

# INFLUENCING FACTORS AND IMPROVING COUNTERMEASURES OF CAREER HAPPINESS OF YOUTH KINDERGARTEN TEACHERS IN Z PROVINCE

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**ABSTRACT** – Young teachers are an important factor in the development of the early childhood education industry. Their physical and mental health is not only about themselves but also about children's spiritual and future growth. The standard of kindergarten development should pay attention not only to the growth index of children but also to the happiness index of teachers. It is the common goal of the country, the school, and the teacher to improve the professional happiness sense of the young teachers. This research sampled 273 participants through 3 samplings. The participants of this sample are 35-year-old young teachers in Z province, and questionnaires were conducted on first-line kindergarten teachers in 7 cities of Zhejiang Province. Non-experimental quantitative research was used in this study. The results showed that the nature of kindergartens in Z province had a significant positive effect on the psychological well-being and emotional well-being of young teachers ( $p < 0.01$ ). Private kindergartens felt more satisfied or happier than private kindergartens and married kindergartens felt more satisfied or happier than unmarried kindergartens. The performance of career happiness of young preschool teachers aged 25 is significantly lower than that of beginning teachers in other teaching age stages, and countermeasures are proposed according to the analysis results.

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## INTRODUCTION

### Background

Based on the focus on social issues, the occupational well-being of preschool teachers is not only a hot issue in the research of positive psychology but also an important and unsolved topic in the field of teachers' occupational mental health and is also an inseparable topic in the scientific development of preschool education. Therefore, the professional well-being of preschool teachers has gradually become the focus of the research community.

### *New requirements for teachers in the report of the 20th National Congress.*

The report of the Twentieth National Congress of the Communist Party of China pointed out that we should do a good job of education to the satisfaction of the people. Education is the major plan of the country and the Party. What people to train, how to train people and for whom are the fundamental issues of education. To better solve this fundamental problem, we should train more excellent teachers for society. Young teachers are an important and effective way for the country to train teachers.

### Definition of Concept

In this study, different international and domestic organisations have not reached a consensus on the definition of "youth" age. The United Nations Educational, Scientific and Cultural Organization calls those between the ages of 14 and 34 youth; The World Health Organization considers the youth population to be between 14 and 44 years old; Our National Bureau of Statistics classifies 15-34 years old as a youth; The Youth Federation considers 18-40 to be young. The Medium - and Long-Term Youth Development Plan (2016-2025), issued by the CPC Central Committee and The State Council, defines youth as a social group between 14 and 35 years old. Based on the definition of different

organisations and scholars, young kindergarten teachers are defined as full-time teachers under 35 years old (including 35 years old) engaged in education and teaching in kindergartens in Z province.

## **PROBLEM STATEMENT**

The quality of young teachers is an important factor in promoting the development of preschool education. The happiness of young preschool teachers can directly affect or even determine whether these young people continue to make progress in their current positions (Dengtao,2022). At present, the turnover rate and turnover rate of young teachers working in the front line of kindergartens remain high. Through this study, we can sort out the current situation of happiness in the teacher industry and enrich the research on the construction strategy of the young teacher team. If the development of preschool education in Zhejiang Province neglects the attention to the professional happiness of young teachers, it will put a lot of effort and time into cultivating preschool teachers, but instead cannot achieve the effect of improving teacher level, which will have a significant negative impact on the plan and level of education development in the province (Sun Weihong,2016).

## **Research Objective**

This study investigated and understood the status quo of kindergarten teachers' occupational happiness in Z province by means of the scale method, described the overall status quo of kindergarten teachers' occupational happiness, and compared the status quo so as to analyse the problems and reasons for the differences of teaching age, marital status and other demographic factors on the occupational happiness of young kindergarten teachers (HornJe,2004). And then put forward corresponding suggestions to improve and enhance the professional happiness of young teachers.

## **Research Question**

This study mainly solves three problems: the influence of population size, such as kindergarten nature, teaching age and age, on the occupational happiness of young kindergarten teachers; what factors have the main impact on the career happiness of young preschool teachers: how to improve the career happiness of young teachers to further stabilise the teaching team? What is the reason for these young teachers with professional backgrounds to leave their current jobs?

What are the factors they really care about in their work? There are even some young people who give up their speciality and transfer to other jobs after working in kindergarten for several years. What factors are considered in this decision? The problem of the flow and loss of young preschool teachers has had a lot of negative consequences. Through the study of the current professional well-being of young preschool teachers, we can really understand the factors they really care about in their jobs so as to improve the quality of preschool education teachers.

## **Significance**

### ***Relevant theoretical research on enriching career happiness.***

In recent years, the dismissal rate of preschool teachers has been rising gradually, and burnout is becoming more and more prominent. This study is helpful to clarify the specific influencing factors of preschool teachers' happiness, which is an important way and necessary means to promote the professional development of preschool teachers and improve the stability of preschool teachers. (P. Boyja Amanda,2012). At the same time, the study of the professional happiness of young preschool teachers is conducive to teachers' understanding of their current working status in the position of preschool teachers so as to promote their growth in a targeted way. The country, society and kindergartens can also have an understanding of the overall level of preschool teachers and clarify their concerns so as to provide targeted reference opinions for young teachers.

