

A Study on the Present Status of the Social Mentality among Primary and Secondary School Teachers in Anshan

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Abstract: In this study, a total of 308 primary and secondary school teachers from Anshan City were selected to participate in a questionnaire survey. Path analysis was employed to investigate the relationships among variables related to teachers’ social mentality. The findings revealed a relatively high level of “social mentality” among primary and secondary school teachers in Anshan. A significant disparity in job satisfaction levels was observed based on teachers’ educational backgrounds, indicating the crucial role played by general self-efficacy and job involvement in this mechanism.

1. Introduction

Drawing upon the theoretical framework of social mentality, this study categorizes teachers’ social mentality into four dimensions - namely, needs, cognition, emotions, and behaviors. Simultaneously, the level of social support also exerts an influence on teachers’ job involvement [1]. Greater social support is associated with increased job involvement and enhanced work efficiency among teachers [2]. Based on the aforementioned conceptual framework and in conjunction with previous analysis, this study establishes a conceptually operational framework as depicted in Figure 1.

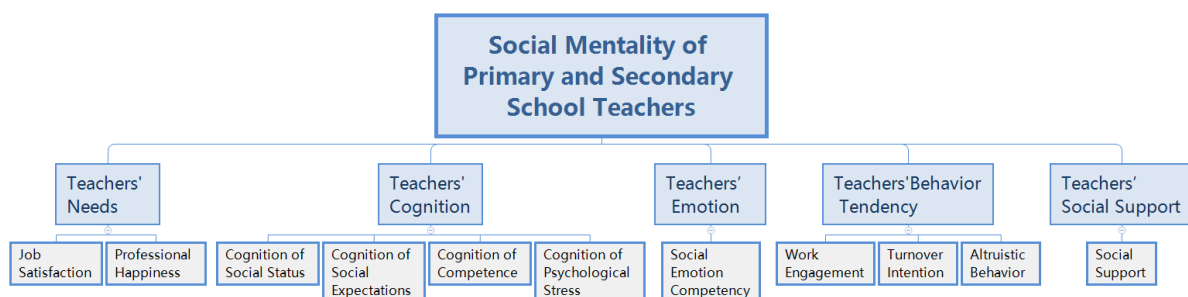


Figure 1: Conceptual Interpretation Framework of Social Mentality of Primary and Secondary School Teachers

2. Research Methods and Process

2.1 Main Methods

The primary research methods employed in this study encompass empirical approaches, including documentary analysis and questionnaire surveys. Particularly, the questionnaire survey method is scrutinized based on comprehensive utilization of firsthand data.

2.2 Participants

For this study, a total of 308 primary and secondary school teachers from Anshan City were selected to participate in a questionnaire survey. After excluding any invalid responses, we obtained 298 completed questionnaires, resulting in an overall response rate of 96.7%.

2.3 Measurements

The questionnaire employed in this study is titled “Questionnaire on the Work Status of Primary and Secondary School Teachers” [3]. The instrument’s fundamental characteristics were analyzed and are presented in Table 1.

Table 1 Basic Characteristics of the Survey Instruments

No	Instrument	N	No. Items	Cronbach’s α	M	SD
1	Job Satisfaction	298	26	0.92	2.25	0.64
2	General Self-efficacy	298	10	0.97	2.67	0.79
3	Social Emotional Ability	298	12	0.96	2.76	0.83
4	Job Involvement	298	17	0.98	3.62	1.02
5	Social Support	298	12	0.98	4.69	1.62

3. Research Hypothesis

Building upon prior research, this study presents the corresponding research hypothesis (refer to Figure 2).

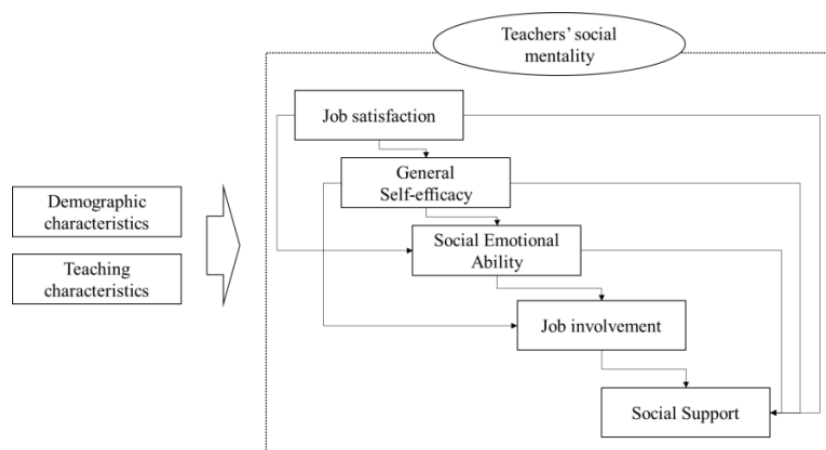


Figure 2 Hypothetical Path Model of the Study

4. Results

This research aims to examine the variations across demographic variables in different dimensions, identify influential factors, and propose viable strategies for enhancing the social

mentality of primary and secondary school teachers.

