

**A STRUCTURAL EQUATION MODELING ANALYSIS OF FACTORS
AFFECTING TEACHERS' COMMITMENT FOR THE UNIVERSITIES
IN SHENYANG UNDER LIAONING PROVINCE**

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ABSTRACT

The objectives of this research were: (1) To propose a structural equation model of the influencing factors of teachers' commitment in colleges and universities in Shenyang, which is consistent with the empirical data. (2) Investigate the direct and indirect factors affecting teachers' commitment in Shenyang.

Most of the process used in the study is a quantitative study to determine the reasons that affect the teaching management commitment of teachers in Shenyang University. The number of people is 10,206. Using proportional stratified sampling method, a total of 456 people. The instruments for data collection were semi-structured interviews and a five-point rating scale questionnaire. The statistics used for data analysis were descriptive statistics and confirmatory factor analysis.

The research findings revealed that: (1) The statistical significance of the Structural Equation Model SEM of the influencing factors of college teachers' engagement in Shenyang City reaches the 0.05 level. 0.972, AGFI = 0.959, CFI = 0.997, RMSEA = 0.020. The overall results show that the Hypothetical Structural Equation Model is consistent with the empirical data. (2) The quality of working life has a positive and direct impact on teacher engagement. Quality of work life has positive indirect effects on teacher commitment through teacher motivation, teacher professional attitude, and self-efficacy. Teacher motivation has a positive indirect effect on teacher commitment. Through teacher self-efficacy. Teachers' professional attitude has a positive and direct impact on teachers' input. Teachers' professional attitude

has a positive indirect effect on teachers' commitment. Through teacher self-efficacy and teacher self-efficacy has a positive direct impact on teacher commitment.

Keywords: Factors Affecting Teacher's Commitment, Universities in Niversities in Shenyang, Liaoning Province

1. Introduction

The general approach of education is usually based on the principle that all learners have the ability to learn and develop. Due to the learners are the most important, the educational process must encourage them to develop naturally and reach their full potential. Therefore, educational institutions and related agencies should take action. (1) Organize the content and activities in accordance with the interests and aptitudes of the learners by taking into account the differences between individuals (2) Practice skills, thinking processes, management. Coping and applying knowledge to prevent and solve problems (3) Organize activities for students to learn from real experiences. (4) Provide teaching and learning by combining various knowledge in a balanced manner, including: (5) Instilling virtues, good values and desirable attributes in all subjects taught. Instructors can set the atmosphere. Environment, learning materials, and facilities for students to be born They can also use research as part of the learning process. Teachers and learners may learn simultaneously from various types of teaching materials and scientific resources (6) Manage learning at anytime, anywhere. Cooperation with all parties to jointly develop learners according to their potential (Peerapong, 2022: Interview).

Education is a very important to increase knowledge and enhance cognitive development include attitude and morality of a person to be a good person. Having knowledge and morality helps to develop society and the nation to be prosperous in the era of globalization. Countries are therefore using education as a tool for development the human resources, in which those who are responsible for training instruct individuals to have knowledge. Academic talents are teachers start from kindergarten to higher education. Teachers must be dedicated to learning management which is a great job because dedication is an important factor that helps teachers to be willing to train.

The spirit of dedication is the fine tradition and style of the Chinese nation. It is the backbone, soul, driving force and source of the prosperity of the Chinese nation. It is the highest realm of socialist professional ethics. Education is the cornerstone of national

