



Research Progress on Influencing Factors of Chinese Teachers' Professional Happiness

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Abstract. The academic theses related to teachers' professional happiness for more than 10 years have collected the most important research results in this field. There is no consensus on the differences between gender, age, teaching age, and education background on teachers' occupational happiness, while professional titles, duties, and awards have a positive impact on teachers' occupational happiness. It is generally believed that the higher the school level, the stronger the teachers' professional happiness. The occupational happiness of urban teachers is higher than that of rural teachers. The main factors affecting teachers' occupational happiness are occupation itself, work efficiency, work environment, salary, interpersonal relationship, work emotion and physical health. Previous studies have mostly given suggestions from three aspects: social, scholastic and teacher's personal factors. The research paradigm mostly adopts interviews, qualitative research of literature, and then collects data through questionnaires, and finally carries out quantitative research with multiple methods.

Keywords: Happiness · teachers' happiness · Professional happiness · influence factor

1 Introduction

The depth of teachers' professional happiness experience directly affects teachers' time, energy and emotional input, and directly affects the quality of teaching results. Therefore, the research on teachers' occupational happiness is also a hot spot in the field of education. What factors affect the acquisition of teachers' professional happiness? Is there any difference in occupational happiness among different types of teacher groups? Does demographic characteristics, professional title, education background, degree, etc. affect the experience of teachers' Professional happiness? Can many factors be grouped into several categories? What is the previous research paradigm (technical route)? Because dissertations often collect the essence of previous studies, based on this, this research takes the master's and doctoral dissertations of nearly ten years as the main research materials to explore the research progress of the influencing factors of teachers' Professional happiness in China.

2 Professional Happiness of Different Types of Teachers

For different types of teachers, a wealth of research has been carried out.

- (1) Research on the occupational happiness of primary and secondary school teachers. Li Jia (2012) selected more than 200 primary school teachers from Tianjin S Primary School for research [1]. Wu Hongmei (2015) conducted a systematic questionnaire and interview with some teachers in three primary schools and found that the professional status of primary school teachers was not ideal, about 50% of the samples had little or no experience of occupational happiness, and 12% of the samples had a vague attitude towards occupational happiness [2]. Guan Xin (2017) found that nearly half of the teachers in Harbin M Primary School could not experience happiness from their work [3].
- (2) Research on university teachers. For example, Meng Juhua (2009) selected 209 teachers from 6 universities in Guangxi for research [4]. Yang Rubidium (2016) conducted a study on 183 young teachers in some colleges and universities in Shanxi Province, and found that the happiness of the sample was not optimistic [5]. Guo Yinglei (2016) made the study of 160 teachers in a university, the overall Professional happiness of teachers in the university needed to be improved, and self-realization was the primary factor affecting the Professional happiness of university teachers [6].
- (3) Research on teachers in different disciplines. For example, Luo Keyi (2014) studied the Professional happiness of 400 middle school geography teachers [7]. Gou Yu (2018) believed that teachers who engaged in subjects such as music, physical education and arts could experience happiness more than teachers who engaged in Chinese, mathematics and English teaching [8]. Wang Yue (2020) conducted a study on the Professional happiness of high school geography teachers.
- (4) Pay attention to the study of urban-rural differences [9]. Liu Ting (2015) found that the overall occupational happiness of rural high school teachers was worrying [10]. Dong Degong (2018) conducted a study of teachers in six rural junior high schools from the five dimensions of income welfare, social support, teacher-student relationship, work environment and self-realization, and found that the level of occupational happiness of teachers in rural junior high schools was low [11]. Song Banghua (2018) found that, rural junior high school physics teachers had a high sense of professional happiness, but the teachers participating in the survey all thought that teachers' social status was not high, 81.3% of teachers were not satisfied with their salary, and 75% of teachers were not satisfied with the current school management system [12]. Gou Yu (2018) conducted a questionnaire survey of 300 primary school teachers in Nanchong and found that urban teachers were happier than rural teachers; The happiness of teachers in key schools is higher than that of teachers in ordinary schools. Han Jingxi (2018) Research showed that teachers with higher income level had stronger happiness.
- (5) Pay attention to the research of private schools. Cai Qingya (2015) surveyed more than 100 teachers of private colleges and universities in Quanzhou [13].
- (6) Pay attention to the research of "special post teachers". Zhang Kai (2016) believed that the overall happiness of special post teachers in Shanxi Province was not optimistic; In terms of salary, professional development, spiritual entertainment and

material environment, the sense of happiness was relatively low [14]. Hu Juan (2018) studied the impact of realistic policies, living environment, social identity, self-realization and other aspects on her career happiness from her real experience as a “special post teacher” [15].

