

## **A STUDY ON THE JOB INVOLVEMENT OF TEACHERS AT PRIVATE HIGHER VOCATIONAL COLLEGE IN HENAN PROVINCE, CHINA**

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**Abstract:** The work attitude and performance of teachers in private universities not only reveal the status of individual career development but also are the key factors for the sustainable development of schools and the healthy growth of students. This study conducted an empirical investigation among teachers in a private university in Zhengzhou City, Henan Province, using the questionnaire survey method and completed the statistical analysis of 204 questionnaires through SPSS software. The aim was to examine the current level of teachers' job involvement, compare the differences in different background variables, and put forward conclusions and suggestions based on the research results. The research results showed that the current level of teachers' job involvement in a private university in Zhengzhou City, Henan Province, China was at a high level. There are significant differences in teachers' job involvement in private university in Zhengzhou City, Henan Province in terms of gender, whether they are normal university majors, and the subjects they teach.

**Keywords:** Private University Teachers Job Involvement

### **Introduction**

In the international context, with the rise of positive psychology and positive organizational behavior, the role of positive psychological abilities in organizational performance has attracted much attention. Foreign scholar Azila (2023) believes that job involvement, as a positive personal state, has become a new focus in the fields of organizational behavior and human resource management. The teaching profession has a strong sense of enlightenment and mission due to the cultivation of students, but job characteristics and the working environment can easily distract teachers. Although there is no unified definition of job involvement at home and abroad, it is generally considered to be a positive state in daily work, covering both cognitive and emotional aspects. Scholars mostly adopt the definition by Schaufeli et al. (2002), which states that teachers' job involvement is a positive, lasting work-related emotional state and motivation, manifested as vitality, dedication, and concentration.

High job involvement is beneficial to personal development, work performance, and the harmony of organizations and society.

Domestically, the *Blue Book of Teacher Education: Report on the Development of Teacher Education in China 2022* points out that the scale of China's teaching force ranks first in the world, but there is an imbalance in the development of teacher education. Issues such as the decline in the quality of higher education and the low basic quality of students have become prominent (Wu & Peng, 2017). Cultivating high-level dedicated teachers has become an important issue in educational development. Studies have shown that the higher an individual's job involvement, the higher their work performance, so in-depth research on teachers' job involvement is necessary (Jiang & Tang, 2023). In summary, this study takes teachers from a private higher vocational college in Zhengzhou City as the research object to explore their job involvement, providing a basis for related research and management.

Current research on job involvement mainly focuses on the fields of organizational behavior and enterprise human resource management. Internationally, there are relatively few studies in the field of educational management, and even fewer literatures directly targeting university teachers. Therefore, strengthening research on the job involvement of domestic university teachers and analyzing the current situation and existing problems of teachers' job involvement in private higher vocational colleges in China is of great theoretical and practical significance.

This study uses a questionnaire survey method to conduct an empirical investigation on teachers from a private higher vocational college in Zhengzhou City, aiming to understand the current situation of vocational college teachers' job involvement. On the one hand, it enriches relevant theories of job involvement and verifies conclusions drawn by previous researchers. On the other hand, it studies and analyzes the current situation and causes of teachers' job involvement in private higher vocational colleges, and puts forward practical and effective countermeasures to improve it with the help of relevant theories, injecting new impetus into research in this field.

## **Research Objectives**

The purpose of this study is as follows:

- (1) To investigate the demographic variable background of teachers in a private higher vocational college in Zhengzhou City, Henan Province.
- (2) To investigate the current situation of teachers' job involvement in a private higher vocational college in Zhengzhou City, Henan Province.
- (3) To analyze the differences in the job involvement of teachers in a private higher vocational college in Zhengzhou, Henan Province in terms of different background variables.

## **Literature Review**

### ***Concept of Teacher Job Involvement***

Scholars diverge slightly in defining job involvement but agree on its core. Emerging with positive psychology, Kahn (1990) early proposed it as organizational members integrating with roles, investing emotions, cognition and physical strength. Rothbard (2001) saw it as employees' psychological investment degree. Schaufeli et al. (2002) defined it as a positive, lasting mental focus on work affecting others.

