

Optimization of faculty evaluation system, teacher job satisfaction and school working conditions in Chinese higher vocational colleges

Li, Shaonan ✉

Graduate School, Lyceum of the Philippines University - Batangas, Philippines (995928149@qq.com)



ISSN: 2243-7770
Online ISSN: 2243-7789

Received: 20 July 2024

Revised: 13 August 2024

Accepted: 14 August 2024

OPEN ACCESS

Available Online: 15 August 2024

DOI: 10.5861/ijrsm.2024.1233

Abstract

Teachers are the foundation and core of higher vocational colleges, and their ability level determines and reflects the quality and level of schools. As an important part of China's education industry, China's higher vocational colleges are important carriers for the development of China's education industry. It is an urgent and important task to improve teachers' ability and realize the high-quality development of higher vocational education. A scientific and reasonable evaluation system is the source of self-empowerment for teachers. This study used descriptive research to determine the relationship among the optimization of teacher evaluation system, teacher job satisfaction and school working conditions in Chinese higher technological colleges. Results showed that majority of the respondents were male, 20-30 years old, serving the university for 16 years and above, and bachelor's degree holders. The Chinese technological college teachers agreed on all the indicators under optimization of faculty evaluation particularly pay incentive aspect. In terms of job satisfaction, the respondents agreed on all the indicators giving high regard to advancement. The respondents also agreed on some of the items under school working conditions giving more importance to teacher cooperation but disagreed on school resources and teacher workload. In addition, there exists no significant difference of responses on optimization of faculty evaluation, teacher job satisfaction and school working condition when grouped according to profile variables. Also, there were a highly significant relationships among the three variables. This implies that faculty members were more likely to be motivated, productive, and satisfied with their careers. In the end, a professional development plan was proposed to enhance the optimization of faculty evaluation, job satisfaction and school working conditions among Chinese higher vocational college teachers. Sound and efficient teacher evaluation is an important support for the high-quality development of higher vocational colleges. Therefore, the construction and optimization of the teacher evaluation system should be the key project to promote the high-quality development of higher vocational colleges.

Keywords: optimization of faculty evaluation system, teacher job satisfaction, school working conditions

Optimization of faculty evaluation system, teacher job satisfaction and school working conditions in Chinese higher vocational colleges

1. Introduction

Teachers are the foundation and core of higher vocational colleges. The overall level of teachers determines and reflects the quality and level of schools. China's vocational education has also stepped into a new era, facing a new orientation, a new journey, a new mission, the construction of teachers cannot fully adapt. The emergence of new contradictions and problems makes the focus of the reform transition from the focus of vocational colleges to the reform of the school teacher evaluation system. Teachers are an important part of the whole school, teacher evaluation system, teacher job satisfaction and school supporting resources play a vital role in the development of teachers and the operation of schools. Therefore, it is of great research value and practical significance to study the optimization of teacher evaluation system, teacher satisfaction and school working conditions in China.

Firstly, from the dimensions of the teacher evaluation system of vocational colleges in China, the researcher evaluated the optimization of the teacher evaluation system from the perspectives of personal development, evaluation environment and salary incentive, and analyzed the current situation of related research, though it was difficult to quantitatively evaluate and characterize teachers' ability in higher vocational colleges. There is no unified standard for teacher evaluation in higher vocational colleges. Qualitative research is more, quantitative research is less, data support is weak, and the objective situation of teacher evaluation system in higher vocational colleges is difficult to be effectively demonstrated. How to adhere to the concept of developmental evaluation, based on quantitative evaluation combined with qualitative evaluation can optimize the teacher evaluation system. Higher vocational colleges give full attention to the positive incentive role of the teacher evaluation system, promote the professional development of teachers, and stimulate their creative potential in education in teaching, scientific research, social service and cultural inheritance as an important inheritance and development of the current research on teachers' ability in higher vocational colleges.

In this study, the researcher divided the teacher evaluation system into three variables, personal development, evaluation environment and pay incentive. The study analyzed whether the current teacher evaluation system is conducive to the growth and development of teachers, whether it provided a fair competition environment for teachers, whether the teacher salary structure system is flexible, and whether the incentive effect is obvious. Hence, the implementation of performance appraisal is conducive to improving the enthusiasm of employees, stimulating the vitality of employees and mobilizing the initiative of employees.

Under the background of the new era, the implementation of employee performance appraisal is of great significance to realize the concept of "people-oriented" (Huang & Sun, 2023). Colleges and universities should strengthen the performance management of personnel training, actively use the results of performance evaluation, constantly improve teaching work and enhance teaching quality. Strengthening the application of performance evaluation results not only helps to improve teaching work, but also helps to enhance the satisfaction of teachers and students (Guo, 2021).

In the field of education, teacher satisfaction can be defined as: teachers' positive emotional state evaluation of the comprehensive environment of the school, which can represent teachers' identification with various aspects of school personnel, educational affairs, asset management and scientific research governance. In this study, researcher divided teacher job satisfaction into seven dimensions, including supervision, colleagues, responsibility, work itself, promotion, safety and recognition, and tried to analyze the significant impact of teacher job satisfaction from these seven dimensions. In universities, teacher satisfaction plays a direct role in improving campus management, enhancing personal performance and enhancing work drive. Therefore, the

investigation to understand and consolidate the improvement of teacher satisfaction cannot be ignored.

Only when teachers are paid enough attention can they realize their own value in their work, improve their satisfaction with the work itself and the working environment, and thus consciously and proactively improve their teaching ability. In this way, it is not only conducive to making correct and scientific decisions, but also can fully stimulate the enthusiasm of teachers. The needs of teachers should also be considered in the formulation and implementation of policies, and the requirements and feedback of teachers to colleges and universities should be paid attention to, so as to effectively protect the rights and interests of teachers (Yi, 2023).

