), after the questionnaire was recovered, the questionnaire data was input and sorted by Excel. Finally, 80 questionnaires were valid, and the effective questionnaire recovery rate was 36.3%. The questionnaire of this study was called "Questionnaire on the Relationship between the Perception of University Logistics Service Quality and Teachers' Life Satisfaction", which is divided into three parts. The first part was the survey of university teachers' personal background, the second part is the questionnaire of university logistics service quality perception, and the third part is the questionnaire of teachers' life satisfaction. Through the analysis of the data of the university logistics service quality perception scale and the teachers' life satisfaction scale, Cronbach's α the coefficients were 0.958 and 0.950, respectively, and the overall reliability of the questionnaire reached 0.971. In addition to the catering service dimension Cronbach's in the teachers' life satisfaction scale α Except 0.619, Cronbach's of each scale item α All were greater than 0.7, indicating that the reliability of the questionnaire was good, and the internal consistency of the scale variables was high. This study used descriptive statistics, independent samples t-test, one-way ANOVA, Pearson correlation, hierarchical regression analysis and other methods to statistically analyze the obtained data.

Results

Demographic Analysis of the Respondents

In the 80 samples of this survey, teachers' gender, teaching experience, education background

and position were mainly investigated, with a total of 4 background variables. The results are shown in Table 1.

Table 1: Statistical Table of Background Variables (N=80)

Background Variables	Group	Number	Percentage
Gender	Male (1)	16	20.0
	Female (2)	64	80.0
Teaching Ages	5 Years and Below (1)	32	40.0
	6-10 Years (2)	16	20.0
	11-20 Years (3)	32	40.0
Education Background	Undergraduate (1)	22	27.5
	Master (2)	36	45.0
	Doctor (3)	22	27.5
Position	Administration (1)	27	33.8
	Teaching (2)	53	66.2

Analysis of The Current Situation of Perceived Quality of Logistics Services in Higher Education

The survey on the perception of university logistics service quality. The results are shown in Table 2.

Table 2: Perceived Status of University Logistics Service Quality

Dimension	Number	Mean	Rank
Service Attitude	4	3.743	5
Service Efficiency	4	3.528	6
Integrity of Service Items	4	3.825	3
Achievements of Service Form Innovation	4	3.778	4
Informatization Level	4	3.953	1
Infrastructure Level	4	3.887	2
Total	24	3.785	

Analysis of The Current State of Teachers' Life Satisfaction

The current situation of teachers' life satisfaction .The results are shown in Table 3.

Table 3: Current Situation of Teachers' Life Satisfaction

Dimension	Number	Mean	Rank
Dormitory Management Service	3	3.700	4
Greening and Health Services	3	3.575	5
Food and Beverages	3	3.725	3
Water and Electricity Management and Maintenance Service	3	3.891	2
Medical Service	3	3.970	1
Total	15	3.772	

Comparison of Differences between Teachers of Different Genders on Various Variables

The independent samples t-test was used to analyze the differences between teachers of different genders in the perception of university logistics service quality and teachers' life satisfaction. The results are shown in Table 4.

Table 4: Current Situation of Teachers' Life Satisfaction (N=80)

Dimension/Variable	Male (N=16)		Female (N=64)		T Value	Sig.
	M	Sd	M	Sd		
Service Attitude	4.078	0.538	3.660	0.910	1.757	0.083
Service Efficiency	3.672	0.830	3.492	0.839	0.768	0.445
Integrity of Service Items	3.797	0.891	3.832	0.702	-0.170	0.866
Achievements of Service Form Innovation	3.844	0.983	3.762	0.823	0.343	0.733
Informatization Level	4.313	0.609	3.863	0.821	2.048	0.044
Infrastructure Level	4.125	0.908	3.828	0.809	1.281	0.204
Perceived Variables of University Logistics Service Quality	3.971	0.690	3.740	0.693	1.198	0.235
Dormitory Management Service	3.958	0.902	3.635	0.841	1.354	0.180
Greening and Health Services	3.875	1.060	3.500	0.996	1.331	0.187
Food and Beverages	3.854	0.769	3.693	0.768	0.752	0.454
Water and Electricity Management and Maintenance Service	4.021	0.923	3.859	0.812	0.692	0.491
Medical Service	4.146	0.644	3.927	0.745	1.077	0.285
Variables of Teachers' Life Satisfaction	3.971	0.802	3.723	0.751	1.166	0.247

Comparison of The Differences between Teachers in Different Positions on Each Variable

The independent sample T test was used to analyze the differences between different posts in the perception of university logistics service quality and teachers' life satisfaction. The results are shown in Table 5.

Table 5: Comparison of T-test Differences with Position as Background Variable (N=80)

Dimension	Administration (N=27)		Teaching (N=53)		T Value	Sig.
	M	SD	M	SD		
Service Attitude	3.537	0.968	3.849	0.793	-1.544	0.127
Service Efficiency	3.296	0.826	3.646	0.823	-1.797	0.076
Integrity of Service Items	3.519	0.686	3.981	0.719	-2.764	0.007
Achievements of Service Form Innovation	3.574	0.817	3.882	0.857	-1.544	0.127
Informatization Level	3.870	0.824	3.995	0.793	-0.658	0.513
Infrastructure Level	3.907	0.869	3.877	0.821	0.152	0.880
Perceived Variables of University Logistics Service Quality	3.617	0.675	3.872	0.694	-1.565	0.122
Dormitory Management Service	3.593	0.958	3.755	0.806	-0.797	0.428
Greening and Health Services	3.556	1.050	3.585	1.004	-0.122	0.903
Food and Beverages	3.704	0.712	3.736	0.799	-0.176	0.861
Water and Electricity Management and Maintenance Service	4.012	0.865	3.830	0.816	0.926	0.357
Medical Service	3.926	0.775	3.994	0.709	-0.392	0.696
Variables of Teachers' Life Satisfaction	3.758	0.793	3.780	0.754	-0.120	0.904

Comparison of Differences Across Variables for Teachers with Different Teaching Experience

One-way ANOVA variance analysis was used to analyze the differences between different teaching ages in the perception of university logistics service quality and teachers' life satisfaction. The results are shown in Table 6.

Table 6: Comparison of ANOVA Differences with Teaching Age as Control Variable (N=80)

Dimension	(1) 5 Years or Less (N=32)		(2) 6-10 Years (N=16)		(3) 11-20 Years (N=32)		F Value	P Value	LSD
	M	SD	M	SD	M	SD			
Service Attitude	3.938	0.850	3.391	1.012	3.727	0.758	2.222	0.115	
Service Efficiency	3.891	0.638	3.141	0.992	3.359	0.808	6.081	0.004	(1) > (2)
Integrity of Service Items	4.086	0.680	3.516	0.574	3.719	0.795	4.034	0.022	(1) > (2)
Achievements of Service Form Innovation	4.055	0.659	3.578	0.746	3.602	1.006	2.958	0.058	
Informatization Level	4.219	0.674	3.703	0.895	3.813	0.816	3.204	0.046	(1) > (2)
Infrastructure Level	4.203	0.747	3.844	0.747	3.594	0.863	4.722	0.012	(1) > (2)
Perceived Variables of University Logistics Service Quality	4.065	0.555	3.529	0.718	3.635	0.729	4.876	0.010	(1) > (2)
Dormitory Management Service	4.052	0.817	3.521	0.935	3.438	0.755	5.003	0.009	(1) > (2)
Greening and Health Services	4.083	0.872	3.458	1.101	3.125	0.887	8.712	0.000	
Food and Beverages	3.990	0.642	3.464	0.946	3.500	0.723	3.593	0.032	(1) > (2)
Water and Electricity Management and Maintenance Service	4.229	0.700	3.979	0.954	3.510	0.748	7.016	0.002	(1) > (2)
Medical Service	4.208	0.692	3.958	0.759	3.740	0.692	3.537	0.034	(1) > (2)
Variables of Teachers' Life Satisfaction	4.113	0.681	3.713	0.856	3.463	0.666	6.728	0.002	(1) > (2)

Comparison of Differences Across Variables for Teachers with Different Qualifications

Single factor ANOVA variance analysis was used to analyze the differences between teachers with different degrees in the perception of university logistics service quality and teachers' life satisfaction. The results are shown in Table 7.

Table 7: Comparison of ANOVA Differences with Educational Background as The Control Variable (N=80)

Dimension/Variable	(1) Undergraduate (N=22)		(2) Master (N=36)		(3) Doctor (N=22)		F Value	P Value
	M	Sd	M	Sd	M	Sd		
Service Attitude	3.546	1.043	3.799	0.880	3.852	0.601	0.825	0.442
Service Efficiency	3.341	1.048	3.611	0.771	3.580	0.696	0.767	0.468
Integrity of Service Items	3.727	0.698	3.861	0.835	3.864	0.616	0.262	0.770
Achievements of Service Form Innovation	3.682	0.856	3.792	0.889	3.852	0.812	0.224	0.800
Informatization Level	3.750	0.919	4.125	0.721	3.875	0.774	1.670	0.195
Infrastructure Level	3.693	0.862	4.125	0.805	3.693	0.779	2.785	0.068

Dimension/Variable	(1) Undergraduate (N=22)		(2) Master (N=36)		(3) Doctor (N=22)		F Value	P Value
	M	Sd	M	Sd	M	Sd		
Perceived Variables of University Logistics Service Quality	3.623	0.787	3.885	0.672	3.786	0.628	0.975	0.382
Dormitory Management Service	3.455	0.923	3.889	0.813	3.636	0.829	1.874	0.160
Greening and Health Services	3.303	1.007	3.824	1.009	3.439	0.973	2.137	0.125
Food and Beverages	3.545	0.839	3.852	0.737	3.697	0.734	1.115	0.333
Water and Electricity Management and Maintenance Service	3.727	0.918	4.046	0.825	3.803	0.739	1.183	0.312
Medical Service	3.818	0.802	4.111	0.647	3.894	0.766	1.285	0.282
Variables of Teachers' Life Satisfaction	3.570	0.799	3.944	0.740	3.694	0.731	1.849	0.164

Correlation Analysis between Perceived Quality of Logistics Services and Teachers' Life Satisfaction Dimensions in Higher Education

Pearson correlation coefficient analysis was used to verify whether the two variable coefficients of university logistics service quality perception and teachers' life satisfaction are significant, providing statistical basis for the next regression analysis. The results are shown in Table 8.

Table 8: Correlation Matrix between University Logistics Service Quality Perception and Teachers' Life Satisfaction (N=80)

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Service Attitude	—												
2. Service Efficiency	.664**	—											
3. Integrity of Service Items	.612**	.788**	—										
4. Achievements of Service Form Innovation	.603**	.683**	.756**	—									
5. Informatization Level	.645**	.698**	.615**	.705**	—								
6. Infrastructure Level	.499**	.596**	.559**	.659**	.836**	—							
7. Perception of University Logistics Service Quality	.795**	.870**	.846**	.867**	.886**	.817**	—						
8. Dormitory Management Services	.546**	.707**	.623**	.616**	.707**	.726**	.772**	—					
9. Greening and Health Services	.497**	.580**	.511**	.602**	.705**	.746**	.717**	.902**	—				
10. Catering Services	.599**	.546**	.524**	.552**	.610**	.682**	.693**	.772**	.788**	—			
11. Water and Electricity Management and Maintenance Services	.355**	.495**	.373**	.511**	.636**	.708**	.607**	.685**	.769**	.765**	—		
12. Medical Services	.422**	.526**	.435**	.492**	.677**	.655**	.631**	.775**	.784**	.760**	.776**	—	
13. Teachers' Life Satisfaction	.533**	.631**	.546**	.615**	.737**	.778**	.756**	.917**	.944**	.896**	.879**	.896**	—

* p<0.05, ** p<0.01

Regression Analysis

Regression analysis was based on Pearson correlation analysis to further explore the interpretation

and prediction relationship between variables. Through stepwise regression and linear regression analysis, this study had conducted in-depth understanding and analysis on the impact of university logistics service quality perception and teachers' life satisfaction. The results are shown in Table 9 and 10.

Table 9: Gradual Regression Analysis of University Logistics Service Quality Perception and Teachers' Life Satisfaction

Model	R	R Square	R Square Change	F Value Change	Significant F Value Change
A	.778	0.605	0.605	119.527	0.000
B	.794	0.630	0.025	5.162	0.026
C	.808	0.654	0.024	5.203	0.025
D	.810	0.656	0.002	0.494	0.484
Model	Explanatory Variable	Standardization Coefficient β	T	Sig	VIF
A	Infrastructure Level	0.778	10.933	0.000	1.000
B	Infrastructure Level	0.538	4.257	0.000	3.322
	Informatization Level	0.287	2.272	0.026	3.322
C	Infrastructure Level	0.529	4.293	0.000	3.326
	Informatization Level	0.145	1.050	0.297	4.175
	Service Efficiency	0.215	2.281	0.025	1.950
D	Infrastructure Level	0.539	4.332	0.000	3.372
	Informatization Level	0.112	0.770	0.444	4.640
	Service Efficiency	0.186	1.810	0.074	2.312
	Service Attitude	0.068	0.703	0.484	2.047

Response variable: teachers' life satisfaction

- a. Explanatory variable: (constant), infrastructure level
- b. Explanatory variables: (constant), infrastructure level, informatization level
- c. Explanatory variables: (constant), infrastructure level, informatization level, service efficiency
- d. Explanatory variables: (constant), infrastructure level, informatization level, service efficiency, service attitude

Table 10: Regression Analysis of Perception of University Logistics Service Quality and Teachers' Life Satisfaction

R	Adjusted R Square	F	Significance	Standardization Coefficient β	T	Significance
.789	0.617	128.215	.000	0.789	11.323	0.000

Dependent variable: teachers' life satisfaction

Explanatory variable: (constant), perception of university logistics service quality

Discussion

1. Discussion of The Differences in Perceived Quality of University Logistics Services Among University Teachers with Different Background Variables

From the T-test results of data analysis, university teachers of different genders have significant

differences in the perception of university logistics service quality and the questionnaire scores of various dimensions, except for the informatization level, there are no significant differences in other dimensions. This was inconsistent with the research conclusion of Yang (2019). Teachers with different educational backgrounds have no significant difference in their perception of the quality of university logistics service, which was consistent with the conclusion of Yang's (2019) study. Except for the integrity of service items, teachers in different positions had no significant differences in their perception of the quality of university logistics service. This was basically in line with the conclusions of Jiang (2014). University teachers of different teaching ages had significant differences in the perception of university logistics service quality and the questionnaire scores of each dimension, except that there was no significant difference in service attitude and service form innovation effect, there were significant differences in general, and the other four dimensions had significant differences of the same degree. This was consistent with the research conclusion of Zhou (2016).

2. Discussion of Differences in Life Satisfaction Among University Teachers with Different Background Variables

Teachers of different genders have no significant differences in life satisfaction and questionnaire scores of various dimensions, which is consistent with the research of Chen and Luo (2017). There was no significant difference between different degrees in terms of teachers' life satisfaction and questionnaire scores of various dimensions. The conclusion of this study was the same as that of Sun (2018). The life satisfaction of university teachers of different teaching ages and the scores of each dimension of the questionnaire are significantly different overall, which was consistent with the research of Yang (2021) and Lin (2017). There was no significant difference in the life satisfaction of university teachers in different positions and the scores of each dimension questionnaire, which was in line with the research results of Yang (2019).

3. Discussion on The Correlation Analysis between Perceived Quality of Logistics Services and Teachers' Life Satisfaction in Higher Education

It can be seen from the previous literature review that there are few direct studies on the relationship between teachers' perception of university logistics service quality and teachers' life satisfaction in China. Wang, Chen and others (2016) believed that customer satisfaction is a direct comprehensive evaluation of customers' products and services provided by enterprises and employees, and is a degree of customer satisfaction with enterprises and employees, with high recognition of products and services, At the same time, it was believed that the main factors affecting the satisfaction of teachers and students are the needs of teachers and students, the logistics service department and the contact points between teachers and students. The experience of teachers and students' logistics service and the image of the logistics department can also reflect the management effect. It was believed that customer satisfaction is the degree of customer satisfaction with enterprises and employees, and has a high degree of recognition

of the products and services provided by enterprises and employees, At the same time, the main factor affecting the satisfaction of teachers and students is the demand of teachers and students (Xu & Zhang, 2020). According to the analysis of the results of this study, the first finding was that there was a significant positive correlation between the teachers' perception of the quality of university logistics service in Hanshan Normal University and the teachers' life satisfaction, that is, the higher the university teachers' perception of the quality of university logistics service, the better their life satisfaction.

Furthermore, the correlation coefficients between the dimensions of teachers' perception of the quality of university logistics service and the dimensions of teachers' satisfaction in Hanshan Normal University are significant. Among them, the infrastructure level dimension has the highest correlation with the total scale of teachers' life satisfaction.

4. Discussion on The Predictive Scenario Analysis of Perceived Quality of Logistics Services in Higher Education on Teachers' Life Satisfaction

It can be seen from the literature search that there are relatively few direct studies on the relationship between the perception of university service quality and teachers' life satisfaction in China. When exploring the predictive effect of the four dimensions of the perceived quality of university logistics service, namely, infrastructure level, informatization level, service efficiency, and service attitude, on teachers' life satisfaction and its dimensions, it was found that the four dimensions of infrastructure level, informatization level, service efficiency, and service attitude have good positive predictive power. Among them, the infrastructure level dimension played the largest role in forecasting, while the service attitude played the smallest role.

Conclusion

1. The score of university logistics service quality perception is medium.

The highest score of university teachers' logistics service quality is "informatization level"; "Service efficiency" scored the lowest. In the five-point scale, the average values of "informatization level", "infrastructure level" and "service item integrity" are higher than the average value of the independent variable university logistics service quality perception, and their performance is positive.

2. The current situation of university teachers' life satisfaction is good.

From the results of the questionnaire, it was found that "medical service" was the best variable in teachers' life satisfaction; "Greening and health services" scored the lowest. In the five-point scale, the mean values of "medical services" and "water and electricity management and maintenance services" are higher than the average value of variable teachers' life satisfaction, and their performance is positive.

