

Chinese Teachers' Job Satisfaction and Professional Engagement

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Abstract: This study aims to examine the key factors influencing teacher job satisfaction and professional engagement among educators in China, with the objective of shedding light on the intricate relationship between these dimensions within the educational context. The study comprises a sample of 262 primary and secondary school teachers, situated in the region of Northern Guangdong, China. The study utilizes the Work Engagement Scale, Work Values Scale, and Job Satisfaction Scale to assess various aspects of the research topic. To get meaningful results, the study applies rigorous statistical methods such as t-tests, F-tests, correlation analyses, and regression analyses. These analytical techniques are used to gain valuable insights from the data. The findings highlight a critical need for the implementation of comprehensive policy initiatives. Teachers demonstrate significantly diminished levels of satisfaction, especially in relation to remuneration, workload, availability of classroom materials, presence of supportive leadership, and the equilibrium between professional and personal life. Simultaneously, their level of professional involvement in domains related to their dedication to student achievement, passion, introspective approach, originality, and support for education is notably lacking. The results of this research provide insight into the need of implementing transformational policies that focus on improving teacher job satisfaction and professional engagement in order to strengthen the foundation of excellent education in China.

Keywords: Chinese Teachers; Job Satisfaction; Professional Engagement; Pay and Compensation; Workload; Classroom Resources.

1. Introduction

Within the ever-evolving realm of education, educators assume a crucial position in molding the trajectory of society by fostering the intellectual development of forthcoming cohorts. The characteristics of work satisfaction and professional engagement play a crucial role in not just the well-being of educators but also the quality of education they provide. Gaining insight into the many elements that influence teachers' levels of work satisfaction and professional engagement is crucial in cultivating a nurturing educational environment that encourages high standards of performance. In summary, the prioritization of work satisfaction among teachers is crucial in establishing an educational setting that fosters and sustains the well-being of both educators and learners, hence leading to a flourishing educational system with favorable consequences for all parties concerned.

Meanwhile, professional engagement among teachers encompasses the dynamic and fervent participation of educators in their instructional responsibilities, marked by a profound dedication to their vocation, ongoing professional growth, and an ardor for enhancing student academic achievements. Moreover, the active involvement of professionals has a favorable impact on the overall atmosphere and values inside educational institutions. Engaged educators demonstrate active participation in collaborative efforts with their peers, facilitating the exchange of ideas and effective strategies, so creating a nurturing and vibrant professional community. The presence of a positive correlation between teachers' work happiness and their professional engagement suggests that instructors who experience contentment and fulfillment are more inclined to demonstrate commitment to their profession and participate

wholeheartedly in their teaching practices. Furthermore, gaining insight into the correlation between work satisfaction and professional engagement may facilitate the identification of possible obstacles and pressures that can hinder instructors' levels of passion and dedication. Establishing a correlation between work satisfaction and professional engagement may provide valuable insights to school administrators and legislators on the efficacy of current policies and practices in fostering teacher morale and commitment.

The question of work happiness and professional engagement among teachers in China is gaining increasing importance within the education system. An important concern is to the substantial workload experienced by educators in China. The rigorous demands associated with curriculum implementation, student evaluations, and administrative responsibilities may result in individuals experiencing heightened levels of stress and burnout. An additional obstacle that arises is the need for sufficient educational materials within the classroom setting. The lack of sufficient access to contemporary educational tools, technology, and instructional resources might impede teachers' capacity to develop captivating and inventive classes. Furthermore, the matter of supporting leadership and the provision of professional growth opportunities significantly impacts the situation. On the other hand, effective leadership that cultivates a climate of cooperation and ongoing development has the potential to have a favorable impact on teachers' levels of professional involvement.

In order to effectively examine the matter of work happiness and professional engagement among Chinese teachers, it is essential to use a comprehensive approach. It is essential for policymakers and educational administrators to accord high priority to the well-being of teachers via the provision of sufficient resources, opportunities for

professional growth, and the establishment of a friendly work environment. The implementation of policies aimed at fostering work-life balance and acknowledging the significance of teacher well-being has the potential to provide favorable outcomes in terms of job satisfaction and professional engagement. It is essential to do a separate examination in China due to the distinctive cultural, educational, and organizational characteristics that exist in this context. The current body of research may not comprehensively include the complexities and difficulties encountered by Chinese educators.