Thirdly, from the perspective of school working conditions in China's vocational colleges, the impact on teachers is determined in terms of student discipline, leadership support, school resources, teacher cooperation, teacher workload, etc. Previous research has recognized some of the most critical factors in ensuring the quality of a teacher's work: adequate school resources, viable workloads, collegial collaboration, professional opportunity development, leadership support, and decision-making opportunities, among others. Colleges and universities should improve their internal and external environment, strive to obtain more policy support and financial support, expand the popularity of the school, improve the reputation of the school, improve the basic conditions of teachers' teaching and research from the inside of colleges and universities, strengthen the construction of school organizational culture, establish a harmonious working atmosphere in colleges and universities, and provide an efficient and friendly environment for teachers. On the other hand, there is also a need to improve the teachers' recognition of the university environment, university management should intensify communication with the management of teachers which is timely and accurate to teachers school development goals, planning and development status, encourage teachers to actively participate in school management, make teachers feel the change and development of the internal and external environment in colleges and universities and deepen the sense of belonging and pride in the school Colleges and universities should further improve the teaching management system to better serve education and teaching work; understand teachers 'needs, and take appropriate incentive measures to improve their enthusiasm and belonging, and increase the opportunities for teachers to participate in management to meet the needs of self-realization that are affecting teachers' satisfaction with teaching work (Huang, 2022).

At present, there are still some problems in the research of teacher evaluation system optimization, teacher satisfaction and school working conditions in vocational colleges. The teacher evaluation system of higher vocational colleges in China cannot meet the needs of the development of vocational education, so it is necessary to optimize the teacher evaluation system, improve teacher satisfaction, optimize school working conditions and other aspects of reform and innovation to form a teacher evaluation system with type characteristics, so as to better guide the professional development of teachers in higher vocational colleges and promote higher vocational colleges to comply with the requirements of the development of the times.

Therefore, this study took Chinese vocational colleges as the scope of investigation, vocational college teachers as the object of investigation, and Chinese university administrators as the object of research. The study intended to deeply explore the relationship and influence among the optimization of teacher evaluation system, teacher job satisfaction, and school working conditions. Through in-depth research on the evaluation system of Chinese college teachers, teachers' job satisfaction and the optimization of school working conditions, the ability level of teachers can be improved, and theoretical support and practical guidance can be provided for the realization of high-quality development of higher vocational education, which has important research significance and practical value. In the end, a professional development plan was proposed to enhance the optimization of faculty evaluation, job satisfaction and school working condition among Chinese technological college teachers.

Objectives of the study - This study determined the relationship among the optimization of faculty evaluation system, teacher job satisfaction and school working conditions in Chinese technological colleges. Specifically, it assessed the optimization of faculty evaluation system with regard to personal development,

evaluation environment and pay incentive; identified the teacher job satisfaction as to supervision, colleagues, responsibility, work itself, advancement, security and recognition; determined the school working condition as regards student discipline, leadership support, school resources, teacher cooperation and teacher workload; tested the significant relationship among the three variables; and lastly, proposed a professional development plan for Chinese college teachers based on the results of the study.

2. Methods

Research Design - This study utilized descriptive research to determine the optimization of teacher evaluation system, teacher job satisfaction and school working conditions in Chinese higher vocational colleges. Descriptive research is a systematic approach used to accurately portray the characteristics, behaviors, or phenomena of a specific group or situation. It involves collecting and analyzing data to provide a clear and comprehensive picture of the subject matter without manipulating variables (Siedlecki, 2020). It involves collecting data to provide an accurate picture of a particular situation or phenomenon. Descriptive research was used to collect preliminary data on specific groups or phenomena in the study. The researchers conducted a survey of Chinese vocational college teachers to understand the optimization of teacher evaluation system, job satisfaction and working conditions of the school. These data can help the researchers to better understand the current situation and provide the basis for the subsequent causal research.

Participants - In this study, teachers from two higher vocational colleges were involved. As the main subject of the study, teachers participate in the teacher evaluation system and the satisfaction of teachers' work, and the basis is relatively large. They also came from different ages, educational backgrounds and professional titles who can carry out more objective evaluation to determine the optimization of the school teacher evaluation system and school working conditions. In view of the constraints on human and material resources, in order to reduce regional errors, the research scope was determined in Chinese universities. 405 faculty members of different ages and genders were randomly selected to conduct a questionnaire survey. In this study, 500 questionnaires were distributed, of which 425 were valid. The target participants of this survey were teachers of Chinese higher vocational colleges. They answered questionnaires about the optimization of teachers' evaluation system, job satisfaction and working conditions in higher vocational colleges. During the participant selection process, two different universities in Henan province were selected by random methods. Effective feedback from the participants was chosen using random sampling technique which provided valuable insights into this study. Through meticulous sampling surveys, effective feedback from participants was collected, providing valuable insights for this study.

Instrument - This study made use of Questionnaire to determine the teacher evaluation system optimization, teacher job satisfaction and school working conditions in Chinese higher vocational colleges. China's Questionnaire testing platform is a professional online survey, examination, evaluation, and voting platform, focusing on providing users with powerful and user-friendly online design questionnaire, data collection, custom reports, survey result analysis and other series of services. The questionnaire is divided into four parts: The first part describes the respondents' profile in terms of sex, age, years of service and highest educational attainment. The second part evaluates the optimization of teacher evaluation system according to the three dimensions of personal development, evaluation environment and salary incentive. Part Three: Determine the teacher's job satisfaction, including supervision, colleagues, responsibility, work itself, promotion, safety and recognition. The fourth part is to determine the school working conditions in 5 dimensions, such as student discipline, leadership support, school resources, teacher cooperation and teacher workload.

When revising the questionnaire, the author translated it into English and Chinese, that is, first translated the English questionnaire into Chinese, and then asked experts who are proficient in English but do not understand the questionnaire to translate, compare and correct possible phenomena in translation. In this questionnaire design, the researcher tried to use mature theories from previous empirical research to ensure the validity of the questionnaire content. A total of 30 pre study results were received in the questionnaire and passed the reliability

test, showing that the survey questionnaire design achieved Excellence in 5 indicators and Good and Acceptable in 3 indicators.