***Promote the career happiness of young teachers so as to improve the level of teachers.***

From the perspective of preschool teachers themselves, increasing attention to the professional happiness of preschool teachers is the key to improving the level of mental health of preschool teachers, which is in line with the spirit of humanism and the social pursuit of everyone's happiness. For preschool teachers, once they have a high level of professional happiness, they can have more positive emotional experiences in work practice, and their overall quality of life will also be improved.

## **Scope**

Taking 35-year-old young teachers in Z province as the research object, a questionnaire survey was conducted for first-line kindergarten teachers in 7 cities of Zhejiang Province, and the changes of four factors of occupational happiness under the influence of different demographic variables were statistically analysed. In this paper, kindergarten teachers' happiness will be elaborated from four aspects. This study adopts the Scale of Kindergarten Teachers' Professional Happiness edited by Wang Gang in 2013. The scale consists of four dimensions: psychological well-being (4 items), emotional well-being (3 items), social well-being (4 items) and cognitive well-being (4 items), with a total of 15 items.

## **LITERATURE REVIEW**

### **Definition of Concept**

#### ***Youth kindergarten***

In this study, different international and domestic organisations have not reached a consensus on the definition of "youth" age. The United Nations Educational, Scientific and Cultural Organization calls those between the ages of 14 and 34 youth; The World Health Organization considers the youth population to be between 14 and 44 years old; Our National Bureau of Statistics classifies 15-34 years old as a youth; The Youth Federation considers 18-40 to be young. The Medium - and Long-Term Youth Development Plan (2016-2025), issued by the CPC Central Committee and The State Council, defines youth as a social group between 14 and 35 years old. Based on the definition of different organisations and scholars, young kindergarten teachers are defined as full-time teachers under 35 years old (including 35 years old) engaged in education and teaching in kindergartens in Z province.

#### ***Career happiness***

In this research, I define Career happiness as the sense of satisfaction, enjoyment, achievement, and self-worth that a person experiences in their work. It represents an individual's subjective feelings about their career, work environment, and work outcomes. Career happiness encompasses multiple aspects, including interpersonal relationships related to work, salary and benefits, work environment, job content, career growth and development opportunities, etc. Career happiness is often seen as an important component of employee job satisfaction, and it has significant implications for both the organisation and employees. At the organisational level, employee career happiness can improve work performance, reduce turnover rates, and increase the reputation and attractiveness of the organisation, thereby helping the organisation better achieve its business goals. At the individual level, occupational happiness can promote employees' self-realisation and improve their quality of life and health status, thereby having a positive impact on their overall happiness.

### **Relevant Research on Occupational Well-Being of Preschool Teachers**

#### ***Related research on preschool teachers' happiness.***

American psychologist Wanner Wilson's 1967 book *The Factors Associated with Self-Proclaimed Happiness* marked the beginning of happiness research. Robert Lane, an American scholar, first proposed the theory of happiness. He believed that so-called happiness refers to the continuous happy experience when people's needs are met and their potential is developed. Elizabeth Holmes

believes that happiness is the sense of balance and comfort in all dimensions of life, and it requires the harmony of mind and body. Jiang Chang, a scholar, believes that so-called happiness is the pleasure generated by reflecting on and recalling the state of objectively leading a good life. The scholars looked at gender, marriage, education, age, income, and country.

The influence factors of happiness are studied from an economic and equal perspective. The work of David Blanchflower and Oswald, Women, married people, and those with higher levels of education were happier. They also found a clear U-shaped curve in happiness across age groups, with happiness reaching its lowest level in middle age. Carol Graham and Stefano Pettinato found that the relative income gap has an important impact on happiness, and the fluctuation of income has a negative impact on people's perceived happiness. Ruut Veenhoven has found a positive correlation between freedom and happiness in rich countries; There is a positive correlation between free trade opportunities and happiness in poor countries.

A "state of being," a "happy experience," a "positive evaluation." Among them, the representative point of view of the "living state" is that teachers' happiness is a living state of the educational subject in which teachers can freely realise their professional ideal in their own educational work. Representative views of "happy experience" include teachers' career happiness as a continuous happy experience of "need to be satisfied, career ideal to be realised, and potential to be brought into play". It is a continuous happy experience of "teachers use educational wisdom in the process of education and teaching, carry out educational innovation, obtain positive evaluation from students and the society, feel the inherent dignity and joy of the profession, and realise their own professional growth and development". Representative views of the "positive evaluation" category are: Teachers' career happiness is "individual's subjective psychological experience of all aspects of their professional life, which is reflected in the positive evaluation of work emotion, physical health, work enthusiasm, friendly relationship, sense of effectiveness, career motivation and other aspects", and is "individual's positive evaluation of all aspects of their work, including emotion, motivation, behaviour, cognition and physical and mental happiness".