2. Statement of the Problem

This study aims to delve into the correlation of teachers' job satisfaction and their professional engagement towards fostering a supportive school culture. Also aims to examine the key factors influencing teacher job satisfaction and professional engagement among educators in China, with the objective of shedding light on the intricate relationship between these dimensions within the educational context. The study utilizes the Work Engagement Scale, Work Values Scale, and Job Satisfaction Scale to assess various aspects of the research topic. To get meaningful results, the study applies rigorous statistical methods such as t-tests, F-tests, correlation analyses, and regression analyses. These analytical techniques are used to gain valuable insights from the data.

3. Scope and Delimitation of the Study

This chapter describes the research design, study location, sampling method, research instruments, interview collection procedures, ethical considerations, and statistical treatments to be used after categorizing the interviews.

4. Theoretical Framework

4.1. Job-Demands-Resources (JD-R) Model

The Job-Demands-Resources (JD-R) Model provides a useful theoretical framework for this investigation on teachers' job satisfaction and professional involvement in the context of establishing a supportive school culture. The study will use this model to explore the complex interactions between work demands, job resources, and their influence on teacher well-being and devotion. To begin, the research will identify particular workplace demands experienced by teachers, such as workload, time constraints, and administrative responsibilities, in order to better understand possible stressors impacting their job satisfaction. Furthermore, the study will examine different employment resources accessible to teachers, such as supportive leadership, access to classroom materials, and professional development opportunities, in order to identify characteristics that contribute to job satisfaction and professional engagement. The research intends to reveal the balance between work expectations and accessible assistance, which may impact teacher satisfaction, by evaluating the relationship between job demands, job resources, and job satisfaction among instructors. Furthermore, investigating the link between job resources and professional engagement would provide light on the variables that encourage teachers' devotion and excitement for their career. The use of the JD-R Model in this research provides a thorough knowledge of how job qualities impact teacher well-being, dedication, and motivation, therefore contributing to the development of a loving and

supportive school culture. Through this theoretical lens, the findings may influence targeted interventions and policies to boost teacher job satisfaction and professional engagement, encouraging a pleasant teaching environment and enhanced educational results.

4.2. Social Exchange Theory

This study is also anchored in Social Exchange Theory as it looked at how teachers and their educational institutions interact with each other. This theory is based on the idea of reciprocity, which says that people expect to give and get the same amount of help in social situations. In the setting of this study, teachers put their time, effort, and knowledge into their jobs as teachers, while the schools pay them, give them tools, and help them out. Using Social Exchange Theory, the study looked at how teachers' feelings about fairness and equality in this exchange relationship affect how happy they are at work and how engaged they are in their work. The theory also stresses the importance of teachers' views about how much their institution values their work and well-being. This is shown by how much teachers think their institution supports them. By looking at how teachers feel about group support, we can learn how this affects how committed and involved they are in their jobs. Also, Social Exchange Theory presents the idea of the "psychological contract," which is the unwritten demands and obligations between a person and their company. By looking at how teachers see their psychological contract, the study can find unspoken deals about job security, chances for growth, and praise, all of which can affect job happiness and involvement. Also, the theory's focus on procedural and distributive justice will make it possible to look at how teachers' views of fairness in decision-making and the sharing of resources affect their job happiness and professional involvement. Overall, the use of Social Exchange Theory in this study will give a full picture of the social processes at work that affect teacher happiness, loyalty, and plans to stay in their jobs. The results will help educational organizations come up with ways to create a good and helpful school culture, which will, in the end, help teachers feel better and be more committed to their jobs.

This research integrates the Job-Demands-Resources (JD-R) Model and Social Exchange Theory to examine teacher job satisfaction and professional engagement. The JD-R Model identifies teacher workload and supporting leadership. Social Exchange Theory uses these characteristics to explain the social exchange interaction between instructors and their educational institutions. Social Exchange Theory links JD-R Model employment resources to teachers' organizational support views. Teachers who feel supported by their school tend to be happier and more engaged. JD-R Model and Social Exchange Theory examine how job demands and resources affect teacher well-being and engagement. Combining these ideas helps explain how perceived fairness, support, and the exchange connection with their organization affect teacher satisfaction and engagement. These combined insights can help create focused interventions to create a pleasant and supportive school culture, improving teacher well-being, commitment, and devotion.

