Relationship between University Organizational Management Climate, Teacher Self-Efficacy and Job Satisfaction in Chinese University

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Abstrat

Taking university teachers as the survey object and sample survey the current situation of university Teachers' organizational management climate, teachers' self-efficacy and teachers' job satisfaction, discusses the correlation and direction of action among the three, and constructs a simple structural equation model among the three. The results of structural equation model show that there is a significant positive correlation among organizational management climate, teachers' self-efficacy and teachers' job satisfaction; The organizational management climate in colleges and universities affects teachers' job satisfaction through the mediating effect of teachers' self-efficacy How to create a good organizational and management atmosphere in colleges and universities, so as to stimulate teachers' sense of self-efficacy and improve teachers' job satisfaction is undoubtedly an important work that cannot be ignored in Chinese colleges and universities

Keywords: Organizational Management Atmosphere, Teacher Self-efficacy, Job Satisfaction

Introduction

"The size of colleges and universities lies not in the size of buildings, but in the size of masters." (Shi, 2018) With the deepening of the reform of the higher education system, colleges and universities should take it as their duty to train outstanding talents who contribute to the party and the people as their own responsibility, run a first-class university of socialism with Chinese characteristics, and contribute their wisdom and strength to realize the Chinese dream of the great rejuvenation of the Chinese nation. In this process, teachers play a very important role. Teachers are the main implementers of school education and the main determinant of the quality of school education. Cultivate all-round talents who adapt to the all-round development of morality, intelligence, physique, beauty and labor in China's socialist modernization, have basic theory and scientific literacy, and have strong practical ability and innovation ability.

The outline of the national medium and long term education reform and development plan (2010-2020), officially released in July 2010, clearly pointed out: "build a team of high-quality teachers. The overall plan of education is based on teachers. Only good teachers

can have good education." (Ministry of Education, 2018) It is very necessary to study the group of teachers. In the past few years, scholars mostly achieved the requirements of improving the quality of education, the level of teaching management and the all-round development of students through the research period of teachers' knowledge, ability and behavior. It can be said that it is carried out from the external factors of teachers. In recent years, the research on internal factors such as teachers' beliefs, feelings, self and values has gradually developed. Teachers are a whole person, which reflects the complexity, multi-faceted and dynamic of teachers. It will be more reasonable to study comprehensively from internal and external factors. As the executors of higher education, teachers shoulder the great historical responsibility of the reform, development and implementation of higher education. Their mental health level and job satisfaction will directly affect the healthy growth of students. It plays an indispensable role in improving the quality of education and teaching in colleges and universities, cultivating talents and building a harmonious society.

This paper explore the relationship between the organizational and management atmosphere of colleges and universities and the self-efficacy and job satisfaction of university teachers, which is one of the hot issues in the research of teacher education. Bandura (1989) social cognitive theory holds that people's self-efficacy can significantly predict people's motivation, behavior and attitude. From the new perspective of organizational management atmosphere in colleges and universities, this paper determines the impact of organizational management atmosphere on the development of university teachers. The self-efficacy of colleague teachers will not only be affected by the university environment, but also affect teachers' work and professional development. Positive teachers' self-efficacy can improve teachers' job satisfaction. Teachers' self-efficacy and teachers' job satisfaction affect each other. At the macro-institutional level, it provides some advice and reference for teachers' job satisfaction and the decision-making of university organization and management atmosphere; At the organizational level, it is beneficial to the organization of colleges and universities and the perfection and health of their functions (Shi & Geng, 2009)

To understand the development status and relationship of organizational management atmosphere, teachers' self-efficacy and teachers' job satisfaction in colleges and universities, so as to provide basis and suggestions for the education department to formulate policies and measures to promote the improvement of teachers' self-efficacy and improve teachers' job satisfaction; Improve the professional quality and professional level of university teachers; It is helpful to maintain the physical and mental health of university teachers, to avoid teachers' Job Burnout and resignation, and to promote the development of higher education.

