



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



## Examining the Effects of University Teacher Self-efficacy on Job Satisfaction Facing OMO Teaching during Post Covid-19 Pandemic

Ying Jin, Norlizah Che Hassan

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v12-i8/14508>

DOI:10.6007/IJARBSS/v12-i8/14508

**Received:** 13 June 2022, **Revised:** 17 July 2022, **Accepted:** 29 July 2022

**Published Online:** 19 August 2022

**In-Text Citation:** (Jin & Hassan, 2022)

**To Cite this Article:** Jin, Y., & Hassan, N. C. (2022). Examining the Effects of University Teacher Self-efficacy on Job Satisfaction Facing OMO Teaching during Post Covid-19 Pandemic. *International Journal of Academic Research in Business and Social Sciences*, 12(8), 1893 – 1907.

**Copyright:** © 2022 The Author(s)

Published by Human Resource Management Academic Research Society ([www.hrmars.com](http://www.hrmars.com))

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 12, No. 8, 2022, Pg. 1893 – 1907

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at  
<http://hrmars.com/index.php/pages/detail/publication-ethics>



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



[www.hrmars.com](http://www.hrmars.com)

ISSN: 2222-6990

## Examining the Effects of University Teacher Self-efficacy on Job Satisfaction Facing OMO Teaching during Post Covid-19 Pandemic

Ying Jin, Norlizah Che Hassan

Faculty of Educational Studies, University Putra Malaysia, 43400 UPM Serdang, Selangor Darul Ehsan, Malaysia

### Abstract

Teachers' self-efficacy and teachers' job satisfaction are important factors to stimulate teachers' work motivation, and also decisive factors to improve the quality of university education. This paper aims to investigate the general situation of university Teachers' self-efficacy and teachers' job satisfaction, and further explore the relationship between College Teachers' self-efficacy and teachers' job satisfaction. This paper adopts quantitative research method, using teacher job satisfaction questionnaire (JSQ) and teacher efficacy questionnaire (TSQ). Using SPSS to analyze the data, the reliability values obtained by retest technique were 0.78 and 0.73 respectively. Data collected were analyzed using inferential statistics, T-test and analysis of variance were used to test these three hypotheses. These assumptions have a significance level of 0.05. The research shows that there are significant differences in teachers' self-efficacy in professional title, educational background and subjects, and there are also significant differences in Teachers' job satisfaction in professional title, educational background and subjects. The data show that there is a significant positive relationship between job satisfaction and self-efficacy of university teachers. The study further shows that high self-efficacy of university teachers will have higher job satisfaction. The conclusion of the study shows that university should strengthen the humanistic care of teachers, so that teachers can have a better development platform, generate high teacher self-efficacy, and then improve the job satisfaction of university teachers, thus improving the quality of university education.

**Keywords:** Teacher Self-efficacy, Teacher Job Satisfaction, OMO Teaching, Post Covid-19 Pandemic

### Introduction

At the beginning of the outbreak of the epidemic in China in early 2020, Chinese Ministry of education launched the measure of "no school suspension". After several months of fighting the epidemic, Chinese schools have fully resumed normal face-to-face teaching in May 2020. However, under the current situation, the global epidemic is rampant. Although other countries in the world have chosen to coexist with the virus, China has always adhered to the principle of clearing. China is now in the post epidemic era, the Ministry of education has introduced many measures to deal with the sporadic dissemination and counterattack of the

epidemic, and OMO teaching came into being. In the post epidemic era, the integration of online and offline teaching methods will become an emergency response to major public health emergencies with the education system for a long time in the future. This will change the fixed teaching mode of traditional college teachers and force college teachers to constantly reform and innovate.

The purpose of this study is to investigate the relationship between teacher self-efficacy and teacher job satisfaction in Chinese universities. A quantitative research design was used, with convenience sampling among respondents in Chinese universities. The data were analyzed using social science statistical software package (SPSS). Based on the results of Pearson correlation analysis, this study found that teachers' self-efficacy has a positive and significant impact on teachers' job satisfaction. The results of this study are expected to help Chinese higher education management departments better understand the influencing factors of teachers' job satisfaction.

Teachers' self-efficacy is directly related to behavior, emotion and cognitive student participation (Van Uden et al., 2014). Teachers' high level of self-efficacy can reduce teacher work pressure (Skaalvik & Skaalvik, 2007), improve teachers' job satisfaction (Troesch & Bauer, 2017), and reduce teacher burnout and willingness of teachers to leave (Wang et al., 2015). Teachers' self-efficacy is an important factor that affects the teaching effect and students' performance. The higher the teachers' teaching efficacy is, the better the teaching effect is, and the better the students' achievement is. Teachers' self-efficacy will also affect the evaluation of teachers' job satisfaction.