5. Research Object

The research object of this topic is the key factors that affect the job satisfaction and professional participation of educators in China, especially the complex relationships between these dimensions in the educational context. This

study aims to deliver into the correlation of teachers' job satisfaction and their professional engagement rewards following a supportive school culture. Furthermore, the study assessed the self-assessment of Chinese educators about their professional involvement, specifically in relation to their dedication to student achievement, excitement and vigor, reflective practices, innovation and creativity, and advocacy for education. The present research subsequently investigated the potential existence of a statistically significant relationship between the levels of work satisfaction experienced by teachers and their degree of professional involvement. Ultimately, the objective of this research endeavor was to provide policy suggestions that are grounded in the empirical results of the study.

6. METHODOLOGY

6.1. Research Design

The present study used a correlational research approach to investigate the association between teachers' job happiness and their level of professional involvement, focusing specifically on the promotion of a supportive school culture. It used a specific approach to gather data pertaining to the levels of work satisfaction and professional engagement among teachers. Subsequently, the acquired data were subjected to analysis in order to ascertain the presence of a statistically significant association between these two variables. This methodology proved to be very advantageous in investigating the inherent correlation between job happiness and professional engagement, while refraining from any interference in the work settings of educators.

The use of a correlational design in this study aligns with ethical issues since it included gathering data without influencing any elements of teachers' experiences. The selection of the correlational research design was deemed essential and suitable for investigating the association between job satisfaction and professional engagement among teachers. This choice was primarily driven by its practicality in terms of time, financial resources, and overall feasibility. The utilization of this research design holds significant potential in advancing teaching practices and improving educational outcomes.

6.2. Sampling Technique

The research used a stratified random sample technique to collect data. The inclusion of this technique in the research study was crucial and advantageous as it ensured the selection of a sample of Chinese schools that accurately represented the population, hence boosting the precision and applicability of the study's findings. To mitigate bias and ensure a more equitable and diverse sample, the researchers used a stratified sampling technique by categorizing the schools into distinct strata and then picking five schools at random from each stratum. Moreover, the inclusion of schools from various regions would contribute to a more robust extrapolation of the research results to the broader population of Chinese educational institutions, hence augmenting the generalizability of the findings.

6.3. Research Instruments

The instruments used in this research included a self-designed questionnaire that aimed to comprehensively assess the perspectives of Chinese educators about their levels of job satisfaction and professional engagement. The survey

instrument was partitioned into two distinct portions. The first component focused on gauging job satisfaction and included inquiries pertaining to pay and remuneration, workload, availability of classroom resources, presence of supportive leadership, and attainment of work-life balance. In this part, educators assessed their level of satisfaction across several aspects of their professional occupation. The second component of the study emphasized professional engagement and included factors such as commitment to student success, enthusiasm and vigor, introspective approach, originality and inventiveness, and promotion of education. Educators were asked to evaluate their level of engagement in various domains.

Prior to administering the questionnaire to the intended participants, the research team used validation techniques to ensure the reliability and validity of the questionnaire. Content validity was ensured by expert assessment, and the questionnaire was developed through the process of pilot testing. The study effectively gathered data on the factors that influence teachers' job satisfaction and professional engagement within the framework of cultivating a supportive school culture in China. This was accomplished by using a questionnaire that had undergone rigorous validation and pilot testing. The knowledge acquired via the use of this equipment yielded valuable insights that may be utilized to enhance policies and practices aimed at enhancing the well-being and dedication of teachers, hence leading to an overall improvement in educational quality.

6.4. Data Gathering Procedure

The data collecting strategies used in this research included a comprehensive and methodical approach to gathering information pertaining to the job satisfaction and professional participation of Chinese teachers. After obtaining ethical approval, the self-created questionnaire, which had been validated and pilot-tested, was sent to teachers at five schools located in China. The participants were provided with explicit instructions and an informed consent form, highlighting the importance of voluntary involvement and maintaining anonymity. The process of data collecting occurred at a prearranged time that was mutually agreed upon, allowing participants a sufficient amount of uninterrupted time to complete the questionnaire. The research team closely supervised the process of data collection to guarantee the quality of the data, assessing responses for their level of completeness and accuracy. In order to ensure the integrity of the dataset, any instances of missing or ambiguous data were addressed by follow-up communication with the participants.

Upon completion of data collection, the researcher proceeded to analyze the acquired responses using appropriate statistical analysis methods for quantitative data and theme analysis for qualitative data. Stringent measures were used to ensure the confidentiality and security of the data, and a comprehensive report including the research findings was sent to relevant stakeholders. The rigorous data collecting procedures used in this research have yielded valuable insights into the correlations between job satisfaction and professional commitment among educators in China. The acquired information was used to enhance evidence-based decision-making and strategies aimed at cultivating a nurturing school environment and enhancing teacher welfare and dedication within the educational framework.