Data Gathering Procedure - When identifying the study participants, the researchers contacted each participant through social media, phone calls, etc., and explained the purpose and significance of the study to them. In addition, the researchers also explained the purpose and significance of the study in both Chinese and English on the homepage of the survey questionnaire, and emphasized the importance of the study. The researchers expressed gratitude to the survey participants for taking time out of their busy work to participate in the study. The participants also expressed understanding and support. Through communication with the participants, the researcher is able to ensure that they fully understand and support this study, while expressing gratitude for the efforts of all participants. Two vocational colleges were selected in Henan Province, China, standardized guidance, and individual testing. Teachers first evaluate the teacher evaluation system optimization scale, teacher job satisfaction scale and school working conditions description questionnaire, and then fill in the corresponding subordinate component scale. The survey questionnaire was distributed and collected in the above form, and the researcher organized and analyzed it, resulting in 425 valid questionnaires. It takes China's vocational colleges as the scope of investigation, and vocational college teachers as the object of investigation. In addition, supplementary information was collected through an in-depth interview with the case. Through the statistical analysis of the above empirical data, this paper analyzes and studies the correlation among the teacher evaluation system optimization, teacher job satisfaction and the school working conditions in two Chinese higher vocational colleges.

Data Analysis - In the process of data analysis, researchers used various statistical tools to gain a deeper understanding of the basic information of the respondents and the relationships between various variables. The frequency distribution can provide a clear understanding of the composition of the respondents and provide a basis for subsequent analysis. In addition, the researchers conducted normality tests and used the Shapiro Wilk result test to verify whether the data was normally distributed. Multiple regression analysis was applied to explore the interactions and relationships between these variables. Likert scale is used to evaluate variables, which include different options. This scale can reflect the attitudes and opinions of the respondents in more detail, providing richer information for data analysis. Through these detailed analysis steps, researchers can comprehensively understand the characteristics and patterns of the dataset, providing reliable basis for the interpretation and application of research results.

Ethical Considerations - Prior to conducting this study, the researchers conducted thorough ethical considerations, taking into account ethical factors to ensure the legitimacy, fairness, and transparency of the study. At the same time, the researchers obtained approval from the LPU-B Research Ethics Committee and issued ethical review results to ensure that the study meets ethical standards and regulatory requirements. The committee reviewed the purpose, methods, and participant protection measures of the study and approved the researcher's continuation of the study. This study followed three ethical principles: respect for human and related basic rights; Respect the basic principles of fairness and justice in society; The welfare orientation of individuals, society, and humanity; During the data collection process, legitimacy was ensured by obtaining the consent of the study participants. All questionnaires and interviews were conducted anonymously, and the personal identity information of participants was strictly confidential to protect privacy. The researchers provided sufficient information to explain the research objectives and ensured that participants were voluntary. Any potential risks were minimized, and research results were only used for academic research purposes. These ethical considerations ensured the ethical compliance of research and the rights of participants.

3. Results & discussion

Table 1 shows the summary of teacher evaluation system optimization. The composite mean was 2.85, indicating that respondents generally agreed. Among the cited indicators, the weighted average of salary incentive was the highest, the mean score of teachers' personal development was 2.84, and the lowest was the

evaluation environment. Personal development of teachers got 2.84, ranked second. From the perspective of management, the purpose of evaluation is mainly divided into two types: one is based on management, the other is based on development. Most local colleges and universities, based on the purpose of management, aim to accelerate the development of national or provincial double first-class disciplines, run local colleges and universities, and make direct contributions to the promotion of national and local economic and social development; The purpose of development is to promote the professional development of local college teachers, enhance their scientific research ability, focus on research ontology, strengthen discipline leadership, academic leadership and discourse leadership, and provide talents and spiritual support for regional revitalization (Feng et al., 2022).

Table 1

Summary Table on Optimization of Faculty Evaluation System

Indicators	Weighted Mean	Verbal Interpretation	Rank
Personal development of teachers	2.84	Agree	2
Evaluation Environment	2.80	Agree	3
Pay Incentive Aspect	2.90	Agree	3
Composite Mean	2.85	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The developmental teaching evaluation of college teachers is a constructive interactive process, which not only attaches importance to the current work achievements of college teachers, but also brings the future growth and development of college teachers into the research category. The main advantage of developmental teacher teaching evaluation is that it cannot only promote teachers' subject development and encourage teachers' personalized teaching, but also pay attention to teachers' reflection on their own educational activities and encourage them to actively respond to the requirements of modern school teaching development (Zhi, Wang, Bi, 2024). Evaluation environment, got 2.80 mean score. Schools and colleges should strengthen coordination, jointly do a good job in the implementation of the evaluation system, work together to solve various problems in the implementation of the system, and safeguard the fundamental interests of the majority of faculty and staff. Leading cadres take the lead by example, take the lead in the implementation of the system, demonstrate, and create a good atmosphere that attaches importance to evaluation and supports evaluation (Ye, 2024).

All in all, the assessment and evaluation of all staff in colleges and universities is a systematic project, which cannot be done overnight and needs to be explored and tried constantly on the basis of systematic planning and overall consideration of multi-party interests. It is necessary to adhere to the goal orientation and combine it with the overall strategic goals of the school to better play the leading role in the high-quality development of the school. At the same time, the formulation of assessment and evaluation indicators is viewed from the perspective of development, and constantly revised and improved according to the actual situation of the school, so as to continuously improve the work efficiency and gather a powerful force to help the development of the school (Ye, 2024). To sum up, salary and welfare are the basic guarantee for teachers to work with peace of mind, and a reasonable and effective performance system can stimulate teachers' work.

