



A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS'
PERCEPTIONS TOWARDS ADMINISTRATIVE SUPPORT AND THEIR
JOB SATISFACTION IN A SECONDARY VOCATIONAL SCHOOL,
KUNMING, CHINA

YUTONG CHEN

I. D. NO. 6029568

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in EDUCATIONAL ADMINISTRATION
Graduate School of Human Sciences

2019

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ABSTRACT

I.D. No.: 6029568

Key Words: TEACHER, ADMINISTRATIVE SUPPORT, JOB SATISFACTION

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The main purpose of this study was to determine the relationship between teachers' perceptions towards administrative support and their job satisfaction in a secondary vocational school, Kunming, China. A total 83 full-time teachers from the selected school were surveyed in this research. The main data collection tool was a questionnaire divided into three parts to examine the teachers' perceptions toward administrative support and their job satisfaction. The researcher used Means and Standard Deviation to analysis the teachers' perceptions toward the level of administrative support and their job satisfaction. Pearson Product Moment Coefficient of Correlation was used to test the relationship between the two variables. The result of this study showed that teachers in the target school perceived high level of administrative support, total mean scored 3.57. The job satisfaction variable mean scored 3.16 in overall, regarded as moderate level. The Pearson Correlation tested the result was .494. Sig. (2-tailed) result was .000, which indicated that there was a relationship between teachers' perception toward administrative support and their job satisfaction.

To develop a positive teacher-principal relationship, administrators in this school were recommended to actively involve into teachers' instruction and program, evaluated

teachers' performance, took teachers' feelings and needs into consideration and provide more effective administrative support. Teachers in this school were suggested that to communicated more with their principal, practiced new instruction method and collaborate with their co-workers.



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CHAPTER I

INTRODUCTION

This chapter puts forwards the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope of the study, definition of terms and the significance of the study.

Background of the study

Teachers have been highly respected in China since the ancient time, it is a noble, creative and proud profession in people's mind. The profession of teacher is also a huge group in China. Due to the growing population in China and the continuous prosperity of basic education, higher education and vocational education, the profession of teachers has always required a large number of people. As the position of school teachers continues increased, many educational managers devoted to research how to select the most qualified teachers, improve the teachers' working conditions and retain the excellent teachers in the school.

Teachers' salary, working conditions, welfare and how much the students and parents value teachers are different in rural and urban area of China. Teachers are only moderately satisfied with their job in general. Though Chinese school teachers are quite satisfied with factors such as interpersonal relationship, social identity, and professional input as Chen (2012) pointed, their satisfaction of administrative support was rarely studied in China.

Before individuals enter the teaching career, they usually considered and compared the job's compensation, welfare level, working condition, as well as their intrinsic value with

other options (Guarino, Santibañez, & Daley, 2006). However, when they become the teachers, they will conduct an ongoing assessment of the work environment that the school provides to them in order to determine if teaching is a real preferable option of them (Romano & Gibson, 2006).

Among them, some teachers may decide to pursue another career, others may leave the dissatisfactory school and transfer to another school with better working conditions, or they may still be satisfied with their current work status. About one third of the new teacher cannot stay at teaching profession to five years especially in those low-income districts and schools (McLaurin, Smith, & Smillie, 2009).

Darling-Hammond (2002) pointed out that high turnover rate of teacher usually wasted the financial and human resources of schools, as the schools have to continually recruit new teachers and train them to ensure that student's learning won't be affected by the teacher's attrition. According to Darling-Hammond (2002), the main issue causes for the teachers to leave the school included the unsatisfied working conditions, lack of administrative support, low salary, lack of mentoring supports and teacher preparation. When the school principal provides effective administrative support to teachers, the principal-teacher relationship could be improved, and teachers will feel that they are caring about. Furthermore, support from the principal can reduce teachers' working stress and help them better coping with anxiety. As Johnson and Birkeland (2003) mentioned, the administrators' support for teachers has been identified as a main factor that influences teacher's job satisfaction. Teachers especially those new ones who build a good relationship and get kind supports from the administrators are more willing to stay in their profession longer.

Administrative support has positive effect in increasing teacher satisfaction according to Leslie (2012). Teachers are more satisfied to the support which they receive from the manager when the administrative behavior is supportive. Teachers especially those new ones

leave their teaching professional sooner than expected was considered to be lack of administrative support, it is one of the crucial reason that the school cannot remain good teachers for a long time. Poor administrative support among teachers have negative influences and it can cause high teacher attrition rates.

Chen and Silverthorne (2008) commented that teacher's job satisfaction was related to their feelings, attitudes and their individual preferences of the work. Other researchers believed that teacher was one of the key elements in educational institutions success as their performance directly affects to the student's achievement, and high-quality teachers can produce attractive learning outcomes in the school (Marzano, 2003; Chich-Jen, 2003; Hill and Gillette, 2005).

Hill and Gillette (2005) further confirmed, when the teacher get the supports, helps and understandings from the leaders, they are more confident and have more opportunities to improve themselves in all aspects, thereby improving their teaching quality, helping students to improve their learning performance, and ultimately benefiting school principals and stakeholders. According to Littrell (1992), teachers need four kind of support from their principal, emotional support, appraisal support, informational support and instrumental support.

Most schools neglect the teacher's job satisfaction in the past decades, but in nowadays, many successful education organizations take the teacher's job satisfaction into account among their development roles and goals (Xueying, 2015). It is very important to establish a good relationship between teachers and school principals, teachers received support from the principals and that make them feel respected and appreciated by the school.

Vocational education and training program have become the main component of China's educational system since China adopted the policy of reform and opening up (Jiao, 2002). The quality of China's professional workers have been improved by vocational

education, however, the contribution of vocational schools are not yet caused enough attention by the local government, therefore, to develop a solid base for vocational education school in China is still challenging (Chich-Jen, 2003).

Statement of the Problem

The concept of administrative support and its significance with the job satisfaction were not recognized by many Chinese principals, which also happened in Kunming's school, especially in the vocational schools, the principal may realized teachers need support, but they cannot figured out in what aspect that teacher's need support or how to provide effective support.

Despite the government's constant emphasis on the importance of the status of vocational education, it is in a state of paralysis, and the situation of vocational education has deteriorated since the late 1990s, those health vocational schools established in the 1950s are very difficult to recruit new student now. Kunming is the capital city of Yunnan Province, it was listed as a new first-tier city in 2019, but the educational resource is relatively limited for the past decades, and the development of vocational education is late compare other capital city in China. The teacher and student's overall quality of vocational schools in Kunming still need to be improved.

The researcher did a preliminary study with the selected secondary vocational school, from the results of the preliminary study, teachers in this school perceived that their leaders have supported them in some aspects, but they still not very satisfied of the administrative support. The school provided teachers with advanced teaching equipment and hardware facilities, and also paid attention to the development of teachers' professional skills. However, some teachers mentioned when the researcher interviewed them that they think the principal concerned less about the teachers' work stress and psychological and physiological conditions,

the participant teachers in the preliminary study also reported that some of the administrative support they think are crucial for their work, but they never perceived from the principal.

There was no previous study on the administrative support related to teacher's job satisfaction at the selected secondary vocational school, Kunming, China. According to the study of Shiue (2001) in China, the overall quality and performance of the students in secondary vocational schools are lower than the normal public secondary schools, teachers who working in the vocational school have more pressure and load, but their salary and working support are not as high as their stress. For these reasons, the researcher decided to select this secondary vocational school as the target of the research to study the teachers' perception of the administrative support as well as its relationship with their job satisfaction.

Research Questions

1. What is the level of teachers' perceptions towards administrative support in a secondary vocational school, Kunming, China?
2. What is the level of teachers' job satisfaction in a secondary vocational school, Kunming, China?
3. Is there any relationship between teachers' perceptions towards administrative support and teachers' job satisfaction in a secondary vocational school, Kunming, China?

Research Objectives

1. To determine the level of teachers' perceptions towards administrative support in a secondary vocational school, Kunming, China.
2. To determine the level of teachers' job satisfaction in a secondary vocational school, Kunming, China.

3. To identify the relationship between teachers' perceptions towards administrative support and teachers' job satisfaction in a secondary vocational school, Kunming, China.

Research Hypothesis

There is a significant relationship between teachers' perceptions towards administrative support and teachers' job satisfaction in a secondary vocational school, Kunming, China.

Theoretical Framework

This study focused on the relationship between Administrative Support and Teacher's Job Satisfaction. The theoretical framework of this study is based on two major variables. House's (1981) Social Support Framework is used for the theoretical foundation of Administrative Support variable. Meanwhile, Herzberg's Motivation- Hygiene Theory (1959) is used to support the Job Satisfaction variable.

House's (1981) Social Support Framework

House (1981) developed the Social Support Framework, He examined the social support in order to reduce the stress of work and improve people's mental health. Four dimensions of House's Social Support Framework are *Emotional Support*, *Appraisal Support*, *Informational Support* and *Instrumental Support*

Emotional Support

Emotional support includes offering caring, empathy, trust, and love to other people. House (1981) stated that emotion feelings always influence people's mental health and psychological well-being, so that emotional support is the most crucial type of support. When people are being supportive, the first support they needed is emotional support (House, 1981).

Appraisal Support

According to Littrell (1994), school leader is responsible for providing ongoing evaluation to the teacher, such as regular and constructive feedback on teacher's performance, information of the effective instruction methods, and clear guidance on job responsibilities.

Informational Support

Informational support is the principal should offer information to the teacher that can better help the teacher in solving environmental and personal problems.

Instrumental Support

Instrumental support is the principal provide directly help to the teacher, includes provide goods and service, money, time arrangement, educational resource, instructional material and constructive feedback.

Herzberg's Motivation- Hygiene Theory

Herzberg (1959) developed the Motivation-Hygiene Theory in 1959, this theory also is well known as the two-factor theory. Herzberg (1959) found the factors that affected job satisfaction by interviewing some employees, and they explained their satisfactory and unsatisfactory works. Through these interviews, he was able to build a list of hygiene and motivational factors. Herzberg explained that the hygiene is extrinsic factors, which are factors from the company and it was the main elements cause of job dissatisfaction. Motivation factors are come from the individuals of employees, it was considered as the intrinsic factors and the major reason for work satisfaction.

Intrinsic Satisfaction

Herzberg found that people were dissatisfied with the harsh environment, which he defined as *Intrinsic Satisfaction*. It is a factor around work, but not a direct part of the job.

Hygiene factors include supervision, interpersonal relationships, physical working conditions, salaries, company policies and administrative practices, benefits and job security.

Extrinsic Satisfaction

House (1959) emphasized that people were satisfied with the details they had made, which he called motivations, also known as *Extrinsic Satisfaction*. It always related some external influences, such as reward, promotion, recognition, achievement, work itself, responsibility and progress.

Conceptual Framework

This study was investigated the level of teachers' perceptions towards administrative support and their job satisfaction, and also to determined the relationship between administrative support and teacher's job satisfaction in a secondary vocational school, Kunming, China.

The administrative support and the teacher's job satisfaction were the two main variables of this study. Since House's (1981) the Social Support Framework and Herzberg's (1959) motivation– Hygiene Theory were used as the theoretical foundations, the subscales from both theories under two major variables were also put into the conceptual framework, as below Figure 1 shows. All the sub-variables and major variables were designed and worked together under the theoretical framework for the purpose of studying the relationship between teachers' perceptions towards administrative support and teacher's job satisfaction.

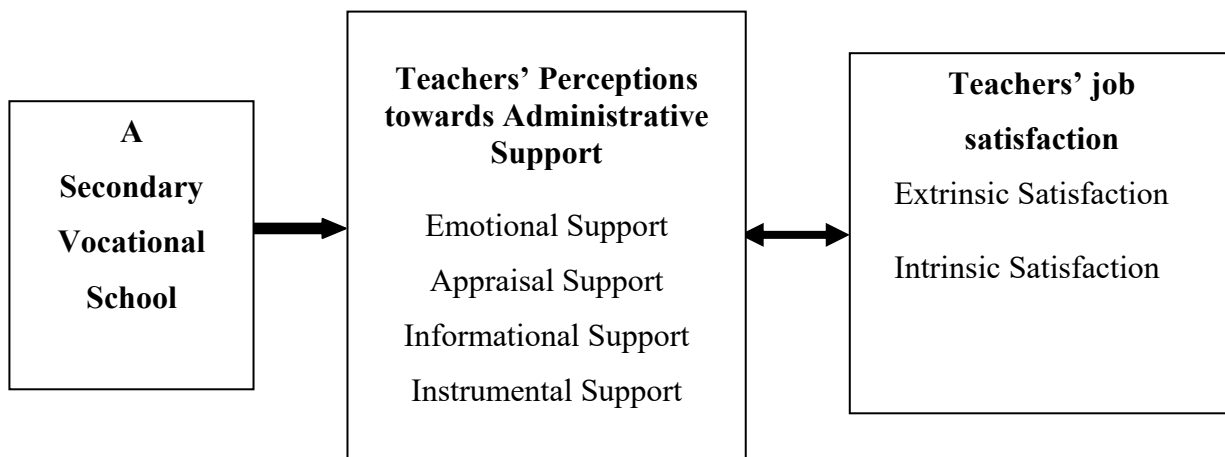


Figure1. Conceptual Framework of This Study

Scope of the Study

This study was conducted in a secondary vocational school, Kunming, China. This is a locally well-known vocational school in Kunming city, Yunnan province. The researcher used all the full-time teachers to participate the survey of this research. According to the school Human Resources Management Office records, there are currently 83 full-time teachers working in the school, during academic year of 2019. Thus, all 83 teachers were used as the population of the study group.

