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NEWSLETTER

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## The Influence of School Climate on Job Satisfaction of Rural School Teachers

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A RECENTLY published study in *Teacher Education Research* explored the mediating effects of teacher leadership and self-efficacy on school climate perception and job satisfaction, hence the researchers adopted software include the SPSS24.0 and Amos21.0 for data management and analysis, setting up the sampling investigation and mediation model, and putting forward pertinence suggestions according to the results of the study.

The researchers took the rural teachers' job satisfaction as dependent variables and considered teacher self-efficacy and leadership as the mediating variables of school climate perception. At first, this article described statistical variables, and then model checking the two meditation paths, including "school climate→teacher leadership→job satisfaction" and "school climate→teacher leadership→job satisfaction".

The results are as follows:

- Rural teachers' satisfaction with the working environment is lower than that of the occupation itself, so a variety of measures should be taken to improve the quality of rural teachers' working environment.
- The school climate perceived by rural teachers has a significant predictive effect on their job satisfaction, in other words, a good school climate of cooperation and trust is helpful to improve teachers' job satisfaction.
- The role of teacher leadership plays a part in school climate perception, which gradually affects the satisfaction degree through the function as a bridge.
- The school climate perceived by rural teachers affects their job satisfaction through the mediating role of teacher self-efficacy.

Source: *Teacher Education Research*, 2020; 32(6):84-90+98.