Pay Incentive Aspect had a mean score of 2.90 and was the highest that is needed to make the potential and creativity, the formation of a good competition mechanism, to promote teachers in the work to achieve excellent results. Although the optimization of the teacher evaluation system in terms of salary incentive may have its defects in some cases, it is indeed the most favorable and most direct important factor to enhance the motivation of teachers. The teacher's personal development and evaluation environment also provide an indispensable weight force for the optimization of the teacher evaluation system. By understanding the advantages and limitations of each component, and adjusting the methods to meet the needs of the teacher team building, the teacher evaluation system can be optimized to the maximum extent and promote positive results.

Table 2 shows a summary of teachers' job satisfaction. The composite average was 2.63, indicating that respondents generally agreed. Among the cited indicators, the weighted average for advancement was the highest, with the average score of 2.94, followed by responsibility (2.76), and by supervision (2.74). Responsibility got a

mean score of 2.76. Teachers' job satisfaction refers to teachers' general and emotional feelings and opinions about their work, occupation, working conditions and conditions. Zhang & Wu (2017) defined teachers' job satisfaction as an overall feeling and perspective, whose object is teachers' feelings about their occupation, working conditions and working conditions. It refers to the overall feelings of teachers about their work and the emotional feelings generally all work-related factors.

Table 2*Summary Table on Teachers' Job Satisfaction*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Supervision	2.74	Agree	3
Colleagues	2.60	Agree	5
Responsibility	2.76	Agree	2
Work itself	2.67	Agree	4
Advancement	2.94	Agree	1
Security	2.36	Disagree	6
Recognition	2.34	Disagree	7
Composite Mean	2.63	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Supervision got 2.74. Jian-feng (2019) indicated that the job satisfaction of college teachers mainly comes from internal factors such as teaching age, job status and professional status. According to Gao (2021), indicators such as work pressure, health status, personal time allocation, learning and communication opportunities, and professional titles are the main influencing factors on the job satisfaction of young teachers in colleges and universities in Beijing. The least ranked, security, got 2.37. The job satisfaction of university teachers is composed of six dimensions, namely, personal characteristics, work ecology, value realization, organization management, emotional perception and external environment (Jian-feng, 2019).

To sum up, only when teachers are paid enough attention can they realize their own value in their work, improve their satisfaction with the work itself and the working environment, and thus consciously and proactively improve their teaching ability. When discussing major decisions, teachers should be involved to meet the need for teachers to be respected and trusted, give full play to their main role, and mobilize their enthusiasm. In this way, it is not only conducive to making correct and scientific decisions, but also can fully stimulate the enthusiasm of teachers. The needs of teachers should also be considered in the formulation and implementation of policies, and the requirements and feedback of teachers to colleges and universities should be paid attention to, so as to effectively protect the rights and interests of teachers. In teacher training, not only pay attention to the work results, but also pay attention to the teachers' potential abilities such as the ability to resist pressure, the mentality and methods to deal with emergencies, and professional spirit displayed in the work process, and build a growth-centered employment mechanism. Reasonable post allocation should be carried out according to teachers' own professional and potential advantages, so as to provide a platform for teachers to realize their self-value and enhance their career achievement.

Table 3*Summary Table on School Working Condition*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Student Discipline	2.95	Agree	3
Leadership Support	3.01	Agree	2
School Resources	2.20	Disagree	4
Teacher Cooperation	3.14	Agree	1
Teacher Workload	1.90	Disagree	5
Composite Mean	2.64	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 shows a summary of working condition in the school. The composite average was 2.64, indicating that respondents generally agreed. Among the indicators cited, the weighted average was highest for teacher cooperation, followed by leadership support and student discipline. Teacher cooperation got highest mean score

of 3.14. Student discipline got 2.95. Teacher cooperation and student discipline also turned out as important for teacher perceptions of job satisfaction, a result well corroborated by previous research by Kadtong et al. (2017). Besides, in our study these factors were correlated, which can be attributed to the fact that both are a reflection of the school social climate, characterized by mutually supportive relationships between students and teachers.

In regard to those aspects of working conditions, which demonstrated links with teacher job satisfaction in this study, it is important to keep potential reciprocity in mind. A number of longitudinal studies have found bi-directional relations between school working conditions and teacher well-being (Toropova et al., 2020; Galloway et al., 1985; Thekedam, 2010). Leadership support got 3.01; school resources got 3.14; teacher workload got a mean score of 1.90. Simbula et al. (2011), in a longitudinal study of Italian secondary school teachers found that, not only were job resources related to work engagement, but also the more engaged employees were more prone to resource mobilization, such as cooperation with colleagues. In a similar vein, teachers with higher levels of job satisfaction in the current study may perceive student discipline and workload as being at adequate levels by mobilizing the necessary resources in order to tackle these job demands.

Table 4

Relationship Between Optimization of Faculty Evaluation System and Teacher Job Satisfaction

Personal Development of Teachers	r-value	p-value	Interpretation
Supervision	.166**	0.001	Highly Significant
Colleagues	.149**	0.002	Highly Significant
Responsibility	.133**	0.006	Highly Significant
Work itself	.147**	0.002	Highly Significant
Advancement	.241**	0.000	Highly Significant
Security	-.274**	0.000	Highly Significant
Recognition	-.163**	0.001	Highly Significant
Evaluation Environment			
Supervision	.257**	0.000	Highly Significant
Colleagues	.236**	0.000	Highly Significant
Responsibility	.134**	0.006	Highly Significant
Work itself	.196**	0.000	Highly Significant
Advancement	.236**	0.000	Highly Significant
Security	-.176**	0.000	Highly Significant
Recognition	-.107**	0.028	Highly Significant
Pay Incentive Aspect			
Supervision	.203**	0.000	Highly Significant
Colleagues	.176**	0.000	Highly Significant
Responsibility	.166**	0.001	Highly Significant
Work itself	.252**	0.000	Highly Significant
Advancement	.281**	0.000	Highly Significant
Security	-.089**	0.066	Not Significant
Recognition	-.120**	0.013	Significant

Legend: Significant at p-value < 0.01

Table 4 illustrates the association between Optimization of Faculty evaluation system and Teacher Job Satisfaction. The computed r-values indicates a moderate direct / indirect correlation and the resulted p-values were less than the alpha level. Results shows that there was significant relationship exists and implies that the better the Optimization of Faculty evaluation system, the more satisfied they are except on less satisfaction on security and recognition.

