

Study of Job Satisfaction and Work Performance of Teacher Retention for Vocational Education in Sichuan of China

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Abstract: Education development in private higher vocational colleges had achieved remarkable results and became a significant force in promoting education and education in higher vocational colleges. However, due to subjective and objective reasons, the development of private vocational colleges would still not be optimistic. One of the main problems the development of education in private vocational colleges faced was the severe loss of teachers and the teachers' team's lack of stability and professionalism. For private vocational schools, teachers were the critical factor in their development. Job satisfaction and teachers' work performance would be the main reason that influences the rate of teacher turnover.

Keywords: Job Satisfaction; Work Performance; Teacher Retention

1. Introduction

In 1980 marked the beginning of the country's inception to reorganize technical education in secondary education, focusing on developing vocational education and adapting the high school education system to the needs of socialism. The education system clearly stated that China will adjust the structure of secondary education and vigorously develop vocational and technical education. It also proposes gradually establishing a multi-level framework from junior high school to higher education, reasonable structure, industry participation, vocational and technical education, and general education. The goal is to train hundreds of millions of experienced, skilled, and knowledgeable farmers and business people.

2. Theoretical Basis

2.1 Expectancy theory model for Motivation (Robbins 2005).^[1]

The expectancy theory states that individuals will act or act in a certain way because they have the motivation to choose certain behaviors over others because they expect the results of the selected behavior. Essentially, the motivation for behavioral choices depends on the desirability of the results. The typical situation is how to motivate employees to perform better, and employers will use incentives to encourage employees to perform better.

2.2 Theory of effective job performance (Boyatzis 2008)^[2]

(1)Individual factor. Individuals bring many qualities to their work performance. Some are functionally based on the job requirement, while others are dysfunctional based on different conditions. The "people" part of the model identifies eight fundamental factors that affect job performance: knowledge, experience, skills, abilities, awareness, values, motivation, and needs. (2)Job demand. Job demands are the conditions under which the person is expected to perform at the workplace. Unlike a job description, which lists tasks and duties from management, job demands define work in terms of past, present, and future expectations based on the specific evaluation. (3)Organizational environment. The school organizational environment can be classified into four elements: commitment, control, disengagement, and headless.

2.3 Model of teacher retention (Sinha 2012)^[3]

(1)External factors. Four important external factors contributing to retaining teachers: Compensation; Working conditions; Teaching requirement; Mentoring. (2)Work-related factors: School supports; Working pressure and relationship; Management recognition; Promotion and environment. (3)Personal factor: Working attitude; Career development; Communication skill; Self-motivation.

3. Understanding on Job Satisfaction and Work Performance of Teacher Retention for Vocational Education in Sichuan of China

3.1 Investigate the relationship of teachers' job satisfaction and performance to their retention attitude in the Sichuan schooling system's vocational education:

The teaching performance of teachers plays a crucial role in students' learning and academic performance. Many factors affect teachers' work performance, such as ability, attitude, subject mastery, teaching methods, personal characteristics, classroom environment, general psychological knowledge, personality, student relationships, etc. The teachers' positive attitude towards teaching

and a higher level of desire determines their positive view of the environment and teaching value.

3.2 Examine the strategy in dealing with the level of dedication and value for retaining teachers in the Sichuan vocational education system:

Job satisfaction plays an essential role in teaching commitment and the quality of the school organization. More job satisfaction from teaching staff will have a significant influence on their commitment to the school organization. Most vocational teachers who have intense pleasure at the workplace will have a better obligation based on their degree of participation and involvement. The happy and satisfied feeling of vocational teachers towards vocational school teaching will affect the overall process in carrying their work, affecting school quality and student participation. Work performance such as incentive, reputation, personal expectation, and supervisor would influence teachers' perception for developing their capability and work confidence in the long run.

3.3 Through research and analysis, suggest teaching attitudes and public strategies for improving teaching turnover and job stress:

With the continuous reform of China vocational education, the attitudes and expectations of vocational schoolteachers may give the school administrators to review existing motivational policies and practices to enhance and push teachers' performance and job satisfaction towards their work retention. Job satisfaction in organizational perception, motivation, social interaction, personal characteristic, and work performance in manager's attitude, corporate culture, subjective expectation, and financial reward significantly influenced vocational schoolteacher retention in Sichuan.

4. The Conceptual Framework for the Research Study

First The relationship between influencing factors of Organizational perception, motivation, social interaction, personal characteristics, managers' attitude, organizational culture, personal expectations and financial rewards, and teacher intention. second Using correlation analysis testing, all influence factors are correlated with teacher retention.

5. The Countermeasures on Job Satisfaction and Work Performance of Teacher Retention for Vocational Education

(1) Influences on teacher job satisfaction (Saks and Gruman 2014).^[4] Teacher job satisfaction is related to teachers' job performance, including teachers' participation in work, commitment, and motivation. Not only important to teachers, The overall impact of experience on students and the school. Delighted teachers, rather than dissatisfied, are more likely to stay in school and continue teaching. Therefore, understand the work of teachers Satisfaction helps but is not the only factor to retain teachers.

(2) School working conditions (Clark 2012).^[5] The quality of teaching and learning depends not only on the quality of teachers but also on teachers' working environment. Together with the inherent benefits of teaching and working conditions, these benefits are affected by factors such as salary ranges, salaries, bonuses, and rewards; working hours, teacher-student ratio, good school leadership, infrastructure, and facilities will affect teachers' Satisfaction with the task and nature of the work, as well as the teacher's ability to do a good job and interact with students.

(3) School composition (Sutriyantono and Rubin 2013).^[6] The school composition is an important environmental factor for teachers' job satisfaction and turnover intention. Combined with teachers' knowledge and skills, it shapes the school's academic and social atmosphere.

(4) Teacher characteristics. Research on job satisfaction and teacher retention usually uses teachers' attributes (age and gender), teachers' professional features (years of teaching experience, degree level and type, participation in professional development plans, and teacher motivational beliefs).

(5) Personal characteristics. The difference in job satisfaction in these studies is mainly attributed to the different views of teachers on working conditions. For example, it is found that women believe that students' behavioral problems and teaching workload are more stressful, so job satisfaction is lower.

6. Conclusion

Teacher satisfaction is crucial to their teaching performance. Teachers' high job satisfaction with the principal's supervision and job security is a factor that affects their job performance. Teachers' job performance is negatively affected by the principal's guidance and directly affected by teachers' job security. The study recommends that principals minimize the supervision of teachers' teaching performance but pay utmost attention to the welfare of teachers. Officials of the school's human resources department must include timely payment of salaries, teacher welfare benefits, and the provision of necessary amenities in their teacher retention strategy to ensure the safety of vocational schools.

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