### **Problem Statement**

In the post epidemic era, the online and offline integrated teaching mode of OMO has become the main teaching form for Chinese higher education to deal with major public health emergencies. In order to implement the spirit of "stop class but keeping study, stop class but keep teaching" called by the Ministry of education, more than 200 million teachers and students across the country have participated in the unprecedented educational revolution of online courses. "Online teaching" has become a "Daily" activity that teachers and students in Colleges and universities across the country must face from the previous "exploratory" teaching reform activities. In the face of the unpredictable sporadic epidemic throughout the country, online teaching has become an emergency means, providing new proposition and opportunities for the reform and adjustment of college education and teaching methods. At present, with the normalization of the world epidemic, China has entered the "post epidemic era". Many college teachers are not well prepared in terms of ideology, teaching resource reserves, teaching means and methods, and fall into the "deep water area of online teaching swimming pool" (Altbach & Wit, 2020). The current situation of education is to retain the advantages of online teaching, but also to restore the offline face-to-face teaching before the epidemic, so as to give full play to the greatest advantage of modern "Internet + education" online and offline mixed teaching.

The study found that teachers' self-efficacy will affect teachers' classroom teaching and students' motivation and achievement (Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk, 2001). As designers, participants and organizers of online teaching activities, teachers' self-efficacy has a key impact on the quality of online teaching practice. On the contrary, satisfaction tends to affects teachers' self-efficacy which is the core of teachers' job satisfaction (Judge et al., 2001; Locke et al., 1996) is that the more satisfied teachers are with

their work, the more positive impact they will have on Teachers' hearts, resulting in more positive self-efficacy and beliefs.

### **Research Objectives**

The objectives of the study are to examine the relationship between university teachers' self-efficacy and teachers' job satisfaction, and to understand the degree of difference according to professional title, educational background and subject.

The study objectives are listed below:

- 1.To identify teacher self-efficacy based on professional title, educational background and subject among university teacher.
- 2.To identify job satisfaction based on professional title,educational background and subject among university teacher.
- 3.To investigate the relationship between teacher self-efficacy and teacher job satisfaction.

### **Literature Review**

#### **1. OMO Teaching**

OMO(Online-Merge-offline) is a modern teaching mode that integrates the traditional face-to-face classroom with online teaching, relying on online and offline teaching resources and is deeply integrated, so that two complement each other and integrate with each other. The advantages of OMO teaching model are that it makes up for the disadvantages of single conversion of curriculum teaching in the traditional education mode, help the teaching mode form a circular system, screen and integrate online high-quality teaching resources, enrich the course content and knowledge structure, design reasonable teaching content and methods, and update the teaching evaluation and assessment system.

The OMO teaching mode provides a new development direction and new ideas for teaching reform. In the novel learning method, students will be active learners, leading their own learning process, rather than passively accepting knowledge in traditional education; Teachers play a guiding role by simply imparting knowledge through traditional education methods. Instead, they need to guide students to actively learn new knowledge through the process of mobilizing and organizing students' independent and self-discipline learning, so as to become a real preacher and educator.

#### **2. Teacher self-efficacy**

Bandura (1997) believes that teachers' self-efficacy is teachers' belief in their ability to influence students' learning. Teachers' teaching efficacy is a belief of teachers that their teaching ability and professional knowledge can influence and help students. This belief indicates the degree of confidence of teachers in their teaching ability. Teachers not only have strong professional and technical knowledge and ability, but also believe that they have the ability to maintain classroom discipline, make use of the school's teaching environment and hardware to help parents and children achieve good academic performance.

Because it is difficult to distinguish between teacher efficacy and teacher self-efficacy belief, Dellinger (2005) first constructed the teacher efficacy belief system self (TEBS Self) to measure teacher self-efficacy. Many previous studies have used different research tools to measure teacher efficacy. Some studies believe that teacher efficacy is the main reason to improve normal education, teacher education and promote educational reform (Ashton, 1984; Tschannen-Moran & Woolfolk, 2001). Teachers' teaching effectiveness is defined as teachers' belief in school education theory, students' responsibility for learning success or failure,

learning function, general educational philosophy and teachers' influence on students. Teachers' sense of teaching efficacy refers to the confidence of teachers to summarize their teaching experience, internalize their educational concepts, and believe that they can complete educational and teaching tasks and achieve teaching goals.

Woolfolk and Hoy (1990) summarized teachers' teaching efficacy as general education efficacy and personal teaching efficacy. In the general sense, the sense of educational efficacy is teachers' views and judgments on the relationship between teaching and learning and the role of education in students' learning and progress; Personal teaching efficacy refers to teachers' inspection and evaluation of their teaching efficacy. Teachers' sense of teaching efficacy predicts teachers' teaching monitoring ability, which is an important factor affecting teaching effect. Teachers' sense of teaching efficacy affects their understanding of teaching activities.

Teacher efficacy refers to teachers' belief in their ability to achieve valuable outcomes of participation and learning among students (Gibson & Dembo, 1984), and to help students with learning disabilities and students without motivation (Tschannen-Moran & Woolfolk, 2007). Teacher efficacy affects students' academic performance (Ashton, P. T., & Webb, R. B. 1986), learning motivation (Midgley et al., 1989), and students' self-efficacy (Anderson et al., 1988).