- (7) Attention to teachers who are not in editing. Sun Zhixin (2018) conducted a study on the contract teachers of 500 public primary and secondary schools in a provincial capital [16].

3 The Influence of Demographic Characteristics on Teachers’ Happiness

- (1) The research on gender differences of teachers’ happiness is controversial. Research advocating insignificant gender differences, such as Meng Juhua (2009), Li Jia (2012), Liu Ting (2015) and Zhang Kai (2016). Research that advocates gender differences in teachers’ occupational happiness, such as Wu Hongmei (2015) believed that female teachers had higher occupational satisfaction. Dong Degong (2018) believed that there was a significant difference in the occupational happiness of teachers in rural middle schools in terms of gender. Song Banghua (2018) Research showed that male teachers were happier than female teachers. Gou Yu (2018) believed that male teachers could experience happiness more than female teachers. Yu Lei (2019) believed that rural teachers’ occupational happiness was related to gender, age, professional title, income, class hours and other factors, but not to registered residence registration, marriage, teaching discipline, whether they were double employees, teaching age and other factors [17]. Wang Yue (2020) Research found that male teachers’ happiness was higher than that of women.
- (2) Most studies claim that age and teaching age have different effects on teachers’ happiness. For example, Meng Juhua (2009) found that teachers with 11–20 years of teaching experience had the strongest sense of Professional happiness, while teachers with 6–10 years of teaching experience had the weakest sense of Professional happiness. Liu Ting (2015) believed that there were significant differences in age and teaching age. Song Banghua (2018) found that age was significantly negatively correlated with happiness. Han Jingxi (2018) believed that teachers’ professional happiness was related to teaching age; Yu Lei (2019) believed that it was related to age, but not to teaching age. Wang Yue (2020) believed that older teachers were higher than younger teachers. Zhang Kai (2016), although he believed that there was no significant difference in the Professional happiness of special post teachers with different teaching years, also found that the longer the teaching years, the more confident the teachers were in their self-education teaching ability.
- (3) In the research on the impact of awards of professional titles and ranks on teachers’ Professional happiness, there is basically a consensus that awards of professional titles and ranks have a positive impact on teachers’ Professional happiness. For example, Li Jia (2012) found that there were significant differences in the variables of administrative positions, honors and scientific research projects, and that teachers who had never held leadership positions had significantly lower occupational happiness than those who held leadership positions; The professional happiness of teachers who have never won honors is significantly lower than that of teachers who

have won honors; The Professional happiness of teachers without scientific research projects is significantly lower than that of teachers with scientific research projects. For example, Zhang Kai (2016), Dong Degong (2018), Song Banghua (2018), Gou Yu (2018), and others all believed that the promotion of professional titles and grades was positively affecting teachers' Professional happiness.

- (4) There is no consensus on the impact of education on occupational happiness. Zhang Kai (2016) believed that there was no significant difference in the happiness of special post teachers with different educational backgrounds. Song Banghua (2018) believed that education background, professional title, teaching age, income, whether the leader of class preparation or backbone teacher was positively related to occupational happiness. Gou Yu (2018) pointed out that with the increase of academic qualifications and professional titles, the sense of happiness has significantly improved; Wang Yue (2020) found that teachers with bachelor's degree were higher than those with junior college and graduate degrees.
- (5) The nature of schools affects teachers' happiness, and key schools are higher than ordinary schools. For example, Meng Juhua (2009) found that the Professional happiness of teachers in key universities was higher than that of ordinary universities in the same region. Wu Hongmei (2015) found that teachers in schools with superior conditions and higher grades had a stronger sense of Professional happiness. Gou Yu (2018) pointed out that the happiness of teachers in key schools was higher than that of teachers in ordinary schools [8]. Wang Yue (2020) found that the teachers in model middle schools were higher than those in ordinary middle schools; Teachers in urban schools were higher than those in other regions.