Definition of Terms

The study has used the following definitions and terms in the process of researching:

Teacher in this study refers to the full-time teachers who teach in the selected Kunming Vocational School Yunnan province, China.

Teacher's perception in this study refers the teacher's intuitive feelings, views and thought regarding to the job satisfaction and administrative support in the research target school.

Administrative Support in this study refer to the teacher and principal's relationship, and the principal concern and support the teacher regarding the area of Emotional Support, Appraisal Support, and Information Support. Questionnaire part 2 will evaluate this variable.

- **Emotional Support** in this study refers to the emotional interaction between the principal and the teacher. This variable will be evaluated by administrative support questionnaire, question number 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10
- **Appraisal Support** in this study refers to the principal helping teachers reflect on their instruction and performance. This variable will be evaluated by administrative support questionnaire, question number 11, 12, 13, 14 and 15.
- **Informational Support** in this study refers to the principal provide necessary information to the teacher and help them with their work. This variable will be evaluated by administrative support questionnaire, question number 16, 17, 18, 19, 20 and 21.
- **Instrumental Support** in this study refers to the principal directly help the teacher by providing service, equipments, money, material, suggestion and guidance to teachers. This variable will be evaluated by administrative support questionnaire, question number 22, 23, 24, 25, 26, 27 and 28

Teacher's job satisfaction in this study refers to the mental state that the teacher feels about their work in the selected school. Questionnaire part 3 will evaluate this variable.

- **Intrinsic satisfaction** in this study refers to the teacher's internal satisfaction about their working environment, such as recognition, achievement, work itself, responsibility and progress. This variable will be evaluated by job satisfaction questionnaire, question number 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20.
- **Extrinsic satisfaction** in this study refers to the teacher's external satisfaction about

their working environment, such as supervision, interpersonal relationships, working conditions, salaries, policies and job security. This variable will be evaluated by job satisfaction questionnaire, question number 5, 6, 12, 13, 14 and 19.

Vocational school refers to the educational institution which requires students possess the technical skills to perform the tasks of a particular and specific job. The vocational school in this study refers the one which located in Kunming, China.

Significance of the study

This study aims to investigate administrative support and teacher's job satisfaction in a secondary vocational school, Kunming, China. In addition, there is lack of previous study research the administrative support and job satisfaction in this school, the research results and findings may be functional to the administrators, teachers of this school, and future researchers in the similar fields:

For teachers, this study can help teachers discover the link between their job satisfaction and administrative support, in order to develop their relationship with school managers and reflect the needs from the administrators in their work, which can promote them to stay at teacher profession more longer.

For administrators, the results of this study will help school principals and managers to know what kind of administrative support that teacher need from them, in order to improve their effective management of the school, and reduce the teacher's turnover rate.

For future researchers, this study will be benefit to those research which focus on the relationship between administrative support and teacher's job satisfaction, it can provide them some useful data and result for future researchers. Beside, this study will help other

researchers who manage in educational administration to learn more knowledge about school management and the important of good working conditions for the teacher.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a focused review of the related literature, which is based on the theoretical foundation of this study but also includes the other related theories and previous studies on the theme, the detailed information of the literature review are as follow:

- Teacher Attrition
- Administrative Support
- Path-Goal Theory and Supportive Leader Behavior
- The Social Support Framework
- Other Theory Related to Administrative Support
- Previous Study on Administrative Support
- Teacher's Job Satisfaction
- Herzberg's Motivation- Hygiene Theory
- Other Theory Related to Job Satisfaction
- Previous Study on Job Satisfaction
- Vocational School in China
- Background of the School
- Preliminary Study
- Summary

Teacher Attrition

Darling- Hammond (2003) cited that compare with other professions such as programmers, accountants, doctors, lawyers and architects, teacher is a high turnover profession. Teacher attrition is especially high at the first three years of their professional carrier. The study of Ali (2016) has shown that teacher turnover in all public schools has been a long-term problem, and that in urban public schools that primarily serve ethnic and low-income students, teacher turnover is significantly higher.

High teacher turnover rates in urban schools may result in the serious problems such as limited and less cohesive instructional programs (Guin, 2004). Lack of teaching expertise will make schools hard to make better curriculum decisions and teachers cannot provide support and guidance to the new teacher (Beaugez, 2012). Meanwhile, since every school needs to continually recruit and train new teachers; it will obstruct the teacher's professional development and put extra pressure on other teachers. Student's behavior and achievement can be affected by the low quality of instructions. High teacher turnover also constrains the school's ability to build a productive professional learning community and a positive school climate (Yilmaz, 2016).

Researchers such as Guin (2004), Beaugez (2012), Yilmaz(2016) believed there were two kinds of factors that related to teacher attrition, which can be divided into the individual's factors and organizational (school) factors.

Individual Factors

When people talk about the reason for teacher turnover rate, the low salary is always considered being the first cause for this issue. As a report pointed, that most lawyers and doctors' average salary is 50% to 75% higher than teachers in different countries (McCreight, 2000). Teachers always feel like their workload deserves more salary than what they earn.

According to Darling-Hammond (2002), teachers' work has involved with unpredictable risks but their paid are not often letting them satisfied, this especially happens to some teachers, whose work are more highly-demanded like science and mathematics teachers, those teachers are more like to leave their teaching profession than other subject teachers. Improving teacher's basic salary is important for school to attract and retain qualified teachers, as the satisfactory salary is a key factor which can't be neglected in long-term retention of teachers (Robinson, 2006).

Teachers feel dissatisfied with the salary is only one of multiple factors influencing the propensity of them to leave their profession, furthermore, Certo and Fox (2002) discovered that the stress of teaching has always been complaint, then followed by salary issue, moreover, lack of administrative support, when they interviewed the teachers about which factors cause their consideration of leaving their profession. Bernshausen and Cunningham (2001) cited that the teacher's loss of their self-efficacy is at the heart of teacher attrition, they agreed that quality administrative support at work is a necessary condition for strengthening teachers' self-efficacy. Darling-Hammond (2001) found although well-prepared teachers may have greater adaptability, they also need regular encouragement and continuous administrative support from the school. Some teachers can do this through their own startups, but for most people, getting administrative support from the principal and the whole school environment is very necessary, which can not only strengthen their confidence, but also improve their self-capacity in all aspects.

Organizational (school) Factors

Beaugez (2016) pointed out that organizational (school) factors related to teacher attrition are concerned more with the following: 1) work environment, 2) induction and mentoring, 3) administrative support, 4) professional development.

1) Work environment.

Certo and Fox (2002) listed the different categories of factors that have been identified as the key elements that may influence teachers' willingness to stay at one institution. These factors included: frequency of principal's classroom visiting; the quality and supply of educational resources; teacher's need of professional development; salary issues; compulsory meetings time arrangement; teacher's mentoring and training; teacher-student load; classroom disciplines; as well as support from parents, and so on.

According to the study of McElroy (2005), teachers would like to stay in the schools, where teachers felt their contribution was appreciated by the school, where they have the chance to spend time working with students and have their personal growth, participant in school decision-making process, where have sufficient facilities and resources, supportive executives and effective school leaders.

Johnson, Birkeland, Kardos, Kauffman and Peske (2001) found that most of the new teachers especially those in their first year may feel they had less support or guidance on their curriculum arrangement or student's long-term achievement strategies. They felt that they might not have enough time to planning and to deal with the class observation, nor able to share the strategies and methodologies at the meeting like what they expected. "In the worst cases, school leaders played no role in creating a culture that was welcoming and supportive to new teachers." (Johnson et al., 2001, p. 105).

2) Induction and mentoring.

Mentoring program is gradually becoming a way that improves teacher's retention in the modern school system. As Beaugez (2016) noted that mentoring new teacher can decrease the rate of teacher attrition, it is attempt to train the new teacher let them become more experienced and support them strategies in teaching. Moir (2003) also stated that in addition to providing specific advice and guiding young teachers to engage in constructive self-

questions in the work, the mentors also need to provide emotional support to the new teachers, by this way, it can help the young teacher better develop a sense of belongings.

3) Administrative support

McElroy (2004) observed that the teacher's willingness to stay at one school and their working satisfactory are always depended on school culture and environment, unsupportive school principal who are not concerned in teacher's instructional practice, student's classroom performance and teacher's opinions in improving curriculum will make the teacher feel extremely frustrated in their work.

Yilmaz (2016) reported that teachers feel dissatisfaction with the ineffectiveness school principal is more likely to leave the school in their first year. Her study conducted in 2014 with over 80000 teachers came from 2501 different schools in America showed that 46% of the participants chosen the school leadership and instructional support as the top two factors that influenced their willingness to stay or leave their working school (Yilmaz, 2016).

4) Professional development

McCreight (2000) discovered that to provide enough time and financial support for teacher's individual professional development is one of the most useful way to increase teacher retention.

Once the teacher's work becoming repetitive and inaccessible to the latest education trend, teachers are easier to lose their passion in teaching, which may let them feel to leave the attrition. For this regard, school administrators should provide them with more opportunities of professional development for improving their teaching methodologies and classroom management practice, as well as to confirm their achievement and motivate them for their self-actualization, which is also regarded as to enhance the level of their work satisfaction (Useem and Neild, 2001).

Administrative Support

Administrative support does not have an authoritative definition. Different scholars have their own comprehend from their recent research (Borman & Dowling, 2008; Blasé and Kirby, 2009; Boyd, 2011; Hicks, 2011).

Borman & Dowling(2008) believed administrative support is the effectiveness of the school in helping teachers in dealing with teaching approaches, improving curriculum, student discipline and adapting to the school environment. Similarly, Blasé and Kirby (2009) supported that administrative support is responsibility of the school principal of providing basic teaching materials, reducing external disturbances during teaching time, paying tuition for professional meetings, and assisting teachers in dealing with student discipline issues. Later, Boyd (2011) further defined administrative support as the level and willingness, in which principals and other school leaders to help the teacher improve their teaching and make them work more easily.

As the teacher is the important human resource in any educational institution, the principal should engaged in mentoring the teacher especially the new ones, and support the teacher with both instructional resources needs and mental care. Peck (2002) stated that one of the important roles of the principal is to hire and retain the qualified, professional teachers; to train the new teachers, and find out what are the reasons that interfered teacher in their work process.

The school leaders should spend time to involve the teacher's instruction, collaborate with the employees in setting goals, provide ongoing assessment and feedback to the staff, through all these leadership behaviors, the teacher may feel they are being supported, and their work is being appreciated by the school leaders (Blasé, 1987).

Blasé and Kirby (2009) discussed that the role of principal as (1) recognize and praise the teacher's professional achievement that meet school's goal; (2) support the teacher to

participant in school's wide decision making process; (3) communicate with the teacher about principal's expectations of student's performance; (4) grant professional autonomy regarding curriculum and instruction to teachers exhibiting professional readiness; (5) support teaching relevant equipments and materials to the teacher; (6) prevent the teacher's instructional time from being interrupt; (7) contact with parents and assist to manage student's discipline; (8) consistently evaluate and give feedback to the individual and help with professional development; and (9) exercise authority as necessary and when justifiable in ethical terms.

Based on all the above discussion, it is easier to understand what the administrative support really means and its necessity and significance for teachers' work and professional life; it is a very important part of the school leadership focus.

Path-Goal Theory and Supportive Leader Behavior

Path-Goal Theory

The path-goal theory was developed to examine the impact of leader's behavior on subordinate's motivation, satisfaction and performance at the beginning. Evans (1974) observed that people will choose a behavior when it can bring advantage and help the individual to reach a goal.

The path-goal theory has four types of leader behaviors: 1) achievement-oriented, 2) directive, 3) participative, and 4) supportive leader behaviors. DeCaro (2005) stated that the two key assertions to the path-goal theory are (a) If the leader's behavior is a direct source of satisfaction or will lead to future satisfaction, the subordinates will more easy to accept the leader's behavior and feel more satisfaction.; and (b) Effective leader's behavior can satisfied the subordinates and fit the needs of subordinates by providing guidance, support, caring and reward. Later, the theory expanded into four types of leader behavior.

The basic concept of the path-goal theory is that certain tasks must be performed in order to achieve the desired organizational results. The result is considered as the goal and the task is the path. DeCaro (2005) stated that the goal can be achieved when the task is successfully implemented. In addition, the individual performing should also be rewarded when the goal is achieved. Leaders should let their employees clearly understand the path that can achieve the ultimate goal, and leaders should try to eliminate and avoid obstacles that may affect the achievement of the goal.

House and Aditya (1997) proposed two categories of variables to express the leader outcome-behavior relationship. The first category include those uncontrollable elements in the organization environment, such as the authority system and the structure of tasks, the employee cannot predict or change these variable. The second category refers to the employee's personal characteristics such as working experience and abilities.

Accordingly, the four types of leader behavior are: 1) directive leader behavior, the leader shows the subordinate how to finish the task and what outcomes are expected, when the tasks are highly ambiguous this leader behavior can improve the satisfaction of the employee; 2) participative leader behavior, the leader asks and considers the subordinate's opinion before making a decision; 3) supportive leader behavior, the leader concern about the subordinate's psychology situation, try their best to meet subordinate's needs, this behavior can improve employee's working satisfaction; 4) achievement-oriented behavior, the leader has high expectation and confidence to the employee and set challenging goals to them (House and Aditya,1997).