Chinese scholars: Sheng (2005) emphasized physical and mental focus; Jiao et al. (2008) focused on work role emphasis; Li (2010, 2014, 2016) stressed positive emotional/cognitive states, with teachers showing concentration, dedication and vitality; Cao et al. (2019) noted college teachers' positive engagement in teaching, management and research; Chen (2020) highlighted multi-dimensional investment. No unified operational definition exists, but most view it as a work state reflecting subjective psychology and cognition.

### ***Job Requirements: Resource Model***

The job demand-resource model categorizes working conditions into job demands and resources, linked to specific outcomes. Scholars found job demands relate to emotional exhaustion in burnout; insufficient resources tie to turnover intention—high demands increase exhaustion, scarce resources raise turnover intent. It's a heuristic framework for burnout research, though burnout stems from individual differences and social/organizational factors.

Demerouti et al. (2001) revised the model: job demands (physical requirements, time pressure, overload) link to exhaustion; lacking resources (feedback, control, autonomy, support) relate to disengagement, later replaced with engagement. Schaufeli et al. (2003) built a stress model incorporating burnout, engagement and this model, finding resources like social support predict engagement well, while demands like overload poorly predict burnout.

### ***Motivation Model***

Kanungo proposed the job involvement motivation model in 1979. This view holds that when work meets the needs and expectations of individuals, job involvement will be generated. It integrates the views of psychologists and sociologists on job involvement and work alienation and explains different forms of job involvement from individual behavioral phenomena and causal conditions. In this model, if the current work can meet the significant needs and expectations of workers, workers will produce job involvement, that is, to form a psychological identity of the work and a universal cognitive state; on the contrary, when the work cannot meet the needs and expectations of workers, workers will have a sense of alienation, the formation of psychological alienation of the cognitive state of work (Kahn & Wall., 1992).

According to this model, Brown (1996) found that managers who attach importance to external needs have significantly higher job involvement in specific tasks than managers who attach

importance to internal needs. However, in general work, there is no significant difference between their job involvement and that of managers who attach importance to internal needs.

### ***Comprehensive Model***

Rabinowitz & Hall (1977) proposed a comprehensive job involvement model, summarizing influencing factors into three categories: personal traits (gender, age, personality, etc.); work situations (job characteristics, leadership, etc.), with greater impact than personal traits; and their interaction. Job involvement, seen as a result of this interaction, manifests in job satisfaction, performance and turnover rate.

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

this study conducts an empirical study on the teachers at a private vocational college in Zhengzhou City, Henan Province, aiming to investigate the current situation of teachers' job involvement in private higher vocational colleges, compare the different results of different background variables, and explore the correlation between job involvement and background variables. It enriches the content of previous practical research on the working status of teachers in private higher vocational colleges and provides practical guidance for promoting the mental health and professional development of teachers in private higher vocational colleges and the construction of school human resource management system.

## **Methodology**

This study took a private vocational college in Zhengzhou City, Henan Province, China as the research site, and the survey objects are all in-service teachers in the school. Using convenient sampling, a sample survey was conducted on all in-service teachers at a private vocational college in Zhengzhou, Henan Province, China.

In the formal test stage, a convenient sampling method was used to extract samples. The questionnaire is expected to issue 225 copies, and the effective recovery rate needs to reach more than 70 %. According to the criteria for determining the number of samples in the Morgan table (Krejcie & Morgan, 1970), a total of 204 people as a sampling sample is reasonable.

The research used the questionnaire survey method to test the teachers at a private vocational college in Zhengzhou, Henan Province. First, enter the relevant content of the questionnaire design in the questionnaire star, edit and generate the electronic questionnaire, download and save the questionnaire two-dimensional code or website link. Secondly, before the actual measurement, contact with the teachers of each teaching and research section, the dean of teaching affairs and the authors friends, send the two-dimensional code or website link of the questionnaire to the contact person, and describe the content, time and precautions of the questionnaire test in detail. Finally, the questionnaire was sent to each work group or teachers private WeChat according to the expected test time, and the school teachers were invited to participate in the survey. After the questionnaire is completed and

submitted, it will be uploaded to the background for unified collection. After the recovery, the downloaded data will be imported into SPSS20.0 to complete the statistics of the data.

