

Influencing factors and promotion strategies of college teachers' career happiness in the new era

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Abstract: Teachers are the foundation of the development of education in China. In the context of the new era, comprehensively improving the professional happiness of college teachers can promote the professional development of teachers and play an important role in promoting the healthy growth of students and the deepening reform of higher education. Based on this, this paper is mainly based on the basic connotation of college teachers' professional happiness in the new era, summarizes and analyzes the main factors affecting the professional happiness of college teachers, and finally puts forward the improvement strategy of college teachers' professional happiness in the new era to provide valuable reference for relevant educators.

Keywords: new era; college teachers; career well-being; influencing factors; promotion strategies

1. Introduction

At present, the pace of social changes is gradually accelerating, and the pressure of the industry environment is constantly increasing. Many university teachers are facing the problem of lack of professional happiness, which has an important impact on the development of teachers and the effectiveness of talent training. In this regard, it is of great practical significance to analyze the strategies to improve the professional happiness of the university teachers.

2. A basic overview of the professional happiness of college teachers in the new era

College teachers' professional happiness mainly refers to the satisfaction, pleasure and positive emotional experience brought by teachers in their own career process, such as work themselves, interpersonal relationship, work achievement and working environment. This sense of happiness is the internal motivation for teachers to actively play their own value in their posts, and it is also an important indicator to measure the quality of teachers' professional life. There are three main sources of professional happiness: the growth and progress of students; the effort and gain; the third is the professional growth. Teacher is a special profession, it is related to the heart, about the growth, but also about the life.^[1]

3. Influencing factors of college teachers' professional happiness in the new era

3.1. External Factors

External factors are the main ones influencing the occupational well-being of college teachers in the context of the new era. Generally speaking, the factors that affect the occupational well-being of college teachers mainly include high-intensity scientific research and teaching tasks as well as the irrationality of the performance evaluation mechanism, such as the anxiety caused by the "Research Excellence Framework" and the "double burden" of female teachers in the workplace and at home. These factors collectively exert a significant amount of pressure on teachers, thereby impacting their occupational well-being. High-intensity scientific research and teaching tasks are key factors affecting teachers' occupational well-being. Currently, in the critical period of social transformation, society's requirements for higher education are gradually showing a trend of high expectations and high demands, which has led to an increase in the work intensity and work pressure of college teachers, seriously affecting the formation of teachers' positive work attitudes. At the level of teacher assessment, many colleges and universities take students' academic performance as the focus of teachers' performance assessment. The short-term utilitarian nature of the work has impacted the teachers' occupational well-being in

comprehensive education, resulting in a decline in teachers' professional honor; their occupational well-being has also faded away accordingly. At the same time, female teachers often bear the "double burden" of family and school during the process of teaching and educating students. This often leaves female teachers extremely busy and unable to meet the needs of both the family and the school. Female teachers are "physically and mentally exhausted," and their occupational well-being has gradually evolved into a "sense of occupational burden." [2]

3.2. Internal Factors

Teachers' professional happiness is the continuous joyful experience produced by teachers in the process of occupation and education, and it is the subjective feeling of teachers. Internal factors, such as the conflict between job burnout and self-worth, often influence the professional happiness of college teachers. [3] Some college teachers chose this career without fully considering their interest in educational work, whether their actual abilities are competent for the sacred mission of teaching, or whether this teaching job suits their long-term development and actual needs. They simply took the job as a means of making a living. These teachers have a low sense of self-worth and find it difficult to recognize and appreciate the intrinsic value of the teaching profession. At the same time, the profession of college teachers has outstanding "repetitive" characteristics, which require teachers to teach and educate people day after day, which makes instructors very prone to professional fatigue. If the cognition of teachers is not comprehensive or they lack a sense of identity, it will reduce college teachers' teaching enthusiasm and enthusiasm, and it will be difficult for them to devote themselves to education, which can easily lead to students having a low sense of identity to teachers and then affect the generation of professional happiness of college teachers.

