

A Research on the Current Situation and Countermeasures of Young College Teachers' Professional Well-being

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Abstract: Professional well-being is closely related to teachers' self-development and improvement of the life quality. Taking the young teachers of Guangdong University of Science and Technology as the research subjects who are investigated through questionnaires, this study analyzes the current situation and existing problems of young teachers' professional well-being from seven variables (gender, age, education degree, professional title, salary, teaching years and job position) and eight dimensions (interpersonal relationship, school management, working environment, wages and benefits, teacher evaluation, professional stress, growth platform, value realization), and then put forward the countermeasures to promote the young college teachers' professional well-being.

1. Introduction

In recent years, more and more excellent masters and doctoral graduates have joined the ranks of college English teachers. As a new force in the front line of teaching and scientific research, young college teachers shoulder more and more vital responsibilities and missions. However, under the aura of professional status, young college teachers are also under great pressure. As they have just started working, they are not financially well-off, but they have a lot of expenses in daily expenses, housing, supporting their parents and raising their children. Therefore, this study explores the professional well-being of young college teachers, which is not only the concern of teachers, but also the essential requirement of developing education.

2. Subjects and Methods of Investigation

The survey subjects are the young teachers of Guangdong University of Science and Technology. In this study, questionnaires are used to collect the data, which consists of two parts. The first part is the basic information, including the subjects' gender, age, education degree, professional title, salary, teaching experience and job position. The second part covers 40 question items, for which each question item is scored by seven levels: Strongly disagree, Disagree, Relatively disagree, Go-between, Relatively agree, Agree, Strongly agree, which are recorded as 1, 2, 3, 4, 5, 6 and 7 points respectively. The higher the scores of 1-25 questions and 31-40 questions in the

questionnaire, the stronger the sense of happiness; 26-30 questions are reverse scoring questions. The lower the scores, the stronger the sense of happiness. The questionnaire is shown in Appendix.

3. Analysis and Findings

Before the formal investigation, there was a small-size survey for 45 young college teachers to ensure the reliability and validity of the questionnaire. It can be seen from Table 1 that the reliability coefficient is 0.875, greater than 0.7, which indicates that the reliability quality of the research data is good.

Table 1 Cronbach Reliability Analysis

Number of Question Items	Sample Size	Cronbach α coefficient
40	45	0.875

What's more, by analyses of validity, Bartlett Sphere Test and KMO Test were conducted on the results of the comprehensive happiness questionnaire of 45 subjects to determine whether it is suitable for factor analysis. The analysis results show that the value of KMO is 0.834, which is suitable for factor analysis. The Bartlett coefficient is 3437.856 and the companion probability is 0.000. The test results show that the sample data can be used for factor analysis, and the effect is ideal.

(1) Overall Composition of Subjects

According to the actual situation of young college teachers, the author designed and compiled this set of professional well-being scale for young teachers, and investigated 120 young teachers in Guangdong University of Science and Technology through online electronic questionnaire. The composition of questionnaire samples is shown in Table 2:

Table 2 Composition of Subjects (N=120)

Demographic Variable	Meaning of Variable	Number	Percentage (%)
Gender	Male	59	49.2%
	Female	61	50.8%
Age	20-25	9	7.5%
	26-30	47	39.2%
	31-35	58	48.3%
	36-40	6	5%
Education Degree	Bachelor	2	1.67%
	Master	100	83.33%
Title	Doctor	18	18%
	Assistant	36	30%
	Lecturer	72	60%
	Associate professor	11	9.2%
Teaching Years	Professor	1	0.8%
	1 year or less	36	30%
	2-5 year	60	50%
	6-9 years	20	16.7%
Job Position	10 years or more	4	3.3%
	Teacher	91	75.8%
Salary	Administrator	29	24.2%
	Less than 5000 RMB	8	6.67%
	5000-7000 RMB	19	15.83%
	7000-9000 RMB	83	69.17%
	11000-140000 RMB	10	12%

(2) General Situation of Young College Teachers' Professional Well-being

It can be seen from the data of Table 3 that the average values of interpersonal relationship, school management, teacher's evaluation and professional pressure are very close, slightly higher than the mean value, and the gap is within one point. From the overall situation, the professional

well-being of young teachers in Guangdong University of Science and Technology is at the general level and needs to be improved.

