THE INFLUENCE OF SELF-EFFICACY ON THE WORK PERFORMANCE OF TEACHERS IN RURAL PRIMARY SCHOOLS IN JIAXI TOWN

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ABSTRACT
The objectives of this research were to investigate the influence of self-efficacy on the job performance of teachers in rural primary schools located in Jiaxi Town. The study population for this research comprised teachers from 22 rural primary schools in Jiaxi Town. A questionnaire was employed as the primary research tool. The sample size consisted of 200 teachers from rural primary schools in Jiaxi Town, selected using a non-probability convenient sampling method. Data analysis involved the use of frequency, percentages, means, and standard deviations, with hypothesis testing conducted through multiple regression analysis.
The findings of the study indicated that a majority of the respondents were female, aged 30 years or younger, their educational level was bachelor's degree, earned an average monthly income exceeding 5,001 CNY, and had work experience exceeding 10 years. Additionally, the self-efficacy factors, including vicarious experience, verbal persuasion, and emotional arousal, had a statistically significant impact on the work performance of teachers in rural primary schools in Jiaxi Town at the .05 significance level. The predictive power of these self-efficacy factors was substantial, accounting for 78.4 percent of the variance in work performance outcomes.
Keywords: Self-Efficacy, Work Performance, Rural Primary School

INTRODUCTION

In present, Education is importance for create knowledge to human began from children to adults. Education in big cities is rapidly developing, with educational technology and scientific teaching methods making students learn more efficiently (Chen, 2023). Knowledge helps more people have correct ideas and values, and people learn more skills to make their lives meaningful and change their paths. However, the current lack of education in rural areas is becoming increasingly stagnant, and the relevant teaching staff responsible for education are also facing a relatively severe situation, leading to increasingly backward education (Zhu, 2023). According to Lv (2022), the direct motivation of education is the practical social need for people to transmit production and life experience in the labor process. Education in a broad sense refers to the common education of the family, the school and the community together, which nowadays tends to become just become the education of the school (Ren, 2017). The essence of education is an activity that allows learners to acquire certain knowledge or skills to make an impact (Luo, 2022). Enhancing education in rural areas is an important topic, as rural areas are backward and poor compared to the bustle of big cities, and rural primary education has been neglected to keep up with the changes and development of the times (Liu, 2018).

However, education in rural areas is affected by many factors of learners' schools, families, society and themselves. There are still difficulties in the promotion of blended teaching forms in western rural areas. Firstly, the educators themselves are backward in the concept of information technology and have poor skills in blended teaching. Secondly, the students are weak in independent learning and backward in information literacy. Finally, the educational resources are mixed, and the depth of resource integration is not enough (Wang, 2021). In Johann Friedrich Herbart put forward the three-centered theory centered on teachers, teaching materials and classrooms, which emphasized the position of teachers and teaching materials and classrooms in teaching. However, teachers in rural areas have received very little attention and have been neglected, and the backwardness of the education management system, which cannot function on its own, also affects rural education management (Yang, 2022). Rural education funding is under the direct jurisdiction of the county-level education bureau, but school public funds are tight, and there is a lack of expenses for teaching and research, etc. (Gao, 2017). The teaching props in schools are simple and backward, teaching and research activities cannot be carried out, teachers' teaching methods are archaic, and students cannot understand and master them (Ma, 2023).

Self-efficacy reflects the degree to which a person believes he or she can handle challenges and succeed (Liu, 2023). It is different from confidence in that it focuses on confidence in a specific task or situation rather than the overall situation. Teacher performance is critical to the development of the education system and students (Jiang, 2023). The following are some aspects of the importance of teacher performance:

1) Students' academic performance: Teachers' work performance directly affects students' academic performance. Good teachers are able to stimulate students' interest, provide effective instruction, and help students achieve better academic results (Xu, 2021).

2) Student development: Teacher performance is not only related to academic achievement, but also includes the personal and social development of students. Teachers play a key role in developing students' values, ethics and social skills (Wei, 2011).