development and bears on the prosperity of the nation, the well-being of the people and the future of the country. In one hundred for education for this education plans teacher for this. Education requires teachers to have a high sense of responsibility, not only responsible for the healthy growth of each student, but also have a high sense of social responsibility. Education is a career; the success of the career lies in dedication. As the inheritor of human civilization, the engineer of human soul, the imparting of scientific and cultural knowledge, the builder of socialist cause and the training of successors, contemporary people's teachers should take the lead in carrying forward the development of advanced productive forces and advanced culture, as well as guiding and guiding the healthy growth of young students. They should achieve or pursue the realm of selfless dedication. Teachers' dedication belongs to the category of teachers' professional ethics, which is a noble moral quality of teachers. "Spring silkworm to die silk, wax torch ash tears dry." It is a vivid portrayal of teachers' dedication. The vast majority of people's teachers work silently in ordinary posts, such as professor Meng Eroding of Peking University and other selfless dedication in difficult conditions; Such as Xinjiang Shihezi professor, sheep experts such as the generation of Jiangsheng in the critical moment, such as Hanchuan earthquake Tan Qianqiu. Embodies the people's teachers mind the motherland, love the people. Learn to be a teacher, the behavior of the world, silent work, selfless dedication of the noble spirit.

Since the 20th century, with the rapid development of the new era, people pay more and more attention to the value and quality of education and teaching. Countries are actively using various ways to promote the development of education and teaching. At present, the improvement and diversification of the development model of teaching management in colleges and universities in my country needs to be further deepened. Facing the three stages of elite education, mass education and popular education in the world's higher education, the requirements for teaching management and development are bound to form new standards and directions. Teaching quality is the basis for higher education and teaching concepts and the realization of school-running goals. The effective guarantee of teaching quality depends on the execution of teaching management. The goals of various management work in colleges and universities should always be carried out around the teaching center work. It is an effective way to improve teaching quality. way. Teaching is a rewarding profession.

As a place for cultivating talents, colleges and universities, the teaching management of teachers is particularly important. Those who have knowledge dependent on society in this profession must do it with love. And to appreciate success and to maintain, protect and defend the dignity of the profession must not be underestimated or trampled upon. Make teachers, teachers effective spiritual masters are often kind, caring, accepting and tolerant towards students. Learn in a different way Teachers are considered very important people because teachers are not just teachers or subject instructors only for a living. A true teacher has to point out the responsibility of right and wrong, moral education develops the human spirit and enables young people to grow into complete human beings . Therefore, the quality of teachers is very important. It is important to keep the education reform process going and achieve its goals. Those involved in education must find ways to sustain the teaching force by getting teachers to teach with passion, dedication and time.

Teachers' professionalism and teaching management are reflected in three aspects. First of all, although the level of teaching quality is related to the level of teachers' academic level, it mainly depends on the professional quality and teaching skills of teachers. Only by strengthening teaching management and promoting the development and improvement of teachers' professional quality and teaching skills can the teaching quality be effectively improved. Secondly, the quality of school teaching is certainly related to the individual quality of teachers, but more importantly, it is related to the energy exerted by the entire collective of teachers. The energy of each teacher can only be fully exerted under a reasonable combination, and the arrangement and combination of teaching staff is one of the contents of teaching management. Promoting successful teaching experience and scientific teaching methods through teaching management means can promote the improvement of teaching quality.

A study by Paterson (1990) found that work dedication was positively correlated with good work behavior. It is very important to jointly cultivate learners' education according to their potential, which will promote the development of thinking and intelligence to a certain extent. A teacher has a good attitude and ethics to be a good leader. Use knowledge and virtue to benefit the development of society and nation. Therefore, in order to prosper in the era of globalization, countries use education as a tool for development, and human resources have the responsibility to train and teach people who possess knowledge and academic abilities. They are all teachers from kindergarten to

higher education itself. Which teachers must be committed manages to learn a lot, as dedication is a key factor and what matters is the teacher's willingness to train to teach more students to facilitate learning management.

With the development of China's economy, the country and society pay more and more attention to the quality and management of education. In the past 20 or 30 years, the research on educational leadership has achieved fruitful results. After reviewing the literature, the researchers found that there is a serious shortage of literature on teaching management engagement in current Chinese studies. The research perspectives are different. There are many bases for the connotation of the main leadership, from the perspective of teachers' dedication and learning management; most of the related research is mainly qualitative research, with little combination of qualitative and quantitative, and lack of comprehensive consideration. It is of great significance for learning management to investigate and study the factors of teachers' dedication to learning management effectiveness.

