

Research on the Status Quo of Teachers' Work Engagement in Northern Guangdong Primary and Secondary Schools by SPSS 24.0

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ABSTRACT

In the information age, the pressure of information technology will bring more anxiety and frustration, and even lead to teacher burnout and inhibit work engagement. This study uses the "Questionnaire on Work Engagement of Primary and Secondary School Teachers" to investigate the work engagement of 514 teachers in northern Guangdong, and uses SPSS to conduct descriptive statistics on the results, as well as two independent samples t test and one-way ANOVA (F test). The results showed that (1) the sense of work engagement of primary and secondary school teachers in northern Guangdong was at an upper-middle level (3.97 ± 0.99); (2) There were significant differences in marital status in the work engagement, vitality and concentration levels of primary and secondary school teachers ($t=2.28, 2.60, 2.32, p<0.05$), which showed that the work engagement, vitality and concentration levels of married teachers were all different. significantly lower than that of unmarried teachers; (3) There is a significant difference in the level of dedication of primary and secondary school teachers in terms of academic qualifications ($F=3.49, p<0.05$), which means that the dedication level of teachers with technical secondary school education is significantly higher than that of teachers with other qualifications; (4) There is a significant difference in the vitality level of primary and secondary school teachers in terms of teaching age ($F=3.02, p<0.05$), which shows that the vitality level of teachers with a teaching age of less than 5 years is significantly higher than that of teachers with a teaching age of 6-10 years and 11-20 years. teacher. Conclusion: (1) The level of work engagement of primary and secondary school teachers in northern Guangdong is relatively high, but there is still a lot of room for improvement; they are more dedicated in their work; (2) In the future, attention should still be paid to improving the work input level of primary and secondary school teachers, especially primary and secondary school teachers with lower professional titles, unmarried, younger age and teaching age.

Keywords: Northern Guangdong, primary and secondary school teachers, work engagement, status quo

1. INTRODUCTION

Work engagement is a positive work-related state that can directly affect individual job performance and enhance organizational competitiveness. Schaufeli et al. believe that work engagement is a positive, positive emotional and cognitive state related to work, including three dimensions of vitality, dedication and focus [10]. With the in-depth study of work engagement by many psychologists at home and abroad, studies have shown that work engagement has a significant positive impact on individual work performance and related work attitudes and behaviors [7], and has a significant impact on organizational group performance positive impact [5].

Teachers' work engagement refers to teachers' proactive attitude and love for their own work [8]. The level of work engagement of teachers not only affects their own professional growth and quality of life, but also affects the academic performance and psychological development of students, as well as the quality of education and teaching in schools.

Previous studies have shown that the job burnout and turnover intention of primary and secondary school teachers in economically backward areas are more serious [12]. Northern Guangdong is a relatively backward mountainous area in Guangdong Province. Due to the particularity of living environment and

working conditions, the work engagement of primary and secondary school teachers here is worthy of attention. The purpose of this study is to investigate the work engagement of primary and secondary school teachers in Northern Guangdong, in order to understand the current situation of primary and secondary school teachers' work engagement in Northern Guangdong, and to explore the characteristics of their work engagement from the perspective of demographic variables.

2. RESEARCH OBJECTS AND METHODS

2.1. Research Objects

This study randomly surveyed primary and secondary school teachers in Northern Guangdong. A total of 524 questionnaires were distributed and 514 valid questionnaires were recovered. Among them, 146 (28.4%) were male, 368 (71.6%) were female; 97 (18.9%) were under 26 years old, 117 (22.8%) were 26-35 years old, 177 (34.4%) were 36-45 years old, and 123 (23.9%) were over 45 years old. %; 130 (25.3%) were single, 384 (74.7%) were married; 5 (1.0%) had a technical secondary school degree, 87 (16.9%) had a college degree, 409 (79.6%) had a bachelor's degree, and 13 (2.5%) had a master's degree or above. %; 16 (3.1%) with third-level professional titles, 85 (16.5%) with second-level professional titles, 259 (50.4%) with first-level professional titles, 60 (11.7%) with senior professional titles, 1 (2%) with senior professional titles, and 93 with no professional titles (18.1%); 237 (46.1%) class teachers, 277 (53.9%) non-class teachers; 136 (26.5%) with less than 5 years of teaching experience, 64 (12.5%) in 6-10 years, 130 (25.3%) in 11-20 years, 184 (35.8%) over 20 years; 44 (8.6%) in rural areas, 141 (27.4%) in townships, 60 (11.7%) in county towns, 269 (52.3%) in urban areas; 262 (51.0%) in primary schools, 195 (37.9%) in junior high schools, high school 57 (11.1%).