Problem Statement

The success or failure of education not only determines the quality of the people, but also affects the sound development of the family, society and even the whole country. Colleges and universities with talent export function play a very clear role in the education industry of cultivating talents. Improving the quality of education has become the unanimous wish of the country and the people. University teachers are the core element of the development of colleges and universities, and the management of teachers has always been the top priority of educational reform. Teachers' job satisfaction is directly related to the quality of education and teaching in colleges and universities. Unfortunately, higher

education has always focused on students and often ignored the group of teachers. Educator Henry Adams (1918) said: "the influence of teachers is infinite, and it is impossible to tell where his influence ends". Without the active participation of teachers, any educational reform and innovation will be an armchair strategist; Teachers work and study in schools. The quality of the school's organizational and management atmosphere has a considerable impact on the stimulation of teachers' work potential, the improvement of service willingness and work enthusiasm, and the improvement of teachers' sense of self-efficacy. Only in a good organizational atmosphere can teachers' subjective initiative be brought into full play.

University teachers shoulder the mission of improving the quality of university education. Cross cultural research evidence shows that poor university organizational and management atmosphere and negative student behavior may lead to low teacher job satisfaction. Several factors that affect the organizational management climate of colleges and universities: positive colleague relationship, teacher-student relationship, promotion opportunity and decision-making system all produce high-level teacher satisfaction. We understand that a good organizational and management atmosphere and teachers' job satisfaction can improve the quality of education and students in colleges and universities, prevent job burnout (Wang, & Rahimi, 2015).and help to retain high-quality teachers (Skaalvik & Skaalvik, 2011). For a long time, the attention to the organizational management atmosphere of colleges and universities, teachers' self-efficacy and job satisfaction has attracted extensive attention from the society and management departments. The research shows that the organizational and management atmosphere of colleges and universities is established by the leaders, decision-makers and administrative managers of colleges and universities, The organizational management atmosphere in colleges and universities is based on the perception of teachers and administrative personnel, and is generated by their work style and collective atmosphere. (Demirtas & Bali, 2017) When teachers' perception of the working environment of colleges and universities is cohesive, they have a positive evaluation of the organizational and management atmosphere of colleges and universities. When the organizational management climate in colleges and universities is related to the critical results reflected in Teachers' behavior and organizational process, the organizational management climate in colleges and universities is valuable. The evaluation of the organizational and management atmosphere in colleges and universities reveals the existing problems and areas that need to be improved, which is the basis of our reflection. Teachers' job satisfaction is a controllable factor. If managers can measure and understand rationally, they can maintain teachers' high job satisfaction.

Good university environment and colleague relationship form teachers' professional loyalty and sense of responsibility to the organization. Positive University atmosphere is positively correlated with teachers' job satisfaction and teachers' education and teaching performance, which significantly affects the management efficiency and education and teaching quality of colleges and universities. (Harish & Aditi, 2013) If the school management also considers teachers' feelings and interests when planning school development goals, it will significantly improve teachers' sense of self-efficacy and emotional dependence on the school, and will also be of great benefit to improve teachers' job satisfaction. This paper aims to study how the organizational management climate and teachers' self-efficacy affect teachers' job satisfaction in the process of education and teaching.

Previous studies have not taken collective teachers' self-efficacy and teachers' self-efficacy as intermediary variables to consider the relationship between organizational management climate and teachers' job satisfaction. In addition, the previous research depends on the cross section. This research adopts the longitudinal research design, which provides a more solid foundation for establishing the model. There is a causal relationship between variables.

Objectives of Research
This study investigated the relationship among organizational management atmosphere, teachers' self-efficacy and teacher job satisfaction in university. The specific objectives of this study are as follows:
1.   To identify the relationship between university organizational management climate and job satisfaction in Chinese university.
2.   To identify the relationship between university organizational management climate and teacher self-efficacy in Chinese university.
3.   To identify the relationship between teacher self-efficacy and job satisfaction in Chinese university.
4.   To identify the relationship between university organizational management climate, teacher self-efficacy, and job satisfaction in Chinese university.
5.   To examine teacher self-efficacy mediating the relationship between university organizational management climate and job satisfaction in Chinese university.

