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School-based Management and Its Effects on the Teacher Satisfaction in Henan Province, China

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Abstract: Due to its implementation and popularity, School-based management is a scientific, managerial concept. In recent years, the Ministry of Education has concentrated on implementing and promoting its development in China. Meanwhile, teacher satisfaction received wide attention. This study used quantitative research and took the multi-stage cluster sampling method, and the 392 questionnaires were collected randomly in 6 primary and secondary schools. According to the research results, the finding illuminated that the schools have a high-level autonomy for school management. Besides, teacher satisfaction is also high in schools. Furthermore, there is a significant positive relationship between the level of implementation of SBM and teacher satisfaction. However, there is no significant difference in SBM implementation in primary and secondary schools. Besides, there is also no notable difference based on different genders. Lastly, the multiple regression results show that teacher satisfaction can be predicted by the three independent variables: finance personnel and curriculum. These variables statistically significantly predicted the level of teacher satisfaction. Thus, we concluded that the implementation positively affects teacher satisfaction, and the government still needs to promote the implementation of SBM.

Keywords: *School-Based Management, Teacher Satisfaction, Decentralization*

1. INTRODUCTION

There is a forceful definition that School-based management is the systematic decentralization to the school level of authority and duty to make decisions on crucial matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountability (Caldwell, 2005). Hence, the carrying out of decentralization plays a decisive role in the SBM. SBM concentrates on institutional expression or decentralization of education at the

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grassroots level. The target of SBM is to improve learning outcomes by getting all schools to constantly enhance educational quality with the help of SBM (Martin, 2019). This study mainly involves decentralizing finances, personnel, and curriculum and researching how these schools implement them throughout teacher evaluation.

School-based management (SBM) was put forward as a new strategy to transform the government empowerment to the school, which is not a silver bullet that will deliver the expectations of school reform. It is one of several strategies to be addressed simultaneously in a constantly changing mix of strategies that involve different levels of governance in a school system (Caldwell, 2005). Autonomy in school-based management is beneficial for schools to improve staff achievement, provide direct participation to relevant groups, and increase public comprehension of education (Lorensius & M, Rajib, 2021). This study focuses on researching the problem of teacher work satisfaction in implementing SBM in the primary and secondary schools of Henan province. Therefore, the research is about the relationship between SBM and teacher satisfaction, which improves teacher work and school administration efficiency.

First, China has implemented SBM measures on the basics of the principal responsibility system for 30 years. The reform of the school management system in China usually takes place under the regulation or advocacy of national policies. In 2001, the government issued the tenth Five-year Plan for the national education undertaking, which required that the relationship should be further clarified between schools and the government. Meanwhile, the autonomy of schools should be implemented following the laws. At that time, the management system reform had been accelerated in school. In reality, the implementation of school-based management has fast development in China more advanced areas, such as Beijing, Guangzhou, Shanghai, and Shenzhen, which is similar to other countries.

The budget of schools refers to the annual financial revenue and expenditure plan prepared by schools following the objectives and programs of the development of educational undertakings, which consists of the revenue budget and expenditure budget (He, 2018). For the financial budget in primary and secondary schools, the educational department would set up special educational funds that include teacher salary funds, school public expense funds, special education funds, and education capital funds. The education department's budget is not entirely attributed to the education budget but also other aspects of the budget, such as school facilities (Liu, 2017).

From the view of human resource management, Personnel decision is the policies involved in executing the human resource aspect of a management position, containing the recruiting, screening, training, rewarding, and appraising of personnel (Dessler & Varrkey, 2005). In the past, China's educational administrative departments had more decision power for selecting and recruiting principals, teachers, and the school employment system, which not only reduced the professional

level of teachers but also restricted the actual process of the construction of the modern school system (Bao, 2012). This study focuses on the development of school personnel decisions from the teachers perspective. In China, the educational administration curriculum-related is responsible for curriculum policy formulation, the development of programs, and the supervision of experimentation and practice (Han, 2015). There is different levels curriculum management. It mainly includes the national, local, and school level (Cui, Lei & Zhou, 2020). This study focus on research on the autonomy of curriculum management based on school-level.

