

## The Analysis on Influence Factors about Professional Happiness of Secondary Vocational Teachers

Tanxin Zong<sup>1, a \*</sup>, Yao Wang<sup>1, b</sup>, Jieyu Li<sup>1, c</sup> and Liyuan Jiang<sup>1, d</sup>

<sup>1</sup>International Studies University Changchun, China

<sup>a,\*</sup>594709310@qq.com, <sup>b</sup>1191623298@qq.com, <sup>c</sup>443282575@qq.com, <sup>d</sup>jiangliyuan-623@163.com

**Keywords:** Secondary Vocational Teachers; Happiness; Factor Analysis; Multifactor Theory; Occupational Happiness

**Abstract:** Today, under the circumstance of government vigorously developing vocational education, secondary vocational teachers' the vocational happiness sense plays a very important role in improving the teaching level of secondary vocational schools. With the changing of vocational happiness of secondary vocational teachers, the teaching level of secondary vocational schools also changes. Through empirical analysis, this paper re-measures the happiness degree of vocational happiness of secondary vocational teachers in today's society. Further analysis results show that the teachers' vocational happiness is low at present. There are three main factors affecting the career happiness of secondary vocational teachers, which are work environment, culture and communication, and achievement. Among them, the work environment is the most significant influence on the vocational happiness of secondary vocational teachers.

### Introduction

In recent years, due to the growth of market economy demanding for professional talents, China increasingly advocates the development of vocational education. The phenomenon has attracted many parents and students to choose vocational schools. At present, the number of students in vocational education and general education is basically the same. As an important part of vocational education, students, parents and the countries pay more attention to secondary vocational schools. So secondary vocational teachers are getting more and more attention from the society. Vocational happiness is an important index to measure the quality of teachers' work and life. With the improvement of secondary vocational teachers' social status, the society pays more and more attention to their vocational happiness. Foreign studies about vocational happiness mainly focus on the analysis of internal and external factors of secondary vocational teachers, and the results are quite consistent. The research on vocational happiness of secondary vocational teachers is divided into three directions: teachers, schools and society in China. However, the analysis of the influencing factors on secondary vocational teachers' happiness is not specific enough. Therefore, it is very important to investigate and study the vocational happiness of secondary vocational teachers.

This paper aims to explore the main factors affecting the vocational happiness of secondary vocational teachers and solve three key problems:(1) To seek the main factors which affect the vocational happiness of secondary vocational teachers;(2) To establish the vocational happiness model of secondary vocational teachers;(3) To put forward basic strategies to improve vocational happiness of secondary vocational teachers.

### Literature Review

**Theoretical Basis.** According to the multi-factor theory, SWB is a subjective experience generated after people's needs are satisfied, and the various factors influencing SWB are actually people's different needs. Human needs can be divided into innate physical needs and acquired social needs. Therefore, according to the multi-factor theory, the main factors affecting subjective well-being

include environment, communication, culture, achievement and other factors. Environmental factors are a complex factor, which mainly include wealth, geographical location, physical status, work, education, leisure and entertainment, etc. Physiological factors mainly include personality traits and genetic conditions obtained by heredity.<sup>[1]</sup> Cultural factors mainly include the specific ideology of the society in which the subject is located and related to social system, life customs and habits, thoughts, etc. Communication factors mainly include friendship, husband-wife relationship, kinship and so on. Achievement factors mainly refer to the success achieved by individuals in life, work and other aspects. Therefore, in the design of the questionnaire, based on the existing sheets, we preliminarily divided the factors influencing the vocational happiness of secondary vocational teachers according to the multi-factor theory.<sup>[2]</sup>