In addition, based on the survey of 29,431 primary and secondary school teachers, it is found that the level of self-perceived career happiness of primary and secondary school teachers is average, the level of job planning, and interpersonal relationship happiness is high, the level of work emotion, organisational support, material security happiness is relatively average, and the level of physical health, job competence happiness is low. A study on the meaning and structure of teachers' career happiness.

First, teachers' career happiness in the sense of career development. The career happiness of teachers is simply viewed from the perspective of career development, and other conditions attached to the career, such as salary and welfare benefits, are not involved. The focus is on the career growth and career development of teachers themselves. In his doctoral thesis, Wang Chuanjin discussed the relationship between the career happiness of teachers and the well-being of teachers and regarded the career factor as the core point to distinguish the two (Wang Chuanjin,2020). It provides a reference for the structure of teachers' career happiness. Wang Wenjuan et al. so believe that career happiness is a positive emotional experience (Wang Wenjuan,2013). These views undoubtedly regard teachers' career happiness as the relationship between positive emotion and career demand, which has certain reference significance for the definition of teachers' career happiness. Second, career happiness in the sense of life satisfaction. From the perspective of survival and life satisfaction, the boundary between teachers' career happiness and life satisfaction is ambiguous, which is not only related to occupation but also related to economic value and social status brought by occupation, etc.

This theory gradually moved from the study of life satisfaction to career happiness. In this regard, the definition of career happiness of preschool teachers is the lower concept of teacher career happiness. Different scholars have different explanations. In general, the professional happiness of preschool teachers is considered to be the positive emotional experience brought by teachers' needs being met in the process of education and teaching. CAI Jun believes that the career happiness of preschool teachers is a kind of living state of the educational subject in which preschool teachers can

freely realise their career ideal. According to Wang Gang, it is the continuous positive emotional experience generated by preschool teachers needs to be met.

Research on influencing factors of preschool teachers' occupational happiness

There are many factors affecting the career happiness of preschool teachers. Scholars have published different discussions from different perspectives, which can be summarised into two aspects: self-factors and external factors.

### ***Self-factor***

Zhang Chong believes that the main factors affecting teachers' happiness are teachers' personal handling methods, educational motivation, and self-efficacy in the teaching process (Zhang Chong,2021). Rubina proposed in her empirical study that teachers' career happiness is positively promoted by teachers' evaluation of themselves and their achievements in work (Rubina,2020). The research of Nancy and Regis shows that gender will affect teachers' career happiness: compared with male teachers, female teachers are more likely to achieve happiness in their careers.

In his research, John Fisher found that male teachers scored lower than female teachers in terms of psychological well-being and proposed that age was also a strong indicator to predict teachers' mental health and happiness, and the score of older teachers' mental health and happiness was often higher than that of younger teachers (John Fisher,2015).

### ***External factors, school factors and social factors are the two influencing factors of preschool teachers' career happiness.***

The first is the school factor. Tan Cuicui mentioned in her article that the main school reasons affecting teachers' happiness include the mechanism of academic exchange and professional training, salary and performance, teacher promotion system, educational environment, and teacher career pressure (Tan Cuicui,2020). Li Zhitao et al. found in their research that teachers' career happiness was positively correlated with the resources and equipment in the resource environment of teachers' career, the school's feedback on teachers' work performance, students' respect for teachers, and the cooperative relationship between teachers (Li Zhitao,2017).

Ulla Kinnunen et al. have conducted a study on the career happiness of 1,012 teachers aged 45 in Finland, and the results show that the subjects taught by teachers and the level of education are the most important factors that lead to the difference in the career happiness of teachers. Teachers in vocational colleges have the lowest level of career happiness, while teachers in special subjects in comprehensive high schools have the most (Ulla Kinnunen,2018). Through the investigation of vocational middle school teachers, M. Vandoef proposed that teachers' career happiness is positively correlated with teacher training while significantly negatively correlated with work intensity (Vandoef,2016). Shao Chaoyou proposed in his article that abundant academic exchange and professional training systems can enhance the professional happiness of teachers. By enriching the academic exchange and professional training system, teachers can improve their own quality so as to promote their realisation of their own life value and form positive emotions such as pleasure, self-identity, and satisfaction (Shao Chaoyou,2019). Liu Jing et al. believed that the promotion of positions and titles would affect teachers' career happiness. Adopting a reasonable promotion system to achieve the ideal situation of rewarding the best and punishing the bad, thus generating a benign incentive mechanism of fair competition, which can fully mobilise teachers' enthusiasm for their career and entrepreneurial passion, thus improving the work performance of the staff and helping them to better promote their work and make achievements, thus increasing their career happiness. According to Zhang Yue's research, team management, as an important objective factor, also has a great impact on teachers' subjective well-being at work, and the reasons that have the greatest impact on teachers' career happiness are career role positioning and workload. Wang Fengjin and Li Tonggui proved through their empirical research that the professional happiness of private kindergarten teachers was lower than that of public kindergarten teachers. Wei Yonggang found in his research that the career happiness of preschool teachers without the organisation was lower than that of preschool teachers with the organisation.