3. Among the variables with different backgrounds, the "gender", "position" and "teaching age" variables have significant differences in the quality of university logistics services.

From the results of the questionnaire survey, it can reflect that the variables of teachers' "gender",

"position" and "teaching age" had significant differences in the perception of teachers' logistics service quality in colleges and universities from different background variables. In general, teachers of different genders had significant differences in the perception of the quality of university logistics service, except for the level of informatization, there were no significant differences in other dimensions. Except for the integrity of service items, teachers in different positions have no significant differences in their perception of the quality of university logistics service. Teachers of different teaching ages have significant differences in the overall perception of the quality of university logistics service, except that there was no significant difference in service attitude and service innovation effect, there were significant differences in the other four dimensions. However, the variable of "education background" had no significant difference in university teachers' perception of university logistics service quality.

4. Among the variables with different backgrounds, the "teaching age" variable has significant differences in teachers' life satisfaction.

According to the results of the questionnaire survey, the "teaching age" variable of university teachers had a significant difference in their life satisfaction with different background variables. In terms of perception of logistics service quality in colleges and universities, teachers with teaching experience of 5 years or less are better than those with teaching experience of 6-10 years or 11-20 years. However, demographic background variables, such as "gender", "position", "education background" and so on, have no significant difference in university teachers' life satisfaction.

5. There is a significant positive correlation between university logistics service quality perception and teachers' life satisfaction.

From the results of the questionnaire survey, university teachers' perception of university logistics service quality and teachers' life satisfaction was highly positively correlated, and the correlation coefficients of university teachers' perception of university logistics service quality and teachers' life satisfaction in each dimension reached a significant level, of which "infrastructure level" was the highest correlation with teachers' life satisfaction perception.

6. The impact of university logistics service quality perception on teachers' life satisfaction

From the results of the questionnaire survey, each dimension of the perception of university logistics service quality had predictive power on teachers' life satisfaction, of which the "infrastructure level" dimension had the strongest predictive power on teachers' life satisfaction, and the "service attitude" dimension had the weakest predictive power on teachers' life satisfaction.

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A STUDY OF PARENTS' SATISFACTION TOWARDS PRIVATE PRIMARY SCHOOLS IN ZHENGZHOU, HENAN PROVINCE, CHINA

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Abstract: This study mainly aimed to explore the private primary school parents' satisfaction and analyze the differences of private primary school parents' satisfaction under different demographic factors. Taking the top 10 private primary school parents in Zhengzhou as the population, using the questionnaire method, and convenient sampling, a total of 246 valid questionnaires were collected and analyzed. Descriptive statistics, independent samples t-test and one-way ANOVA were applied in the data analysis process. Based on the research results, this researcher concluded that: 1) Parents of private primary schools in Zhengzhou had a high level of satisfaction with school. 2). There were significant differences of parents' satisfaction according to their different ages, income, children academic achievement and school activities participation in private primary schools. 3). Parents with higher income, better children's academic achievement, and participated more in school activities had higher satisfaction comparatively. Finally, the researcher discussed about the finding and put forward recommendations for the private primary schools to pay attention to the hardware construction of the school itself and improve the level of parental participation, to improve parents' satisfaction with the school and promote the harmonious development of the school.

Keywords: Private Primary School, Parents' Satisfaction, Demographic Factors

Introduction

Basic education is an important measure implemented by governments of all countries to promote national progress. It is critical to the socio-economic development of the country, to every family, and to the future of everyone. At present, parents' satisfaction with school has become an important field of research, practice, and policy in various countries. The economically developed western countries such as the United States, Britain, France, and Germany, which are in the forefront of education development internationally, have even taken education satisfaction assessment as the main measure to improve education quality. Since 1969, the United States has carried out surveys on the satisfaction of the American public with basic education schools every year (Fan, 2009), which is the earlier country in the world to carry out surveys on basic education satisfaction.

China has always attached great importance to the development of education. The annual report since the 16th National Congress of the Communist Party of China and the Outline of the National Medium-and Long-term Education Reform and Development Plan (2010-2020) have all made important special arrangements for "running education satisfactory to the people". To understand people's satisfaction with education, China has conducted two nationwide surveys on satisfaction with basic education (Cui et al., 2019). Although affected by regional differences, unbalanced economic and cultural development and other factors, respondents in different regions have different satisfaction with education services, facts have proved that the survey of education satisfaction is of great significance for solving education problems (Hu & Liu, 2022).

Zhengzhou City, Henan Province, stands at the center and controls the dangerous, uses the linkage development model of Zhengzhou driving development and the Central Plains urban agglomeration to take advantage of special geographical advantages, and its population and economy are developing rapidly. The scale of private basic education is expanding year by year. By 2020, there are 52 private primary schools in Zhengzhou. According to the Opinions on Regulating the Development of Private Compulsory Education [2021] (No. 15) issued by the State Council and the Special Plan for the Development of Education Opening up in Henan Province (2021-2025), the number of students in private primary schools in Zhengzhou must be controlled within 5%, and private primary schools in Zhengzhou will face the choice of either quitting, transferring to public or transforming.

In the process of consulting literature and seeking solutions to educational problems, this study found that parents' satisfaction with school education is not only an important indicator of school education quality and management level, but also an important basis for school construction, development, and reform (Zhang, 2003; Li, 2014; Liu, 2016). Because although students' parents are not the main body of private education, they are undoubtedly the real consumers of private education. The subjective satisfaction of private school parents can accurately reflect the quality of private education, and directly affect the views of subsequent parents on school selection. This is consistent with the research viewpoint put forward by Hu and Qin (2011): "Parental satisfaction is an important variable that affects parents' willingness to choose schools". It is also in line with the general trend that parents in many countries around the world will take the parents' satisfaction of the assessment regularly published by the relevant departments as an important measurement factor for children to choose schools (Merga & Sofamo, 2020; Masaiti et al., 2021). Therefore, it is particularly necessary to carry out a survey on the satisfaction of parents with private primary schools in this area.

Research Objectives

(1) To study the parents' satisfaction level with school education at private primary schools in Zhengzhou.

(2) To explore the differences of parents' satisfaction with school education at private primary schools in Zhengzhou, compared with different demographic factors.

Literature Review

Connotation of Parents' Satisfaction with School

Satisfaction is the degree of satisfaction. Specifically, the subjective feeling of the degree to which individual requirements are met is usually called satisfaction, while degree means measurement, so satisfaction is a quantitative description of satisfaction (Shao, 2018). Satisfaction usually refers to a psychological state or subjective evaluation of the degree of recognition of the relationship between a person's actual feelings and expectations of things (Martin, 1988; Taylor, 2004), or refers to the degree of pleasure and satisfaction after a psychological change after experience is compared with the psychological expectations before experience (Terpstra, 2014). Satisfaction originates from the field of management and develops from customer satisfaction (Hou, 2021).

At present, scholars have made different interpretations of satisfaction according to different research objects, such as customer satisfaction, learning satisfaction, teacher job satisfaction, parents' satisfaction, and so on. (Wang, 2020). Customer satisfaction is the most popular research on customer satisfaction, and the definition of customer satisfaction can be described as a hundred schools of thought content. Among them, Oliver (1997) put forward the definition of customer's psychological reaction after comparing service performance with a certain standard, which has been widely recognized by the academic community.

Many studies on parental satisfaction are based on the theory of customer satisfaction, which directly defines parents as customers and refers the concept of customer satisfaction to the concept of parental satisfaction. For example, some scholars believe that parental satisfaction is the relationship between parents' overall perception of education services and expected expectations (Zhang, 2014).

It is not difficult to find that although scholars have divided the dimensions of parents' satisfaction with school from different perspectives based on different theories, no matter how they divide the dimensions, they have basically achieved good, expected results. At the same time, researchers in this field tend to analyze the satisfaction of parents of public schools from the public perspective. The satisfaction of parents with compulsory education covers a wide range of aspects, including education and teaching level, teaching staff, management level, school running conditions, and balanced development of education. Each aspect can be refined into many specific aspects. Through the specific content of compulsory education, it can comprehensively reflect the real satisfaction of parents with compulsory education. From the perspective of parents of private primary schools, this research stands in four specific dimensions of school environment and facilities, daily management, teacher level and curriculum structure, and conducts research on parents' satisfaction of private primary

schools from the improvement level of basic hardware facilities, the working attitude and ability of class teachers, the working attitude and ability of teachers, teacher allocation and school curriculum structure.

Parents' satisfaction with school is the application of satisfaction in the field of education. As guardians, parents' satisfaction with school depends not only on their own feelings, but also on the overall development of their children after learning in school (Zhang, 2010). So many scholars believe that parents' satisfaction with the school is a subjective evaluation of satisfaction obtained by comparing parents' real feelings about the education services provided by the school with their own expectations (Wu & Feng, 2015; Song, 2016; Feng, 2020).

Research Status of Parents' Satisfaction with School

At present, the research on parents' satisfaction with school in our country mostly focuses on preschool education, high school and higher education, while the research on primary school satisfaction is rare. Zhang (2003) pointed out that the age of parents had a greater impact on their school education quality through investigation and research, and with the increase of age, parents' income had a significant impact on their satisfaction. Chen et al. (2015) found that parents of primary and secondary schools in Chongqing are more satisfied with the school running level of ordinary primary and secondary schools but are less satisfied with the "use of resources" and "system and mechanism". Parents with higher educational background are more satisfied with the school running level.

Liu et al. (2017) conducted a school satisfaction survey on parents of primary and secondary schools in Tianjin Demonstration Area, and found that students' interpersonal relationships at school, parents' participation, and the closeness of contacting schools all affect parents' satisfaction evaluation of schools. Parents' demand for primary education is the demand of parents for children's natural education conditions, perceived information, school surroundings and other satisfaction factors from their children's physical and mental development.

Liu & Zhang (2010) conducted a questionnaire survey on the needs of parents in primary schools in Taipei. The results showed that when parents made educational choices, they most valued the teaching content and model of primary schools. The demand data results of Hu et al. (2018) also showed that parents attach the most importance to the level of teachers and daily management of the school, which is mainly reflected in the school's educational content, educational form, and teachers' quality.

In a word, the domestic research on education satisfaction is a new and relatively weak field. Among the few existing related studies, most of the subjects are students' and teachers' satisfaction (Liu et al., 2022; Lu, 2022). There is also public satisfaction (Tang, 2019; Li, 2020). From the results of literature review in this part, there are few domestic studies on the satisfaction of parents in compulsory education, especially the satisfaction of private primary school education, which provides a certain

research space for this study. From the perspective of research area, scholars are currently concentrated in developed cities such as Beijing, Shanghai, Chongqing, and southwest China. Understanding the satisfaction of parents of private primary schools in Zhengzhou is of great significance to the plight of private primary schools in Zhengzhou.

Ryzin (2012) found through research that parents' satisfaction evaluation results are closely related to the official evaluation results. For example, the Canadian government evaluated the quality of schools with reference to the evaluation of education satisfaction (Cui, 2016). This has been more than 20 years since Noel Levitz of the United States carried out the education satisfaction evaluation of colleges and universities. It is also based on this that scholars outside China continue to conduct research on education satisfaction measurement (Hausman & Goldring, 2000; Friedman et al, 2002). However, due to the differences in research topics, samples, countries and other factors, there is no consistent conclusion about the impact of personal background variables. The grade of primary school students is positively related to their parents' satisfaction level, and the income of parents is negatively related to their satisfaction level (Hannu et al, 2004).

To sum up, in terms of primary school parents' satisfaction with education, parents' satisfaction with school education varies at different levels. For example, education background not only represents the degree of parents' positive attention to their children's school education, but also reflects the pressure intensity of parents' work. Therefore, parents with different educational backgrounds may have different perceptions of school education satisfaction. To sum up, although there is no unified conclusion on the research of parents' satisfaction with school in China or other countries, demographic factors affect parents' satisfaction with school. Therefore, this study mainly studies the differences of parents' satisfaction with school in private primary schools on demographic background variables.

Reviews of Existing Research on Parents' Satisfaction with School

Foreign countries are the first countries to carry out satisfaction evaluation. With the rise of the new public management movement, they fully integrate the theory of customer satisfaction in their research on satisfaction and have achieved certain results. They often use descriptive statistics, factor analysis, correlation analysis, variance analysis, structural equation model for quantitative analysis, and use statistics, sociology, economics, education, and other methods for interdisciplinary analysis. For example, some scholars have proposed that parents' satisfaction with school directly affects their willingness to choose a school (Leblanc & Rosemary, 1995; Hausman & Goldring, 2000).

At the same time, as for the specific influencing factors of satisfaction, some scholars pointed out that children's grades are an important factor affecting parents' satisfaction (Heiseman, Roberts & Jean, 1994). Other researchers like Egalite (2016) and Daka (2021) found that school performance is the biggest determinant of parents' choice of schools. From the perspective of research form, some scholars have done research on the evaluation indicators of parents' satisfaction with school education.

As Hausman & Goldring (2000) emphasized, the evaluation indicators of parents' satisfaction with schools mainly cover academic indicators and non-academic indicators, and this indicator is diversified. Bond & King (2003) believed that school communication, academic achievements, subject courses, school safety, parental participation, school environment, etc. are related to parental satisfaction.

Meanwhile, Mossi et al (2009) reported from the relevant research of foreign scholars on parents' satisfaction with school, it can be seen that parents' satisfaction with school is a direct determinant of their willingness to choose a school, while children's grades and academic achievements, parents' perceived importance, feelings of children's success, parents' educational background, home school communication and participation, school communication, academic achievements, subject courses, school safety. The school environment, facilities and equipment affect parents' satisfaction with the school.

In China, many research papers focused on facilities, teachers, students' academic pressure, school management, education policy, education equity, government responsibilities, and so on. In addition, the theoretical basis of school satisfaction is the same, which is derived from customer satisfaction. For example, Zhang (2013), Feng et al. (2020), Cheng et al. (2021) and Deng (2022) all conducted relevant research on the satisfaction of Beijing's basic education parents based on the customer satisfaction theory. However, it is rare to analyze the current quality of primary education in China from an empirical perspective, especially from the perspective of parents' subjective perception. At present, it is an inevitable trend to take parents as the evaluation object and attach importance to their satisfaction. Therefore, it is of great practical significance to strengthen the relevant theoretical research.

Methodology

This research took the parents of private primary schools in Zhengzhou, Henan Province as the research object. After the researcher obtained the consent of the school, questionnaires were collected from a total of 246 parents of the selected Top 10 private primary schools, in Zhengzhou, Henan Province. The questionnaire of this study adopted the scale of Zhang (2010) from Northeast Normal University, which includes four dimensions, the total Cronbach's α was 0.96; KMO was 0.731, and the reliability and validity are good. Reliability of "environmental facilities" subscale: $\alpha=0.82$; Reliability of "daily management" subscale: $\alpha=0.87$; The reliability of the "teacher level" subscale: $\alpha=0.93$; Reliability of the "curriculum structure" subscale: $\alpha=0.93$.

Results

Demographic Analysis of Questionnaire Participants

Based on the collected data from 246 questionnaires, the demographic factors of all the parents at private primary school students in Zhengzhou were surveyed and reported as Table 1 shows.

Table 1: Statistics of Parents' Demographic Factors

Demographic Factors	Group	Number	Percentage
Primary guardian of the child	Father (1)	55	22.36
	Mother (2)	185	75.20
	Others (3)	6	2.44
Gender	Male (1)	73	29.67
	Female (2)	173	70.33
Age	30 years and below (1)	13	5.28
	31-40 years old (2)	167	67.89
	41 years old and above (3)	66	26.83
Education level	High school and below (1)	115	46.75
	Diploma (2)	74	30.08
	Bachelor's degree or above (3)	57	23.17
Occupation	Freelancer (1)	108	43.90
	Self-employed (2)	81	32.93
	General staff (3)	38	15.45
	Management personnel (4)	19	7.72
Monthly income	5000-8000 (1)	143	58.13
	8001-12000 (2)	73	29.67
	12001 and above (3)	30	12.20
The only child	Yes (1)	61	24.80
	No (2)	185	75.20
Children's academic level	Excellent (1)	61	24.80
	Good (2)	171	69.51
	Pass and below (3)	14	5.69
Children's grade	Grade 1 and Grade 2 (1)	21	8.54
	Grade 3 and 4 (2)	92	37.40
	Grade 5 and 6 (3)	133	54.07
Activities participation	Yes (1)	202	82.11
	No (2)	44	17.89
Total		246	100

Descriptive Analysis of the Parents' Satisfaction Level

Through the survey of 246 parents of private primary schools in Zhengzhou, Henan Province on their satisfaction with the school. According to Table 2, the highest score of parents' satisfaction level was 4.55; The second was the curriculum structure, $M=4.49$; Daily management score was the lowest, $M=4.38$; The score of environmental facilities was low, $M=4.45$. According to the level of scores, the satisfaction scores of parents of private primary schools belong to the high-level ($M=4.46$), which indicated that parents of private primary schools in Zhengzhou have high satisfaction of the school.

Table 2: Descriptive Statistics Analysis of Private Primary School Parents' Satisfaction

Parents' Satisfaction	M	SD
School Facility Environment	4.45	0.72
Daily Management	4.38	0.73
Teacher Level	4.55	0.61
Curriculum Structure	4.49	0.68
Overall	4.46	0.65

Differences Analysis of the Parents' Satisfaction Compared with Demographic Factors.

The following parts were to determine the differences of parents' satisfaction with different demographic factors including:

H1: There were no significant differences in parents' satisfaction with different guardian roles at the private primary schools of Zhengzhou.

As the results showed in Table 3, it proved that there were no significant differences in parents' satisfaction with different guardian roles at the private primary schools of Zhengzhou ($t=0.031$, $P=0.970$), which indicated that whether the applicant was the child's father, mother or other guardians, parents' perceived school satisfaction was significantly different, and the parents' satisfaction level with different guardian roles were not significantly different in all dimensions.