As we all know, SBM originated in Australia and the United States in the 1960s, and then this efficient management influenced the world. Australia, New Zealand, the United Kingdom, the United States, and developing countries such as Indonesia, Malaysia, and Thailand are all pushing for a reform of education governance (Bandur, 2012). Since the 1980s, the movement of school-based management has risen abroad and achieved good practical results in the United States, Australia, Britain, Sweden, New Zealand, and other countries. In western countries, School-based management reform under the guidance of school-based thought can be considered as a path and form of decentralization of education, as well as the choice and response of school education to adapt to market demand for future survival and development (Chen, 2021). In the implementation of SBM, the teachers have more meaningful roles as a member of school management. Due to the new managerial theory, teachers have more opportunities to participate in managing school regulations and daily management (Zhou, 2016). As a crucial part of running schools, schools should have the authority to make independent decisions and adaptably use school resources. However, the traditional school management mode deprives or weakens the decision-making power of schools to use resources because of the centralized administrative power of government agencies (Guo, 2020).

Nowadays, SBM in diverse forms is glowingly being implemented around the world. The common objectives of the research on schools decision-making are to what extent SBM is administered to foster local autonomy or to maintain continued centralized control of the big-ticket items of budget, curriculum, assessment, resources, and staffing (Brunning, M., Fischetti, J., & Smith, M, 2020). According to a series of understanding and investigating through related literature and previous practices, it can be supposed that the implementation of SBM has influenced teacher daily work and lives. Hence, it is significant to research if SBM has a positive or negative effect so that this research can provide some corresponding advice to improve the efficiency of school management.

This study researches the relationship between SBM implementation and teacher satisfaction, especially in primary and secondary schools. There are six objectives that to identify the level of School-Based Management implementation in Henan province; to identify the teacher satisfaction level with the implementation of School-Based Management; to analyze the relationship between

School-Based management and teacher satisfaction; to study the differences on the level of School-Based Management implementation between primary and secondary schools; to analyze the difference of teacher satisfaction of School-Based Management based on gender; to analyze the effects of School-Based Management on teacher job satisfaction.

2. LITERATURE REVIEW

For the concept of SBM, it would be some general ideas that are inferred from specific instances. This part will research what SBM is according to literature and previous practice from China and other countries. In China, SBM doesn't have an acknowledged concept now, but the school can recognize it as the main method of management. It includes multiple meanings that "School Field Management," "School-Centered Management," "Decentralized Management," "School-based Curriculum Development" and "Participation in Decision Making" etc. (Peng, 2003). Besides, principal accountability has a similar educational concept. They all advocate the decentralization of management in school. However, due to the centralization of the principal's power, the ineffective supervision of the Party committee, and the unclear power of authorizing specific participation, the principal responsibility system has some bad aspects, which results in a lack of vitality and innovation. However, the reform of SBM in China can improve these drawbacks. Actually, the fundamental purpose of SBM is to advance organizational productivity, quality, and fairness of education, which corresponds with the meaning of modern education.

Many researchers studied the relationship between principal leadership and teacher satisfaction. For instance, in the thesis *The Relationship between School Principals Leadership Behaviour and Teacher Job Satisfaction*, Liu Taotao concluded that school principals need to care employee and show them interest, strengthening justice and confidence in interactions, and creating a strong vision around common goals (Liu, 2019). Besides, the level of the school autonomy reflects the implementation of SBM in school; simultaneously, it will affect teacher satisfaction. Yu Lihua researched the relationship between teacher autonomy power and satisfaction. She found that teacher teaching autonomy can predict teacher job satisfaction (Yu, 2019). Hence, there is the possibility that the SBM would affect teacher satisfaction.

Regarding the concept of teacher job satisfaction, some abstract explanations are inferred from specific instances. Generally speaking, teacher satisfaction represents an individual evaluation of their work, which directly shows their attitude to the job. Meanwhile, teacher satisfaction reflects the school administration and can provide good feedback and direction for improvement. On the other hand, job satisfaction greatly influences teacher retention and engagement (Judge, 2017). Regarding the definitions of teacher satisfaction, there is much different voice around the world. For example, Job satisfaction is defined as a personal evaluation based on positive or negative feedback for a job (Spector, 1997), which includes an individual job and evaluation of his/her job (Locke,

1976). Besides, teacher satisfaction is a subjective value judgment from teachers. It includes the teacher's internal satisfaction with self-realization and external satisfaction with the working environment, working atmosphere, salary, and other aspects (Wu, 2019). From the view of psychology, teacher satisfaction is a crucial criterion to measure the quality of teacher work. It is also intimately associated with teacher professional commitment, work initiative, job burnout, and teaching efficacy. Moreover, research has found that job satisfaction dramatically affects the stability and mobility of teacher career choices (Jiang, Qian& Yan, 2006).