Supportive Leader Behavior

Northouse (2013) described that a supportive leader can always create a leader-subordinate relationship and a comfort climate in the organization. The supportive leaders

care about the employee's well-being, consider about their requirements and needs, and satisfied the staff by meet their preferences.

According to House and Mitchell (1974), the leader's supportive behavior can make the staff feels more pleasant at work and the leader only does little things. In an organization, the link between the goal attainment and reward should be clarified clear to the employee. A supportive leader can make it easier to understand by consistent verbal recognition of achievement.

House and Dessler (1974) stated that when the subordinate encounters a difficult or insurmountable obstacle in a task, a supportive leader can increase the motivation of the subordinate through positive support. More important, supportive leader behavior can reduce the employee's dissatisfaction causes by the working environment (low cohesion between employees, repetitive and boring work, and insufficient reward system).

The Social Support Framework

According to Kaplan, Cassel and Gore (1977), social support can be defined as the degree that a person's basic social needs that get from others through interactions. These needs can be met through social and emotional assistance, such as affection, compassion, acceptance and respect, or providing instrumental assistance such as advice, information, family or work responsibilities, and financial assistance.

Kahn and Antonucci (1980) found that social support often involves emotional communication, affirmation and encouragement to others and assistance. Generally say, social support is interpersonal interaction. House (1981) reported that social support can reduce individual's psychological uncomfortable and the negative outcomes of stress. Thoits (1982) believed that even if the individual is inevitably plagued by high level of stress, social support can lessen the negative feelings and help individual's to overcome the tough period.

Meanwhile, House (1981) also suggested that social support can prevent people from the harmful consequences of stress from the following ways:

1) People's basic needs including security, social interaction, belonging, love, respect, and recognition, thus social support can enhance the well-being and health of people as it can directly fit these needs of individual; 2) Support from the administrator in the workplace can improve the satisfaction and motivation of the employee, supportive leaders can reduce worker's occupational stress and improve the organizational commitment of the staff through appraisal, caring and approval; 3) The most important, social support can minimize the occupational stress.

House (1981) divided social support into four dimensions: *Emotional Support*, *Appraisal Support*, *Informational Support* and *Instrumental Support*. The details of each support will be explained as follows.

Emotional Support

Littrell (1994) cited that emotional support can be regarded as the most important indicator for evaluating the level of job satisfaction of the teacher. Offering empathy, love, caring and trust is the way that administrator provide emotional support to the staff (House, 1981). Teachers are being encouraged and performance more motivated at their work while the principal showing interests to teacher's instruction, maintaining open communication with the teacher, trusting the teacher as a professional educator and taking into consideration of the teacher's opinions (Choi, 2017). According to Bozonelos (2008), other factors relate to emotional support including organizational climates, work awareness, collaboration and support from colleagues.

Appraisal Support

Appraisal support is to provide regular and ongoing assessment and feedback to the personnel. DiPaola (2012) believed that appraisal support involves transfer the information about people's performance and evaluation. Principal ought to tell the teacher how they performance is, provide constructive feedback, affirmation and encouragement for the work of the teacher. Johnson & Birkeland (2003) stated that when the teacher believes that the principal is honest and attentive, this indicates that the appraisal support from the principal is effective.

Information Support

Teachers should know the basic facts about their job, without information support from the principal it cannot be achieved (Choi, 2017). Littrell (1994) suggested that information support can help performance better in classroom practice and instructional skills. IT is the role of principal to provide information about effective teaching methodologies, future work direction, instructional plan and effective guidance to the teacher.

Instrumental Support

Instrument support is different from other kind of support, it emphasizes the direct help to the personnel. Principals who use instrument support pay less attention to the emotional needs of teachers but more to how to help teachers complete the specific task. DiPaola (2012) stated that instrument support in the school include rational time schedule, instructional material, space and budget for teaching practices and classroom discipline management.

Other Theory Related to Administrative Support

Methner's Five Administrative Support Subscale

Methner (2013) researched the teacher-principal relationship and create innovative approaches to investigate the teacher's perception of the extent of administrative support. The most famous creation of Methner's study is the five administrative support components: *Instructional Improvement, Feedback, discourse, Reflection and Growth, and Anxiety.*

Instructional Improvement

Eady and Zepeda (2007) believed that supervision of teachers is not only about to improved instructional efficacy and professional growth. According to the survey by Range, Scherz, Holt and Young (2011), when the principals feel disappointed with the supervision and evaluation process, the reasons may include the lack of supervision time, dissatisfaction with the use of evaluation tools, and the willingness of teachers to change.

According to Brundage (1996), since the professional experiences of the teachers are different, the way that the principal interacts with the each teacher must differ as well, it need to consider different teacher's experiences and mastery levels. Bates and Burbank (2008) cited that experienced teachers only need encourage and commitment from the principal, since they are usually more professional than the principal in terms of instruction, thus they do not need too much help of the principal. However, the young teacher needs more feedbacks and instructional support from the principal, as they are lack of experiences and still new to the school environment. Therefore, school leaders should provide individual different supports according to the needs of teachers.

To establish a good principal-teacher relationship, the administrators should be capable to adjust and change their interaction ways, according to different situations and teachers' different needs. Okeafor and Poole (1992) pointed out four types of teacher-

principal relationship: backstage supervisors, surly supervisors, imperial supervisors and collaborative supervisors.

Feedback

The feedback from the principal is meaningful to teachers, which can help them improve their professional instruction and change their attitudes to the principal. Feeney (2007) held that feedback are based on descriptive observable data, provide characteristics of effective teaching and promote reflective inquiry and self-directedness to foster improvements in teaching supported by evidence of student learning.

From Banks and Burbank (2008), the teacher's need of feedback level is quite different, some teachers need depth support, while others only need simple encouragement and positive reinforcement. An effective principal or administrator must aware that for the individual, teachers need different level of feedback and supports.

Timperley (2005) point out that in order to provide more effective feedback and to allow teachers to better receive it, principals need to possess professional knowledge and pedagogy. If teacher get feedback that is inconsistent with the actual situation and is not adequate, then the feedback is invalid and disappointed.

Discourse

Discourse is one of the elements of feedback process, it emphasis on the interaction between the principal and the teacher. Methner (2013) discussed that held a discussion seminar before the formal observation of the teacher, and assist with video, classroom recording in the observation process can improve the effectiveness of the teacher's evaluation and feedback.

According to Yager, Pedersen, and Noppe (2011) it is essential to be able to share and collaborate with others to develop teaching and improve student achievement. It is the responsibility of the principal to take the initiative to engage teachers in productive

interactions and to mediate unhealthy individual or group teacher interactions. Such actions are needed to improve the quality of interaction throughout the school.

Reflection and Growth

Reflection and growth for both teachers and administrators cannot be ignored in instructional improvement. Range et al. (2011) suggest that the feedback and guidance generated from the classroom walkthroughs proved to be an effective way to initiate meaningful reflective conversations about teaching. Walkthroughs may be effective instruments that can to motivate teachers to reflect and growth.

As Bushman (2006) reported that teachers talk more about instruction with each other's, they are more able to understand the reforms and find corresponding methods. Classroom walkthrough method can provide valued instructional data to both administrators and teachers.

Bushman (2006) further explained that classroom performance and student's discipline can be one sample to evaluate the teacher, teachers always feel satisfied for the principal's short classroom visit because the principal is care about the teacher. Moreover, teachers are actually willing to go into others classroom to observation and evaluate other teachers' instruction, and the students are also very happy to have other teachers into the classroom. Thus, both teachers and principals can benefit from the reflection and growth.

Anxiety

Teachers and administrators both have anxiety in today's school climate. It has proved that evaluation and interaction from the principal will cause teacher's anxiety, and it can take negative influence for teacher's instruction and the relationship with principals. Gold, Smith, Hopper, Herne, Tansey, and Hulland (2010) mentioned that teacher anxiety associated with evaluations and interactions, due to the broad nature of its implications, must be taken seriously when considering teacher-principal relationship and efficacy.

A 2017 survey by the American Federation of Teachers and the Badass Teachers Association confirmed teacher anxiety is higher than most other professions. According to the survey, 61 percent of educators reported their work was "always" or "often" stressful—twice the rate of other professions. In fact, when the teachers are struggling with anxiety and stress related to their job, it can be hard to get things under control, unless the school administrator and leadership team can provide continuous support, such as building a counseling psychology center within the school or providing more developing strategies through professional workshops.

Previous Studies on Administrative Support

Phyu (2016) conducted a study on teacher's perception towards administrative support at three public schools, the researcher explained that the type of administrative support includes Instructional Improvement, Feedback, Discourse, Reflection and Growth and Anxiety. The participant are 102 full time teacher, and the result of the study shows that teachers who work within ten years and teachers who have worked for more than ten years, these teachers expressed that they need the support from school principal at their daily work.

The study of Choi (2017) on administrative support on special education teacher shows that teachers in special education school perceived the support from principal, but the teacher cannot distinguish clearly about the type of support (emotional, appraisal, informational and instructional support) they received. Teacher's perceived that the principal is supporting them, but they cannot distinguish clearly about the type of administrative support. Also, there is a gap between the support that teachers actually perceived and the extent that the teacher's perception of how the importance of principal support. Principals in this school need to learn more about the basic knowledge about the special education,

educator in special education has more pressure and need more administrative support and understanding of the leader.

Backer (2005) carried out a study on the administrative support and teacher's job satisfaction among early career secondary school music teacher. The study was to investigate the relationship between new music teacher's retention and attrition and administrative support. Result of this study shows that eighty five percent of total 87 participants reported that they are moderate or highly satisfied about their current working environment, and they agreed that the support from community and parents is very important for their instruction and satisfaction of job. The new teacher who received less administrative support and feel dissatisfied about their work are easier to leave the school, principals should care more about them and help them to survive the period of challenging, and help them to improve their commitment for the school.

Job Satisfaction

Work is an important element of individual life, a job not only provides sustainable income but also provide individual an opportunity for realizing self- worth.

Vroom (1964) defined job satisfaction as the individual's positive emotional feelings towards their role of the work. Locke (1976) defined job satisfaction as a joyful or positive felling about one's work experience. Job satisfaction is not only an important factor in promoting personal well-being, but also helps to improve organizational efficiency (Gruneberg, 1979).

Lawler (1983) agreed that satisfaction includes work attitudes. Individuals have a range of attitudes toward job characteristics, including responsibilities, supervision, salary, and colleagues. The result is seen as an emotional attitude or orientation to the job, which

determines satisfaction. Chelladurai (1999) cited that job satisfaction is a pleasant emotional state that individual's work situations meet a person's needs, values and expectations.

Hagedom (2000) noted the teachers and students have close relationship in any kind of educational institution, student's achievements are directly influenced by the quality of teacher's lecturing, and the level of satisfaction that teacher's feel about their job, could be a vital factor that determine their teaching. Tickle (2008) suggested that a positive university environment can improve teachers' job satisfaction and achieve positive student achievement. Therefore, teacher job satisfaction is more likely to achieve school efficiency. In addition, job satisfaction has always been a popular area of research, particularly in relation to organizational factors (Tickle, 2008).

Teachers who report on their principals have visionary, innovative, supportive and collaborative decision makers who are more likely to report higher job satisfaction. Moreover, teachers' perception of professional prestige refers to their feelings about professional value and meaning, self-esteem, autonomy at work, and professional self-development, which greatly promote their job satisfaction (Bolger, 2001). Hong Ying (2007) found that teachers' job satisfaction is largely influenced by the public's overall attitude towards teachers and their working conditions. Teachers who are dissatisfied in the workplace are more likely to leave the profession. If teachers can get support from their primary and local parents, and if they are involved in the decision-making process and work in a positive school atmosphere and culture, they are more likely to succeed and continue the profession.

Herzberg's Motivation- Hygiene Theory

Motivation is from the Latin word “movere”, the meaning of it was “to move” (Vroom, 1964). Herzberg's motivation-hygiene theory was distributed by Frederick Herzberg in 1959, it also known as the two-factor theory. According to Herzberg (1959), the two factors of work are motivation factors and hygiene factors. Herzberg himself has conducted a research in 1959 which is to ask 200 engineers and accountants to describe their work experience that they felt awfully bad or particularly good in their work, and to analysis their feelings based on these experiences. Through the analysis of the collected data, it was found that motivation factors always have correlation with the good feelings; meanwhile the bad feelings are related to hygiene factors.

Robbins (2001) argued that motivation is a process of satisfying demand, which means that when someone's needs are met or motivated by certain factors, individuals will make greater efforts to achieve organizational goals. Motivation is an internal force that depends on the individual's needs and drives one to achieve.

Herzberg's motivation-hygiene theory is one of the most repetitive studies in the field of work attitudes, and Herzberg himself has replicated it (Herzberg, 2003). Also, Sergiovanni (2006), Dinham and Scott (1998) supported the use of two-factor theory to reflect teacher job satisfaction. Dinham and Scott listed that student achievements, teacher achievements, positive attitudes to change student attitudes and behaviors, recognition from others, mastery and self-growth, and positive relationships are some of the intrinsic factors related to teachers.