Table 3: ANOVA Analysis of Parents' Satisfaction with Different Guardian Roles

Parent's Satisfaction	Role	N	M	SD	F	P
Overall	Father	55	4.45	0.61	0.51	.970
	Mother	185	4.47	0.66		
	Other	6	4.51	0.54		

Note: * $p<0.05$, indicating significant difference, ** $P<0.01$ indicates significant difference.

H2: There are significant differences in parents' satisfaction with different genders at the private primary schools of Zhengzhou.

The independent samples t-test was used to study the differences of parents' gender and parents' satisfaction with school. As Table 4 showed, there was no significant difference in school facility environment, daily management, teacher level, curriculum structure, and parents' satisfaction with school among different genders of parents.

Table 4: Independent Sample T-Test of Parents' Satisfaction with Different Genders

Parents' Satisfaction	Gender	N	M	SD	T	P
Overall	Male	73	4.42	0.63	-0.760	.448
	Female	173	4.48	0.65		

Note: * $p<0.05$, indicating significant difference, ** $P<0.01$ indicates significant difference.

H3: There are significant differences in parents' satisfaction with different ages at the private primary schools of Zhengzhou.

It can be seen from Table 5 that parents of private primary schools of different ages generally had significant differences in their children's satisfaction with school ($F=3.098$, $P=0.047$).

Table 5: ANOVA Analysis of Parents' Satisfaction with Different Ages

Parents' Satisfaction	Age	N	M	SD	F	P	LSD
Overall	30 years old and	13	4.20	8.81	3.098	.047*	2>3
	31-40 years old	167	4.53	0.58			
	41 years old and	66	4.35	0.74			

Note: * $p<0.05$, indicating significant difference, ** $P<0.01$ indicates significant difference.

H4: There are significant differences in parents' satisfaction with different education levels at the private primary schools of Zhengzhou.

Table 6 showed that parents of private primary schools with different educational levels were satisfied with their children's schooling. There was no significant difference in parents' satisfaction with different educational levels ($F=1.029$, $P=0.359$).

Table 6: ANOVA Analysis of Parents' Satisfaction with Private Primary Schools with Different Educational Levels

Parents' Satisfaction	Education level	N	M	SD	F	P
Overall	High school and	115	4.40	0.72	1.029	.359
	Diploma	74	4.52	0.61		
	Bachelor's degree	57	4.52	0.53		

Note: * $p<0.05$, indicating significant difference, ** $P<0.01$ indicates significant difference.

H5: There are significant differences in parents' satisfaction with different occupations at the private primary schools of Zhengzhou.

It can be seen from Table 7 that there was no significant difference in the satisfaction perception of parents of private primary schools with different occupations to their children's schools ($F=0.356$, $P=0.785$).

Table 7: ANOVA Analysis of Parents' Satisfaction with Different Occupations

Parents' Satisfaction	Occupations	N	M	SD	F	P
Overall	Freelance	108	4.42	0.67	0.356	.785
	Self-employed	81	4.52	0.71		
	Ordinary staff	38	4.47	0.49		
	Management	19	4.47	0.51		

Note: * $p<0.05$, indicating significant difference, ** $P<0.01$ indicates significant difference.

H6: There are significant differences in parents' satisfaction with different incomes at the private primary schools of Zhengzhou.

It can be seen from Table 8 that parents of private primary schools with different incomes generally had significant differences in their satisfaction ($F=3.345$, $P=0.037$).

Table 8: ANOVA Analysis of Parents' Satisfaction with Private Primary Schools with Different Incomes

Parents' Satisfaction	Monthly Income	N	M	SD	F	P	LSD
Overall	5001-8000 yuan	143	4.38	0.64	3.345	.037*	2>1; 3>1
	8001-12000 yuan	73	4.57	0.69			
	12001 yuan & above	30	4.63	0.51			

Note: * $p<0.05$, indicating significant difference, ** $P<0.01$ indicates significant difference.

H7: There are significant differences in parents' satisfaction with the only child (or not) at the private primary schools of Zhengzhou.

Table 9 showed that there was no significant difference ($t=0.896$, $P=0.371$) in parents' satisfaction with the only child (or not) at private primary schools in Zhengzhou City, Henan Province, indicating that there was no significant difference between whether children were only children and their parents' perceived school satisfaction.

Table 9: Independent Sample T-Test of Parents' Satisfaction with The Only Child (Or not)

Parents' Satisfaction	The Only Child	N	M	SD	T	P
Overall	Yes	61	4.53	0.65	0.896	.371
	No	185	4.44	0.64		

Note: * $p<0.05$, indicating significant difference, ** $P<0.01$ indicates significant difference.

H8: There are significant differences in parents' satisfaction with different children's academic levels at the private primary schools of Zhengzhou.

It can be seen from Table 10 that parents of private primary schools with different levels of children's academic achievements had extremely significant differences in their satisfaction ($F=9.080$, $P=0.000$). In a word, the parents whose children had passed the exam or below had the lowest recognition of the school.

Table 10: ANOVA Analysis of Parents' Satisfaction with Private Primary Schools with Their Children's Academic Performance

Parents' Satisfaction	Academic Level	N	M	SD	F	P	LSD
Overall	Excellent	61	4.51	0.66	9.080	.000***	1>3 2>3
	Good	171	4.50	0.58			
	Pass and below	14	3.77	0.94			

Note: * $p<0.05$, indicating significant difference, ** $P<0.01$ indicates significant difference.

H9: There are significant differences in parents' satisfaction with different children's grades at the private primary schools of Zhengzhou.

It can be seen from Table 11 that parents of private primary schools with different grades of children had no significant difference in their satisfaction ($F=1.762$, $P=0.468$). However, there was no significant difference at 0.05 level in parents' satisfaction.

Table 11: ANOVA Analysis of Parents' Satisfaction with Different Children's Grades

Parents' Satisfaction	Children's	N	M	SD	F	P
Overall	Grade 1-2	21	4.40	0.58	0.762	.468
	Grade 3-4	92	4.53	0.61		
	Grade 5-6	133	4.43	0.68		

Note: * $p<0.05$, indicating significant difference, ** $P<0.01$ indicates significant difference.

H10: There are significant differences in parents' satisfaction with different school activity participation at the private primary schools of Zhengzhou.

It can be seen from Table 12 that among the two groups of parents who participate in school activities or not, the education satisfaction of parents of private primary schools showed an extremely significant difference at the level of 0.001 ($t=4.181$, $P=0.000$), indicating that parents' participation in school activities was closely related to their parents' perceived satisfaction level of private primary schools.

Table 12: Independent Samples T-Test of Parents' Satisfaction with Different School Activities Participation

Parents' Satisfaction	Participate	N	M	SD	T	Sig
Overall	Yes	202	4.54	0.60	4.181	.000**
	No	44	4.11	0.75		

Note: * $p<0.05$, indicating significant difference, ** $P<0.01$ indicates significant difference.

Discussion

About Overall Level of Parents' Satisfaction in Private Primary Schools

After statistical data analysis, it was found that the overall status of parents' satisfaction with the school in Zhengzhou private primary schools is good, but some problems in environmental facilities, daily management, teacher level and curriculum structure reflected by the survey results still need to be further improved and solved by the school administrators of private primary schools.

In general, parents of private primary schools have a good level of satisfaction with the school ($M=4.46$). The four specific levels of satisfaction are ranked as follows according to the score: teacher level satisfaction ($M=4.55$)>curriculum structure satisfaction ($M=4.49$)> school facility environment ($M=4.45$)>daily management ($M=4.38$). It showed that the parents of private primary schools are most

satisfied with the level of teachers, followed by the curriculum structure, most dissatisfied with the daily management, and more dissatisfied with the environmental facilities. From the specific situation of each dimension.

About the Differences in Parents' Satisfaction under Different Demographic Factors

In terms of the role of the child's primary guardian, there is no significant difference between the satisfaction of parents of private primary schools with their children's school attendance and the role identity of the primary guardian. This was like Zhang (2018); Hou (2021); Deng (2022) had the same opinion. From the statistical results, in terms of parents' age, there is a significant difference at 0.05 level in the perception of private primary school parents' satisfaction with education environment. The two sub dimensions of daily management and teacher level also show significant differences. This was consistent with the research views of Zhang (2003), Li et al. (2014), Xiong (2022). In terms of different occupations, there was no significant difference in the satisfaction perception of parents of private primary schools to their children's schools. It meant that different parents' occupational samples showed no significant difference in parents' satisfaction with school ($p>0.05$), which meant that different parents' occupational samples show no difference in environmental facilities, daily management, teachers' level, curriculum structure and parents' satisfaction with school. This was inconsistent with Zhao's (2017), Li's (2014) and Wang's (2020) views, which may be related to different cities, different types of schools, and different cultures.

In terms of different incomes, parents of private primary schools generally had significant differences in their perception of their children's school education satisfaction, which was consistent with the views of Li et al (2014). In terms of parents' gender, the different parents' gender showed no significant difference ($p>0.05$) in parents' satisfaction with school. This is consistent with the conclusions of Lu (2016), Zhang (2018) and Hou (2021) in their research. This may be consistent with the social status quo in which the social concept of equality between men and women had long been formed and gender differences between men and women are gradually narrowing. As a whole, there was no significant difference in the overall level of private primary school parents' satisfaction with the school for children who are only children or non-only children ($T=0.896$, $P=0.371$) This was inconsistent with Deng's (2022) research results on parents' satisfaction of two schools in Guilin and Hou's (2021) analysis results on parents' satisfaction of rural public primary school students. In terms of whether parents participate in school activities, parents' satisfaction levels show an extremely significant difference of 0.001, which was consistent with Li (2014), Wang (2020), Feng (2020). Parents of private primary schools were usually busy with their work, but in the new era, parents often cherish the opportunity to participate in school activities and pay more attention to participating in large-scale activities with their children. Therefore, the satisfaction level of parents who have participated in the school was high, indicating that they had a good perception of school education satisfaction. Private

schools should pay more attention to this measure to improve parents' satisfaction with the school.

Conclusion

1) The parents of private primary schools had a high level of satisfaction with the school, which indicated that the parents' overall perception of private primary schools was good.

2) Different parents' age, parents' income, children's academic performance and whether parents had participated in activities organized by the school had significant differences in parents' school satisfaction. Parents of private primary schools in Zhengzhou had a high level of satisfaction with school. There were significant differences of parents' satisfaction according to their different ages, income, children academic achievement and school activities participation in private primary schools. Parents with higher income, better children's academic achievement, and participated more in school activities had higher satisfaction comparatively.

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THE RELATIONSHIP BETWEEN PARENT INVOLVEMENT AND STUDENT LEARNING HABITS -- EXAMPLE OF THE FOURTH GRADE OF A PRIVATE PRIMARY SCHOOL IN ZHENGZHOU

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Abstract: In order to explore the relationship between parents' involvement and students' learning habits, this study took the fourth-grade students of a primary school in Zhengzhou, Henan, China as the study mother group, and adopted quantitative research methods to obtain data. The results show that there is a significant positive correlation between parental involvement and learning habits, and the dimensions of the scale also present different degrees of positive correlation. Parents' participation has a significant positive influence on students' learning habits. According to the research results and limitations, this study suggests to strengthen students' learning habits after class; Strengthen home-school communication and cooperation.

Keywords: Parental Involvement, Learning Habits, Home School Communication

Introduction

Background of the Study

In July 2021, China's Ministry of Education issued a "double reduction" policy. On the surface, "double reduction" is to reduce the heavy homework burden of students in the compulsory education stage, as well as reduce the burden of students' off-campus training. But its real purpose is to improve the quality and efficiency and promote the all-round development of students. Therefore, in the context of "double reduction", it is not only schools and teachers that need to change, but also students and their parents. Lan (2020) believes that parents' participation is not only a challenge but also an opportunity for teachers, which is conducive to teachers' review and analysis of their own teaching behaviors and timely correction of shortcomings. Parents' participation in evaluation is conducive to teachers' obtaining more information support and gradually improving their professional abilities.

Cao (2022) pointed out that the learning behavior pattern that students practice while learning is called learning habit. For example, doing a good job before class, consolidating the knowledge after class in time, and recording the key points of the teacher in class are all good habits. At present, the

main bad habits of students are: inattention in class, no fixed study time and so on. If the problem above the iceberg is that the child's performance is not ideal, then the part below the iceberg, teachers and parents need to find, that is the solution.

There are many researches related to parent participation and students' learning habits, but few scholars have studied parents' participation and learning habits in boarding schools. This study is mainly a case study of parents' participation and learning habits, hoping to improve students' learning habits by improving parents' participation. At the same time, it is expected to provide different perspectives for parents and teachers of private boarding primary schools in Zhengzhou, and provide possible reference value for home-school communication and better development of students.

Problem Statements

With the continuous deepening of national quality education, both teachers and parents have begun to pay more and more attention to the problem of cultivating children's good learning habits. Studies have found that Chinese parents prefer to participate in their children's education (Ye, 2010; Gao, 2013). Under the background of "double reduction", family education should be timely "filling". Therefore, only through continuous learning and growth and keeping up with the trend of society can parents understand the nature of double reduction, so that the "double reduction" policy can be implemented and truly play a role (Yang, 2022). What is the status quo of parents' involvement in students' learning habits, and what is the impact of parents' involvement on students' learning habits? All these problems need further study

This study takes primary school students in a private primary school in the East district of Zhengzhou City, Henan Province, China as the object to study the relationship between parents' participation behavior and students' learning habits, and uses quantitative research methods to obtain data to explore whether parents' participation has a predictive effect on students' learning habits.

Research Objectives

- (1) Understand the status quo of parental involvement.
- (2) Understand the status quo of students' learning habits.
- (3) Analyze the influence of background variables on parents' participation behavior.
- (4) Analyze the influence of background variables on students' learning habits.
- (5) Examine the relationship between parents' participation behavior and students' learning habits.
- (6) Examine the influence of parents' participation on students' learning habits.

Literature Review

Connotation of parent involvement

Parental participation began in the United States in the 18th century and developed after World

War II. Relevant foreign researchers have conducted effective studies on the theory and practice of parental participation. It has been proved by extensive studies that parents are an important factor affecting children's education (Li, 2011). With the continuous promotion of quality education in our country, teachers and parents have paid more and more attention to the cultivation of good study habits of children. A lot of specialized research and investigation work is also constantly carried out in order to better complete the training of children's learning habits. Bloom (1980) defined parental involvement as parents' expectations of their children's academic performance and the transmission of such expectations. Hoge (1997) et al defined parental involvement as parental expectations, parental interests, involvement in school, and family communication. George & Mensah (2010) first defined parent involvement as: Parent involvement is the process in which parents use their abilities to benefit themselves and their children, as well as early childhood education institutions. Hornby & Witte (2010) pointed out that parental involvement occurs when parents are involved in the educational process and experience of their children. Through a retrospective analysis of the relevant literature in recent years, they found that parental involvement has a positive impact on children's academic performance. Li & Yuan (2019) also referred to parental involvement as "parental involvement", which is "parental involvement in children's education" for the good development and growth of children. Kang (2022) defines "parent involvement" as the interaction between parents and children, schools and other educational organizations in order to improve their children's learning and promote their children's all-round development. Zhao (2022) believes that parents' participation in children's education includes parents' love for their children, but it is more a competitive process in which parents use family capital to help their children compete for social scarce capital to obtain stable social and economic status. Li (2019) found that other researchers interpreted parental participation as a cultural negotiation process involving two-way dialogue from the perspective of immigrant families, and the dialogue relationship between parents and teachers was reciprocal and symmetrical. This study understands that "parent involvement" is a two-way, interactive and conversational process, and education is a participatory process. That is, parents educate students in a variety of ways in order to achieve all-round development of students.

Study habits related research

The so-called habit refers to behavior activities, lifestyle, social atmosphere, etc. (Hu, 2011), which are repeatedly implemented over a long period of time, making it difficult to change after acquisition. In general, the meaning of habit can also be extended to those characteristics of people, in addition to behavior, and social atmosphere. The coverage of habits is extremely extensive, and its effect on people is also very huge, and even has an impact on people's fate.

The formation of learning habits is a gradual process. Bai (2004) proposed that the content of learning habits cultivation in lower grades should be trained frequently in middle and upper grades, and

the training requirements for students should be constantly improved. The learning behavior habits are divided into three categories, namely involuntary activities, semi-conscious activities and conscious activities (Bai, 2004; Liu, 2020). The learning habit is understood as the habit of learning, and defined as an automatic learning behavior that is consolidated and internalized through repeated practice and training in the process of long-term learning and knowledge acquisition. It has acquired nature, gradual progress, repeatability, automation, stability and other properties (Shen, 2007; Quan, 2022). Zhao (2009) divides learning habits into "general learning habits" and "special learning habits" according to whether there are subject restrictions. Yang (2008) believes that learning habits can be summarized into three categories: traditional learning habits, creative learning habits, and cooperative learning habits. Feng (2002) defined learning habits into the following eight aspects: pre-class preparation habits, classroom learning habits, after-class learning habits, learning health habits, metacognitive learning habits, reading habits, examination habits, and discipline habits. Xue (2022) Learning habits refer to the comprehensive patterns that occur repeatedly in the learning process of student groups or individuals and reflect students' learning psychological and behavioral states. They are not only stable, but also have strong plasticity and scalability. Tan (2022) Learning habit, as the inferior concept of habit, refers to the formation of an unconscious, or automatic, stable behavior mode after a large number of active and targeted repeated exercises in a specific environment. It is also the concrete manifestation of students' learning methods and attitudes. Learning habit is a kind of habitual unconscious and conscious behavior. Learning habit is gradually formed in the process of learning. Once it is formed, it has the characteristics of automation and no longer requires external requirements and special will efforts, nor does it need intellectual thinking.

The focus of our research here is how to make children's good learning activities reach the step of conscious activities. Moreover, the main body of the research here is primary school students in grade four, who are in the semi-conscious stage. The earlier they develop conscious good learning habits, the more beneficial it will be for their later learning activities. The training program studied here is divided into pre-class preview, in-class learning and after-class consolidation learning according to the time period.