For the above reasons, researchers are interested in the relational factors of research effort. The teaching of fine arts teachers in colleges and universities in Shenyang is committed to the learning management of teachers, and the application of research results as a guideline for teachers recognizes their ability, self-esteem, and relevant departments have rectified, perfected and promoted the development of education, improve educational outcomes, and drive national human resources. development.

2. Research Questions

(1) What is the Structural Equation Modeling (SEM) of factors affecting teachers' commitment at the universities in Shenyang that consistent with the empirical data?

(2) What are the factors direct and indirect affecting teacher' s commitment at the universities in Shenyang?

3. Research Objectives

(1) To propose the Structural Equation Modeling of the factors affecting the teacher' s commitment at the universities in Shenyang that consistent with the empirical data.

(2) To investigate the factors direct and indirect affecting the teacher' s

commitment at the in Shenyang.

4. Research hypotheses

1. Quality of work life (QWL) has a positive direct effect on teachers' commitment. (COM).
2. Quality of work life (QWL) has a positive indirect effect on teachers' commitment. (COM) through teachers' motivation (MOT), teachers' professional attitude (ATT), and self-efficacy (SELF)
3. Teachers' motivation (MOT) has a positive indirect effect on teachers' commitment. (COM) through teacher self-efficacy (SELF).
4. Teachers' professional attitude (ATT) has a positive direct effect on teachers' commitment. (COM).
5. Teachers' professional attitude (ATT) has a positive indirect effect on teachers' commitment. (COM) through teachers' self-efficacy (SELF).
6. Teachers' self-efficacy (SELF). has) has a positive direct effect on teachers' commitment. (COM).

4. Research Method

4.1 Research Design

Most of the processes used in research are quantitative research in order to identify causal factors that affect the teacher's teaching management commitment at the university in Shenyang.

4.2 Population and Sample

Population and sample used in this study consists of teachers of seven public compressive university in Shenyang city, Liaoning province. Overall, of teacher are 10,206 persons. A sample size of 456 was determined using the G*Power program, considering the research methodology that utilizes confirmatory factor analysis (CFA) statistics.

4.3 Research Instruments

The main instruments used in this research was a 5-level rating scale questionnaire that the researcher created from the review of literature and the validity checked by 5 experts.

4.4 Data Collection

The researchers conducted a step-by-step process. as follows

1. The researcher requested an official letter from the faculty of education, Bangkok

Thonburi University to request cooperation from the university in applying for permission to use as a sample of the temple response.

2. The researcher submitted a letter requesting the courtesy of collecting the data for research purposes by presenting it to the administrators who were the sample, along with informing the purpose of the research. sample

3. Prepare a measurement form that exceeds the sample loop to be used as a backup in case of loss or incomplete response of the sample.

4. The researcher and teamwork's used questionnaires to collect data manually from the schools in the sample.

5. Take the collected questionnaire Complete the response validation and select the complete measurement. The score is analyzed using statistical process.

4.5 Data Analysis

In this research, the researchers used a Statistical Package Software Program in order to achieve the results as follows:

1. Analyze the basic statistics of the sample from the measurement by using the value of frequencies, mean, standard deviation, including the normality check , the interpret each variable measurement.
2. Correlation analysis between independent variables to study the relationship among variables for Multicollinearity check.
3. Data analysis to answer research hypothesis The researcher uses inferential statistics to test the research hypothesis. by analyzing structural equations, the values used to check the harmonization and coherence of the structural equation model with the empirical data.
4. Interpretation and adaptation (Interpreting and Modifying the Model).