The effective rate of the questionnaire was 98%. The male-to-female ratio of primary and secondary school teachers surveyed in Northern Guangdong is about 2:5. Most of them are married, and their education is mainly undergraduate. 62% of teachers have intermediate titles or above, and 61% of teachers have more than 10 years of teaching experience.

2.2. Research Tool

The work engagement scale adopts the Chinese version of the Utrecht Work Engagement Scale [13] revised by Zhang Yiwen and Gan Yiqun, with a total of 17 questions, including three dimensions of vitality, dedication and focus. Among them, vitality includes 6 items, which refers to being energetic at work, not easily fatigued, highly aroused in spirit, and willing to work hard; Dedication includes 4 items, which refers to the

work enthusiasm and confidence based on the high recognition and pride of the work significance; Focus consists of 5 items and refers to spending time at work with concentration.

The scale uses a Likert 7-point scale (from 0 to 6, indicating never, rarely, rarely, sometimes, often, very often, always), with higher scores indicating higher levels of work engagement. Scored on a Likert 7-point (0-6) scale with a median of 3. The internal consistency reliability coefficient of each dimension is between 0.735-0.767, and the overall internal consistency reliability coefficient of the scale is about 0.9 [Zhu 2016].

2.3. Statistical Methods

In this study, SPSS 24.0 was used for descriptive statistical analysis and mean difference analysis of the research data.

3. RESEARCH RESULTS AND ANALYSIS

3.1. The Overall Situation of Work Input of Teachers in Primary and Secondary Schools in Northern Guangdong

The work engagement scale is a 7-point scale (0-6), with a median value of 3. 2 means rarely present, a score ≤ 2 means a low level of work engagement; 4 means frequent occurrence, and a score ≥ 4 means a high level of work engagement.

After analysis, the total average score of work engagement of primary and secondary school teachers in Northern Guangdong is 3.97, which is greater than the median score of 3 on the scale, but does not exceed 4. Therefore, it can be considered that the work engagement level of teachers in primary and secondary schools in Northern Guangdong is above average.

The average scores of the three sub-dimensions of vitality, dedication, and focus are: 3.91, 4.10, and 1.90, all of which are greater than the median value of 3. Among them, only the average score of dedication exceeds 4 points, which is at a high level, and the average score of vitality and concentration is not more than 4 points, which is at an upper-middle level.

The sub-dimension scores of the work engagement scale are ranked from high to low: dedication > vitality > focus. This shows that the contribution of the teachers in the primary and secondary schools in Northern Guangdong is the largest.

Table 1: A Descriptive Analysis of Teachers' Work Engagement in Primary and Secondary Schools.

variable	M	SD	Max	Min
vitality	3.92	1.00	6.00	1.17
dedication	4.11	1.07	6.00	1.00
focus	3.91	1.08	6.00	1.00
work engagement	3.97	0.99	6.00	1.07

3.2. Differences in Work Engagement Among Primary and Secondary School Teachers in Northern Guangdong

This study uses the demographic variable data obtained from the questionnaire to analyze the differences in the total score and each dimension of primary and secondary school teachers' work engagement.

According to different variables, different methods are used to test, that is, the independent sample T test method is used to explore the differences in the work engagement of primary and secondary school teachers and the different dimensions of different genders, workplaces and the nature of kindergartens. One-way ANOVA was used to test the differences of primary and

secondary school teachers' work engagement and each dimension in different age, full-time education, teaching age, and class type.

It can be seen from Table 2 that there are significant differences in marital variables in the work engagement, vitality, and concentration of teachers in primary and secondary schools in Northern Guangdong ($p < 0.05$). However, there was no significant difference in the level of optimism in marital variables ($p > 0.05$).

There was no significant difference in the level of work engagement, vitality and concentration among primary and secondary school teachers with different educational backgrounds ($p > 0.05$), but there was a significant difference in the level of dedication ($p < 0.05$).

Tukey's post-mortem test shows that the dedication level of primary and secondary school teachers with a college degree is significantly higher than that of primary and secondary school teachers with a bachelor's degree.

There are significant differences in the vitality of teachers of different teaching ages. After multiple comparisons, it was found that teachers with less than 5 years of teaching experience had significantly higher levels of vitality than teachers with 6-10 years of teaching experience and 11-20 years of teaching experience.

