

Occupational Environment, Professional Development, and Well-being of High School Teachers in China

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Asia Pacific Journal of
Management and
Sustainable Development
Vol. 12 No. 1, pp.73-85
March 2024 Part 1
ISSN: 2782-9332 (Print)

Date Received: March 20, 2024; Date Revised: March 30, 2024; Date Accepted: April 2, 2024

Abstract – This study explores the connections between occupational environment, professional development, and well-being among high school teachers in China. 500 teachers participated from a senior high school in Zhengzhou City.

Results showed a balanced gender distribution with most teachers aged 41-50 and holding Master's degrees. Teachers generally agreed with work intensity but reported lower satisfaction with work support and job satisfaction. Regarding professional development, skills were valued most, followed by knowledge and attitude. Well-being was highest in emotional aspects, followed by life well-being, with work well-being rated lowest.

Interestingly, significant differences in responses were found based on teacher profiles, suggesting these variables are interconnected. A positive work environment may motivate teachers to pursue professional development, leading to improved skills and well-being. Conversely, teacher well-being can influence the overall work environment. The study concludes by proposing a training program to enhance all three aspects for Chinese high school teachers.

Keywords – Occupational Environment, Professional Development, Well-being

Cite this article as: Qianli, L. (2024). Occupational Environment, Professional Development, and Well-being of High School Teachers in China, *Asia Pacific Journal of Management and Sustainable Development*, 12(1), 73-85.

INTRODUCTION

High school teachers are not only the foundation of Chinese basic education, but also the cornerstone of the progress of the times. The responsibility of teachers is to teach. Students will be influenced gradually by teachers who are confident, optimistic, and happy in education and teaching. Therefore, the country and society generally should actively promote the culture of respecting teachers and emphasizing education, implement relevant policies, effectively protect the

interests of teachers, improve the social reputation of teachers, and give teachers a sense of identity, honor and well-being in their career.

With the rapid development of China's education, teachers' professionalization, occupational environment and other issues have gradually received attention and concern, but at the same time, due to the increase of social pressure, changes in the working environment and personal attitude to work with unclear understanding of the purpose, many teachers' occupational well-being is getting lower and lower, which also affects their work efficiency and professional improvement, and it has a crucial influence on the development of education and teaching quality in the basic education stage.

Occupational environment is a combination of various factors that mutually influence and interact with each other in the development and survival of a profession. It is the external environment formed by the professional group in which individuals are situated, including both macro-level and micro-level components. These components encompass factors such as technological access, social status, career development trends, and interpersonal relationships within the profession. The occupational environment comprises two main aspects: the macro environment, which refers to the societal context, and the micro-environment, which includes both internal and external organizational (or educational institution) factors. The occupational environment can impact practitioners' job satisfaction, performance, and overall occupational well-being. For teachers, the occupational environment refers to the external conditions and internal factors in which they engage in educational activities, including the social environment, work environment, interpersonal relationships, job tasks, as well as relevant institutional and assessment requirements. The occupational environment serves as a record of the career path development process for professionals, directly influencing career growth and overall sense of well-being [1].

Professional Development is the ongoing process of acquiring new skills and knowledge to enhance the current job performance or to prepare for a new career. It is an essential part of staying up-to-date in the certain field and advancing the career. Teacher's professional development refers to the continuous learning and self-improvement process undertaken by teachers to enhance their professional knowledge, skills, and teaching abilities. It is an integral part of teachers' lifelong career and a key pathway for them to maintain good teaching status, improve teaching quality, and achieve professional growth. The essence of teacher professional development can be manifested in the following three aspects: the development of professional knowledge, the enhancement of professional skills, and the improvement of professional attitudes. Teacher professional development is a continuous, complex, and ever-changing process. Essentially, it is the ongoing process of teachers' self-exploration and development of their life connotations in practice. The significance of teacher professional development lies not only in achieving teachers' professionalism but also in enhancing teachers' quality of life, igniting their inner lives, and enhancing their sense of professional achievement and well-being [2].

Teacher's well-being refers to the sense of satisfaction, joy, and achievement that teachers experience in their educational and teaching work. Teacher well-being is an important indicator of teachers' physical and mental health as well as their career development. It is also a crucial factor influencing students' physical and mental health and academic development. The improvement of teacher well-being is an important prerequisite for teachers to conduct effective teaching. The enhancement of teacher well-being can directly affect the development of teachers' professional levels. Meanwhile, the improvement of teacher well-being is inseparable from the improvement of the professional environment and the development of teacher professionalism [3].