Second, there are social factors. Shu Congmin believes that social factors such as children's innocence, parents' trust and respect, and leaders' encouragement and support are important factors affecting preschool teachers' career happiness. Ma Guangrong mentioned in his paper that the public's distrust, incomprehension and disrespect, as well as the unfair and unfair treatment in the work process, are the biggest obstacles affecting preschool teachers' career happiness (Ma Guangrong,2019). Zhang Yuzhu found in the empirical survey of college teachers that income affects the career happiness of college teachers (Zhang Yuzhu, 2019) . Zhao Ming and CAI Shulan mentioned that social reasons would affect teachers' career happiness, including social status, parents' attitude and public recognition and support. Wang Lihua et al. conducted a study on 152 primary school teachers and showed that the main reasons affecting the subjective well-being of primary and secondary school teachers came from social support and positive handling methods. Su Juanjuan believes that social support has a certain predictive effect on the degree of happiness that teachers obtain in their work and shows a significant positive correlation with the degree of happiness that teachers obtain in their work.

*This study selects a brand-new research object in the field of occupational happiness research.*

Preschool teachers can obtain professional happiness in the daily life of kindergarten, which is of profound significance to the development of school and teachers, as well as the physical and mental development of children. Through the review of domestic and foreign literature on teachers' career happiness, it can be seen that most studies focus on the definition of the concept of happiness and the influencing factors of happiness. At present, most studies focus on a certain aspect of teacher competence, professional identity and professional happiness and the relationship between the two. The research objects are mostly teachers in colleges and primary and secondary schools. However, the research on young kindergarten teachers is still weak. Based on this, this study explores the influencing factors of the professional happiness of young preschool teachers in order to improve the combat effectiveness of young preschool teachers, promote professional happiness of preschool teachers and put forward practical suggestions.

## **METHODOLOGY**

### **Research Design**

Non-experimental quantitative research was used in this study. Based on the research of other scholars, this study formed the questionnaire of teacher career happiness in this paper and used SPSS22.0 for statistical analysis of the 273 recovered data, so as to understand the overall status quo of young teachers' career happiness in Z province.

### **Sampling**

This research takes front-line kindergarten teachers under 35 years old in Zhejiang Province as the research object and uses the Questionnaire Star software to distribute questionnaires to 7 counties and cities in Z province.

### **Data collection method**

This paper adopts the "Preschool Teachers' Occupational Well-being Scale" revised by Wang Gang in 2013. The scale is composed of four dimensions of psychological well-being (4 items), emotional well-being (3 items), social well-being (4 items) and cognitive well-being (4 items), a total of 15 items. Based on the research of other scholars, this study formed a questionnaire on teachers' occupational well-being and used SPSS22.0 to analyse the 273 data collected.

### **Data analysis**

First, descriptive statistical analysis was used to determine the basic situation of the subjects under demographic variables under Mean, Mode, Medium and Standard deviation.

Secondly, by means of a T-test, it analyses the individual differences in young preschool teachers' career happiness in marital status and kindergarten nature and compares whether there are significant differences between married and unmarried teachers. Is there a significant difference between public and private kindergartens?

Then, through a one-way analysis of variance, the differences in the career happiness of young teachers in the dimensions of age and teaching age were tested, and the differences in the happiness of teachers in the corresponding age groups were obtained by post-comparison.

Moreover, ANOVA is used to make pairwise comparisons to find out whether there is a positive or negative correlation between different dimensions in the correlation matrix and the significance characteristics of the correlation coefficient.

Finally, by Regression, the career happiness of young teachers was obtained as the dependent variable and the demographic variable as the independent variable, and the corresponding regression coefficient was measured, and the corresponding weight was compared.

## RESULT

### •Descriptive analysis

**Table 1.** Overall status of professional happiness of young teachers

	Minimum	Maximum	Mean	Std. Deviation
Name of kindergarten	1	2	1.49	0.50
Age	1	4	1.70	0.97
Length of teaching	1	4	2.14	1.29
Marital status	1	2	1.65	0.48
The title	1	4	1.71	0.97
Record of formal schooling	1	4	2.41	0.53
Age class	1	4	2.83	0.94
Happiness	1.40	5.00	4.07	0.73
Psychological well-being	1.50	5.00	4.15	0.63
Emotional well-being	1.00	5.00	4.00	0.93
Social well-being	1.00	5.00	4.18	0.75
Cognitive well-being	1.00	5.00	3.92	0.89

The overall status of young teachers' occupational happiness is shown in Table 1. As can be seen from Table 1, the average age of 1.70 shows that the group of young teachers in the research sample is young; most of them are between 26 and 30 years old, which indicates that the sample can represent the group of young preschool teachers. From the dimension of teaching age, the average value is 2.14, indicating that the teaching age of young teachers in the sample group is 3-7 years.