4.1 Overall Situation Analysis

The instrument's fundamental characteristics were analyzed, as presented in Table 2.

Table 2 The Overall Levels of Teachers' Social Mentality Based on Background Characteristics

Dimension	Number of items	Cronbach's α	M	SD	Theoretical Median
Job Satisfaction	26	0.92	2.25	0.63	3.0
General Self-Efficacy	10	0.96	2.67	0.79	2.5
Social -Emotional Ability	12	0.96	2.76	0.83	2.5
Job Involvement	17	0.98	3.62	1.02	3.0
Social Support	12	0.98	4.69	1.62	4.0

4.2 Difference Analysis in Demographic Variables

An ANOVA and t-test were conducted to examine differences in these five dimensions based on demographic and teaching characteristics, as presented in Table 3.

Table 3 Main Results

Dimension	Significant difference was found between.	Pairs that were significantly different.
Job Satisfaction	Educational Background	- "Dr" (2.305) > "Technical secondary school and below" (1.762) - "Undergraduate" (2.305) > "Technical secondary school and below" (1.762).
General Self-Efficacy	Educational Background	- "Dr" (2.759) > "Technical secondary school and below" (2.195) - "Undergraduate" (2.726) > "Technical secondary school and below" (2.195).
	Teaching Section	- "Junior high school" (2.863) > "Primary" (2.481)
Social -Emotional Ability	Gender	- "Female" (2.825) > "Male" (2.501)
	Educational Background	- "Dr" (2.836) > "Technical secondary school and below" (1.904) - "Undergraduate" (2.865) > "Technical secondary school and below" (1.904).
	Marital Status	- "Unmarried" (2.847) > "Divorced" (1.958).
	Teaching Section	- "Junior high school" (2.927) > "Primary" (2.633)
	Administrative Positions	- "No" (2.85) > "Yes" (2.50)
Job Involvement	Gender	- 1) "Female" (3.691) > "Male" (3.358)
	Educational Background	- "Undergraduate" (3.707) > "Technical secondary school and below" (2.847).
	Years of Teaching	- "0-1 years of teaching" (3.737) > "11-15 years of teaching" (3.044)
Social Support	Teaching Section	- "Primary" (3.447) > "Junior high school" (3.828)
	Educational Background	- "Dr" (4.719) > "Technical secondary school and below" (3.513) - "Undergraduate" (4.881) > "Technical secondary school and below" (3.513).
	Teaching Section	- "Junior high school" (5.051) > "Primary" (4.409)
	School Location	- "The county" (5.10) > "City" (4.553)
Social Support	School Location	- "The county" (5.10) > "City" (4.553)
	Administrative Position	- "No" (4.814) > "Yes" (4.317)

Note: The numbers in parentheses are median values

4.3 CFA and Path Analysis

4.3.1 CFA Results

Subsequently, the CFA model was established and analyzed as depicted in Figure 3.