As is well known, in China, high school teachers face many professional pressures. They not only have to fulfill teaching tasks, apply for research projects, undergo title assessments, undergo position assessments, publish academic achievements, and engage in professional development like teachers in other educational stages, but also, due to the background of the college entrance examination, high school teachers are required to possess and continuously improve their professional skills, knowledge, and teaching demonstration abilities. They are also required to

undertake the task of sending talents to various universities across the country within a limited time frame (within 3 years). This undoubtedly increases the professional fatigue of high school teachers, leading to a phenomenon of low life well-being index, loss of enthusiasm for work, and consequently resulting in low teaching efficiency, which in turn affects students' well-being and academic achievement.

In recent years, with the development of social economy and the deepening of education reform, issues concerning teachers' professional environment, professional development, and well-being have increasingly attracted the attention of scholars and society. The complexity of the teacher's professional environment is becoming more prominent. In the past, teachers were considered the primary disseminators of professional knowledge and skills. However, in recent years, with the development of social diversification and the advent of the era of artificial intelligence and big data, students have more and more channels and ways to acquire knowledge. Teachers are no longer the sole disseminators of knowledge and information. The teacher's professional environment has become more complex, and at the same time, teachers also face pressure from various aspects such as students, parents, and society [4].

With the continuous deepening of educational reform, the requirements for teachers' professional abilities are also increasing. Teachers need to continuously learn new knowledge and skills and improve their professional qualities to adapt to the needs of educational development. It is worth noting that in recent years, the issue of teacher well-being has become increasingly prominent. Due to factors such as high work pressure, low salary, and low social status, high school teachers generally have low levels of well-being. The problem of teacher well-being not only affects the physical and mental health of teachers themselves but also affects the academic development of students and the overall development of the quality of basic education in the country. Therefore, in-depth research on the topics of teachers' professional environment, professional development, and well-being has important theoretical significance and practical value. From a theoretical perspective, firstly, it helps to deepen the understanding of the teacher's professional environment. Secondly, it helps to build a theoretical system for teacher professional development and explore the influencing factors and improvement strategies of teacher well-being. In practice, based on the research results, the authors have proposed training plans related to

improving the teacher's professional environment, promoting teacher professional development, and enhancing teacher well-being.

Based on the training and development program, Schools can use the findings of this research to improve the occupational environment for teachers, broaden channels for professional development, and improve their welfare benefits to enhance their well-being. Teachers can learn from the study's insights to improve work efficiency, achieve professional growth and development, enhance their sense of professional achievement and well-being, and realize the physical and mental health of teachers. Policymakers can formulate more targeted education reform measures and policies based on research results, continuously optimize the education environment, strengthen the construction of the teaching staff, improve the social welfare benefits of teachers, further enhance their well-being, and promote the good development of the education industry. The findings of this study can enhance the overall quality of elementary education and teaching by improving the occupational environment of teachers, promoting their professional development, and improving their well-being, further enhancing the comprehensive level of the teaching staff, and thus promoting the healthy development of the entire education industry. me education technology companies are focusing on the development of digital English education products, including picture books, phonics and digital play. These products may incorporate technological elements such as artificial intelligence and interactivity to provide a richer learning experience. For teachers, there are several training courses and workshops dedicated to applying digital picture books, phonics and play in teaching. This helps to improve teachers' digital teaching.

OBJECTIVES OF THE STUDY

The focus of this study is to determine the relationship among Chinese teachers' occupational environment, professional development, and well-being. Specifically, it described the profile of respondents in terms of sex, age, years of teaching and the highest academic degree; determined teachers' occupational environment in terms of work support, work intensity and job satisfaction; identified the professional development in terms of knowledge, skills and attitude, assessed teachers' well-being in terms of work well-being, life well-being and emotional well-being; tested the significant difference of responses on occupational environment, professional development and well-being when grouped according to profile; tested the significant

relationship among the three variables; lastly, proposed a training and development program based on the results of this study.

MATERIALS AND METHODS

Research Design

This study takes the Zhengzhou Airport Experimental High School as an example which aimed to examine their occupational environment, professional development and well-being of high school teachers through a descriptive research method. Descriptive research argued by Siedlecki [5] is a research method whose main purpose is to describe, depict, measure, analyze, and summarize the current situation and characteristics of a group, phenomenon, event, or relationship.

Due to the focus of this study on evaluating the professional environment, professional development, and well-being of Chinese high school teachers, as well as their interrelationships, descriptive research is considered the most suitable research method.