6.5. Statistical Treatment

The statistical analysis used in this research included many essential techniques for assessing and interpreting the data obtained from the self-designed questionnaire used to measure teachers' job satisfaction and professional commitment. The selection of statistical methodologies was contingent upon the nature of the data as well as the research inquiries or hypotheses.

Descriptive statistics were used to succinctly and visually present the essential attributes of the data. In the context of quantitative data analysis, the process included the calculation of statistical measures like the mean, median, mode, standard deviation, and range. Descriptive statistics provided a comprehensive overview of the central tendencies and dispersion in instructors' responses to different questionnaire items.

Correlation analysis was used to examine the relationship between job satisfaction and professional engagement. In order to determine the extent and nature of the relationship between the two variables, Pearson's correlation coefficient or Spearman's rank correlation coefficient (in the case of ordinal data) were used. The results indicated the presence of a significant positive or negative correlation between job satisfaction and professional engagement among teachers.

The findings were analyzed in relation to the research inquiries and objectives. The findings were examined in the context of pertinent theoretical frameworks and contemporary studies on teacher job satisfaction and professional engagement. The research subject was enhanced by the emphasis and discussion of statistically important relationships or patterns, hence improving overall understanding.

6.6. Ethical Considerations

In order to safeguard the welfare and rights of the individuals included in this study on the happiness and professional engagement of teachers, it was imperative to strictly adhere to ethical guidelines. Prior to voluntarily opting to partake, all instructors who participated in the research were required to submit informed permission, so confirming their full understanding of the study's objectives, methodologies, and potential risks and benefits. In order to ensure anonymity, all collected data was maintained in an anonymous and securely stored manner, with only aggregated information being disclosed. The researchers placed significant emphasis on prioritizing the well-being of the participants by using non-invasive and privacy-respecting approaches for questionnaire administration and data gathering. Participants were not subjected to any kind of coercion or undue influence, and instructors were given the freedom to decline or discontinue their involvement without facing any repercussions.

The objective of the research was to provide valuable insights on improving teaching practices and promoting teacher well-being, with the aim of benefiting educational institutions, policymakers, and teachers. The researchers got ethical authorization from the relevant ethics committees and ensured that the findings were reported with integrity, transparency, and precision. Special attention was provided to sensitive groups, and debriefing sessions may have been done to ensure participants' understanding and contentment. The study was conducted with utmost adherence to ethical standards, ensuring the greatest levels of respect, beneficence, and fairness. This approach fostered trust among participants

and ensured the research's validity and value.

7. Results and Analysis

7.1. Assessment of Chinese Teachers of their Job Satisfaction

7.1.1. Pay and Compensation

The descriptive statistics yielded a composite mean of 1.82 and a standard deviation of 0.50, indicating that respondents have a low level on this variable and disagree that the school offers attractive compensation to recruit and retain excellent instructors, that teachers' efforts and achievements are appropriately acknowledged and appreciated, and that the school provides performance-based incentives that push them to be the best teachers they can be. Similarly, it means that teachers are generally dissatisfied with the monetary compensation they receive for their efforts. The evaluation of teachers' work satisfaction with regard to their income and remuneration presents a varied depiction. The indicator with the highest mean score was Indicator 2, which pertains to teachers' satisfaction about the alignment of their remuneration with their abilities and competence. This indicator had a mean score of 1.87. Conversely, the indicator with the lowest mean score was Indicator 9, suggesting a significant lack of satisfaction about the openness of salary scales and compensation procedures, as seen by a mean score of 0.50.

In general, the findings suggest that the school's compensation method exhibits both positive attributes and areas for improvement. Teachers often express satisfaction with the recognition of their talents in relation to their income; yet, there are other aspects that may be improved. The aforementioned factors include several aspects such as recruiting and retention tactics, advantages and allowances, possibilities for pay development, the comprehensive income and benefits package, financial well-being, and the totality of the compensation package.

Based on these results, it is apparent that ongoing focus on and enhancement of compensation techniques are crucial. Educational institutions should strive to enhance teacher job satisfaction by resolving transparency concerns and improving remuneration in many areas. This endeavor can ultimately foster the retention and motivation of educators, therefore benefitting both the school and its teaching staff.

7.1.2. Workload

According to descriptive statistics, teachers disagree that they have access to tools and assistance that help them manage their tasks effectively, that they are confident in their ability to balance their teaching and non-teaching commitments, and that their workload is distributed equitably among instructors, preventing any individual from experiencing undue stress. When job satisfaction is low in terms of workload, it indicates that teachers are generally dissatisfied with the amount or intensity of work they are expected to complete.