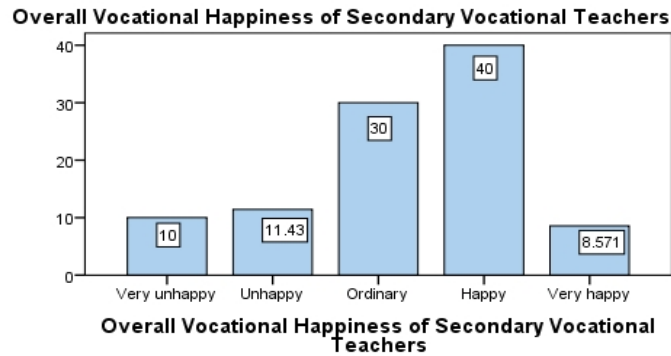
**Research Status of Vocational Happiness of Secondary Vocational Teachers.** In 2002, M. Van DerDoef investigated the situation of vocational teachers' outlook on happiness and concluded that vocational teachers' occupational happiness was negatively affected by three factors which are work intensity, student attack and role ambiguity.<sup>[3]</sup> Moreover, further training had a significant positive impact on vocational teachers' occupational happiness. Foreign researches on the vocational happiness of secondary vocational teachers mainly focus on the influence of internal factors and external factors on the vocational happiness of teachers. Domestic research on the influence factor of secondary vocational teachers' professional happiness mainly concentrated in the teachers' personal basic information including gender, marital status, job title, age, teaching age, education, geographic area, business income and the subjects taught, etc. Moreover, teachers internal factors that are personality characteristics, the motivation to choose a career, teaching motivation and occupational burnout, etc.<sup>[4]</sup> and the external factors including social support, etc. These factors all have influence on teachers' professional happiness. (Chuanjin Wang (2009)) holds that "there is no obvious correlation between teachers' occupational happiness and gender, education background, region and other factors."<sup>[5]</sup> (Junjun Cao (2008)) believed that "it is necessary for teachers to combine external demands with internal standards, the sacred mission of teaching and educating people and the realization of self-value in their career." It can be seen from this that there are various researches on the factors affecting teachers' professional happiness in China, and the research conclusions are not uniform. And with the development of the society, the factors affecting the vocational happiness of secondary vocational teachers will also change with the times going, so the research on the factors affecting the vocational happiness of secondary vocational teachers needs to be perfect.

## Research Method

This paper uses a questionnaire survey to analyze the vocational happiness of secondary vocational teachers from six dimensions which are job satisfaction, work environment satisfaction, teacher-student relationship, social support, professional identity, and job achievement.<sup>[6]</sup> The questionnaire design refers to the relationship scale of teaching motivation, teaching effectiveness, job satisfaction and happiness of secondary vocational teachers developed by Meiyu Song. Questionnaire has good reliability and validity. One month after the questionnaire released, 72 questionnaires were collected, of which 70 questionnaires were valid, and 2 questionnaires were invalid. The effective recovery rate was 97.2%. The questionnaire has a total of 32 items, of which 11 questions are surveys on issues such as gender, marital status, age, teaching age, job title, course type, working hours, etc.<sup>[7]</sup>

In the questionnaire, we analyzed 1, 7 and 8 questions and found that women are more likely to have unhappiness than men in secondary vocational schools teachers. Class teachers are happier than ordinary teachers. Teachers responsible for teaching professional subjects are prone to unhappiness.

According to the statistics of occupational happiness of teachers in secondary vocational schools, we found that 8.6% of teachers were very happy; 40% of teachers were happy; 30% of teachers are ordinary; 11.4% of teachers were unhappy; 10% of teachers were very unhappy. The overall professional happiness of secondary vocational teachers needs to be improved. (Fig. 1)



**Figure 1.** Overall Vocational Happiness of Secondary Vocational Teachers

### Analysis of factors affecting happiness

First of all, Reliability Test of Questions 12 to 32 Using SPSS21. Cronbach's Alpha is 0.968. The data reliability is good. Kaiser-Meyer-Olkin is 0.926. The data validity is high. (Table 1) Prove that data analysis is possible.

