

Conclusions: In the social media environment, the media should pay close attention to how to grasp the scale of news communication and how to guide the social psychology, which needs the media to keep up with the times.

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INFLUENCING FACTORS OF RURAL TEACHERS' OVERALL SALARY PSYCHOLOGY AND SATISFACTION

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Background: In the process of school development, teachers are the core pillars of the school's steady progress. They are vital to the teaching of students and the future of the school. The satisfaction of teachers with their own work greatly affects the enthusiasm of teachers in their work, and is directly related to the quality of serving students. In the daily work management of the school, managers can make systematic adjustments to teachers' work in a timely manner by understanding teachers' job satisfaction. Teacher job satisfaction is of great significance in the school management system. It can not only be used as an important indicator of the principal's management effectiveness, but also provide an important scientific basis for the school's management decision-making. Teacher job satisfaction refers to teachers' overall, subjective emotional self-feelings and work views of their jobs and occupations, as well as working conditions and conditions. Teacher job satisfaction affects the overall education and teaching quality and efficiency of the school by influencing teachers' work enthusiasm. Moreover, it will also restrict the development of teachers' mental health, which will have negative effects on both teachers and students. Analyzing and researching teachers' job satisfaction can help us comprehensively understand and carefully grasp the overall job satisfaction and side job satisfaction of teachers, so as to improve teachers' working conditions, improve teachers' teaching levels, and improve teachers' psychological status, thereby improving the school's performance. The daily management efficiency and the quality of education and teaching provide a scientific basis for the school's future teaching work and direction.

Objective: Under the targeted poverty alleviation policy, my country's educational resources are gradually tilted towards the countryside. Rural education is an important part of my country's basic education. So far, its relatively backward situation has not been fundamentally reversed. The gap between urban and rural education is still relatively obvious, and some backward rural areas have more prominent problems in terms of teachers. The development of rural education needs to inject a lot of fresh blood, high-quality teachers are needed to help rural students, and they are committed to improving the status quo of rural teaching. The development of rural education is inseparable from the stability and quality improvement of the teacher team. The job satisfaction of rural teachers is an important factor affecting the quality of rural teacher education and teaching. As a result, the study of factors affecting rural teachers' overall salary psychology and satisfaction is expected to provide a certain reference for improving the quality of rural teaching.

Subjects and methods: Fifty rural teachers from a certain city were randomly selected for interviews, which lasted 40-60 minutes. Randomly select 200 rural teachers in a certain city and conduct a questionnaire survey on them. They are required to complete the questionnaire at one time. The time for answering the questionnaire is limited to 60 minutes.

Study design: According to the theory of teacher job satisfaction, combined with interviews with rural teachers, the dimensions of teacher job satisfaction are proposed, including three dimensions of professional identity, work environment and self-development, and a preliminary questionnaire is prepared. The questionnaire items are all in the form of a Likert five-point scale. From completely disapproving to completely agreeing with positive scoring. Then it solicits the opinions of relevant experts and selects three rural schools to make predictions. Based on the expert opinions and prediction results, the questionnaire is revised, and a formal questionnaire including 10 items is finally formed.

Methods: Use SPSS20.0 software to process and analyze the data.

Results: The statistical results obtained are shown in Table 1. After the specific analysis of each question, it is found that teachers have the highest degree of recognition for "I know the direction and goal of my work", "I feel that I am changing and becoming more and more mature", and the lowest degree of

recognition for “I am satisfied with the promotion system of my unit”, and “I feel that teachers’ social status is being improved”, the mean values were 3.32 and 3.27, respectively. The results showed that rural teachers were more satisfied with self-development, but least satisfied with career promotion system and social status.

Table 1. Statistical results of job satisfaction of rural teachers.

Dimension	Mean	Standard deviation
Professional identity	3.28	0.91
Working environment	3.34	0.89
Self-development	3.97	0.64
Overall	3.54	0.65

The research results show that there are significant differences in job satisfaction among teachers with different educational backgrounds. The total scores are from low to high in order of undergraduate and above, junior college, technical secondary school and below, indicating that the higher the teacher’s educational background, the lower the degree of job satisfaction. Further analysis of the differences in their respective dimensions, it is found that there are significant differences in professional identity, work environment and self-development satisfaction. And the higher the educational background, the lower the degree of satisfaction. The results are shown in Table 2.

Table 2. Statistical results of job satisfaction of rural teachers with different educational backgrounds.

Dimension	Bachelor degree and above	Junior college	Technical secondary school and below
Professional identity	3.52/0.92	3.74/0.93	3.89/0.87
working environment	3.49/0.89	3.64/0.91	3.98/0.75
Self-development	3.98/0.75	4.11/0.71	4.32/0.72
overall	3.64/0.75	3.76/0.71	4.02/0.69

Conclusions: By investigating and analyzing the overall status and individual differences of rural teachers’ job satisfaction, we have investigated the degree of satisfaction and professional recognition of rural teachers in different regions. The survey results show that rural teachers are more satisfied with their self-development, but they have different degrees of opinions on professional identity and working environment. Teachers’ knowledge of their own profession determines their mental state, work state and professional state, and affects the level and effect of teaching and educating people. Therefore, in the development of education and teaching, schools need to strengthen the professional identity of rural teachers. In cultivating teachers’ professional identity, in addition to teachers’ own professional ideals and love for education, the whole society also needs to create a good atmosphere of caring and supporting rural teachers and rural education, and give more spiritual rewards.

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INFLUENCE OF INDIVIDUAL PSYCHOLOGICAL DIFFERENCES ON THE SUPERVISION BEHAVIOR OF PPP PROJECTS

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Background: With the development of project financing technology, the PPP model has become the investment and financing method widely adopted by governments of various countries in the construction of public projects. However, some unethical behaviors of participants in the bidding activities caused the actual completion cost of the project to be much higher than the planned completion cost, which made project supervision a crucial factor affecting the quality of project completion. Use the evolutionary game method to analyze the behavior of stakeholders in the process of PPP project bidding and implementation, and put forward relevant suggestions. Although researchers have long realized the importance of individual