The benefits of school decentralization owe to making the school focus on autonomous planning activities and accountability. The school can concentrate on the student and the desired outcomes and regulate performance measures specific to the school (Tshionza, 2018). However, there are different national conditions in implementing SBM between western countries and China, focusing on measures, scope and degree. Nevertheless, they are all within the scope of the essential characteristics of school-based management: decentralization, unity of power and responsibility, joint involvement in decision-making, and the pursuit of high-level work efficiency.

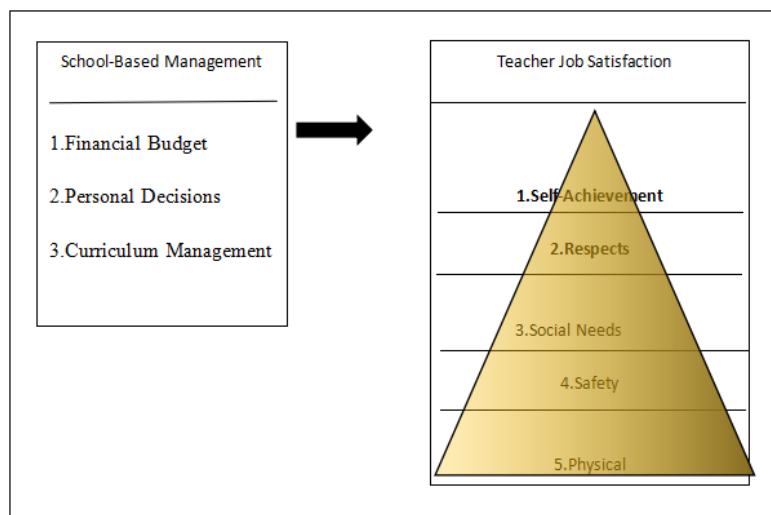
This research aims to study the implementation of SBM and its effect on teacher satisfaction in Henan province, China. Firstly, from the perspective of a nation, primary education is the root of the country. This research not only studied factors influencing teacher satisfaction during the implementation of SBM but also researched the teacher work satisfaction system. As we all know, teachers play a significant part in the quality of education. However, work satisfaction has a strong influence on teacher work efficiency. Since implementing school-based management, teachers have had different voices due to individual differences. Because some teachers concern more about the salary. However, some teachers are more concerned the personal development. The research results would introduce many potential relationships between SBM and teacher satisfaction so that it will put forward valuable suggestions for improving teacher satisfaction. The research purpose refers to 6 research questions in this study.

- (i) What is the level of School-Based Management implementation in Henan province?
- (ii) What is the level of teacher work satisfaction in School-Based Management?
- (iii) What is the relationship between the implementation of School-Based Management and teacher satisfaction?
- (iv) Is there any significant difference in the School-Based Management's implementation between primary and secondary schools in Henan province?
- (V) Is there any significant difference in the levels of satisfaction between male and female teachers in schools in Henan province?
- (VI) What effect does School-Based Management affect teacher job satisfaction in Henan province?

The part of the study's theoretical framework includes independent and dependent variables. The independent variables mainly include several basic theories during the implementation of SBM, such as humanistic management, Fairness theory, and Simon's thought of administrative organization (Domenec, 2016). According to these three theories, it can explain that there is the possibility that the implementation of SBM would affect teacher satisfaction. These theories provide theoretical support for the study of SBM and point out the direction for the design and presentation of the questionnaire.

For the conceptual framework, the implementation of SBM is the independent variable, and teacher satisfaction is the dependent variable. Since the birth of SBM in the last century, it has rapidly developed in some developed countries. Generally speaking, SBM represents a new school management style that takes advantage of decentralization. Because of the implementation of SBM, teachers, school administrators, and parents have considerably changed their roles and have more autonomy in school. With the changes in teacher responsibilities, teacher satisfaction has a corresponding influence.