3) Student motivation and participation: Excellent teachers can stimulate students' interest in learning, improve their learning enthusiasm, encourage them to actively participate in class activities, ask questions and pursue knowledge (Kong, 2023).

4) Quality of education: Teachers' performance directly affects the quality of education. Excellent teachers provide high-quality education, which helps to improve the overall quality of the school and the education system (Lai, 2023).

5) Social influence: The influence of teachers on society is profound. They train future leaders, professionals and citizens, making a significant contribution to the development and progress of society (Zhou, 2023).

It is of unique value to study the effect of rural primary school teachers' self-efficacy on job performance compared with urban primary school teachers. This is because rural primary school teachers often work in a special context, facing challenges such as lack of resources, inconvenient transportation and relatively difficult living conditions (Wei, 2023). This research can provide unique insights into educators working in these specific environments.

In addition, rural areas usually have problems of educational inequality, including inadequate educational resources, so understanding how rural primary school teachers' self-efficacy affects job performance can help improve the quality of education in rural areas (Yang, 2021). In addition, the study could provide recommendations for policymakers and educational interventions on how to support and improve rural education, helping to develop more targeted training and support programs. Most importantly, studying the relationship between rural primary school teachers' self-efficacy and job performance can fill knowledge gaps about this group, provide new insights into the field of education research, promote a better understanding of rural education challenges and opportunities, and provide useful recommendations and directions to improve rural primary school education.

Starting from the above reasons, this study aims to explore the impact of self-efficacy of rural primary school teachers on work performance, identify influencing factors and their influencing factors, in order to formulate limited measures to change the work performance of rural teachers in Jiaxi Town, improve the quality of education, and students' learning level.

LITERATURE REVIEWS

Concept and theory of self-efficacy has a decisive impact on the perception, driving force, emotions generated by personal experiences, and choice experiences of things, and has a significant response to both educators and learners (Wang, 2023). The belief that students invest in learning and activities can affect their desires, driving performance, and academic performance (Lou, 2022). Employees with strong beliefs can affect school learning, and self-penetration is a core factor in the concept of self-efficacy (Lin, 2020). However, people who are not strong in self-belief will constantly deny themselves, and the process of self-consumption may occur, and they are often not easy to succeed (Wei, 2022). Wang (2020) believe that the stronger individuals have in themselves, the higher they will demand and challenge themselves, and they will not easily shake their beliefs. They believe that if they progress quickly than others to enhance their efficacy, they become positive. On the contrary, others' performance progress will frustrate their own self-efficacy analysis thoughts become unstable (Wang, 2020).

Concept and theory of work performance refers to the quality and quantity of an employee's actual performance and execution of work tasks in the work environment, and is usually used to evaluate the performance and performance of an employee at work (Zhang, 2022). Job performance is an important indicator in an organization to evaluate employee performance, provide feedback, manage compensation, promote and train decisions. Work performance dimensions: Job performance can be measured according to different dimensions, including task performance (the quality and quantity of work tasks completed), relational performance (the quality of cooperation and relationships with colleagues and supervisors), and upward performance (the degree of active participation in organizational development, innovation, and improvement) (Liu, 2022). These dimensions can vary depending on the nature of the work and the needs of the organization.

Performance evaluation: Performance evaluation measures the performance of an employee through regular evaluations and feedback. This can be done in a variety of ways, including

manager evaluations, peer evaluations, self-evaluations, and customer evaluations (Yang, 2015). The purpose of performance reviews is to provide feedback to employees, help them understand their strengths and areas of improvement, and provide data to support compensation, promotion, and training decisions.

From the study of the concepts of self-efficacy and work performance, the researcher has applied them to explain the impact of self-efficacy on work performance. This has resulted in a conceptual framework as follows:

Research hypothesis

H1: Self-efficacy, in terms of direct experience, has a positive influence on the work performance of teachers in rural primary school teachers in Jiaxi Town.

