

## **A SURVEY ON THE PROFESSIONAL WELL BEING OF MIDDLE SCHOOL TEACHER IN LUOHE CITY, HENAN PROVINCE, CHINA**

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**Abstract:** The purpose of this study is to investigate the current situation of teachers' occupational well-being in a school in Luohe City, Henan Province, China, and to analyze the differences of teachers' occupational well-being under different demographic variables. This study uses the method of questionnaire survey, taking the middle school teachers of a school in Luohe City, Henan Province, China as the mother group, and uses the census method to select 223 teachers from the whole school as the research object of this study. Finally, 220 valid questionnaires are collected and sorted out, and the effective rate of the questionnaire is 98.65%. The research tool used in this study is the questionnaire of primary and secondary school teachers' well-being compiled by gaohailin. Descriptive analysis, independent t-test and one-way ANOVA were used to analyze the survey data. The results showed that the overall level of teachers' occupational well-being in a school in Luohe City, Henan Province, China was high; There are significant differences in Teachers' professional well-being under the background variables of teachers' gender, age, education background, teaching age, professional title, Department, income and so on. Finally, based on the quantitative research results, this study puts forward corresponding suggestions and Countermeasures to help middle school teachers improve the level of teachers' professional well-being.

**Keywords:** Middle school teachers, Career happiness, A school in Luohe City, Henan Province

### **Introduction**

In today's era, teachers are facing a significant increase in psychological burden, characterized by the sustained suppression of individual reasonable needs to meet multiple expectations from the work environment and society. Due to the inherent normative characteristics of the teaching profession, individuals have limited autonomy in it, which is directly related to the decline in their professional happiness. Interview data reveals that almost all teachers involved in the survey expressed similar shared experiences and perceptions (Hou, 2011).

According to the German philosopher Eisler, education can be understood as a unique interactive relationship. This relationship goes beyond simple physical or mechanical models, like the mutual influence between lives symbolized by 'one tree shaking another', and the mutual stimulation of spiritual forces implied by 'one cloud pushing another cloud'. The core essence lies in the awakening of one soul to another, emphasizing the deep communication and spiritual resonance between subjects in education (Antonia et al., 2007). Only in this way can noble teacher ethics gain lasting vitality, play a positive guiding role in educational practice for a long time, and ultimately benefit students, allowing them to experience a happy educational process (Hu & Wang, 2022).

In summary, the author takes the occupational happiness of middle school teachers as the research object, explores the relationship between population background variables and teacher occupational happiness, and plays a promoting role in improving the relationship between population background variables and teacher occupational happiness.

### **Research Objectives**

(1) Understand the current status of professional happiness among middle school teachers in a school in Luohe City, Henan Province.

(2) Analyze the differences in the current status of occupational well-being among middle school teachers in a school in Luohe City, Henan Province, under different background variables.

### **Literature Review**

#### ***Research on The Concept of Occupational Well-Being***

American scholar Wright (2004) pointed out that occupational well-being, as an individual's subjective experience in the work field, refers to the complex of employees' cognitive evaluation and emotional response to all work-related affairs, which includes both positive and negative aspects. Schaufeli & Schreurs (2004) defined occupational well-being as: occupational well-being can be defined as an individual's positive evaluation and experience of all aspects of his work. This experience is not a single dimension, but specifically manifested in five interrelated aspects: emotion, motivation, behavior, cognition and physical and mental state.

Chinese scholars' definition of occupational well-being is mainly a localized interpretation based on the study of American well-being theory. Qi (2021) believes that occupational well-being is the subjective feeling of employees about their work and work environment, which reflects their evaluation and satisfaction of work content and work status. Lin (2014) has a more consistent view. They define occupational well-being as a kind of continuous pleasure that individuals experience when they obtain satisfaction of needs, potential and ability improvement at work, and believe that the acquisition of such well-being is usually limited.

