

Influencing Factors and Intervention Strategies of Teachers' Work Engagement in Primary and Secondary Schools

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Abstract: In recent years, the job burnout rate of teachers in my country has been on the rise. With the rise of positive psychology, researchers began to study teachers' work engagement. After consulting the literature, combined with the actual situation of primary and secondary school teachers, it is found that the main factors affecting the work engagement of primary and secondary school teachers are: teachers' salary, teachers' professional identity, teachers' professional development platform, and school management system. Therefore, it is possible to improve the work commitment of primary and secondary school teachers from the aspects of improving the existing system, improving the level of school management, and teachers' own efforts.

Keywords: Primary and secondary school teachers, Work engagement, Influencing factors, Intervention strategies.

1. Introduction

In recent years, teachers' work pressure has increased, and their sense of job burnout has increased significantly (Liu Sijun et al., 2020; Shang Haiyan, 2018). As the idea of positive psychology spread, the focus of related research turned to work engagement. Work engagement is a positive, positive emotional and cognitive state associated with work (Schaufeli, 2004). Research shows that, to a certain extent, teachers' work engagement can positively predict their level of occupational well-being (Zhao Bin, Zhang Dajun, 2014). The work input of teachers determines the quality of teaching and the level of teaching results, and it is also related to the academic quality of students and the long-term development of the school (Guo Wenbin et al., 2019). Therefore, it is necessary to deeply study the influencing factors of teachers' work engagement, and put forward corresponding intervention strategies accordingly.

2. Influencing Factors of Work Engagement of Primary and Secondary School Teachers

After consulting the literature, combined with the actual situation of primary and secondary school teachers, it is found that the main factors affecting the work engagement of primary and secondary school teachers are: teachers' salary, teachers' professional identity, teachers' professional development platform, and school management system.

2.1. Teacher Salary

Research shows that salary income (Zhang Fujun, 2018) and salary satisfaction (Cao Lanfang, Wen Jianlin, 2017) are important factors affecting teachers' work engagement. In recent years, the salary income of teachers has been paid more and more attention by the state and the central government, and the salary income has also been greatly improved. But at present, most teachers are dissatisfied with their income, except for some senior teachers who have obtained senior professional titles. The "Compulsory Education Law" clearly stipulates that "the average salary income level of compulsory

education teachers should not be lower than the average salary income level of local civil servants", but this standard has not been reached in reality. In addition, the salary increase in public schools is generally small. It is understood that the annual increase of teachers' salary scale is about tens of yuan.

Performance-based salary reflects the actual performance and contribution of teachers. Based on the principle of getting more for more work, it is inclined to front-line teachers, backbone teachers and outstanding teachers. The current performance pay is composed of 70% basic performance pay and 30% incentive performance pay. The basic performance salary is included in the teacher's salary on a monthly basis, and the reward performance salary is included in the teacher's salary on a semester basis. Incentive performance pay is generally allocated to individuals according to the teacher's work assessment. It is reasonable to say that better teachers have higher performance pay. However, in order to protect some old teachers with long teaching experience and other reasons, the incentive performance salary is applied across the board, and everyone is equal, which loses the incentive effect. Moreover, in some schools, older teachers with less workload get more performance-based incentives than younger teachers with more workload, which greatly dampens the enthusiasm of young teachers who are the mainstay of the school.

2.2. Teacher's Professional Identity

Research has shown that there is a positive correlation between the professional identity of primary and secondary school teachers and work engagement (Jin Meng, 2015). There are two main reasons for the low degree of professional recognition of teachers at present: one is the decline of social support and respect for teachers; the other is the gap between teachers' professional ideals and reality.

2.2.1. Declining Social Support and Respect for Teachers

Teachers are the profession of teaching and educating people. When interacting with students and parents at work, their understanding, support and respect for teachers have become an important factor affecting teachers' work engagement. Relevant research shows that teachers with high social support also have a higher level of work engagement (Cheng Xiulan, Gao You, 2019). Since ancient times, China

has the traditional virtue of respecting teachers and valuing Tao, but with the overall improvement of people's cultural level, teachers' knowledge advantages have declined, and their status has also declined. In addition, with the development of the economy, the income level of teachers is not dominant compared with other industries, or even lower. In addition, in the Internet age, the number of negative reports and reprints of the media on teachers are more than positive reports, resulting in a sharp drop in the social evaluation and recognition of teachers.

2.2.2. Teachers' Professional Identity Declines

Research shows that teachers' professional identity significantly and positively predict work engagement (Chen Qingli, 2021; Chen Minghui, 2021). Most teachers have been nurtured in pedagogy, pedagogy and subject expertise for many years before engaging in the teaching profession. Able to be a teacher and full of ambition, hoping to achieve something. However, when I actually entered the teaching position, I found that there was a huge gap with the ideal, so I had doubts and denials about myself, so it was difficult to put into work, and over time even thought of quitting.