H2: Self-efficacy, in terms of vicarious experience, has a positive influence on the work performance of teachers in rural primary school teachers in Jiaxi Town.

H3: Self-efficacy, in terms of speech persuasion, has a positive influence on the work performance of teachers in rural primary school teachers in Jiaxi Town.

H4: Self-efficacy, in terms of emotional arousal, has a positive influence on the work performance of teachers in rural primary school teachers in Jiaxi Town.
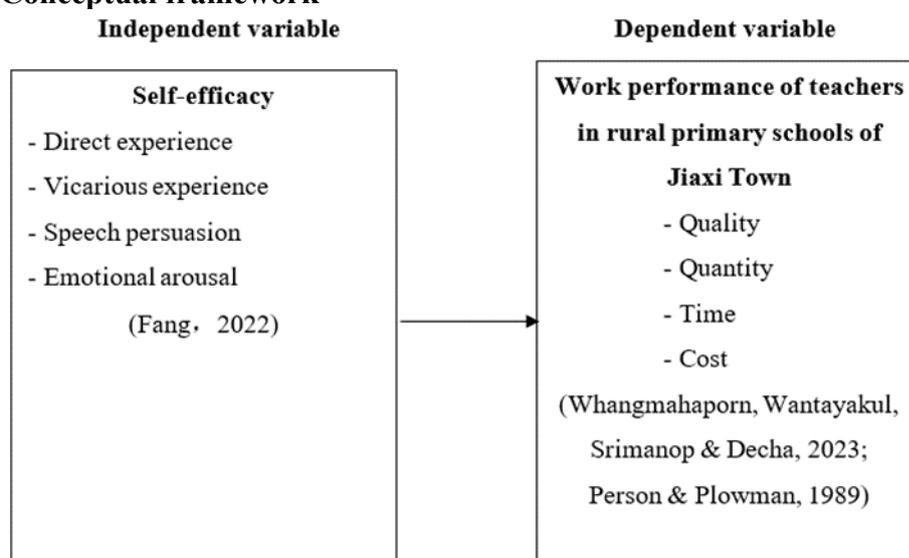
Conceptual framework

Figure 1 Conceptual framework

RESEARCH METHODOLOGY

The population used in this study consists of 398 primary school teachers from 22 primary schools in Jiaxi Town, Lufeng City, Guangdong Province, China. The population figures were obtained through visits to school administrators affiliated with the study. The sample group used in this research consists of primary school teachers from 22 primary schools in Jiaxi Town, Lufeng City, Guangdong Province, China, with a total population of 398 individuals. The researchers were aware of the exact population size, and therefore, they calculated the sample size using Yamane's formula (1973), which is a formula for sample size calculation when the population size is known, the calculated sample size was 200 individuals. The researchers employed a convenient sampling method to select the sample.

Research tools used in this study included a questionnaire for data collection, which consisted of the following questions: The first part is a questionnaire survey to understand the information of the individual under study, including gender, age, education level, average annual income, and work experience. These questions are designed as closed-end questionnaire items. The second part is a questionnaire on self-efficacy including direct experience, indirect experience,

verbal persuasion, and emotional arousal. The questions were closed-ended and used Likert scale ratings based. The third part is a questionnaire on work performance of teachers including quality, quantity, time and cost. The questions were closed-ended and used Likert scale ratings based.

Data collection was a key step in the study to obtain information about the self-efficacy and job performance of rural primary school teachers in Jiaxi Town. This study used a variety of methods to gather the necessary data to gain insight into this critical issue. The following are details about the data collection methods:

Questionnaire: In order to evaluate the personal factors, self-efficacy and job performance of rural primary school teachers in Jiaxi Town, the research team designed a detailed questionnaire. The questionnaire included questions about gender, age, education, average monthly income and work experience to examine individual factors. In addition, the questionnaire included questions about self-efficacy to understand how teachers' efficacy affected their job performance. The questionnaire was designed with careful consideration to ensure an accurate and comprehensive capture of the variables of concern to the study.