Firstly, from the perspective of the relationship between teachers' personal development and job satisfaction, the R-values of the five factors of supervision, colleagues, responsibility, job itself and promotion were .166, .149, .133, .147 and .241, respectively, and the P-values were all less than 0.01, indicating a highly significant positive correlation between them. This means that when teachers feel their personal development is enhanced, their satisfaction with supervision, colleague relationships, responsibility, the job itself, and opportunities for advancement all increase. This is because personal development can enhance teachers' professional confidence and sense of achievement, thereby increasing their satisfaction with all aspects of their work. However, the R-values for safety and approval were -.274 and -.163, respectively, and although they were

also highly significant (both p values were less than 0.01), they showed a negative correlation. This indicates that when teachers' personal development is improved, their satisfaction with security and recognition decreases, because teachers faced more challenges and pressure in the process of pursuing personal development, which affected their perception of security and recognition (Almutairi, 2020; Fedorov et al., 2020).

Secondly, all factors show significant correlation in the assessment of the relationship between environment and job satisfaction. The R-values of supervision, colleagues, responsibility, job itself and promotion are .257, .236, .134, .196 and .236, respectively, and the P-values were all less than 0.01, indicating that there was a highly significant positive correlation between them. This means that a good assessment environment can significantly improve teachers' satisfaction with these aspects. The r values of safety and recognition were -.176 and -.107, respectively, and although they were also highly significant, they showed a negative correlation, similar to the situation in teacher personal development, because in a good assessment environment, teachers faced higher expectations and pressure, which affected their perception of safety and recognition (John & Segalo, 2021; Mohamed et al., 2023).

Finally, in the relationship between salary incentive and job satisfaction, R-values of supervision, colleagues, responsibility, job itself and promotion were .203, .176, .166, .252 and .281, respectively, and P-values were all less than 0.01, indicating that the positive correlation between them is highly significant. This indicates that effective salary incentives can significantly improve teachers' satisfaction in these aspects. The r value of security was -0.089, and the p value was 0.066, which did not reach the significance level, indicating that the relationship between compensation incentive and security was not significant. The approved R-value was -.120 and the P-value was 0.013, showing a significant negative correlation. This suggests that salary incentives in some cases reduce teachers' satisfaction with recognition, because too much attention to material rewards weakened teachers' attention to spiritual rewards.

To sum up, all aspects of teacher evaluation system optimization were significantly correlated with multiple factors of teacher job satisfaction. In particular, the enhancement of the personal development and assessment environment can significantly enhance teachers' satisfaction with supervision, colleagues, responsibility, the job itself, and promotion opportunities, but can negatively impact security and recognition. This suggests that when optimizing teacher evaluation system, not only pay attention to material rewards and development opportunities, but also take into account teachers' psychological safety and recognition, so as to comprehensively improve teachers' job satisfaction and overall career happiness.

Table 5 presents the association between optimization of faculty evaluation system and School Working Condition. The computed r-values indicates a moderate direct / indirect correlation and the resulted p-values were less than the alpha level. Results show that there was significant relationship exists and implies that the better the Optimization of Faculty evaluation system, the better the school working condition except on school resources and teacher workload which were correlated inversely. Firstly, from the perspective of the relationship between teachers' personal development and school working conditions, the R-values of student discipline, leadership support and teacher cooperation are respectively .305, .332 and .261, and the P-values were all less than 0.01, indicating that the positive correlation between them was highly significant.

This means that when teachers feel their personal development is enhanced, their perception of student discipline, leadership support, and teacher cooperation all improve. Personal development enhances teachers' professional competence and confidence to manage student discipline more effectively, gain more leadership support, and foster collaboration among teachers. However, the R-values of school resources and teacher workload were -.163 and -.199, respectively, and although they were also highly significant (p values were both less than 0.01), they showed a negative correlation. This indicates that when teachers' personal development improves, their satisfaction with school resources and perception of work burden decreases. The reason is that in the process of pursuing personal development, teachers increased the demand for school resources, resulting in dissatisfaction with existing resources (Almutairi, 2020). At the same time, the pressure of personal development

also increases the work burden.

Secondly, the R-values of student discipline, leadership support and teacher cooperation are .225, .351 and .210, respectively, and the P-values were all less than 0.01, indicating that there was a highly significant positive correlation between them. This means that a good assessment environment can significantly improve teachers' perception of these aspects. The R-values of school resources and teacher workload were -.240 and -.292, respectively, and although they were also highly significant, they showed a negative correlation. This is because in a good evaluation environment, teachers evaluated school resources more strictly, thus reducing their satisfaction with them. At the same time, the pressure in the evaluation process also increases the work burden of teachers (Yue et al., 2023).

Table 5

Relationship Between Optimization of Faculty Evaluation System and School Working Condition

Personal Development of Teachers	r-value	p-value	Interpretation
Student Discipline	.305**	0.000	Highly Significant
Leadership Support	.332**	0.000	Highly Significant
School Resources	-.163**	0.001	Highly Significant
Teacher Cooperation	.261**	0.000	Highly Significant
Teacher Workload	-.199**	0.000	Highly Significant
Evaluation Environment			
Student Discipline	.225**	0.000	Highly Significant
Leadership Support	.351**	0.000	Highly Significant
School Resources	-.240**	0.000	Highly Significant
Teacher Cooperation	.210**	0.000	Highly Significant
Teacher Workload	-.292**	0.000	Highly Significant
Pay Incentive Aspect			
Student Discipline	.274**	0.000	Highly Significant
Leadership Support	.298**	0.000	Highly Significant
School Resources	-.163**	0.001	Highly Significant
Teacher Cooperation	.210**	0.000	Highly Significant
Teacher Workload	-.272**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Finally, in terms of the relationship between salary incentive and school working conditions, the R-values of student discipline, leadership support and teacher cooperation were .274, .298 and .210, respectively, and the P-values were all less than 0.01, indicating that the positive correlation between them was highly significant. This indicates that effective salary incentives can significantly improve teachers' perception of these aspects. The R-values of school resources and teacher workload were -.163 and -.272, respectively, and although they were also highly significant, they showed a negative correlation. This is because salary incentives increase teachers' expectations of school resources to a certain extent, and increase teachers' work burden (Longlong et al., 2021).

