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The Key Factors of Part-Time Art Teachers' Self-Efficacy and Job Satisfaction in Chengdu, China

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Abstract

Purpose: This study explores the key impacting factors of self-efficacy and job satisfaction of part-time art teachers in Chengdu, China. The research model is built upon key variables which are stressors, principal leadership, supportive school culture, teacher collaboration, teacher self-efficacy, emotional exhaustion, and job satisfaction. **Research design, data, and methodology:** Using a quantitative method and questionnaire survey, 500 sample data were collected from the target population. Before the questionnaire was distributed, Item-Objective Congruence and Cronbach's Alpha through pilot test (n=50) were used to test the validity and reliability of the questionnaire content. Confirmatory factor analysis (CFA) and structural equation model (SEM) were used to analyze the data, verify the model's goodness of fit, confirm the causal relationship between variables, and conduct hypothesis testing. **Results:** The results reveal that stressors and principal leadership significantly impact teacher self-efficacy. Teacher self-efficacy has a significant impact on emotional exhaustion. Furthermore, principal leadership, supportive school culture, teacher collaboration, teacher self-efficacy, and emotional exhaustion significantly impact job satisfaction. **Conclusions:** This study suggests that administrators with job satisfaction for teachers should pay attention to improving the quality factors of teacher self-efficacy so that teachers can feel the usefulness of job satisfaction and thus form a good attitude and behavioral intention towards job satisfaction.

Keywords : Principal Leadership, Supportive School Culture, Teacher Collaboration, Teacher Self-Efficacy, Job Satisfaction

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The idea of contemporary education has likewise evolved from emphasizing people's information mastery to emphasizing their complete character. It shows in the publication of the national medium- and long-term education reform plan. The opinion is divided into five sections and 21 articles. It seeks to enhance teaching and learning, offer a scientific curricular structure for aesthetic education, and include societal and educational resources for aesthetic education. A well-rounded educational system is seen to include arts instruction as a crucial component. Art instructors are essential to the country's educational system since it is a required subject in basic and secondary schools, and they can provide technicians with the training they need. Research in psychology and pedagogy pays close attention to the quality of the teachers they use.

Researchers consider educators' feelings of self-efficacy as one of the most crucial variables when assessing their performance. Numerous colleges have started their studies on this subject because of how well-accepted this idea is. This fresh theoretical angle offers a greater comprehension of how teachers instruct. According to research, one of the key variables impacting teachers' job happiness is their level of self-efficacy. This study investigates the factors that influence art instructors' work happiness. Important data from this investigation will also be useful for art teachers' continuing professional development. The psychological reaction of a worker to their job is called job satisfaction. According to Locke, job satisfaction results from how well

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people feel about their work experience. Hoppock (1935) was the one who initially put up the idea of job satisfaction. Teachers' job satisfaction is a psychological term that describes teachers' overall emotional states and opinions about their profession, working environments, and environmental circumstances. It is directly tied to teachers' passion for their work and mental health (Coladarci, 1992; Imants & Zoelen, 1995).

The capacity to control interactions with others is called self-efficacy in Bandura's social learning theory. This idea frequently explains how an individual's professional abilities impact a student's conduct. Because of the nature of self-efficacy, it changes depending on the circumstances that instructors face. Teachers must grow in their self-efficacy since doing so can assist them in advancing their professional abilities. Self-efficacy is a psychological trait that might aid teachers in assessing their instructional skills. Teachers develop a higher self-awareness via self-efficacy because their capacity to instruct may affect student conduct or accomplishment.

It also boosts their confidence and enables them to direct their teaching process (Bandura, 1997). Teachers who believe the way the school is run benefits them, and their pupils are more likely to have high levels of self-efficacy. They also thought teachers, administrators, and other staff members were doing their jobs properly (Caprara et al., 2003).