### 3. Teacher Job Satisfaction

The concept of job satisfaction was originally put forward by Hoppock (1935) in his book job satisfaction. Job satisfaction is a subjective evaluation of the work of the labor force from the personal point of view, which refers to employees' feelings about the working environment and their physiological and psychological satisfaction. Teachers' job satisfaction is a psychological concept (Skaalvik & Skaalvik, 2011). Job satisfaction is an overall view of individual teachers on their work, and an attitude formed by the influence of internal factors and external environmental factors at all levels (Stride et al., 2007), which focusing on individual cognitive evaluation of work.

Stride et al (2007) divided job satisfaction into two categories: "internal job satisfaction" and "external job satisfaction". "job satisfaction" holds that only by motivating factors can people's enthusiasm be improved, which includes people's emotional reaction and professional characteristics that are integrally related to the job itself. "External job satisfaction" covers information that features such as salary, company management style and so on are externally related to the job itself.

Lambrou et al (2010) defined job satisfaction as a positive emotional state facing the environment at the physiological and psychological levels. Teacher job satisfaction refers to an attitude response of teachers to their work and work experience ".

Skaalvik and Skaalvik (2011) believe that teachers' job satisfaction is a psychological concept, which is an overall emotional feeling and view of teachers on work and occupation, as well as working conditions.

Teachers' job satisfaction refers to a reflection of teachers' attitude towards their work and work experience evaluation (Lambrou et al., 2010). Teachers are a profession 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. Caprara et al (2003) believed that teachers' job satisfaction is the "decisive factor" that affecting teachers' job performance and attitude, found self-efficiency to be an important contributor to teachers' job satisfaction

The realization of teachers' job satisfaction stems from daily teaching activities and routine work, which is related to a higher level of job performance (Judge et al., 2001). Therefore, it is of urgent need and great practical significance to analyze and discuss teachers' job satisfaction and its social psychological mechanism, and consider corresponding countermeasures to improve teachers' job satisfaction.

Through understanding it, the school can correctly understand the satisfaction of teachers with their work, so as to provide a basis for taking targeted incentive measures.

## Methodology

### 1. Instrument

This study is a quantitative study and is a correlated descriptive research with respect to its methodology. The statistical population of this study includes 271 teachers from Chinese university. The instruments used for the data obtained from the questionnaire of this study are the teacher efficacy scale designed by the short form of (Yu et al., 1995) and the job satisfaction scale designed by Spector (1985). The reliability of the questionnaires was confirmed by experts. The validity of the questionnaire were confirmed by using Cronbach's alpha test.

Yu Guoliang et al (1995) design the scale of teachers' teaching efficacy contain 27 items according to Gibson and Dembo (1984) teaching efficacy Scale. It includes two dimensions: general teaching efficacy and personal teaching efficacy. The first dimension has 10 topics and the second dimension has 17 topics. Likert 6-point scoring system was adopted, and 2, 5, 8, 10, 12, 17 and 27 questions were scored reversely. The reliability and validity of the scale were tested in 271 college teachers. The reliability of each subscale was 0.91, 0.90, 0.87, and the correlation between dimensions was 0.60, 0.70, 0.58 ( $P < 0.001$ ).

This study uses the job satisfaction survey (job satisfaction survey) scale compiled by (Spector, 1985). Its reliability has been proved by (Blau, 1999). The total questionnaire, the sub questionnaire and Cronbach  $\alpha$  coefficient is between 0.853 and 0.878. In this use, the Cronbach  $\alpha$  coefficient of the total questionnaire is 0.902, and the Likert 6-point scoring system is adopted.

Spector (1999) found that all dimensions are positively correlated with each other. According to the order of very different opinions, generally disagreeing, somewhat disagreeing, somewhat agreeing, generally agreeing, and strongly agreeing, the positive questions are given 1, 2, 3, 4, 5, and 6 points respectively, the negative questions (the questions marked with R) are scored in the opposite direction. The higher the score, the higher the satisfaction of the subjects, and vice versa.

### 2. Demographic Information

This part present the demographic of the respondents such as professional title. educational background and subject in university teachers. The demographics of participants were (professional title. educational background and subject). SPSS explains the frequency distribution and percentage of samples, all statistical analyses (descriptive statistics: mean and standard deviation, T-test and Pearson R) were performed using SPSS statistical software, and the results were presented in tabular form according to the measurements and the type of analysis used. The t-test was applied to determine the differences of teacher self-efficacy and teacher job satisfaction based on professional title. educational background and subject. Descriptive statistical methods were used to analyze the frequency of respondents' participation in the questionnaire survey. Descriptive statistics also provided teachers'

answers to the survey questions. Likert scale was used to report the University atmosphere, teachers' self-efficacy and teachers' job satisfaction in universities. The frequency was analyzed and the average was calculated.