Figure 2.1 Conceptual Framework



Note. Adopted from Maslow's hierarchy of needs. By McLeod, S. 2007, p.2

This study developed a link between SBM implementation and teacher satisfaction. However, there are a lot of researches about them separately. Some research would research teacher satisfaction, which didn't involve the SBM. For example, In the thesis of teacher job satisfaction levels, the author used the survey model and referred to this approach. The primary school teacher job satisfaction levels have been measured (Demirtas, 2010). To research the relationship between SBM and teacher satisfaction, this study needs to find the common influencing factors among them. Besides, Helen M. Kituto has studied four broad aspects of teacher satisfaction with a job: reward, school culture, leadership, and training in Nairobi. Scores on these four factors may provide a basis for future improvement in teacher satisfaction with their job (Kituto, 2011). Job reward, school

culture, leadership, and training are critical to implementing SBM. In sum, implementing SBM has influenced teacher satisfaction in a particular range. Nevertheless, there isn't enough evidence to verify this view. According to a series of referring, it can be concluded that there is a lack of studies about the relationship between the implementation of SBM and teacher satisfaction. So this study will concentrate on supplying this drawback. The following content will introduce the research methodology, which mainly includes the research design, research framework, data collection, and analysis.

3. RESEARCH METHODOLOGY

The research design helps to understand and interpret study conclusions and ensures that researchers obtain valuable results. It specifies the method and procedure to conduct research, and covers the entire process of collecting and analyzing the data (Mohd, 2014). In consideration of research questions and objectives, this study used quantitative research to verify the research hypothesis. This method focuses on data collection according to the problem from a large population and analysis of the data but ignores an individual emotions and feelings or environmental context (Rahi, 2017).

A large number of empirical studies have shown that the implementation of school-based management has a positive effect on improving teacher satisfaction. However, there is still a lack of relevant research to support the specific influencing factors. For studying if the implementation of SBM has affected teacher satisfaction, this study developed a new framework for the relationship between SBM and teacher satisfaction. It introduced the study's design that details the research location and population. Regarding the population of this study, the study site will be limited in Henan province. Henan province is located in the middle of China, a beautiful place with a long history and has been developing rapidly in recent years. According to the Education Overview of Henan Province survey, there are 4,603 regular junior high schools, including 1,117 nine-year schools. The total number of graduates is 1.4119 million, enrolling 1.577 million students and the total number of students is 4.6848 million. There are 94,700 classes. Regular junior high schools have a staff of 394,300, including 357,400 full-time teachers (Henan Provincial Department of Education, 2020). This study targeted the teachers who work in public or private primary and secondary schools in Henan province, China. This study is a cross-sectional survey that would take cluster sampling methods in six primary and secondary schools and then randomly choose teachers in these six schools.

Moreover, it is necessary to consider the ethical and research permission, because the study involved much private information about the school and the respondents. This study would keep this private information secret to respect the respondents' will and avoid prejudice to the results. Collected data via structured questionnaires can be enumeration by a selected population or

subgroup (Rahi, 2017). According to consulting with other teachers who work in Henan province, each primary school and secondary school have about 100 teachers, and referring to previous experience with this kind of study, and it is reasonable to choose six schools (Song, 2017; Zhou, 2016). For researching the level of implementation of SBM in Henan province and considering the overall number of primary and secondary school teachers, this study used multi-stage cluster sampling random sampling in 6 schools. This study targeted all the teachers in these targeted schools. According to the latest statistics about the number of primary and secondary school teachers, there are about 902,100 teachers in compulsory schools, and 148,100 teachers in senior middle schools (The Education department Henan Province, 2020). After referring to Determining sample size for research Activities, if the population is about 1000,000, as table Table for Determining sample size from a given population shows that the number of samples would be 384. (Krejcie, & Morgan, 1970). The population of this study is 1,050,200, which is more than 1 million. So the target samples are about 400 teachers in these schools, and the respondents can be from different levels of schools, sites, and gender, teaching age.

Table3.1: for Determining sample size from a given population.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—N is population size.
S is sample size.