According to research, a teacher's perceived effectiveness is also determined by how happy they are in their jobs and their competence with their students (Trentham et al., 1985). Research shows that teachers' self-efficacy impacts their commitment to teaching and work happiness (Caprara et al., 2003). From the standpoint of self-efficacy, this study provides art teachers with a research opportunity. Researchers may learn more about the performance and work satisfaction of art instructors and how they feel about the things that happen to them every day. Students' favorable judgments of autonomous growth can be improved by examining the subjective components of self-efficacy. This article intends to enhance teachers' cognition of educational activities and assist them in developing positive attribution styles.

The writers support educators in developing their capacity for self-reflection and self-evaluation. Their instructional efforts are continually mirrored in their cognitive processing due to this process (Hong, 2008). In order to increase the happiness of most art teachers in a crucial aspect of their work and, more importantly, to show that improving teachers' job satisfaction is necessary, this study aims to analyze the factors that affect the job satisfaction of art teachers in Chengdu and other cities for the first time. This study aimed to create a model of how stress, work satisfaction, and social support relate to teaching in the arts. Analysis is done on the variables influencing teacher cooperation and school culture.

2. Literature Review

2.1 Stressors

Skaalvik and Skaalvik (2010) found a connection between school pressures and work burnout. Additionally, it was linked to a decline in teachers' work satisfaction. As a sign of stress among instructors, job burnout is a syndrome that frequently entails depersonalization and tiredness (Maslach et al., 1996). According to Skaalvik and Skaalvik (2017) study, pressures at school can have a detrimental impact on teachers' self-efficacy. Researchers discovered that stress levels might have an adverse impact on instructors' opinions of themselves and their teaching metho Stressors has significant impact on teacher self-efficacy.

Teachers have job resources that might affect their stress response and sense of self-efficacy in addition to the physical capacity to carry out their responsibilities. These include the social support offered by their coworkers and the administration of the school. Numerous outcomes, including work satisfaction, have been related in studies to stress and self-efficacy. According to a study, teachers' self-efficacy may suffer because of their stress levels. It was hypothesized that social support could enhance the instructors' capacity for handling stress and self-efficacy. From these supported studies, the following hypothesis has been formulated:

H1: Stressors has a significant impact on teacher self-efficacy.

2.2 Principal Leadership

Principal leadership and academic results are related to principals' impact on instructors. According to Hirschfeld and Field (2000) and Hipp (1997), the strategic position of the principal is the source of teachers' intrinsic and extrinsic motivation and a determinant of job satisfaction. Additionally, Pardosi and Utari (2021) have shown that PL is crucial in enhancing teacher effectiveness. Excellent instructors will, therefore, enhance student learning and academic success, enhancing teacher performance. The principal's leadership must possess a specific aptitude for achieving objectives and improving the teaching and learning environment. Researchers have also hypothesized that school administrators may have an impact on teachers' levels of self-efficacy. A collaborative environment between students and teachers might increase teachers' performance. (Hallinger, 2003; Walker & Slear, 2011). The study also found that school leaders' efforts to influence teachers' self-perceptions can aid in identifying and developing

cooperative learning opportunities that are advantageous to both students and instructors (Sehgal et al., 2017). From these supported studies, the following hypothesis has been formulated:

H2: Principal leadership has a significant impact on teacher self-efficacy.

2.3 Supportive School Culture

The capacity to work via teacher support and open discussion of research on teaching-related topics may also be given to teachers by working in a setting with mutual respect and support (Graham, 2007). Under the SSC, respect and recognition for one another are crucial. This will enable the faculty and staff to provide their best for the institution's expansion. The ability of instructors to educate can be improved with a favorable setting. They may also succeed in their field of work because of it (Liu & Bellibas, 2018). Teachers may develop their abilities and increase their satisfaction with their work by working in a supportive environment that promotes learning and mutual respect. The study found that a positive school climate can increase instructors' job satisfaction. It encourages people to appreciate one another's views and share their accomplishments and setbacks. Because of this, school officials ought to foster an encouraging environment (Rahmi & Mustafa, 2022). It will improve instructors' satisfaction with the working environment in such a setting. From these supported studies, the following hypothesis has been formulated:

H3: Supportive school culture has a significant impact on job satisfaction.