#### ***Research on The Influencing Factors of Teachers' Professional Well-Being***

The internal influencing factors of teachers' professional well-being are often rooted in their psychological characteristics, such as the level of EQ, the strength of psychological toughness and the quality of self-management ability (Hardcastle & Byrnes, 2008).

### ***Research on The Current Situation of Teachers' Professional Well-Being***

The research of Liu & Zhang (2011) shows that the survey data of middle school teachers in China show that their overall life satisfaction level is low and the frequency of positive emotional experience is insufficient. The study also revealed that 12.3% of teachers showed significant symptoms of psychological problems, and this phenomenon was significantly correlated with the low level of subjective well-being. Zhou (2020) conducted a questionnaire survey on 317 teachers in Luoyang. The average happiness of middle school teachers in Luoyang was 62.58, and the overall happiness was not high. The lowest happiness was 34, and the highest was 83. (Han, 2018) conducted an empirical study on the occupational happiness of primary and secondary school teachers in Ganzhou City, Jiangxi Province, and found that the happiness level of teachers was at the general level.

### ***Research Gap in the Senior High School Context***

Despite the breadth of studies on classroom misbehavior, the majority focused on primary schools, junior high schools, or special groups such as vocational students or left-behind children in rural areas (Wu, 2010; Chen, 2021). Relatively few empirical studies had examined misbehavior patterns in general academic high schools, particularly in private institutions where student composition, family background, and academic expectations may differ from public schools.

### ***Contribution of the Present Study***

This study focuses on the occupational well-being of middle school teachers. From the perspective of middle school teachers' well-being, it studies the impact of University Teachers' demographic variables on occupational well-being. In addition, this study is not limited to a simple theoretical pile up, but after building the theoretical foundation, it conducts a questionnaire empirical study, analyzes the main trends of the demographic background variables and occupational well-being of middle school teachers combined with the survey data results, and verifies and explains the questionnaire results.

## **Methodology**

The research object of this paper is a middle school teacher group in Luohe City, Henan Province, China. There are 223 teachers in the school. This survey uses the census method to issue an electronic questionnaire to middle school teachers in Luohe City, Henan Province, China. 223 questionnaires were distributed in this survey. After eliminating 3 invalid questionnaires, 220 valid questionnaires were recovered, with an effective recovery rate of 98.65%, which is considered to meet the requirements. In this study, 223 teachers from a middle school in Luohe City, Henan Province were collected by questionnaire. In terms of specific operation, firstly, the questionnaire containing basic

personal information and core measurement items was designed and edited by using the questionnaire star platform, and then the two-dimensional code of the questionnaire was generated and downloaded. The official test was conducted in March 2024. The two-dimensional code of the questionnaire was pushed through the school teachers' work group, and the filling instructions and precautions were issued simultaneously. The research team continued to monitor the progress of filling out and collecting the questionnaire in the background of the questionnaire star. After the survey, the original data were exported and initially sorted out by Excel, and then imported into SPSS 22.0 software for statistical analysis.

In this study, 223 middle school teachers in a school in Luohe City, Henan Province, China were surveyed and collected. The data information was sorted into EXCEL form, and then imported into spss22.0 to complete the statistical analysis of the data. The specific data analysis methods are as follows: 1) Descriptive statistics The overall level of occupational well-being of middle school teachers in Luohe City, Henan Province, China and the scores of each dimension were statistically analyzed, and the scores of each dimension in the questionnaire were analyzed. 2) Difference analysis The independent sample t-test and one-way variance analysis were used to measure the differences of middle school teachers' occupational well-being under different demographic background variables.

The questionnaire used in this paper is "questionnaire development and status survey of primary and secondary school teachers' well-being" prepared by Gao (2016). This paper will analyze the reliability and validity of the data after the questionnaire. Exploratory factor analysis was conducted on all variables and items in the questionnaire. Five factors were extracted from the overall scale, and the load coefficients of the factors were greater than 0.4, indicating that each item can converge to each variable. The five factors correspond to five variables. The cumulative variance interpretation rate of each variable factor was 69.384%, which reached the standard of more than 60%, so the questionnaire has good validity. It can be used for the investigation and test of middle school teachers' occupational well-being in this study.