According to the distribution of age classes, the average value is 2.83, indicating that most of the classes in the sample are medium and large classes. From the perspective of the degree of dispersion, the standard deviation of teaching age, age and age class is the largest, which indicates that the individual differences between these three factors in the sample are relatively large, and the differences are obvious. The standard deviation of marital status, kindergarten nature and educational background is relatively small, and the individual difference between young teachers is relatively small; the difference is not very obvious.

T-Test① :

Research hypothesis: There are significant differences in the occupational happiness of young teachers in kindergarten and its factors in the nature of kindergarten.

**Table 2.** The difference test of the occupational happiness of young preschool teachers and the factors in the nature of kindergarten

	Nature of kindergarten	N	Mean	Std. Deviation	T
Happiness	Public kindergarten	140	3.87	0.70	-4.66***
	Private kindergarten	133	4.26	0.71	
Psychological well-being	Public kindergarten	140	3.97	0.60	-4.90***
	Private kindergarten	133	4.33	0.61	
Emotional well-being	Public kindergarten	140	3.77	0.94	-4.22***
	Private kindergarten	133	4.24	0.87	
Social well-being	Public kindergarten	140	4.03	0.74	-3.47***
	Private kindergarten	133	4.33	0.74	
Cognitive well-being	Public kindergarten	140	3.69	0.89	-4.50***
	Private kindergarten	133	4.17	0.84	

\*P<0.05, \*\*P<0.01, \*\*\*P<0.001



In order to investigate whether there are significant differences between the career happiness of young teachers in Zhejiang Province and the various factors in the nature of kindergartens, we conducted an independent sample T-test on the obtained data, and the results are shown in Table 2. As can be seen from Table 2, there are significant differences in the nature of kindergartens in Z province in psychological well-being, emotional well-being, social well-being, cognitive well-being, and total score of well-being. Private kindergartens feel more satisfied or happier than private kindergartens.

T-Test② :

Research hypothesis: There are significant differences in occupational happiness and marital status of young teachers.

**Table 3.** Difference test of occupational happiness of young teachers and marital status of each factor

	Marital status	N	Mean	Std. Deviation	T
Happiness	Married	96	4.36	0.64	5.21***
	Unmarried	177	3.91	0.73	
Psychological well-being	Married	96	4.38	0.57	4.69***
	Unmarried	177	4.02	0.63	
Emotional well-being	Married	96	4.31	0.84	4.09***
	Unmarried	177	3.84	0.94	
Social well-being	Married	96	4.45	0.65	4.61***
	Unmarried	177	4.03	0.76	
Cognitive well-being	Married	96	4.30	0.70	5.88***
	Unmarried	177	3.72	0.92	

\*P<0.05, \*\*P<0.01, \*\*\*P<0.001。

In order to investigate whether there are significant differences in occupational well-being (psychological well-being, emotional well-being, social well-being, cognitive well-being) and each factor in the marital status of young teachers in Zhejiang Province, we conducted an independent sample T-test on the obtained data and the results are shown in Table 2. As can be seen from Table 2, there are significant differences in the total score of psychological well-being, emotional well-being, social well-being, and cognitive well-being in Z province. Married people feel more satisfied or happier than unmarried people.

ANOVA① :

Research hypothesis: There are significant differences in the occupational happiness of young preschool teachers and the factors in age.

**Table 4.** Occupational happiness of young kindergarten teachers and the difference test of each factor in age

	Age	N	Mean	Std. Deviation	F	事后比较
Happiness	25	155	3.87	0.72	10.68***	25<26-30
	26-30	70	4.23	0.72		25<31-35
	31-35	23	4.42	0.56		25<36-40
	36-40	25	4.50	0.52		25<26-30
Emotional well-being	25	155	4.00	0.62	8.18***	25<26-30
	26-30	70	4.28	0.62		25<31-35
	31-35	23	4.45	0.59		25<36-40
	36-40	25	4.45	0.52		25<26-30
Psychological well-being	25岁	155	3.80	0.95	7.18***	25<26-30
	26-30	70	4.17	0.90		25<31-35
	31-35	23	4.32	0.87		25<36-40
	36-40	25	4.52	0.59		25<26-30
Social well-being	25	155	3.99	0.76	8.41***	25<26-30
	26-30	70	4.33	0.75		25<31-35
	31-35	23	4.50	0.52		25<36-40
	36-40	25	4.57	0.54		25<26-30
Cognitive well-being	25	155	3.68	0.92	11.42***	25<26-30
	26-30	70	4.11	0.84		25<31-35
	31-35	23	4.39	0.55		25<36-40
	36-40	25	4.48	0.54		25<26-30