2.4 Teacher Collaboration

According to Kwakman (2003) research, teacher cooperation is crucial for fostering a long-term positive learning environment and enhancing student learning development. According to research, instructors who work together and share ideas can better raise student success and are happier and more motivated at work. Instead of coming through isolated learning, acceptance of new knowledge, viewpoints, and ideas comes mostly via dialogues and interactions with people. To create a more successful learning environment, it is advised that schools foster a culture of collaboration and discourage teacher isolation (Goddard et al., 2015). Liu and Bellibas (2018) in certain ways, it has been discovered that encouraging teacher collaboration and respect in the classroom helps enhance TJS and TSE. From these supported studies, the following hypothesis has been formulated:

H4: Teacher collaboration has a significant impact on job satisfaction.

2.5 Teacher Self-efficacy

According to Bandura (1997), self-efficacy is the conviction that one has the skills and resources to produce the desired results. This idea influences how persistent a person is in overcoming challenges. The most important origins of this idea are the self-efficacy experiences people experienced when achieving earlier mastery.

According to research, burnout is negatively correlated with teacher self-efficacy (Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 2007), subjective health (Hakanen et al., 2006), and job satisfaction (Skaalvik & Skaalvik, 2010), but positively correlated with intentions to leave the teaching profession (Leung & Lee, 2006). Time limitations and workload were also important predictors of the emotional exhaustion component of burnout, according to Skaalvik and Skaalvik (2010, 2011) (see also Betoret, 2009; Fernet et al., 2012). Given that numerous studies have shown that teachers are working more quickly and taking on more work assignments than ever before (Buchanan, 2010; Hargreaves, 2003; Lindqvist & Nordanger, 2006; Smithers & Robinson, 2003), it is especially important to understand the relationship between workload or time constraints and exhaustion.

According to Skaalvik and Skaalvik (2017), TSE is positively predicative and is influenced by the organization of school learning objectives. This is because the design of learning goals allows instructors to assess their performance in student development, and all teachers can track students' progress during the teaching process as long as they pay close attention to what they are doing. The self-efficacy of teachers is positively connected with work satisfaction and engagement, according to several research done in different cultures (Brouwers & Tomic, 2000; Collie et al., 2012; Gilbert et al., 2014; Klassen & Chiu, 2011; Klassen et al., 2013). From these supported studies, the following hypothesis has been formulated:

H5: Teacher self-efficacy has a significant impact on emotional exhaustion.

H7: Teacher self-efficacy has significant impact on job satisfaction.

2.6 Emotional exhaustion

Employees under pressure due to job or performance risks may experience psychological stress and emotional tiredness (Devine & Hunter, 2016). Employees may experience emotional tiredness due to conformity since internal and external conflicts of emotion can influence how they behave. Events at work may have a beneficial or negative impact on how employees behave. (Weiss & Cropanzano, 1996).

Additionally, of all the factors affecting workers' job

happiness, Xu et al. (2016) found that the employees' emotions and emotional state had the greatest impact. Several aspects of the job may contribute to an employee's emotional exhaustion. Emotional tiredness considerably reduces job satisfaction because it makes employees feel as though their emotional reserves are exhausted (Brackett et al., 2010; Chen & Chen, 2018). Employees' emotional exhaustion and lower job satisfaction may be caused by unpleasant workplace incidents, such as employees' outward compliance. (Grandey, 2003; Hülsheger et al., 2013; Lee et al., 2019; Simha et al., 2014). From these supported studies, the following hypothesis has been formulated:

H6: Emotional exhaustion has significant impact on job satisfaction.

2.7 Job satisfaction

Weiss (1999) discovered that people's positive and negative assessments of their work were classified as job satisfaction. According to Ewen et al. (1976), this term is consistent with the idea of JS, the happy or good emotional state brought on by people's evaluations of their work. Similarly, Skaalvik and Skaalvik (2010) contend that job satisfaction in teachers is defined by their emotional reaction to their work and teaching.