Descriptive research mainly examines the overall condition and characteristics of the research subjects through methods such as literature review, surveys, interviews, and case studies. In this study, the researchers focused on using literature review and questionnaire survey methods.

The literature research method is a method of collecting and organizing literature materials such as books, journals, and dissertations from data centers and libraries, as well as searching through electronic resource libraries such as the China National Knowledge Infrastructure (CNKI) literature database, to sort out research results on the occupational environment, professional development, and teachers' well-being home and abroad, as well as the relationship among them. Through the acquisition, organization, induction, and analysis of existing research materials, the study will provide theoretical basis for subsequent research.

Questionnaire survey method refers to a method in which researchers design questions based on the purpose and content of the study, send them to the participants in the form of a questionnaire, and collect, organize, and analyze the questionnaire after completion, in order to obtain survey data, making the positions and viewpoints expressed by the research institute more representative and authentic. This study conducted a questionnaire survey on 632 teachers from Zhengzhou Airport Experimental High School to gain a deeper understanding of their current occupational

environment, professional development, and well-being index.

Participants of the Study

The participants in this study were teachers at Zhengzhou Airport Experimental High School in China, who were teachers at the school and came from three different grades. There are 182 people engaged in Grade1,300 people engaged in Grade2, and 150 people in Grade 3. They hold various years of teaching in various grades, from 1 to 40 years.

From the total number of employees of 632, the target respondents will be computed by using Raosoft Formula and the number of participants for each grade as following: 234 teachers in Grade 1, 135 in Grade 2, and 144 in Grade 3, which will achieve a 95% confidence level and a margin of error of 3% in the study. To eliminate errors caused by level differences and ensure comprehensive coverage of the study, 511 teachers from different grades were reviewed and 11 teachers in their internship period were excluded from the study. The remaining participants were selected from each grade based on the target population using random sampling method.

In addition, before the reliability test, 60 subjects will be randomly selected to test the reliability and validity of the questionnaire.

Instrument

The study aimed to test the significant relationship among the three variables: occupational environment, professional development and well-being. Therefore, the researcher adopted the questionnaire method as the key instrument to carry out this study.

In this study, there are four key questionnaires including the profile of respondents, the questionnaire of Teacher Occupational Environment Scale, Teacher Professional Development Level Scale and Teacher well-being assessment.

The first questionnaire is about the personal information of respondents which includes sex, age, years of teaching and the highest education attainment.

The second one is the questionnaire of Teacher Occupational Environment modified from the questionnaire of Teacher Occupational Environment Scale (TOES) by Chinese educator Wang Lihua (Chinese Education Journal 2019) and TEOS by American scholar Judy Harvey (Journal of Educational Research 1981).The scale consists of 30 items in the following three aspects: work support, work intensity

and job satisfaction, each of which is evaluated at a four-level rating of "strongly agree", "agree", "disagree", and "strongly disagree".

The third part is the Teacher Professional Development Level Scale, which modified from the most common Teacher Professional Development Scale in China edited by Chen Lixin to evaluate teachers' professional development from three dimensions: knowledge, skills, and attitude (2017) with a good validity for evaluating the professional development level all over China.

The forth questionnaire is the Teacher well-being assessment scale adapted from the teacher well-being assessment system (TWAS) developed by Zhang Wen (China Education 2022) and the Teachers' Sense of Well Being Scale compiled by Tschannen Moran and Hoy (Journal Teaching and Teacher Education 2001), which includes 30 items covering three dimensions: work well-being, life well-being and emotional well-being.

In this study, the researchers adopted a four- point Likert scale to rate the responses to the questionnaire items. Each item's score is given a corresponding weight value, with 4 being the highest and 1 being the lowest. The descriptive verbal descriptions corresponding to strong disagreement, agreement, disagreement, and strong disagreement are all in clear order, and the given indicators are all positive. Therefore, the higher the project score, the better the occupational environment, professional development level, and well-being index.

The validity test was conducted through a trial operation of the instrument, and a total of 60 high school teachers participated in this study. The purpose of testing is to ensure that any form of evaluation conducted is reliable and accurate. Validity analysis refers to the degree to which the measured results reflect the intended content to be examined. The more the test results match the content to be examined, the higher the validity, and vice versa, the lower the validity.