5. Research Results

1. The general information of 456 respondents was conclusion as follow: most of respondents was male more than female, age range were between 31-40, the education level was doctoral degree, most of them were the lecturer position and the have work experience between 6-10 years

2. The Structural Equation Modeling (SEM) of the factors affecting the teacher's commitment at the universities in Shenyang, the SEM was statistically significant at .05 level, the value of the full model: Chi-square = 110.897, df = 93, p-value = 0.099, GFI = 0.972,

AGFI = 0.959, CFI = 0.997, RMSEA= 0.020. Overall results indicating that the hypothetical model is consistent with the empirical data.

6. Discussion

From the hypothesis testing, the research results can be discussed as follows.

(1) Quality of work life factor was statistically significant directly affects to the teachers' commitment in Shenyang universities.

This is because the hypothetical models created have been studied from principles, concepts, theories, and therefore according to Schaufeli and Bakker (2002), assuming that the model is consistent with empirical data, that job commitment or enthusiasm is a dimension of positivity and that the sense of complementarity with job-related mental states is only temporary but in emotion, cognition and cognition. The aspect of permanence and universality, regardless of the objective individual event or behavior, contains three main characteristics: 1) vigor 2) dedication, and 3) absorption. Professionalism is not just a matter of mental structure, but it also includes roles in determining performance, it also includes emotional states and commitment concepts. This is a study related to work Attitude, which involves interpreting values at work in order to examine working conditions in relation to personal commitment. And personal non-dedication. It can be concluded that commitment engagement, dedication and apathy are behaviors associated with status. Whether it's physical expression, mental expression or emotional expression at work. It is related to three mental states: 1) Psychological meaningfulness; 2) psychological safety as a sense of being; 3) psychological need. (Psychological availability), therefore the model is assumed to be consistent with empirical data. In the profession of predicting teacher job commitment. the results show that teachers with teacher spirit are determined to perform assigned tasks to the best of their ability. The form expressed until the willing completion of work together warns diligence patience in the face of obstacles, honesty, pursuit. Knowledge development teaching and learning.

In this context of QWL, it's very important refer to the process by which interest groups in an organization learn how to work better together, and how to determine for themselves which activities, changes and improvements are desirable and effective for the organization to be more efficient. The work and living environment can respond physically and mentally to tasks including having the ability to live happily in society and work efficiently to achieve goals. The quality of work life is explained according to the teachers