Measurement of learning habits

Some studies have pointed out that the cultivation of good study habits plays a significant role in promoting students' higher academic performance (Liu, 2017), while family and school, as the main environment for primary school students' development, are also the key factors affecting the formation of good study habits (Dang, 2017). This also shows that parents' active communication with the school, respect and assistance for good home-school cooperation between the school and the school can promote the formation of good learning habits of children (Man, 2015), and thus help children achieve higher academic performance (Yang, 2008). Xie (2019) believes that the education level of parents determines the parenting style of families and has an important impact on family education. Cheng

(2021) found that the factors that have an important impact on family education include parents' educational level, educational concepts, personal quality and educational methods. Although the information contained in parental involvement is not the same in different meta-analyses, the impact of parental involvement on children's learning habits has been controversial.

This study first classifies parents' involvement in children's learning. Then, we explore whether the type of parental involvement has a difference in the influence of parental involvement. Finally, the differences in children's learning habits between different types of parental involvement are discussed.

Research Methodology

According to the research question and purpose, the researcher used the literature review research method to conduct literature analysis of the concept in the early stage, compiled the questionnaire in a quantitative way, and measured the subjects with the five-step Likert scale to obtain quantitative data. After the data were sorted out, the SPSS software was used to analyze the data and give conclusions and suggestions.

Research Results

Based on the relationship model between parents' participation and students' learning habits, 338 data collected were statistically analyzed.

Demographic Analysis of the Respondents

Of the 338 students in this study, 174 (51.5%) were boarding students and 164 (48.5%) were non-boarding students; 196 (58%) were male students and 142 (42%) were female students; 111 (32.8%) were only children and 227 (67.2%) were non-only children; 319 (94.4%) were urban students in their home area, a number that far exceeds the number of rural households.

In terms of parental age, the fathers' ages were concentrated at 138 (40.8%) aged 36 to 40, 130 (38.5%) aged 40 and above, 66 (19.5%) aged 31 to 35, and only 4 (1.2%) aged 25 to 30. The age of mothers was concentrated in the age range of 36 to 40 years in 142 cases (42%), 31 to 35 years in 100 cases (29.6%), 40 years and above in 89 cases (26.3%) and only 7 (2.1%) were in the age range of 25 to 30 years.

In terms of parental education, 60 (17.8%) of fathers had education at high school or below, 117 (34.6%) at college, 138 (40.8%) at bachelor's degree, and 23 (6.8%) at graduate level or above. For mothers, 64 (18.9%) had a high school education or less, 115 (34.0%) had a college education, 141 (41.7%) had a bachelor's degree and 18 (5.3%) had a postgraduate degree or more.

In terms of parental occupation, the fathers' occupations were 5 (1.5%) teachers, 34 (10.1%) civil servants, 15 (4.4%) technicians, 3 (0.9%) workers, 152 (45.0%) self-employed, 69 (20.4%) company employees, and 60 (17.8%) others. The mothers' occupations were 27 (8.0%) teachers, 19

(5.6%) civil servants, 7 (2.1%) technicians, 1 (0.3%) worker and 109 (32.2%) self-employed, 70 (20.7%) company employees, 49 (14.5%) full time mothers and 56 (16.6%) others.

Table 1: Demographic Background Statistics (N=338)

Background Variables	Grouping	Frequency	Percentage (%)
Boarding	Yes (1)	174	51.5
	No (2)	164	48.5
Gender	Male (1)	196	58.0
	Female (2)	142	42.0
Only Child	Yes (1)	111	32.8
	No (2)	227	67.2
Hometown	Countryside (1)	19	5.6
	Towns (2)	319	94.4
Dad's Age	25~30(1)	4	1.2
	31~35(2)	66	19.5
	36~40(3)	138	40.8
	40 years and over (4)	130	38.5
Mom's Age	25~30(1)	7	2.1
	31~35(2)	100	29.6
	36~40(3)	142	42.0
	40 years and over (4)	89	26.3
Dad's Education Level	High School and below	60	17.8
	Tertiary	117	34.6
	Undergraduate	138	40.8
	Postgraduate and above	23	6.8
Mom's Education Level	High School and below	64	18.9
	Tertiary	115	34.0
	Undergraduate	141	41.7
	Postgraduate and above	18	5.3
Dad's Occupation	Teachers	5	1.5
	Civil Service	34	10.1
	Technician	15	4.4
	Workers	3	.9
	Individually owned and operated	152	45.0
	Company Staff	69	20.4
	Other	60	17.8
Mom's Occupation	Teachers	27	8.0
	Civil Service	19	5.6
	Technician	7	2.1
	Workers	1	.3
	Individually owned and operated	109	32.2
	Company Staff	70	20.7
	Full-time mother	49	14.5
	Other	56	16.6

Statistical Analysis Results

Parental involvement in the sample as a whole was in the medium to high range (M=3.926 points), with a mean score slightly above the median of 3 points. Among the dimensions of parental

involvement, the scores were ranked as providing support in all areas (M=4.505), home-school communication (M=238), developing good habits in children (M=3.890), caring for other aspects of children's development (M=3.780 points), supervising children in completing homework (M=3.664) and teaching children how to learn (M=3.482).

Table 2: Descriptive Statistics of Parental Involvement (N=338)

	M	SD
Supervise Your Child to Complete Their Homework	3.664	.876
Teaching Children How to Learn	3.482	.900
Developing Good Habits in Children	3.890	.820
Caring for Other Aspects of Your Child's Development	3.780	.870
Home School Communication	4.238	.801
Provide Support in all Areas	4.505	.767
Parental Involvement	3.926	.651

The sample of students had an overall moderate to high study habit (M=3.605 points) with a mean score slightly above the median of 3 points. Among the dimensions of study habits, the study habits before class (M=3.643), during class (M=3.758), after class (M=3.328) and other study habits (M=3.693). It can be seen that the mean values for each dimension are also relatively similar.

Table 3: Descriptive Statistics of Students' Study Habits (N=338)

	M	SD
Pre-course Study Habits	3.643	.877
In-class Study Habits	3.758	.853
After-school Study Habits	3.328	.905
Other Study Habits	3.693	.911
Student Study Habits	3.605	.764

After testing the multicollinearity of the models, it is found that all the VIF values of the models are below 5, indicating that there is no collinearity problem. Moreover, the D-W value is near the number 2, which indicates that there is no autocorrelation between the models and no correlation between the sample data, and this model is good. The final summary analysis shows that parents' participation has a significant positive impact on students' learning habits.

Table 4: Stepwise Regression Analysis of Parents' Involvement on Students' Study Habits (N=338)

R Square	Adjusted R squared	F	Significance	Standardization factor β	T	Significance
0.316	0.314	155.061	.000	0.595	12.452	0.000

Dependent variable: student study habits

Explanatory variables: (parameters), parental involvement D-W value: 2.029

* p<0.05 ** p<0.01

Hypotheses Test Results

Table 5: Research Hypothesis Test Result

Research Hypothesis	Test Results
H1: There were significant differences in parental involvement and study habits among students with different background variables.	
H1.1: Parental involvement differs significantly for students with different background variables	
H1.2: There were significant differences in study habits between students with different background variables.	
H2: The effect of parental involvement on the return of study habits in primary school students.	
H2.1: There is a significant positive relationship between parental involvement and study habits for primary school students.	Valid
H2.2: Parental involvement of primary school students has a significant positive effect on study habits.	Valid

Discussion

Using the statistical method of difference analysis, this study analyzed the differences of parents' involvement and learning habits of students with different background variables, and compared it with existing studies to explore the reasons. This study explores the prediction of primary school parents' participation in learning habits, and also compares it with existing studies to explore the reasons.

Differences in the status of parental involvement for students with different background variables

This study found that there were no significant differences in parental involvement across various background variables (such as boarding, gender, whether an only child, family location, parental age, parental education, and parental occupation).

However, analysis of the background variables on each dimension revealed that there was a significant difference between the parents of boarders and non-boarders in terms of teaching their children how to learn ($t=-2.300$, $p=0.022$). As boarders spend most of their time at school, their parents do not have a good and timely understanding of their children's psychological changes and the content of their learning, which leads to a significant difference in the way they teach their children to learn.

Furthermore, there was a significant difference in parents' supervision of their children's homework completion based on students' gender ($t=2.845$, $p=0.005$). According to Sun (2013), there is a gender difference at the primary school level; boys are emotionally unstable, inattentive, easily distracted, and curious, while girls are more docile, quiet, and obedient. This helps parents to supervise girls' homework completion, leading to a difference in the way children are urged to complete their homework.

There is a significant difference between parents of only children and parents of non-only children in terms of caring for other aspects of their children's development ($t=2.295$, $p=0.022$); from the data, it is clearly that the mean score of parents of only children in caring for other aspects of their children's development is significantly higher than that of non-only children. This is because parents of only children have more time and energy to participate in their children's development, and also have more human and material resources to give. Additionally, parents of only children have more resources to support and help their children's development in other areas.

There was a significant difference between parents who lived in towns and those who lived in villages in terms of developing good study habits in their children ($t=2.121$, $p=0.035$). Parents who lived in towns were more concerned about their children completing homework, actively interacting with their children and giving them timely feedback. They were also more concerned about other aspects of their children's development besides study, and were more willing to provide support to their children in all areas.

There was a significant difference between fathers' occupations in terms of supervising their children's homework ($F=2.576$, $p=0.019$). In the sample, 14.8% of the parents who directed and participated in learning were fathers, while 79.3% were mothers. This is consistent with the findings of Wang (2019). This may be related to the division of roles between parents in the family, with fathers favoring financial support and mothers favoring parenting counselling. With the liberalization of the two-child policy, the excessive burden of raising multiple children at primary school level has led many mothers to leave their jobs and become housewives, mainly responsible for their children's learning and life. At the same time, the analysis revealed a lack of involvement of fathers in the role-playing of their children's learning during the childhood stage. In the sample, there were differences in the amount of time fathers could be involved in their children's learning due to their different occupations and work time constraints. Therefore, there were differences in supervising their children's homework.

The status of differences in study habits of students with different background variables

This study found that there were no significant differences in students' study habits across background variables (such as whether they boarded, gender, whether they were an only child, family location, parental age, parental education, and parental occupation). Furthermore, there were no significant differences in any of the dimensions. According to studies by Xue (2012) and Liu (2008), researchers generally agree that good study habits can be cultivated in primary school students through the implementation of cultivation strategies targeted at teachers. Furthermore, Gao (2019) argued that teachers play a crucial role in the cultivation of study habits in primary school students. The sample information was collected through student reports, which was influenced by the school section, resulting in a limited study. This, coupled with the fact that the study was conducted in a private boardable primary school, where teachers require higher standards in the classroom and also guide parents and

teach them how to develop their children's study habits at home. Additionally, the fact that the respondent's attitude and ability to answer questions could not be controlled led to limited results.

Status of the relationship between parental involvement and study habits of primary school students

This study found a significant positive correlation between parental involvement and study habits ($r=0.562$), with each of the dimensions in the scale also showing different degrees of positive correlations with each other. Ji (2021) argues that parents are the educators in their children's lives and that their parenting attitudes towards their children can trigger strong responses that affect their physical and mental development, which in turn affects their learning. The results of this study are consistent with the findings of Zhang (2019), which show that the active involvement of parents of primary school students in their children's learning has a positive impact on all aspects of their children's learning. Therefore, parental involvement has a significant positive correlation with learning habits.

The role of parental involvement in influencing the study habits of primary school students

This study demonstrates that parental involvement can have a significant positive relationship with students' study habits. The findings of Zhang (2019) indicate that parental involvement behaviors (such as teacher communication, providing support, homework supervision, homework tutoring, and fostering autonomy) have a significant positive relationship with students' homework habits, and that parental involvement behaviors have a significant impact on primary school students' homework habits. Therefore, the results of this study are consistent with those of Zhang (2019).

Conclusions

This study takes the fourth-grade students of a private primary school in Henan Province of China as the research object. With 338 survey data as samples, the analysis results of this study are as follows:

1. The analysis results show that mothers are the main parents who guide and participate in students' learning, followed by fathers. The overall level of parental involvement is above average. In each dimension, the highest score was "providing support in all aspects", followed by "home-school communication" and the lowest score was "teaching children how to learn".

2. Explore the current situation of students' learning habits. The analysis results show that about three-quarters of students are satisfied with their learning results. Students' learning habits are above the average level. In each dimension, the highest score is "learning habits in class", followed by "learning habits before class" and "other learning habits", and the lowest score is "learning habits after class".

3. To explore the influence of background variables on parents' participation behavior, the analysis results show that different background variables (boarding or not, gender, only child or not,

family location, parents' age, parents' education background, parents' occupation) have no significant differences in parental participation. The analysis results of background variables on the dimensions of parental involvement show that only boarding or not has a significant difference in teaching methods; There was a significant gender difference in urging children to complete their homework; Being the only child or not has significant difference in caring for other aspects of children's development; The location of family has significant difference in cultivating children's good habits; There were significant differences in fathers' occupations in pushing their children to complete homework.

4. Explore the influence of background variables on students' learning habits. The analysis results show that different background variables (boarding or not, gender, only child or not, family location, parents' age, parents' education background and parents' occupation) have no significant differences in learning habits.

5. To explore the relationship between parents' involvement behavior and students' learning habits, the analysis results show that there is a significant positive correlation between parents' involvement and learning habits, and each dimension of the scale also presents a different degree of positive correlation.

6. Explore the influence of parents' participation on students' learning habits. The analysis results show that parents' participation has a significant positive influence on students' learning habits. It shows that the model is valid, and parental involvement can explain one-third of the change in students' learning habits.

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THE RELATIONSHIP BETWEEN TEACHER ROLE IDENTITY AND TEACHER HAPPINESS: TAKING THE TEACHERS OF YUHUA EXPERIMENTAL SCHOOL IN LUOHE CITY AS AN EXAMPLE

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Abstract: The purpose of this study is to explore the relationship between teachers' role identity and teachers' happiness in Luohe Yuhua Experimental School by using questionnaire survey, and to analyze whether there are significant differences between teachers' role identity and teachers' happiness in Luohe Yuhua Experimental School under different background variables. In this study, the private teachers in Luohe City were taken as the research parent group. Through the method of target sampling, we distributed questionnaires to teachers in Yuhua Experimental School of Luohe City. 205 questionnaires were recovered, 174 of which were valid. The obtained data were analyzed and discussed by descriptive statistics, independent sample t test, ANOVA analysis, Pearson correlation analysis, regression analysis and other statistical methods and finally reached a conclusion.

The research results show that there is a significant correlation between teacher role identity and teacher happiness in Luohe Yuhua Experimental School. The teacher role identity in Luohe Yuhua Experimental School has a significant predictive power on teacher happiness, among which the role value orientation identity dimension has the strongest predictive power on teacher happiness. Based on the findings and limitations, this study makes academic, practical and policy recommendations.

Keywords: Role Identity, Teacher Role Identity, Teacher Happiness

Introduction

As a series of educational reforms are underway in contemporary China, a large number of Chinese educational scholars have begun to discuss the reform and development of private school education from the perspective of sustainable development, guided by the strategy of "developing the country through science and education. Currently, the development of private schools has encountered an unprecedented "bottleneck", and the survival and development of private schools are facing more and more competition and challenges. Teachers in private schools, who are the key drivers of school development, face the pressures of competition, life, teaching, and research, as well as psychological

fluctuations and low retention rates due to the disadvantages of teaching resources and the limitations of teachers' personal development in private schools (Yao, 2019). The happiness index of teachers in private schools is generally lower compared to the happiness index of teachers in public schools. Focusing on the troubles and psychological needs faced by private school teachers and understanding how happy they are will be the focus of this study.

Teacher's sense of well-being has been a focus attention in the education field in recent years, and the level of teacher's sense of well-being directly affects the growth of students and the quality of teaching. Domestic scholar Li (2009) study on teachers' happiness found that Chinese researchers' research on teachers' subjective well-being is mostly based on internal and external factors; external factors mainly include demographic variables (mainly basic conditions, such as gender, age, professional title, income, marital status and regional differences, etc.) and social support; internal factors mainly include personality, self-awareness and other factors. Xiong, Tu & Zeng (2022) found that the factors affecting the happiness of female teachers in higher education include not only demographic factors, but also external environmental and subjective factors such as "self-acquisition". However, none of these researchers' studies reflected the relationship between teacher role identity and teacher well-being, so this study will focus on exploring whether teacher role identity has a certain positive predictive effect on teacher well-being.

Teacher role identity refers to the teacher's own recognition and acceptance of the socially assigned teacher role and the realization of the teacher's own transformation into the ideal teacher role. The developmental process of teacher role identity is the correct understanding of the nature, role, task, and value of the teacher role, the emotional and attitudinal acceptance of this role, and seeing the teacher role as oneself and seeing oneself as this role, which is the sameness of the teacher role (Qin, 2005). Zhou & He (2022) discussed that preservice early childhood teachers had higher levels of role identity; women's role identity was higher than men's overall; and there were significant differences in the role identity levels of preservice early childhood teachers with different sources of students and different motivations for enrollment. These studies explored different emphases and biased interpretations of the results, which cannot be used as a theoretical basis for studying the degree of teacher well-being in Luohe Yuhua Experimental School.

Luohe City is a prefecture-level city in Henan Province, in recent years, Luohe City adhere to the priority development strategy of education, conscientiously implement the provincial party committee, the provincial government and the provincial education department of a series of decisions and deployments, unswervingly implement the "science and education" strategy to run a good education for the satisfaction of the people, Luohe City Yuhua Experimental School is a private school in Luohe City. Most of the teachers in the school are non-staff teachers, there is a large workload, work pressure and other problems, in this situation, Yuhua teachers are prone to job burnout, low sense of well-being.

In response to this situation, Luohe Yuhua Experimental School conducted a questionnaire survey, which found that a considerable number of teachers did not understand the philosophy of Yuhua, while most Yuhua teachers did not have a correct understanding of the nature, role, task and value of the teacher's role, i.e., the teacher's role identity. Therefore, this study was conducted with teachers in Luohe Yuhua Experimental School in an attempt to explore the relationship between teacher role identity and teacher well-being in Yuhua Experimental School under different contextual variables, and the study applied quantitative research methods to obtain data to explore whether teacher role identity has predictive power on teacher well-being.