Table 3 General Situation of Young College Teachers' Professional Well-being

	Interpersonal relationship	School management	Working environment	Salary	Teacher evaluation	Professional stress	Growth platform	Value realization
Min.	1.20	1.00	1.60	1.20	1.20	1.00	1.20	1.40
Max.	6.20	6.00	6.20	5.60	6.20	6.60	5.80	6.20
Mean	3.6950	3.3150	3.3417	3.3733	3.7400	3.6583	3.3933	3.6533
Standard deviation	1.26782	0.90476	0.92778	0.90002	1.14396	1.40333	1.01978	1.11393

(3) Comparison between Demographic Variables and Professional Well-being of Young College Teachers

1) Comparison of Professional Well-being of Young Teachers of Different Genders

From different perspectives of men and women, there was no significant difference in professional well-being among the eight dimensions of the questionnaire ($P>0.05$). The scores of female teachers in the seven dimensions of interpersonal relationship, school management, working environment, salary, teacher evaluation, growth platform and value realization are higher than those of male teachers, but the difference is not obvious, indicating that female teachers are more likely to feel happiness at work; Male teachers scored higher than female teachers only in professional stress, indicating that male teachers were more stressed than female teachers in the working environment of a vocational and technical college. As shown in Table 4.

Table 4 Comparison of Professional Well-being of Young Teachers of Different Genders

Evaluation index	Gender	Mean	Standard deviation	F	Sig.
Interpersonal relationship	Male	3.5424	1.23905	1.692	0.196
	Female	3.8426	1.28975		
School management	Male	3.2678	0.99003	0.314	0.576
	Female	3.3607	0.81961		
Working environment	Male	3.2915	1.00229	0.337	0.563
	Female	3.3902	0.85512		
Salary	Male	3.3322	0.99003	0.241	0.625
	Female	3.4131	0.80983		
Teachers' evaluation	Male	3.6339	1.15200	0.998	0.320
	Female	3.8426	1.13614		
Professional stress	Male	3.8034	1.47039	1.243	0.267
	Female	3.5180	1.33235		
Growth platform	Male	3.3797	1.15710	0.021	0.886
	Female	3.4066	0.87633		
Value realization	Male	3.4949	1.09944	2.375	0.126
	Female	3.8066	1.11533		

2) Comparison of Young Teachers' Professional Well-being in Different Positions

Different jobs have significant differences on Teachers' professional well-being, and the well-being of administrators is slightly stronger than that of teachers, which is shown in Table 5.

Table 5 Comparison of Professional Well-being of Young Teachers in Different Positions

Evaluation index	Job position	Mean	Standard deviation	F	Sig.
Professional Well-being	Teachers	28.0264	6.88736	4.968	0.028
	administrators	28.6207	5.78973		

3) Comparison of Young Teachers' Professional Well-being with Different Salary

There is a positive correlation between the happiness index of young teachers and their salary. The higher the salary, the stronger the happiness of teachers, which is shown in Table 6.

Table 6 Comparison of Professional Well-being of Young Teachers with Different Salary

Salary (I)	Salary (J)	Mean difference (I-J)	Significance
Less than 5000 RMB	5000-7000 RMB	-1.35060	0.510
	7000-9000 RMB	-1.52105	0.534
	11000-140000 RMB	-5.90000	0.077
5000-7000 RMB	Less than 5000 RMB	1.35060	0.510
	7000-9000 RMB	-0.17045	0.919
	11000-140000 RMB	-4.54940	0.106
7000-9000 RMB	Less than 5000 RMB	1.52105	0.534
	5000-7000 RMB	0.17045	0.919
	11000-140000 RMB	-4.37895	0.160
11000-140000 RMB	Less than 5000 RMB	5.90000	0.077
	5000-7000 RMB	4.54940	0.106
	7000-9000 RMB	4.37895	0.160

Through the above analysis, we can see that the overall level of professional well-being of young teachers in Guangdong University of Science and Technology is at the general level and should be promoted. First, from the perspective of gender, young female teachers are more likely to feel happiness at work, while male teachers are more stressed than female teachers in the working environment. Second, in terms of teaching age, teachers who have worked for more than 10 years have the strongest well-being, and teachers who have been teaching for 6-9 years have the weakest well-being. Simultaneously, the happiness of teachers with master's degree or above is the strongest, and the happiness of teachers with bachelor's degree is the weakest. Third, in the respect of professional titles, professors have the strongest happiness and lecturers the weakest. Furthermore, the happiness index of young teachers in Guangdong University of Science and Technology is positively correlated with salary. The higher the salary, the stronger the happiness of teachers. As for the job position, the difference of young teachers' professional well-being is significant, and the well-being of teaching assistants is slightly stronger than that of teaching staff. Besides, from the perspective of young teachers of different ages, there are significant differences in school management, working environment, salary and teachers' evaluation. The happiness of teachers aged 36-40 is the strongest, followed by 20-25, 26-30, and 31-35.