Herzberg et al. (1959) initially described teachers' job satisfaction as having a multifaceted structure. However, there needs to be more agreement on how to evaluate this structure. According to most recent research, one's opinion of one's employment might be favorable or negative (Skaalvik & Skaalvik, 2010).

3. Research Methods and Materials

3.1 Research Framework

The researchers developed a conceptual framework based on three fundamental research hypotheses and four significant investigations. (Ewen et al., 1976) The model for work satisfaction was created. The two-factor hypothesis was presented by Herzberg et al. (1959). The self-efficacy idea was put out by Bandura (1997). Herzberg's theory aims to clarify the connection between motivation and job satisfaction.

The conceptual framework of job satisfaction and self-efficacy for art instructors was developed by combining pertinent literature and research theories with the three theoretical frameworks of earlier studies. Skaalvik and Skaalvik (2017), who reviewed the research on teacher stress and self-efficacy during the previous ten years, proposed the first theoretical framework. It becomes clear that there is a negative association between instructors' self-efficacy and their pressure level. According to Skaalvik and Skaalvik (2017), this article aims to ascertain how stress affects self-efficacy. In the second theoretical framework, Sehgal et al. (2017) examined the relationship between teacher effectiveness and self-efficacy, examined the factors that affect these traits, and discussed the contributions of teacher cooperation and principal leadership in explaining the relationship.

The findings demonstrate a favorable correlation between teacher self-efficacy and principal leadership. The study's conclusions showed that schools should pay special attention to enhancing their instructors' self-efficacy. In order to increase the effectiveness of their operations, they must also place a high value on the cooperation between their principals and instructors. The final piece of material was supplied by Skaalvik and Skaalvik (2017), who investigated the connection between emotional tiredness, work satisfaction, and teachers' self-efficacy. Higher job satisfaction, lower levels of job burnout, and the urge to quit are all related to self-efficacy. Higher emotional weariness was linked to decreased work satisfaction, and emotional exhaustion was also influenced by self-efficacy. Self-efficacy and emotional weariness in teachers are crucial determining variables.

The research conceptual framework is proposed as follows in Figure 1.

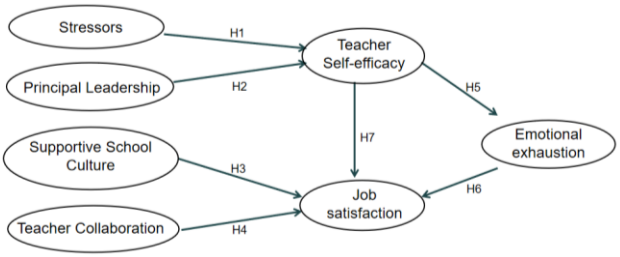

Figure 1: Conceptual Framework

H1: Stressors has a significant impact on teacher self-efficacy.

H2: Principal leadership has a significant impact on teacher self-efficacy.

H3: Supportive school culture has a significant impact on job satisfaction.

H4: Teacher collaboration has a significant impact on job satisfaction.

H5: Teacher self-efficacy has a significant impact on emotional exhaustion.

H6: Emotional exhaustion has significant impact on job satisfaction.

H7: Teacher self-efficacy has significant impact on job satisfaction.

3.2 Research Methodology

A quantitative approach was used in this work, along with empirical analysis. Using a questionnaire, sample data were gathered from the intended audience. Before large-scale data collection, the Item-Objective Congruence (IOC) test and a pilot Cronbach's Alpha analysis were used to confirm the questionnaire's content validity and reliability. After the reliability test, the questionnaire was sent online to art teachers in five districts of Chengdu to fill in. Respondents must be part-time art teachers. Anderson and Gerbing (1988) proposed two steps of the Structural Equation Model (SEM) method, which were adopted in this study to analyze the sample data. The first step was using SPSS and AMOS for Confirmatory Factor Analysis (CFA) to examine convergent validity, and the second step was to conduct SEM to explore causal relationships between all constructs in the conceptual model to test the significance of influences and proposed hypotheses. SEM has the advantage of the ability to explore a range of dependencies synchronously, especially when the model consists of both direct and indirect influences between structures (Hair et al., 2010).