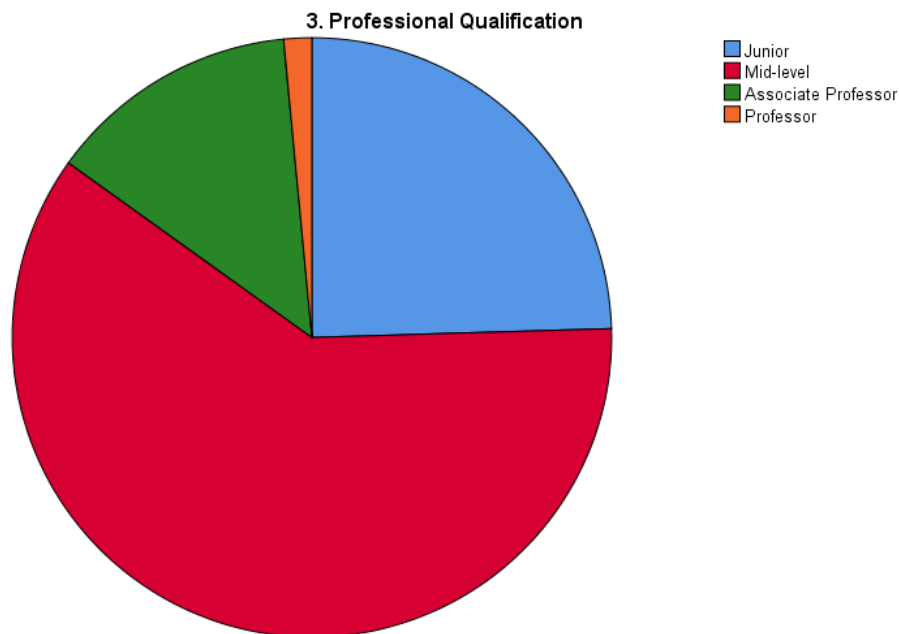


Figure 1.

### Professional Title

The respondents were 65 people with primary professional titles, accounting for 24.5%; 160 teachers with intermediate professional titles, accounting for 60.4%; 36 associate professors, accounting for 13.6%; Four respondents were professors, accounting for 1.5%. Intermediate titles account for the majority of respondents, because doctors who have just graduated and entered the post are the backbone of the current group of university teachers in China, but the pressure of scientific research is too great, and it usually takes several years to promote associate professors, so most people are still intermediate titles.

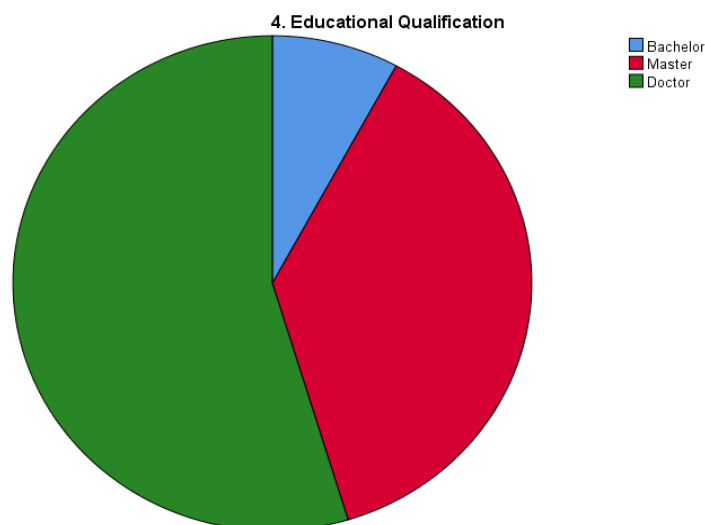


Figure 2.

### Educational Background

21 undergraduate teachers, accounting for 7.9%; 99 masters, accounting for 37.4%; There are 145 doctors, accounting for 54.7%. Due to the introduction of high-level talents and the special academic environment of colleges and universities, the number of teachers with doctoral degrees is the largest, accounting for the largest proportion. The minimum qualification standard for teachers recruited by colleges and universities is bachelor's degree, and full-time teachers are basically required to have a doctor's degree or above.