This paper collects data through scale design, and uses SPSS 23.0 to process the questionnaire. Firstly, descriptive statistics are carried out on the effective data part to report the participants information. Mainly use the method of percentage and frequency. Secondly, descriptive analysis is used to understand the general situation of teachers' job involvement at a private vocational college in Zhengzhou City, Henan Province. Then, the hypothesis was tested and compared between groups by one-way analysis of variance and T test.

#### 1. Descriptive statistics

Using the method of percentage and frequency, this study analyzed the overall and each dimension level of teachers' job involvement at a private vocational college of Zhengzhou city, Henan province.

#### 2. Descriptive analysis

Descriptive analysis was used to understand the general situation of teachers' job involvement at a private vocational college in Zhengzhou City, Henan Province.

#### 3. Difference analysis

Through independent samples t-test and One-way ANOVA, the results of teachers' job involvement at a private vocational college in Zhengzhou City, Henan Province were compared in terms of different background variables.

## Results

### Demographic Analysis of the Respondents

This study takes the in-service teachers of Z School in Zhengzhou City, Henan Province as the survey object, and makes statistics on the basic situation of the 204 valid questionnaires collected. According to Table 4.1, in terms of gender, there are 78 males, accounting for 38.2%, and 126 females, accounting for 61.8%. The number of female teachers participating in the survey is more than that of male teachers. In terms of academic qualifications, there are 15 people with bachelor's degree or below, accounting for 7.4%, and 189 people with master's degree or above, accounting for 92.6%. The number of teachers with master's degrees participating in the survey is mostly. In terms of whether it is a normal major, 135 people, accounting for 66.2%, 69 people, accounting for 33.8%, and most of the teachers who participated in the survey graduated from normal universities. In terms of teaching subjects, there are 58 Chinese teachers, accounting for 28.4%, 46 mathematics teachers, accounting for 22.5%, 45 English teachers, accounting for 22.0%, and 55 other teachers, accounting for 27.1%. Among the teachers participating in the survey, the number of Chinese, mathematics and English subjects is more than other subjects.

**Table 4.1:** Demographic Backgrounds Analysis for Samples (N=204)

Demographic Backgrounds	Groups	N	Percentage
Gender	Male	78	38.2
	Female	126	61.8
Educational background	Bachelor's degree or below	15	7.4
	Master's degree or above	189	92.6
Normal education major or not	Yes	135	66.2
	No	69	33.8
Teaching specialty	Chinese	58	28.4
	Mathematics	46	22.5
	English	45	22.0
	Arts and Sports	55	27.1

### Statistical Analysis Results

#### *Descriptive Statistical Analysis*

Through descriptive statistics, this paper analyzes the overall and each dimension level of in-service teachers' job involvement at a private vocational college of Zhengzhou city, Henan province.

(1) The current situation of in-service teachers' job involvement at a private vocational college of Zhengzhou city, Henan province.

According to Table 4.2, the overall M value of teachers' job involvement was 4.00, and the standard of score is high. In terms of each dimension, the M value of the vitality dimension is 4.18, and the standard of the score is high. The M value of the dedication dimension is 3.99, and the standard of the score is high. The M value of the focus dimension is 3.84, and the standard of the score is high. Therefore, it showed that the current level of in-service teachers' job involvement at a private vocational college in Zhengzhou City, Henan Province, is good.

**Table 4.2:** Descriptive Statistics of Working Teachers

Dimensions	N	M	SD	Interpretation
Vitality	204	4.18	0.690	High
Dedication	204	3.99	0.781	High
Focus	204	3.84	0.697	High
Job involvement overall	204	4.00	0.642	High

#### *Difference Analysis*

Through independent samples t-test and One-way ANOVA, the difference results of in-service teachers' job involvement at a private vocational college of Zhengzhou City, Henan Province

were compared in terms of different background variables.