The assessment of Item-Objective Congruence (IOC) was carried out by a panel of three experts, and all the items exceeded the acceptable threshold of 0.6. In the pilot test involving 50 participants, Cronbach's alpha reliability was employed. According to Tavakol and Dennick (2011), a measurement tool is considered suitable for use when the Alpha coefficient is greater than or equal to 0.60, indicating an acceptable structure. A higher Alpha coefficient signifies increased reliability in the structure.

3.3 Population and Sample Size

This study's target population is art teachers from five districts of Chengdu, all part-time primary and secondary school art teachers. Based on Soper (2006) A-priori Sample Size Calculator for SEM, the recommended minimum sample size for the parameters of 7 potential variables and 30 observed variables is 425 at the probability level 0.05. Therefore, questionnaires were distributed, and 450 valid responses were screened.

3.4 Sampling Technique

This study used multi-stage sampling techniques of judgment, stratified random, and convenient sampling to carry out sample range and selection. Judgment sampling was adopted to select five districts located in Chengdu, China, and stratified random sampling was adopted to determine the sample size of each district or sample strata, as shown in Table 1.

Table 1: Sample Units and Sample Size

Group Name	Population Size	Proportional Sample Size
Tianfu New District	128	72
Qingyang District	167	95
High-tech District	195	110
Wuhou District	145	82
Jinniu District	162	91
Total	**797**	**450**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Table 2 presents the demographic profiles of the total 450 respondents. Among them, 37 were male, accounting for 8.2%, and 413 were female, accounting for 91.8%. Among the professional titles of part-time art teachers, 57.3% were about no title, 27.1% about First level, 13.8% about Advanced level, and 1.8% about Professor level.

Table 2: Demographic Profile

Demographic and General Data (N=450)		Frequency	Percentage
Gender	Male	37	8.2%
	Female	413	91.8%
Professional title	No title	258	57.3%
	First level	122	27.1%
	Advanced	62	13.8%
	Professor	8	1.8%

Source: Constructed by author

4.2 Confirmatory Factor Analysis (CFA)

Hair et al. (2010) assert that Confirmatory Factor Analysis (CFA) is a suitable place to start when employing the SEM. According to Byrne (2010), CFA may be used to evaluate the reliability and validity of both variables. Using Cronbach's Alpha reliability, factor loading, average variance extracted (AVE), and composite reliability (CR), Fornell and Larcker (1981) claim that convergent validity may be statistically evaluated. Factor loadings above 0.50 are quite important, according to Hair et al. (1998). All of the study's individual items had factor loadings ranging from 0.697 to 0.935, all greater than 0.50 and frequently above 0.70. According to recommendations from Fornell and Larcker (1981) and Hair et al. (1998), the average variance extracted (AVE) should be more than or equal to 0.4, and composite reliability (CR) should be 0.70 or higher.

Table 3 shows that all estimates are significant when the CR value exceeds 0.7, and the AVE value exceeds 0.5. In order to assess the items' internal consistency inside the construct, Cronbach's alpha was used (Killingsworth et al.,

2016). Cronbach's alpha should be 0.7 or above, according to George and Mallery (2003) and Hair et al. (2010), to indicate a valid measurement. Every Cronbach's Alpha value was more than 0.7, as seen in Table 3.

Table 3: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Teacher Self-efficacy (TS)	Park et al. (2016)	5	0.884	0.763-0.799	0.875	0.509
Job satisfaction (JS)	Skaalvik and Skaalvik (2017)	4	0.884	0.801-0.819	0.884	0.657
Streesors (ST)	Borg and Riding (1991)	4	0.854	0.757-0.855	0.875	0.638
Principal Leadership (PL)	Sehgal et al. (2017)	4	0.877	0.764-0.839	0.877	0.642
Supportive School Culture (SSC)	Sehgal et al. (2017)	4	0.875	0.761-0.843	0.876	0.639
Teacher Collaboration (TC)	Sehgal et al. (2017)	4	0.857	0.713-0.810	0.859	0.604
Emotional exhaustion (EE)	Etikan (2016)	4	0.881	0.771-0.836	0.881	0.650