Underlying Theory
1.Lewin field theory
Lewin (1935) field dynamics theory, based on the concept of Gestalt psychology, published field theory, which is used to explain the interaction between human behavior and the surrounding environment.
Man is a field, and his psychological activities take place in a psychological field or living space. Life space (LS) includes individuals and their psychological environment. A person's behavior (b) depends on the interaction between the individual (P) and his environment (E), that is, the behavior depends on the individual's living space (LS). Based on this, he proposed the basic function formula of field dynamic theory: B = f (p * e) = f (LS)
In other words, Lewin (1938) argue that F represents a functional relationship, that is, the interaction between various forces. Living space (LS) includes man (P) and his environment (E). Behavior occurs in this living space which is not only a function of man and environment, but also a function of living space. According to Lewin（1968） theory, whether external stimulation can become an incentive factor depends on the size of internal motivation. The product of the two determines the direction of individual behavior. If the internal motivation of an individual is zero, the stimulation of the external environment will not work; If the internal motivation of an individual is negative, the stimulation of the external environment may have the opposite effect.

2.Social Cognitive Theory
Bandura (1986) put forward a view of human function, which holds that the processes of cognition, substitution, self-regulation and self-reflection play a central role in human adaptation and change. From this theoretical point of view, human function is regarded as the product of the dynamic interaction of individual, behavior and environmental impact.

The mutual nature of the determinants of human function in social cognitive theory makes treatment and counseling work targeted at personal, environmental or behavioral factors. With the framework of social cognitive theory, teachers can make efforts to improve students' emotional state, correct their wrong self-belief and thinking habits, improve their academic skills and self-regulation practice, and change the school and classroom structure that may destroy students' success. Bandura (1997) social cognition theory is in sharp contrast to the human function theory, which overemphasizes the role of environmental factors in human behavior and learning development.

Bandura (1977) social cognitive theory holds that self-efficacy refers to "people's speculation and judgment of their actual ability to engage in a certain behavior". If Bandura (1977) social cognitive theory is applied to the study of teachers' self-efficacy, from the perspective of "environment subject behavior", teachers' cognition of the external environment and the interaction of self-ability, teachers' self-efficacy refers to "teachers' subjective judgment of their ability to affect students' learning activities and results". If teachers believe that the external environment and school family have a greater impact on students' academic performance than teachers themselves, we call it general teacher efficacy. If teachers believe that their ability can help and educate students to learn effectively, we call it personal teaching effectiveness.

3. Herzberg's motivator–hygiene theory

Herzberg & Capwell (1958) two factor theory, also known as incentive medical two factor theory, Herzberg believes that the factors affecting personal job satisfaction can be divided into incentive factors and medical factors. He believes that the factors that make teachers dissatisfied are often caused by the university environment, and the factors that make teachers satisfied are often produced by the teaching work itself. Herzberg's two factor theory is actually aimed at the goal of satisfaction. The so-called health factors are essentially the requirements of people's external conditions; The so-called incentive factors are essentially the requirements of people's work. According to Herzberg (1958) theory, to mobilize people's enthusiasm, we should make an article on the word "satisfaction". Meeting people's requirements for external conditions is called indirect satisfaction, which can make people receive external incentives; Meeting people's requirements for the work itself is called direct satisfaction, which can make people receive internal motivation.

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Herzberg & Capwell (2012) is that motivators can improve employees' work efficiency and give them a sense of satisfaction. These factors are mainly related to the work content. Herzberg (1958) refers to other factors as hygiene factors or maintenance factors. These factors are related to the working environment. The lack will lead to employee dissatisfaction, but the increase may not be able to motivate employees. Health care factors include company policies, management measures, supervision, interpersonal relationships, material working conditions, wages, welfare, etc. When these factors deteriorate below the acceptable level, dissatisfaction with the work will occur. However, when people think these factors are good, they just eliminate dissatisfaction and will not lead to a positive attitude, which forms a neutral state that is neither satisfied nor dissatisfied. The factors that can bring positive attitude, satisfaction and motivation are called "motivation factors", which are those that can meet the needs of personal self-realization, including achievement, appreciation, challenging work, increased work responsibilities, and opportunities for growth and development. If these factors are available, they can generate greater incentives for people.