4. Strategies to improve college teachers' career happiness in the new era

4.1. Institutional support

A scientific and reasonable system can provide strong support for college teachers to generate a sense of occupational well-being. In this regard, during the process of deepening the reform of higher education, colleges and universities should focus on optimizing and improving the existing systems related to teacher management, continuously reducing teachers' non-teaching burdens, and further perfecting the mechanism for assessing teacher performance. We can achieve effective system optimization and improvement by starting from these two aspects. Specifically, in terms of reducing the non-teaching burdens of college teachers, colleges and universities can reduce the work of filling out annual assessment forms for faculty members, introduce technical means such as big data and artificial intelligence, and implement the automatic collection and filling of school assessment data. By adjusting, straightening out, and standardizing, the operation efficiency of relevant teacher management departments can be improved, and the vitality of colleges in running schools can be enhanced. Colleges and universities can also introduce advanced teaching technical means, promote artificial intelligence technology on campus, and assist teachers in carrying out electronic marking, teaching design, etc., so as to reduce teachers' non-teaching burdens and enable teachers to have more time to devote to the cause of teaching and educating students. Regarding the improvement of the performance assessment mechanism, colleges and universities need to clarify the deficiencies of the current education evaluation system that simply applies a scientific research-oriented approach. Focusing on the actual need to reduce teachers' non-teaching burdens, they should specifically improve the teacher assessment and evaluation system to ensure that it has the outstanding advantages of scientificity, objectivity, and rationality. The reform of the teacher assessment system should prioritize cultivating excellent teaching staff. Specifically, colleges and universities can incorporate elements such as the social benefits of the school, teaching achievements, and students' development into the teacher assessment and evaluation system, thereby altering the traditional "imbalance between scientific research and teaching." It can further weaken the utilitarian nature of education, reduce the negative impact of heavy scientific research tasks on teachers, create a free and beneficial environment for teachers to concentrate on teaching and educating students, and accelerate the transformation of teachers' scientific research achievements. While accelerating the growth and development of teachers, it can further enhance their sense of occupational well-being.

In addition, relevant government departments also need to pay attention to strengthening the institutional support for improving the occupational well-being of college teachers during the practice process, actively assume their responsibilities, focus on the main institutional factors that currently affect the improvement of teachers' occupational well-being, and as soon as possible reduce and restrict

educational evaluations and inspections and abolish unnecessary evaluations and inspections so as to effectively relieve teachers' difficulties and enable teachers to fully devote themselves to the cultivation of high-quality talents. They should also introduce targeted policies and systems to promote colleges and universities to change the traditional value of teacher assessment and evaluation that takes students' academic performance as the main indicator, abandon the practice of using students' test scores as the main standard for teacher assessment and evaluation, adhere to a scientific orientation, implement a diversified teacher assessment and evaluation mechanism, and use rich evaluation methods to conduct all-round and long-term evaluations of teachers, enhancing the objectivity and authenticity of the results of teacher assessment and evaluation. In this way, with the support of a good assessment mechanism, the occupational pressure of college teachers can be effectively reduced, and teachers can obtain a greater sense of occupational well-being in the work of teaching and educating students.

4.2. Organizational support

Strengthening organization support is the main channel of college teachers' professional happiness; to make teachers with a more full attitude into teaching work, colleges and universities in the process of practical development optimize organization support, focus on teachers' professional happiness reality and actual demand, and from creating a humanistic care environment and deepening career development guarantee two aspects, produce "escort" for teachers' professional happiness.^[4]

Firstly, to foster a human-centered environment, colleges and universities should regularly arrange for teachers to conduct mental health lectures and team-building activities. Additionally, they should establish a flexible working system and flexible office mode to further emphasize the humanistic aspects of their institutions. The management level of colleges and universities should pay close attention to teachers' mental health, create a positive working environment for teachers on campus, and set up teachers' psychological consultation rooms to provide professional psychological counseling services for teachers. Focusing on the actual needs of teachers' mental health development, regular mental health lectures are held to help teachers clarify how to carry out correct emotional management and cope with pressure and assist teachers in learning to identify their emotions so that teachers can master emotional control skills to enhance teachers' psychological flexibility. Colleges and universities should also adhere to the people-oriented development concept, take teacher development as one of the focuses of the development of colleges and universities, and respect and serve teachers. And timely communicate with teachers, clarify the main factors affecting the acquisition of professional happiness in the actual life of teachers, and promptly help teachers to solve the actual problems in their life and work. Teachers are given the right to participate in school management, actively adopt teachers' opinions and suggestions, and enhance the participation degree of teachers in school management so as to enhance teachers' sense of ownership and further mobilize their enthusiasm and initiative in work. At the same time, colleges and universities should also innovate and optimize the teacher management system and strengthen the humanistic management of colleges and universities. University management level should actively be inside the teachers group, clear teachers' career development needs, improve the existing management system, introduce information technology, create an online combination of flexible office mode, and develop teachers' careers to provide sufficient support and to meet the actual needs of teachers, promoting the coordinated development of teachers and schools.