Note. Adopted from Determining sample size for research activities. Educational and psychological. By Krejcie, R. V., & Morgan, D. W. 1970. p.608

This research pays more attention to study the primary and secondary school teachers who

work in Henan province. Henan's education level is among the upper middle class in China, so it is very representative of studying China's education issues (Wu, Li, Zhou & Lu, 2016). Henan province is located in the middle of China and has jurisdiction over 17 prefecture-level cities, one provincial county-level city, 20 county-level cities, 82 counties, and 54 municipal districts. According to the survey of Education Overview of Henan Province in 2019, there were 53,400 schools (institutions) of all levels in Henan, with an educated population of 28.5355 million, including 26.771 million students and 1.7645 million teaching and administrative staff. The educational population accounts for 26.16% of the total population.

Before the official collects data, it is necessary to do a pilot test to ensure this questionnaire's reliability. This questionnaire, except for some individual information, mainly has four subscales: Finance autonomy, Personnel autonomy, school curriculum, and teacher satisfaction, which include different questions. During the pilot test, the respondents for this questionnaire are from one primary and secondary school, a nine-year school in Henan province. This pilot test includes 60 questionnaires after the data analysis. These questionnaires were collected in a published primary school in Henan province as the table shows that the Cronbach Alpha of subscales of fiscal autonomy is 0.889, which involves seven items. Secondly, the personnel autonomy subscales are 0.896, which involves eight items. Thirdly, the school-based curriculum scales are 0.876, which involves seven items. Lastly, the teacher satisfaction subscales are 0.941, which involves 22 items. According to the SPSS 26.0 calculation, Cronbach's alpha is over 0.6. So it can be concluded that this questionnaire is reliable for the study.

Table 3.2
Questionnaire Reliability Statistics-Pilot Test

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized items	N of items
SBM:			
1. Subscales of fiscal autonomy	0.889	0.890	7
2. Personnel autonomy subscale	0.896	0.897	8
3. School-based curriculum subscales	0.876	0.877	7
Teacher job satisfaction subscale	0.941	0.945	22

Because Henan province has a large population of teachers, more than 1 million teachers are in primary and secondary schools (The Education department Henan Province, 2020). So this study randomly chose six schools as the research objects. Regarding the research instruments, the study

would concentrate on the level of SBM implementation in primary and secondary schools of Henan province. Firstly, the questionnaire would evaluate the level of SBM implementation from the level of the school autonomy (Hao, 2017). Generally speaking, a school autonomy mainly includes financial, personnel and curriculum. The questions would refer to and adapt the questionnaire of the principal accountability system. This study surveyed school autonomy management from School finance autonomy, school personnel autonomy, curriculum autonomy, school education reform autonomy, and school education autonomy. However, Zhou's study designed two different questionnaires for principals and teachers, and the principal questionnaire is designed to investigate the school external and internal autonomous environments; however, the teacher questionnaire focuses on the investigation of the school internal independent construction and democratic management (Zhou, 2016). Due to this study focusing on teacher evaluation of the school autonomy, the questionnaire includes 22 questions for researching the level of SBM implementation. There are seven questions for financial autonomy, 8 questions for school personnel, and seven questions for school curriculum autonomy.

For researching the level of teacher satisfaction, the research questionnaire involves two main sources: Spector, P. E. designed the relationship between 36 influencing factors and employees' job satisfaction in 1985 (Spector, 1985). The second source is from the Minnesota Satisfaction Quiz questionnaire compiled by Weiss et al. measures employee Satisfaction from 20 subscales, including personal ability play, sense of achievement, initiative, reward, reward and punishment, and responsibility (Weiss, Dawis, & England, 1967). First of all, this study integrated the questions of the above two scales, the "Teacher Job Satisfaction Questionnaire" and the "Minnesota Satisfaction Survey Scale" are based on the actual situation of the school. Specific speaking, there are 22 questions for researching teacher satisfaction from Maslow's needs theory perspective. Besides, the questionnaire was made based on preliminary investigation and teacher interviews.

This research focuses on surveying the level of the implementation of SBM and the level of teacher satisfaction based on SBM. Besides, this research would ensure the validity and reliability of the questionnaire. According to the research questions, the research would analyze the comparative data to test the hypothesis. Next, this study focus on the data analysis according to the collected data. For analysis of the six research questions mainly discussed the finding referring to the data analysis.