The data analysis and hypothesis testing in this study were conducted using computer software. The analysis consisted of two parts: descriptive statistics and inferential statistics. Firstly, descriptive statistics involved examining the preliminary data from the sample group. It presented the data in the form of frequency, percentages, means, and standard deviations to provide an overview of the characteristics of the sample group. Secondary, inferential statistics were used to test the research hypotheses at a significance level of 0.05. The hypothesis testing was performed using multiple regression analysis using the Enter method.

RESEARCH RESULTS

The research findings indicate that the majority of questionnaire respondents were female, aged 30 years or younger, held a Bachelor's degree as their highest educational qualification, had an income exceeding 5,001 CNY, and possessed work experience of more than 10 years. Regarding the analysis of self-efficacy data, it was observed that most respondents had an overall high level of self-efficacy ($\overline{X}$ = 4.14, SD = 0.64). When considering specific aspects of self-efficacy, it was found that respondents generally had the highest perception of Emotional arousal ($\overline{X}$ = 4.22, SD = 0.64), followed by Direct experience ($\overline{X}$ = 4.17, SD = 0.69), and the lowest was observed in Vicarious experience ($\overline{X}$ = 4.07, SD = 0.74). In the analysis of the data related to the work performance of teachers, it was revealed that most respondents had an overall high level of work performance ($\overline{X}$ = 4.17, SD = 0.63). When examining specific aspects of work performance, it was noted that respondents held the highest perception of "I complete my work on time as scheduled" ($\overline{X}$ = 4.31, SD = 0.71), followed by "I perform my work in accordance with the specified quantity" ($\overline{X}$ = 4.30, SD = 0.74), and the lowest perception was associated with "I continually conduct additional research to apply in my work to maintain its quality" ($\overline{X}$ = 4.03, SD = 0.87)

The results of the hypothesis testing revealed that the self-efficacy factors, including vicarious experience, verbal persuasion, and emotional arousal, had a statistically significant impact on the work performance of teachers in rural primary schools in Jiaxi Town at the .05 significance level. The predictive power of these self-efficacy factors was substantial, accounting for 78.4 percent of the variance in work performance outcomes, as shown in Table 1.

Table 1 Shows the hypothesis testing of self-efficacy on the work performance of teachers in rural primary schools in Jiaxi Town

Self-efficacy	b	Std. Error	β	t	p-value	Tolerance	VIF
Constant	0.471	0.142		3.311	.001*		
- Direct experience	-0.006	0.074	-0.006	-0.075	.940	0.162	6.168
- Vicarious experience	0.203	0.062	0.237	3.256	.001*	0.204	4.899
- Verbal persuasion	0.146	0.067	0.152	2.163	.032*	0.219	4.575
- Emotional arousal	0.546	0.066	0.554	8.283	.000*	0.243	4.115
R = 0.888, R^2 = 0.788, Adjusted R^2 = 0.784, SE_{EST} = 0.292, F = 181.609, p-value = .000*							

* p-value < .05

DISCUSSION & CONCLUSION

Conclusion

In conclusion, the research findings provide valuable insights into the characteristics of the respondents and their perceptions of self-efficacy and work performance among teachers in rural primary schools in Jiaxi Town.

Firstly, the majority of respondents in this study were predominantly female, with an age of 30 years or younger. They held Bachelor's degrees, earned incomes exceeding 5,001 CNY, and had extensive work experience of over 10 years.

Secondly, the analysis of self-efficacy data revealed that these teachers generally displayed a high level of self-efficacy. When examining specific aspects of self-efficacy, it became apparent that respondents held the highest perception of Emotional arousal, followed closely by direct experience. In contrast, the lowest perception was related to vicarious experience.