2.3. Teacher Career Development Platform Is Narrow

The professional development platform for primary and secondary school teachers is narrow and uneven, which is mainly reflected in professional development and professional title promotion. Due to the resources of urban and rural schools, good and bad schools, teachers of different schools have different opportunities for professional development. There are quotas for the promotion of teachers' professional titles, and the number of people who reach the promotion standard will increase year by year. The number of professional titles in a school is determined by the total number of teachers in the school. To evaluate a higher-level professional title, in addition to meeting the rating standards, teachers with a higher-level professional title must be promoted or retired. In addition, the evaluation of teachers' professional titles is not standardized, which is reflected in the relatively large changes in the conditions of professional title evaluation. Research shows that career development opportunities have a significant positive impact on work engagement (Wei Hua, 2016), and fewer career development opportunities reduce rural teachers' active work engagement (Tang Keqiong, 2021). Primary and secondary school teachers have a narrow career development platform for professional development and professional title promotion, which will inevitably affect their work commitment.

2.4. School Management System Is Not Perfect

The imperfect management system is an important factor affecting work engagement (Gong Jing, 2020; Yang Chunping, 2009). The school's decision-making process is not democratic. When school leaders have managers-oriented thinking, the school will not have an atmosphere of democratic participation. Teachers have no right to participate in school management and policy formulation, and their enthusiasm for work will naturally be greatly affected. School leaders and middle-level cadres are more involved in decision-making, and their work commitment is more obvious.

3. Intervention Strategies for Teachers' Work Engagement in Primary and Secondary Schools

Combining theoretical and practical research to analyze, mainly from improving the existing system, improving the level of school management, teachers' own efforts, etc. to achieve the improvement of teachers' work commitment.

3.1. National and Social Level

3.1.1. Improve Supervision and Support

First of all, we must continue to maintain support for primary and secondary education, vigorously improve the working environment of teachers, and provide favorable conditions for teachers' work. Only when the funding for education is guaranteed can the working environment of teachers be effectively improved. Research shows that when primary and secondary school teachers are more aware of their own professional environment for driving and helping their career development, their focus on work engagement will be effectively guaranteed (Blue Ocean, 2019). Secondly, the government and relevant departments should also supervise whether the use of school funds is reasonable, and should ensure that a certain degree of funds are used for teachers. The investment in education funds does not represent the investment in teachers. Many schools repeatedly invest in hardware facilities and the quotations are unreasonable. Many experimental equipments are old and have not been replaced. Teachers cannot use them for classes, and the utilization rate is not high. How to improve literacy.

3.1.2. Establish An Effective Performance-based Salary System While Maintaining the Steady Growth of Teachers' Work

Since the main role of performance-based pay is to motivate teachers' work commitment (Shi Zhuzi, 2017), it is necessary to establish an effective performance-based pay system to ensure teachers' performance-based pay. Reasonable performance distribution standards issued by the state for the reference and implementation of schools, so that teachers can follow and justify, and can also increase the school's organizational fairness. The highly rewarding performance pay that good teachers deserve should not come from deductions from other teachers. Since it is a rewarding performance, the original performance salary stipulated by the state should be paid directly to teachers, and then the relevant government departments will make additional payments based on the school's actual work assessment of teachers.

3.1.3. Establish A Standardized and Fair Title System

The promotion of teachers' professional titles is an important part of teachers' professional development. Teachers' professional titles are closely related to teachers' salaries. The quotas for professional title evaluation and the irregular evaluation conditions have a negative impact on teachers' work commitment. In order to stabilize the teaching staff and improve teachers' work commitment, it is very important to establish a standardized and fair professional title system. The first is to standardize the evaluation of professional titles. Establish a standard and rigid professional title evaluation standard, which can be changed according to the situation, but must be scientific and objective, and the next year's professional title evaluation standard must be announced at least one year in advance. The second is to

change the "place allocation ratio" to "natural promotion" (Gao Hongfu, 2011). Change the previous method of determining the number of promotions based on the ratio of the number of teachers in the whole school, and give corresponding title evaluations to teachers who meet the promotion of professional titles to protect their interests.

3.1.4. Build A Social Support Network

With the development and convenience of the Internet, the spread of corporal punishment, student safety incidents, sexual assault and other incidents has increased, which has caused teachers to fall into a crisis of stigma several times. Greatly dampen the enthusiasm of teachers' work. The study found that social support can better predict the level of work engagement (Li Yongzhan, 2016). Therefore, it is necessary to build a certain social support network so that the public can understand the actual work of teachers and guide the public to view educational issues rationally.