## **Results**

### ***Demographic Analysis of Questionnaire Participants***

This study selected middle school teachers in a school in Luohe City, Henan Province as the research object. There were 223 teaching staff in the school. Three invalid questionnaires were excluded, and 220 valid questionnaires were recovered through the survey. Now, starting from demographic background variables such as gender, age, education background, teaching age, professional title, School Department, income and so on, the distribution of samples was analyzed.

### ***Descriptive Statistical Analysis of Occupational Well Being***

This paper uses descriptive statistics to analyze the current situation of professional well-being of middle school teachers in Luohe City. Table 1 shows the specific data. According to the data, the

average score of occupational well-being of middle school teachers in Luohe City is 4.13, of which the average score of environmental suitability dimension is the highest, which is 4.22, and the average score of health condition dimension is the lowest, which is 3.86, indicating that the environmental suitability dimension of middle school teachers in Luohe City has a greater impact on occupational well-being, while the health condition dimension has the smallest impact on occupational well-being.

**Table 1:** Descriptive Statistics of Occupational Well-Being of Middle School Teachers in Luohe City

Factor	N	M	SD	Interpretation
Life Satisfaction	220	4.14	0.54	High
Health Condition	220	3.86	0.61	High
Welfare Treatment	220	4.21	0.58	High
Suitable Environment	220	4.22	0.54	High
Family Support	220	4.21	0.50	High

*There are significant differences in professional well-being between middle school teachers of different genders*

**Table 2:** Analysis of Gender Differences in Occupational Well-Being

Factor	Gender	N	M	SD	<i>t</i>	Sig.
Life Satisfaction	Male	97	3.78	0.32	-11.200	<i>p</i> <0.001
	Female	123	4.41	0.52		
Health Condition	Male	97	3.96	0.61	2.025	0.044
	Female	123	3.79	0.60		
Welfare Treatment	Male	97	4.14	0.60	-1.656	0.099
	Female	123	4.27	0.56		
Suitable Environment	Male	97	4.12	0.54	-2.397	0.017
	Female	123	4.30	0.54		
Family Support	Male	97	4.13	0.52	-2.079	0.039
	Female	123	4.27	0.47		
Factor	Male	97	4.03	0.27	-4.523	<i>p</i> <0.001

we need to compare whether there are differences in academic well-being between middle school teachers of different genders Therefore, this study uses independent sample t test to test this hypothesis The test results are shown in table 2. In the process of comparing the differences of middle school teachers' occupational well-being between different genders, the value of SIG in total

occupational well-being is less than 0.001, which is lower than 0.05 of the standards. Therefore, it is certain that this research hypothesis is tenable, that is, there are significant differences between middle school teachers of different genders in their occupational well-being. Details are shown in the table below:

***There Are Significant Differences in Occupational Well-Being among Middle School Teachers of Different Ages***

The results of the single-factor ANOVA analysis under the age variable are presented in Table 3. The data reveals that the overall significance level for occupational well-being is 0.024, which is less than 0.05, indicating that there are notable differences in occupational well-being among middle school teachers of varying ages. Further multiple comparison analyses show that middle school teachers aged above 46 exhibit the highest levels of occupational well-being, with a mean score of 4.18. They are followed by teachers aged between 36 and 45, who have a mean score of 4.15. Teachers under the age of 35 report the lowest levels of occupational well-being, with a mean score of 4.04. Overall, a pattern emerges where older middle school teachers tend to experience higher levels of occupational well-being.