4. Countermeasures of Promoting Young Teachers' Professional Well-Being

Through the analysis of the survey results, it can be seen that most of the young college teachers do not have a strong sense of professional well-being that is the subjective psychological state of individual satisfaction, which needs the cooperation and joint efforts of teachers themselves, society, colleges and universities to improve the professional well-being of young college teachers.

(1) Realizing the Value and Creating Professional Well-being in Hard Work from the Perspective of Teachers

First, young college teachers should have an accurate understanding of themselves, grasp their own roles, reflect their behaviors in the process of work constantly, and strive to realize the perfect unity of individual roles and personalities in the work. In other words, young college teachers need to improve their values, make their psychological needs consistent with the needs of the school and society, actively and creatively participate in teachers' professional activities so as to seek out the best position and way of self-development and self-dedication, which will make them continue to obtain spiritual satisfaction and experience the happiness of life in the process of work. In addition, young college teachers should enhance their professional ability unceasingly. Generally speaking, the development process of teachers can be divided into adaptation period, growth period, competent period and mature period. One to two years after entering the teaching profession are the teachers' adaptation period. At this stage, teachers' task is how to complete the combination of theory and practice in the process of teaching practice. The time from three to eight years after

teaching is generally the growth period of teachers. At this stage, teachers' teaching level increases rapidly. Therefore, young college teachers should maintain a positive attitude and constantly realize the accumulation and transformation of successful experience, which will make them have a deeper understanding and experience of professional well-being. In fact, the continuous improvement of professional ability is an important process for teachers to experience happiness, in which teachers will feel the profound and strong sense of professional well-being.

(2) Optimizing Teachers' Working Environment and Improving Management Level and Incentive Mechanism from the Perspective of Colleges and Universities

First of all, a good working environment can relieve teachers' worries and improve their happiness index. Colleges and universities should not only provide teachers with a beautiful campus environment and good working conditions, but also strive to create a free, democratic, relaxed and pleasant working atmosphere for teachers, such as respecting teachers, valuing education, emphasizing a positive and enterprising teaching and scientific research, a fair competition, etc. What is more, colleges and universities need adhere to the management concept of "people-oriented", constantly advance the management model of the school and carry out humanized management. In the meantime, it is necessary to reform the unscientific and one-sided evaluation system and establish a fair and reasonable management system in order to boost the sense of mission, responsibility and loyalty of young college teachers to a greater extent. Moreover, teachers' professional happiness is related to external incentive mechanisms. Colleges and universities can build up various recognition and reward mechanisms in combination with the actual situation, encourage young teachers to continuously enhance their work performance and professional level, and make them develop themselves fully and rapidly.

(3) Reforming the Salary System of Young Teachers and Establishing a Reasonable Salary Incentive Mechanism from the Perspective of the Government

Improving the salary and incentive mechanism is not only the external manifestation of the improvement of the social status for young college teachers, but also the basis of the enhancement of teachers' professional well-being. Nowadays the income of college teachers has been adjusted, yet there is a gap compared with other related industries, e.g. civil servants in China, especially the income of young teachers is relatively low. The Outline of National Medium and Long-term Education Reform and Development Plan (2010-2020) also proposed to "improve the status and salary of teachers, ensure that the average salary of teachers is not lower than or higher than the average salary of national civil servants according to law, and gradually increase it". Therefore, the national and local governments should increase the distribution of teachers' income to make sure that young teachers receive reasonable material returns. At the same time, the government can implement the talent housing project through multiple channels in that urban housing prices have always been a hot topic of concern. As young teachers expect to buy a house for living in the city, there is great pressure, which is the main life problem of young teachers, and most of the work pressure comes from this. Therefore, in order to reduce the pressure of young teachers, more housing projects can be implemented, such as providing more houses with common property rights, extending the service life of public rental houses, etc.

5. Conclusion

Young teachers are not only an important part of college teachers, but also the main force for the sustainable development of China's higher education. However, the lack of professional well-being of young teachers is common in today's universities. Teachers' professional well-being is related to their own development, the growth of students, and even the education quality and sustainable

development of the whole school, which will seriously hinder academic progress. Therefore, paying attention to young college teachers' professional well-being is of great significance from all aspects.

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