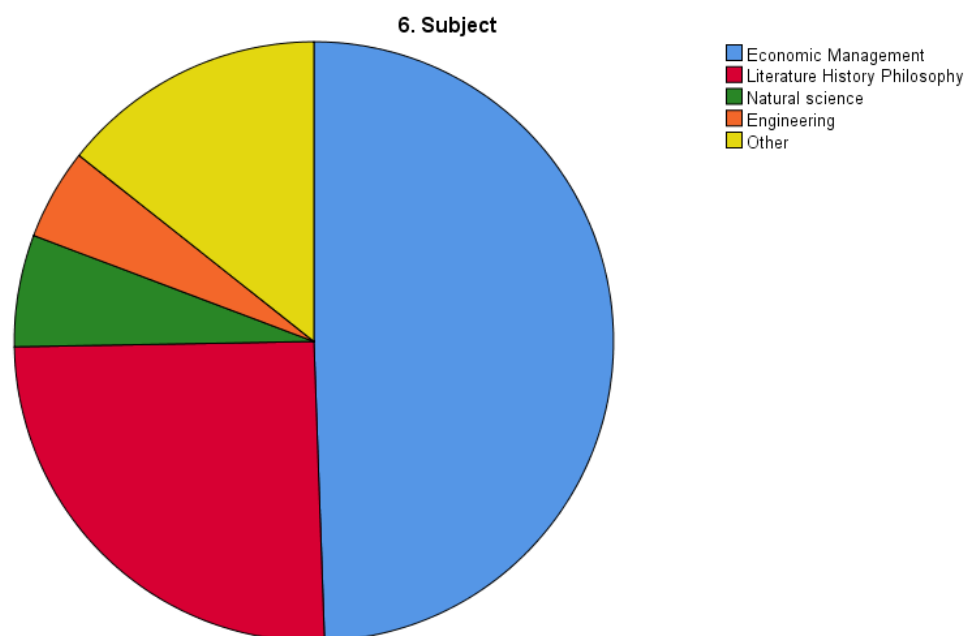


Figure 3.

### Subject

The undergraduate research group has 131 respondents of economic management, accounting for 50.7%; There are 67 people in literature, history and philosophy, accounting for 25.3%; There are 16 respondents in the field of science, accounting for 6%; 13 people majored in engineering, accounting for 4.2%; Other 38 people, accounting for 14.3%.

### Description of Teacher Self-efficacy

Table 1

		TSE			
		Mean	Std. Deviation	F	Sig.
Professional Title	Junior	4.3487	0.62915	0.904	0.44
	Mid-level	4.2664	0.60701		
	Associate Professor	4.4444	0.68172		
	Professor	4.3611	0.79572		
	Total	4.3122	0.62506		

### Professional Title

The data show that the general teaching efficacy ( $M = 4.31$ ;  $SD = 0.63$ ), personal teaching efficacy ( $M = 4.34$ ;  $SD = 0.66$ ) and total teaching efficacy ( $M = 4.35$ ;  $SD = 0.74$ ) of teachers with Associate Professor are the highest. The general teaching efficacy ( $M = 4.22$ ;  $SD = 0.62$ ),



personal teaching efficacy ( $M = 4.29$ ;  $SD = 0.65$ ) and total teaching efficacy ( $M = 4.27$ ;  $SD = 0.61$ ) of teachers with Mid-level are the lowest. Statistics show that there is no significant difference in Teachers' teaching efficacy among teachers with different professional titles ( $F = 0.904$ ,  $P = 0.44$ ).

Table 2

		TSE			
		Mean	Std. Deviation	F	Sig.
Educational Background	Bachelor	4.2504	0.81506	0.171	0.843
	Master	4.3345	0.63328		
	Doctor	4.306	0.59174		
	Total	4.3122	0.62506		

### Educational Background

The general teaching efficacy ( $M = 4.35$ ;  $SD = 0.74$ ), personal teaching efficacy ( $M = 4.35$ ;  $SD = 0.74$ ) and total teaching efficacy ( $M = 4.35$ ;  $SD = 0.74$ ) of teachers with bachelor degree are the lowest, which is consistent with the objective fact: the lower the teacher's education, the less confident they are about their own teaching. Teachers with master's degree have the highest personal teaching efficacy ( $M = 4.35$ ;  $SD = 0.74$ ) and total teaching efficacy ( $M = 4.35$ ;  $SD = 0.74$ ), and doctors have the highest personal teaching efficacy ( $M = 4.35$ ;  $SD = 0.74$ ). Statistics show that there is no significant difference in Teachers' teaching efficacy among teachers with different educational backgrounds ( $F = 2.98$ ,  $P = 0.03 < 0.05$ ).

Table 3

		TSE			
		Mean	Std. Deviation	F	Sig.
Subject	Economic	4.294	0.56782	3.023	0.018
	Management				
	Literature History	4.4782	0.60274		
	Philosophy				
	Natural science	4.1412	0.70185		
	Engineering	4.49	0.97654		
	Other	4.0936	0.61154		
	Total	4.3122	0.62506		

### Subject

Personal teaching efficacy ( $M = 4.52$ ;  $SD = 0.93$ ) and total teaching efficacy ( $M = 4.49$ ;  $SD = 0.98$ ) of engineering teachers is relatively highest. General teaching efficacy ( $M = 4.03$ ;  $SD = 0.62$ ) and total teaching efficacy ( $M = 4.14$ ;  $SD = 0.70$ ) of natural science teachers is relatively lowest. Statistics show that there is significant difference in Teachers' teaching efficacy among teachers with different educational backgrounds ( $F = 3.023$ ,  $P = 0.018 < 0.05$ ).