(1) Analysis of the differences in the job involvement of in-service teachers at a private vocational college in Zhengzhou City, Henan Province

① Analysis of differences between different genders

According to Table 4.4, the overall T value of teachers' job involvement was -2.229, and  $p < 0.05$  reaches a significant level. The score of female teachers is greater than that of male teachers. The results of the differences in each dimension showed that the gender difference in the vitality dimension was significant ( $t = -2.347$ ,  $p < 0.05$ ), and the score of female teachers was higher than that of male teachers. There was no significant gender difference in the dimensions of dedication and concentration ( $p > 0.05$ ). Therefore, in terms of different gender variables, there was a significant difference in the job involvement of in-service teachers at a private vocational college of Zhengzhou City, Henan Province, and the level of job involvement of female teachers was higher than that of male teachers. This proves that the content of the hypothesis H1.1 holds.

**Table 4.3:** Analysis Table of Gender Differences in the Job involvement of Working Teachers

Dimensions	Groups	N	M	SD	T	P
Vitality	Male	78	4.01	0.714	-2.347*	0.021
	Female	126	4.25	0.668		
Dedication	Male	78	3.84	0.836	-1.808	0.072
	Female	126	4.05	0.751		
Focus	Male	78	3.70	0.719	-1.949	0.053
	Female	126	3.90	0.682		
Job involvement overall	Male	78	3.85	0.673	-2.229*	0.028
	Female	126	4.07	0.619		

Note: \*  $p < 0.05$

② Difference analysis of different educational background

According to Table 4.5, the overall T value of teachers' job involvement is 0.932, and  $p > 0.05$  does not reach a significant level. The results of the differences in each dimension showed that the academic differences in the dimensions of vitality, dedication and concentration did not reach a significant standard ( $p > 0.05$ ). Therefore, in terms of different educational variables, there is no significant difference in the job involvement of in-service teachers at a private vocational college in Zhengzhou City, Henan Province. This proves that the content of H1.2 is not valid.



**Table 4.4:** Analysis Table of Educational Background Difference of Working Teachers

Dimensions	Groups	N	M	SD	T	P
Vitality	Bachelor's degree or below	189	4.18	0.691	0.039	0.969
	Master's degree or above	15	4.18	0.691		
Dedication	Bachelor's degree or below	189	4.03	0.753	1.348	0.179
	Master's degree or above	15	3.85	0.866		
Focus	Bachelor's degree or below	189	3.87	0.690	1.029	0.305
	Master's degree or above	15	3.75	0.721		
Job involvement	Bachelor's degree or below	189	4.03	0.632	0.932	0.352
Overall	Master's degree or above	15	3.93	0.676		

### ③ Analysis of the difference between normal majors and non-normal majors

According to Table 4.6, the overall T value of teachers' job involvement is 2.268, and  $p < 0.05$  reaches a significant level. The score of teachers graduating from normal universities is greater than that of teachers graduating from non-normal universities. The results of the differences in each dimension showed that there was a significant difference in the vitality dimension ( $t = 2.584$ ,  $p < 0.05$ ), and the scores of teachers who graduated from normal colleges were higher than those who graduated from non-normal colleges. The difference between dedication and concentration dimensions did not reach a significant standard ( $p > 0.05$ ). Therefore, in terms of the variable of normal major, there is a significant difference in the job involvement of in-service teachers at a private vocational college of Zhengzhou City, Henan Province, and the job involvement level of graduated teachers of normal major is higher than that of non-normal major teachers. This proves that the content of the hypothesis H1.3 is true.

**Table 4.5:** Analysis of Teachers

Dimensions	Groups	N	M	SD	T	P
Vitality	Yes	135	4.28	0.643	2.584*	0.011
	No	69	4.03	0.735		
Dedication	Yes	135	4.07	0.731	1.896	0.059
	No	69	3.86	0.842		
Focus	Yes	135	3.91	0.705	1.631	0.104
	No	69	3.75	0.678		
Job involvement overall	Yes	135	4.08	0.611	2.268*	0.025
	No	69	3.88	0.672		