The results of the study conducted in the educational domain indicate that a significant proportion of participants expressed a considerable degree of contentment, which is consistent with the favorable outcomes seen in previous research on the relationship between class preparation time and satisfaction. Nevertheless, the survey conducted by the ED (Education Department) also highlights a significant portion of individuals who report lower levels of work satisfaction. This finding is consistent with previous issues

made about the congruence of teaching duties in the previous evaluation.

In aggregate, these studies highlight the significance of evaluating job satisfaction across diverse professional fields and acknowledging the complex array of workload-related elements that might impact it. It contributes to the promotion of increased levels of job satisfaction among professionals, thus benefiting both the workforce and the quality of services rendered.

7.1.3. Classroom Resources

This implies that the teachers disagree with the school's encouragement to discuss and collaborate on the use of classroom materials and that they have access to cutting-edge technology and equipment that facilitate successful teaching. Generally, if job satisfaction in terms of classroom resources is low, it indicates that educators or teachers are dissatisfied with the availability, quality, or adequacy of classroom resources.

The mentioned study highlights that individuals experience anxiety and consider hurdles to professional advancement as significant work demands. Concurrently, the present research examines issues connected to workload, specifically pertaining to the congruence between teaching obligations and expectations, as variables that impact teacher job satisfaction.

The aforementioned results together emphasize the larger comprehension that the work demands and resources of teachers play a crucial role in determining their job happiness, which in turn has ramifications for their retention within the teaching profession. The identification and resolution of these issues are crucial in establishing a constructive work environment that fosters the professional growth of educators, hence yielding advantages for both instructors and the overall educational standards delivered to pupils.

7.1.4. Supportive Leadership

This indicates that respondents have a low assessment of this domain and disagree that they are encouraged to take on leadership roles or initiate school-wide activities, that the school encourages teachers' professional development and advancement, and that school authorities prioritize their well-being and work-life balance. If teachers express strong dissatisfaction with the level of support, guidance, and management provided by their leaders within the organization, the assessment of job satisfaction in terms of supportive leadership is low.

This outcome suggests that educators place significant importance on receiving encouragement and respect from school authorities in the context of their teaching profession. The aforementioned discovery highlights the crucial significance of supporting leadership in cultivating a work atmosphere that is pleasant and courteous. This, in turn, has a substantial influence on the level of job satisfaction and morale experienced by teachers. Educational institutions that emphasize the implementation of leadership techniques of this kind are more likely to see elevated levels of teacher satisfaction and motivation.

In summary, these data highlight the importance of supportive leadership in fostering teacher job satisfaction. Educational institutions may enhance the work environment for teaching staff and increase the quality of education delivered to students by focusing on areas of improvement, such as professional development and communication channels. The study's findings on classroom resources, workload, and supportive leadership underscore the need of

cultivating a good and supportive school climate in order to promote teacher job satisfaction and, therefore, improve overall educational quality.

7.1.5. Work-life Balance

Indicating that teachers received low scores in this domain and that they disagree that they are encouraged to maintain a good work-life balance, that their work-life balance has a positive influence on their teaching ability, and that those teachers who value work-life balance are recognized and rewarded by the school. If the assessment of job satisfaction in terms of work-life balance is low, it suggests that employees feel dissatisfied with the balance between their work responsibilities and their personal life commitments.

Furthermore, the research highlights that while instructors exhibit a reasonable level of work satisfaction, their intentions to leave their current positions are not significantly elevated. The aforementioned finding aligns with our investigation on the relationship between job happiness and a range of criteria, indicating that elements such as classroom resources, workload, and supportive leadership significantly influence teachers' levels of job satisfaction.

Significantly, the present study has revealed noteworthy relationships, specifically the robust positive association between work quality and job satisfaction, as well as the substantial negative correlation between work quality and turnover intentions. These findings offer valuable insights into the intricate dynamics of teacher retention and satisfaction. These interactions serve to underscore the need for educational institutions to prioritize the establishment of a conducive work environment that fosters the well-being and job satisfaction of teachers.