In this theory, Herzberg (1968) discusses employees' attitudes towards job satisfaction and job creation. Herzberg (1968) defined two types of individuals in this theory: motivator (intrinsic satisfaction) and hygiene (extrinsic satisfaction). He noted that satisfied people describe themselves based on their relationship with their colleagues' behavior, and general working conditions. Satisfiers tend to work with their principal and other colleagues to

promote career development. Instead, dissatisfied people define themselves based on the context of a particular situation and how people behave in that situation. They pay highly attention to work safety, company policies, compensation and personal achievements. In both categories, workers will eventually be dissatisfied with the workplace if appropriate conditions are not met. If psychological growth is achieved, satisfaction will arise.

Hygiene factors:

Herzberg found that people were dissatisfied with the harsh working environments, which are *hygiene*. Hygiene factors are not part of the work but it always surrounds the work, which is considered to be an external factor in work. :

(1) working conditions, Herzberg(1959) cited that the working condition affect the job satisfaction and dissatisfaction; (2) quality of supervision, it refers to supervisor's willingness to teach or delegate authority, fairness, and job knowledge; (3) salary, the unfairly low payment cause job dissatisfaction, but the higher payment can promote motivation and job satisfaction; (4) security, the employee's job tenure and/or the company's stability or instability; (6) company policies and administration, and (7) interpersonal relations, it include the individual's relationship with colleagues and managers.

Motivation factors:

Motivation factors as those factors that were correlated to the individual's relations with the work environment, which are also considered being the internal factors in the work itself, Herzberg termed those factors as *motivators*. Motivator factors include:

(1) achievement, individual satisfaction of completing a job, solving problems, and seeing the results of individual's efforts; (2) recognition, the recognition by others for a job well done or personal achievement; (3) responsibility for task, (the employee's control over his/her own

job or being given the responsibility for the work of others; (4) interest in the job, the actual content of the job and its positive or negative effect upon the employee, and whether the job is characterized as interesting or boring, varied, or routine; (5) advancement to higher-level tasks, the actual change in upward status in the company, growth opportunities; and (6) growth, the opportunities that individual could learn new skills and knowledge.

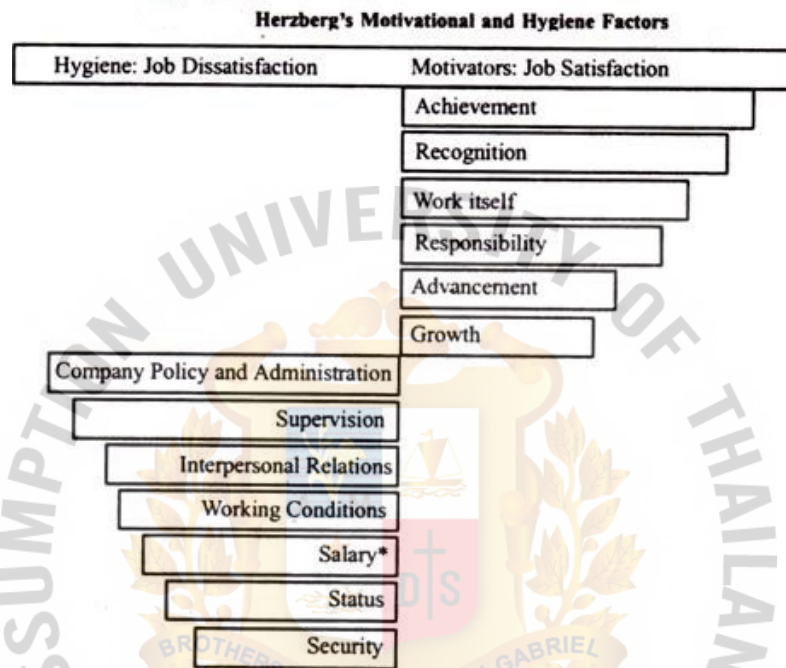


Figure 2. Herzberg Motivation- Hygiene Theory

Source From: theintactone.com/2019/08/26/ob-u3-topic-3-herzbergs-motivation-hygiene-theory/

Individual's job motivation can be explained from the perspective of external / internal influence (Pinnington & Edwards, 2000). According to Hertzberg (1959), people must understand their personal needs and understand what factors encourage / frustrate their personal learning process. Without this knowledge, a person may spend a lot of time on superfluous tasks, which quickly become less satisfying (Montana and Charnov, 2000). As mentioned earlier, Hertzberg (1959) pointed out that there are many factors that affect workers' happiness at work. Therefore, answers must be found to explain what causes certain

attitudes towards employees' work, what specific attitudes are, and their attitudes towards individuals.

Hertzberg (1959) uses a variety of methods to understand her work attitude. First, it is necessary to understand the person's overall feelings about the job. To this end, various tests and surveys have been conducted to specifically collect different demographic information that will reveal any possible differences based on the age, education level, social class, gender and position in the organization of the employees. In these studies, Herzberg discovered specific characteristics of employee satisfaction and dissatisfaction. Interviewers asked employees to recall and describe situations where they felt unusual feelings, and to find out what caused those feelings to be directly related to work. Interviewers also asked for specific information to identify negative feelings about the job and why. These studies have produced two key elements, which are related to the level of motivation of employees, which are Herzberg's two factors or motivational health theory.

Herzberg (1968/2003) also believes that job satisfaction cannot be improved by improving health factors, but can be improved by increasing motivation factors. Herzberg pointed out that in order to avoid worker dissatisfaction, the government must also provide internal factors for the job itself to make employees happy with the job. Herzberg concluded that job satisfaction and job satisfaction are different dimensions. Job satisfaction depends on motivation, which increases demand for growth, while job dissatisfaction depends on hygiene factors that meet low-level needs.

In contrast to the traditional approach of treating job satisfaction and dissatisfaction as the two ends of the same continuum, Herzberg (1968) 's believed that motivation factors and hygiene factors can divided into two different dimensions, and this two factors affect separate aspects of job satisfaction. Motivation factors are the important element that promote and motivate employee to work, it strongly related to the work satisfaction. Hygiene factors are

not closely contributed to work satisfaction; they prevent dissatisfaction but do not lead to satisfaction, and just to avoid bad feelings at work.

Maslow's (1954) hierarchy of needs theory describes five basic needs: physiological needs (food, water, sleep, oxygen, warmth and freedom from pain), safety, social belonging, self-esteem, and self-actualization. Herzberg's (1959) theory contains requirements similar to Maslow's (1954). However, needs such as physiology and safety have become workplace dissatisfaction, and the highest levels of needs (such as self and self-actualization) have provided incentives. Herzberg found that 41% of employees tested felt that achievement was the most important factor at work. Even if this data is collected, people can provide relevant information achievements lead to the satisfaction of needs.

There also has some other researchers conducted their study based on Herzberg's theory in the educational field. Fried (1994) did a study in universities to determine the job satisfaction of university faculty and found that the factors that lead to job satisfaction are interpersonal relationships, responsibility, recognition, work itself, achievement and growth. However, teachers' job dissatisfaction may be due to working conditions, policies and management, supervision, and salary. Fried (1994) proposed that school leaders should understand motivation theory and provide teachers with professional development opportunities.

Winer and Schiff (1980) applied Herzberg's motivational hygiene theory to salespeople of British industrial products and services. A questionnaire was sent to the manager, which was then distributed to the sales staff. A 13% response rate was received, for a total of 114 responses. The data shows that the salespeople in this survey responded very differently. Motivation and hygiene factors show satisfaction and dissatisfaction with these worker samples. The authors conclude that each salesperson is unique and Herzberg's theory of motivational hygiene can be applied to a specific group of salespersons.

Maidani (1991) applied Herzberg's motivation-health theory to find out whether private and public employees were motivated by the same factors. Using a Likert type survey, the survey was distributed to 408 participants from two different companies, one a private business organization and the other a government agency, and found that the type of agency cannot predict job satisfaction. Regardless of whether employees work in private or public organizations, employees are often satisfied with motivational factors and dissatisfied with health factors.

Other Theories Related to Job Satisfaction

The Expectancy Theory

Vroom (1964) discussed that individual's performance is influenced by the specific motivation in the organization. The basic idea is that individuals strive to achieve what will produce the desired results. Once the individual has expectation to the outcome of a specific task, and he or she believes that the outcome will be obtained after achieve the goal, and then the individual will go all out to accomplish the task.

Job satisfaction was considered to be the pursuit of a specific goal that the individual expects in this theory, if individual has a high-expectation of the outcome of the work and firmly believes that the goal of the work can be achieved, then the individual will fully engaged to the work with high enthusiasm and responsible attitude, further, the job satisfaction can also be increased.

Expectancy, instrumentality and valence are the three main component if Vroom's (1964) expectancy theory. Expectancy was defined as the belief of the individual that one's behavior will leads to the desired level of task performance; instrumentality means that individual will be rewarded by increasing salary, promotion and cognition if one met the performance expectations; valence is the value that an individual attaches to a particular

outcome. Thus, individual will perform better and highly motivated to a particular task when the result and outcome of the task can meet individual's expectation.

Maslow's Hierarchy of Needs

Maslow (1970) pointed out five dimensions of the people's needs, and these five demands are distributed from basic needs to more complex needs: physiological needs, safety needs, belonging needs, esteem needs and self-actualization needs. Once any of these needs are met, people will lose the motivation of them.

Physiological needs

This is the first level of demand, it includes the essential element of human survival: water, food, air, cloth, a place can sleep, etc. Maslow also put sexual reproduction in this level of needs, because it is essential for the survival and reproduction of species.

Safety needs

Safety needs also can called as security needs, after satisfying the needs of the first layer, people will be eager for the order and safety of the living environment, so this level of demand includes health, property security, job and health insurance and so on. People put their money in the bank and buy medical insurance is the example.

Love/belonging needs

Love and belonging needs can also called social needs, Maslow (1970) described that people need social interaction with others, friendship, romantic attachment, family and religions can help people reduce loneliness, sadness and anxiety.

Esteem needs

Maslow believes that after meeting the first three needs, people will pursue the respected and recognized, this layer of needs refer to self-esteem, personal worth, respect and approval from others. Respecting and appreciating others will make individual feel that they

are valuable for the society, this can make individual become confident and positive. On the contrary, those who cannot get social respect will become negative and inferior.

Self- actualization

In this layer of hierarchy, people will use their skills, talent, capabilities and potentialities and so on to achieve their personal goals. The essential of these needs are individuals want to try their best to fulfill their potential.

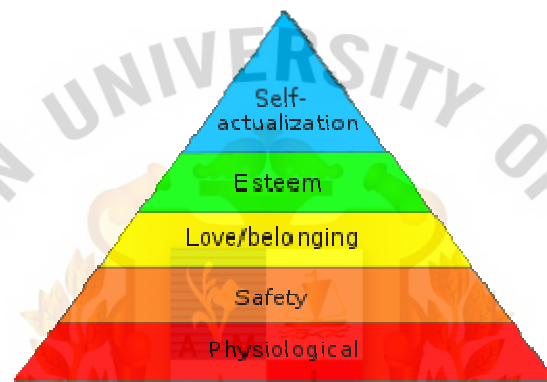


Figure 3 Maslow's hierarchy of needs

Source: *Rastogi (2015) Time to Rethink Maslow's Hierarchy of Needs, p2.*

School principal can use the concept of Maslow's hierarchy of needs to determine the needs of their subordinates, if the principal can realized what is the teacher's desired, and when these needs are met, the teacher will be motivated well. Teacher's job satisfaction can be improved, and it is helpful to develop a better teacher-principal relationship and create a positive school climate (Ismail, 2012).

Theory X and Theory Y

McGregor (1960) developed the Theory X and Theory Y to asserted people's two different attitudes in the work.

Lawter (2015) described that the assumption of Theory X: firstly, the worker is lazy and avoids the work as much as possible; secondly, workers are irresponsible, so it is necessary to monitor closely to the worker's behavior; and thirdly, worker contribute less to the intellectual operation of the organization. In this situation, the manager should provide detailed instruction to the employees, monitor closely on the employee's behavior, create workplace morale and punish the employees when they cannot accomplish the tasks.

Theory Y assumed that the worker is a) interested to their work, highly motivated, sense of accomplishment when the task well done, and feel joyful when they work; 2) take responsibility to their work; 3) can make intellectual contribution to the work. Managers and employees have a better relationship in the Y-type managerial.

Managers who have a positive view of humanity will act a higher level of Y-type behavior, thereby providing a higher level of encouragement, delegation, autonomy, and responsibility rather than strict supervision.

Previous Studies on Job Satisfaction

Kamaylar (2016) did a study of the relationship between teacher's job satisfaction and organizational commitment. She found that the affective continuance, normative commitment of 59 teachers teaching from grade one to grade eleven in the target school is high. For the motivation factors, teachers scored highest for their attitudes of the job, scored lowest on the management of their work. For the hygiene factors, teachers are satisfied with the relationship with their co-workers but teachers are not satisfied with their salary, location of the school, teacher lounge and teaching equipment especially internet service.

Xueying (2015) found that there was a significant relationship between teacher's professional development and their job satisfaction in a Chinese college located in Guilin, Guangxi province. The result also found that the teacher's perception of professional

development is high in the school. The teacher's overall score on job satisfaction is moderate level, and the teacher's intrinsic satisfaction shows higher than their extrinsic satisfaction. For the intrinsic satisfaction, teachers are highly satisfied that they are able to keep busy in the school, and for the extrinsic satisfaction, teachers responds that they are very satisfied that they get praise when a job well done. According to her findings, teacher's external satisfactions need to be enhanced; principal can provide more opportunities for teacher's professional development enhance the collaboration of teachers and improve payment, rewards system for the teacher.