Lastly, the analysis of work performance data indicated that the surveyed teachers exhibited an overall high level of work performance. When evaluating specific dimensions of work performance, the highest perception was associated with "I complete my work on time as scheduled", followed by "I perform my work in accordance with the specified quantity". However, it is worth noting that the lowest perception was linked to "I continually conduct additional research to apply in my work to maintain its quality".

Furthermore, the results of hypothesis testing demonstrated that self-efficacy factors, including vicarious experience, verbal persuasion, and emotional arousal, exerted a statistically significant influence on the work performance of teachers in rural primary schools in Jiaxi Town at the 0.05 significance level. These self-efficacy factors collectively accounted for a substantial 78.4 percent of the variance in work performance outcomes.

Discussion

The concept of self-efficacy is rooted in Bandura's (1993) self-efficacy theory. Bandura (1993) defines self-efficacy as an individual's perception of the importance of achieving a particular outcome. All actions are rooted in the formation of ideas, and the belief in these ideas enables individuals to plan and simulate events effectively. Self-efficacy refers to one's confidence and self-assessment of abilities in a particular task, domain, or situation. It is not a global concept; rather, it varies depending on the specific task and context (Cui, 2020). Therefore, self-efficacy can encompass multiple domains, each associated with a specific area or task.

The concept of self-efficacy has a decisive impact on the perception, driving force, emotions generated by personal experiences, and choice experiences of things, and has a significant response to both educators and learners (Wang, 2022). The belief that students invest in learning and activities can affect their desires, driving performance, and academic performance (Lou, 2022). Employees with strong beliefs can affect school learning, and self-penetration is a core factor in the concept of self-efficacy (Lin, 2020). However, people who are not strong in self-belief will constantly deny themselves, and the process of self-consumption may occur, and they are often not easy to succeed (Wei, 2022). Believe that the stronger individuals have

in themselves, the higher they will demand and challenge themselves, and they will not easily shake their beliefs. They believe that if they progress quickly than others to enhance their efficacy, they become positive. On the contrary, others' performance progress will frustrate their own self-efficacy analysis thoughts become unstable (Wang, 2020).

The main process is feeling, thought, self-motivation and activity. Teng and Wu (2023) whether four factors, such as self-efficacy beliefs, language learning motivation, metacognitive strategy, will have intervention function for online learning, established relevant hypothetical models according to time dimensions, and used ten related items to conduct learners' self-efficacy beliefs about online learning (Zimmerman & Kulikowich, 2016). He seven-point Likert questionnaire was used to conduct a positive relationship with the relationship of the four related factors, demonstrating the perception of self-efficacy on progress. Four factors, such as promoting learners' self-efficacy beliefs, are likely to enhance online English learning, calling on learners to maintain a positive self-efficacy concept.

In terms of self-efficacy, teachers generally show confidence in their own abilities. This may help boost their motivation and creativity in education, which can have a positive impact on job performance. We observed that the self-efficacy scores of direct experience, vicarious experience, verbal persuasion and emotional arousal were relatively high, which indicated that teachers had better performance and perception in these aspects. Zhang (2017) pointed out that improving teachers' self-energy efficiency is a potential direction for teacher training and professional development, and encouraged teachers to continue to improve in these aspects in order to better realize their potential.

Self- efficacy on work performance of teachers in rural primary schools in Jiaxi Town:
The total mean score of job performance was 4.17 and the standard deviation was 0.76, which reflected that teachers had a high self-evaluation of personal job performance. The indicators showed that teachers scored an average of 4.14 for the quality, accuracy, completeness, and reliability of their work, 4.03 for constantly conducting additional research to maintain the quality of their work, 4.3 for working to a prescribed quantity, and 4.12 for planning and prioritizing successful tasks in their work. In addition, teachers scored 4.31, 4.19, 4.12 and 4.15 on average for being on time at work, consistently adhering to prescribed time frames, effectively using their budget and maximizing their effectiveness at work. These results indicate that teachers generally have a positive attitude towards their own job performance. In terms of teacher performance, the survey results show that teachers hold a positive attitude towards the quality, quantity, time and cost of their work on the whole, and show a high degree of agreement. The word "performance" comes from management, and its interpretation mainly includes the following three kinds: first, performance refers to the efficiency and effectiveness of work completion; Second, performance refers to the work behavior and results that need to be evaluated; Third, performance refers to the results of employees' work, and the results need to produce gains and contributions to the goals of the organization (Zhao, 2022).