After collecting the pre-test data, the researchers submitted the data to the school's data testing center to obtain the reliability test results. The results (Table 1) show Table 1 showed that the Cronbach-alpha coefficients of all the subscales ranged from 0. 922 to 0. 951, indicating high reliability. The obtained Cronbach-alpha coefficient value was0. 952, indicating that the questionnaire had excellent content validity.

The Result of Reliability Test

Indicators	Cronbach Alpha	Remarks
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Work Support	0.944	Excellent
Work Intensity	0.922	Excellent
Job Satisfaction	0.951	Excellent
Knowledge	0.933	Excellent
Skills	0.943	Excellent
Attitude	0.924	Excellent
Work Well-Being	0.940	Excellent
Life Well-Being	0.925	Excellent
Emotional Well-Being	0.922	Excellent

George and Mallery (2003) provide the following rules of thumb: “_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable”

Data Gathering Procedure

In this study, the research-based questionnaire is highly used as a major data collection method. The questionnaire, as the main tool, collected the vast majority of data required to complete this study. This study includes information collection from questionnaire and in-depth face-to-face interviews with 30 teachers, all of whom were randomly selected from those who completed the questionnaire. The questionnaire consists of four parts, covering the personal information of the respondents, the occupational environment of the teachers, professional development, and well-being. A total of 94 questions were released. In the pre-test, in order to ensure the completeness and validity of the questionnaire filling out. The researcher distributed questionnaires face-to-face and personally explain the content and purpose of the survey, ensuring that respondents complete the questionnaire according to their own wishes without external intervention, and maximizing the effectiveness and reliability of the questionnaire filling. In the large-scale questionnaire distribution process, the questionnaire was edited and completed by the Questionnaire Star mini program. The researcher distributed the questionnaire to the respondents through links in social media such as QQ and WeChat groups, and quickly spread it to all respondents. The questionnaire was distributed and collected within one day, which greatly improved the efficiency of questionnaire collection. At the same time, the researcher also conducted one-on-one interviews with randomly selected teachers, ultimately completing the collection, input, and organization of data.

Data Analysis

The data is collected from the research-based questionnaire and first made into a table. For the first part, frequency statistics and percentage methods are used to determine the distribution of respondents. Meanwhile, in the following section, weighted averages

will be used to determine the occupational environment of high school teachers in terms of work support, work intensity, and job satisfaction. Similarly, the weighted average is also used to test the professional development status of high school teachers, including their knowledge, skills, attitudes, etc. At the same time, the statistical tool also evaluates and determines the level of well-being of high school teachers in three aspects: work well-being, life well-being, and emotional well-being. Regarding the testing of relationships and differences between variables, this study used t-tests between given variables.

Ethical Considerations

When carrying out this study, the researcher fully regarded ethical factors to ensure that every piece of information collected was only used for this study, in order to ensure the effectiveness and completeness of the study. The researcher contacted the human resources department of the school where the respondents were located in advance by seeking consent to guarantee that the target respondents were ready to answer the necessary questions involved in the study. To ensure the privacy of participants, researchers promise not to use their real names, and their personal information will be strictly confidential during the research process. In addition, during face-to-face interviews, the privacy and personal opinions of the respondents were fully respected, thereby ensuring the authenticity and effectiveness of the survey to the greatest extent possible.

RESULTS AND DISCUSSION

Table 1
Occupational Environment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Work Support	3.04	Agree	2.5
2. Work Intensity	3.11	Agree	1
3. Job Satisfaction	3.04	Agree	2.5
Composite Mean	3.06	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 shows the teacher's occupational environment. The comprehensive mean of 3.06 reflect that the respondents have the overall agreement of their

occupational environment. However, it varies in different aspects. As shown in Table 5, the highest weighted mean of work intensity for high school teachers is 3.11, ranking first. The other two elements of work support and job satisfaction come a close second with the mean of 3.04. Through further observation of the research data, it is not difficult to find that the high work intensity of high school teachers has been unanimously recognized by the respondents. In fact, high school teachers not only spend more time on assessment, invigilation, and non-educational meetings than primary and middle school teachers on average. In addition to non-teaching work, due to the special nature of high school education, the direct teaching workload of high school teachers on weekdays is higher than that of primary and middle school teachers, and it is an undeniable fact that most high school teachers need implicit overtime on weekends. Although in the previous text, most respondents stated that they do not need to work on weekends and bring work home, many teachers have stated that they often receive emails and consultation calls from students and parents on weekends or during break time, which involves children's psychological counseling, analysis of exam results, academic planning, and community services. These phenomena are more prominent in the headteachers. Although there is no requirement for a teacher to work on weekends and during break time, many respondents stated that they find it difficult to turn a blind eye to inquiries and help calls from parents and students. It is the task that is difficult to quantify and measured are time-consuming and energy-draining.