Research Objectives

1. To explore what is the current status of teachers' role identity in Yuhua Experimental School?
2. Explore what is the current state of teachers' well-being at YuHua Experimental School?
3. Identify the analysis of the differences in teacher role identity among YuHua teachers with different background variables.
4. To identify the differences in teacher well-being among YuHua teachers with different background variables.
5. To explore how the role identity of teachers in Yuhua Experimental School is related to teacher happiness.
6. To explore how the role identity of teachers in Yuhua Experimental School affects teachers' happiness.

Literature Review

Research on Teachers' Role Identity

The literature search revealed that domestic researchers' studies on teachers' roles mainly focus on pre-service early childhood teachers, college and university teachers, new generation rural teachers and teachers of different disciplines, and the research objects are mainly self-identity, professional identity, identity, professional identity and other dimensions, for example, Yao (2018) analyzed the factors affecting the role identity of teachers of ideological and political theory courses from environmental conditions and student factors. Qi (2019) explored teachers' professional identity from the perspective of professional learning community, using three novice university English teachers as a case study. Shi (2020) pointed out that teacher identity concerns teachers' teaching decisions and teaching content and affects teachers' teaching enthusiasm and teaching effectiveness. Zhang and Wu (2021) pointed out that role identity is a stable emotional identification of rural teachers with their roles based on their understanding of rural society. Zhou & He (2022) pointed out that there were significant differences in the level of pre-service early childhood teachers' role identity by gender, birth source,

and motivation for enrollment.

From the above analysis, most of the existing domestic teacher role identity studies focus on teachers at different stages and in different disciplines, but there are relatively few studies on private primary and secondary school teachers as an important part of the teaching force. In order to improve the research on teacher role identity and provide an empirical basis for subsequent studies, it is necessary to examine the current situation of the role identity of private primary and secondary school teachers in China.

Research on Teachers' Happiness

The development of teacher happiness research abroad has roughly gone through two stages: the pedagogical concept definition stage and the multidisciplinary concept definition stage. The former is mainly based on the field of teaching, and believes that teachers' happiness is relative to burnout, and that the relationship between the two is one of extinction.

The scholars who have conducted more in-depth research on "teachers' happiness" in China include Liu, Tang, and Cao. They have used different theoretical perspectives and methods to analyze the issue of teachers' happiness in depth. The earliest studies were on teachers' happiness, such as Liu's (2000) "Teachers' Happiness," Zhao's (2002) "Teachers' Real Situation and Their Happiness," and Cao's (2006) "On the Pursuit of Teachers' Happiness," etc. Most of these studies were theoretical studies on which further research on teachers' happiness was based. research, thus beginning the empirical research on teachers' happiness, in which the study of influencing factors is one of the important studies of teachers' happiness research. For example, Li (2009) found that most of the studies on teachers' subjective well-being by researchers in China have explored both internal and external factors, with external factors mainly including demographic variables (mainly gender, age, job title, income and marital status, geographical differences, and other basic conditions), social support, etc.; and internal factors mainly including personality and self-awareness. A review of literature related to teachers' well-being by Dai & He (2020) concluded that specific factors affecting teachers' well-being include work environment, social support, support and affirmation from leaders, trust and affirmation from parents, love and concern from students, teachers', salary compensation, labor intensity, and teachers' own physical health, professional development status, etc. Zhao & Yi (2022) argued that the professional well-being of senior teachers in primary and secondary schools is not only influenced by external factors such as tedious non-teaching tasks, poor protection of autonomous rights and interests, relatively inadequate salary and remuneration, and slightly weak social respect, but is also closely related to internal factors such as teachers' psychological quality, professional personality, and educational sentiments.

Taken together, although there are many factors that influence teachers' happiness, few studies have examined teacher role identity on teachers' happiness, especially in private primary and secondary

schools. Therefore, this study will explore the influence of private elementary and middle school teachers' role identity on teachers' happiness in private elementary and middle school from demographic factors.

Methodology

This study adopts quantitative research method. Since Luohe Yuhua Experimental School is currently a private school in Luohe City that integrates elementary, middle, and high schools, at the same time the teachers in this school are both freshly graduated college teachers, excellent teachers from private schools, and some excellent teachers from public schools, containing different levels of teacher groups across Luohe City, which is representative. Therefore, this study selected a sample of 200 teachers in each school division of Luohe Yuhua Experimental School.

This study uses the Teacher Role Identity Scale developed by Wang (2011). The scale includes 6 dimensions: role identity, role value identity, role behavior identity, role environment identity, role skill identity, and role interpersonal identity, with a total of 24 topics. At the same time, this study also uses middle school teachers' happiness questionnaire developed by Fan (2011), which includes six dimensions: teaching achievement, job satisfaction, classroom management ability, teaching innovation, self-improvement, and social support, with a total of 24 topics. The questionnaire was designed with Likert 5-point scale, with 1 to 5 points representing from "completely inconsistent" to "completely consistent". The higher the score, the higher the agreement of this question.

Cronbach's Alpha is mainly used to examine the reliability of teachers role identity scale and teacher happiness scale, respectively. In this study, their Cronbach's alpha coefficients were 0.940 and 0.976, and the results were greater than 0.7, indicating that the variables used to measure the correspondence were reasonable and reliable, with good consistency and credibility, and could be used for further empirical research.

This study will use descriptive statistics to understand the current status of teacher role identity and teacher happiness in Luohe Yuhua Experimental School. Independent samples t-test and one-way ANOVA will be used to understand the differences in teacher role identity and teacher happiness in Luohe Yuhua Experimental School under different background variables. Pearson correlation coefficient was used to analyse the relationship between teacher role identity and job involvement in Luohe Yuhua Experimental School. This paper uses linear regression analysis to explore the impact of Luohe Yuhua teacher role identity on teacher happiness.

Results

This study examined six background variables of gender, teaching experience, marital status, age, and treatment school division. The results are as follows:

Table 1: Statistical Table of Demographic Background Variables (N=174)

Background Variables	Group	N	Percentage
Gender	(1) Male	68	39.1
	(2) Female	106	60.9
Teaching Experience	(1) 1-6 years	141	80.1
	(2) 6 years or more	33	18.9
Marital Status	(1) Married	109	62.6
	(2) Unmarried	65	37.4
Age	(1) 25 years old and below	39	22.4
	(2) 26-35 years old	106	60.9
	(3) 36 years old and above	29	16.6
Treatment	(1) 3,000-5,000	84	48.3
	(2) 5,001-8,000	57	32.8
	(3) 8,001 or more	33	19.0
School Department	(1) Elementary School Department	33	19.0
	(2) Middle School Department	42	24.1
	(3) High School Department	99	56.9

A one-way analysis of variance (ANOVA) test was used to analyze the differences in teacher role identity and teacher well-being among teachers of Luohe Yuhua Experimental School with different treatments, and the results are shown in Table 2.

Table 2: ANOVA Difference Comparison with Treatment as A Control Variable (N=174)

Dimensions/ Variables	3,000-5,000 (N=84)		5,001-8,000 (N=57)		8,001 or More (N=33)		F Value	P Value	LSD
	M	SD	M	SD	M	SD			
Role Positioning Identity	4.280	0.857	4.597	0.808	4.508	0.633	2.846	0.061	
Role Value Identity	4.122	0.938	4.303	1.000	4.333	0.817	0.921	0.400	
Role Behavior Identification	4.176	0.753	4.307	0.727	4.349	0.579	0.948	0.389	
Role Environment Identity	4.092	0.935	4.158	0.970	4.235	0.861	0.291	0.748	
Character Skill Identity	3.720	0.649	3.978	0.647	4.008	0.591	3.879	0.023	(2)>(1) (3)>(1)
Role Interpersonal Identity	4.262	0.899	4.483	0.836	4.439	0.622	1.341	0.264	
Teacher Role Identity	4.114	0.731	4.310	0.711	4.325	0.535	1.837	0.162	
Teaching Achievement	4.134	0.959	4.408	0.853	4.379	0.647	1.986	0.140	
Job Satisfaction	3.985	1.077	4.175	0.914	4.046	0.967	0.612	0.544	
Class Management	4.146	0.884	4.347	0.949	4.477	0.581	2.062	0.130	
Teaching Innovation	4.119	0.905	4.351	0.710	4.432	0.610	2.459	0.089	
Self-improvement	4.173	0.910	4.298	0.840	4.485	0.634	1.668	0.192	
Social Support	4.229	0.864	4.425	0.724	4.424	0.697	1.334	0.266	
Teacher Happiness	4.131	0.867	4.334	0.728	4.374	0.603	1.723	0.182	

In summary, there was no significant difference in teacher role identity among teachers with different treatment, F value=1.837; P value=0.162, but there was a significant difference in the role skill identity dimension. According to the LSD post hoc test, it was found that the mean value of role skill

identity of teachers with treatment of 3,000-5,000 was significantly lower than teachers with treatment of 5,001-8,000 and 8,001 or more, therefore treatment differed more significantly on this dimension. There was no significant difference in teacher well-being among teachers with different treatment, F value=1.723; P value=0.182.

A one-way analysis of variance (ANOVA) test was used to analyze the differences in teacher role identity and teacher well-being among teachers of Luohe Yuhua Experimental School in different school divisions, and the results are shown in Table 3.

Table 3: ANOVA Difference Comparison with School Division as Control Variable (N=174)

Dimensions/Variables	Elementary School Department (N=33)		Middle School Department (N=42)		High School (N=99)		F Value	P Value	LSD
	M	SD	M	SD	M	SD			
Role Positioning Identity	4.515	0.634	4.435	0.864	4.394	0.846	0.276	0.759	
Role Value Identity	4.470	0.684	4.452	0.854	4.040	1.008	4.450	0.013	(1)>(3) (2)>(3)
Role Behavior identification	4.417	0.547	4.333	0.676	4.162	0.770	1.959	0.144	
Role Environment Identity	4.424	0.722	4.375	0.808	3.947	0.997	5.265	0.006	(1)>(3) (2)>(3)
Role Skill Identity	3.917	0.642	3.970	0.630	3.793	0.656	1.267	0.284	
Role Interpersonal Identity	4.462	0.721	4.518	0.903	4.273	0.835	1.542	0.217	
Teacher Role Identity	4.371	0.565	4.351	0.704	4.111	0.717	2.810	0.063	
Teaching Achievement	4.379	0.768	4.637	0.618	4.078	0.954	6.691	0.002	(2)>(3)
Job satisfaction	4.265	0.822	4.482	0.770	3.811	1.075	8.074	0.000	(1)>(3) (2)>(3)
Class Management	4.364	0.688	4.583	0.669	4.114	0.952	4.772	0.010	(2)>(3)
Teaching Innovation	4.349	0.721	4.554	0.655	4.096	0.848	5.340	0.006	(2)>(3)
Self-improvement	4.371	0.707	4.548	0.642	4.124	0.931	4.129	0.018	(2)>(3)
Social Support	4.394	0.715	4.619	0.659	4.187	0.837	4.716	0.010	(2)>(3)
Teacher Happiness	4.354	0.676	4.570	0.623	4.068	0.829	6.926	0.001	(2)>(3)

In summary, there was no significant difference between teachers in different school divisions in terms of teacher role identity, F value=2.810; P value=0.063, but there were significant differences in the two dimensions of role value identity and role environment identity, which were found to be significantly lower in the upper school division than in the elementary and middle school divisions based on the LSD post hoc test. The results of the ANOVA test showed that the main reason for the significant effect of different departments on teachers' well-being was that the mean values of all dimensions of teachers' well-being in the senior department were lower than those in the other two departments, which is consistent with the reality of teachers' well-being in Luohe Yuhua Experimental School. The reality of teachers' well-being.

According to the Pearson correlation coefficient analysis, there were significant positive associations between the teacher role identity and teachers' well-being, and the correlation analysis

results are shown in Table 4.

Table 4: Correlation Analysis of Teacher Role Identity and Teacher Well-Being Correlation Matrix

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Role Positioning Identity	1													
Role Value Identity	.739**	1												
Role Behavior Identification	.645**	.412**	1											
Role Environment Identity	.692**	.825**	.405**	1										
Role Skill Identity	.647**	.672**	.563**	.694**	1									
Role Interpersonal Identity	.812**	.724**	.597**	.734**	.748**	1								
Teacher Role Identity	.891**	.874**	.688**	.871**	.842**	.909**	1							
Teaching Achievement	.576**	.592**	.411**	.481**	.475**	.631**	.622**	1						
Job satisfaction	.520**	.724**	.282**	.697**	.544**	.570**	.667**	.693**	1					
Class Management	.584**	.594**	.454**	.528**	.569**	.650**	.666**	.813**	.757**	1				
Teaching Innovation	.567**	.585**	.458**	.553**	.523**	.606**	.647**	.793**	.764**	.876**	1			
Self-improvement	.449**	.492**	.378**	.457**	.471**	.498**	.539**	.722**	.715**	.793**	.871**	1		
Social Support	.496**	.603**	.348**	.555**	.521**	.604**	.620**	.741**	.773**	.814**	.840**	.840**	1	
Teaching Happiness	.588**	.665**	.426**	.607**	.572**	.655**	.694**	.876**	.873**	.928**	.943**	.905**	.917**	1

* $p < 0.05$, ** $p < 0.01$

The regression analysis of teacher role identity on teacher happiness is shown in Table 5. Regression analysis results show that F value=184.895, $p=0.000$, reaching a significant level, of which the standardized regression coefficient $\beta = 0.72$, $p=0.000$ is significant, indicating that there is a significant positive correlation between teacher role identity and teacher happiness.

Table 5: Regression Analysis of Teacher Role Identity on Teacher Happiness

R	Adjusted R Squared	F	Significance	Standardized coefficient β	T	Significance
.720	0.515	184.895	0.000	0.72	13.598	0.000

Discussion

1. Discussion of the current status of teachers' role identity in Luohe Yuhua Experimental School and its differences in different contexts

The results of the study showed that there were no significant differences in teacher role identity among teachers of different treatment. The reason for this may be that Luohe Yuhua Experimental School is a group school and the school rules, regulations, job requirements and school philosophy are relatively consistent, so teacher role identity is not significant on these variables. This is not consistent with Zhou and He's (2022) study that indicated significant differences in pre-service early childhood teachers' role identity levels by gender, source of birth, and motivation for enrollment, which may be due to different groups of teachers. The significant differences in teacher role identity among teachers in different school divisions corresponded well with the actual situation in Luohe Yuhua Experimental School. Among the three school divisions, the work pressure in the senior high school was significantly higher than that in the elementary and junior high school, which directly led to a lower level of teacher role identity in the senior high school than in the other two school divisions. This is consistent with the researcher's study mentioned above.

2. Discussion of the current status of teachers' well-being in Luohe Yuhua Experimental School and its differences in different contexts

The results of the study showed that there were no significant differences in teacher role identity among teachers of different treatment. This is consistent with the findings of Fan & Du (2011) that there is no significant difference in teacher well-being among teachers of different treatment. The reason for this may be that Luohe Yuhua Experimental School provides a relatively consistent work environment and job requirements, so there is no significant difference in teacher well-being on these variables in this school. In contrast, Yi (2022), in her study of the professional well-being of senior teachers in primary and secondary schools, concluded that the relatively inadequate salary package and slightly weak social respect were significantly correlated with teachers' well-being, which is not quite consistent with the findings of this study, and the reason for this is mainly because the nature of schools is different so the degree of teachers' well-being is relatively different. In addition, there were significant differences in teacher well-being among teachers in different school divisions. The sense of teacher well-being in the middle school was significantly higher than the sense of teachers in the high school, due to the fact that the middle school developed earlier than the high school and had a comfortable working atmosphere, so the sense of teacher well-being in the middle school was significantly higher than the sense of teacher well-being in the high school, which developed later.

3. Discussion of the analysis of the correlation between teacher role identity and teacher well-being

According to the analysis of the results of this study, it was first found that the teacher's role

identity in Luohe Yuhua Experimental School was significantly positively correlated with the teacher's well-being ($r=0.720$, $***P>.000$), that is, the higher the teacher's role identity, the higher the teacher's well-being the higher.

Conclusion

In this study, the teachers of Luohe Yuhua Experimental School were the subjects of the questionnaire, and the following summarizes the main findings of this study as follows.

1. The status of teachers' role identity in Luohe Yuhua Experimental School is good.
2. The well-being of teachers in Luohe Yuhua Experimental School is good.
3. Different treatment and different school divisions affect the role identity of teachers in Luohe Yuhua Experimental School
4. Different school divisions affect the happiness of teachers in Luohe Yuhua Experimental School.
5. Luohe Yuhua Experimental School teachers' role identity and teachers' well-being are significantly and positively correlated.
6. Luohe Yuhua Experimental School teachers' role identity has predictive power for teachers' happiness.

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A STUDY ON THE RELATIONSHIP BETWEEN LEARNING SELF CONTROL AND LEARNING BURNOUT: TAKE THE SENIOR HIGH SCHOOL STUDENTS OF YUHUA EXPERIMENTAL SCHOOL IN LUOHE CITY AS AN EXAMPLE

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Abstract: This study is based on the questionnaire method and takes high school students of Yuhua Experimental School in Luohe City, Henan Province as the mother group of the study, and adopts the convenience sampling method to extract 540 high school students. The questionnaires were distributed 540 copies, and the valid questionnaires totaled 508 copies, with an effective rate of 94.1%. This study explored the influence of Luohe Yuhua Experimental School high school students' learning self-control on learning burnout, and analyzed the differences between Luohe Yuhua Experimental School high school students' learning self-control and learning burnout under different background variables, as well as the correlation and predictive power of learning self-control and learning burnout. The data obtained in this study were analyzed by descriptive statistics, independent samples t-test, Pearson correlation coefficient test, regression analysis and other statistical methods.