**Description of Teacher Job Satisfaction**

Table 4

		TJS		F	Sig.
		Mean	Std. Deviation		
Professional Title	Junior	3.9303	0.64904	3.802	0.011
	Mid-level	3.8875	0.61945		
	Associate Professor	4.2353	0.6082		
	Professor	4.4097	0.32661		
	Total	3.9531	0.63264		

**Profession Title**

According to the division of professional titles in Colleges and universities, from low to high, professional titles are divided into junior, mid-level, associate professors and professors. The statistical results show that there are significant differences in job satisfaction among teachers with different professional titles, reaching a significant level. Teachers with mid-level titles have the lowest job satisfaction ( $M=3.88$ ;  $SD=0.62$ ), and professors have the highest job satisfaction ( $M=4.41$ ;  $SD=0.33$ ).

The salary and welfare satisfaction of junior professional titles ( $M=3.93$ ;  $SD=0.64$ ) had the lowest satisfaction with pay and benefits. Among them, in terms of salary and welfare, teacher satisfaction increases with the improvement of professional titles. Now the salary mechanism implemented by the school makes the higher the professional title, the better the income and salary and welfare treatment, which also confirms this result. The results showed that TJS of different professional titles had significant differences ( $F=3.802$ ,  $P=0.011<0.05$ ).

Table 5

		TJS		F	Sig.
		Mean	Std. Deviation		
Educational Background	Bachelor	3.9034	0.64356	1.959	0.143
	Master	3.8625	0.63599		
	Doctor	4.0222	0.62462		
	Total	3.9531	0.63264		

**Educational Background**

According to the statistical data in the table, there is a gap in the overall job satisfaction of teachers with different levels of education. Teachers with master's degree had the lowest satisfaction ( $M=3.86$ ;  $SD=0.63$ ), and the degree of satisfaction of teachers with bachelor's degree was in the middle ( $M=3.90$ ;  $SD=0.64$ ), doctoral degree teachers had the highest satisfaction ( $M=4.02$ ;  $SD=0.62$ ). The results showed that there was no significant difference in TJS between different educational backgrounds ( $F=1.959$ ,  $P=0.143>0.05$ ).

Table 6

		TJS		F	Sig.
		Mean	Std. Deviation		
Subject	Economic Management	4.0248	0.59917	2.246	0.065
	Literature	3.8893	0.62833		
	History				
	Philosophy				
	Natural science	3.724	0.70056		
	Engineering	4.2372	0.81859		
	Other	3.818	0.61518		
	Total	3.9531	0.63264		

### Subject

According to the professional division of colleges and universities, disciplines are divided into five categories: economy and management, literature, history and philosophy, natural science, engineering, etc. As shown in Table, the data shows that engineering (M=4.24; SD=0.82) has the highest satisfaction in five aspects, while natural science (M=3.72; SD=0.70) has the lowest satisfaction in all aspects. The results showed that there was no significant difference in job satisfaction among teachers of different subjects. (F=2.246, P=0.65>0.0).

### Relationship between Teacher Self-efficacy and Job Satisfaction

Table 7

#### 4.7.1 Correlation Analysis between Teacher Self-efficacy & Job Satisfaction

	TJS
TSE	.505**
TSE Individual	.501**
TSE General	.450**

This section explains the findings of the second objective in this study, which is to determine the relationship between the independent variables teacher self-efficacy and teacher job satisfaction. The Pearson Correlation Coefficient was employed to achieve the second research objective. There is a significant relationship between teacher self-efficacy and job satisfaction. It can be seen from table 6 that the higher the level of teaching efficacy, the higher the job satisfaction of teachers.

### Discussion

1. There is no significant difference in Teachers' self-efficacy in different professional titles and education types, but there is significant difference in Teachers' self-efficacy in different teaching subjects. The characteristics of different subjects create different teachers' personalities, different subjects bring different learning experiences to students, and the effect of feedback to teachers will also be different. Therefore, the self-efficacy of teachers varies with the teaching subjects. Engineering teachers have the highest self-efficacy, because they have more contact with people, are more emotional, and have more harmonious emotional interaction with students.

2. There is no significant difference in teachers' job satisfaction in different academic types and teaching disciplines, but there is significant difference in teachers' job satisfaction in different professional titles. The job satisfaction of teachers with different professional titles is different and reaches a significant level. The higher the professional title, the higher the teachers' job satisfaction. As the main reserve development force of the teaching team, lecturers are in the rising period of their careers and the transition period.

The improvement of their expectations in all aspects is in contradiction with the slow improvement of their actual conditions and benefits. Therefore, the overall satisfaction of lecturers is the lowest. After entering the university and getting the corresponding professional titles, the teachers promoted to associate professors and professors have improved and improved their salaries compared with lecturers. After their expectations are met, their satisfaction will naturally rise. The satisfaction of teachers is constantly improved with the promotion of professional titles. The salary mechanism implemented by the school now makes the higher the professional title, the better the income and welfare benefits, which also confirms this result. Most of the teachers with high professional titles enjoy academic subsidies, start-up funds for scientific research and housing subsidies. The salary, reward and other conditions are the highest. The stronger the recognition of professors to the school, the more opportunities for salary increase, promotion and reward, and the higher the job satisfaction.