Metrics for fit indications are provided in Table 4. The CMIN/DF, GFI, AGFI, NFI, CFI, TLI, and RMSEA were the indices used for measurement, and they all had statistical values from CFA that were above acceptable bounds and showed good model fit.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/ DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.746
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.914
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.895
NFI	≥ 0.80 (Wu & Wang, 2006)	0.921
CFI	≥ 0.80 (Bentler, 1990)	0.964
TLI	≥ 0.80 (Sharma et al., 2005)	0.959
RMSEA	< 0.08 (Pedroso et al., 2016)	0.041
Model Summary		**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker-Lewis index and RMSEA = Root mean square error of approximation.

In Table 5, the discriminant validity was strong. The larger value of AVE square roots suggested that all variables were significant compared to the factor correlations.

Table 5: Discriminant Validity

	TS	JS	ST	PL	SSC	TC	EE
TS	**0.772**						
JS	0.500	**0.810**					
ST	0.343	0.312	**0.798**				
PL	0.439	0.358	0.183	**0.801**			
SSC	0.392	0.398	0.186	0.290	**0.799**		
TC	0.284	0.380	0.160	0.158	0.189	**0.777**	
EE	0.433	0.555	0.375	0.352	0.395	0.299	**0.806**

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

This study evaluated the acquired data using a structural equation model (SEM). SEM has a variety of advantages. SEM may be used first to examine dependent connections (Hair et al., 2010). SEM examined the random relationships between latent and observable variables in the second step. Third, random error in the observed variables was used to provide measurements with greater accuracy. Fourthly, it evaluated several signs to determine the concealed variable's value. Finally, it may also test hypotheses at the construct level (Hoyle, 2011) rather than only evaluating them at the item level.

Table 6 measures and illustrates the structural model's goodness of fit. CMIN/DF = 2.284, GFI = 0.886, AGFI = 0.865, NFI = 0.892, CFI = 0.936, TLI = 0.930, and RMSEA = 0.053 were the statistical results. All fit indices' values confirmed the model's fitness above the threshold for acceptability.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.284
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.886
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.865
NFI	≥ 0.80 (Wu & Wang, 2006)	0.892
CFI	≥ 0.80 (Bentler, 1990)	0.936
TLI	≥ 0.80 (Sharma et al., 2005)	0.930
RMSEA	< 0.08 (Pedroso et al., 2016)	0.053
Model Summary		**In harmony with Empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker-Lewis index and RMSEA = Root mean square error of approximation.

4.4 Research Hypothesis Testing Result

Standardized path coefficients determine the degree of connection between the independent and dependent variables stated in the hypothesis.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: ST→TS	0.287	6.889*	Supported
H2: PL→TS	0.427	8.911*	Supported
H3: SSC→JS	0.142	3.539*	Supported
H4: TC→JS	0.200	4.781*	Supported
H5: TS→EE	0.586	9.418*	Supported
H6: EE→JS	0.354	7.119*	Supported
H7: TS→JS	0.299	5.301*	Supported

Note: * p<0.05
Source: Created by the author

As shown in Table 7, seven proposed hypotheses were supported. Teacher Self-efficacy was significantly driven by Streesors and Principal Leadership, respectively, and the path relationship to Teacher self-efficacy that had the greatest impact in **H2** was Principal Leadership. Principal Leadership had a standardized path coefficient of 0.427 with a t-value of 8.911* for Teacher Self-efficacy. This supports previous studies by Duyar et al. (2013), Gagné and Deci (2005), and Barber and Meyerson (2007).

Another important factor of teacher self-efficacy is Stressors, with a standardized path coefficient of 0.287 and a t-value of 6.889* **(H1).** Therefore, job satisfaction is influenced by the stress generated by teachers at work. This is consistent with the findings of Betoret (2009), Collie et al. (2012), and Skaalvik and Skaalvik (2010) that teacher self-efficacy is negatively affected by Stressors.