Second, colleges and universities also need to deepen the guarantee of teacher career development. For example, provide continuous professional training and academic exchange opportunities to promote teachers' professional quality and teaching ability. Colleges and universities can establish cooperative relations with institutions for training teachers off-campus and conduct regular training to improve teachers' education and teaching ability so as to promote teachers to timely understand the latest requirements and changes in educational reform and better face the challenges of educational reform in the new era. Colleges and universities also need to deepen cooperation and exchanges with enterprises and create opportunities for teachers of different majors to improve their professional knowledge and ability so that teachers can constantly understand the latest technology and theoretical knowledge of the industry in specific positions so as to improve teachers' professional ability. In addition, colleges and universities also need to interact with other universities to build a bridge and platform for teachers' academic exchange so that teachers can gradually improve their experience and enrich their education experience in the process of interaction and communication. By providing sufficient support and guarantee for teachers' career development, teachers can gradually achieve their career development goals in the educational practice and then promote the synchronous improvement of teachers' professional happiness and satisfaction.^[4]

4.3. Technical support

Today, the integration of Internet technology with the education field has led to more diverse choices for innovation and development in colleges and universities and has opened up more opportunities to enhance teachers' professional happiness. In this regard, in the process of improving teachers' professional happiness, colleges and universities should actively play the unique advantages of information networks and take network technology as the main supporting force to improve teachers' professional happiness so as to promote teachers to actively participate in teaching and education activities and then promote the overall improvement of education quality in colleges and universities. To be specific, universities can use the accurate data-driven method to conduct a comprehensive analysis of the realistic needs of teachers' career development and combine it with the data analysis results to provide personalized development plans for each teacher. Universities should actively introduce big data technology and build a "Teacher Management Cloud Platform". Through this platform, relevant data information about teachers' development should be widely collected and sorted. By leveraging the mass data analysis function of artificial intelligence, comprehensive analysis of each teacher's data information can be carried out to generate targeted teacher development portraits. This helps teachers recognize their existing advantages and disadvantages in career development. Additionally, personalized development programs for teachers can be automatically generated. This helps teachers clarify the main direction of their future career development, thus promoting the personalized development of teachers. At the same time, colleges and universities also need to strengthen the wide application in the field of science and technology education and assist teachers to deal with administrative and lesson preparation affairs with the help of the characteristics of intelligence and automation of information technology. Colleges and universities can develop online business processing platforms to help teachers manage administrative tasks online, thereby compensating for the limitations of offline transaction processing and freeing up time for teachers to focus on optimizing education and teaching. Universities can also actively introduce generative artificial intelligence technology to help teachers prepare lessons. When preparing lessons, teachers only need to input the key words of the required materials in the generative artificial intelligence technology software so that they can obtain more comprehensive and clear educational materials, teaching resources, and excellent teaching cases. In this way, under the support of technology, teachers' lesson preparation time is effectively saved, the efficiency of teacher lesson preparation is improved, and the burden of lesson preparation is successfully reduced so that teachers can obtain better work experience with technical support.

4.4. Individual support

To comprehensively improve career happiness, college teachers themselves also need to give full play to their subjective initiative, actively seek professional happiness, and strengthen their support so that career happiness changes from "difficult" to "easy to get.". Specifically speaking, college teachers should pay attention to the self-adjustment of psychological flexibility. Teachers should cultivate excellent self-cognitive ability, timely understand their own emotional and psychological state, and help themselves to keep rational and calm in the face of occupational pressure through practical and effective emotional management skills, such as meditation and deep breathing exercises, so as to improve their ability to deal with difficulties. In addition, college teachers should actively communicate with their family, friends, and colleagues, learn to communicate effectively, and seek positive emotional support and effective help through the establishment of individual support networks. This will enable them to better cope with the difficulties and challenges that come with life and career development. At the same time, college teachers also need to reconstruct their own professional values, eliminate their sense of professional burnout, enhance their professional identity through the establishment of correct and scientific professional values, and then gain more professional happiness. College teachers bear the primary responsibility of preaching, teaching, and resolving doubts. In the process of career development, they should pay attention to actively aligning with educational standards and policies, strive to become the disseminator of advanced ideology and culture, play the role of guiding the healthy growth of students, and proactively set up lofty ideals and beliefs and noble professional ethics. College teachers should take the initiative to fully understand the main characteristics of the profession and profound connotation, clarify their job responsibilities on the main influence of students and society, and actively participate in school and social training and academic exchange activities; take the initiative to understand the mainstream trend of education reform and development; and continue to strengthen their teachers' professional identity and sense of mission. Teachers also need to pay attention to improving their professional ethics level, deepening the reform to understand the education under the background of ethics, strengthening main requirements, actively understanding advanced teachers' sage deeds, further enhancing their dedication, and then better coping

with education environment change, enhancing their professional adaptability, and being more dedicated to education in our country. [5]

5. Conclusion

To sum up, in the context of the new era, improving the professional happiness of college teachers has important practical significance and far-reaching influence. Colleges and universities should deepen the understanding of the important value of teachers' professional happiness through system support, organization support, technical support, and individual support; comprehensively promote teachers' professional happiness acquisition and promotion; and enhance teachers' satisfaction and professional identity to promote the quality of higher education education.

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