In addition, Zhang Kai (2016) also found that married teachers were significantly higher than unmarried teachers. Song Banghua (2018) also believed that occupational happiness was positively related to whether the backbone teachers were qualified, and negatively related to whether the head teachers were qualified. Wang Yue (2020) Research found that teachers who served as head teachers were higher than those who did not. Gou Yu (2018) believed that marital status and whether he was a class teacher were not related to career happiness.

4 Dimensions of Influencing Factors

Li Jia (2012) found that seven influencing factors, including occupation itself, work performance, work environment, salary, interpersonal relationship, work emotion and physical health, were significantly related to the occupational happiness of primary school teachers. Zhang Yuzhu and Jin Shenghua (2013) believed that college teachers' occupational happiness was a second-order factor model that included six factors: student development, friendly relationship, job satisfaction, job achievement, job autonomy, and value realization [18]. Liu Ting (2015) believed that the overall occupational happiness of rural high school teachers was related to salary, work environment, work pressure, physical condition, work emotion and other factors. Wu Hongmei (2015) believed that school interpersonal relationship was an important factor affecting teachers' Professional happiness. Yang Rubidium (2016) believed that there were seven dimensions of happiness: career itself, salary, interpersonal relationship, work emotion, work effect, work

environment and physical health. Guo Yinglei (2016) believed that college teachers' occupational happiness was divided into five dimensions: physical and mental conditions, family and marriage, social relations, work status, and self-realization [6]. Most studies support that wages and benefits are the guarantee of happiness. For example, Meng Juhua (2009) pointed out that "high salary" most affects teachers' professional happiness. Song Banghua (2018), Han Jingxi (2018), Yu Lei (2019) and other studies also supported the importance of welfare treatment to happiness [19]. Dong Degong (2018) studied the impact of income welfare, social support, teacher-student relationship, work environment and self-realization on the occupational happiness of rural junior high school teachers. Sun Zhixin (2018) carried out research from the aspects of social evaluation, salary and welfare, job stability, promotion opportunities, rights and interests protection, school management, individual teachers, etc. Yu Lei (2019) found that the level of teachers' occupational happiness was related to five dimensions: social support, teacher-student relationship, work environment, self-realization, income and welfare. Liu Minghao (2019) believed that the influencing factors include physical health, student growth, personal progress and family support [20]. Some studies rank the importance of influencing factors. For example, Meng Juhua (2009) believed that the factors affecting happiness were ranked in order of importance: high salary, status, and full spiritual life. Han Jingxi (2018) believed that the sequence of factors was as follows: sense of achievement, relationship with students, relationship with colleagues, career motivation, relationship with leaders, physical health, work emotion, and work enthusiasm. Wang Yue (2020) ranked the ten factors that affected the Professional happiness of senior high school geography teachers in Qingdao in order of importance: income, school, geography discipline, development space, personal interests, social status, family, students, parents and colleagues.

5 Dichotomy of Positive and Negative Factors

Many studies have divided the factors that affect teachers' Professional happiness into two categories: positive and negative. Wu Hongmei (2015) believed that the main positive factors were: personal preferences, interests, personal ability improvement, ability to obtain a sense of achievement, stable income, students' progress and growth, work achievements in line with professional expectations, and parents' affirmation and support; The main negative factors are: the low social status is not proportional to the high requirements for teachers, the trivial work is tasteless, the pay and pay are not equal, the school's management model is narrow, the teachers' efforts cannot be effectively evaluated, and the teaching autonomy is limited. Guan Xin (2017) believed that the main positive factors were: teachers have positive motivation to choose jobs, love for teachers' careers, humanistic leadership and management of schools, support and affirmation of leaders, and professional development; The main negative reasons were: low social status, high work pressure, low salary and narrow life circle of teachers. Gou Yu (2018) believed that the positive factors that affected teachers' occupational happiness generally included: the stability and security of the work itself, the teachers' own interest in the work itself, the affirmation and support of leaders, the affirmation and support of parents, the harmony with colleagues, the growth of students and the realization of their sense