3. There is a significant positive correlation between university teachers' self-efficacy and teachers' job satisfaction.

University teachers are often highly educated talents, who teach and educate people, and learn well. They are full of enthusiasm for the education they are engaged in and full of hope for their career prospects. They hope that colleges and universities will improve their further training system and provide more opportunities and platforms to improve their professional quality. Teachers' self-efficacy in colleges and universities has a very significant positive impact on teachers' job satisfaction. The higher the college teachers' self-efficacy, the stronger the teachers' job satisfaction. Teachers' self-efficacy in colleges and universities influences teachers' job satisfaction, which can further promote a good organizational atmosphere in Colleges and universities, thus increasing work performance, while poor teachers' self-efficacy reduces teachers' job satisfaction, thereby reducing work performance.

## Conclusion

Covid-19 may continue to spread around the world in the next few years or even for a long time. China's unique anti epidemic model makes OMO teaching an essential teaching method in Colleges and universities. In the process of online teaching, artificial intelligence is used to enhance teacher-student interaction, carry out online lectures and academic exchange activities, and improve the overall teaching quality. Let teachers give consideration to teaching and scientific research. OMO teaching has built a comprehensive interactive platform for teachers and students, making the whole process of communication possible. When teachers share learning resources online or offline and provide learning guidance to students, they can relieve their bad emotions, especially for students who have difficulties in learning and life. Giving special care and comfort can effectively strengthen the emotional communication between teachers and students and improve teachers' self-efficacy.

The level of teachers' job satisfaction directly affects teachers' emotional state in teaching and work, and is reflected in teaching and scientific research work. Teachers with high satisfaction have good teaching results and high scientific research output. When teachers

are more satisfied with the classroom and teaching work, they will give more investment and feelings to students. Their concentration and the degree of efforts teachers make them have a high sense of teaching efficacy, feel that their efforts are rewarded, and truly experience the joy of being a teacher. At the same time, teachers' sense of teaching efficacy in turn directly affects teachers' emotional experience and emotional response in teaching, scientific research and student work. Teachers with a high sense of teaching efficacy have a positive tendency towards their own ability and belief in classroom control, will have a higher professional interest, and invest enthusiasm and energy in education, give full play to their potential, so as to achieve satisfactory results and students' emotional return. However, the good work effect and satisfactory results achieved by teachers in the actual working environment of colleges and universities will strengthen teachers' job satisfaction and sense of value, and then strengthen teachers' positive belief in their own educational ability and influence. This virtuous cycle leads teachers to maintain a high sense of teacher self-efficacy and job satisfaction. Teachers with low teaching efficacy often have low job satisfaction due to their low self-belief and self-expectation of their own educational ability (Bliss & Finneran, 1991). It can be seen that teachers' sense of teaching efficacy is a subjective factor that encourages teachers to engage in educational missions and invest in Teachers' professional knowledge and skills, and is an important internal basis and driving force for teachers to improve job satisfaction.

According to the results of the questionnaire survey and the actual situation of College OMO teaching in the post epidemic era, this chapter puts forward suggestions from the following points if we improve college teachers' self-efficacy and job satisfaction.

First, establish an effective incentive mechanism to stimulate teachers' self-efficacy and improve teachers' job satisfaction from the internal motivation, including improving the performance appraisal mechanism and establishing a reasonable and fair salary management system.

Secondly, at this stage, the top priority of Chinese colleges and universities is epidemic prevention and control. Colleges and universities gather young students, and management and education are facing great challenges. At the same time, we also need to complete the teaching tasks and scientific research workload of teachers. How to improve the campus environment for teachers' work while normalizing epidemic prevention and control, and how to provide complete online and offline hardware and software facilities to restore a relaxed working and office environment for college teachers. Colleges and universities should provide necessary conditions and systems to help teachers make better personal career planning; Create a good career development platform for teachers, do a good job in the evaluation of each teacher's value advantages and abilities, and make everyone give full play to their talents; Provide more opportunities for job development and promotion for each teacher according to their different ability levels and professional characteristics.

Third, the reputation and ranking of colleges and universities are always closely related to the scientific research achievements of college teachers. The primary task of establishing a high-level university is to create a strong academic atmosphere for teachers, strengthen scientific research and improve scientific research conditions. Colleges and universities should vigorously hold various training courses, special seminars, academic reports, salons and symposiums, show and publicize the latest scientific research achievements at home and abroad to college teachers, promote the atmosphere that teachers are eager to learn and make progress, and make the academic atmosphere of colleges and universities increasingly strong.

Fourth, a good leadership and management system focuses on improving the scope of teachers' participation in decision-making, establishing the concept of democratic management, standardizing the rights and obligations of managers, and establishing effective communication channels. Only by formulating relevant policies, ensuring that the decision-making power of managers is supervised by teachers, standardizing and ensuring that the introduction of various policies and systems is open, transparent and fair, can teachers' self-efficacy be continuously stimulated, work performance be improved, and finally teachers' job satisfaction be improved.