**Table 3:** Analysis of Age Differences in Occupational Well-Being

Factor	Age	N	M	SD	<i>F</i>	Sig.
Life Satisfaction	Under 35	62	4.01	0.61	2.932	0.055
	36-45 Years Old	103	4.15	0.49		
	Over 46 Years Old	55	4.25	0.53		
Health Condition	Under 35	62	4.23	0.59	29.073	<i>p</i> <0.001
	36-45 Years Old	103	3.86	0.63		
	Over 46 Years Old	55	3.46	0.22		
Welfare Treatment	Under 35	62	3.98	0.60	7.856	0.001
	36-45 Years Old	103	4.27	0.53		
	Over 46 Years Old	55	4.36	0.57		
Suitable Environment	Under 35	62	3.97	0.59	12.008	<i>p</i> <0.001
	36-45 Years Old	103	4.25	0.51		
	Over 46 Years Old	55	4.44	0.43		
Family Support	Under 35	62	3.99	0.54	10.897	<i>p</i> <0.001
	36-45 Years Old	103	4.24	0.47		
	Over 46 Years Old	55	4.39	0.41		
Factor	Under 35	62	4.04	0.39	3.802	<i>p</i> <0.001

***There Are Significant Differences in The Professional Well-Being of Middle School Teachers with Different Educational Backgrounds***

See table 4 for the results of single factor ANOVA analysis under the education variable. From the data, it can be seen that the overall significance of occupational well-being is  $<0.001$ , and the statistical analysis has reached a significant level, which means that there are statistically significant differences in occupational well-being among middle school teachers with different education backgrounds. Through multiple comparison results, it is found that the secondary school teachers with master's degree have the highest occupational well-being, with an average of 4.29, followed by the secondary school teachers with bachelor's degree, with an average of 4.16, and the secondary school teachers with specialist's degree have the lowest occupational well-being, with an average of 3.99. In general, the higher the level of secondary school teachers' education, the better the performance of occupational well-being.

**Table 4:** Analysis On The Difference Of Occupational Well-Being In Educational Background

Factor	Educational Background	N	M	SD	<i>F</i>	Sig.
Life Satisfaction	Specialist	59	4.02	0.65	1.823	0.164
	Undergraduate Course	142	4.18	0.50		
	Master	19	4.16	0.43		
Health Condition	Specialist	59	3.93	0.52	9.814	$p<0.001$
	Undergraduate Course	142	3.91	0.64		
	Master	19	3.30	0.27		
Welfare Treatment	Specialist	59	3.94	0.61	17.787	$p<0.001$
	Undergraduate Course	142	4.25	0.54		
	Master	19	4.77	0.25		
Suitable Environment	Specialist	59	4.03	0.60	9.495	$p<0.001$
	Undergraduate Course	142	4.24	0.52		
	Master	19	4.61	0.25		
Family Support	Specialist	59	4.00	0.54	13.301	$p<0.001$
	Undergraduate Course	142	4.24	0.47		
	Master	19	4.62	0.14		
Factor	Specialist	59	3.99	0.35	10.334	$p<0.001$

***There Are Significant Differences in The Professional Well-Being of Middle School Teachers with Different Teaching Ages***

After using the single factor analysis method, the results in table 5 show that the significance



of health status is $<0.001$ , the significance of welfare treatment is $<0.001$ , the significance of environmental suitability is $<0.001$ , the significance of family support is $<0.001$ , the significance of life satisfaction is 0.022 and the significance of occupational well-being is 0.011, both less than 0.005. It shows that teaching age has a significant impact on Teachers' occupational well-being Through multiple comparison results, it is found that middle school teachers with more than 10 years of teaching experience have relatively high occupational well-being, with an average of 4.20, followed by middle school teachers with 6-10 years of teaching experience, with an average of 4.16, and finally middle school teachers with less than 5 years of teaching experience, with an average of 4.04. Teachers with more than 10 years of teaching experience can handle teaching affairs easily, so their occupational well-being is relatively high In general, the higher the teaching age of middle school teachers, the better the performance of occupational well-being