To sum up, all aspects of teacher evaluation system optimization had significant correlation with multiple factors of school working conditions. In particular, the enhancement of the personal development and assessment environment can significantly enhance teachers' perceptions of student discipline, leadership support, and teacher cooperation, but negatively affect the satisfaction of school resources and workload. This suggests that when optimizing the teacher evaluation system, not only pay attention to the improvement of personal development and evaluation environment, but also take into account the reasonable allocation of school resources and the management of teachers' workload, so as to comprehensively improve teachers' working conditions and overall professional happiness.

Table 6 presents the association between Teacher Job Satisfaction and School Working Condition. The computed r-values indicates a moderate direct / indirect correlation and the resulted p-values were less than the alpha level. Results shows that there was significant relationship exists and implies that the more that they are satisfied with their job, the better the school working condition except on school resources and teacher workload which were correlated inversely. Firstly, from the perspective of the relationship between supervision and school

working conditions, the R-values of student discipline, leadership support and teacher cooperation were .265, .243 and .148, respectively, and the P-values were all less than 0.01, indicating that the positive correlation between them was highly significant. This means that when teachers feel well supervised, their satisfaction with student discipline, leadership support, and teacher cooperation increases. Good supervision helps to establish an orderly learning environment and a supportive atmosphere. However, the R-values for school resources and teacher workload were -.104 and -.213, respectively, and although they were also highly significant (p-values 0.032 and 0.000, respectively), they showed a negative correlation. This shows that under good supervision, teachers are more selective in the allocation of school resources, and the supervision process increases the work burden of teachers (Yuan et al., 2023).

Secondly, in the relationship between colleague relationship and school working conditions, the R-values of student discipline, leadership support and teacher cooperation were .253, .272 and .360, respectively, and the P-values were all less than 0.01, indicating that the positive correlation between them was highly significant. Good peer relationships can significantly increase teacher satisfaction in these areas, because peer support and collaboration enhance the teacher's work experience. The r values of school resources and teacher workload were -.229 and -.274, respectively. Although they were also highly significant, they showed a negative correlation, because teachers' demand for resources increased under good colleague relationship, while the collaborative process increased work burden (Lai & Qin, 2022).

In the relationship between responsibility and school working conditions, the R-values of student discipline, leadership support and teacher cooperation were .224, .173 and .212, respectively, and the P-values were all less than 0.01, indicating that the positive correlation between them was highly significant. Teachers with a strong sense of responsibility are more likely to be satisfied in these areas because they are more likely to be actively involved in school management and teaching improvement. The r values of school resources and teachers' work burden were -.119 and -.176, respectively. Although they were also highly significant, they showed a negative correlation, because teachers with a strong sense of responsibility were more sensitive to resource allocation and felt greater work pressure (Evers et al., 2015).

In the relationship between work itself and school working conditions, the R-values of student discipline, leadership support and teacher cooperation were .356, .326 and .310, respectively, and the P-values were all less than 0.01, indicating that the positive correlation between them was highly significant. A high level of job identification can significantly increase teachers' satisfaction in these areas. The r values of school resources and teachers' work load were -.289 and -.385, respectively. Although they were also highly significant, they showed a negative correlation, because teachers had higher demands on resources and bore more work load when they had high job identification (Evers et al., 2015).

Table 6

Relationship Between Teacher Job Satisfaction and School Working Condition

Supervision	r-value	p-value	Interpretation
Student Discipline	.265**	0.000	Highly Significant
Leadership Support	.243**	0.000	Highly Significant
School Resources	-.104**	0.032	Highly Significant
Teacher Cooperation	.148**	0.002	Highly Significant
Teacher Workload	-.213**	0.000	Highly Significant
Colleagues			
Student Discipline	.253**	0.000	Highly Significant
Leadership Support	.272**	0.000	Highly Significant
School Resources	-.229**	0.000	Highly Significant
Teacher Cooperation	.360**	0.000	Highly Significant
Teacher Workload	-.274**	0.000	Highly Significant

Responsibility			
Student Discipline	.224**	0.000	Highly Significant
Leadership Support	.173**	0.000	Highly Significant
School Resources	-.119**	0.014	Highly Significant
Teacher Cooperation	.212**	0.000	Highly Significant
Teacher Workload	-.176**	0.000	Highly Significant
Work itself			
Student Discipline	.356**	0.000	Highly Significant
Leadership Support	.326**	0.000	Highly Significant
School Resources	-.286**	0.000	Highly Significant
Teacher Cooperation	.310**	0.000	Highly Significant
Teacher Workload	-.385**	0.000	Highly Significant
Advancement			
Student Discipline	.326**	0.000	Highly Significant
Leadership Support	.313**	0.000	Highly Significant
School Resources	-.216**	0.000	Highly Significant
Teacher Cooperation	.314**	0.000	Highly Significant
Teacher Workload	-.300**	0.000	Highly Significant
Security			
Student Discipline	-.178**	0.000	Highly Significant
Leadership Support	-.202**	0.000	Highly Significant
School Resources	.181**	0.000	Highly Significant
Teacher Cooperation	-.238**	0.000	Highly Significant
Teacher Workload	.157**	0.001	Highly Significant
Recognition			
Student Discipline	-.166**	0.001	Significant
Leadership Support	-.131**	0.007	Significant
School Resources	0.015**	0.759	Not Significant
Teacher Cooperation	-.187**	0.000	Significant
Teacher Workload	.156**	0.001	Significant

Legend: Significant at p-value < 0.01

In the relationship between promotion and school working conditions, the R-values of student discipline, leadership support and teacher cooperation were .326, .313 and .314, respectively, and the P-values were all less than 0.01, indicating that the positive correlation between them was highly significant. Teachers with more opportunities for advancement reported higher levels of satisfaction in these areas because they felt supported by their career development. The r values of school resources and teachers' work burden were -.216 and -.300 respectively, although they were also highly significant, they showed a negative correlation, which was because teachers' expectations of resources increased during the promotion process, and they also felt more work pressure.