Literature Review

University Organizational Management Climate

The organizational and management atmosphere in colleges and universities is a positive or negative working environment characteristic that university teachers perceive and affect teachers' teaching behavior and attitude. It refers to the unique characteristics that university internal members feel more lasting and relatively stable and have an impact on university members in a certain period of time. The organizational management atmosphere of colleges and universities is the internal atmosphere of colleges and universities. This atmosphere is the psychological perception of university teachers and will affect their behavior. The organizational management atmosphere of colleges and universities can be divided into people-oriented organizational atmosphere, rule-oriented organizational atmosphere, innovation oriented organizational atmosphere and goal oriented organizational atmosphere.

Litwin & Stringer (1968) believed that the essence of organizational climate is an organizational characteristic from the shared perception among members, which can be measured and affect the behavior of members. According to the common understanding of its members on the working environment, an organization affects its members' psychological and perceptual behavior response, which is perceived directly or indirectly by other members of the organization, and then affects its members' motivation and behavior.

Hoy & Clover (1986) believes that the school organizational management climate is the perception of individual faculty members on the overall working environment of the school. The school organizational management climate is affected by the interaction of principals, leadership and decision-making levels, managers and teachers. It includes common values, social beliefs and social standards. The principal behavior level and teacher behavior level are divided into three dimensions, including severe, guiding and supporting principal behavior, and centrifugal, cooperative and intimate teacher behavior. It is the internal characteristic of a school different from other schools. It is the perception and description of its working environment by school organization members, and affects their behavior.

Based on the findings of the first objective in this study, which is to determine the relationship between the independent variables university organizational management climate and teacher job satisfaction. The Pearson Correlation Coefficient was employed to achieve the first research objective.

H1: There is a significant relationship between university organizational management climate and job satisfaction in Chinese university.

Teacher Self-efficacy

The concept of teachers' teaching efficacy originates from Bandura (1997) self-efficacy theory, which is derived from the application of Bandura (1997) self-efficacy theory in teaching. Bandura (1977) interpreted self-efficacy as "an individual's expectation of whether he can successfully achieve a goal or implement an action". It includes two components, result expectation and efficiency expectation. Outcome expectation refers to the prediction of the outcome of an individual's behavior. Efficiency expectation refers to the subjective speculation of an individual's ability to achieve a certain goal.

Woolfolk and Hoy (1990) further defined teachers' teaching efficacy as teachers' beliefs in school educational theory, students' responsibility for learning success or failure, learning function, general educational philosophy and teachers' influence on students.

Gibsom & Dembo (1984) divided teachers' teaching efficacy into general teaching efficacy and personal teaching efficacy, based on Bandura (1977) outcome expectation and efficacy expectation. It reflects the expected effectiveness of teaching, while it reflects the expected results of teaching. In essence, teachers believe that the expected results of the environment can be controlled. In other words, students can be cultivated regardless of their family background, intelligence level and school environment. Teachers with expected effectiveness think they can bring positive changes to students。

Teachers' job satisfaction often affects teachers' self-efficacy. The core of teachers' job satisfaction(Judge et al., 2001; Locke, 1996) is that when teachers are more satisfied with their current work status, they will be more proactive to complete their work, which will have a more positive impact on Teachers' sense of self-efficacy, leading to more positive initiative and stronger belief.

Teachers' self-efficacy is directly related to their own behavior, emotion, cognition and students' participation, (Van & Pieters, 2014). Teachers' high level of self-efficacy can not only reduce teachers' work pressure, but also improve teachers' job satisfaction (Troesch & Bauer, 2017), and reduce teachers' willingness to leave (Wang & Rahimi, 2015).

Based on the findings of the second objective in this study, which is to determine the relationship between university organizational management climate and teacher self-efficacy. The Pearson Correlation Coefficient was employed to achieve the second research objective.

H2: There is a significant relationship between university organizational management climate and teacher self-efficacy in Chinese university.

Job Satisfaction

Hoppock (1935) believes that job satisfaction is an individual's subjective response to the working environment, the employee's feeling of the working environment and the degree of physical and psychological satisfaction. Locke (1969) defined job satisfaction as a pleasant and positive emotional state. This emotional state is derived from the evaluation

of work and work experience. It is the employee's understanding of the extent to which work provides this emotion.