**Table 5:** Analysis On The Difference of Occupational Well-Being In Teaching Age

Factor	Years	N	M	SD	<i>F</i>	Sig.
Life Satisfaction	5 Years And Below	74	4.02	0.58	3.862	0.022
	6-10 Years	88	4.14	0.48		
	More Than 10 Years	58	4.28	0.54		
Health Condition	5 Years And Below	74	4.25	0.57	37.244	$p<0.001$
	6-10 Years	88	3.81	0.63		
	More Than 10 Years	58	3.46	0.22		
Welfare Treatment	5 Years And Below	74	3.99	0.57	9.331	$p<0.001$
	6-10 Years	88	4.29	0.54		
	More Than 10 Years	58	4.37	0.57		
Suitable Environment	5 Years And Below	74	3.97	0.57	15.292	$p<0.001$
	6-10 Years	88	4.28	0.51		
	More Than 10 Years	58	4.45	0.43		
Family Support	5 Years And Below	74	3.98	0.51	15.021	$p<0.001$
	6-10 Years	88	4.27	0.47		
	More Than 10 Years	58	4.41	0.40		
Factor	5 Years And Below	74	4.04	0.38	4.575	0.011

***There Are Significant Differences in The Professional Well-Being of Middle School Teachers with Different Professional Titles***

After using the single factor ANOVA analysis method, the results in table 6 show that the significance of life satisfaction is $<0.001$ , the significance of health status is $<0.001$ , the significance of welfare treatment is $<0.001$ , the significance of environmental suitability is $<0.001$ , the significance of family support is $<0.001$ , the significance of happiness satisfaction is $<0.001$ , and the significance is less than 0.001.



**Table 6:** Analysis of The Differences in Occupational Well-Being

Factor	Professional title	N	M	SD	F	Sig.
Life Satisfaction	No professional title	44	3.60	0.20	24.897	$p<0.001$
	Secondary level of Chinese Education	149	4.26	0.53		
	Class I of Chinese Education	23	4.39	0.44		
	senior	4	3.94	0.24		
Health Condition	No professional title	44	4.40	0.33	22.921	$p<0.001$
	Secondary level of Chinese Education	149	3.79	0.61		
	Class I of Chinese Education	23	3.37	0.28		
	senior	4	3.45	0.19		
Welfare Treatment	No professional title	44	3.61	0.21	36.381	$p<0.001$
	Secondary level of Chinese Education	149	4.30	0.56		
	Class I of Chinese Education	23	4.68	0.26		
	senior	4	5.00	0.00		
Suitable Environment	No professional title	44	3.61	0.20	36.365	$p<0.001$
	Secondary level of Chinese Education	149	4.33	0.52		
	Class I of Chinese Education	23	4.59	0.25		
	senior	4	4.58	0.17		
Family Support	No professional title	44	3.65	0.21	41.069	$p<0.001$
	Secondary level of Chinese Education	149	4.31	0.46		
	Class I of Chinese Education	23	4.60	0.16		
	senior	4	4.61	0.07		
Factor	No professional title	44	3.77	0.12	35.790	$p<0.001$

***There Are Significant Differences in The Professional Well-Being of Middle School Teachers from Different Departments***

After using the single factor ANOVA analysis method, the results in table 7 show that the significance of health status is $<0.001$ , the significance of welfare treatment is $<0.001$ , the significance of environmental suitability is $<0.001$ , the significance of family support is $<0.001$ , the significance of happiness satisfaction is $<0.001$ , and the significance is less than 0.001. The significance of life satisfaction is 0.004, both less than 0.05 It shows that the school department has a significant impact on Teachers' professional well-being.