7.2. Assessment of Chinese Teachers of their Professional Engagement

7.2.1. Commitment to Student Success

Descriptive statistics analysis revealed a composite mean of 1.72 and a standard deviation of 0.50. This implies that the teachers strongly disagree that they believe every child has the potential to succeed and work hard to inspire and encourage them, that their students' accomplishments and progress give them a sense of fulfillment and happiness, and that they are committed to making a positive difference in their students' lives and future success. If professional engagement in terms of commitment to student success is very low, it indicates a lack of dedication and involvement among teachers in supporting and ensuring student success.

The results emphasize the significant importance of cooperation and teamwork in creating a secure and nurturing educational setting. Additionally, they emphasize the need of effectively addressing the obstacles related to supporting students who present difficulties and offering constructive criticism. Educational institutions may promote teacher commitment to student achievement and contribute to overall teacher work satisfaction and well-being via the promotion of a collaborative culture, provision of support for teacher growth, and recognition of teachers' efforts.

The findings of this research indicate a significant correlation between instructor dedication and the scholastic performance of female students. The aforementioned discovery aligns with the overarching investigation conducted in the study, which delves into the many elements that influence teacher work satisfaction and examines their subsequent effects on student results. The observed positive link between teacher commitment and student

accomplishment underscores the crucial significance of instructor devotion in augmenting educational results, with a specific emphasis on its impact on female students (Olango, 2017).

Nevertheless, the research also highlights that the level of teacher dedication in the chosen secondary schools was not completely sufficient with regards to the educational objectives of female students. This finding underscores the need for educators to actively allocate their time and resources towards attaining the educational goals of the institution and bolstering the academic achievements of female students. The implementation of ongoing evaluation measures for instructors, which include positive comments and are in line with the goal of providing high-quality education, is crucial for promoting advancements in the academic performance of female students.

7.2.2. Enthusiasm and Energy

Following a thorough investigation into descriptive statistics, it was discovered that the composite mean was 1.73 and the standard deviation was 0.53, implying that the teachers received a very low score and strongly disagree that they are excited to try out new teaching approaches and ways to improve their courses, that they applaud students' accomplishments and promote a growth mentality, and that their enthusiasm for teaching drives them to overcome obstacles. Moreover, if professional engagement is evaluated in terms of enthusiasm and energy is very low, it suggests that professionals in the workplace lack excitement, passion, and motivation for their roles.

The evaluation of professional engagement, particularly with regard to the excitement and energy shown by teachers, provides significant insights into the dynamics of educators' dedication to their responsibilities. Indicator 7 exhibits a notable distinction by virtue of its highest mean score, so indicating that educators are not only well equipped but also display enthusiasm in assuming supplementary responsibilities to enhance the overall welfare of the educational institution. This discovery highlights their commitment to the overarching objective of the institution, showcasing their readiness to surpass their primary instructional duties in order to provide a more enhanced educational milieu.

In summary, the results underscore the importance of educators' proactive involvement in the educational institution and the potential influence of their passion on student involvement. Acknowledging and cultivating this excitement has the potential to enhance the learning process by making it more dynamic and intellectually stimulating. Although there are areas that may be improved, such as the impact of instructor enthusiasm on students' motivation to study, educational institutions have the opportunity to use the favorable features of teachers' dedication and vitality to increase both teacher work satisfaction and student achievements.

7.2.3. Reflective Practice

The following discussion examines the assessment of professional engagement held by teachers, with a particular emphasis on reflective practice. Based on the tabulation, the variable generated a composite mean score of 1.72 and a standard deviation of 0.52. This suggests that the teachers strongly disagree that they conduct self-evaluation to identify areas for improvement in their teaching, that they evaluate the impact of their instruction on students' learning outcomes, and that they evaluate the success of their teaching strategies

based on student feedback. Furthermore, if the assessment of professional engagement in terms of reflective practice is very low, this suggests that teachers are not actively engaging in self-reflection and critical thinking about their own work practices, experiences, and personal development.

The evaluation of professional involvement with regard to reflective practice offers significant insights on teachers' approaches to self-improvement and the significance of reflection in their instructional methodologies. The data reveals that Indicator 3 exhibits the highest mean score, suggesting that educators have a strong commitment to assessing the effectiveness of their instructional methods and implementing any necessary modifications as needed. This discovery highlights the importance of educators' proactive dedication to professional development, as they actively pursue chances to enhance their instructional approaches, eventually resulting in positive outcomes for their students. Educators who actively participate in consistent reflective practices are more inclined to adjust to changing educational demands and make valuable contributions to student achievements, so substantially augmenting their level of work satisfaction.