## References

- Agba, A. M., Ogaboh, F. N., & Ushie, E. M. (2010). Career Development and Employee Commitment in Industrial Organisations in Calabar, Nigeria retrieved August 25, 2011, from <http://scihub.org/AJSIR/PDF/2010/2/AJSIR1-2-105-114.pdf>
- Ahmed, K. A., Sharif, N., & Ahmad, N. (2017). Factors Influencing Students' Career Choices: Empirical Evidence from Business Students, *Journal of Southeast Asian Research*, 2017, 1-15.
- Ankudinov, A., Lebedev, O., & Sachenkov, A. (2015). Empirical Analysis of Job Satisfaction Determinants in Russia, *Asian Social Science*, 11(4), 117-125.
- Anderson, R., Greene, M., & Loewen, P. (1988). Relationships among teachers' and students' thinking skills, sense of efficacy, and student achievement. *Alberta Journal of Educational Research*, 34(2), 148-165.
- Ashton, P. T., Webb, R. B., & Doda, N. (1983). A study of teachers' sense of efficacy (Final Report, National Institute of Education Contract No. 400-79-0075). Gainesville, FL: University of Florida.(ERIC Document Reproduction Service No. ED 231 834).
- Ashton, P. (1984). Teacher efficacy: A motivational paradigm for effective teacher education. *Journal of Teacher Education*, 35(5), 28-32.
- Ashton, P. T., & Webb, R. B. (1986). Making a difference: Teachers' sense of efficacy and student achievement. New York: Longman.
- Bagozzi, R. P., & Yi, Y. (1988). On the Evaluation of Structural Equation Models. *Journal of the Academy of Marketing Science*, 16, 74-94.
- Blau, D. M. (1999). The effect of income on child development. *Review of Economics and Statistics*, 81(2), 261-276.
- Bliss, J., & Finneran, R. (1991). Effects of school climate and teacher efficacy on teacher stress. In annual meeting of the American Educational Research Association, Chicago.
- Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology*, 95, 821-832.
- Dellinger, A. B. (2005). Validity and the review of literature. *Research in the Schools*, 12(2), 41-54.
- Gibson S., & Dembo, M. H. (1984) Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76(4):569-582.
- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127, 376e407.
- Lambrou, P., Kontodimopoulos, N., & Niakas, D. (2010). Motivation and job satisfaction among medical and nursing staff in a Cyprus public general hospital. *Human resources for health*, 8(1), 1-9.

- Midgley, C., Feldlaufer, H., & Eccles, J. (1989). Change in teacher efficacy and student self- and task-related beliefs in mathematics during the transition to junior high school. *Journal of Educational Psychology*, 81, 247–258.
- Hoppock, R. (1935). *Job Satisfaction*. New York: Harper and Row Inc.
- Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout.. *Journal of Educational Psychology*, 99(3), 611–625. doi:10.1037/0022-0663.99.3.611
- Skaalvik, E. M., & Skaalvik, S. (2011). “Teacher Job Satisfaction and Motivation to Leave the Teaching Profession: Relations with School Context, Feeling of Belonging, and Emotional Exhaustion.” *Teaching and Teacher Education*. 27 (6): 1029–1038.
- Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the job satisfaction survey. *American Journal of Community Psychology*, 13(6),693. <http://link.springer.com.unr.idm.oclc.org/article/10.1007/BF00929796>
- Spector, P. E. (1994). *Job satisfaction survey*.
- Stride, C., Wall, T. D., & Catley, N. (2007). *Measures of job satisfaction, organisational commitment, mental health and job related well-being: a benchmarking manual*. John Wiley & Sons.
- Tschannen-Moran, M., Woolfolk, H. A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202–248.
- Tschannen-Moran, M., & Woolfolk, H. A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783–805.
- Tschannen-Moran, M., & Woolfolk, H. A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23, 944–956.
- Troesch, L. M., & Bauer, C. E. (2017). Second career teachers: Job satisfaction, job stress, and the role of self-efficacy. *Teaching and Teacher Education*, 67, 389e398. <https://doi.org/10.1016/j.tate.2017.07.006>.
- Tschannen-Moran, M., Woolfolk, H. A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202–248.
- Van Uden, J. M., Ritzen, H., & Pieters, J. M. (2014). Engaging students: The role of teacher beliefs and interpersonal teacher behavior in fostering student engagement in vocational education. *Teaching and Teacher Education*, 37, 21-32.
- Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers’ sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education*, 6, 137–148.
- Wang, H., Hall, N. C., & Rahimi, S. (2015). Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education*, 47, 120e130. <https://doi.org/10.1016/j.tate.2014.12.005>.
- Yu, G., Xin, T., & Shen, J. (1995). Teacher's sense of teaching efficacy: its structure and influencing factors. *Acta Psychologica Sinica*, 27(02), 159.