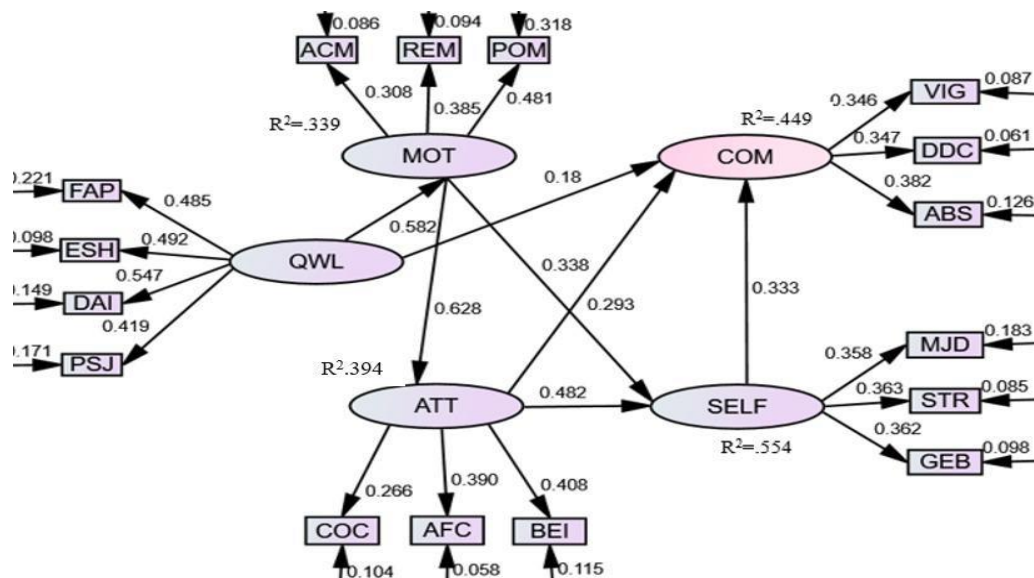
‘commitment conditions that constitute the ideal quality of life and teachers’ job (Davis, 1983; Rhoades, & Eisenberger, 2002; Rose & Idris, 2006; Chan & Wyatt, 2007; Sirgy et.al., 2008; Bagtasos, 2011; Tasdemir Afsar, 2011; Selda Tasdemir, 2014). These main context of QWL, researcher relied on Walton's core framework (1980), Timossi et.al.(2008), and Fernandes et.al. (2017) because the concept had appropriate variables that fit the school context and were popular. It defines eight key areas, however only four areas were selected to this study, there were fair and adequate remuneration, a hygienic and safe environment, development of a person's abilities, and progress and stability in the job, the rest were social integration, work characteristics based on law or justice, overall balance of life, and direct relevance and relationship with society. Therefore there should be further study later. In this study the research results as showed in Table 4.7 the QWL as perceived by the teachers of the universities in Shenyang, mean score between 4.22 – 4.35 which indicated that there were at high level. Paricularly the most level was Fair Adequate compensation (FAP) follow with the Environmental Safety and hygiene and (EHS), and Progress and Stability in Job (PSJ) respectively. And the 3 best one variable were the items of “I work in a school where school buildings and structures are maintained in a safe condition” “I have the opportunity to work with decision-making authority and increased job responsibilities”, and “I have the opportunity to advance in my career.” And the 3 least items but at high level as well were “I have the opportunity to develop my abilities from a job description that uses a variety of skills and abilities” “The work I perform is unique and has clarity” and “I am encouraged to attend meetings, seminars or training sessions for the professional development of teachers from time to time. These results showed that the overall of teachers’ quality of work life at the university of Shenyang were at high level, however but still not the highest. Therefore, the university administrators must consider whether what thing is already good should be preserved or maintained and make it even better.

From review of literature about teachers’ QWL found that it’s the result of many factors, especially the environment factor in the school around the teacher and the teachers themselves (Walton, 1979, 1980; Timossi et.al., 2008; Fernandes et.al., 2017; Amelia Lalompohm 2019). Therefore, some selected dimension of QWL in this study as stated above: Fair Adequate compensation (FAP), Environmental Safety and hygiene and (EHS), and Progress and Stability in Job (PSJ), this is the result of the aforementioned factors. And from the research results, it reflects that this is true because from the research results, Teachers’ job commitment (TOC) was at Hight

level as showed in Table 4.3 the average of overall teachers' commitment, the mean score between 4.13 – 4.29, the most level was absorption (ABS) follow with the dedication (DDC), and vigor (VIG). The most level of this matter, there were the item of “When there is a new technique toward learning management model I will quickly apply to my students”, “Although I have a small salary, I will share the money to buy equipment for learning management, and “While I was working on learning management, I have a feeling that time has passed very quickly”. All of these were coming from motivation to work, Table 4.4 the level of teachers' motivation was at high level. The most one was achievement motivation (ACM) follow with the relative motivation (REM) and power motivation (POM). Particularly, the best variable were the items of “My work has been recognized by my superiors and colleagues”, “I want to thrive in my teacher career”, “I will dedicate my learning management to being selected as an outstanding teacher, and “I have successfully arranged the learning for the students as assigned by them”.

The last were come from the teacher professional attitude, including from self-efficacy that also at high level.