It is not difficult for us to understand why respondents have a low evaluation of their job satisfaction and believe that they do not receive enough job support. This result also indirectly supports the view of Chinese scholar Wu [6] on the boundaries of education Teachers, especially headteachers, are dissatisfied with the intensity of non-teaching work. One of the underlying reasons is that the so-called "important matters" and "urgent matters" from superiors interfere with the normal work arrangements of teachers, reduce work flexibility, and lead to teachers feeling overwhelmed with non-teaching work, increasing psychological burden. Therefore, from the perspective of the work content of teachers, educational decision-makers and managers should minimize the uncertainty and suddenness of non-teaching work as much as possible, avoid teachers playing games in the tension between teaching and non-teaching work, and provide teachers with an independent and undisturbed work and

time field.

Education administrative departments and school administrators should enhance their sense of responsibility, eliminate the "simple", "formal", and "leaving traces" thinking in handling administrative tasks and school management affairs, and prevent responsibilities from crossing boundaries. They should also carry out systematic and structural overall deployment of non-teaching work, work together to coordinate administrative tasks with school management affairs and various non-teaching work, reduce the number and frequency of unexpected affairs, and try to avoid disrupting the normal work arrangements of teachers.

Education administrative departments and school administrators also should shift towards a "service-oriented" management model, based on the perspective of teacher work, giving teachers more professional decision-making autonomy, allowing teachers to arrange work content according to their own needs, dynamically coordinate teaching and non-teaching work, improve the flexibility of teacher work time and space, and alleviate the psychological burden of non-teaching work on teachers.

Table 2
Professional Development

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Knowledge	3.01	Agree	3
2. Skills	3.09	Agree	1
3. Attitude	3.05	Agree	2
Composite Mean	3.05	Agree	

Table 2 summarizes the teacher's professional development. The comprehensive weighted mean of 3.05 shows the overall identification of respondents with the development of the teaching profession. Specifically, the evaluation on skills is the highest with a mean of 3.09, followed by attitude at a mean of 3.05; and knowledge at 3.01 The identification of respondents with teachers in terms of professional skills further confirms Zhang [7] view on teacher information literacy in 2022. With the arrival of a new round of technological revolution, information technology has brought unprecedented changes to education and teaching. For a long time, the flourishing development of information technology has continuously spurred changes in China's education. Relying on information platforms, China's educational technology has gradually matured, promoting the transformation and reconstruction of learning paradigms. For example, with the support of big

data, teachers can obtain learning resources suitable for their professional development on the education platform through the Internet, so as to improve their teaching skills. At the same time, with the help of intelligent machines, teachers can also be freed from heavy and repetitive work, achieving the organic unity of teaching and education. In 2018, the Ministry of Education of China issued the "Education Informatization 2.0" The Action Plan as cited by Yan and Yang [8] emphasizes the use of emerging technologies such as artificial intelligence and big data as the foundation to promote the transformation of education models and ecological reconstruction supported by new technologies, providing a favorable policy environment for the development of smart education.

From the perspective of teacher professional development, the most important thing for national and local governments is to strengthen the internal connection between smart education and teacher professional development, so that teachers can become intelligent talents in the process of professional development. Since 2018, the Ministry of Education of China has organized more than 5000 teacher professional skills training activities across the country, with 21800 hours of online courses to help improve teacher professional skills. Many respondents think highly of the above activities, and they have gained a lot from it. At the same time, many newly hired teachers have argued that the courses and professional knowledge they study in university are proved to outdated and unpractical. On contrast, the skills training activities after being employed are more targeted and operational. It is not difficult to find that as a university teacher-training major that cultivates teachers, it also needs to keep up with the pace of the times, timely align with the times in curriculum development and setting and empower teacher professional development.

The well-being of teachers is a positive emotional experience that enables them to fulfill their needs and experiences in educational activities. Having a sense of well-being is the foundation for doing a good job in education and teaching, and it is the driving force for promoting the professional development of teachers. Teacher's well-being not only includes the overall evaluation of individual teachers' living conditions and levels, but also includes their perception of the level of pleasure in their work. The evaluation of job well-being, life well-being, and emotional well-being by respondents is shown in the table below.

Table 3 presents the summary of teacher' well-being.