In terms of subject extension, performance can be divided into organizational performance and job performance. For an organization, performance means the quantification of work tasks in terms of quantity, quality and efficiency. For individuals who occupy a specific position, performance is the value evaluation of the work position by their superiors and colleagues in the production line (Zhu, 2023).

According to the view of performance result, performance is the result and output of work (Chen, 2008), which can also be called performance and achievement (Peng, 2003).

It can also refer to the sum, or average, of all the outputs achieved by the employee within the scope of the individual's work within a specified period of time. In addition, it can also refer to the result of all efforts undertaken by individuals to achieve work goals (Yang, 2002)

The view of performance behavior holds that performance is not the result, but the behavior itself that is, a series of goal-related behaviors done by individuals, including cognitive, physiological, psychological and interpersonal levels (Liu, 2020).

Zhang (2017) pointed out that improving teachers' self-energy efficiency is a potential direction for teacher training and professional development, and encouraged teachers to continue to improve in these aspects in order to better realize their potential.

Pang (2014) pointed out that work performance refers to the products created by individuals through the performance of functions in a certain period of time, and the results are the best basis for evaluation. The theory that emphasizes performance belongs to behavior does not pay attention to its results, including procedural factors, social relations factors, etc. Performance results will be affected by many factors.

In Zhang's (2022) research, Chen Yukun highlighted that teachers' work performance encompasses the tasks undertaken by individuals engaged in teaching activities, scientific research, and related responsibilities. The scope of work performance for educators extends beyond the classroom, involving not only instructional duties but also contributions to scholarly pursuits and other associated tasks.

Direct experience and Vicarious experience on work performance of teachers in rural primary schools in Jiaxi Town: Based on tabular data, direct experience in teachers' self-efficacy was studied, including knowledge and understanding of the subject being taught, planning teaching activities to participate in class, setting learning goals for the lesson, and assigning exercises. In each of these areas, teachers scored between 4.14 and 4.24 on average, indicating that they generally agreed that these direct experiences had a positive impact on their level of self-efficacy. In-depth experiential learning, known as experiential learning, provides educators with a more profound opportunity to comprehend concepts. This learning method not only allows educators to gain richer and deeper experiences when imparting knowledge to students but also generates unique learning outcomes among students (Shi, 2015). Through hands-on experiential learning, learners engage deeply in the transformative process of the entire learning journey, breaking free from the confines of abstract concepts or theoretical frameworks. Instead, they directly experience and understand the practical applications of the knowledge they acquire. This participatory nature of learning helps learners transcend the limitations of reality, enabling a more comprehensive acquisition of knowledge and skills (Makransky, Terkildsen, & Mayer, 2019).

In experiential learning, learners are no longer mere passive recipients of knowledge but actively participate, explore, and practice. This learning approach extends beyond the confines of the classroom, integrating learning into real-life and work scenarios. Through practical application in authentic environments, learners gain a better understanding and mastery of the acquired knowledge, making the theoretical learning more practically viable. Additionally, experiential learning has been proven to significantly enhance learners' written and oral communication skills. As active practitioners rather than mere theoretical understanders, they can confidently share and communicate their insights (Makransky, Terkildsen, & Mayer, 2019).

On the whole, the average score and standard deviation of vicariousness experience were 4.06 and 0.81, which reflected that teachers had a positive attitude towards vicariousness experience on the whole. In terms of each indicator, the average scores of teachers were 4.09, 4.06, 4.05 and 4.05 respectively in using the knowledge gained in research to determine course content, using documents, books and reference materials to design course content, integrating ICT into classroom teaching and learning process, and integrating new knowledge into the development of teaching materials through continuous learning and research. These scores all indicate that teachers hold a high level of agreement in terms of alternative experiences, indicating their self-efficacy towards these teaching methods.