The main conclusions are as follows: the results of the study show that there is a correlation between learners' learning self-control and all dimensions and learning burnout and all dimensions, and that high school students' learning self-control can negatively predict learning burnout, with the dimension of "self-supervision" being the strongest predictor of experimental students' learning burnout, and it is recommended to further explore the role of learning self-control in the path of predicting learning burnout. It is recommended to further explore whether there is a mediating or moderating variable in the pathway of learning burnout.

Keywords: Learning Self-Control, Learning Burnout, High School Students

Introduction

This study examines the relationship between academic self-control and academic burnout and to understand the differences in academic self-control and academic burnout among high school students with different background variables (e.g., gender, grade level, and hukou location).

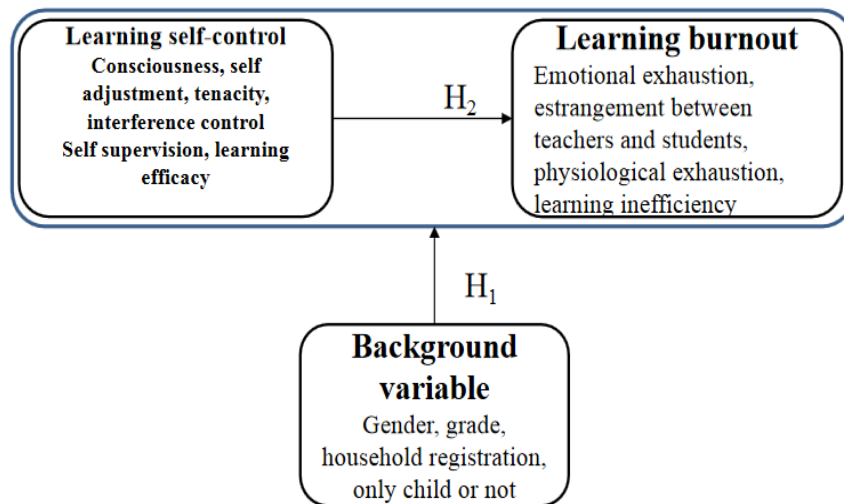
At this stage, senior high school students should obey the school's arrangement, adapt to the learning environment, establish a correct understanding of learning, develop learning skills on this basis, improve methods and enhance efficiency; and correctly deal with the psychology of anorexia and reduce the occurrence of problematic behaviors. They should also correctly deal with the psychology of boredom with school and reduce the occurrence of problematic behaviors. With the physiological and psychological growth and development during adolescence, the accumulated social experience and changes in thinking, high school students are subject to pressure from schools, families, teachers and peers, especially when they go on to higher education, so they may encounter a variety of physical and psychological distress or problems. In recent years, many scholars have begun to pay attention to students' learning problems, focusing on the study of various factors affecting learning as well as ways to improve learning efficiency and performance. Wang (2020) and others pointed out that the number of secondary school students with burnout is on the rise and the scope is also expanding; learning burnout is embodied in the cognitive error of learning, as well as the lack of motivation and avoidance of learning-related behaviors. From the students' own point of view, the important reason for some students' learning burnout is that there is a certain lack of learning ability, do not listen carefully in class, attention is not focused, do not seriously complete the tasks assigned by the teacher and other learning self-control problems lead to low learning efficiency, long-term frustration will further lead to learning burnout, loss of interest in learning. Adolescent students in the psychology of the desire to be recognized, but one of the important criteria for secondary school students to be recognized in the study of whether the teacher and parents are satisfied, so prompting some students with low academic performance in the psychological fear of learning and resistance, do not feel that learning to bring their own happiness and happiness, will produce learning burnout, anorexia, or even drop out.

The level of academic self-control and the state of burnout in the high school student population are both important factors that can have an impact on the overall development of high school students in the current educational environment. The researcher questions how the two interact around the theme of learning.

Research Objectives

- (1) To understand the current status of academic self-control of high school students
- (2) To understand the current status of academic burnout among high school students
- (3) To identify the effects of background variables on academic self-control
- (4) Identifying the effects of background variables on academic burnout
- (5) Examining the relationship between academic self-control and academic burnout
- (6) Examining the effect of academic self-control on academic burnout

Research Conceptual Framework



Literature Review

Research on Learning Self-Control

Nancy (2000) proposed that learning self-control is the process by which an individual sets goals, applies strategies, and monitors behavior in order to accomplish a task, and includes components such as personal traits, self-testing, and feedback, while Myonghee (2005) defined learning self-control as a process in which cognitive, behavioral, and motivational categories, which interact with one another, are involved in the learning process. Xie (2006) further argues that control of learning refers to the extent to which students make active adjustments to their learning activities, the salience of which is manifested in the following two dimensions: in-class and out-of-class learning. Professor Guo (2009) emphasized that control over learning refers to the process of consciously controlling one's own emotions, desires, mental activities, etc., in order to achieve learning goals in the learning process. Gao (2021) points out that self-control is one of the 24 positive psychological qualities and a typical indicator in the system of learning qualities, which includes "sense of self-worth, sense of competence and sense of achievement".

Research on Learning Burnout

Professor Yang (2005), after investigating the learning situation in China's colleges and universities, believed that the most important root cause of academic burnout in Chinese colleges and universities is the lack of interest in learning professional work, so she proposed that academic burnout refers to the negative attitudes towards frustration, difficulty and boredom that gradually appear after students have to continue to study without motivation and drive. Scholars such as Cheng and Zhang (2010) suggested that academic burnout refers to the physical and mental depletion and the decline of personal fulfillment that exists around students in the learning process due to their lack of motivation

for their studies, insufficient motivation or due to high pressure of assignments, overload of assignments and other reasons on the individual physical and mental level.

Wei (2010) research results define academic burnout as the physiological and psychological depletion of the learner due to prolonged academic burden, which leads to the avoidance of learning behavior. Accordingly, scholars such as Li and Ren (2011) believe that academic fatigue refers to a negative situation in which learners are affected by various reasons during a long period of time in their academic career, and are deviated from their studies in terms of cognition, emotion, and action. Chen and Zhao (2017) believe that academic burnout is also manifested in learning behavioral problems; Song and Xie (2019) believe that academic burnout is also manifested in the ambiguity of learning goals, from "unreasonable external requirements or unrealistic expectations", and "too little discretionary time".

Research Design

To address the research questions and objectives, the scholars firstly analyze the relevant concepts in the literature through the literature research method; then write the research questionnaire in a qualitative way and use the Likert five-point scale to test the subjects, so as to get the qualitative data; finally, summarize the data analysis and use the SPSS software to parse the historical data, so as to get the results of the study and recommendations.

Methodology

1. Using the reliability coefficient method to measure the reliability of Luohe Yuhua Experimental School high school students' learning self-control and learning burnout scale
2. Descriptive statistics, independent samples t-test and one-way ANOVA were used to understand the current situation of Luohe Yuhua Experimental School's high school students' self-control in learning.
3. Use descriptive statistics, independent samples t-test and one-way ANOVA to understand the current situation of study burnout among high school students in Luohe Yuhua Experimental School.
4. Use linear regression to analyze the relationship between self-control and burnout in Luohe Yuhua Experimental School.
5. Analyze the effect of self-control on learning burnout of Luohe Yuhua Experimental School high school students using linear regression analysis.

Results

The results of the T-test show that there is no significant difference between boys and girls in

academic self-control, $T=1.088$; $P=0.277$, so the mean score of boys on academic self-control is slightly higher than that of girls, because after entering high school, boys are gradually maturing, and girls are more delicate emotionally, and are easily affected by the influence of the surrounding environment and have emotional fluctuations, so the boys' mean score on academic self-control is slightly higher than that of girls, but there is no significant difference. There is also no significant difference in learning burnout, $T=0.981$; $P=0.327$. Boys are slightly more prominent in learning burnout, but it is not significant.

The results of t-test showed that there was no significant difference in learning self-control among students of different grades, $T=1.255$; $P=0.210$, and the mean scores of the first year of high school were slightly higher than those of the second year of high school, because just after entering high school, the students were faced with a new learning environment and new knowledge contents which were relatively novel, so the mean scores of the first year of high school were slightly higher than those of the second year of high school, but there was no significant difference. There is also no significant difference in learning burnout, $T=-1.926$; $P=0.055$, the sophomore students are slightly more prominent in learning burnout, but not significantly.

The results of t-test showed no significant difference between the students in the countryside and the town in terms of learning self-control, $T=-0.311$; $P=0.756$. There is also no significant difference in learning burnout, $T=1.790$; $P=0.074$, rural students are more prone to learning burnout, but it is not significant.

The results of t-test showed that there was no significant difference in academic self-control between students who were only children and those who were not, $T=0.660$; $P=0.509$. There was also no significant difference in academic burnout, $T=0.159$; $P=0.874$.

In order to test the causal relationship between the variables, this study conducted a stepwise regression analysis to test whether Luohe Yuhua experimental students' learning self-control has a significant predictive power on academic burnout. Regression analysis was carried out with the dimensions and total amount of learners' self-control as the predictor variables (i.e., explanatory variables), and the amount of academic burnout as the dependent variable, in order to consider the predictive power of students' learning self-control on academic burnout.

According to Table 1, it can be seen that the dimensions of students' academic self-control correlate with academic burnout in descending order of self-adjustment ($r=-.407$), conscientiousness ($r=-.393$), learning efficacy ($r=-.386$), self-supervision ($r=-.191$), and interference control ($r=-0.024$), and a stepwise regression analysis can be done accordingly.

As shown in Table 1, the regression summary table for the predictive analysis of academic burnout using the six dimensions of academic self-control.

Table 1: Stepwise Regression Analysis of Academic Self-Control on Academic Burnout in High School Students

Model	R Square	Adjusted R-Square	R Square Change	F Value Change	Significance F Value Change
A	.407a	0.165	0.165	10.324	0
B	.426b	0.181	0.016	9.894	0.002
C	.450c	0.203	0.021	13.475	0
D	.472d	0.222	0.020	12.651	0
F	.495e	0.245	0.022	14.833	0
Model	Explanatory	Standardized Coefficient B	T	Significant	VIF
A	Self-Adjustment	-0.407	-10.016	0	1
B	Self-Adjustment	-0.256	-4.075	0	2.426
	Self-Awareness	-0.197	-3.145	0.002	2.426
C	Self-Adjustment	-0.176	-2.689	0.007	2.720
	Self-Awareness	-0.146	-2.293	0.022	2.551
	Learning Efficacy	-0.191	-3.671	0	1.713
D	Self-Adjustment	-0.230	-3.460	0.001	2.870
	Self-Awareness	-0.169	-2.677	0.008	2.579
	Learning Efficacy	-0.253	-4.661	0	1.911
	Self-Monitoring	-0.186	3.557	0	1.777
E	Self-Adjustment	-0.274	-4.112	0	2.956
	Self-Awareness	-0.190	-3.041	0.002	2.599
	Learning Efficacy	-0.232	-4.303	0	1.932
	Self-Monitoring	-0.142	2.681	0.008	1.865
	Interference Control	-0.170	3.851	0	1.302

Response variable: academic burnout

- a. Explanatory variables: (constant), self-adjustment
- b. Explanatory variables: (constant), self-adjustment, self-awareness
- c. Explanatory Variable: (Constant), Self-Adjustment, Conscientiousness, Learning Efficacy
- d. Explanatory variables: (constant), self-adjustment, conscientiousness, learning efficacy, self-monitoring
- e. Explanatory variables: (constant), self-adjustment, conscientiousness, learning efficacy, self-monitoring, interference control

Taken together in Table 2, the relationship between students' self-control and academic burnout is obtained from the results of linear regression analysis as: Learning burnout = -0.447 x learning self-control.

Table 2: Regression Analysis Table of High School Students' Academic Self-Control on Academic Burnout

Model	R Square	Adjusted R-Square	F	Significant	Standardized Factor B	T	Significant
1	.447a	0.199	126.662	.000b	-0.447	-11.254	0

Response variable: academic burnout

Explanatory variable: (constant), academic self-control of high school student

Discussion

In the process of studying the effect of learning self-control on learning burnout among high school students in Luohe Yuhua Experimental School, this study found that there was a correlation between learning self-control and learning burnout, and that bad emotions caused them to suffer from learning burnout and problems such as difficulty in keeping up with high school academic life. These findings have similar conclusions with the studies of Zhu (2009) and Zhang (2010) and Wang (2012). This is because the weaker the self-control ability, the higher the level of academic burnout accordingly, and the self-control ability has a negative predictive effect on the level of academic burnout (Zhang, 2010). Meanwhile, this study also found that background variables such as gender, grade level, home location, and whether or not they are an only child are different to different degrees in the performance of self-control in learning.

This study found that the overall score of learning self-control of high school students in Luohe Yuhua Experimental School is moderate, so the actual situation of learning self-control is better. The scores of the dimensions of learning self-control of high school students were good, with small differences between self-adjustment, conscientiousness, learning efficacy, and resilience, and slightly larger differences between self-monitoring, interference control, and the other four dimensions. The reason for this is that the student population of Luohe Yuhua Experimental School is concentrated around the local secondary school exam grade establishment line, and the students' foundations are average or even a little weak, so their self-monitoring and interference control of learning self-control are relatively weak.

There is no significant difference between students of different genders in terms of academic self-control. This is the same as the findings of Li (2016) that there is no significant difference in learning self-control among students of different genders. The reason for this may be that high school students are under great pressure to study and have extremely heavy tasks, and the gender difference in academic self-control as a non-intellectual factor may slowly blur out in this case, so there is no significant difference in gender exists. Boys' average scores on academic self-control are slightly higher than those of females, probably because after entering secondary school, boys slowly tend to be more mature, while girls are more delicate emotionally and are susceptible to emotional fluctuations due to the influence of the environment, so boys' average scores on academic self-control are slightly higher than those of females, and there is no significant difference.

There was no significant difference in academic self-control among high school students in different grades, which is consistent with the findings of Chen (2007) on high school students. The mean scores of first-year students in mathematics self-control were slightly better than those of sophomores, the reason for the push may be that just entering middle school, first-year students face a brand-new knowledge situation and new knowledge content is relatively novel, so the mean scores of

first-year students in learning self-control were slightly higher than those of sophomores, but there was no significant difference.

There is no significant difference in learning self-control of experimental students from different home locations. This is consistent with the findings of Li's (2016) study on students. The reason for this may be that Luohe Yuhua Experimental School itself is a private school with higher fees. Although there is a difference between rural and urban areas where the students come from, the gap between urban and rural areas is relatively small, so there is no significant difference in learning self-control among experimental students from different family locations.

There is no significant difference between high school students who are only children or not in terms of academic self-control and scores on the questionnaire of each dimension. This is consistent with the findings of Li (2016). To investigate the reasons, it is possible that the number of non-only children participating in the research is less than the number of only children, and it is also possible that Luohe Yuhua Experimental School's high school students are not differentiated between only children and non-only children, and that the students' parents, who are mainly engaged in business, do not pay enough attention to their students in general, and pay more attention to a single point of view, etc., which need to be further researched and other problems exist.

This study found that Luohe Yuhua Experimental School high school students' learning burnout score was moderate, so the actual situation of learning burnout among experimental students is still good. Among the behaviors of high school students' learning burnout, the degree of physiological exhaustion and psychological exhaustion is high, and teacher-student alienation is the lowest. The reason for this may be that the pressure of the college entrance examination in Henan Province and Luohe City attaches great importance to the children's basic education, parents have high expectations of their children's higher education, and Luohe Yuhua Experimental School, the source of the relatively poor base, in the strong, competitive Henan college entrance examination, "track", through the strengthening of the management to strengthen the learning effect, in effect, also increase the learning pressure on the students. It also increases the students' learning pressure, which can easily lead to physiological exhaustion and psychological exhaustion. In addition, Luohe Yuhua Experimental School is more concerned about the overall development of students, the development of each student "one-to-one private customized" approach, the implementation of the "mentor system", easy to narrow the relationship between teachers and students, teachers and student's alienation is not obvious.

According to the analysis of the results of this study, firstly, it was found that there was a significant negative correlation between Luohe Yuhua Experimental School high school students' learning self-control and learning burnout ($r = -0.447$, $***P < .000$), i.e., the higher the degree of the high school students' scores on learning self-control, the easier their learning burnout. Further, exploring the correlation coefficients between the dimensions of self-control in learning and learning burnout of

high school students in Luohe Yuhua Experimental School, all of them reached the significant level. Among them, the dimension of self-adjustment has the highest correlation with the total scale of learning burnout of experimental students. Push the reason students are the main body of learning, with the development of the times, the passage of time, the students' subjective consciousness is constantly awakening, as the master of learning self-control and learning burnout, its learning burnout also presents a certain negative correlation.

Conclusion

In this study, high school students of Yuhua Experimental School in Luohe City, Henan Province were the subjects of the questionnaire survey, and the main findings of this study are summarized below.

1, Luohe Yuhua Experimental School high school students learning self-control status scores for the medium level, students learning self-control performance is good, of which "learning efficacy" and "self-control" in the high school students learning self-control in the performance of the stronger.

2, Luohe Yuhua Experimental School high school students learning burnout status scores for the medium level, learning burnout performance is good, participating in the experiment students in the "physiological exhaustion" dimension of the strongest performance.

3, different background variables on Luohe Yuhua Experimental School high school students' learning self-control are not obvious.

4, Luohe Yuhua experimental school high school students in different background variables on learning burnout factors are "age" background variables.

5, Luohe Yuhua experimental school high school students learning self-control and learning burnout are significantly negatively correlated.

Luohe Yuhua Experimental School high school students' self-control in learning has a predictive power for learning burnout, and the dimension of "self-monitoring" has the strongest predictive power for experimental students' learning burnout.

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THE RELATIONSHIP BETWEEN SCHOOL ATMOSPHERE PERCEPTION AND JOB SATISFACTION AMONG RURAL TEACHERS IN JINAN, SHANDON PROVINCE, CHINA

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Abstract: This study used questionnaire survey to explore the relationship between school atmosphere perception and job satisfaction of rural teachers in Jinan, Shandong Province, analyzed whether there were significant differences between school atmosphere perception and job satisfaction of rural teachers with different background variables, and then analyzed the predictive power of each dimension of school atmosphere perception on job satisfaction of rural teachers. With rural teachers in Zhangqiu district of Jinan City as the mother group, 329 valid questionnaires were collected by convenient sampling method.