The r values of student discipline, leadership support and teacher cooperation in the relationship between security and school working conditions were -.178, -.202 and -.238 respectively, although they were also highly significant, they showed a negative correlation. This indicates that under the circumstance of strong sense of security, teachers' satisfaction in these aspects decreases, because in the environment of strong sense of security, teachers face fewer challenges, which affects their positive evaluation of these aspects. The r values of school resources and teachers' work burden were .181 and .157, respectively, indicating that teachers' satisfaction with school resources and perception of work burden were higher when they felt a strong sense of security (Bogler & Nir, 2014).

Finally, in the relationship between recognition and school working conditions, the R-values of student discipline, leadership support, and teacher cooperation were -.166, -.131, and -.187, respectively, which showed a negative correlation although they were also highly significant. This indicates that in the case of recognition, teachers' satisfaction in these aspects was lower because teachers faced more challenges and pressures in the process of pursuing recognition. The r value of school resources was 0.015, and the p value was 0.759, which did not reach the significance level, indicating that the relationship between recognition and school resources was not significant. The R-value of teachers' work burden was .156, and the P-value was 0.001, showing a significant

positive correlation, indicating that teachers felt a higher work burden in the case of recognition.

To sum up, there was a complex relationship between teachers' job satisfaction and school working conditions. When optimizing the working conditions of schools, it is necessary to balance the relationship between different factors. It is necessary to improve the career development and support system of teachers, rationally allocate school resources and manage the work load of teachers, so as to comprehensively improve the job satisfaction and overall career happiness of teachers.

Table 7

Proposed Professional Development Plan for Chinese Higher Vocational College Teachers

Key Result Areas / Objectives	Strategies / Activities	Success indicators	Persons involved
1. Optimization of Faculty Evaluation system 1.1 Evaluation Environment Objective: To enhance the faculty evaluation process by creating a fair, transparent, and supportive environment that promotes professional growth and development.	Establish a regular review process for evaluation criteria to ensure their relevance and effectiveness.	Well maintained and Improved faculty evaluation system 90% of college teachers' performance evaluation improved.	School Admin Dept Heads HR Director Faculty Development Committee
2. Teacher Job Satisfaction 2.1 Recognition Objective: To foster a positive and supportive school culture by implementing effective teacher recognition strategies.	Identify and define specific recognition criteria (e.g., exemplary teaching, student achievement, collaborative work). Develop a variety of recognition platforms (e.g., awards, public acknowledgments, peer-to-peer recognition). Implement regular opportunities for informal recognition (e.g., thank-you notes, verbal appreciation) and/ or public recognition platforms (e.g., school website, social media).	90% of teachers are given proper recognition	School Admin Dept Heads HR Director
3. School Working Condition 3.1 Teacher Workload Objective: To optimize teacher workload management and enhance work-life balance for improved teacher well-being and student outcomes. 3.2 School Resources Objectives: To Increase the availability of learning resources; To enhance technology integration.	Conduct a comprehensive workload analysis to identify time-consuming non-teaching tasks. Prioritize and delegate non-essential tasks to support staff or volunteers. Provide professional development opportunities on time management and stress management. Conduct a comprehensive inventory of existing learning resources (textbooks, laboratory equipment, library books, digital resources) to identify gaps and surpluses. Provide ongoing training and support for teachers and students on technology use.	90% of teachers are satisfied with their workload and tasks. 90% of learning resources inventory conducted. 90% of student/ faculty training conducted	School Admin Dept Heads HR Director School Admin MIS Director HR Director

4. Conclusion and recommendations

The Chinese higher vocational college teachers agreed on all the indicators under optimization of faculty evaluation particularly in the pay incentive aspect. In terms of job satisfaction, the respondents agreed on all the indicators giving high regard to advancement. The respondents agreed on some of the items under school working conditions giving more importance to teacher cooperation but disagreed on school resources and teacher work load. There was a highly significant relationship among the three variables. This implies that faculty members are more likely to be motivated, productive, and satisfied with their careers. This can lead to a stronger learning environment for students, improved research outcomes, and a more positive reputation for the school. A professional development plan was proposed to enhance the optimization of faculty evaluation, job satisfaction and school working conditions among Chinese higher vocational college teachers. The Chinese higher vocational college teachers may according to the results of the evaluation system, timely adjust my shortcomings, pay attention to personal development, actively respond to school policies, and improve my job satisfaction. The

school administrators may further improve their own management level, put people first, support teachers' innovative development, enhance the atmosphere of leadership support and cooperation with teachers, and strengthen the communication between leaders and teachers. The Human Resource Department may provide diversified development opportunities, rationally allocate school resources, manage teachers' workload, comprehensively evaluate the salary incentive system, and ensure that the incentive measures are fair, transparent, and effectively improve teachers' work performance and satisfaction. Future researchers may conduct studies that may affect or influence the three main variables such as teaching performance, organizational effectiveness and commitment. The proposed professional development plan may be tabled for discussion, implementation and further evaluation.