Note: \*  $p < 0.05$



④ Analysis of the differences between different teaching disciplines

According to Table 4.7, the overall F value of teachers' job involvement is 2.796, and  $p < 0.05$  reaches a significant level. The LSD multiple comparison results show that the scores of teachers who teach mathematics and English are greater than those of teachers in other disciplines. In terms of each dimension, there are significant differences in the teaching disciplines of the dedication dimension ( $F = 2.584$ ,  $p < 0.05$ ). The LSD multiple comparison results show that the scores of teachers teaching mathematics and English are greater than those of teachers in other disciplines, and the scores of teachers teaching mathematics are greater than those of teachers in Chinese. There was no significant difference in the degree of vitality and concentration ( $p > 0.05$ ). Therefore, in terms of different teaching discipline variables, there are significant differences in the job involvement of in-service teachers at a private vocational college in Zhengzhou, Henan Province. The job involvement level of teachers teaching mathematics and English is higher than that of teachers in other disciplines. This proves that the content of H1.4 is valid.

**Table 4.6:** Analysis Table of Working Teachers

Dimensions	Group	N	M	SD	F	P	LSD
Vitality	A. Chinese	58	4.18	0.633	1.833	0.142	
	B. Mathematics	46	4.28	0.662			
	C. English	45	4.16	0.724			
	D. specialized course	55	3.90	0.805			
Dedication	A. Chinese	58	3.89	0.731	3.843*	0.010	B>AD
	B. Mathematics	46	4.15	0.712			C>D
	C. English	45	4.08	0.757			
	D. specialized course	55	3.58	1.014			
Focus	A. Chinese	58	3.81	0.696	1.456	0.228	
	B. Mathematics	46	3.91	0.693			
	C. English	45	3.90	0.650			
	D. specialized course	55	3.59	0.799			
Overall job involvement	A. Chinese	58	3.96	0.588	2.796*	0.041	B>D
	B. Mathematics	46	4.11	0.607			C>D
	C. English	45	4.05	0.636			
	D. specialized course	55	3.69	0.820			

Note: \*  $p < .05$

### ***Hypotheses Test Results***

Based on the statistical results and analysis of the data, this section will sort out and explain

the test results of the research hypothesis.

According to Table 4.13, among the 9 research hypotheses proposed in this study, the test results are 7 valid and 2 invalid.

**Table 4.7:** Research Hypothesis Test Results

Research Hypothesis	Results
H1: In terms of different background variables, the work investment of teachers at a private vocational college in Zhengzhou City, Henan Province is significantly different.	Partially Valid
H1.1: In terms of different gender variables, the job involvement of working teachers at a private vocational college in Zhengzhou City, Henan Province is significantly different.	Valid
H1.2 In terms of different educational variables, the job involvement of teachers in Zhengzhou, Henan Province has significant differences.	Invalid
H1.3: In terms of the variables of normal majors, the teachers in Zhengzhou, Henan Province have significant differences.	Valid
H1.4: In terms of subject variables of different professors, Z school in Zhengzhou City, Henan Province has significant differences.	Valid

## Discussion

### *Discussion on the current situation of in-service teachers' job involvement in Zhengzhou Z School, Henan Province*

The research shows that the job involvement level of in-service teachers at this private vocational college in Zhengzhou is relatively high, which is consistent with the view of Liu et al. (2019). Specific data indicates that the overall job involvement and each dimension of these teachers have reached a high level, reflecting their deep recognition of education and high enthusiasm and dedication, which is manifested in their full professional enthusiasm and energy (Li, 2019).

Firstly, most of them are young teachers with a good vision for the future, willing to spend a lot of time and energy on professional development and students' progress, showing full vitality. Secondly, they highly recognize the value and significance of education and are proud of engaging in education, with this sense of pride and mission driving their active work and selfless dedication. Finally, being in the early stage of their careers, they need to quickly adapt to work content and environment, so they complete each task with a high degree of concentration to ensure competence. It is worth noting that the score of the focus dimension is relatively low, possibly because they need to adapt to many people and things, take on new roles, and face new challenges, which inevitably brings increased pressure and reduced concentration.