Regarding teachers' job satisfaction, it is strongly influenced by emotional exhaustion, followed by supportive school culture, Teacher self-efficacy, and teacher collaboration. The path relationship on job satisfaction is standardized path coefficient in **H6** is 0.354, t-value is 7.119*. Teachers' emotional exhaustion affects teachers' job satisfaction. This also supports previous studies by Devine and Hunter (2016), Xu et al. (2016), Brackett et al. (2010), Chen and Chen (2018), Lee et al. (2019), Hülsheger et al. (2013) and others.

Emotional exhaustion is directly affected by Teacher Self-efficacy. The standardized path coefficient of **H5** is 0.586, t-value is 9.418*. Emotional exhaustion is related to teachers' self-efficacy, which aligns with Brouwers and Tomic (2000) Etikan (2016) study.

The direct effect of Supportive school culture on job satisfaction is significant, with a standardized path coefficient of 0.142 and t-value of 3.539* for **H3,** which is in line with the findings of Chong and Kong (2012), Duyar et al. (2013), Shachar and Shmuelevitz (1997), Liu and Bellibas (2018), Rahmi and Mustafa (2022) that the stronger teachers perceive supportive school culture, the higher the job satisfaction.

Teacher Self-efficacy also significantly affected job satisfaction, with a standardized path coefficient of 0.299 and a t-value of 5.301* for **H7.** This is consistent with Betoret (2009), Skaalvik and Skaalvik (2010, 2011) studies.

Teacher collaboration directly affects job satisfaction with a standardized path coefficient of 0.200 and a t-value of 3.539* for **H4.** This is in line with Garavan (2010), Goddard et al. (2015), and Liu and Bellibas (2018) studies. A culture of teacher collaboration is recommended in schools to create a more effective work environment conducive to improving teachers' job satisfaction.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This is the first study to look at the self-efficacy and work satisfaction of primary and secondary school art instructors in China based on the study's findings. This study aimed to compile and evaluate the critical elements influencing the self-efficacy and job satisfaction of Chengdu's primary and secondary school art instructors. In the conceptual framework, the researcher developed seven hypotheses to investigate the variables influencing job satisfaction. The questionnaire was created, reliability-validated, and disseminated online to part-time art instructors in five Chengdu City districts. CFA was utilized to gauge and assess the validity and dependability of the research conceptual model using the data that had been gathered. SEM was used to examine the work satisfaction of part-time art instructors in Chengdu City and to investigate the variables influencing behavior. The validity of all seven proposed hypotheses was established, and they all met the study's goals.

As a summary of the research results, we can say that Xu et al. (2016) found that emotional burnout has the greatest impact among all the factors that affect employees' happiness at work. It is the strongest predictor of teacher job satisfaction. Employees may feel emotionally exhausted due to some workplace issues. Considering that emotional fatigue may cause employees to feel that their emotional supply has dried up, this can significantly reduce job satisfaction. In addition, since teachers' self-efficacy significantly impacts emotional fatigue, Brouwers and Tomic (2000) proposed that teachers' emotional fatigue can be reduced through efforts to improve teachers' self-efficacy. Teachers and principals are the variables that affect teachers' self-efficacy. Skaalvik and

Skaalvik (2010) suggest that there is a link between job burnout and school stress. It is also associated with lower job satisfaction among teachers. Barber and Meyerson (2007) state that interaction between teachers and competent school leaders promotes student achievement. In order to improve their happiness at work, schools should design and implement procedures and policies that encourage teachers' self-efficacy.

Secondly, supportive school culture, teacher self-efficacy, and teacher cooperation are antecedent job satisfaction significantly affecting teaching usefulness. This study found that a positive school climate can improve teacher satisfaction. It encourages people to appreciate each other's perspectives and share their achievements and frustrations. Because of this, school officials should foster an encouraging environment (Rahmi & Mustafa, 2022). By improving their working conditions, educators will feel that their work is more useful and purposeful, leading to higher job satisfaction.