of achievement; The negative factors mainly included: the high expectation of teachers from the society, the investment of education funds, the unreasonable evaluation mechanism and management mechanism of the school, as well as the personality and interests of teachers themselves [8]. Liu Minghao (2019) believed that the positive factors to enhance happiness mainly included students' life growth, teachers' personal development, strong support from family, comfortable working environment and appropriate psychological adjustment mechanism; The negative factors mainly included low economic income, low treatment level, increased non-"teaching" workload, high pressure for promotion of professional titles, conflicted between work and family, and insufficient parental support.

6 Three-Point Method of Personal Factors, Social Factors and School Factors

Meng Juhua (2009) believed that it was the responsibility of teachers themselves, schools and society to improve teachers' professional happiness. Cai Qingya (2015) put forward suggestions to improve the Professional happiness of teachers in private colleges and universities in Quanzhou from three aspects: society, schools and teachers themselves. Wu Hongmei (2015) proposed effective improvement measures from three aspects: society, school and teachers. Yang Rubidium (2016) believed that countermeasures should be found at the social, university and individual levels. Gou Yu (2018) believed that the factors that caused the loss of teachers' professional happiness mainly included society, schools and teachers themselves. Han Jingxi (2018) suggested that measures could be taken from the three levels of teachers, schools and society to improve teachers' occupational happiness. Wang Yue (2020) gave suggestions from the education department, school and individual teachers.

7 Research on Countermeasures and Suggestions

Cai Qingya (2015) believed that in terms of government management, laws and regulations should be improved, social security system should be established, financial support should be strengthened, and public opinion should be emphasized; In terms of school management, we should create a good working environment for teachers, improve the wage and welfare system, incentive and evaluation system, and enhance the school's popularity and teachers' pride; In terms of teachers' self-improvement, we should establish correct values and constantly improve ourselves. Dong Degong (2018) suggested that at the institutional level, policies and regulations should be improved to improve teachers' wages; At the social level, social support should be provided to create a good environment; At the school level, we should improve teaching and living conditions, ensure material and spiritual welfare, create opportunities for teachers to further study, and establish a scientific evaluation mechanism; At the personal level, we should establish a correct professional outlook, adjust a good mentality, and constantly improve our professional level. Liu Minghao (2019) proposed three paths for improvement: personal path mainly includes maintaining healthy physical quality, achieving personal sustainable development, cultivating good goal ability, maintaining the balance between work

and family, and cultivating good mentality; The school path mainly included school management with humanistic atmosphere, creating a harmonious atmosphere, forming a developmental teacher evaluation mechanism and actively building a home-school communication platform; The social path mainly included increasing the income of teachers, positive guidance of media and public opinion, “adjusting measures to local conditions” of educational policies and increasing parental support. Wang Yue (2020) suggested that schools eliminate discipline bias and optimize teacher evaluation mechanism.

8 Conclusion

In the past, the research on the influencing factors of teachers’ occupational happiness was divided into three steps. Firstly, qualitative research was conducted through interviews; The second is to carry out a questionnaire survey on this basis; The third is to conduct quantitative research after collecting data through questionnaire survey. For example, Zhang Yuzhu and Jin Shenghua (2013) developed a questionnaire based on qualitative interviews and used exploratory factor analysis and confirmatory factor analysis methods for research. Guan Xin (2017) comprehensively used literature method, questionnaire method, interview method and factor analysis method. Quantitative research methods are also diverse. For example, Li Jia (2012) adopted multiple linear regression analysis and principal component analysis; Hu Juan (2018) applied factor analysis. The adoption of various theories is also increasingly enriched. For example, Song Banghua (2018) studied the occupational happiness of physics teachers in rural junior high schools based on the theory of expectation, social comparison and values. Hu Juan (2018) used Maslow’s hierarchy of needs theory to analyze the influencing factors.

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