5. References

- Almutairi, T S . (2020, July 16). Assessment of Job Satisfaction among Teachers and Its Relationship with Demographic Variables. , 28(3), 37-67. <https://doi.org/10.21608/ssj.2020.244255>
- Bogler, R., & Nir, A E. (2014, July 18). The contribution of perceived fit between job demands and abilities to teachers' commitment and job satisfaction. SAGE Publishing, 43(4), 541-560. <https://doi.org/10.1177/1741143214535736>
- Evers, A T., Heijden, B V D., Kreijns, K., & Vermeulen, M. (2015, July 28). Job Demands, Job Resources, and Flexible Competence. SAGE Publishing, 43(3), 227-243. <https://doi.org/10.1177/0894845315597473>
- Feng Guo-yan, Zhang Chun-Qing, Shi Ke-Ke & Li Wei.(2022). The impact of emotional labor on teachers' job satisfaction: the mediating effect of mindfulness and the moderating effect of organizational identity. Chinese journal of health psychology, 1673-1680. Doi: 10.13342 / j.carol carroll nki CJHP. 2022.11.014.
- Galloway, D., Boswell, K., Panckhurst, F., Boswell, C., & Green, K. (1985, February 1). Sources of satisfaction and dissatisfaction for New Zealand primary school teachers. Taylor & Francis, 27(1), 44-51. <https://doi.org/10.1080/0013188850270107>
- Gao Feng.(2021). Study on the influence of individual-organizational fit on job satisfaction of university teachers. Education academic issue, 68-74.The doi: 10.16477 / j.carol carroll nki issn1674-2311.2021.11.010.
- Guo Qiuyue.(2021). Current Situation and Influencing factors of teachers' job satisfaction: A case study of universities in Fujian Province. Journal of Huanggang Normal University (03),120-125.
- Huang Bin & Sun Qingshuang.(2023). The dilemma and optimization Path of the reform of the evaluation system of Ideological and political course teachers in colleges and universities in the new era. Ankang university journal (03), 44-49 + 55, doi: 10.16858 / j.i SSN. 1674-0092.2023.03.008.
- Huang Jiaqing.(2022). A survey on teaching satisfaction of university teachers. Heilongjiang Science (23),67-69.
- Jian-feng, Z. (2019, January 1). Research on Job Satisfaction of Teachers in Private Colleges and Universities in Guangdong Province. <https://doi.org/10.2991/cesses-19.2019.205>
- John, P O., & Segalo, L. (2021, May 1). Teachers' Views on Workplace Adversities: A South African Perspective. Horizon Research Publishing, 9(5), 957-962. <https://doi.org/10.13189/ujer.2021.090508>
- Kadtong, M L., Unos, M., Antok, T D., & Midzid, M A E. (2017, January 1). Teaching Performance and Job Satisfaction Among Teachers at Region XII. RELX Group (Netherlands). <https://doi.org/10.2139/ssrn.3169846>
- Lai, Q., & Qin, Q. (2022, January 1). Dilemmas, Challenges and Opportunities under Double Reduction Policy Faced by Teachers in Urban Primary School of China. , 5(9). <https://doi.org/10.25236/fer.2022.050904>
- Longlong, H., Zhao, P., & Ogunniran, M O. (2021, June 21). ncentive Effects Analysis on Primary and Secondary Teacher Incentive Policies in China. , 116-124. <https://doi.org/10.32861/rje.72.116.124>
- Mohamed, H., Nagappen, P A P., & Hussain, M W. (2023, June 15). The Level of Self-Perceived Stress among International School Teachers During Post-Pandemic Period. , 12(2). <https://doi.org/10.6007/ijarped/v12-i2/17302>
- Siedlecki, J. (2020). Understanding Descriptive Research Designs and Methods. ResearchGate.
- Simbula, S., Guglielmi, D., & Schaufeli, W. B. (2011). A three-wave study of job resources, self-efficacy, and

- work engagement among Italian schoolteachers. *European journal of work and organizational psychology*, 20(3), 285-304.
- Thekedam, J S. (2010, November 1). A Study of Job Satisfaction and Factors that Influence it. SAGE Publishing, 35(4), 407-417. <https://doi.org/10.1177/0258042x1003500401>
- Toropova, A., Myrberg, E., & Johansson, S. (2020, January 8). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Taylor & Francis*, 73(1), 71-97. <https://doi.org/10.1080/00131911.2019.1705247>
- Ye Z J. (2024). Improving the evaluation system to stimulate the vitality of teachers. *Science Tribune* (13), 97-99. The doi: 10.16400/j.carolcarroll nki KJDK. 2024.13.032.
- Yi Lina.(2023). Master of Research on Job Satisfaction and Incentive Countermeasures of full-time Teachers in Higher Vocational Colleges in Inner Mongolia (Dissertation, Inner Mongolia University). Master <https://link.cnki.net/doi/10.27224/d.cnki.gnmdu.2023.000583>doi:10.27224/d.cnki.gnmdu.2023.000583.
- Yuan, K., Le, V., McCaffrey, D F., Marsh, J A., Hamilton, L S., Stecher, B M., & Springer, M G. (2023, February 6). Do Incentive Pay Programs Affect Teacher Motivation?. https://www.rand.org/pubs/external_publications/EP51138.html
- Yue, W., Yu, L., & Yang, Y. (2023, March 22). The occupational anxiety of teachers caused by China's 'double reduction' policy—a study based on the grounded theory. *Frontiers Media*, 14. <https://doi.org/10.3389/fpsyg.2023.1144565>
- Zhang Aijun & Wu Xianwen.(2017). "Teacher Satisfaction" and the humanization of educational management. *Journal of zhangjiakou vocational and technical college* (01), 24-26. Doi: 10.16220/j.carol carroll nki/g4.2017.01.010 cn13-1248.
- Zhi Luping, Wang Sixiang & Bi Qi.(2024). A Study on the Evaluation Index System of Shanghai University Teachers' Development under the background of high-level University Construction. *Journal of Economic Research* (02),119-123.
- Zhu Ziwei.(2021). Master of Research on Teacher Job Satisfaction in Higher Vocational Colleges in Fujian Province (Dissertation, Fujian Normal University). Master of <https://link.cnki.net/doi/10.27019/d.cnki.gfjsu.2021.000571>doi:10.27019/d.cnki.gfjsu.2021.000571.