Tobias (2017) researched the impact of leadership behavior on job satisfaction in a secondary school, Carolina, USA. In his research, the factors leading to dissatisfaction including company policy, supervision, the relationship with leader, work conditions, salary, and the relationship with coworkers; factors that leading satisfaction including achievement, recognition, work itself, responsibility, and advancement growth. According to his results, teachers feel most satisfied to the nature of the work and feel least satisfied to their salary, and the overall satisfaction about their work is a moderate level. The salary of teacher profession is quite low compare to other profession (lawyer, doctor and programmer), most of the school's teacher has list this element into their dissatisfied list of work. To retain good teachers, policymakers, supervisors and other stakeholders should improve teacher's satisfaction both internal and external aspect of their work.

Vocational School in China

Since the implementation of China's reform and opening up policy in 1978, vocational education has generally formed a primary and secondary school system, combining primary schools, middle schools, and higher vocational education. According to Chich (2003), the

elementary level vocational school has over 830,000 students at school in 2001, and totally 11,640,000 students of the middling vocational school.

At present, Chinese vocational school has four categories: (1). Higher vocational and technical colleges, (2). Higher vocational school offered by ordinary secondary schools, schooling lasting 5 years. (3). Higher vocational education provided by general higher education institutions and adult higher education institutions. (4). the reformed regular institutions providing 2 to 3 years of higher education (Ministry of Education of the People's Republic of China, 2006).

Achievements in China's vocational school are prominent. In the first two decades of starting the vocational education, the proportion of students in secondary vocational schools rose from 19% to 45.3%, secondary vocational education institutions have 50 million graduates, and trained so many skilled workers, managers, and other workforces with vocational and technical education. Teacher training in vocational education has also received high attention because of the high-quality labor created by vocational education and economic development. Not only urban areas, vocational education in rural areas also has been well developed, and the government has paid more attention to the resource allocation of vocational educational (Ministry of Education of the People's Republic of China, 2006).

Chich (2003) pointed out that the vocational education development has made a historic change for Chinese education structure, but until recent days, the top of the vocational education in China only reach to the junior college level. After China's accession to the WTO, international competition requires the rapid development of corporate management and technology. Therefore, the urgency of using applied technology to improve the level of talent education will accelerate. The level of China's higher vocational and technical education must be improved. There is another problem, educators are eager to upgrade and reform and they are very concerned about the proportion of students whether

they can enter to schools of higher level. They pay more attention to the quality of students and ignore the employment rate. To some degree, this will reduce the quality of education (Jiang, 2002).

In general, vocational education is gradually developed better in current China, but there are still many aspects that need to be improved (Chich, 2003).

Background of the School

This selected secondary vocational was founded in 1953, located in Xishan district, Kunming, Yunnan province, China. The school is a full-time secondary vocational school. In September 2017, the number of students in the school reached more than 4000. The main faculties are nursing and pharmacy. The school has 25 experimental laboratories with first-class construction and facilities in the province, and 12 experimental preparation rooms. The school has 137 faculty members and 83 full-time teachers.

Since it is a health vocational school, the school has high requirement of teacher's medical professional skills and clinical practice skills, therefore, school leaders attach importance to cultivate teachers' professional knowledge and instructional practice, and also pay great attention to teachers' satisfaction of their work.

The basic teaching of this school requires a large amount of medical equipment, and the school leaders provide advanced medical learning equipment and qualified medical teaching venues for teachers and students as much as possible, such as microscope digital interactive teaching system, digital dental simulation training room, rehabilitation professional training base and so on. Principals strive to create an excellent learning environment.

Currently, this school has invested a large amount of budget in hardware facilities and advanced teaching equipment, teachers can enjoy a better working environment, but the

teacher's stress, obstacle, negative emotions, the administrative guidance and feedback from the top management may not yet focused as the preliminary study discovered.

In addition, the development of vocational education is very late and has less educational resources compared to general education in Kunming, the overall quality of students is lower than that of general education students. Therefore, the teacher in this vocational school may face more difficulties and pressures in their work; they may need more administrative support in different aspects.

Preliminary Study

The purpose that the researcher did the preliminary study was to investigate that whether the target school had problems on administrative support by a designed semi-open interview questionnaire. The researcher found that it occurred lots of administrative support problems in the selected school through the participants' responds.

The preliminary study of this research was started in July-August, 2019. The researcher has interviewed 7 teachers who were full-time working at the selected vocational school. The researcher invited teachers with different working experiences in this school, to briefly investigate their opinions towards the current school administrative support that they have experienced in their work.

Among the interviewees, two of them are new teachers who worked within one year, three of the participants have worked 1-5 years in this school. One teacher has worked for over 5 years but not reach to 10 years, only one teacher has worked over ten years in this school.

The question of the interview was based on Littrell's (1992) Principal Support Questionnaire, and the original questionnaire was developed based on the Social Support Framework of House (1981). The researcher selected some question related to administrative

support, especially about the emotional, appraisal, informational, and instrumental support for the teacher in this secondary vocational school to reflect.

This interview has 9 questions in total. Question number 1 to question number 8 has options, question number 9 is an open-ended question. Question number 1 asks the length of work about the participants; question number 2 asks has the participant ever talk to their principal; question number 3 and 4 ask the teacher about the level that they perceived administrative support; question number 5 to number 8 ask the type of support that teacher's received; question number 9 asks the teacher what support they needed but the principal did not provide to them. The result of the interview can support the further research of this study.

The respond of the interview questions are shows as below.

Interview question 1: How long have you taught in this school?

Table 1. Results of Preliminary Interview Question One

Length of Work	Number
With 1 year	2
1-5 years	3
5-10 years	1
More than 10 years	1

Interview question 2: Have you ever talk directly with your principal?

Table 2. Results of Preliminary Interview Question Two

Options	Number
I have	7
Never	0

Interview question 3: What is the extent that you felt when your principal is supporting you?

Table 3. Results of Preliminary Interview Question Three

Options	Number
Highly support	3
Support somewhat	4
Never support	0

Interview question 4: Do you think administrative support will affect your willing to stay at the school?

Table 4. Results of Preliminary Interview Question Four

Options	Number
Yes	5
No	1
No idea	1

Interview question 5: Which of the following emotional support you perceived most from you principal?

Table 5. Results of Preliminary Interview Question Five

Options	Number
Care about your feelings	1
Know your needs	0
Consider your ideas	2
Appreciate your work	2
Treat you fairly	2
Other	0

Interview question 6: Which of the following appraisal support you perceived most from you principal?

Table 6. Results of Preliminary Interview Question Six

Options	Number
Evaluate your performance	3
Provide feedback of your work.	3
Always praise you	1
Other	0

Interview question 7: Which of the following informational support you perceived most from you principal?

Table 7. Results of Preliminary Interview Question Seven

Options	Number
Provide suggestions for your work	3
Provide information for improving your skills	2
Provide instructional ideas	1
Provide opportunities for your professional development	1
Other	0

Interview question 8: Which of the following instrument support you perceived most from you principal?

Table 8. Results of Preliminary Interview Question Eight

Options	Number
Help you manage classroom discipline	0
Help you when conflict occur	2
Provide needed instructional material	4
Provide you adequate work time	1
Support you in front of parents	0
Other	0

Interview Question 9: What kind of administrative support you think is important for your work, but you do not perceived from your principal yet?

Table 9. Results of Preliminary Interview Question Nine

Participant	Answers
No.1	Care about my personal feelings when I feel upset.
No.2	Arrange me some extra work, so that I could not always eat my meal at a regular time.
No.3	My administrators did not provide me enough time to prepare for my teaching.
No.4	I ask my principal some question related to the work, but she/he answer me very slowly.
No.5	My principal rarely helps me to deal with student's problems.
No.6	My principal shows carless to my physical well being, and acts angry

	when I ask for a leave when I am sick.
No.7	My principal complained my project to some other people rather than talk to me directly.

Summary

This chapter has reviewed the concept of administrative support, including the four types of administrative support the concept of job satisfaction, The researcher also introduced that lack of administrative support will cause high teacher attrition, and highlight the importance of administrative support for the teacher's work and their job satisfaction.

Two main theories have reviewed in this chapter: The Path-Goal theory from House (1971) and Herzberg's (1959) Hygiene Theory. The researcher also introduced the Social Support Framework of House (1981), four components of administrative support are Emotional Support, Appraisal Support, Informational Support and Instrumental Support. Also, this chapter has described the background of the selected secondary vocational school. Seven of the participants' respond of the preliminary study interview also mentioned in this chapter.

In the next chapter, the researcher will introduce the methodology of this study, a questionnaire divided into two part will be the tool for data collection of this study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology including research design, population, research instrument, reliability and validity, collection of data, data analysis and summary of the research process. The researcher of this study employed the following research methodology to investigate the relationship between teacher's perception towards administrative support and teacher's job satisfaction.

Research Design

This study was attempt to investigated the relationship between administrative support and teacher's job satisfaction in a secondary vocational school, Kunming, China during the 2019-2020 academic years.

This research was mainly a quantitative research, but at the beginning stage of study, the researcher also used the qualitative methods to study the problem. The researcher did an interview to investigate whether the principal in the selected secondary school provide Emotional, Appraisal, Informational and Instrumental Support to the teacher firstly, and used the interview results to support and continue the quantitative research.

The preliminary interview has nine questions, which were selected based on Littrell's (1992) Principal Support Questionnaire. Littrell developed this questionnaire based on House (1981) - The Social Support Framework, which introduced four types of administrative support: emotional, appraisal, informational and instrumental support.

Interview Question one asked the length of the work of the participants, Question two asked whether the participant has talk directly to their principal, Question three asked about

the level that teachers feel about administrative support, Question four asked about emotional support, Question five asked about the appraisal support, Question six asked about the informational support, Question seven asked about the instrument support and Question eight asked about the instrument support. The last question was an open question, asked the teacher what administrative support is important for them, but they did not perceived yet.

After the interview, the study was continued to use a questionnaire to collect the needed data for testing the relationship between teachers' perception of Administrative Support and Job Satisfaction. This questionnaire was consisted of three parts:

Part 1: Demographic data about the participant with 3 questions in total.

Part 2: Administrative Support questionnaire with 28 questions, 10 questions asked the participant's opinion about emotional support, 5 questions asked about appraisal support, 6 questions asked about informational support and 7 questions asked the instrumental support.

Part 3: Teacher's Job Satisfaction with 20 questions in total, 12 asked about the intrinsic satisfaction and 8 asked about the extrinsic satisfaction.

Means and Standard Deviations were used to examine the level of Administrative Support and the Teacher's Job Satisfaction, while the Pearson Product Moment Coefficient of Correlation was used to determine the relationship between the Administrative Support and Teacher's Job Satisfaction.

Population

The population in this research was the full-time teacher who works during academic year of 2019 in this secondary vocational school, Kunming, China. The total number is 83 teachers as the school HRM office reported, all of them were be used as the participants for this study.

Research Instrument

This research instrument was a questionnaire including three parts. Part 1: Demographic data of the participants, Part 2: Administrative Support, Part 3: Teachers' Job Satisfaction.

Part 1 was the demographic data of the participant, in this part, the researcher utilized three questions, question 1, 2, 3 asked the age, gender and the length of working about the participants.

Part 2: Administrative support questionnaire with 28 questions. The researcher has uses Littrell's (1992) principal support questionnaire in part 2. This questionnaire was to survey the level of administrative support with 28 questions. In this questionnaire, the Administrative Support has four components, question number 1-10 related to Emotional Support, question no 11-15 examine the Appraisal Support, question no 16-21 about the Informational Support, question no 22-28 related to the Instrument Support.

Table 10 below showed the breakdown of survey questions of part 2, and Table 11 showed the score and interpersonal of the questions.

Table 10. Breakdown of Questions of Administrative Support

Administrative Support	Survey Question Number
Emotional Support	1, 2, 3, 4, 5, 6, 7, 8, 9 and 10
Appraisal Support	11, 12, 13, 14 and 15
Informational Support	16, 17, 18, 19, 20 and 21
Instrumental Support	22, 23, 24, 25, 26, 27 and 28

Table 11. Score and Interpretation of the Survey Question (Administrative Support)

Agreement Level	Score	Scale	Interpretation
Strongly Agree	5	4.51-5.00	Very High
Agree Somewhat	4	3.51-4.50	High
No Opinion	3	2.51-3.50	Moderate
Disagree Somewhat	2	1.51-2.50	Low
Strongly Disagree	1	1.00-1.50	Very Low

Source: Norman G. Likert scales, levels of measurement and the “laws” of statistics. *Adv*

Health Sci Educ Theory Prac. 2010; 15(5): 625-632.

Part 3: Teacher’s job satisfaction with 20 questions. In part 3 the researcher adopted Xueying’s (2015) Teacher’s Job Satisfaction questionnaire, which were divided into two parts. This questionnaire was used to survey the level of teacher’s job satisfaction with total 20 questions. Question number 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20 was to measure the Intrinsic Satisfaction. Question number 5, 6, 12, 13, 14, 17, 18 and 19 was to measure the Extrinsic Satisfaction.

Table 12 below showed the breakdown of survey questions of part 3, and Table 13 showed the score and interpersonal of the questions.