4. FINDING AND DISCUSSION

The data analysis discussed the findings' results, which involved six research questions based on the corresponding hypothesis. About research question one, what is the level of SBM's implementation in Henan province? Table 4.1 indicates the schools have a high-level SBM implementation in Henan province. The mean score is 4.035 for all related questions, which can

explain why the primary and secondary schools have a high-level SBM implementation in Henan province. In June 1999, The decision of the Central Committee of the Communist Party of China and "The State Council on Deepening Educational Reform" and "Comprehensively Promoting Quality-oriented Education" issued and points out that home curriculum, local curriculum, and school-based curriculum. From the policy level, it supports and guarantees school-based curriculum development in China (Wang & Yin, 2020). So, the school-based curriculum implementation had a great development these years.

Table 4.1

Mean Distribution, Standard Deviation for the Implementation of SBM

No.	Item	Mean	Standard Deviation	Level
1	The use of school education and teaching funds	4.10	0.92	High
3	Procurement of equipment for education and teaching	4	0.944	Moderately High
4	Salary payment of faculty and staff	4.03	0.967	High
5	The distribution of staff benefits	4.04	0.886	High
6	The distribution of student financial aid awards	4.02	0.981	High
7	An overall evaluation of autonomy in school financial	4.06	0.886	High
8	Autonomy in school personnel reform	3.99	0.937	Moderately High
9	Hiring and firing of school teachers	3.94	0.978	Moderately High
10	teacher right to further training	4.06	0.842	High
12	The professional title evaluation of school teachers	4.03	0.890	High
13	Rewards and punishments for faculty and staff	4	0.917	Moderately High
14	School decisions regarding personnel autonomy	4.03	0.868	High
15	The overall evaluation of Personnel autonomy in the	4.06	0.888	High
16	School decision-making in curriculum	4.08	0.823	High
17	Autonomy in school curriculum reform	4.21	0.792	High
18	The right of teachers to participate in curriculum	4.01	0.844	High
19	Preparation of school teaching plan	4.07	0.828	High
20	Selection of teaching materials	4.01	0.959	High
21	The development of students' academic evaluation	4.09	0.842	High

22	The overall evaluation for Autonomy in curriculum	4.01	0.868	High
	Overall Total	4.035	0.893	High

Note. N=395

Firstly, since the Ministry of education begins to advocate the school-based curriculum and curriculum innovation, the Ministry of Education has also proposed two basic education curriculum guidelines, combining the school curriculum with Chinese local traditional culture and traditional revolutionary culture (Mi, 2021). It is unique that the school-based curriculum is based on the development of regional culture. Students not only inherit the regional culture but also realize the emotional education of teachers to students, which indicates that school-based curriculum originated from the core of school-based management. Compared with comparative research, Song researched the primary and secondary school autonomy of Henan in 2017. According to her study results, the schools are above average level of autonomy in finance, personnel, and curriculum (Song, 2017). The study "Review and reflection on the 70 years of school-based Curriculum construction in New China" indicates that the curriculum has achieved outstanding achievements after decades of development (Wang & Yin, 2020). As we can see in the finding, the implementation of the school-based curriculum is at a high level from various inspections, which verified Wang & Yin's study results. Therefore, with the implementation of SBM, the education of Henan has rapid development in these years, so the implementation of SBM is at a high level in primary and secondary school.

Regarding research question two, table 4.1 shows that teacher satisfaction is high with a mean of 4.04. Firstly, in response to the nation's advocacy, most schools formulated more reasonable regulations about teacher salaries and extra benefits . In China, since implementing the incentive system for primary and secondary school teachers who are paid according to their professional titles, it has played a significant role in promoting the professionalization of teachers and mobilizing their enthusiasm for work. However, it also has the inevitable drawback that many teacher salaries differ significantly, although their workload is the same. The primary and secondary schools try to establish a teacher salary distribution system with educational performance as the principal and professional title salary as the auxiliary (Gao & Wang, 2020). The results would contribute to teacher satisfaction improvement. Overall, the government attaches great importance to the teacher satisfaction and makes many corresponding policies to stimulate teacher work initiative. Nevertheless, to continually improve teacher satisfaction, primary and secondary schools still need to find out why the teachers cannot reach a very high level of satisfaction. So there is still progress space, especially in the salary scale and organizational atmosphere, and try to create a good work atmosphere for teachers.