The weighted mean of 3.11 indicates a higher well-being index among the respondents. However, it varies in different aspects. When it comes to the three well-being in work, life and emotion, the emotional well-being got the highest mean of 3.17 ranked first.

Table 3
Well-Being

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Work Well-Being	3.01	Agree	3
2. Life Well-Being	3.15	Agree	2
3. Emotional Well-Being	3.17	Agree	1
Composite Mean	3.11	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

As mentioned earlier, the high emotional well-being of high school teachers is directly related to the educational environment in China. In China, high school education is an important part of the national education system, playing a crucial role in providing talent and personnel diversion for higher educational institutions. High school teachers are given higher expectations by society, and the connection between parents, students, and teachers is closer. The teaching efficacy and sense of achievement of high school teachers are easier to quantify and have a stronger degree of visualization compared to other stages of learning. At the same time, high school teachers face greater work pressure, accompanied by lower job satisfaction. The weighted mean of 3.01 also proves it.

Wang et al. [9] explores teacher burnout in China. This study highlights several factors that contribute to lower job satisfaction among Chinese teachers, including workload, social expectations, and a lack of autonomy. The high-stakes testing environment in China puts immense pressure on teachers to ensure their students perform well on standardized exams. This pressure, coupled with large class sizes and limited resources, can lead to feelings of overload and inefficacy. Additionally, Chinese society places a high value on education, and teachers are often seen as role models for their students. These social expectations can add to the stress teachers experience, as they feel a constant pressure to perform at a high level.

Compared to other study sections, high school teachers not only face occupational pressures such as heavy workloads and long working hours but also social

expectations such as educational reform and increasing enrollment rates, which often lead to the occurrence of work fatigue to varying degrees. Therefore, the overall level of work well-being is not high. Hence, it is a good way to take some measures to improve teacher's life well-being so that teachers' well-being will be improved totally.

Table 4
Relationship Between Occupational Environment and Professional Development

Work Support	r-value	p-value	Interpretation
Knowledge	.905**	0.000	Highly Significant
Skills	.912**	0.000	Highly Significant
Attitude	.843**	0.000	Highly Significant
Work Intensity			
Knowledge	.905**	0.000	Highly Significant
Skills	.912**	0.000	Highly Significant
Attitude	.843**	0.000	Highly Significant
Job Satisfaction			
Knowledge	.829**	0.000	Highly Significant
Skills	.844**	0.000	Highly Significant
Attitude	.868**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 presents the association between Occupational Environment and Professional Development. The computed r-value indicates a strong correlation between them and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the occupational environment, the better is the professional development.

Professional development is a topic that cannot be avoided in the process of educational development. It emphasizes that teachers, as professionals, "are in a process of continuous development and improvement in professional knowledge, professional skills, and attitudes, that is, the process of developing from professional novices to expert teachers". The professional development of teachers also cannot be separated from a suitable environment for nurturing and leading, which is what we often refer to as "exogenous development". There is a mutually reinforcing relationship between the professional environment of teachers and professional development. A good occupational environment can provide support and resources, which is beneficial to the professional growth and development of teachers. For example, providing education and training opportunities, encouraging innovation and cooperation, and providing good working conditions can stimulate teachers' enthusiasm

and creativity, and promote their professional level. In turn, the professional development of teachers can also improve the occupational environment, because the improvement of professional competence will enhance teachers' self-confidence and satisfaction, improve work efficiency and teaching quality, and thus improve the overall work atmosphere and teamwork. Therefore, the occupational environment of teachers and professional development are complementary and mutually reinforcing [10].

Table 5
Relationship Between Occupational Environment and Well-Being

Work Support	r-value	p-value	Interpretation
Work Well-Being	.769**	0.000	Highly Significant
Life Well-Being	.825**	0.000	Highly Significant
Emotional Well-Being	.822**	0.000	Highly Significant
Work Intensity			
Work Well-Being	.851**	0.000	Highly Significant
Life Well-Being	.828**	0.000	Highly Significant
Emotional Well-Being	.864**	0.000	Highly Significant
Job Satisfaction			
Work Well-Being	.884**	0.000	Highly Significant
Life Well-Being	.841**	0.000	Highly Significant
Emotional Well-Being	.871**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 illustrates the association between Occupational Environment and well-being. The computed r-values indicate a strong direct correlation. This means that there was significant relationship exists and implies that the better is the occupational environment, the better is the well-being of the respondents.