The research tools were the school climate perception Scale and the job satisfaction scale. The results show that there are significant differences in the perception of school atmosphere among rural teachers with different classmates. Rural teachers with different gender and education background have significant differences in job satisfaction. There is a significant positive correlation between school atmosphere perception and job satisfaction of rural teachers in Jinan, Shandong province. The school atmosphere perception of rural teachers in Jinan, Shandong province significantly positively predicted their job satisfaction. It is suggested to further explore whether there are mediating or moderating variables in predicting the path of job satisfaction in school climate perception.

Keywords: Rural Teacher, School Atmosphere Perception, Job Satisfaction

Introduction

Research Background

In the past few decades, China has vigorously promoted the standardization of rural schools, and strive to comprehensively improve the basic conditions of rural weak schools, investing a lot of money in the construction of playgrounds, sports facilities, information technology equipment, etc., rural schools have made great progress in hardware facilities. However, the improvement of hardware conditions cannot completely solve the problem of teaching quality in rural schools. Teachers are the

implementors of education and teaching and the soul of education work (Wang, 2017). Keeping rural teachers in good working condition and working enthusiasm is an important measure to promote the improvement of education quality.

However, nowadays rural teachers are tired, emotionally unstable and despise students. The sense of self-achievement is very low, and the sense of failure appears in all aspects of teachers' life. Teachers' tardiness and early departure, absenteeism, low work performance, low work enthusiasm, job-hopping and other phenomena are widespread (Liu, 2020). These are not conducive to the construction and growth of teachers, affect the quality of school education, and then harm the physical and mental growth of students. Although there are many reasons for the above bad work behaviors of teachers, from the perspective of management, school atmosphere is one of the main reasons (Wednesday, 2015). As McEvoy (2020) says, "Employees do not begin to develop resistance in the organization. They are that way because of their experience and what happened to them in the company."

At present, teachers' satisfaction with their work has attracted the attention of the public. Catherine (2012) showed that whether teachers can actively participate in their work is closely related to teachers' satisfaction with their work. In addition, there are also studies that show that school atmosphere will affect teachers' psychological state and affect teachers' behavior and organizational performance (Jiang, 2022). Relevant studies at home and abroad show that school organizational climate is directly or indirectly related to teachers' professional development (Qian, 2017). A good school atmosphere not only affects the realization of educational goals, but also affects teachers' job satisfaction, job performance and mental health level (Qin, 2019).

Based on the current situation of rural teachers' perception of school atmosphere in Jinan, Shandong Province, this study studied the impact of rural teachers' perception of school atmosphere on their job satisfaction from the perspective of teachers' job satisfaction, and on this basis studied the relationship between the two.

Research Problems

(1) What are the differences in perceived school climate scores of rural teachers with different background variables (gender, marital status, teaching period, highest education, teaching years, monthly income)?

(2) What are the differences in job satisfaction scores of rural teachers with different background variables (gender, marital status, teaching period, highest education, teaching years, monthly income)?

(3) What is the prediction of school atmosphere perception on job satisfaction of rural teachers in Jinan, Shandong Province?

Research Objectives

(1) To understand the differences in perceived school climate scores of rural teachers with different background variables (gender, marital status, teaching period, highest education, teaching years, monthly income).

(2) To understand the differences in job satisfaction scores of rural teachers with different background variables (gender, marital status, teaching period, highest education, teaching years, monthly income).

(3) To investigate the prediction of school atmosphere perception on job satisfaction of rural teachers in Jinan, Shandong Province.

Scope of the Study

This study only discusses the current situation of rural teachers' school atmosphere perception and job satisfaction, grasps the differences between rural teachers' school atmosphere perception and job satisfaction under background variables, explores the impact of school atmosphere perception on job satisfaction, discusses its correlation and predictive function, and finally puts forward suggestions to improve rural teachers' job satisfaction.

Research Significance

At present, the research of rural teachers' job satisfaction lacks the attention of school factors, and the research method is mainly analysis. This study has enriched the research on factors affecting teacher satisfaction. By understanding the current situation of rural teachers' job satisfaction and the influence of different factors on job satisfaction, especially the influence of school factors on rural teachers' job satisfaction, it provides policy suggestions for improving teachers' job satisfaction, so as to promote rural teachers to better teach in rural areas.

Theoretical Framework

This study only discusses the current situation of school atmosphere perception and job satisfaction of rural teachers, explores the impact of school atmosphere perception on job satisfaction, and puts forward suggestions to improve rural teachers' job satisfaction.

(1) Background variables: including the teacher's gender, marital status, teaching period, highest education, teaching years, monthly income, and other background variables.

(2) Perception of school atmosphere: It can be divided into five dimensions: teacher communication, teacher-student cooperation, school resources, teaching innovation, and decision-making participation.

(3) Job satisfaction: including self-realization, colleague relationship, salary performance, leadership and management, work intensity five dimensions.

Hypotheses

Based on the above analysis of research motivation and purpose, in order to explore the

questions to be answered, the following research hypotheses are proposed:

Hypothesis1: Rural teachers with different background variables have significant differences in their school climate perception and job satisfaction.

Hypothesis1.1: Rural teachers with different background variables have significant differences in their perception of school atmosphere.

H1.1-1: There are significant differences in the perception of school atmosphere among rural teachers of different genders.

H1.1-2: Rural teachers with different marital status have significant differences in their perception of school atmosphere.

H1.1-3: Rural teachers in different teaching segments have significant differences in their perception of school atmosphere.

H1.1-4: There are significant differences in the perception of school atmosphere among rural teachers with different highest educational qualifications.

Hypothesis1.2: Rural teachers with different background variables have significant differences in their job satisfaction.

H1.2-1: There are significant differences in job satisfaction among rural teachers of different genders.

H1.2-2: Rural teachers with different marital status have significant differences in their job satisfaction.

H1.2-3: Rural teachers in different teaching segments have significant differences in their job satisfaction.

H1.2-4: There are significant differences in job satisfaction among rural teachers with different highest educational qualifications.

Hypothesis2: School atmosphere of rural teachers in Jinan, Shandong Province is predictive of job satisfaction.

Literatures Reviews

For the concept of school atmosphere, there are three viewpoints: personality projection definition, relationship projection definition, and air projection definition (Moos, 1979). For example, Huang (2021) believes that school atmosphere is the perception of school members on the overall school environment, which has a lasting and stable feature and will have an impact on members' cognition and behavior. Chen (2022) believes that school atmosphere can be composed of school rules and regulations, school management, school education goals, school activities, teacher-student relationship, etc. Subjective measurement of school atmosphere perception mainly refers to obtaining qualitative real feelings of school members through interviews with school members and factual questionnaires (Jiang,

2022). Converso (2019) developed the school-level environment questionnaire. Glenn (2020) et al. revised the previous questionnaire and developed the middle school version of the school organizational climate description questionnaire. Based on the four-system theory of management, Helmer (2021) compiled a questionnaire to measure the characteristics of school organizations. Barnova et al. (2022) compiled a descriptive questionnaire on school organizational climate. Huang (2021) compiled the school climate perception scale based on other domestic and foreign scholar scales.

Research on the concept of job satisfaction begins with the definition of "job satisfaction" in a research report published by Hoppock (1935). Since then, job satisfaction has become an important part of the field of psychology and organization. Xiao (2019) summarized them into three categories, which basically covered scholars' views on job satisfaction. Puhanic (2022) puts forward five dimensions: job itself, promotion, salary, leadership and colleagues. Orgambidez (2022) believes that job satisfaction includes six factors, including job title evaluation and employment, job characteristics, organizational relations, leadership colleagues, benefits and benefits, and psychological environment. Teachers' job satisfaction is related to individual quality. Besides individual factors, school and community factors and regional factors also affect teachers' job satisfaction. Jackson (2022) divided teachers' job satisfaction into 14 parts, including the relationship between teachers and leaders, parents of students, students' academic achievement, salary, safety, teacher independence, teacher competence, curriculum itself, teacher participation rights, recognition of teachers' personal qualities, leadership support, etc. Liu Ting (2020) found through factor analysis that the structure of vocational teachers' job satisfaction can be divided into school development prospect, management system, sense of justice, pressure, communication, and personal achievement. According to Karma (2021), six dimensions, including school environment, interpersonal relationship, job position, salary performance, professional title promotion, and school management, constitute teachers' job satisfaction.

Many research results show that there is a close relationship between teachers' perceived school atmosphere and teachers' job satisfaction. On the one hand, it has an impact on teachers' job burnout, and teachers' perceived school atmosphere is significantly negatively correlated with career burnout (Zhao, 2014); On the other hand, it has a significant positive correlation with career achievement, and a good school atmosphere can effectively promote the improvement of teachers' career achievement (Wang, 2020; No change, 2021). In addition, studies have shown that school is the place where teachers live the most in their living environment except for the rest place, and teachers' perception of school atmosphere will have a relatively important impact on teachers' overall life, and it is found that teachers' aggressive emotions are related to teachers' perception of school atmosphere (Song, 2016). There are also studies showing that teachers have a good perception of school atmosphere, which will reduce teachers' sense of job burnout (Bao, 2016).

To sum up, although domestic scholars have made a lot of achievements in the research on

teachers' campus atmosphere perception and job satisfaction, there are still few studies on rural school atmosphere perception and job satisfaction. In view of this, based on the existing research results and the survey data of rural teachers in Zhangqiu District, Jinan City, Shandong Province, this paper focuses on the relationship between teachers' perception of school atmosphere and job satisfaction, and puts forward corresponding countermeasures and suggestions.

Research Methodology

This study takes the rural teachers in Zhangqiu District of Jinan City, Shandong Province as the research object. According to the convenient sampling method proposed by Krejcie and Morgan (1970), a total of 360 teachers from 5 primary schools, 3 middle schools and 1 high school were selected for questionnaire survey. Based on the total number of students in each school, 30 students are drawn from each primary school, 50 from each junior high school and 60 from each high school. It is estimated that a total of 360 people will be used as a sample.

School climate perception scale for rural teachers. Based on the campus atmosphere perception questionnaire revised by Huang (2021), the scale used in this study was modified according to the actual situation, and the final questionnaire was formed. The school Climate Perception Scale is divided into 5 dimensions and 20 questions.

Rural teacher job satisfaction scale. Based on the reference of Li (2022) scale, this study modified the scale according to the actual situation and formed the final questionnaire. Rural teachers' job satisfaction scale is divided into 5 dimensions and 22 questions.

Finding and Conclusion

From the results of the questionnaire statistics, we can see: (1) In the sample, males accounted for 41.1% and females accounted for 56.9%, indicating a balanced ratio between males and females. (2) In the sample, 73.1% were married and 26.9% were unmarried, which was in line with the actual proportion of teachers. (3) Vocational high schools accounted for 9.7% of the sample, ordinary high schools accounted for 13.1%, junior middle schools accounted for 61.6%, primary schools accounted for 15.6%, the distribution is consistent with the actual situation, relatively average. (4) In the sample, postgraduate students accounted for 10.3%, undergraduate students accounted for 59.4%, junior college students accounted for 24.1%, and secondary school/normal school students accounted for 6.2%, which was consistent with the actual distribution.

The next part of the data analysis is to compare the differences between school climate perception and job satisfaction in different demographic backgrounds. SPSS 25.0 software was adopted. In the following sections, the T-test and one-way ANOVA are mainly used to test the research hypothesis. The specific analysis results are shown in the following table.

H1.1-1: There are significant differences in the perception of school atmosphere among rural teachers of different genders.

According to the research hypothesis H1-1, the independent sample t test was used to test the hypothesis. As shown in Table 1, a P value greater than 0.05 indicates that the hypothesis H1-1 is not valid.

Table 1: Differences in School Atmosphere Perception Among Rural Teachers of Different Genders

	Gender	Mean	SD	T	P
School Atmosphere Perception	Male	3.355	0.405	-1.203	0.230
	Female	3.388	3.233		

H1.1-2: Rural teachers with different marital status have significant differences in their perception of school atmosphere.

According to the research hypothesis H1-2, the independent sample t test was used to test the hypothesis. As shown in Table 2, a P value greater than 0.05 indicates that the hypothesis H1-2 is not valid.

Table 2: Differences in School Atmosphere of Rural Teachers with Different Marital Status

	Matrimony	Mean	SD	T	P
School Atmosphere Perception	Married	3.242	0.323	-1.147	0.252
	Spinster	3.156	0.237		

H1.1-3: Rural teachers in different teaching segments have significant differences in their perception of school atmosphere.

According to the research hypothesis H1-3, the independent sample t test was used to test the hypothesis. As shown in Table 3, if the P value is less than 0.05, the hypothesis H1-3 is not valid.

Table 3: Differences in School Atmosphere of Rural Teachers among Different Students

	Period of Study	Mean	SD	T	P
School Atmosphere Perception	Vocational High School	3.292	0.178	3.556	0.015
	Ordinary High School	3.215	0.377		
	Junior High School	3.455	0.510		
	Primary School	3.241	0.391		

H.11-4: There are significant differences in the perception of school atmosphere among rural teachers with different highest educational qualifications.

According to the research hypothesis H1-4, the independent sample t test was used to test the hypothesis. As shown in Table 4, if the P value is less than 0.05, the hypothesis H1-4 is not valid.

Table 4: Rural Teachers with Different Educational Backgrounds in Different School Atmosphere

	Educational Backgrounds	Mean	SD	T	P
School Atmosphere Perception	Graduate Student	3.916	0.387	2.979	0.052
	Undergraduate Course	3.217	0.359		
	Junior College	3.329	0.470		
	Secondary School/Normal School	3.109	0.338		

Hypothesis 1.2: Rural teachers with different background variables have significant differences in their job satisfaction.

H1.2-1: There are significant differences in job satisfaction among rural teachers of different genders.

According to the research hypothesis H1.2-1, the independent sample t test was used to test the hypothesis. As shown in Table 5, the P value is less than 0.05, indicating that hypothesis H1.2-1 is valid.

Table 5: Differences in Job Satisfaction of Rural Teachers of Different Genders

	Gender	Mean	SD	T	P
Job Satisfaction	Male	3.200	0.297	2.598	0.010
	Female	3.290	0.284		

H1.2-2: Rural teachers with different marital status have significant differences in their job satisfaction.

According to the research hypothesis H1.2-2, the independent sample t test was used to test the hypothesis. As shown in Table 6, a P value greater than 0.05 indicates that hypothesis H1.2-2 is not valid.

Table 6: Differences in Job Satisfaction of Rural Teachers with Different Marital Status

	Matrimony	Mean	SD	T	P
Job Satisfaction	Married	3.218	0.425	-1.185	0.237
	Spinster	3.272	0.337		

H1.2-3: Rural teachers in different teaching segments have significant differences in their job satisfaction.

According to the research hypothesis H1.2-3, the independent sample t test was used to test the hypothesis. As shown in Table 7, a P value greater than 0.05 indicates that hypothesis H1.2-3 is not valid.

Table 7: Differences in Job Satisfaction of Rural Teachers among Different Classes

	Period of Study	Mean	SD	T	P
Job Satisfaction	Vocational High School	3.138	0.194	2.423	0.066
	Ordinary High School	3.194	0.259		
	Junior High School	3.335	0.517		
	Primary School	3.206	0.292		

H1.2-4: There are significant differences in job satisfaction among rural teachers with different highest educational qualifications.

According to the research hypothesis H1.2-4, the independent sample t test was used to test the hypothesis. As shown in Table 8, the P value is less than 0.05, indicating that hypothesis H1.2-4 is valid.

Table 8: Differences in School Atmosphere of Rural Teachers with Different Educational Backgrounds

	Educational Backgrounds	Mean	SD	T	P
Job Satisfaction	Graduate Student	3.772	0.736	3.354	0.036
	Undergraduate Course	3.580	0.256		
	Junior College	3.275	0.371		
	Secondary School/Normal School	3.270	0.340		

Hypothesis2: School atmosphere of rural teachers in Jinan, Shandong Province is predictive of job satisfaction.

According to the results of linear regression analysis, the predictive power of rural teachers' school atmosphere perception on job satisfaction is as follows: Job satisfaction = 0.500 × school atmosphere perception.

Table 9: Stepwise Regression Analysis Table of Rural Teachers; Perceptions of School Atmosphere on Job Satisfaction

Mode	Explanatory Variables	The Normalization Factor B	T	Significance	VIF
1	Teacher-Student Cooperation	0.462	9.298	0.000	0.462
2	Teacher-Student Cooperation	0.357	6.232	0.000	0.357
	Teaching Innovation	0.203	3.548	0.000	0.203
3	Teacher-Student Cooperation	0.394	6.859	0.000	0.394
	Teaching Innovation	0.167	2.517	0.012	0.148
	Teacher Communication	0.148	3.321	0.001	0.167

The conclusions were made based on the above data as follows:

1) Among the different background variables of rural teachers, the factor that has a significant difference in the perception of school atmosphere is the background variable of "teaching section."

2) Among the different background variables of rural teachers, the factors that produce significant differences in job satisfaction are "gender", "educational background" and other background variables

3) In the predictive power test of rural teachers' learning atmosphere perception on job satisfaction, the hypothesis proposed in this study was supported. Shandong rural teachers' school atmosphere significantly positively predicted their job satisfaction.

Recommendation

Based on the above research results, specific suggestions are provided for the management departments of rural schools in Jinan, the management of rural schools, the students in rural schools and the researchers in this field.

- 1) For the education administration, to provide better living conditions for teachers.
- 2) For schools, it is necessary to improve the organizational atmosphere of schools.
- 3) For students, they should take the initiative to learn and cooperate with teachers.
- 4) For teachers, they should actively cope with pressure and enhance organizational identity.