**Table 7:** Analysis On The Differences of Occupational Well-Being In School Departments

Factor	Years	N	M	SD	F	Sig.
Life Satisfaction	Junior High School	94	4.01	0.60	8.653	0.004
	High School	126	4.23	0.47		
Health Condition	Junior High School	94	4.20	0.50	66.711	$p<0.001$
	High School	126	3.61	0.56		
Welfare Treatment	Junior High School	94	3.87	0.53	76.688	$p<0.001$
	High School	126	4.47	0.48		
Suitable Environment	Junior High School	94	3.91	0.54	70.593	$p<0.001$
	High School	126	4.45	0.42		
Family Support	Junior High School	94	3.90	0.46	93.969	$p<0.001$
	High School	126	4.45	0.38		
Factor	Junior High School	94	3.98	0.36	43.808	$p<0.001$

***There Are Significant Differences in The Professional Well-Being of Middle School Teachers with Different Incomes***

After single factor analysis, the results in table 8 show that income has a significant impact on Teachers' professional well-being. The significance of life satisfaction is  $<0.001$ , the significance of health status is  $<0.001$ , the significance of welfare treatment is  $<0.001$ , the significance of environmental suitability is  $<0.001$ , the significance of family support is  $<0.001$ , the significance of happiness satisfaction is  $<0.001$ , and the significance is less than 0.001. It shows that the difference of income in the dimension of life satisfaction is obvious.

**Table 8:** Analysis on The Difference of Occupational Well-Being in Income

Factor	Years	N	M	SD	F	Sig.
Life Satisfaction	Below 5000 Yuan	62	3.86	0.62	22.418	$p<0.001$
	5000-8000 Yuan	77	4.07	0.46		
	Above 8000 Yuan	81	4.41	0.41		
Health Condition	Below 5000 Yuan	62	4.03	0.53	151.722	$p<0.001$
	5000-8000 Yuan	77	4.35	0.40		
	Above 8000 Yuan	81	3.28	0.24		
Welfare Treatment	Below 5000 Yuan	62	3.84	0.57	67.858	$p<0.001$
	5000-8000 Yuan	77	4.03	0.50		
	Above 8000 Yuan	81	4.67	0.29		
Suitable Environment	Below 5000 Yuan	62	3.91	0.58	46.903	$p<0.001$
	5000-8000 Yuan	77	4.06	0.50		
	Above 8000 Yuan	81	4.60	0.26		
Family Support	Below 5000 Yuan	62	3.89	0.54	70.460	$p<0.001$
	5000-8000 Yuan	77	4.05	0.41		
	Above 8000 Yuan	81	4.61	0.17		
Factor	Below 5000 Yuan	62	3.91	0.32	39.587	$p<0.001$

### ***Verification of Research Hypothesis Results***

**Table 9:** Validation of Research Hypothesis Results

Hypothesis	Content	Result
H1: There Are Significant Differences in The Occupational Well-Being of Primary and Secondary School Teachers in Luohe City with Different Background Variables	H1.1: There Are Significant Differences In Professional Well-Being Between Middle School Teachers of Different Genders	Valid
	H1.2: There Are Significant Differences In Occupational Well-Being Among Middle School Teachers Of Different Ages	Valid
	H1.3: There Are Significant Differences In The Professional Well-Being of Middle School Teachers With Different Educational Backgrounds	Valid
	H1.4: There Are Significant Differences In The Professional Well-Being of Middle School Teachers With Different Teaching Ages	Valid
	H1.5: There Are Significant Differences In The Professional Well-Being of Middle School Teachers With Different Professional Titles	Valid
	H1.6: There Are Significant Differences In The Professional Well-Being of Middle School Teachers From Different Departments	Valid
	H1.7: There Are Significant Differences In The Professional Well-Being of Middle School Teachers With Different Incomes	Valid

### **Discussion**

#### ***There Are Significant Differences in Middle School Teachers' Professional Well-Being between Different Genders***

The research results show that there are significant differences in the professional well-being of middle school teachers of different genders, which is basically consistent with the research results of Li(2023). Female teachers' professional well-being is higher than that of male teachers, possibly because female teachers' well-being is higher than that of male teachers in life satisfaction, working environment, family support and other dimensions. Female teachers are more rational, more adaptable to the environment and easier to be satisfied.