Table 2: Difference test of primary and secondary school teachers' work engagement on demographic variables ($M \pm SD$).

category	vitality	dedication	focus	work engagement
unmarried	3.75 \pm 0.95	3.98 \pm 1.03	3.70 \pm 1.04	3.80 \pm 0.94
Married	3.98 \pm 1.01	4.16 \pm 1.08	3.98 \pm 1.09	4.03 \pm 1.00
t	-2.28*	-1.63	-2.60*	-2.32*
Secondary education	3.97 \pm 1.09	4.70 \pm 0.54	4.20 \pm 1.07	4.24 \pm 0.81
College degree	4.07 \pm 1.13	4.40 \pm 1.17	4.15 \pm 1.14	4.19 \pm 1.01
bachelor degree	3.88 \pm 0.97	4.04 \pm 1.05	3.86 \pm 1.07	3.91 \pm 0.97
Master's degree or above	4.26 \pm 0.83	4.33 \pm 0.89	4.03 \pm 0.93	4.20 \pm 0.83
F	1.39	3.49*	2.00	2.20
5 years or less	4.21 \pm 0.96	4.06 \pm 1.03	3.75 \pm 1.02	3.86 \pm 0.94
6-10 years	3.91 \pm 0.88	3.98 \pm 0.96	3.80 \pm 0.99	3.89 \pm 0.86
11-20 years	3.95 \pm 0.98	4.00 \pm 1.07	3.94 \pm 1.03	3.96 \pm 1.00
20+ years	4.10 \pm 0.97	4.27 \pm 1.12	4.05 \pm 1.13	4.09 \pm 1.06
F	3.02*	2.34	2.22	1.63

4. DISCUSSION

4.1. *The Overall Status of Work Engagement of Teachers in Primary and Secondary Schools in Northern Guangdong*

The results show that the work engagement of primary and secondary school teachers is generally at an upper-middle level, and the average score of each dimension is from high to low: dedication > vitality > focus, which is similar to other reseachs [3, 11]. Compared with other areas in Guangdong, the economy in Northern Guangdong is underdeveloped, but the local government and education departments attach great importance to basic education.

In addition, parents and schools still pay more attention to the student's admission rate, and at the same time, teachers are regarded as hard-working gardeners, engineers of human souls, and guides of students. High expectations arouse teachers' sense of responsibility. As well as the relative improvement of teachers' status and treatment, teachers can still maintain high enthusiasm for work and devote themselves to work even under relatively difficult conditions. However, in general, there is still much room for improvement in the work engagement level of primary and secondary school teachers in Northern Guangdong.

The scores of each sub-dimension of work engagement from high to low are: dedication > vitality > focus, which shows that dedication plays the biggest role in the work engagement of primary and secondary school teachers in Northern Guangdong, and also shows the nobleness of the profession of teachers.

4.2. *Characteristics of Work Engagement of Primary and Secondary School Teachers*

The results show that there are significant differences in the marital variables in the work engagement, vitality and concentration levels of primary and secondary school teachers, and there are significant differences in the educational variables in the level of dedication.

The level of work engagement, energy and concentration of married teachers is significantly lower than that of unmarried teachers. This may be because married teachers need to spend more time and energy dealing with relationships with their spouses, children and other family issues, so that less time and energy can be invested in teaching work, thus making Work engagement showed a lower level.

In terms of educational background, teachers with lower educational background usually have higher requirements on themselves in order to better improve

themselves. They treat teaching work responsibly and make more dedication in their jobs.

In addition, among the primary and secondary school teachers surveyed by this research, 87 have a college degree and 409 have a bachelor's degree.

The study also found that teachers with less than 5 years of teaching experience have significantly higher levels of vitality than teachers with 6-10 years of teaching experience and 11-20 years of teaching experience, indicating that teachers are full of passion and energy for teaching work in the first few years of their work. Tired easily and willing to put in a lot of effort to get the job done.

This prompts education administrators to pay attention to taking measures to enable teachers to maintain the vitality of education and teaching after entry, while enhancing their dedication and focus.

5. COUNTERMEASURES

Through the data analysis and discussion of the results of the work engagement of teachers in primary and secondary schools in Northern Guangdong, it can be seen that improving the work engagement of primary and secondary school teachers in Northern Guangdong needs to be discussed from the perspectives of the country and society, schools and teachers themselves. Combined with the analysis and discussion of the survey results, the improvement of teachers' work commitment can be achieved by improving the existing system, improving the level of school management, and teachers' own efforts.

5.1. *Improve the Existing System*

The results show that the overall level of work engagement of primary and secondary school teachers in Northern Guangdong is above average, with strong work vitality, high dedication and high concentration, indicating that primary and secondary school teachers in Northern Guangdong are dedicated and hardworking.