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A STUDY OF HIGH SCHOOL STUDENTS' PERCEPTION TOWARDS PSYCHOLOGICAL HEALTH EDUCATION IN YUHUA EXPERIMENTAL SCHOOL, LUOHE CITY, CHINA

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Abstract: This study aimed to investigate the high school students' perception towards psychological health education in Yuhua Experimental School, Luohe City, China; as well as to know the students' perception differences compared with their demographic factors. The researcher distributed questionnaires to a total of 306 high school students at Yuhua Experimental School of Luohe City. The study analyzed the students' demographic factors and found that the high school students' perception towards psychological health education was at the moderate level. Then by comparing the high school students' perception of psychological health education with their gender, grade and family background, significant differences were found except with gender. The perception level of Grade 1 and Grade 2 in this high school was lower than that of Grade 3 students. High school students who were not the only children in the family had higher perception level of psychological health education than those who were the only child in the family. Students from cities had a higher perception level of psychological health education than students from rural areas.

Keywords: High School Students, Psychological Health Education, Perception

Introduction

School psychological health education in the modern sense originated in the United States and took the lead in developing in Europe, America, and other countries. The 1930s was the beginning of school psychological health education. In the United States, Canada, Belgium, France, Britain, the Netherlands, Norway, Japan and many other countries, school psychological health education was generally carried out under the attention of the government. In the 1970s, more and more people realized that school psychological health education should not only focus on those students who have psychological problems or may have psychological problems, but also should focus on those students who are considered healthy. After the 1990s, school psychological health education in Europe and the United States entered the ecological development stage, calling on all countries to establish an

ecological environment for psychological health education, and more effectively promote the development of students' mental health. The development of psychological health education in American schools is becoming more and more mature, requiring that every 5000 students must have a school psychologist, which is consistent with the requirements of UNESCO. Since the end of the 20th century, foreign countries have continuously adjusted the development rules of school psychological health education. The American School Psychological Counseling Association also planned "Children are our future: The Action Program of School Psychological Counseling in 2000", which requires that school psychological health education play a greater role (Zhang, 2011).

With the rapid change of society and the continuous emergence of students' psychological problems, the original ideas and methods have been unable to meet the needs of students' development and social progress. Based on learning from foreign experience, students' psychological health education has been gradually carried out. After more than 30 years of development, it has achieved certain results (Zhang, 2012). The theoretical research has been deepened, the activity forms are diverse, the subject research has been paid attention to, and the level of teachers has been constantly improved. Although the school psychological health education in China has made some achievements, after the initial stage, it has gradually entered a plateau period, and its development has stagnated.

Research Objectives

According to the above research questions, the research objectives of this study mainly include:

1. To survey the demographic factors of the high school students in Yuhua Experimental School in Luohe City, including their grade, gender, home location and the only child or not.
2. To determine the high school students' perception level towards psychological health education in Luohe Yuhua Experimental School.
3. To determine the differences of high school students' perception towards psychological health education compared with different grades, genders, home locations, and whether they have an only child.

Literature Review

Concept of Psychological Health Education

The concept of mental health was gradually established with the mental health movement advocated by Clifford Beers, an American. The mental health standard of middle school students is summarized as "intelligence, emotion, will and fitness" (Liu, 2006). Intelligence refers to the normal development of intelligence; Emotion refers to pleasant tendency and moderate reaction; It means will and behavior reaction, including behavior coordination, sound and stable personality, objective, and positive self-consciousness; Adaptation refers to adaptation, including interpersonal relationship and

psychological adaptation, psychological characteristics and age adaptation. Psychological health education relevant scholars believe that Psychological health education is a comprehensive and effective education and guidance for educators and educates in various aspects of their psychological quality in a planned, purposeful and step-by-step way, based on individual psychological reality, by using various ways and methods, so as to cultivate their good psychological quality, help individuals adjust their psychological functions, develop their own potential, and promote the quality of education with comprehensive quality improvement.

Standard for Psychological Health Education

According to different evaluation bases, scholars have launched several mental health standards, including: American scholar Cambos (2010) believed that a person with psychological health and sound personality should have four characteristics. Maslow, an American psychologist, proposed 10 criteria for judging psychological health. In 1988, Huang and other researchers put forward five criteria for judging psychological health. Zhang (1991) put forward the standard of psychological health: know yourself and affirm yourself; Master your own thoughts and actions: sense of self-worth and self-esteem; Being able to establish close relationships with people: willingness and ability to make a living independently: the pursuit of ideals is not divorced from reality. Wang (1992) and others put forward eight standards. Liu (2002) described a correct understanding of reality; Self-knowledge, self-esteem, and self-acceptance; Self-regulation ability; Ability to establish interpersonal relationship with others; Stability and coordination of personality structure; Life enthusiasm and work efficiency.

Standards for Psychological Health of High School Students

With the deepening of research on psychological health education for senior high school students, the focus of psychological health education has shifted to all students, and the goal of developing psychological health education has been put forward, focusing on developing the good mental quality of all students. Wang (2005) believed that the goal of school psychological health education lies in: first, developing psychological potential; Second, mental health care; Third, improve self-awareness and social adaptation. Zhang (2009) supported that the goal of psychological health education for high school students should be hierarchical, the lowest level is the correction of psychological problems, followed by mental health care, and the highest level is the development of psychological potential.

The Guidelines for Psychological health education in Primary and Secondary Schools issued by the Ministry of Education (China MOE, 2020) proposed in the guidelines “The general goal of psychological health education is to improve the psychological quality of all students, fully develop their potential, cultivate their optimistic and upward psychological quality, and promote the sound development of their personality Sexual psychological quality;

Significance of Psychological Health Education Research

The rapid development of society, the rapid acceleration of the pace of the times, the increasing social pressure, and the overwhelming social trend of thought in the world are the two main incentives for the formation of people's psychological pressure and obstacles. The growing high school students are in the stage of gradual growth and formation of their physical and psychological development. Teenagers at this stage are more vulnerable to the impact of various social trends. The problems found in various psychological counseling centers and social reports involve teenagers' weariness of school, puppy love, communication barriers, and even fighting, crime, suicide, etc. When we analyze the situation of a single case or from a local perspective, sometimes it is shocking. Some individual cases have reached an unimaginable level. Although the individual cases revealed at present cannot represent the overall situation of the mental health level of the contemporary high school students, in the face of various psychological problems and growth problems, if parents and teachers do not deal with them properly, even causing the loss or destruction of young lives, it is a responsibility that no one can bear (Li, 2019).

Ways of Psychological Health Education in School

At present, the psychological health education activities carried out by various schools at all levels in China are mainly completed through the following ways: (1) offering relevant courses focusing on teaching. (2) Set up psychological health education activity courses. (3) Infiltrate psychological health education in subject teaching. (4) Individual consultation is a professional helping activity that psychological health education teachers achieve through one-on-one communication and interaction with students. (5) Group counseling is a group of students who discuss, train, and effectively deal with the common problems they face under the guidance of teachers. In a word, there are many ways or means of psychological health education. Most scholars believe that schools should combine various ways to carry out psychological health education, and at the same time, they should focus on the actual problems of students, to jointly promote students' mental health and develop their potential, rather than blindly emphasizing a certain way. It is not allowed to substitute one way or method for another (Zhang & Shu, 2018).

Research on Psychological Health Education for High School Students

In many developed countries in the world, the research on psychology, including school psychology, is relatively early and mature, and the research on adolescents' mental health is also very concerned. The United States began to provide psychological guidance in school education in the 1940s. After the 1980s, the understanding of psychological education and counseling workers has gradually improved and enriched, thinking about problems from a more positive perspective, trying to learn to extend the work content and activity attention to all students, especially the improvement of the overall psychological health of the students (Huang & Yang, 2018). Japan began to pay attention to the psychological problems of children and adolescents, which can be traced back to 1989 when the

Children's Study, founded by Hiroshiro Takashima, Kojiro Matsumoto and others, came out. In 2000, the Japanese government began to set up mental health courses in primary and secondary schools. Psychological health education has only been officially carried out in China for about 30 years. The youth generation in the twenty-first century will fully benefit from this new educational activity provided by the times, which has successfully grown into a new generation of builders of the motherland (Zhang, 2018). Since the rise of psychological health education activities in China's school education, a group of scholars, experts and teachers have seriously carried out theoretical and empirical research. Zhang also discussed the education and teaching of students' mental health in the article School Psychological health education (Chen, 2002). Zhang (2018)'s research also proposed that, on this basis, on the one hand, we should continue to improve the school psychological health education model; In the School Psychological health education: Chen (2010) once proposed that school psychological health education is an educational activity that conforms to modern educational concepts, and its effective development can timely and effectively improve students' mental health level. In Modern School Psychological Counseling,

Current Situation of Psychological Health Education in Luohe Yuhua Experimental School

Luohe Yuhua Experimental School, founded in 2013, was in Xicheng District, Luohe City, Henan Province. It is a private boarding high school. There are three grades of senior one, senior two and senior three. There were 28 classes in total. There were 1567 high school students, including 962 boys and 605 girls. Through communication with school leaders and some teachers and students, the researcher learned that since the establishment of the school, the school has attached great importance to the psychological health education of students, and has achieved some results, but also slightly inadequate. Through reviewing the relevant literature on psychological health education, it was reflected that with the development of several years and gradual attention, psychological health education has a more optimistic development momentum, the overall level had been improved, this understanding was more profound and sufficient, and the implementation of its work is more effective. Up to now, whether the psychological health education in various regions was more perfect or not, there are still some problems. This study intended to investigate the psychological health education in Luohe Yuhua Experimental School.

Methodology

This research took the students of Luohe Yuhua Experimental School as the targeted participants. The whole population was 306 high school students in this school, a total of 306 questionnaires were all collected, with a recovery rate of more than 100%. The researcher referred to Zhang's (2018) questionnaire on the psychological health education in high schools. The questionnaire part of this paper mainly includes two parts: the first part was the basic personal information, mainly

including students' gender, grade, home location, whether or not the only child; There were 4 questions in total. The second part was a survey of students' mental health, including 20 questions. As the Cronbach's α of the whole questionnaire and each variable showed all the coefficients were all greater than 0.8, indicating that the overall reliability of the questionnaire and the reliability of each sub scale are relatively good, and the questionnaire has high reliability. The criteria for whether factor analysis is suitable are: greater than 0.9, very suitable; 0.7-0.9 is suitable; 0.6-0.7 is more suitable; 0.6-0.5 is not suitable; Give up below 0.5. Bartlett's spherical test value is used to test whether the correlation coefficient between items is significant. If the significance is less than 0.05, it indicates that each item is suitable for factor analysis. This researcher collected data through the scale design and used SPSS 23.0 to process the questionnaire. The descriptive analysis is used to understand the perception profile of high school students in Luohe Yuhua Experimental School on psychological health education. Then, the hypothesis was tested and compared between groups by one-way ANOVA and Independent samples t-test.

Results

Demographic Analysis of the Respondents

It can be seen from Table 1 that, in terms of gender structure, in this questionnaire, there were 155 male students, accounting for 50.7%, and 151 female students, accounting for 49.3%. The gender ratio was similar, which was in line with the actual situation of the school. In terms of grade, there were 119 students in Grade One, accounting for 38.8%, 98 students in Grade Two, accounting for 32.1%, and 89 students in Grade Three, accounting for 29.1%. From the point of origin, there are 128 students in cities, accounting for 41.8%, and 178 students in rural areas, accounting for 58.2%. The proportion of students in rural areas is relatively high. In terms of the only child (or not), there were 145 students, accounting for 47.4%, and 161 students who were not only children, accounting for 52.6%, which is not a big difference.

Table 1: Basic Information of High School Students in the Study

Demographic Factors	Group	Number	Percentage
Gender	Male	155	50.7
	Female	151	49.3
Grade	Grade 1	119	38.8
	Grade 2	98	32.1
	Grade 3	89	29.1
Home Location	City	128	41.8
	Countryside	178	58.2
The Only Child (Or Not)	Yes	145	47.4
	No	161	52.6

Statistical Analysis Results

According to the research objectives, the researcher collected the information of 306 questionnaires for statistical analysis by SPSS. According to Table 2 below, senior high school students' perception of psychological health education is generally moderate. From the mean score of each sub dimension, Table 2 can reflect the level of students' perception of psychological health education in three dimensions (20 items in total). The overall level of students' perception of mental health reached the middle level (Mean=3.33, SD=.793). Among the three dimensions, perception level (Mean=3.42, SD=.882), demand level (Mean=3.45, SD=.811), and utilization level (Mean=3.35, SD=.742). At the same time, this score also shows that high school students have the highest demand, while the actual application was the lowest, which was very close to the real situation.

Table 2: Descriptive Analysis of Senior High School Students' Perception of Psychological Health Education

Dimension	Mean	SD	Interpretation
Perception Level	3.42	.822	Moderate
Demand Level	3.45	.811	Moderate
Application Level	3.35	.742	Moderate
Total	3.33	.793	Moderate

Hypotheses Test Results

H1: There are significant differences of high school students' perception towards psychological health education compared with their genders at Luohe Yuhua Experimental School.

The test results are shown in Table 3. In the process of comparing whether the perception of psychological health education of students of different genders is significantly different, under the analysis of t-test, the perception of psychological health education of students of different genders is p value=.81, which is significantly greater than 0.05. Therefore, it can be determined that there is no significant difference between the perception of psychological health education of high school students of different genders.

Table 3: T-Test Analysis of High School Students' Perception Psychological Health Education with Different Genders

Gender	Mean	S.D.	T-Test for Quality of Means		
Male	3.45	.801	T	Df	Sig(2-Tailed)
Female	3.42	.799	-.038	305	.81

* P<0.05

H2: There are significant differences of high school students' perception towards psychological health education compared with their grades at Luohe Yuhua Experimental School.

It can be seen from Table 4 that there are indeed differences in the perception of psychological health education among senior high school students of different grades. As reflected by mean value, the perception of senior high school students is the highest, the satisfaction of senior high school students is higher than that of senior high school students, while the perception of senior high school students is not enough and is relatively lowest.

Table 4: F-Test Analysis of High School Students' Perception Psychological Health Education with Different Grades

Grade	N	Mean	Sd	F	Sig	Pos Hoc Multiple Compare
Grade 1 ①	119	3.31	0.562	4.738	0.001*	③>②>①
Grade 2 ②	98	3.43	0.927			
Grade 3 ③	89	3.51	0.981			

* P<0.05

H3: There are significant differences of high school students' perception towards psychological health education compared with their home locations at Luohe Yuhua Experimental School

The test results were shown in Table 5. In the process of comparing whether there are significant differences in the perception of psychological health education among students from different places of origin, under the analysis of independent samples t-test, the perception of psychological health education among students from different places of origin was p value = .004, less than 0.05.

Table 5: T-Test Analysis of High School Students' Perception Psychological Health Education with Different Home Locations

Home Locations	Mean	S.D.	T-Test for Quality of Means		
City	3.56	.721	T	Df	Sig(2-Tailed)
Countryside	3.31	.691	.210	305	.004*

* P<0.05

H4: There are significant differences of high school students' perception towards psychological health education compared with whether they are only children or not at Luohe Yuhua Experimental School.

The test results were shown in Table 6. In the process of comparing whether there is a significant difference in the perception of psychological health education among the students who are only children or not, under the analysis of t-test, the perception of different students on psychological health education was p value=. 020, less than 0.05. Therefore, it can be determined that there is a significant difference in the perception of psychological health education between the high school students who are only children and those who are not only children. The results of independent samples t-test comparison showed that

high school students from non-only children have slightly higher perception of psychological health education than students from only children.

Table 6: T-Test Analysis of High School Students' Perception Psychological Health Education with Only Children or Not

The Only Child	Mean	Sd	T-Test for Quality of Means		
Yes	3.30	.701	T	Df	Sig(2-Tailed)
No	3.55	.811	-.315	305	.020*

* P<0.05

Discussion

About the Demographic Factor Analysis of Participants

According to the collected background information of senior high school students, the proportion of male students and female students in this questionnaire was close, and the gender proportion is not different, which is in line with the actual situation of the school. In terms of grades, the first year of senior high school showed the most, the second year of senior high school showed the least, and the third year of senior high school showed the least. The actual situation was that during the research questionnaire survey, the epidemic repeated sometimes online and sometimes offline courses, and the students in senior high school are relatively busy, so the questionnaires returned from senior high school are relatively minimal. For the home location, the number of high school students from cities was close to that from rural areas, but relatively speaking, the proportion of students from rural areas was relatively high. In addition, the proportion of only child students and non-only child students was also close, but the number of non-only child students was slightly more.

About High School Students' Perception Level of Psychological Health Education

Senior high school students' perception of psychological health education is moderate level as a whole. Compared with the research results of Zhang's (2018) study on the current situation and countermeasures of psychological health education in high schools, China, his research found that high school students rated their own mental health status as average in the recent stage. This showed that the research results of this paper are consistent with Zhang's (2018) research, and also reflected that even high school students still lack correct assessment of their own mental health.

About the Hypothetical Test Results

By comparing the differences of perception of psychological health education among senior high school students in different grades, gender, family location, only child and other background variables of Yuhua Experimental School in Luohe City. This study found that except for gender, high school students in Yuhua Experimental School in Luohe City had significantly different perceptions of psychological health education in different grades, different places of origin, and whether they had an

only child or not. The perception level of grade one and grade two in senior high school is lower than that of grade three in senior high school. High school students who are not only children have higher perception level of psychological health education than those who are only children's families. Students from cities have a higher perception level of psychological health education than students from rural areas.

Conclusions

Through the questionnaire survey and related data analysis, it was found that the perception of the high school students in Luohe Yuhua Experimental School to psychological health education is medium, and there are still some problems in some specific details. Through the analysis and research of this paper, the following conclusions are drawn:

- 1) In terms of gender, the proportion of male students and female students was close, and the gender proportion is not different, which was in line with the actual situation of the school.
- 2) Senior high school students' perception of psychological health education was moderate.
- 3) This study found that except for gender, high school students in Yuhua Experimental School in Luohe City had significantly different perceptions of psychological health education in different grades, different home locations, and whether they are the only child or not.

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