**Table 1.** High and low settings of predictor variables

Reliability statistics	
Cronbach's Alpha	Number of items
.968	21

After that, Data were subjected to initial factor analysis. Data is divided into three factors. The variance contribution rates of the three factors are 62.1%, 9.1% and 6.4%. The cumulative contribution rate of the three factors is 77.5%, which can basically reflect the most information in the sample. But the typical representativeness of the initial factors is not salient, and it is not convenient to named and explained the common factors. We further screened the items. Items with a load factor less than 0.7 in the data will be deleted.<sup>[8]</sup> After several factor analyzing, the following public factors with clearer practical significance are obtained. The contribution ratios of the three common factor variances have respectively become 60.8%, 10.8%, and 9.6%, and the cumulative contribution rate has increased to 81.2%. From the Scree Plot, the eigenvalue of the first factor is very high, and it has the largest contribution to explaining the original variables. The eigenvalues of the fourth and subsequent factors are small, and their contribution to the interpretation of the original variables is small and can be ignored. So 3 factors are extracted. (Fig. 2)



**Figure 2.** Scree Plot

According to the multi-factor theory, we named these three factors which are work environment factors, cultural and communication factors, and achievement factors. Work environment factors include issues such as wages, social status, and school management systems. Cultural factors include

the teacher-student relationship and exchanges and other issues of campus culture. Achievements factors include the teacher's own sense of identity and sense of achievement of the work. It can be seen from the load diagram where there is no linear correlation between the three factors, which achieves the design goal of factor analysis.(Table 2)

**Table 2.** Analysis of factors affecting happiness: Rotated Component Matrix

Influencing factors of happiness of secondary vocational teachers	achievement factors	work environment factors	cultural and communication factors
Q30 The work of secondary vocational teachers can reach my full potential	.854		
Q28 I think I am very suitable to be a secondary vocational teacher	.841		
Q29 I can get a sense of accomplishment from work	.817		
Q32 My current job can realize my own life value	.785		
Q14 I think the distribution of school bonuses and benefits is reasonable		.859	
Q13 I am satisfied with my income		.817	
Q23 I think secondary vocational teachers have a higher social status		.766	
Q17 I am satisfied with the school's teaching management system and measures		.745	
Q20 I have a good relationship with students			.908
Q21 I feel that I am deeply loved by students			.762
Q16 I am satisfied with the campus environment, office environment and teaching equipment			.719

### Vocational Happiness Model for Secondary Vocational Teachers

We perform linear regression analysis of work environment factors, cultural and communication factors, achievement factors, and overall teacher happiness index(Table 4). we have established a model of professional happiness in secondary vocational teachers:

$$Y = 0.234 + 0.27 * X_1 + 0.385 * X_2 + 0.271 * X_3$$

**Table 3.** Linear Regression analysis

model	Unstandardized Coefficients		standardized estimates	t	Sig.
	B	standard error			
(constant)	.234	.397		.589	.558
achievement factors	.270	.129	.253	2.097	.040
work environment factors	.385	.119	.377	3.227	.002
cultural and communication factors	.271	.134	.221	2.022	.047

The data will be analyzed from the significance of the influencing factors and the model coefficients:

Salient aspect: work environment factor is significant at 0.002;cultural and communication factors are significant at 0.047;Achievement factor significance is 0.04.The significance of all three factors is less than 0.05.These three factors have a significant effect on the dependent variable. Among them, the working environment has the most significant influence. Cultural and communicative factors have the least impact on overall professional happiness of secondary vocational teachers. These three factors have a positive impact on the overall professional happiness of secondary vocational teachers.

Model coefficients: Achievement factor is 0.27. It shows that when the satisfaction of teachers in secondary vocational schools with their own sense of achievement increases 1, the overall satisfaction increases by 0.27 while other factors remain unchanged. Working environment factor is 0.385, which explains the index of satisfactory degree increase to 1 level in the working environment for teachers, and the overall satisfaction increases by 0.385. Cultural and communication factor coefficient is 0.271. It can be concluded that for every 1 increase in the satisfaction of secondary vocational teachers on cultural and communication status, the overall satisfaction increases by 0.271. While the sense of achievement and the satisfaction of working environment factors remained unchanged.