#### ***There Are Significant Differences in The Professional Well-Being of Middle School Teachers of Different Ages***

The research results show that there are significant differences in the occupational well-being of middle school teachers of different ages, which is basically consistent with the research results of

Xue (2020). Xue (2020) believes that generally, with the growth of teaching age, teachers tend to accumulate more experience and adapt to the pace of work, so their occupational well-being presents a trend of gradual improvement.

***There Are Significant Differences in The Professional Well-Being of Middle School Teachers with Different Educational Backgrounds***

The research results show that there are significant differences in the professional well-being of middle school teachers with different educational backgrounds, which is different from the research results of wang (2019). The research results show that educational factors have a differentiated impact on the different dimensions of teachers' well-being.

***There Are Significant Differences in Middle School Teachers' Occupational Well-Being among Different Teaching Ages***

The results show that there are significant differences in the occupational well-being of middle school teachers with different teaching ages, which is basically consistent with the research results of xue (2020). Xue (2020) believes that with the growth of age, the occupational well-being index of teachers is also gradually increasing.

***There Are Significant Differences in The Professional Well-Being of Middle School Teachers with Different Professional Titles***

The results show that there are significant differences in the professional well-being of middle school teachers with different professional titles, which is different from the research results of Liu & Wang (2021). The research results of Liu & Wang (2021) show that there are significant differences in the level of occupational well-being of teachers with different professional titles. The survey shows that there are obvious differences in Teachers' professional well-being: senior teachers feel the strongest, followed by teachers without professional titles. In contrast, primary and intermediate teachers' professional well-being is less prominent.

***There Are Significant Differences in The Professional Well-Being of Middle School Teachers from Different Departments***

The results show that there are significant differences in the professional well-being of middle school teachers from different departments, which is different from the results of Tao (2021). Tao (2021) research results show that the overall well-being of junior high school teachers is higher than that of senior high school teachers. But in this study, the average of high school teachers' occupational well-being is 4.24, and the average of junior high school teachers' occupational well-being is 3.98. From the perspective of average, high school teachers' occupational well-being is higher than that of junior high school teachers.

***There Are Significant Differences in The Professional Well-Being of Middle School Teachers with Different Incomes***

The results show that there are significant differences in the professional well-being of middle

school teachers with different incomes, which is basically consistent with the research results of Hu & Wang(2022). Hu & Wang(2022) think The survey results show that the income factor has a certain impact on Teachers' work attitude: teachers with higher monthly income generally show higher job satisfaction. However, it is worth noting that the income situation does not seem to touch the core level of teachers' work engagement - it does not directly affect the degree of teachers' work engagement.

## **Conclusions**

This study conducted a questionnaire survey on Teachers' occupational well-being in a school in Luohe City, Henan Province, China. The data of 220 valid questionnaires were statistically analyzed. The main research results are summarized as follows:

First, there are significant differences in the professional well-being of middle school teachers between different genders. Female teachers' occupational well-being is higher than that of male teachers.

Second, there are significant differences in the professional well-being of middle school teachers of different ages. The older the age, the higher the occupational well-being.

Third, there are significant differences in the occupational well-being of middle school teachers with different educational backgrounds, and the higher the educational background, the higher the occupational well-being.

Fourth, there are significant differences in the professional well-being of middle school teachers with different teaching ages. With the increase of teaching age, the professional well-being of middle school teachers is stronger.

Fifth, there are significant differences in the professional well-being of middle school teachers with different professional titles, among which the professional well-being of secondary school teachers is the highest, and the higher the professional title, the higher the professional well-being.

Sixth, There are significant differences in the occupational well-being of middle school teachers, and the occupational well-being of high school teachers is higher than that of junior high school teachers.

Seventh, there are significant differences in the occupational well-being of middle school teachers with different incomes. The higher the income, the higher the occupational well-being.

To sum up, education background, gender, age, teaching age, professional title, department and income have significant differences for the occupational well-being of middle school teachers in Luohe City, Henan Province, China Therefore, the demographic background variables have significant differences in the occupational well-being of middle school teachers in Luohe City, Henan Province, China.

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