In response to this situation, it is necessary to continue to maintain investment in primary and secondary education, improve the working environment of teachers, and provide more favorable conditions for teachers' work. The government and relevant departments should also supervise whether the use of school funds is reasonable, and should ensure that a certain degree of funds are used for teachers. The state has promulgated reasonable performance distribution standards for schools to refer to and implement, so that teachers can follow and justify, and it can also increase the organizational fairness of schools.[9]

It is crucial to improve teachers' work engagement and establish a standardized and fair title system. The

first is to standardize the evaluation of professional titles. The second is to change the "place allocation ratio" to "natural promotion". Change the previous method of determining promotion quotas based on the ratio of the number of teachers in a school.[2]

Improve laws and regulations in the field of protecting the legitimate rights and interests of teachers. The government should strengthen law enforcement, safeguard the legitimate rights and interests of teachers, and improve the social status of teachers. Then, guide public opinion to pay attention to and support teachers' work. The state and society should actively exert the influence and propaganda role of various media, popularize relevant knowledge for the public, guide the public to care for the physical and mental health of teachers, and support teachers' educational work. Make the society gradually form a good social environment that respects knowledge and pays attention to education, and improves the enthusiasm, sense of achievement and achievement of teachers' work.[1]

5.2. *Improve School Management*

Pay close attention to the work status and work needs of school teachers, support and praise teachers with outstanding work, and give timely help and encouragement to teachers who have difficulties in work or life.

Create an organizational atmosphere of mutual help. Teacher thanksgiving activities can be held regularly, and some students who have graduated can be invited to participate, so that the students in the school can understand and understand the hard work of teachers, and they can respect and cooperate with teachers more.[6]

Improve the democratic awareness of principals and increase teachers' participation in decision-making. Let teachers understand the decision-making process by participating in decision-making, understand the behavior of managers, and enhance teachers' sense of ownership. to be more active in work.

The school can regularly arrange psychological lectures for teachers; regularly hire off-campus psychological experts; set up special psychological consultation rooms for teachers; Targeted use of collective psychological counseling and individual psychological counseling, subscription to specialized psychological books or journals, pay attention to teachers' mental health, understand their needs, answer their confusion, let teachers feel the care and help of the organization, and improve teachers' work engagement.

Enhance the professional drive of teachers. Research data shows that some teachers are significantly more engaged in their work than other teachers. One of the factors that appears frequently is that teachers with a

high sense of engagement have significantly more opportunities to participate in further education and learning than other teachers.[4] Teachers can feel the attention of school leaders, and they can also see the future development direction of their own careers, making them more motivated to work. Therefore, schools can build a platform for teachers' professional development and arrange teachers' further education and training in a step-by-step manner, so that teachers can gain more motivation for professional development.

5.3. *Teacher's Own Efforts*

Teachers' work engagement is teachers' self-feelings of their own work engagement. In addition to the above measures to increase teachers' professional identity and enthusiasm, and reduce the lag factors affecting teachers, starting from teachers themselves is also a powerful way to improve teachers' work engagement. aspect.

Establish a good professional outlook. [14] The work of the teacher is noble, the work of educating people. Only by loving this line of work can we become a good teacher, recognize the great significance of the teacher's work and the responsibility he shoulders, and be willing to dedicate himself to cultivating the next generation.

Only in this way can teachers show full enthusiasm and work in a down-to-earth manner, care about the physical and mental development of students, and work hard to study the teaching content. Teachers' professional ability is an important factor to gain students' trust and improve teachers' work engagement. Teachers can enrich their professional knowledge through extensive reading of professional-related materials; actively participate in various trainings and open classes to hone their teaching ability; consult more experienced teachers to improve their professional level.

Good interpersonal relationships can make teachers maintain a good physical and mental state, and make teachers more actively cooperate with each other in their work and complete their work efficiently. In addition to the establishment of good interpersonal relationships by school leaders throughout the school, teachers themselves also need to actively cooperate and take the initiative to establish good interpersonal relationships with leaders, colleagues, students and parents.

6. CONCLUSIONS

Through the above research, the following conclusions can be drawn: the work engagement of primary and secondary school teachers in Northern Guangdong is at an upper-middle level, and in the future, attention should still be paid to improving the work engagement level of primary and secondary school teachers, especially with lower professional titles, unmarried, age and teaching age. The problem of

improving the work engagement level of teachers in both primary and secondary schools. Combined with the research results, it is proposed that the improvement of teachers' work engagement is mainly achieved by improving the existing institutional system, improving the level of school management, and teachers' own efforts.

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