\*P<0.05, \*\*P<0.01, \*\*\*P<0.001。

In order to explore whether there are differences in the occupational well-being (psychological well-being, emotional well-being, social well-being, and cognitive well-being) of young preschool teachers and their factors in age (25 years old, 26-30 years old, 31-35 years old, 36-40 years old), we conducted ANOVA, and the results are shown in Table 4. The analysis of variance showed that there were significant age differences in the occupational well-being of young teachers (psychological well-being: F=8.18, p<0.01; Emotional well-being: F=8.18, p<0.01; Social happiness: F=8.41, p<0.01; Cognitive well-being: F=11.42, p<0.01). The post-test further showed that the performance of career happiness of young preschool teachers at the age of 25 was significantly lower than that of beginning teachers at other teaching age stages.

ANOVA② :

Research hypothesis: There are significant differences between the happiness of young teachers and the factors in the teaching years.

**Table 5.** The difference test of young preschool teachers' happiness and each factor in the length of teaching

	Length of Teaching	N	Mean	Std. Deviation	F	事后比较
Happiness	1-3	138	3.83	0.75	13.13***	1-3<3-5 1-3<5-7 1-3<7-10
	3-5	31	4.27	0.55		
	5-7	33	4.09	0.77		
	7-10	71	4.43	0.55		
Psychological well-being	1-3	138	3.97	0.64	9.63***	1-3<3-5 1-3<5-7 1-3<7-10
	3-5	31	4.27	0.51		
	5-7	33	4.21	0.66		
	7-10	71	4.42	0.54		
Social well-being	1-3	138	3.77	0.97	7.19***	1-3<3-5 1-3<7-10
	3-5	31	4.15	0.78		
	5-7	33	4.08	0.94		
	7-10	71	4.36	0.78		
Emotional well-being	1-3	138	3.95	0.79	11.26***	1-3<3-5 1-3<7-10 5-7<7-10
	3-5	31	4.35	0.54		
	5-7	33	4.17	0.83		
	7-10	71	4.54	0.53		
Cognitive well-being	1-3	138	3.62	0.95	15.46***	1-3<3-5 1-3<7-10 5-7<7-10
	3-5	31	4.27	0.59		
	5-7	33	3.89	0.92		
	7-10	71	4.39	0.59		

注：\*P<0.05, \*\*P<0.01, \*\*\*P<0.001, 。

In order to explore whether there are differences in the occupational well-being of young preschool teachers (psychological well-being, emotional well-being, social well-being, cognitive well-being) and each factor in the teaching years (1-3 years, 3-5 years, 5-7 years, 7-10 years), we conducted ANOVA, and the results are shown in Table 5. Analysis of variance showed that there were significant differences in teaching years in the professional happiness of young preschool teachers (psychological happiness:  $F=9.63$ ,  $p<0.01$ ; Emotional well-being:  $F=7.19$ ,  $p<0.01$ ; Social happiness:  $F=11.26$ ,  $p<0.01$ ; Cognitive well-being:  $F=15.46$ ,  $p<0.01$ ). The post-mortem test further shows that the happiness of young teachers with 1-3 years of teaching age is lower than that of other teachers in the dimension of psychological happiness. On the dimension of emotional well-being, the happiness of young preschool teachers with 1-3 years of teaching experience is lower than that of teachers with 3-5 years and 7-10 years. In terms of social happiness and cognitive happiness, the happiness of young preschool teachers with 1-3 years of teaching is lower than that of teachers with 3-5 years and 7-10 years, and the happiness of teachers with 5-7 years of teaching is lower than that of teachers with 7-10 years of teaching.

**Correlation**

**Table 6.** The correlation between the happiness of young preschool teachers and the basic situation

变量(N=273)	Mean	Std. Deviation	1	2	3	4	5	6	7	8	9	10	11	12
Nature of kindergarten	1.49	0.5	1.00											
Age	1.7	0.97	0.30***	1.00										
Length of teaching	2.14	1.29	0.32***	0.87	1.00									
Marital status	1.65	0.48	-0.25***	0.79	-0.75***	1.00								
The title	1.71	0.97	0.02	0.64***	0.65***	-0.56***	1.00							
Record of formal schooling	2.41	0.53	-0.08	0.33***	0.38***	-0.25***	0.51***	1.00						
Age class	2.83	0.94	0.041	0.19**	0.16**	-0.17**	0.21***	0.12	1.00					
Happiness	4.07	0.73	0.32***	0.35***	0.36***	-0.33***	0.17**	0.003	0.01	1.00				
Psychological well-being	4.15	0.63	0.31***	0.30***	0.32***	-0.30***	0.17**	0.02	0.08	0.85***	1.00			
Emotional well-being	4	0.93	0.28***	0.30***	0.29***	-0.28***	0.13*	0.01	-0.02	0.92***	0.72***	1.00		
Social well-being	4.18	0.75	0.25***	0.32***	0.34***	-0.30***	0.19**	0.004	0.005	0.93***	0.74***	0.88***	1.00	
Cognitive well-being	3.92	0.89	0.30***	0.35***	0.37***	-0.34***	0.14*	-0.03	-0.02	0.94***	0.72***	0.84***	0.86***	1.00