Skaalvik & Skaalvik (2011)define teachers' job satisfaction is a psychological concept, which refers to an attitude reflection of teachers' evaluation of their work and work experience. It is an overall and emotional feeling and view of teachers' work and occupation, as well as working conditions and conditions. Caprara et al (2003) believe that job satisfaction is the "decisive factor" which affecting teachers' attitudes. For improving teachers' job satisfaction, both teachers' job attitude performance and self-efficacy are the decisive factors.

Lambrou and Niakas (2010) defined job satisfaction as a positive emotional state facing the environment at the physiological . Teachers' job satisfaction teachers are a career that helps people develop and the key to school education. Teachers' job satisfaction affects the exertion of teachers' work enthusiasm, the quality of school education and teaching, and it will also restrict the development of teachers' mental health. Teachers' job satisfaction is also of great significance in school management. It not only affects teachers' work enthusiasm, but also can be used as an important index of school management efficiency, but also provides an important basis for school management decision-making.

Dinham & Scott (1997) believes that teachers' job satisfaction is teachers' individual satisfaction with their work. It is closely related to teachers' work enthusiasm and mental health. According to the characteristics of teaching work, the objectivity of campus environment and personal subjective feelings, teachers are positive. This definition also holds that job satisfaction is dynamic and inseparable from teachers' working hours and personal emotions.

Porter (1988) believes that job satisfaction should be based on the difference between individual actual work compensation and expected compensation. Teachers are influenced by the gap between their internal expected salary and actual salary according to their specific campus environment and colleague relationship. The gap determines individual job satisfaction, teachers' emotional dependence on the profession, their willingness to invest time and energy, the internalization of professional normative identity and their willingness to stay in the profession.

Based on the findings of the three objective in this study, which is to determine the relationship between teacher self-efficacy and teacher job satisfaction. The Pearson Correlation Coefficient was employed to achieve the three research objective.

H3:   There is a significant relationship between teacher self-efficacy and teacher job satisfaction in Chinese university.

Conceptual Framework
In this study, we conceptualize the relationship among university organizational management climate, teachers' self-efficacy and teachers' job satisfaction. According to the literature, research purpose, research problems and the summary and analysis of previous relevant research theories, this paper constructs the theoretical framework of this study. The relationship between variables in this study is shown in the figure. In this study, college atmosphere is an independent variable, teachers' self-efficacy is an intermediary variable, and teachers' job satisfaction is a dependent variable. Although other factors (such as demographic and personality characteristics, coping mechanism, social support and cognitive assessment) can also be used as mediators and moderators,

this study attempts to examine only the attitude variables in the relationship between the research variables.

H4: University organizational management climate and teachers' self-efficacy can jointly predict the variation of teachers' job satisfaction.

The precondition of mediating effect is that mediating variables are significantly correlated with variables and variables. The previous correlation analysis shows that teachers' self-efficacy is not only significantly related to the organizational and management atmosphere of colleges and universities, but also significantly related to teachers' job satisfaction. This correlation may reflect that teachers' teaching effectiveness is an intermediary variable between university organizational management climate and teachers' job satisfaction. Therefore, this study assumes that teachers' self-efficacy plays an intermediary role in the organizational management climate and teachers' job satisfaction in colleges and universities.

H5: The Role of teacher self-efficacy as Mediator in the Relationships of university organizational management climate between job satisfaction.
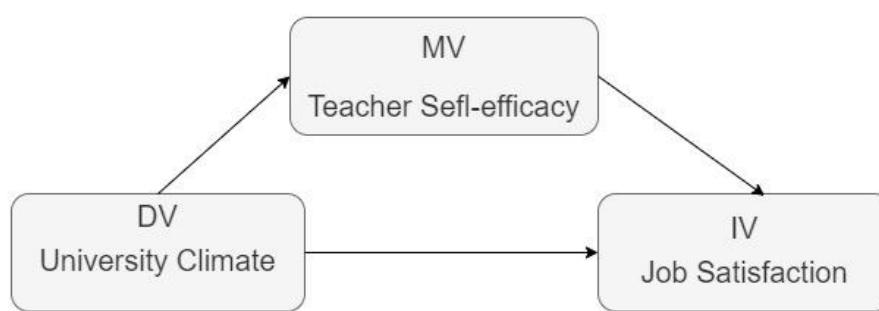
Structural Equation Model

Discussion

In the process of popularization of higher education in China, colleges and universities at all levels have become the main force, accelerating the development of higher education in China, expanding the enrollment scale of colleges and universities, cultivating large-scale professional and technical talents, and transporting theoretical and skilled high-quality talents for enterprises.