Regarding question three, referring to table 4.2, the finding results show a significant

relationship between the level of implementation of SBM and teacher satisfaction. Table 4.2 shows a significant relationship between the level of implementation of SBM and teacher satisfaction, that is, the value of $r = .888$, $p = .000$ ($P < 0.05$). The r -value indicates a positive correlation coefficient at a substantial level. For this research question, The hypothesis is "There is no significant correlation between teacher satisfaction and the implementation of School-Based Management." According to the R 's value, the results reject the null hypothesis (H_0); thus, the results show that there is a significant relationship between the level of implementation of SBM and teacher satisfaction. More specifically, there was a firm, positive correlation between SBM implementation and teacher satisfaction ($r = .888$, $n = 395$, $p = .000$)

According to the results, the positive correlation is at a strong level. It's reasonable to conclude that the implementation of SBM has influenced the teacher work. For explaining this phenomenon, it can be interpreted from three aspects:

1. School-based finance management affects teacher salaries, which is a paramount concern for teachers that play a significant role in teacher happiness. The provincial government has officially approved the implementation plan of performance pay for compulsory education (Primary and secondary) schools in Henan province.
2. With the development of personnel management, the education department focused on teacher continuing education that provided all kinds of training opportunities.
3. There is a popular trend that the school encourages the teachers to innovate their course, establishing many bonuses and contests for this.

Table 4.2

The Correlations between The Implementation and Teacher Satisfaction

		Pearson Correlation	
		SBM	teacher satisfaction
SBM	Pearson Correlation	1	.888
	Sig(2-tailed)		.000
	N	395	395
teacher Satisfaction	Pearson Correlation	.888	1
	Sig(2-tailed)	.000	
	N	395	395

Note. N=395

Regarding question four, referring to the findings, results indicate no significant difference between primary and secondary school. Referring to tables 4.3 & 4.4, The P-value of Levene's test

is printed as .744 ($P > 0.05$), so we receive the null hypothesis. Based on the results, we can state that there is no significant difference in SBM implementation between primary and secondary schools ($t_{152,033} = -.036, p > 0.05$). It is necessary to refer nation policies for basic education. In general, primary and secondary school is an entirety, which is the primary education in China. When the ministry puts forward new policies or managerial regulations, the relative policies for Primary and secondary are usually the same or similar. So we can tentatively put forward that the teacher work has a similar influence from the implementation of SBM. There is not a significant difference between primary and secondary school. According to this research, on the one hand, the autonomy of school management is similar between primary and secondary schools. On the other hand, teacher satisfaction isn't a significant difference between primary and secondary schools. This also proved the intimate relationship between the implementation of SBM and teacher satisfaction.

Table 4.3

Basic Information about the Group Comparisons

	school	N	Mean	Std Deviation	Std. Error Mean
SBM	Primary school	92	4.0761	.71458	.07450
Implementation	Secondary school	303	4.0792	0.72354	.04157

Note. N=395

Table 4.4

Independent Sample Test about the implementation of School-Based Management

Independent Samples Test										
		Levene's Test for Equality of Variance		T-test for Equality of Means						
		F	Sig.	T	df	Sig.	Mean Difference	Std. Error Difference	95% confidence Interval of the difference	
								lower		upper
SBM	Equal variances assumed	.107	.744	-.036	393	.898	-.00312	.08588	-.17197	.16573
	Equal variances not assumed			-.037	152.033	.899	-.00312	.08531	-.17167	.16543

Note. N=395

Regarding question five, referring to Tables 4.5 & 4.6, we can state the following because the P value is more than 0.05. There is no significant difference in teacher satisfaction based on different gender ($t_{392.695} = .391, P > 0.05$). Specific speaking, from the perspective of the mean score between

female and male teachers, they have a similar mean score, for explaining this phenomenon, several reasons contribute to these results. First, the school managerial regulations are almost identical between male and female teachers. Secondly, regarding the salary and extra benefits, the teachers always have the same treatment, but the female teachers have more maternity leave. Regarding personnel management, there is no significant difference based on different gender. The promotion mechanism is unitive in the same school, as gender is not the evaluation factor. Lastly, if the teacher work is valued at a high level, the teacher satisfaction will be high. According to the comparative research of Wei and Zhang, the male teacher work value can positively predict the level of their work satisfaction.(Wei & Zhang, 2020). Overall, implementing SBM stimulates teacher work autonomy, mainly by providing more developing opportunities for teachers in primary and secondary schools. The research results show no significant difference in teacher satisfaction based on gender.