Therefore, from the results of this research, The Structural Equation Modeling (SEM) of the factors affecting the teacher's commitment at the universities in Shenyang is a model that university administrators in Shenyang must be aware of and can apply the results to management in order to balance the quality of teachers living in good work. By look at the Figure 4.1, Table 4.10 and 4.11 as showed in chapter 4, the correlation coefficient between variables and the influence coefficient. of the causal factor model influencing the teachers' commitment fit with empirical data. The correlation coefficient between Quality of work life (QWL) was at 0.18, and teachers' professional attitude was at 0.293. This is showed that the teachers' professional attitude more important than quality of work life. The results indicated that quality of work life was important to teachers' commitment but indirect through the variables of teacher job motivation teachers' professional attitude and teacher self-efficacy. These results were consistent of many esearchers such as Pan et.al. (2015); Li Wang and You, (2017); Ronaldo et.al., (2020); Madigan and Kim, (2021); Matos and laochite, (2022).



Hence, in the modification, improvement and support, encouraging teachers to have an attitude towards the teaching profession is one of the important factors affecting teachers' investment in learning management. In schools, therefore, administrators must find strategies to create good attitudes for teachers. By opening up opportunities to use ideas, such as creating, supporting and exchanging ideas. And persuading teachers to have an attitude towards the teaching profession, because when teachers have a good attitude towards their dedication in the management of learning, it leads to achievement and quality. The school education is also better. (1) The factors direct and indirect affecting the teacher's commitment at the universities in Shenyang, the research results reveal that: quality of work life (QWL) has a positive direct effect on teachers' commitment. (COM). Quality of work life (QWL) has a positive indirect effect on teachers' commitment (COM) through teachers' motivation (MOT), teachers' professional attitude (ATT), and self-efficacy (SELF). Teachers' motivation (MOT) has a positive indirect effect on teachers' commitment. (COM) through teacher self-efficacy (SELF). Teachers' professional attitude (ATT) has a positive direct effect on teachers' commitment. (COM). Teachers' professional attitude (ATT) has a positive indirect effect on teachers' commitment. (COM) through teachers' self-efficacy (SELF). And teachers' self-efficacy (SELF). has) has a positive direct effect on teachers' commitment. (COM).

The findings of this research are consistent with principal foundation, theories and research related that supports it, as well as from the realities that all teachers can understand. Because of Quality of work life (QWL) that were related to the performance

and job commitment of teachers. (Walton, 1973; Gibson, 2003; Saraji, 2006; Sari, et al 2019). In addition, the research result was supported by Amelia Lalompoh (2019) and Jolly Sahni 2019 which studied the Quality of work life in school and Its Effect on job commitment. This studie4d reported that both QWL and job engagement have proven to be important variables that affect work performance, impacting both the productivity and competitiveness of organizations. Given that these two variables are key in the management of organizations, it is important to analyze the relationship between them, since finding possible relationships allows understanding the characteristics of the interactions between their dimensions in a more defined way and providing evidence-based orientations for the development of strategies aimed at achieving high levels of employee commitment through programs to improve the QWL. Abd based on this, the present study was proposed in order to identify the relationship/ effects between QWL as a predictor variable and engagement as a criterion variable. (Zhang Yufang (2019) Yu Siyao (2021) In this event, Amelia Lalompoh (2019) was mentioned that the quality of work life is significantly influenced by the administrators' managerial competence and teachers' emotional intelligence as the same the research reported of Yang Shengfang (2010) In addition, the administrators' managerial competence and teachers' emotional intelligence have a significant contribution to the job engagement and performance of teachers.

The research results consistent with Chan (2006) that studied about teachers' motivation and dedication to learning and found that there was statistically significant correlation between motivation and teaching engagement. Hoy, Sweetland & Smith (2002) was studied the relationship between efficacy and efficacy and academic achievement and tested structural educational models of perceived teacher effectiveness in terms of professional attitudes, tolerance, and sacrifice. Overall, it is a predictor of academic achievement in mathematics. The results showed that teachers' perceptions of competence had an impact on students' academic performance and were more important than students' socioeconomic status. For Temesgen Yitbarek (2017) was study on Teachers' Perception of their Quality of Work Life and its Effect on Affective Commitment, the research concluded that statistically significant between quality of work life dimensions and teachers' commitment.