In summary, the results underscore the commitment of educators to enhancing their professional growth via introspective approaches and their openness to modifying instructional strategies appropriately. Although there is potential for increased acknowledgment of the importance of reflective practice, educational establishments have the opportunity to use instructors' dedication in order to promote ongoing professional growth. Promoting and facilitating the adoption of reflective techniques may result in enhanced and gratifying teaching experiences for educators, hence exerting a favorable influence on student learning outcomes.

7.2.4. Innovation and Creativity

Analysis of descriptive statistics revealed a composite mean of 1.72 and a standard deviation of 0.52, suggesting that the teachers have very low assessment on this particular domain. This means they strongly disagree that they are willing to try new teaching methods to improve student learning, that they believe incorporating real-world applications and problem-solving into the curriculum is beneficial, and that they are open to trying new teaching approaches and adjusting to changing educational trends. Overall, it suggests that the teachers are not actively contributing new ideas, solutions, or approaches to their work.

The evaluation of professional involvement with regard to innovation and creativity provides significant observations on teachers' approaches to integrating new practices into their instructional strategies. Indicator 1 exhibits a notable distinction by attaining the highest average score, suggesting that educators have a willingness to engage in novel pedagogical approaches aimed at augmenting student learning outcomes. This discovery highlights the need of adopting a proactive stance towards professional involvement, whereby educators are receptive to investigating novel pedagogical methods in order to enhance educational achievements. Educators that demonstrate a willingness to explore and implement novel pedagogical approaches are more inclined to adjust to changing educational patterns and cultivate a vibrant learning atmosphere, hence potentially enhancing student involvement and academic performance.

Indicating the need for further focus on integrating practical applications and problem-solving into the educational curriculum. Notwithstanding the lower average

score, the inclusion of this criteria in the evaluation highlights the wider recognition of the significance of these practices within the field of education. This observation suggests that educational institutions have the opportunity to actively encourage and prioritize the incorporation of real-world applicability and problem-solving abilities within their curriculum.

The results underscore the inclination of educators to adopt progressive pedagogical approaches in order to augment student learning and involvement. Although there is still need for more focus on practical applications and problem-solving, the evaluation highlights the possibility for ongoing professional development and advancement in this field. Promoting and providing assistance to educators in their endeavor to adopt innovative techniques may result in enhanced and impactful teaching experiences, hence positively influencing student learning outcomes.

7.2.5. Advocacy for Education

The results of an assessment of the professional engagement of selected Chinese teachers, which focuses on the areas of advocacy for education. It received an overall mean score of 1.73 and a standard deviation of 0.53, indicating that teachers strongly disagree that they collaborate with school administrators to promote teacher professional development, that they exchange educational materials and best practices with colleagues to improve teaching quality, and that they believe in the value of education and its impact on people and society. Similarly, if the assessment of professional engagement in terms of advocating for education is very low, this may suggest that teachers are not actively involved in supporting and promoting the significance of education in their respective roles and communities.

The examination of professional involvement provides useful insights into teachers' thoughts on their role in advocating for education, as seen by the highest and lowest mean scores. The indicator with the highest mean score is Indicator 3, titled "To enhance education, I engage in dialogues with parents, coworkers, and stakeholders," which has a mean score of 1.76. This suggests that educators are actively involved in communicating and collaborating with diverse stakeholders within the educational framework, such as parents, coworkers, and other pertinent persons. The obtained high score indicates a notable dedication towards cultivating an educational atmosphere that is characterized by support and collaboration.

Conversely, the indicator exhibiting the lowest mean score is Indicator 6, which pertains to the collaboration between educators and school administrators in fostering teacher professional development, with a mean score of 1.69. This observation implies that educators may experience a lack of cooperation or assistance from school officials in facilitating their professional growth.

In general, the data indicates that teachers' unwavering dedication to promoting education via effective communication with many stakeholders is clearly reflected in the highest average score. Nevertheless, there exists an opportunity to improve the level of cooperation between educators and educational administrators, as seen by the comparatively lower average rating in terms of fostering teacher professional growth. Enhancing this partnership has the potential to create a more conducive and development-focused educational milieu.

7.3. Relationship between Teachers' Job Satisfaction and Professional Engagement

The correlation matrix provides a concise summary of the measurements that were taken to determine the relationship between the level of job satisfaction and professional engagement experienced by teachers. The results of the analysis of Spearman's rho showed that the generated p-values were all $<.001$, which are lower than the 0.05 level of significance for all of the domains. This suggests that the researcher will come to the conclusion that there is a significant relationship between the variables, as the null hypothesis is rejected. Specifically, job satisfaction in terms of pay and compensation, workload, classroom resources, supportive leadership, work-life balance, and recognition are correlated with professional engagement based on commitment to student success, enthusiasm and energy, reflective practice, innovation and creativity, and advocacy for education, with correlation coefficients that range from 0.71 to 0.81 (strong to very strong relationship). The correlation coefficients are positive, indicating that as the level of job satisfaction decreases, so does the assessment of professional engagement, and vice versa.