First of all, it is necessary to improve the laws and regulations in the field of protecting the legitimate rights and interests of teachers. The government should step up enforcement efforts,

Safeguard the legitimate rights and interests of teachers and improve their social status. Then, guide public opinion to pay attention to and support teachers' work. The state and society should actively exert the influence and propaganda role of various media, popularize relevant knowledge for the public, guide the public to care for teachers' physical and mental health, and support teachers' educational work. Make the society gradually form a good social environment that respects knowledge and pays attention to education, and improves the enthusiasm, sense of achievement and achievement of teachers' work.

3.2. School Level

3.2.1. Improve the Leadership of the Principal

Create an organizational atmosphere of mutual help. Research shows that organizational climate plays a mediating role between work behavior and work engagement (Han Fei, 2015). The overall atmosphere of the school that often pays attention to teachers is more harmonious, teachers get along well, help each other in work, care for each other in life, teachers who work in it feel comfortable, are cared for, and are more motivated to work.

Improve the democratic awareness of principals and increase teachers' participation in decision-making. Research shows that if leaders agree to teachers' participation in school policy-making and decision-making, it will help to improve teachers' morale, work enthusiasm and career satisfaction (Kong Fanqiong, 2013). Principals and other management should promote democracy and allow all teachers to participate in the decision-making of some affairs, especially those involving the interests of teachers. Let teachers understand the decision-making process by participating in decision-making, understand the behavior of managers, and enhance teachers' sense of ownership. to be more active in work.

3.2.2. Build A Platform for Teachers' Professional Development

In order to take effective incentives, in addition to improving teachers' performance wages as mentioned above, it is also necessary to stimulate the intrinsic motivation of teachers' work, that is, teachers' professional development. Research shows that further training has a significant impact

on the work engagement of rural primary school teachers (Li Yong, Chen Chuanfeng, 2014). Teachers can feel the attention of school leaders, and they can also see the future development direction of their own careers, making them more motivated to work. Therefore, schools can build a platform for teachers' professional development and arrange teachers' further education and training in a step-by-step manner, so that teachers can gain more motivation for professional development.

3.2.3. Pay Attention to The Psychology of Teachers

Schools can regularly arrange psychological lectures for teachers; regularly hire off-campus psychological experts; set up special psychological counseling rooms for teachers; adopt targeted group psychological counseling and individual psychological counseling, subscribe to special psychological books or journals, pay attention to teachers' psychological health, and understand their psychological health. Demand, answer their confusion, let teachers feel the care and help of the organization, and increase teachers' work input.

3.3. Individual Teacher Level

Teachers' work commitment is a teacher's self-feeling of their own work commitment. Starting from the teachers themselves is also a powerful aspect to improve teachers' work commitment. Research shows that personal factors such as teachers' professional concept, professional ability, and mentality affect teachers' personal work engagement level (Chen Xiaoqing, Zhang Shuning, 2020).

3.3.1. Establish A Good Professional Outlook

Research shows that a sense of professional mission can predict work engagement (Gu Jianghong et al., 2018). Teachers with a good professional outlook can recognize the great significance of teachers' work and the responsibilities and missions they shoulder. Therefore, they are also more patient and caring towards students in educational work.

3.3.2. Improve Professional Ability

Research shows that among all external interpersonal supports, students' feedback to teachers is the biggest factor affecting teachers' work commitment (Xu Chi, 2016). Good feedback from students to teachers promotes teachers' work engagement. This kind of good feedback is largely due to the professional ability of teachers. Therefore, teachers' professional ability is an important factor to gain students' trust and improve teachers' work commitment. Teachers can enrich their professional knowledge through extensive reading of professional-related materials; actively participate in various trainings and open classes to hone their teaching ability; consult more experienced teachers to improve their professional level.

3.3.3. Adjust Your Mentality

Teachers should evaluate and position themselves objectively, and recognize their own value and position. Learn to balance the relationship between self, reality and ideal, and constantly reflect and improve. Treat fame and fortune correctly, with less comparisons and more practical work. Adjust your mentality, face it positively, learn how to solve problems, handle all kinds of problems you may encounter in your teaching career skillfully, participate in relevant learning and communication activities, and broaden your horizons and minds, which can effectively avoid negativity The impact of emotions on work. This enables teachers to better engage in their work.

4. Epilogue

In short, the work input of primary and secondary school teachers is very important to the quality of primary and secondary education and the development of students and schools. It is affected by many factors. We can formulate corresponding measures according to the relevant influencing factors, and adopt relevant intervention strategies to adjust.

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