Bring the indexes of the three influencing factors into the professional happiness model of secondary vocational teachers. The average occupational happiness score of secondary vocational teachers in this survey is 2.42 (Total score: 4.864). The vocational happiness of secondary vocational teachers in this survey is low and needs to be improved.<sup>[9]</sup>

## Conclusions and Recommendations

**Conclusions.** According to the survey of the happiness of secondary vocational teachers in Changchun, the following main conclusions can be drawn. The happiness of secondary vocational teachers is normally distributed, and the overall teachers' happiness needs to be improved. There are three main factors affecting the happiness of secondary vocational teachers which are work environmental factors, cultural and communication factors and achievement factors. Among them, the working environment factors have the biggest impact on the happiness of secondary vocational teachers, and social status and welfare treatment have become the main aspects of teachers' happiness in working environment factors. Secondly, we must pay attention to the impact of cultural and communication factors on the happiness of secondary vocational teachers. The scope of work responsible for teachers has a significant impact on the happiness of secondary vocational teachers.

**Recommendations.** According to the research, the following three suggestions are made to improve the professional happiness of secondary vocational teachers.

First of all, improve the working environment of secondary vocational teachers. Teachers work mainly in schools. So secondary vocational schools should create a positive campus working environment and focus on humane management. For example, in terms of hardware, schools should try their best to meet the basic needs of teachers such as physiology and safety, provide teachers with the necessary material conditions, help teachers solve their worries in life, and provide good teaching conditions and equipment.<sup>[10]</sup> In software, create an atmosphere of democracy and harmony so as to achieve the purpose of improving the happiness of secondary vocational teachers.

Secondly, actively build campus culture and enrich faculty activities. Creating a good environment for interpersonal relationships is an important condition for maintaining and enhancing the professional happiness of secondary vocational teachers. This survey shows that campus culture is also one of the conditions that affect the interpersonal relationships of secondary vocational teachers. For secondary vocational teachers, a good campus cultural environment helps them better regulate the relationship between teachers and students and colleagues.

The thirdly, strengthen the professional skills training of secondary vocational teachers and improve their professional accomplishment. Promoting the development of professional skills of secondary vocational teachers is one of the important ways to improve the professional happiness of secondary vocational teachers. Secondary vocational schools need more opportunities for teachers to learn and progress. In addition, the school should formulate a reasonable training and further study plan according to the characteristics of the teachers of the school to meet the needs of teachers' self-improvement. In order to achieve the purpose of enhancing teachers' sense of self-fulfillment and identity, and promote the mental health development of secondary vocational teachers. The improved sense of accomplishment of secondary vocational teachers can also promote the improvement of teaching level in secondary vocational schools.

In short, vocational schools should pay attention to the improvement of teachers' professional happiness. By promoting the improvement of teachers' professional happiness from the aspects of working environment, campus culture, teacher-student relationship, and teachers' personal accomplishment. Professional happiness of secondary vocational teachers will directly affect the teaching level of secondary vocational schools. If you want to build an excellent team of secondary vocational teachers, it is imperative to improve the professional happiness of secondary vocational teachers.

## Acknowledgements

In this paper, the research project was general project sponsored by Jilin Provincial Association of Higher Education (JPAHE [2019]No.07, Program No. JGJX2019D339).

## References

- [1] J.A.Liang and M.Du: *The Psychology of happiness*(Xidian University Press,China,2012),P13.
- [2] A.H.Maslow: A Theory of Human Motivation Originally (Psychological Review, America, 1943), P370.
- [3] Jan Ott: Journal of Happiness Studies, Vol.7 (2006).No.1,p113.
- [4] Benevene Paula,De Stasio Simona,Fiorilli Caterina,Buonomo Ilaria,Ragni Benedetta,Briegas Juan José Maldonado,Barni Daniela: Frontiers in psychology,(2019).No.10,P24.
- [5] J.J. Cao: The Modern Education Journal,(2008).No.11,P72.
- [6] M.Y.Song: *Research on the relationship between teaching motivation, teaching effectiveness, job satisfaction and happiness of teachers in secondary vocational schools*(MS.,Shanxi Normal University,China 2014 ),P.15.
- [7] X.Chen and G.Y.Cong: Cultural and Educational Information,(2017).No.31,P152.
- [8] C.W.Zhang and Y.H.Xu: Statistics & Decision,(2011).No.24,P64.
- [9] J.X.Zhu, K.Yu and Y.Y.Lou: Business Culture,(2011).No.08,P212.
- [10] H.Cao: Vocational Education,(2011).No.12,P3.