注：\*P<0.05, \*\*P<0.01, \*\*\*P<0.001。

As can be seen from the above table, kindergarten nature, age, and teaching age have a significant positive correlation with psychological well-being, emotional well-being, social well-being and cognitive well-being ( $p < 0.001$ ), while marital status has a significant negative correlation with emotional well-being, emotional well-being, social well-being and cognitive well-being ( $p < 0.001$ ). There was a significant positive correlation between professional title and psychological well-being and social well-being ( $p < 0.01$ ). There was a significant positive correlation between professional titles, emotional well-being, and cognitive well-being ( $p < 0.05$ ).

### Regression

**Table 7.** Regression analysis of the influence of different factors on the psychological well-being of young teachers (N=273)

Dependent variable	Variable of prediction	$\beta$	t	$R^2$
Psychological well-being	Nature of kindergarten	0.21	3.30**	0.14***
	Age	0.02	0.20	
	Length of teaching	0.14	1.21	
	Marital status	-0.09	-0.96	
	The title	0.03	0.32	
	Record of formal schooling	-0.05	-0.67	
	Age class	0.02	0.39	

\* $P < 0.05$ , \*\* $P < 0.01$ , \*\*\* $P < 0.001$ , ◦

**Table 8.** Regression analysis of the influence of different factors on the total score of emotional well-being of young teachers (N=273)

Dependent variable	Variable of prediction	$\beta$	t	$R^2$
Emotional well-being	Nature of kindergarten	0.17	2.74**	0.12***
	Age	0.12	1.11	
	Length of teaching	0.07	0.61	
	Marital status	-0.07	-0.71	
	The title	0.01	0.11	
	Record of formal schooling	-0.03	-0.46	
	Age class	-0.09	-1.44	

\* $P < 0.05$ , \*\* $P < 0.01$ , \*\*\* $P < 0.001$ , ◦

It can be seen from the regression analysis table that the nature of kindergarten has a significant positive impact on the psychological well-being and emotional well-being of young kindergarten teachers ( $p < 0.01$ ), while age, teaching age, marital status, professional title, educational background, and age class have no significant impact on the psychological well-being and emotional well-being of young kindergarten teachers. Kindergarten nature, age, teaching age, marital status, professional title, educational background, and age classes can explain 14% of the difference in psychological well-being of young kindergarten teachers and 12% of the difference in psychological well-being.

## **DISCUSSION**

Previous studies have shown that teachers' occupational well-being will increase with age, but this paper specifically found that kindergarten teachers under the age of 25 have the lowest occupational well-being. In terms of professional titles, young preschool teachers who have worked for 5-7 years have the strongest sense of professional happiness, and young teachers under 25 have the lowest sense of professional happiness. Work pressure is the most influential factor in young teachers' occupational well-being.

### ***Young teachers under 25 years old have low career happiness.***

Contemporary college students are most concerned about their own employment problems when they graduate. Under the influence of China's current policy, the establishment is less open, and most graduates go to work in private kindergartens. As graduates have just entered society, there are a lot of demands in life: rent, life, social contact, etc., while public kindergartens pay more attention to some of the employees with security welfare benefits cannot solve the needs of young teachers under the age of 25, so they have a higher expectation of their salary, and in private kindergartens can get more career happiness. The career happiness of young teachers aged 26 to 30 is happier than that of new young teachers. They often get a certain professional identity and find a certain way in the work. Marriage is basically achieved, so from many aspects, young teachers under 25 are happier.

### ***Teaching years and professional titles affect young teachers' career happiness.***

It can be seen from the data that there is a significant difference in teaching age in the professional happiness of young preschool teachers (psychological happiness:  $F=9.63$ ,  $p<0.01$ ; Emotional well-being:  $F=7.19$ ,  $p<0.01$ ; Social happiness:  $F=11.26$ ,  $p<0.01$ ; Cognitive well-being:  $F=15.46$ ,  $p<0.01$ ). The postmortem test further showed that in the dimension of psychological well-being, the well-being of young preschool teachers with 1-3 years of teaching age was lower than that of other teachers. On the dimension of emotional well-being, the happiness of young preschool teachers with 1-3 years of teaching experience is lower than that of teachers with 3-5 years and 7-10 years. In terms of social happiness and cognitive happiness, the happiness of young preschool teachers with 1-3 years of teaching is lower than that of teachers with 3-5 years and 7-10 years, and the happiness of teachers with 5-7 years of teaching is lower than that of teachers with 7-10 years of teaching. There was a significant positive correlation between professional title and psychological well-being and social well-being ( $p<0.01$ ). There was a significant positive correlation between professional title and emotional well-being, and cognitive well-being ( $p<0.05$ ). The higher the professional title, the better the professional happiness of young teachers.