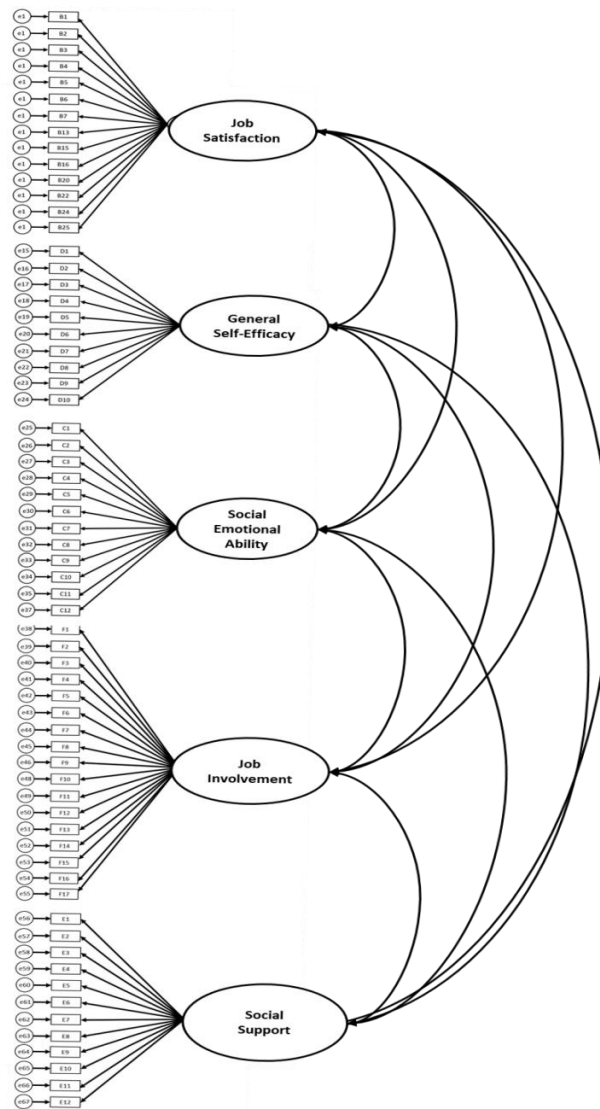


Figure 3 CFA Model

4.3.2 Path Analysis

Following the completion of Confirmatory Factor Analysis (CFA), the model's path coefficients were subsequently analyzed and are presented in Figure 4.

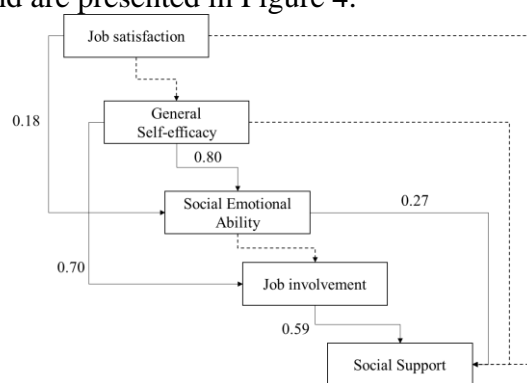


Figure 4 Final Path Model of Teachers' Social Mentality

5. Discussion

Based on descriptive analysis, difference analysis, and factor analysis, the following key findings have been derived.

Firstly, the teachers' job satisfaction was assessed using a 26-item scale, yielding a Cronbach's α coefficient of 0.92, indicating good internal consistency. The mean job satisfaction score for all participants was 2.25, slightly below the median value of 3, suggesting that overall job satisfaction among teachers in Anshan is suboptimal. Furthermore, a significant disparity in job satisfaction levels based on teachers' educational backgrounds was observed.

Secondly, a 10-item scale was employed to assess general self-efficacy[4], yielding a Cronbach's α coefficient of 0.96. The mean score for participants' general self-efficacy was 2.67, slightly surpassing the theoretical median value of 2.5, indicating a high overall level of teachers' general self-efficacy in Anshan. Notably, significant differences were observed in average general self-efficacy based on educational background and teaching section.

Thirdly, the number of items for assessing social-emotional ability was 12, yielding a Cronbach's α coefficient of 0.96. The participants' average score on social-emotional ability was 2.76, slightly surpassing the theoretical median of 2.5. These findings suggest a high overall level of social-emotional ability among teachers in Anshan. Furthermore, significant differences were observed in teachers' social-emotional ability based on gender, educational background, administrative position, and marital status.

Fourthly, with regards to job involvement, the scale consisted of 17 items[5] and achieved a Cronbach's α coefficient of 0.982. The overall mean score was 3.62, which exceeded the theoretical median value of 3.5, indicating a high level of job involvement among teachers in Anshan. Furthermore, significant differences were observed in job involvement levels based on gender, years of teaching experience, teaching section and educational background.

Fifthly, with regards to social support, the scale consisted of 12 items[6] and achieved a Cronbach's α coefficient of 0.98. The mean score was 4.69, surpassing the theoretical median of 4.0, indicating that teachers in Anshan experience high levels of social support overall. Furthermore, significant differences were observed in teachers' social support levels based on their educational background, teaching section, administrative position and school location.

Furthermore, the path model elucidates the intricate interplay among variables, highlighting the pivotal roles of general self-efficacy and job involvement within this mechanism.

6. Conclusion and Implication

Although substantial progress has been achieved in investigating the social mindset of primary and secondary school educators, a multitude of unresolved issues still necessitate further exploration and inquiry. It is noteworthy that no specific scale has been developed to measure each individual concept; instead, conventional scales have been employed. The subsequent research should integrate the specific characteristics of The Times under investigation, aiming to develop one or two distinctive scales that accentuate the unique attributes of this study.

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