Finally, we conclude that improving teachers' self-efficacy can enhance teachers' job satisfaction. The following measures can be taken: 1. Provide support and training: The school management can provide the support and training needed by teachers to help teachers upgrade their teaching skills and knowledge. 2. Provide feedback and recognition: School management can regularly give teachers feedback and recognition. Proper feedback and recognition can help teachers recognize their work performance and enhance teachers' self-confidence. 3. Establish opportunities for colleagues to cooperate and share experiences: Schools can create a collaborative and shared teacher team to exchange experiences and share teaching methods and educational resources, improving teachers' self-efficacy and job satisfaction. 4. Cultivate a positive teacher mentality: Encourage teachers to think positively, solve problems actively, and help teachers overcome difficulties and challenges. At the same time, teachers' moral awareness can be cultivated by holding regular lectures and seminars to improve teachers' identification of their identities and responsibilities. 5. Establish effective communication channels: School management can establish effective communication channels to understand teachers' needs and perplexity through communication with them, solve problems promptly, and enhance teachers' sense of belonging and satisfaction. In conclusion, improving teachers' self-efficacy can enhance their job satisfaction. School management can help teachers improve their teaching ability and confidence by supporting and training, providing feedback and recognition, cooperating and sharing, cultivating teachers' mentality, and establishing communication channels.

5.2 Recommendation

Streesors (ST), Principal Leadership (PL), and Supportive School Culture (SSC) were studied, Teacher Collaboration (TC), Teacher Self-efficacies (TS), and Emotional exhaustion (EE) on job satisfaction (JS) of elementary and middle school art teachers in five districts of Chengdu City.

All the crucial elements had to be created and pushed to get a picture of job satisfaction among elementary and middle school teachers now employed in Chengdu City. This study discovered that teacher self-efficacy was the biggest predictor of teacher work satisfaction and emotional weariness. Teacher work satisfaction was marginally positively correlated with teacher self-efficacy views. These findings align with social cognitive theory, which holds that establishing ambitious goals and exerting additional effort to reach them are signs of high self-efficacy. Positive emotional dispositions may result in a greater appraisal of one's talents. Therefore, the two-way relationship is equally valid (Bandura, 1997).

The moderating function of instructors' self-efficacy must thus be emphasized. It follows that teachers' self-efficacy may be significantly increased if they deliberately focus on controlling self-efficacy in their job, learn to identify stresses in their work and dissolve or transform them, and ask for assistance from their key leaders to address difficulties. Their job happiness increases with increasing self-efficacy. In order to improve motivation and job satisfaction for teachers, school principals, and senior managers should work to establish a supportive school culture at work. This can be done by encouraging teamwork and cooperation among staff members, reducing emotional exhaustion, and boosting self-efficacy.

In conclusion, this study thoroughly explains the variables affecting teachers' work satisfaction in elementary and secondary schools. To build an ideal working environment and cultivate more talents, it gives school and higher-level administrators variables for identifying teachers' job satisfaction. These variables can then be applied to specify school management strategies, talent selection, and campus construction and development.

5.3 Limitation and Further Study

Given the study's limitations, the following recommendations for more research should be considered. First, the study's scope and sample size were constrained because it only included part-time art instructors from elementary and secondary schools in Chengdu City, who were then chosen from five districts inside the city. Second, the multidimensionality of teachers' work happiness is connected to the study's theme of job satisfaction. Although the researcher employed a scale with six components, looking

at additional facets of teachers' work satisfaction is possible. For instance, elements include the design of learning objectives, the sufficiency of resources, staff autonomy, and teaching experience. Investigating many effects may provide various results, enhance the generalizability of the study model, and produce more generalized outcomes. Third, only instructors were included in the poll. To learn more about how students, parents, or management staff see teachers' work satisfaction, further study might include them as respondents. Future studies can utilize experimental techniques to control for other factors that can muddle the causal chain, such as defining a particular quality element to see how it affects the causality-dependent variable behavioral intention. A qualitative study can be incorporated to comprehend further the job satisfaction level among Chengdu's primary and secondary art instructors.

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