Additionally, quality of Work Life (QWL) has a statistically significant positive effect and indirectly affects the investment in learning management (COM). Work experience helps organization personnel to have confidence in their work, love their work and love the

organization. And dedication to the work done, which will lead to the highest efficiency of the development of the work life quality of the government teachers is the degree of job satisfaction. When government teachers have a good quality of work life and are paid adequately and fairly. It has been developed to fully self-value through the use of knowledge. The sense of challenge in work, being accepted by colleagues, having a good working atmosphere, school administrators working happily, proud, and wanting to do long-term work in the organization. Knok and Iving (1997) proposed that the work factor is an important factor affecting people's quality of life. These include two main parts: getting adequate and fair compensation; And safe and health-promoting working conditions. Overall, these factors are consistent and supportive. The concept of the quality of work life component is consistent with that of Huse and Cumming (1995), which states that fair and appropriate compensation for it is an important factor in making a person work. Willingness and commitment must make that person feel good about the reward they are about to receive. A safe workplace potential development work, social relations, progress and stability of the company constitution independence from work and pride in the organization Pride and encouragement in work This is consistent with the findings of Pensri Wechpraphan (Phensri Wechpraphan, 2014) research on quality of work life.5.2.3 Motivation of learning management has an indirect effect on teachers' professional attitudes (0.628), and a direct and indirect effect on perceived self-efficacy (0.338 and 0.338, respectively) 0.303. The Influence of indirect Influence on Dedication of Teachers' Learning Management in Shenyang University."

Learning management motivation (MOT) is a variable that indirectly affects learning ability. Committed to the learning management (COM) of civil servants, has positive statistical significance, with an impact of 0.397, and transmits attitudes towards the teaching profession (ATT) and perceived competence. SELF, because it is a kind of similar to the need to know oneself whether in ability includes other potential and use of the ability of the desire. As well as making full use of the potential of believing that go-getters act in an ambitious, competitive, and attempt to improve themselves. And enjoy the activity they are doing, in line with Abraham H. Maslow's theory:1) Human needs are limitless. 2) Unmet needs are behavioral stimuli. 3) Human needs are hierarchical and develop gradually from the basic level. McClelland's need theory points out that human beings have three needs related to organizational behavior: 1) achievement need, 2) relationship need, and 3) power need. In order to succeed in work, there must be a high degree of achievement motivation. Success

at work will make it important to be able to accomplish the need for success through stimulation. When the need for success is high, everyone can pitch in and help the organization be effective. Work is also one of the factors affecting the government teachers' learning management efforts, including "success needs, relationship needs and power needs".

Teacher professional attitude (ATT) is a variable of direct and indirect influence Committed to teacher (COM) learning management through self-efficacy perception (SELF), because the characteristics of a good teacher should have characteristics. Attitude or attitude is a good measure of a person's behavior, attitude is the source of behavior. Because it can indicate the expression of various behaviors, that is, a positive attitude toward work will help to indicate that creative behaviors will personally be opposed to negative attitudes toward work, it can be helpful. If a person has a negative attitude or is dissatisfied with their job, there are many problems that follow. The act of expression may be deliberate.

Self-efficacy (SELF) has a significant direct effect. It may be that the teacher estimates his or her ability to perform the assigned task in order to result. If their work is not done, teachers will be more dedicated. Will affect the success of the organization and that is, people with high self-efficacy are less stressed, will not develop negative emotions about themselves, can do activities or difficult workloads will have an effort not to be discouraged. By focusing and trying to act from a set goal and making that goal a condition that must be achieved, he will not be discouraged if he faces failure. But it is unreasonable to infer low self-efficacy results due to insufficient effort, which is consistent with Anita Woolfolk's (1995) research that self-efficacy is a teacher's belief that he or she can help with learning. For students who have difficulty achieving academic achievement, teacher effectiveness seems to be one of the few personal characteristics of teachers. It is related to student achievement.