***Discussion on in-service teacher input at a private vocational college in Zhengzhou City, Henan Province*****(1) Discussion on gender differences**

The difference test shows significant gender differences in job involvement, with female teachers having a significantly higher level than male teachers, supported by Wang and Qin (2016). Socially, women engaged in education are highly recognized; female teachers' higher sense of responsibility, empathy and patience are conducive to education and management, and they have advantages in communicating with students and parents, making their work easier, feeling support and trust, thus having higher work enthusiasm and more opportunities for self-realization. In contrast, influenced by traditional concepts, men bear more responsibilities and have higher career expectations, but teaching as a public welfare undertaking cannot relieve their life pressure, and they cannot fully demonstrate their abilities, leading to lower job involvement. In addition, the number of male teachers is much smaller than that of female teachers, resulting in limited management, training and support, which may also be a reason.

**(2) Discussion on differences in educational attainment**

The difference test shows no significant difference in educational attainment, supported by Cao et al. (2019). On the one hand, most in-service teachers have a master's degree or below, related to Zhengzhou's basic requirements for teachers' academic qualifications. In the tense employment environment, teaching posts are ideal for most undergraduates and even masters, but those with higher academic qualifications have longer learning experience and higher career expectations, and their job involvement may decrease when reality falls short of expectations. On the other hand, although teachers with a master's degree or above have more professional knowledge and learning methods, which is advantageous in title evaluation and career development, in-service teachers, regardless of academic qualifications, face the same tasks, tests and pressures, so there is no significant difference in job involvement.

**(3) Discussion on the difference between normal education major or not**

The difference test shows significant differences, with teachers from normal majors having a higher job involvement level than non-normal majors, consistent with Huang (2017) and Liu (2019). Firstly, normal major graduates have more professional learning and training opportunities, with theoretical knowledge and practical training focusing on education and teaching, so they have certain teaching skills and experience before work. Non-normal major teachers lack such systematic education and training, spending more time and energy on career adaptation after employment, weakening their job involvement. Secondly, it may be related to the establishment of individual professional cognition and emotion, which starts from studenthood for normal major graduates, resulting in earlier establishment of identity and motivation to engage in education, and more objective and comprehensive understanding of career development, conducive to improving job

involvement. Finally, education is long-term and non-utilitarian, requiring firm educational beliefs and reasonable career expectations. Non-normal major in-service teachers have less experience in cultivating educational concepts and lack an objective understanding of the education industry, often having too high career expectations, making them more likely to be depressed and dissatisfied when facing work difficulties and pressures.

#### (4) Discussion on teaching specialty

The difference test shows significant differences in teaching disciplines, with teachers of other disciplines having a relatively low job involvement level, consistent with Yu (2011). Even with quality education popularization, the public still attaches great importance to mainstream disciplines such as language, mathematics and English. Thus, teachers of mainstream disciplines have a higher sense of identity and enthusiasm for their disciplines, willing to invest more energy. Besides, language, mathematics and English teachers usually have clearer teaching objectives, more teaching time and greater work pressure, providing more motivation and promoting job involvement. Finally, it may be related to social recognition differences: teachers of other disciplines have fewer class hours than main subject teachers and lower social recognition, making it difficult to enhance their sense of self-realization and satisfaction, thus failing to improve work enthusiasm and affecting job involvement.

### Conclusions

According to the statistical analysis results of the data, the main conclusions of the study are summarized as follows:

Conclusion 1: The current situation of in-service teachers' job involvement at a private vocational college in Zhengzhou City, Henan Province is good, and teachers job satisfaction is high.

Conclusion 2: In terms of different background variables, there is a significant difference in the job involvement of in-service teachers at a private vocational college of Zhengzhou City, Henan Province.

In terms of gender variables, female teachers job involvement level is higher than that of male teachers. In terms of whether it is a normal professional variable, the level of job involvement of teachers who graduate from normal majors is higher than that of teachers who are not normal majors. In terms of teaching subject variables, the level of job involvement of teachers teaching mathematics and English is higher than that of teachers in other disciplines.

Conclusion 3: There is a significant positive correlation between the job involvement of in-service teachers at a private vocational college of Zhengzhou City, Henan Province.

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