The aforementioned result offers valuable insights into the association between teachers' work satisfaction and their professional involvement across many areas. The results consistently indicate significant, positive associations between work satisfaction and different dimensions of professional involvement. This finding indicates that educators who express greater levels of work satisfaction are more inclined to actively and passionately participate in their professional responsibilities. The observed relationships possess significant consequences for educators and educational institutions alike. First and foremost, the authors emphasize the significant impact of work satisfaction on teachers' dedication to their profession. Teachers that are content and fulfilled demonstrate a higher level of commitment not just to the academic achievement of their students, but also to promoting excitement, reflective practice, creativity, and advocacy for education. Job satisfaction plays a crucial role in fostering teachers' overall professional commitment.

In summary, the correlation matrix shown in this study offers empirical support for the interrelatedness between work satisfaction and different aspects of professional involvement within the teaching profession. The aforementioned results underscore the significance of teacher well-being in cultivating a motivated and engaged teaching workforce. Consequently, it is important to make collaborative endeavors in establishing educational settings that are supportive and promote job satisfaction as a fundamental aspect of successful teaching and learning.

8. Conclusion

The evaluation of professional involvement among Chinese educators underscores the need for educational reforms and the establishment of support mechanisms. The results indicate very low levels of professional involvement in several aspects, including dedication to student achievement, excitement and vitality, reflective thinking, innovation and originality, and support for education. In order to effectively tackle these difficulties and cultivate a more actively involved teaching workforce, it is imperative for educational authorities to provide resources towards

comprehensive professional development initiatives. The discovery of this phenomenon has substantial consequences for educational policies and practices in China. In order to optimize the professional engagement of teachers, it is essential to emphasize strategies that effectively promote their work happiness. In conclusion, these efforts have the potential to result in enhanced pedagogical excellence and superior educational achievements for students in China.

9. Recommendations

1. Teachers' pay should be reviewed and increased by the government and educational institutions to reflect the cost of living and the responsibilities of the profession. This may be accomplished via regular wage increases and performance-based bonuses.

2. Workload management solutions that stress a fair allocation of activities and responsibilities among instructors should be used in schools. This might include recruiting more people, improving timetables, and providing enough support for instructors.

3. More resources should be allocated to schools to ensure that classrooms are well-equipped with current materials and technology. Furthermore, schools should have effective resource management and distribution methods.

4. School administrators should emphasize the development of a positive and collaborative school culture. Leadership development programs may assist administrators in developing the skills required to successfully encourage and engage their teaching team.

5. Work-life balance should be promoted at educational institutions via flexible work arrangements, decreased administrative loads, and wellness programs. Encouraging teachers to take breaks and holidays might also help them be more satisfied with their jobs.

6. Schools should offer opportunities for professional development that emphasize student-centered teaching practices, strengthening instructors' commitment to student achievement. This component may also be improved via collaborative planning and mentorship initiatives.

7. Teachers' passion and energy may be maintained via professional development and peer support. Teaching may be revitalized by encouraging creativity in lesson preparation and classroom activities.

8. Teachers' participation in reflective practice may be improved by encouraging a culture of reflection and self-assessment among them. It might be useful to provide

frequent chances for feedback and self-evaluation.

9. Schools should provide an atmosphere that supports creative teaching approaches and technology integration. Offering innovative pedagogy training and tools may help instructors become more involved in this area.

10. Teacher should be encouraged to participate in educational advocacy projects, giving them opportunity to express their views and concerns may improve their professional involvement in education advocacy.

11. Schools and educational institutions should acknowledge the link between work happiness and professional involvement. Efforts to increase work happiness should be seen as investments in improving teachers' professional engagement and, as a result, student results.

12. To address work satisfaction and professional engagement problems collectively, collaborative decision-making mechanisms including teachers should be implemented. This may result in more effective policies and solutions.

13. To measure the efficacy of initiatives aiming at boosting work satisfaction and professional engagement, continuous monitoring and feedback methods should be implemented. Changes should be made in response to input from teachers and educational stakeholders.

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