Table 12. Breakdown of Questions of Teacher's Job Satisfaction

Job Satisfaction	Survey Question Number
Intrinsic Satisfaction	1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20
Extrinsic Satisfaction	5, 6, 12, 13, 14, 17, 18 and 19

Table 13. Score and Interpretation of the Survey Question (Teacher's Job Satisfaction)

Agreement Level	Score	Scale	Interpretation
Very Satisfied	5	4.51-5.00	Very High
Satisfied	4	3.51-4.50	High
Neither	3	2.51-3.50	Moderate
Dissatisfied	2	1.51-2.50	Low
Very Dissatisfied	1	1.00-1.50	Very Low

Source: Norman G. Likert scales, levels of measurement and the "laws" of statistics. *Adv Health Sci Educ Theory Prac.* 2010; 15(5): 625-632.

Validity and Reliability

The researcher questionnaire has three parts. Part 1 requested the participant's demographic information. Part 2 was the Principal Support Questionnaire, which was adopted from Littrell's (1992) study. Part 3 was the Teacher Job Satisfaction Questionnaire, which was adopted from Xueying's (2015) study.

Principal Support Questionnaire was first developed by Littrell (1992); its content validity was checked by a panel of experts in his professional study. Littrell (1992) also reported the reliability of this questionnaire was scored .92, as tested by Cronbach's alpha coefficient. Then, Choi (2017) used Littrell's (1992) questionnaire and conducted a study, the Cronbach's alpha coefficient as reported by Choi (2017) was .97. The reliability results from

both previous researchers can prove that this questionnaire was highly reliable. Meanwhile, this study also found that the Cronbach's alpha coefficient for the Administrative Support questionnaire was .96.

Teacher Job Satisfaction Questionnaire was first developed by Weiss et al. (1967), this questionnaire was widely in recent years, the content validity therefore was also confirmed by different researchers (Weiss et al., 1967; Lwin, 2014; Xueying, 2015; Kamaylar, 2016). The reliability of this questionnaire as reported by the previous researchers was in the range of .78-.90, which was regarded as reliable as well. Also, this study found that the Cronbach's alpha coefficient for the job satisfaction questionnaire was .89.

The detailed information for the reliability test conducted by the previous researchers was shown in Table 14.

Table 14 Reliability of Administrative Support and Teacher's Job Satisfaction Questionnaire

Description	Researcher	Alpha Coefficients
Administrative Support Questionnaire (Part 2)	Choi (2017)	.97
	Littrell's (1992)	.92
	The Current Study	.96
Job Satisfaction Questionnaire (Part 3)	Kamaylar (2016)	.88
	Xueying (2015)	.84
	Lwin (2014)	.78
	Weiss et al. (1967)	.90
	The Current Study	.89

Translation of the Instrument

Since this study was conducted in China, the original English questionnaire has translated into Chinese for the better understanding of the participants. To ensure the quality and accuracy of the translation, the researcher sought the service from a professional translation agency to do the translation from English to Chinese. The translation certificate is attached in the Appendix D.

Collection of Data

This research planned to determine the level of administrative support and teacher's job satisfaction, and the relationship between the administrative support and teacher's job satisfaction in a secondary vocational school, Kunming, China.

To ensured that the research can be successful facilitated, firstly, the researcher requested the permission from the school principal of a secondary vocational school, Kunming on 5th, July. Then the researcher discussed the objectives and distribution of the questionnaire with the school principal, and sent the Chinese language version questionnaire to the principal on 20th, August. The researcher did a preliminary interview with 7 teachers, during July-August 31, 2019. After the proposal is approved, the questionnaires were delivered and the researcher collected them back by 20th, November. Then, the tabulation and computation of the data has been done before December 10th, 2019.

Table 14. Data Collection Process

Tentative Date	Data Collection Process
5 th . July. 2019	Request permission from the Director of the select secondary vocational school
July-August 31, 2019	Preliminary interview
20 th . Sept. 2019	Discussion of objectives and distribution of Survey Questionnaires
25 th , Oct, 2019	Collection of Survey Questionnaires
25 th . Nov. 2019	Tabulation and computation of Data

Data Analysis

All the collected data were calculated and analyzed by the following statistical tools:

For Research Objective one, Means and Standard Deviation were used to determine the level of teacher's perception towards administrative support at a secondary vocational school, Kunming, China.

For Research Objective two, Means and Standard Deviation were used to determine the level of teacher's job satisfaction in a secondary vocational school, China

For Research Objective three, Pearson Product Moment Coefficient of Correlation was used to determine the significant relationship on the administrative support and teacher's job satisfaction in a secondary vocational school, China.

Summary of the Research Process

Research Objectives	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
1. To determine the level of teachers' perceptions towards administrative support in a secondary vocational school.	83 teachers in a secondary vocational school	Part 1 - Basic information about the participants	Means and Standard Deviation
2. To determine the level of teachers' job satisfaction in a secondary vocational school.		Part 2 - Administrative support: -Emotional Support -Appraisal Support -Informational Support -Instrumental Support	Means and Standard Deviation
3. To identify the relationship between administrative support and teachers' job satisfaction in a secondary vocational school.		Part 3- Teachers' job satisfaction - Intrinsic Satisfaction -Extrinsic Satisfaction	Pearson Product Moment Coefficient of Correlation

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research findings and interpretation of the data obtained by a questionnaire. The study had invited all the full-time teachers totally 83 from a secondary vocational school, Kunming, China. 74 of them responded eventually, which has a 91% return rate.

The research findings and interpretations were presented within the research objectives, which demonstrated in three parts:

1. To determine the level of teachers' perceptions towards administrative support in a secondary vocational school, Kunming, China.
2. To determine the level of teachers' job satisfaction in a secondary vocational school, Kunming, China.
3. To identify the relationship between teachers' perceptions towards administrative support and teachers' job satisfaction in a secondary vocational school, Kunming, China.

General Demographic Profile of Participant

The participants' basic demographic data were present here includes gender, age and the length of work based on the questionnaires returned from 74 participants. These demographic findings were shows through table 16, 17 and 18.

Table 16. The Number and Percentage of Participants' Gender (N=74)

Gender	Number	Percentage
Male	21	28
Female	53	72
Overall	74	100

Table 17. The Number and Percentage of Participants' Age

Age	Number	Percentage
18-25	42	57
26-35	28	38
36-46	4	5
≥46	0	0
Overall	74	100

Table 18. The Number and Percentage of Participants' Length of Work

Length of Work	Number	Percentage
Less than 1 year	28	38
1-3 years	29	39
3-5 years	12	16
5- 10 years	3	4
10-15 years	2	3
More the 15 years	0	0
Overall	74	100

Research Objective One

Research objective one was to determine the level of teachers' perceptions towards administrative support. The researcher adopted the questionnaire developed by Littrell (1992) to determine the level of teacher's perception towards administrative support. This questionnaire has 28 questions, 74 participants answered this questionnaire based on their own perceptions of administrative support. The questionnaire measured teacher's teachers' perception towards administrative support from four subscales: emotional support (question 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10), appraisal support (question 11, 12, 13, 14 and 15), informational support (question 16, 17, 18, 19, 20 and 21) and instrumental support (question 22, 23, 24, 25, 26, 27 and 28). The research findings of objective one were shown in table 19, 20, 21 and 22.

Table 19. Teachers' Perception towards Administrative Support in the Area of Emotional Support (N=74)

Items	Mean	SD	Interpretation	Rank
Attends to my feelings and needs.	3.10	0.83	Moderate	9
Promotes my morale.	3.27	0.90	High	8
Show appreciation to my works.	3.33	0.80	Moderate	7
Trust my judgment in making classroom decision.	3.77	0.82	High	2
Considers my idea.	3.41	0.92	Moderate	6
Shows confidence in my action.	3.97	0.79	High	1
Give me undivided attention when I am talking.	3.64	0.99	High	3
Show genuine concern for my program and student.	2.97	1.06	Moderate	10
Respects me as a professional.	3.46	0.79	Moderate	5
Is honest and straight forward with the staff.	3.62	0.96	High	4
Overall	3.45	0.64	Moderate	

Table 19 shows the overall mean scores of teachers' perceptions towards administrative support on emotional support were 3.45, in the scale of 2.51-3.50, with the interpretation of "moderate level" according to the criteria. Among these 10 items of this component, the highest score was 3.97 on "Shows confidence in my action", and the lowest score was 2.97 on "Show genuine concern for my program and student". For overall, the level of teachers' perceptions towards administrative support on emotional support regarded as moderate.

Table 20. Teachers' Perception towards Administrative Support in the Area of Appraisal Support (N=74)

Items	Mean	SD	Interpretation	Rank
Praises me when a job well done.	3.80	0.82	High	1
Offer constructive feedback after observing my teaching.	3.62	0.97	High	3
Provide frequent feedback about my performance.	3.33	1.01	Moderate	5
Help me evaluate my needs.	3.61	0.97	High	4
Provide standard for performance.	3.74	0.86	High	2
Overall	3.62	0.73	High	

Table 20 indicated that the overall mean scores of teachers' perceptions towards administrative support on Appraisal Support were 3.62, in the scale of 3.51-4.50, with the interpretation of "high level" according to the criteria. Among these 5 items of this component, the highest score was 3.80 on "Praises me when a job well done", and the lowest

score was 3.33 on “Provide frequent feedback about my performance”. For overall, the level of teachers’ perceptions towards administrative support on appraisal support regarded as high.

Table 21. Perception towards Administrative Support in the Area of Informational Support (N=74) Teachers’

Items	Mean	SD	Interpretation	Rank
Providing helpful information for improving personal coping skills.	3.59	0.97	High	4
Provide knowledge of current legal policies and administrative regulation.	3.67	0.90	High	3
Provide opportunities for me to attend workshops, conferences and to take course.	3.83	1.04	High	1
Provide suggestions for me to improve teaching.	3.32	0.94	Moderate	5
Provide instructional ideas.	3.21	0.96	Moderate	6
Identifies resources personnel to contact for specific problems he/she is unable to solve.	3.73	0.89	High	2
Overall	3.56	0.72	High	

Table 21 indicated that the overall mean scores of teachers’ perceptions towards administrative support on Informational Support were 3.68, in the scale of 3.51-4.50, which means the level of teachers’ perceptions towards administrative support on Informational Support scored on “high level”. Among these 6 items of this component, the highest score was 3.83 on “Provide opportunities for me to attend workshops, conferences and to take course.”, and the lowest score was 3.21 on “Provide instructional ideas.”

Table 22. Teachers' Perception towards Administrative Support in the Area of Instrumental Support (N=74)

Items	Mean	SD	Interpretation	Rank
Helps me solve problems and conflicts that occur.	3.72	0.98	High	3
Helps me with classroom discipline problems.	3.82	0.98	High	2
Helps me during parent confrontations, when needed.	3.66	0.99	High	4
Provides adequate planning time.	3.56	0.96	High	6
Provides material, space and resource needs.	4.14	0.87	High	1
Work with me to plan specific goals and objectives for my program and students.	3.23	0.94	High	7
Gives clear guidelines regarding job responsibilities	3.64	0.94	High	5
Overall	3.68	0.70	High	

Table 22 indicated that the overall mean scores of teachers' perceptions towards administrative support on Instrumental Support were 3.68, in the scale of 3.51-4.50, which means the level of teachers' perceptions towards administrative support on Instrumental Support scored on "high level". Among these 7 items of this component, the highest score was 4.14 on "Provides material, space and resource needs.", and the lowest score was 3.23 on "Work with me to plan specific goals and objectives for my program and students."

Research Objective Two

Research objective two was to determine the level of teachers' job satisfaction. The researcher adopted the questionnaire developed by Xueying (2016) to determine the level of teachers' job satisfaction. This questionnaire has 20 questions, 76 participants answered this questionnaire based on their own perceptions of job satisfaction. The questionnaire measured teachers' job satisfaction from two subscales: Intrinsic Satisfaction (question 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20) and Extrinsic Satisfaction (question 5, 6, 12, 13, 14, 17, 18 and 19).

The research findings of objective two were shown in table 23 and 24.

Table 23: Teachers' Perception towards Their Job Satisfaction in the Area of Intrinsic Satisfaction (N=74)

Items	Mean	SD	Interpretation	Rank
Being able to keep busy all the time.	3.95	0.92	High	1
The chance to work alone on the job.	3.28	0.81	Moderate	10
The chance to do different things from time to time.	3.42	0.89	Moderate	6
The chance to be "somebody" in the community.	3.08	0.84	Moderate	11
Being able to do things that don't go against my conscience.	3.67	1.06	High	2
The way my job provides for steady employment.	2.77	1.01	Moderate	12
The chance to do things for other people.	3.31	0.69	Moderate	9
The chance to tell people what to do.	3.66	0.62	High	3
The chance to do something that makes use of my abilities.	3.42	0.64	Moderate	7

The freedom to use my own judgment.	3.66	0.8	High	4
The chance to try my own methods of doing the job.	3.41	0.58	Moderate	8
The feeling of accomplishment I get from the job.	3.54	0.86	High	5
Overall	3.43	0.44	Moderate	

Table 23 described that the overall mean scores of teachers' job satisfaction on Intrinsic Satisfaction were 3.43, in the scale of 2.51-3.50, with the interpretation of "moderate level" according to the criteria. Among these 12 items of this component, the highest score was 3.95 on "Being able to keep busy all the time", and the lowest score was 2.77 on "The way my job provides for steady employment". For overall, the level of teachers' perceptions towards teacher's job satisfaction on Intrinsic Satisfaction regarded as moderate.