Self-efficacy can be predicted that teachers with higher self-efficacy will work harder and continue to contribute to students' learning. Because teachers believe in themselves and believe in their students.

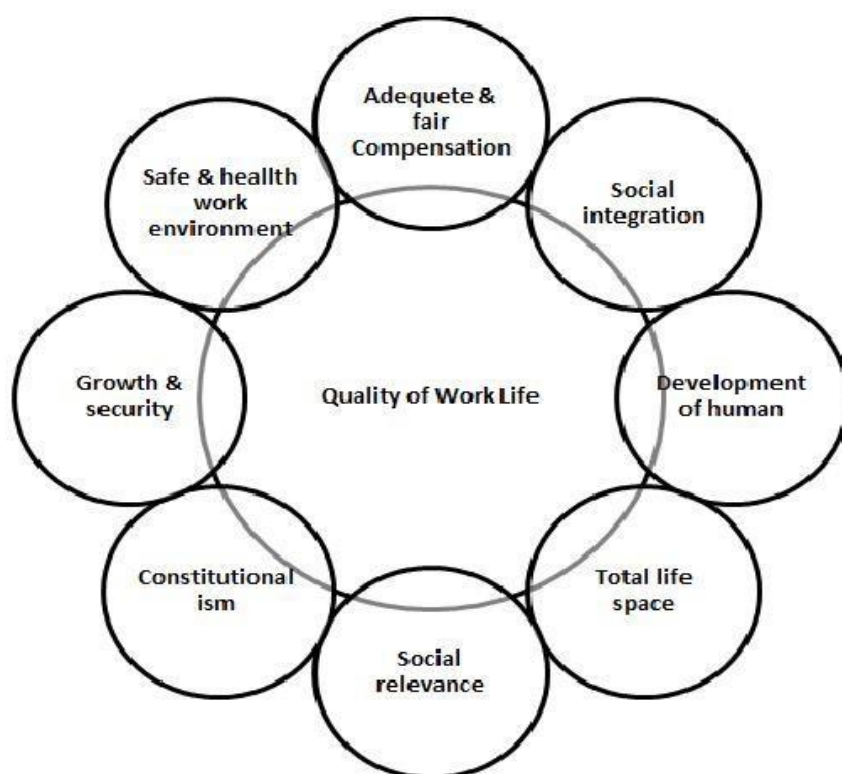
7. Recommendations

From the results, it is found that the variable that has the greatest influence on learning management effort is the attitude towards the teaching profession. Therefore, in the modification, improvement and support, encouraging teachers to have an attitude towards

the teaching profession is one of the important factors affecting teachers' investment in learning management. In schools, therefore, executives must find strategies to create good attitudes for teachers. By opening up opportunities to use ideas, such as creating, supporting and exchanging ideas. And persuading teachers to have an attitude towards the teaching profession, because when teachers have a good attitude towards their dedication in the management of learning, it leads to achievement and quality. The school education is also better.

Temesgen Yitbarek (2017) was study on Teachers' Perception of their Quality of Work Life and its Effect on Affective Commitment, the research concluded that quality of work life dimensions were consisted of : (1). Adequate and fair compensation (2).Safe and Healthy Working Conditions (3).Opportunity to Use and Develop Human Capacities (4).Opportunity for Career Growth and Security (5).Social Integration at Work (6).Constitutionalism in the Work Organization (7).Work and Personal Life (8).Social Relevance of Work

Siti Intan at.al' (2018). was reviews literature on "Quality Teacher's Working Life, and they conclusion about the dimension of quality of work life as show in this Figure



The most important administrative ingredients in the schools are academic administration and personnel administration. And the main factors therein depends on the teacher or academic staff. The teachers, being one of the key players in education, should also be given enough attention to ensure better delivery of instruction. There is a need to provide enough support and assistance so that they could be job commitment and perform their tasks effectively.

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