Colleges and universities should give support at the level of decision-making and management, set up formal, goal oriented projects, and provide support from external funds in order to achieve university teachers need to develop (Gillespie & Wadsworth, 2001)

At the same time, we should continue to strengthen the construction of colleges and universities in all aspects, and think about how to improve teachers' job satisfaction from the management and system level. University teachers shoulder the key to connecting the past and the future and realizing the transformation of higher education. Teachers' resources are the main body of human resources in colleges and universities. The construction of teachers' team is to strengthen the effective development, rational utilization and scientific management of teachers' resources, optimize the structure of professional titles, age structure and educational background, improve academic level, realize the rational allocation and full utilization of Teachers' resources, mobilize teachers' work enthusiasm to the greatest extent, enhance teachers' sense of self-efficacy and

improve teachers' job satisfaction, Combine teachers' personal needs with the school's career development goals, interactive development and achieve win-win results. Therefore, it is urgent to improve the educational quality of universities and build a teaching team with sufficient quantity, excellent quality, reasonable structure and high teaching and scientific research ability and practical skills. University teachers are eager to have a good campus atmosphere and working environment, which can stimulate and meet their career development needs (Todd et al., 2022), provide conditions and opportunities for their growth and progress, and also hope to obtain the recognition and sense of belonging of the organization (Ismayilova & Klassen, 2019)

Build Good Interpersonal Relationships
Everyone needs to belong. Every individual wants to belong to a social organization that can communicate and benefit each other. It is valuable to be concerned, loved and respected by the organization. There are all kinds of large and small organizations in colleges and universities. Every university teacher has a strong need to belong to the organization. Let university teachers and universities reach a relatively balanced "psychological contract", so that the individual efforts of university teachers can effectively cooperate with the expectations of university organizations, and the dedication of people and the return of organizations. Using organizational norms to restrict university teachers from social people to organizers who develop according to organizational goals and love the group. At the same time, colleges and universities also provide the conditions and environment for University teachers' self-development and self-realization, so that university teachers can constantly self-awareness and self-correction, produce the internal driving force and innovation ability for common development with the organization, develop the potential of each university teacher, and strengthen the cohesion, centripetal force and dynamic force of university organization.

For their common vision, interests and goals, university teachers should gather together and work together to share learning and discussion resources, dialogue and communication, exchange emotions, experiences and ideas, cooperate to complete certain scientific research and teaching tasks, and establish interpersonal relationships that affect and promote each other. The cooperation among university teachers is democratic and open, not authoritative and closed. It is based on the common vision and development needs of all members (Sacco, 2011) In the group situation, through mutual communication and exchange, we can finally realize the overall growth of an improving organization. Through the understanding, communication and dialogue between university teachers and respecting and encouraging differences, we can promote the understanding and recognition among multiple subjects, and finally achieve the common prosperity and progress among university teachers. Thus, mutual respect, mutual understanding, mutual exchange and mutual influence among concerned teachers are enhanced.

The important goal of higher education reform is to reconstruct a new relationship between teachers and students in colleges and universities that meets the requirements of the times and adapts to the information society. University teachers should encourage creativity, cultivate personality and deal with the relationship between teachers and students with an open and pluralistic attitude. The communication relationship between teachers and students is an equal subject subject relationship. A good teacher-student

environment should emphasize the care, understanding and symbiosis between teachers and students.