People are products of their environment. Well-being is a subjective emotional experience of individuals, which is closely related to the environment. The resource model of well-being suggests that external work resources, consisting of social support, organizational justice, job control, and compensation, have motivational effects. External occupational environments and resources can increase work

engagement and generate high well-being. For the teaching profession, the occupational environment includes working conditions, development prospects, social support, etc. A good occupational environment can provide positive work experiences and support, thereby increasing employee well-being. Improving the occupational environment to enhance teachers' well-being is one of the main responsibilities of governments at all levels, education authorities, and school leaders.

Sun and Wang [11] explores how a positive work environment acts as a resource that can enhance teacher well-being in multiple ways. For instance, a supportive and collaborative school environment can provide teachers with social support from colleagues and administrators, which can buffer the effects of stress and promote feelings of belonging and trust. Additionally, a positive work environment may offer teachers greater autonomy and control over their work, allowing them to make decisions about curriculum and instruction that align with their teaching philosophy and strengths. This sense of control can contribute to feelings of competence and efficacy, which are important aspects of teacher well-being. Finally, a fair and just work environment where teachers feel valued and respected for their contributions can foster positive emotions and motivation, ultimately leading to higher levels of well-being.

Legend: Significant at p -value < 0.01

Table 6 illustrates the association between professional development and well-being. The result indicates a strong direct correlation between them. In this study the professional development involves knowledge, skills and attitude.

In fact, teachers' professional development and well-being are hot topics in the current field of education. Promoting teachers' well-being through enhancing their professional development has become a common goal for educators. There is a close correlation between professional development and well-being.

Firstly, professional development can improve teachers' professional competence and professional level. By participating in various training and learning activities, teachers can enhance their teaching skills and knowledge level, improve their professional qualities, and thus better carry out their teaching. The improvement of teachers' professional competence and professional level will enable them to be more proficient in teaching, more confident and fulfilled, thus enhancing their well-being.

Secondly, professional development can provide teachers with broader development space. With the continuous development of society and the continuous reform of education, teachers need to constantly improve their teaching level and professional literacy in order to better adapt to the needs of educational reform and development. Professional development can help teachers constantly explore their teaching ideas and methods, expand their professional development space, and achieve self-realization and growth. This process of growth and development is also an important source of teachers' sense of well-being.

Finally, professional development can enhance teachers' social recognition and respect. As teachers' professional level and teaching quality improve, their status and role in society will also be enhanced. When teachers' efforts and achievements are recognized and respected by society, this recognition and respect is also an important source of teachers' well-being.

In summary, professional development is of great significance to the well-being of primary school teachers. Through professional development, teachers can improve their professional competence and professional level, expand their development space, enhance their status and role in society, and thus enhance their sense of well-being. Hence, a program for the enhancement of high school teachers is proposed as follows:

Table 6
Relationship Between Professional Development and Well-Being

Knowledge	r-value	p-value	Interpretation
Work Well-Being	.749**	0.000	Highly Significant
Life Well-Being	.753**	0.000	Highly Significant
Emotional Well-Being	.800**	0.000	Highly Significant
Skills			
Work Well-Being	.759**	0.000	Highly Significant
Life Well-Being	.777**	0.000	Highly Significant
Emotional Well-Being	.794**	0.000	Highly Significant
Attitude			
Work Well-Being	.861**	0.000	Highly Significant
Life Well-Being	.852**	0.000	Highly Significant
Emotional Well-Being	.911**	0.000	Highly Significant

Table 20
A proposed training and development program for Chinese high school teachers