Table 24. Teachers' Perception towards Their Job Satisfaction in the Area of Extrinsic Satisfaction (N=74)

Items	Mean	SD	Interpretation	Rank
The way that my supervisor handle his/her team.	3.27	0.90	High	2
The competence of my supervisor in making decision.	2.93	0.95	Moderate	4
The way that school policies are put into practice.	2.46	0.97	Low	7
My pay and the amount of work I do.	2.24	1.06	Low	8
The chances for advancement on this job.	2.74	0.89	Moderate	6
The working condition.	3.07	0.92	Moderate	3

The way my co-workers get along with each other.	2.82	0.95	Moderate	5
The praise I get for doing a good job.	3.63	0.87	High	1
Overall	2.90	0.63	Moderate	

Table 24 described that the overall mean scores of teachers' job satisfaction on Extrinsic Satisfaction were 2.90, in the scale of 2.51-3.50, with the interpretation of "moderate level" according to the criteria. Among these 8 items of this component, the highest score was 3.63 on "The praise I get for doing a good job", and the lowest score was 2.24 on "My pay and the amount of work I do". For overall, the level of teachers' perceptions towards teachers' job satisfaction on extrinsic satisfaction regarded as moderate.

Research Objective Three

Research objective three was to determine if there is a relationship between teachers' perceptions towards administrative support and their job satisfaction in a secondary vocational school, Kunming, China.

To analyze the data of the administrative support and job satisfaction variables, the researcher used a statistical software program as the analysis tool. Pearson product moment correlation coefficient was used to analyze the relationship between teachers' perceptions towards administrative support and their job satisfaction in a secondary vocational school, Kunming, China.

Table 25. Pearson Product Moment Correlation between Teachers' Perceptions towards Administrative Support and Their Job Satisfaction

Variables		Teachers' Job Satisfaction	Conclusion
Administrative Support	Pearson Correlation	.494**	There is a significant relationship.
	Sig. (2-tailed)	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

According to the Table 25, the Pearson correlation was .494 and the Sig. (2-tailed) was .000 which less than .01. These Pearson Correlation result .494 indicated that the teachers' perceptions towards administrative support and their job satisfaction has a positive relationship. Meanwhile, since the Sig. (2 tailed) result was .000 which smaller the .01, so the researcher accepted the research hypothesis: There is a significant relationship between teachers' perceptions towards administrative support and their job satisfaction in a selected vocational school, Kunming, China.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This study identified the level of teachers' perceptions towards administrative support and the level of teachers' perceptions towards their job satisfaction in a secondary vocational school, Kunming, China at first, then, the researcher tried to determine the relationship between teachers' perceptions towards administrative support and their job satisfaction in a secondary vocational school, Kunming, China.

A questionnaire was used to collect the data for research analyzed, this study has three research objectives as following:

1. To determine the level of teachers' perceptions towards administrative support in a secondary vocational school, Kunming, China.
2. To determine the level of teachers' job satisfaction in a secondary vocational school, Kunming, China.
3. To identify the relationship between teachers' perceptions towards administrative support and teachers' job satisfaction in a secondary vocational school, Kunming, China.

The research hypothesis was tried to investigate whether there was a significant relationship between teachers' perceptions towards administrative support and their job satisfaction in a secondary vocational school, Kunming, China.

Findings

1. Teachers' perceptions towards administrative support in a secondary vocational school, Kunming, China.

- 1.1 The total mean of administrative support on emotional support component was 3.45. The highest score 3.97 showed on "Shows confidence in my action"; and the lowest score 2.97 showed on "Show genuine concern for my program and student".
- 1.2 The total mean of administrative support on appraisal support component was 3.62. The highest score 3.80 showed on "Praises me when a job well done"; and the lowest score 3.33 showed on "Provide frequent feedback about my performance".
- 1.3 The total mean of administrative support on informational support component was 3.56. The highest score 3.83 showed on "Provide opportunities for me to attend workshops, conferences and to take course"; and the lowest score 3.21 showed on "Provide instructional ideas".
- 1.4 The total mean of administrative support on instrumental support component was 3.68. The highest score 4.14 showed on "Provides material, space and resource needs"; and the lowest score 3.23 showed on "Work with me to plan specific goals and objectives for my program and students".

2. Teachers' perceptions towards their job satisfaction in a secondary vocational school, Kunming, China.

- 2.1 The total mean of teachers' job satisfaction on intrinsic satisfaction component was 3.43. The highest score 3.95 showed on "Being able to keep busy all the time"; and the lowest score 2.77 showed on "The way my job provides for steady employment".
- 2.2 The total mean of teachers' job satisfaction on extrinsic satisfaction component was 2.90. The highest score 3.63 showed on "The praise I get for doing a good job"; and the lowest score 2.24 showed on "My pay and the amount of work I do".

3. the relationship between teachers' perceptions towards administrative support and their job satisfaction in a secondary vocational school, Kunming China.

3.1 There was a significant relationship between teachers' perceptions towards administrative support and their job satisfaction in a secondary vocational school, Kunming China. The Pearson correlation has tested r was .494, which means the relationship between teachers' perceptions towards administrative support and their job satisfaction was moderate positive.

Conclusion

This study found that the teachers' perceptions towards administrative support in the selected school were regarded as high level in general. Among the four components, teachers perceived less emotional support compared to other kind of support from the leader, teachers' perception on emotional support regarded as moderate, meanwhile, for the appraisal support, informational support and instrumental support, teachers' perceptions were regarded as high.

Teachers' perceptions towards their job satisfaction on both intrinsic and extrinsic satisfaction in the target school were regarded as moderate according to the result data. Especially, the mean score on teachers' extrinsic satisfaction was lower than the one on teachers' intrinsic satisfaction. That means teachers were less satisfied with their external working conditions.

Discussion

According to the result of this study, teachers' perceptions towards administrative support in the target school concluded as positive in general, which means the principal and the administrative departments were relatively support the teachers' work, teachers could receive support when they needed. The teachers showed the most positive attitude on

instrumental support, then appraisal support and informational support, but they showed least positive attitude on emotional support that they perceived in the target school.

Hicks (2011) put forward that allocates teaching material, space, service, labor, money and time as the essential of instrumental support. In this study, teachers regarded the highest attitude towards the instrumental support the received in the selected vocational school, “provides material, space and resource needs” this option got the highest scored among the whole options of administrative support questionnaire. Just as the introduction of this target school at previous chapter, administrators in this school actively provide the advanced education resources for the teachers and students.

In this study, respondents’ attitudes on principals provide goal and objective for teaching showed only moderate positive. Valesky & Hirth (1992) mentioned that the teacher’s basic need of instrumental support is structure and clear task orientation for teaching, when the principal provide direction and guidance to the teacher, it will be less stress for teachers to teach and it can better attain the goal of school. That means, principals in this school should plan more specific objective and orientation for teachers’ instruction.

Also, Littrell (1992) suggested that teachers need principals provide more planning time, help them to solve the parents problems and allocate sufficient material and education resources. As the effective principals, one should assemble the goal of a school, make structure and coordinate the teaching program, encourage collaboration of all the staff, solve the teachers’ problems and develop positive school climate (Valesky & Hirth, 1992).

Meanwhile, teachers’ perceptions towards appraisal support regarded as high in this study, which can reflects that the principal is continually evaluate the teachers’ performance and provide feedback to the teacher in some degree. According to Johnson & Birkeland (2003), appraisal support always involves the evaluation from others and self-evaluation, individuals can identify their performance whether reach the average through the evaluation

outcomes. Thus, one of the essential roles of principal is to conduct regular evaluation and provide constructional feedback to the teacher, the feedback can be periodical formal written report plus oral conferences. What's more, Hicks (2011). stated that that appraisal sometimes can cause stress and negative feeling for teachers, but it will eventually benefit in improving teaching strategies and provide opportunities for teachers to exercise themselves to become professionals.

Similarly, the statistics result showed that the teachers' perceptions towards informational support in the selected school also regarded as high level. DiPaola (2012) concluded that principal provide informational support by making directions, giving suggestions and offering information to help teachers solving their personal and professional problems. Bozonelos (2008) believed that teachers can accept new knowledge, exercise new instructional approaches and stress coping skills and through the information provided by the principal, it is meaningful and worthwhile for the individual's growth. Moreover, Littrell (1992) suggested that to help the teacher to better control and management their classroom, the principal should encourage teachers to experiment new approaches in their instructions. Additionally, Littrell(1992) found that informational support showed the least important kind of administrative support in his study, because the respondents of his study were elder and more experienced teachers (average age over 30 years old), they need not much informational support as the young teachers. Different with Littrell's (1992) study, 70% of the participants' ages are under 35 years old, the more informational support can help them become more well prepared in their teaching profession.

However, the study of this research found that teachers received the least emotional support and well-being cared in the target school according to the result. House (1981) highlighted the significance of emotional support among the four types of administrative support, strong emotional support involves a positive interaction between peoples. Blasé

(1986) believed that emotional support creates a more democratic, friendly and less-stressed working atmosphere, it is helpful to reduce the teachers' occupation stress. Peck (2002) noted that teachers will be motivated and more satisfied with their work when they feel that they are cared about.

Littrell (1992) agreed that teachers wish their dean or program director to get more involved with their program and student, it is helpful for establishing teachers' job confidence. More importantly, as the teachers are closely related to the students' achievement, to consider the teachers' ideas in the constructional process is benefit to improve the whole curriculum. Therefore, principals in this school should care more about teachers psychological and well-being, the principal who performs easy to approach and actively care for teachers can better retain and keep his/her employees.

Teachers showed only moderate positive towards their intrinsic job satisfaction in the selected school. The most obvious is that teachers were highly agreed that they keep busy all the time when they work in the target school, but they scored the lowest on their job can provide a steady employment. Teachers were not regarded their work as a stable one could be one of the reasons that teachers not satisfied with their job. Respondents' perceptions towards extrinsic satisfaction mean scores regarded as moderate as well. Respondents showed the most positive attitude on the praise the get when they finished a job, but the lowest agreement with their pay and amount of work. For overall, teachers' intrinsic satisfaction was higher than their extrinsic satisfaction.

Tobias (2017) conducted a study and he found that teachers were satisfied the most to the nature of teaching profession. Teachers were be proud of their work, enjoyed what they achieved in their instruction and students' performance. Darling-Hammond (2001) believed that in the teaching profession, the nature of work creates more satisfaction than other kind of profession.

Students' behavior closely related to teachers' job satisfaction. Weiss (1999) found that students' classroom discipline problem is highly affect the new teachers' satisfaction who work within one year. Tickle (2008) pointed out that both working conditions and students' lower performance on discipline are the cause of teachers' dissatisfaction. The setting of school environment makes the urban district teachers felt more pressure and uncontrollable of students' misbehaviors, while the teachers in the rural area indicated that they were more dissatisfied with poor working conditions than the students' problems.

Beaugez (2012) discussed that higher salary often has been view as a factor that can increase teachers' job satisfaction, but in fact, it usually be a weak element when measuring teachers' satisfaction. Higher salary can increase teachers' commitment and reduce their attrition. Principal should not ignore that improve teachers' payment and other benefit is important to keep good teachers in the school and promote their job satisfaction.

Previous researchers found that job satisfaction strongly affect teachers' planning to whether stay or leave their profession (McCreight, 2000; Certo and Fox, 2002; Darling-Hammond, 2002; McElroy, 2005 & Tickle, 2008) In short, to better remain human resource and increase teachers' retention, it is important to take teachers' need in consideration and improve their job satisfaction.

The statistic result identified that there is a moderate positive relationship between teachers' perceptions towards administrative support and their job satisfaction. Backer (2005) reported that the teacher's negative attitude towards job satisfaction is closely related to the lower level of administrative support, teachers are more likely to leave their teaching profession when inadequate administrative issues cannot be solved. Krueger (2000) listed that ineffective support, lack of job secure, educational policy and structure, high teacher-student rate, bigger classroom, inadequate allocate of teaching resource and material and invalid communication and such administrative issues are harmful affect teachers' job satisfaction.

McElroy (2004) indicated that teachers' job satisfaction is closely related to their relationship with their principal. Teachers reported higher level of job satisfaction when their administrators more willing to share information with them, maintain a channel for communication and show concern to teachers' needs and interests. Thus, the principal in the selected vocational school should comprehend that in what aspects that teachers need their personal attention and support, and improve their ability to support their teachers with more effectiveness. It will contribute to improve teachers' retention and job satisfaction.

The level of administrative support and teachers' job satisfaction will shows different in other level and kind of school, this study only research the issues in a secondary vocational school, the results and findings of the study can be used for reference, but there are still some shortcomings and incomplete areas.

Recommendation

Recommendation for Principals and School Administrators

The teacher-principal relationship will affect the quality of effective administrative support and the level of teachers' job satisfaction. The results of this study showed that teachers' felt upset because their principal shows less concern to their program and students. Thus, principals are suggested to involve more to the teachers' instruction and their classroom. The statistic results showed that teachers were not highly satisfied with the level of emotional support they perceived from principals, thus, administrators are recommended to become more actively care about teachers' feelings, needs and psychological situation, and praise teachers when they made a work well done. Particularly, principals should support and trust in teachers' instructional decisions.

Secondly, principal should maintain the communication channel with the teachers, and share information to the teachers to help them reduce work stress and improve teachers'

personal skills to cope with pressures and problems. Principals were suggested to develop clear instructional structure and orientation which can let teachers feel easier to teach and reduce their work load. More importantly, principals should conduct ongoing assessment to evaluate teachers' performance, and provide regular feedback to help teachers' professional growth.