Improve the Teacher Assessment System and School Management System
The characteristics of university teachers also determine that it is not feasible to manage by external constraints. We need to create a people-oriented humanized management environment. First of all, school managers should learn to respect and care for teachers. Schools should determine the dominant position of teachers in schools, let most teachers participate in management, encourage each teacher to put forward suggestions and opinions when making management decisions, and increase the transparency of management. Smooth communication with leaders can not only improve teachers' work efficiency, but also understand the foresight of leaders and implement them in their work. Effective communication between grass-roots teachers and leaders in various forms and channels can enhance the cohesion of the teaching team of the whole university, so as to improve the decision-making ability of leaders and the executive ability of teachers. On the one hand, establishing a smooth communication and feedback channel for leaders can stimulate teachers' potential and keep them in a good mood and mentality in their work, so as to give full play to their maximum potential, do a good job in teaching and education. (Capelleras, 2005) smooth communication channels can also reduce misunderstandings and mistakes in work, and play a positive role in strengthening the unity among teachers and strengthening the stability of teachers. On the other hand, it can also give leaders a lot of reference empirical evidence to help leaders make decisions more effectively.
The school mainly evaluates teachers' work through the reward and punishment system. The evaluation results are directly related to the results of teachers' promotion and award. Therefore, the school management system should be adjusted in time to give teachers a fair and reasonable evaluation. Due to the particularity of higher education, there are high requirements for teaching environment and site facilities. Therefore, the university should further improve the working environment and further strengthen the construction of infrastructure. Compared with other levels of teachers, the salary and treatment of university teachers are relatively low. The education management department should appropriately increase the welfare of university teachers and regularly carry out interactive activities among teachers, so that teachers' work pay is directly proportional to the return, so as to better stimulate their work motivation and devote themselves to college teaching and scientific research.

Provide High-quality Platform and Establish Reasonable Salary and Welfare
Improve the welfare system and stimulate teachers' potential. The higher the teachers' enthusiasm for teaching and scientific research, the higher the teachers' job satisfaction, the higher the teachers' sense of teaching efficacy. Research shows that the welfare treatment in colleges and universities cannot reflect the respect for knowledge and talents. The problem of capital and welfare has always been a difficult problem perplexing China's educational development. The dissatisfaction here is not only an absolute quantity problem, but also a fair problem. McCarthy et al (2014) claim salary and welfare system is an important guarantee and embodiment of teachers' development, promotion and remuneration. It is also one of the important symbols to measure teachers' development platform. Without the support of reasonable and fair salary and welfare system, the teacher development platform will significantly reduce the level of teachers' job

satisfaction, frustrate teachers' work enthusiasm, and reduce teachers' sense of teaching efficacy.

Provide teachers with interesting and challenging work suitable for their abilities; Improve teachers' working environment and facilities; Care about teachers' quality of life, give flexible working hours, and give non-monetary rewards such as oral or written praise to their work; Provide employees with training, promotion opportunities and opportunities to improve their reputation. Internal non-economic compensation can have a strong incentive effect on university teachers. Therefore, schools should combine internal incentive with external compensation to make teachers feel their own value, see their own development future and stimulate their will to work hard.

Improve the Academic and Scientific Research Conditions of Colleges and Universities

The level of scientific research is the key for a university to enhance its comprehensive strength and competitiveness. It is also a direct reflection of the comprehensive quality of university teachers, the level of teaching and the quality of talent training. Therefore, strengthening scientific research and improving scientific research conditions are the primary task of establishing high-level universities. Increase investment in scientific research funds. All work is inseparable from the support of funds, especially the scientific research work of teachers. Schools can set up special funds to train young and middle-aged scientific research backbones, reward teaching staff for major scientific research achievements, and encourage and support students to participate in scientific research. The college should do a good job in the construction of scientific research platform to ensure that teachers' scientific research work can be carried out smoothly. In addition, it is suggested that the college should also improve the construction of scientific research departments, and the scientific research departments should invest corresponding human, material and financial resources to make the scientific research departments play a real role. Colleges and universities should strengthen the management of scientific research. Strengthen and pay attention to the management and training of scientific research service personnel, so as to improve the comprehensive ability of the overall scientific research team in colleges and universities. Create a strong academic atmosphere. Vigorously hold various special seminars, academic reports, scientific research lectures, etc., show and publicize the latest scientific research achievements at home and abroad to the Faculty of the University, promote the atmosphere of learning and academic self-efficacy among the teachers of the University, and make the academic atmosphere on the campus increasingly strong (Bailey, 1999)

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