Table 4.5
Basic Information about the Group Comparisons

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
teacher satisfaction	Male	192	4.049	.6470	.0467
	Female	203	4.017	.6909	.0485

Note. N=395

Table 4.6
Independent Samples Test about teacher satisfaction

Independent Samples Test										
			Levene's Test for Equality of Variance		T-test for Equality of Means					
			F	Sig	T	df	Sig	Mean Difference	Std. Error Difference	95% confidence Interval of the difference lower upper
teacher satisfaction	Equal variances assumed		4.602	.033	.390	393	.697	.0253	.0650	-.1025 .1532
	Equal variances not assumed				.391	392.695	.696	.0253	.0649	-.1022 .1529

Note. N=395

Regarding question six, referring to table 4.7, the results show that three independent variables (Finance, Personnel, curriculum) statistically significantly predict the level of teacher satisfaction. The influencing factors include the autonomy of Finance, personnel, and curriculum, which are from the implementation of SBM. In a nutshell, we can confirm that the implementation of SBM affected the teacher satisfaction. Overall, the autonomy of Finance, personnel, and curriculum represents the implementation of SBM. In the practice process, it can help predict the teacher satisfaction and reflect the schools' need to improve autonomy. Therefore, it can be concluded that the influencing factors for teacher satisfaction include Finance, personnel, and curriculum management.

Table 4.7

The Value of R and R Square about the Implementation of SBM

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
3	.900 ^c	.809	.808	.028271	

c. Predictors: (Constant), Mean-personnel, Mean-curriculum, Mean-Finance

Note. N=395

Table 4.8

Output-Statistical Significance

ANOVA ^a						
Model		Sum of square	df	Mean Square	F	Sig
3	Regression	132.742	3	44.247	553.618	.000 ^d
	Residual	31.250	391	.080		
	Total	163.992	394			

d. Predictors: (Constant), Mean-personnel, Mean-curriculum, Mean-Finance

Note. N=395

Table 4.9

Output- Statistical Significance of the Independent Variables

Model		Coefficients ^a						
		Unstandardized		Standardized	t	Sig	95.0% Confidence	
		Coefficients		Coefficients			Interval for B	
		B	Std.Error	Beta	Lower	Upper		
3	constant	-.472	.089		5.316	.000	-.297	.646
	Personnel	.231	.053	.250	4.363	.000	.127	.335
	Curriculum	.530	.042	.554	12.499	.000	.447	.614
	Finance	.120	.042	.137	2.826	.005	.037	.204

a. Dependent Variable: Mean (Teacher's satisfaction)

Note. N=395

This part mainly discusses the finding results based on six research questions, including how they developed, which affect the present situation, and compared with other writers' finding results. It can be concluded the development process of SBM in Henan province these years.

5. RESEARCH LIMITATION

This study still has some limitations, such as the research's methodological and common limitations. The limitations of this research are mainly the sample, location, and method. First of all, there is a limitation regarding the sample, it is hard to choose the most suitable participant, and there is no certainty about the willingness of samples to participate. Secondly, regarding the location limitations, this study was done in Henan province. Thus, it cannot be generalized to overall China, but it is an important reference for North China because South China has a different educational context. The research results can provide advice and instructions for Henan or north China primary and secondary schools. Lastly, this is cross-sectional research that applied the survey method, the data collected during the period of particular, which cannot reflect the continuous trend over time. The research results would be the general situation to reflect the implementation of SBM and its effect on teacher satisfaction in recent years and the near future.

6. CONCLUSION

According to the research results, there is a relatively high level of SBM implementation in Henan province. Meanwhile, primary and secondary school teacher satisfaction is at a high level nowadays. It is a satisfying result due to the education department's attention and unremitting efforts. Specifically, there is no significant difference in SBM implementation between primary and

secondary schools. Besides, there is no significant difference between male and female teachers. Although the implementation has obtained good results, it still has a long way to go in achieving advanced educational targets soon. After more than 20 years of SBM implementation, SBM in Henan province is at a high degree in Primary and secondary schools. The role of the school principal is that teachers are considered well to maximize the value of their labor, which can improve their professional value.

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