Moreover, administrator ought to provision adequate resource, teaching material, budget, solid equipment and time arrangement. The effective administrators should offering directly help when teachers need, such as manage students' discipline and misbehavior, confront with teachers when they meet conflict with parents.

Furthermore, principals were recommended to improve teachers' working conditions by improving salary and other non-financial rewards, making the classroom smaller, mentoring new teachers, providing opportunities for teachers to get involved in school decision-making process, encouraging teachers to keep learning for their professional development and promoting teachers' collaboration.

In conclusion, to improve effective principals' support will increase teachers' job satisfaction, it will be a lot of obstacle in school management and a desire teacher-principal relationship, but it is worth for the school administrators to support their teachers in different aspects and improve teachers' both internal and external satisfaction.

Recommendation for Teachers

Teachers were suggested to actively communicate with their administrators and reflect their needs of support to the principals, solve their problems with the help of principals can effective reduce the stress and working load, and let principal pay more attention to these issues. Teachers in the selected school should receive and exercise new approaches to develop more technical instructional method, to enhance their teaching skills and become

more professional can help them better handle the students' classroom discipline and eventually improve students' performance.

The researcher suggested the old teachers actively collaborate with new teachers, and help the new teachers when they meet problems. New teachers are more likely to leave their profession due to lots of reason, despite the administrative behavior and working condition are the main reasons that affect teacher attrition, low collaboration with co-workers also can negative influence new teachers' willingness to stay at the school. Furthermore, teachers especially the new ones should be confident with the decision that they made for their program, and keep learning and practicing their instructional skills, observing other teachers performance and focusing on their own professional development.

Recommendation for Future Researcher

The researcher in this study investigated the relationship between teachers' perceptions towards administrative support and their job satisfaction in a secondary vocational school, Kunming, China. The future researcher could conduct a preliminary study to investigate the problems in school management and issues in teachers' work conditions in the target school before the research, which better for future researchers to determine their research direction. The future research could use both qualitative and quantitative research method to more deep analyze teachers' perception towards these two variables.

Moreover, this study only selected some aspect of administrative support and job satisfaction as research elements, there were be more factors that influence teacher-principal relationship and the level of teachers' satisfaction. The future researcher should expand their knowledge and find more elements that determine the level of administrative support and job satisfaction.

In addition, the future researcher can select different kind and level of school such as public and private high schools, colleges as their target school to find out whether the level of administrative support and teachers' job satisfaction are different from this study.



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APPENDICES



APPENDIX A

Interview Questions (English Version)

Preliminary Study Interview Questions

1. How long have you teach in this school?

- a. Less than 1 year b. 1-5 years c. 5-10 years d. More the 10 years

2. Have you ever talk directly with your principal?

- a. I have b. Never

3. What is the extent that you felt that your principal is supporting you?

- a. Highly support b. Support somewhat c. Never support

4. Do you think administrative support will affect your willing to stay at the school?

- a. Yes b. No c. No idea

5. Which of the following emotional support you perceived most from you principal?

- a. Care about your feelings
b. Know your needs
c. Consider you ideas
d. Appreciate your work
e. Treat you fairly
f. Other

6. Which of the following appraisal support you perceived most from you principal?

- a. Evaluate your performance
b. Provide feedback of your work.
c. Always praise your
d. Other

7. Which of the following informational support you perceived most from you principal?

- a. Provide suggestions for your work
b. Provide information for improving your skills

- c. Provide instructional ideas
- d. Provide opportunities for your professional development
- e. Other

8. Which of the following instrumental support you perceived most from you principal?

- a. Help you manage classroom discipline
- b. Help you when conflict occur
- c. Provide needed instructional material
- d. Provide you adequate work time
- e. Support you in front of parents
- d. Other

9. What kind of administrative support you think is important for your work, but you do not perceive from your principal yet?





APPENDIX B

Questionnaire (English Version)

Part 1: Demographic Information

Direction: This part contains a total of 3 items regarding your basic information.

Please select the option that most suit you and write the number of options in the appropriate box.

1. What is your gender? _____

A. Male B. Female

2. How old are you? _____

A. 18-25 B. 26-35 C. 36-45 D. ≥ 46

3. How long have you been a teacher? _____

A. Less than 1 year. B. 1-3 years. C. 3-5 years D. 5-10 years. E. 10- 15 years. F.

More than 15 years.



Part 2: Administrative Support Questionnaire

Direction: This questionnaire contains a total of 28 items regarding your present administrative support that you receive from your principal/administrator.

Please read each item carefully whether your 1= Strongly Disagree, 2= Disagree Somewhat, 3= No Opinion, 4= Agree Somewhat, 5= Strongly Agree and mark “√” in the appropriate box.

Statements		1	2	3	4	5
Emotional Support						
1	Attends to my feelings and needs.	1	2	3	4	5
2	Promotes my morale.	1	2	3	4	5
3	Show appreciation to my works.	1	2	3	4	5
4	Trust my judgment in making classroom decision.	1	2	3	4	5
5	Considers my idea.	1	2	3	4	5
6	Shows confidence in my action.	1	2	3	4	5
7	Give me undivided attention when I am talking.	1	2	3	4	5
8	Show genuine concern for my program and student.	1	2	3	4	5
9	Respects me as a professional.	1	2	3	4	5
10	Is honest and straight forward with the staff.	1	2	3	4	5
Appraisal Support						
11	Praises me when a job well done.	1	2	3	4	5
12	Offer constructive feedback after observing my teaching.	1	2	3	4	5
13	Provide frequent feedback about my performance.	1	2	3	4	5
14	Help me evaluate my needs.	1	2	3	4	5
15	Provide standard for performance.	1	2	3	4	5
Informational Support						
16	Providing helpful information for improving personal coping skills.	1	2	3	4	5
17	Provide knowledge of current legal policies and administrative regulation.	1	2	3	4	5
18	Provide opportunities for me to attend workshops, conferences and to take course.	1	2	3	4	5

19	Provide suggestions for me to improve teaching.	1	2	3	4	5
20	Provide instructional ideas.	1	2	3	4	5
21	Identifies resources personnel to contact for specific problems he/she is unable to solve.	1	2	3	4	5
Instrumental Support						
22	Helps me solve problems and conflicts that occur.	1	2	3	4	5
23	Helps me with classroom discipline problems.	1	2	3	4	5
24	Helps me during parent confrontations, when needed.	1	2	3	4	5
25	Provides adequate planning time.	1	2	3	4	5
26	Provides material, space and resource needs.	1	2	3	4	5
27	Work with me to plan specific goals and objectives for my program and students.	1	2	3	4	5
28	Gives clear guidelines regarding job responsibilities	1	2	3	4	5



Part 3: Job Satisfaction Questionnaire

Direction: This questionnaire contains a total of 20 items regarding your present working situation.

Please express your degree of satisfaction by drawing a circle around the option that best represent your perspective.

1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied and mark “√” in the appropriate box.

	Statements	1	2	3	4	5
1	Being able to keep busy all the time.	1	2	3	4	5
2	The chance to work alone on the job.	1	2	3	4	5
3	The chance to do different things from time to time.	1	2	3	4	5
4	The chance to be “somebody” in the community.	1	2	3	4	5
5	The way that my supervisor handle his/her team.	1	2	3	4	5
6	The competence of my supervisor in making decision.	1	2	3	4	5
7	Being able to do things that don't go against my conscience.	1	2	3	4	5
8	The way my job provides for steady employment.	1	2	3	4	5
9	The chance to do things for other people.	1	2	3	4	5
10	The chance to tell people what to do.	1	2	3	4	5
11	The chance to do something that makes use of my abilities.	1	2	3	4	5
12	The way that school policies are put into practice.	1	2	3	4	5
13	My pay and the amount of work I do.	1	2	3	4	5
14	The chances for advancement on this job.	1	2	3	4	5
15	The freedom to use my own judgment.	1	2	3	4	5
16	The chance to try my own methods of doing the job.	1	2	3	4	5
17	The working condition.	1	2	3	4	5
18	The way my co-workers get along with each other.	1	2	3	4	5
19	The praise I get for doing a good job.	1	2	3	4	5
20	The feeling of accomplishment I get from the job.	1	2	3	4	5



第一部分：基本信息

说明：此部分总共包含 3 项，主要调查问卷填写人的基本情况。

请选择最适合您的一项并填写在空格内。

1. 您的性别是？ _____

A. 男性 B. 女性

2. 您的年龄是？ _____

A. 18-25 岁 B. 26-35 岁 C. 36-45 岁 D. 46 岁以上

3. 您当教师的时间是？ _____

A. 小于 1 年 B. 1-3 年 C. 3-5 年 D. 5-10 年 E. 10-15 年 F. 大于 15 年



第二部分：关于学校行政管理支持度调查问卷

说明：此部分总共包括 28 项，主要调查问卷填写人对学校管理部门（或领导）对教师工作支持的情况。

请仔细阅读以下各项，根据您学校的行政管理对教师各种支持的实际情况，选择合适的数字并打勾。

1 = 非常不同意 2 = 比较不同意 3 = 无意见 4 = 比较同意 5 = 非常同意

我觉得我学校的管理部门（或领导）：						
精神支持						
1	关注我的感受和需求。	1	2	3	4	5
2	关心我的工作状态和情绪。	1	2	3	4	5
3	对我的工作持肯定态度。	1	2	3	4	5
4	信任我的课堂驾驭能力。	1	2	3	4	5
5	会参考我提出的意见。	1	2	3	4	5
6	信任我的办事能力。	1	2	3	4	5
7	会认真听我陈述情况。	1	2	3	4	5
8	对我的课和学生都极为关注。	1	2	3	4	5
9	尊重我并视我为专业人才。	1	2	3	4	5
10	对待我诚实坦率。	1	2	3	4	5
评估支持						
11	在我工作做得好的时候，会给予表扬。	1	2	3	4	5
12	在观察我的教学后，会提供一些建设性的反馈。	1	2	3	4	5
13	对我的表现会提供不断的反馈。	1	2	3	4	5
14	会帮助我评估我的需求。	1	2	3	4	5
15	会提供绩效标准。	1	2	3	4	5
信息支持						
16	会为我提供如何提高个人应对技能的信息。	1	2	3	4	5
17	会为我提供有关当前的法律政策和行政法规的信息。	1	2	3	4	5
18	会为我提供参加研讨会、会议和课程培训的机会。	1	2	3	4	5
19	会为我提供改进教学的建议。	1	2	3	4	5

20	会为我提供教学意见。	1	2	3	4	5
21	当我遇到问题不能解决的时候，会为我提供或联系合	1	2	3	4	5
教学支持						
22	会提供我解决问题和冲突的方法。	1	2	3	4	5
23	会提供我解决课堂纪律问题的方法。	1	2	3	4	5
24	在学生出现家庭问题的时候，给我解决思路。	1	2	3	4	5
25	会提供我足够的计划时间。	1	2	3	4	5
26	会我的工作考虑，提供一定物质、空间和资源需求。	1	2	3	4	5
27	会和我一起，为我的项目和学生制定具体的目标。	1	2	3	4	5
28	针对我的工作职责，会给我提供清晰的指引。	1	2	3	4	5



第三部分：教职工满意度调查问卷

说明：此部分总共包括 20 项，主要调查问卷填写人对目前工作情况的满意度。

请仔细阅读以下各项，根据您在学校工作的实际情况，选择最能代表您满意度的数字并打勾。

1 = 非常不赞成 2 = 不赞成 3 = 无意见 4 = 赞成 5 = 非常赞成

我认为我的工作：						
1	我的工作一直保持忙碌状态。	1	2	3	4	5
2	我有单独工作的机会。	1	2	3	4	5
3	我不时会有尝试做新事务的机会。	1	2	3	4	5
4	我在单位里有机会成为重要人物。	1	2	3	4	5
5	我的主管有掌控其团队的方法。	1	2	3	4	5
6	我有机会学习主管决策能力。	1	2	3	4	5
7	我不用做一些违背良心的事情。	1	2	3	4	5
8	我工作稳定。	1	2	3	4	5
9	我能为他人做事的机会。	1	2	3	4	5
10	我有可以告知人们做什么的机会。	1	2	3	4	5
11	我有发挥我的能力做一些事情的机会。	1	2	3	4	5
12	我对学校政策付诸实践方式满意。	1	2	3	4	5
13	我对薪资和工足量满意。	1	2	3	4	5
14	我在工作上有进一步提升的机会。	1	2	3	4	5
15	我有自我判断的权利。	1	2	3	4	5
16	我有机会用我自己的方式来工作。	1	2	3	4	5
17	我对工作劳动条件感到满意。	1	2	3	4	5
18	我与同事相处融洽。	1	2	3	4	5
19	我对工作做好后得到的赏识满意。	1	2	3	4	5
20	我对从工作中得到的成就感满意。	1	2	3	4	5

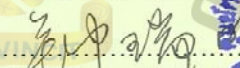


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Letter of Certification

This is to certify that Ms. Yutong Chen Questionnaire for her Master's thesis in Assumption University of Thailand was translated and edited into standardized Chinese simplified version by our professional translator from *RealLearning Center & Translation Institute*. The translated version was developed exactly based on the original English one, and a *back-translation* procedure was used for checking the translation validity. Thus, the quality of the translated Chinese version was confirmed herein this letter.

RealLearning Center &
Translation Institute
Bangkok, Thailand


Mr. Zhong Rui Ming
(The Translator)
October 23, 2019



BIOGRAPHY

Personal Profile

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