Ruutmann and Kipper (2011) found that both direct and indirect teaching have a great impact on teaching, but this method should not be used alone. Different props and teaching strategies should be combined to let learners understand the knowledge they have learned, and master and build their own knowledge system based on the actual life. Francesca Gino, Linda Argote, Ella Miron-Spektor, and Gergana Todorova (2010) found that directly acquired experiences created greater effects that did not disappear, but showed greater creativity and performance in individuals. By referring to the experience of others, under the imprisoned background conditions, individuals can also learn and operate the process of activities and tasks in a different way. They believe that the original experience can avoid mistakes, coordinate the activities of team members, so that the task can be better completed.

Verbal persuasion on work performance of teachers in rural primary schools in Jiaxi Town: The total mean score of verbal persuasion was 4.22 and the standard deviation was 0.71, indicating that teachers generally had a more positive view of this teaching method. According to the indicators, teachers scored an average of 4.18, 4.15, 4.23, and 4.29, respectively, in the areas of never being discouraged or neglecting their responsibilities despite working hard, the results of teaching evaluations helping to feel themselves developing and improving, prioritizing care and kindness for students, and taking pride in receiving praise from supervisors or parents. These scores indicate that teachers hold a relatively positive attitude towards verbal persuasion and show a sense of self-efficacy in these aspects. Lamarche, Gionfriddo, Cline, Gammage, and Adkin (2014) studied the role of speech. Through this simple and effective way, he found that verbal persuasion can have an impact on the individual's psychology and behavior and may change the choice of individual tasks. Good verbal feedback improves individuals' self-perception, allowing them to choose more challenging tasks, while poor feedback enables individuals to choose relatively simple tasks. The outside world's emotional support and human recognition have a positive impact, so that the individual efficiency has a long-term positive effect. And the higher the social background of the support or persuasion object, the greater the individual promotion effect. Verbal persuasion affects the ongoing thoughts of members and the driving force of their subsequent engagement tasks.

Liang, Suntrayuth, Sun, and Su (2023) study the positive language of team members, found that positive oral words on the creative behavior of the individual significant effect, trigger individual self-belief and self-confidence, the higher level of positive language reward for the creation of the individual function, self-efficacy in the positive oral language reward regulate members of the creative behavior. However, material motivation will consume the individual's internal motivation. The positive emotions enable individuals to positively regulate their own self-efficacy and creative actions, which contributes to the motivation of team members' behavior, encourage managers to actively use words to encourage and promote the self-efficiency of members, and trigger the creativity of behavior.

Emotional arousal affecting work performance of teachers in rural primary schools in Jiaxi Town: The total mean score of Emotional arousal was 4.22 and the standard deviation was 0.71, indicating that teachers generally had a more positive view of this teaching method. This table shows the self-efficacy level of teachers in Emotional arousal According to the indicators, teachers scored an average of 4.18, 4.15, 4.23, and 4.29, respectively, in the areas of never being discouraged or neglecting their responsibilities despite working hard, the results of teaching evaluations helping to feel themselves developing and improving, prioritizing care and kindness for students, and taking pride in receiving praise from supervisors or parents. These scores indicate that teachers hold a relatively positive attitude towards Emotional arousal and show a sense of self-efficacy in these aspects. Li and Tsang (2023) conducted a survey of 14 faculty members from 814 universities in China. they found that internal and external responsibilities and emotional labor are related factors that cause faculty burnout, and found that internal and external responsibilities may operate in a continuum, It plays a role as a whole

and is a construction at the institutional level. There is a complex and dynamic interaction between the two, which leads to a negative correlation between the process of burnout experienced by faculty and their professional burnout. To ensure the effectiveness of research, multi-level analysis is necessary, emphasizing the autonomy of faculty and encouraging them to cope with stress. Bandura (1988) mentions individuals can face intense busy tasks when the higher their belief.