### ***Workload and income incongruity affect the career happiness of young kindergarten teachers.***

Since the opening of the three-child policy, many families have had two or even three treasures, which in fact provides a lot of students for kindergartens, but from another point of view, it will lead to too many classes and increase the work content of teachers. Kindergarten teachers' workload is large, the content is detailed and trivial, and children are small and like to play around. The need for teachers to keep an eye on the trends of children to ensure safety, in addition to every educational activity, carefully prepare lessons grinding lessons, daily observation forms, record forms, preparation materials and learning materials completed and handed over on time, environment creation both educational significance and beautiful, etc. This extends the working time considerably. The daily work of teachers is very meticulous and requires teachers to have enough patience and love, from 7:30 in the morning

to pick up the children into the garden to send the last child out of the garden at night. During this period, the teacher needs to pay attention to the situation of children all the time in order to complete the rest of the education activities, and the workplace also extends from the kindergarten to the family, work and family cannot coordinate well. Happiness naturally goes down.

## **CONCLUSION AND IMPLICATIONS**

### ***Increase the salary of new graduate young teachers to help establish career goals.***

The education department should effectively guarantee the income of new graduate kindergarten teachers. The study found that there was no significant difference between the establishment and the absence of establishment and the happiness of teachers, but the freedom and take-home salary of private kindergartens would affect the stability and quality improvement of young teachers. This call calls on the education department to solve the survival needs of new graduate kindergarten teachers to avoid differential treatment. A good career plan and career goals can greatly improve career happiness. The sense of achievement and self-worth brings people endless energy. When a person in a thing feels very successful and realises their own value, inner happiness arises spontaneously. Kindergarten teachers' sense of achievement and self-worth mainly comes from the progress of children, parents, leaders, colleagues, and themselves. Start by believing in yourself and reinforcing yourself positively. Secondly, set some small goals for yourself to achieve and stick to, and make progress every day. Third, timely recording their own sense of achievement, feeling the specific examples of self-worth, such as communication with children, can let children like themselves, with parents on the communication, can tell, get trust and respect and so on.

### ***Professional title evaluation and recruitment mechanism of young teachers and provide a platform for continuing education.***

How can teachers get better professional development? First, provide learning opportunities for teachers, such as holding some thematic lectures and inviting senior teachers in kindergartens or professors of preschool education to share some substantive experiences. The existing operational education resources should be integrated to carry out continuing education for young kindergarten teachers, improve the professional ability of kindergarten teachers and cultivate their professional quality so as to promote the development of teachers. Secondly, education departments organise class evaluation competitions to encourage students to take an active part in learning. At the same time, they pay more attention to the professional title evaluation of young preschool teachers, which should be carried out in a fair and open manner to increase the opportunities for teachers' professional development.

A harmonious and positive working atmosphere can make people happy, mobilise enthusiasm for work, and increase the happiness of teachers. In addition to ensuring the stability of the teachers to create a warm and caring working atmosphere, colleagues should respect each other and have mutual understanding and mutual support. Establish an equal relationship, learn from the experience of other teachers, and be able to help and care when confronted with problems. More attention should be paid to mutual respect between leaders and teachers. Leaders should be good at observing and finding the teachers' shining points and praise them in time.

### ***Reasonable arrangement of work content, clear job responsibilities***

The Provision of Kindergarten Teaching Staff Standards (Interim) requires that the ratio of teaching staff to children in full-day kindergartens should reach 1:5-1:7. It clearly requires classes to be equipped with two educators and one guarantee or three educators. The size of kindergarten classes will cause many problems, such as the controllable degree of unsafe factors, the complicated work content of teachers, the attention to the emotional aspects of individual children, etc., which will affect the professional happiness of teachers and the need to be treated seriously. According to the characteristics of children's physical and mental development, the workload of kindergarten teachers is large, and the content is detailed and trivial. The children are small and like to play everywhere, and the teacher needs to keep an eye on the trends of the children. In addition to every educational activity, carefully prepared lesson grinding lessons, flat in a variety of observation forms, record forms, lesson

preparation materials and learning materials completed and handed in on time, Creating environments that are both educational and aesthetic, etc., has greatly extended working hours. If the teacher's job responsibilities are not clear, more or less qualified or unqualified, it is easy to cause the teacher's inner discontent. Reasonable arrangement of work content, clear job responsibilities of kindergarten teachers, not repeat meaningless work, can implement division of labour management, which can greatly improve work efficiency, complete tasks with high quality and efficiency, and shorten the working time, so as to improve the professional happiness of kindergarten teachers.

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