Bandura (1993) believe that when thinking, belief can regulate the pressure and bad suppression in thinking, and that establishing strong belief can effectively relieve the pressure of too tension. It has been shown that the above four factors influence the development of individual self-efficacy, which in turn can influence innovation performance (Liao et al., 2021). Liu (2015) mentioned in his research that title, major and degree will have an impact on teachers' work performance. Weng (2017) found that the work commitment and career growth of researchers also have a proper impact on work performance. By supporting, organizations can improve employee performance and achieve better performance and goals. Sun (2018) found that teachers' teaching age and marital status had significant differences on job performance. The research of Liao et al. (2017) shows that college teachers' personal accountability behaviors (task clarification, personal responsibility, result feedback and customer rights) are conducive to improving work performance. Liu (2016) believes that scientific research investment plays an intermediary role in the relationship between academic atmosphere and scientific research performance. Scientific research of teachers is a kind of creative labor, and only by giving full play to creativity can scientific research performance be improved.

Finally, the discussion of teacher performance shows that teachers as a whole have a positive attitude towards the quality, quantity, time and cost of their work. This echoes their sense of self-efficacy, and may also be influenced by certain external factors (such as school management, educational policies, etc.). Guo (2022) pointed out in his research the potential strategies of education administrators in improving the work performance of rural primary school teachers, including better support for teachers' professional development, improvement of working conditions, and strengthening school management. This is consistent with the results of this study.

Implications of the study

The conclusions of this study highlight the complex and close relationship between individual factors, self-efficacy and job performance in the field of rural primary education. Through the detailed analysis of the survey data, we deeply understand the individual characteristics, self-efficacy and job performance of rural primary school teachers in Jiaxi Town. This provides education administrators with insights that enable them to develop more targeted training and development programs that help improve the overall quality and performance of teachers.

The discussion section of the study further deepens the understanding of different aspects of self-efficacy, especially in the areas of direct experience, vicarious experience, verbal persuasion, and emotional arousal. This not only provides a guiding direction for future training, but also provides an effective strategy for educational institutions to promote teachers' professional competence. Furthermore, the detailed analysis of job performance provides education administrators with insights that enable them to better understand teachers' attitudes towards the quality, quantity, time and cost of work, so as to formulate policies that are more in line with actual needs and promote the sustainable development of educational institutions.

In summary, the results of this study provide empirical support for rural primary education and provide useful enlightenment for future research and policy making. By further expanding the research scale and adopting diversified research methods, we can more comprehensively understand the current situation and challenges of rural primary education, and provide a more reliable basis for future improvement work.

Future Research

The exploration of future research directions is crucial for deepening our understanding of the relationship between individual differences and teacher performance in rural primary education. First, we propose to further refine the study of individual factors, including specific dimensions of gender, age, education level, etc., to gain a more comprehensive understanding of how these factors affect teachers' self-efficacy and job performance. In addition, more variables, such as family background and career development planning, can be considered to reveal the influence mechanism of more complex individual factors on educational practice.

Secondly, as for the relationship between self-efficacy and job performance, future studies can further explore the influencing mechanisms of different aspects of self-efficacy. We can further analyze the weight and action mode of direct experience, alternative experience, verbal persuasion and emotional stimulation in specific teaching environment, so as to develop more detailed teacher training and support plans. At the same time, we can consider introducing mediating variables, such as job satisfaction and teaching motivation, to reveal the intermediate process through which self-efficacy has an impact on job performance.

To sum up, future research can start from the deeper exploration of individual factors and self-efficacy, further explore the factors and mechanisms affecting teachers' work performance, and provide more effective theoretical and practical support for improving the quality of rural primary education. These research results will help improve education policies, improve training mechanisms, and provide more scientific guidance for the sustainable development of rural primary education.

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