Key Results Area	Program	Strategies	Key Performance Indicator	Persons Responsible/ Department
1. Occupational environment a. Work support Objectives: To improve the job support for high school teachers in terms of management model and teachers' welfare benefits	Teacher Work Support System	<ul style="list-style-type: none"> ● Build a school staff representative organization, regularly hold staff meetings, and collect opinions and suggestions from faculty and staff on the school. ● Set up a special fund for the birthdays and marriages of faculty and staff and pay attention to their personal living conditions. ● Adopt an efficient management model to simplify the work approval process. 	90% of school administrators and government education leaders participated, 90% of work processes were improved, and teachers' welfare benefits were improved to a certain extent.	Education authorities, human resources office, school committee
b. Job satisfaction Objectives: To enhance teachers' job satisfaction, professional identity, and work enthusiasm	Teacher Development and Satisfaction Improvement Plan	<ul style="list-style-type: none"> ● Conduct teacher training and research activities, teachers form a correct understanding of their profession and tap into their inherent character strengths. ● Provide clear career development channels and promotion mechanism to improve teachers' work efficiency. ● Select and commend outstanding teachers, establish advanced models, and enhance their social status and sense of honor. ● Building a shared digital teaching resource platform to facilitate teachers in accessing and sharing high-quality teaching resources. 	90% of teachers participate in the program and teachers' professional identity is improved to a certain extent, and their work enthusiasm is increased as well.	Teacher's Union, Teacher Development Center
2. Professional development a. Knowledge Objectives: To enrich teachers' basic knowledge and principles in education and psychology and enhance their teaching reflection on teaching.	career orientation and enrichment	<ul style="list-style-type: none"> ● Carry out teacher training and research activities, through which teachers can learn new educational teaching methods and techniques and improve their teaching skills. ● Carry out teacher training and advanced studies, through which teachers can exchange experiences with other teachers and jointly improve their teaching level. Teachers can also reflect on and learn from each other as well. ● Create modern educational technology for teachers. Teachers can use modern educational technology to improve teaching efficiency. ● Conduct a series of teaching competitions such as teaching skills competition, class management salon and so on. Teachers can continuously improve their teaching skills and reflection through strengthening self-practice by a variety of teaching activities. 	90% of teachers participated in training and research activities, enriching their knowledge of pedagogy and psychology, further enhancing their ability to reflect on teaching, and developing the habit of reflection.	Teacher Development Center, School Human Resource Office, Education Bureau
b. Attitude	Teacher	<ul style="list-style-type: none"> ● Set standards for the selection of new 	The professional	Teacher Training

<p>Objective: To enhance teachers' professional identity, their love for the profession, and improve their teaching knowledge and skills.</p>	<p>Career Orientation and Identity</p>	<p>teachers, comprehensively assess the educational potential and overall quality of applicants during interviews so that the school have more chance to recruit teacher-training students who are good at teaching and enjoy teaching to enrich the teaching group and enhance the overall professional identity of the teaching team.</p> <ul style="list-style-type: none"> • Carry out various professional training and research activities for teachers to improve their knowledge and skills from multiple perspectives. <p>2.</p>	<p>identity of teachers is enhanced, and their professional knowledge and skills are improved by training and research activities.</p>	<p>and Development Center</p>
<p>3. Well-being a. Work well-being Objectives: To enhance teachers' sense of professional responsibility and mission, and improve their sense of teaching efficacy</p>	<p>Teacher's well-being improvement plan</p>	<ul style="list-style-type: none"> • Give teachers more autonomy in their work, allowing them to better utilize their talents and creativity, and thus gain greater sense of achievement and satisfaction. • Provide professional development opportunities for teachers: Teachers can continuously improve their professional level through participating in training and research, thereby gaining a greater sense of achievement and meaning. • Establish an effective teacher evaluation system which is fair and be able to fully reflect the teacher's work performance, thereby improving teachers' job satisfaction. • Improve the working environment of teachers which is comfortable, safe, and guaranteed, providing good conditions for teachers' work. 	<p>Teachers have more job autonomy, which stimulates their work enthusiasm and improves their job satisfaction</p>	<p>School labor union, teacher development center</p>
<p>b. Life well-being Objective: To enhance teachers' sense of well-being in life.</p>	<p>Teacher's well-being improvement plan</p>	<ul style="list-style-type: none"> • Set up a family committee to strengthen communication and exchanges with teachers' families: • Teacher's Union takes some measures to strengthen communication and exchanges with teachers' family members through the family committee, thereby helping teachers gain more emotional support and satisfaction. • Carry out teacher professional development activities to help teachers acquire new knowledge and skills, broaden their horizons, and enhance their sense of well-being. <p>Create a positive and harmonious working environment, improve teachers' work efficiency, and reduce professional exhaustion and burnout. At the same time, a harmonious working environment is conducive to building good interpersonal relationships and providing emotional support and satisfaction to teachers.</p> <p>3. Develop teachers' positive mindset to help them better cope with life challenges and</p>	<p>Teachers' family relationships are more harmonious and harmonious than before; teachers' sense of well-being is improved</p>	<p>Teacher's Union</p>

		achieve higher levels of well-being.		
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CONCLUSION AND RECOMMENDATION

The number of male and female high school teachers is basically equal, with women slightly exceeding men. The age distribution ranges from 21 to 60 years old, with the largest number of teachers being between 41 and 50 years old, serving 15 to 25 years, with master's degrees. The respondents have agreed with the occupational environment of teachers as regards work support, work intensity and job satisfaction. Likewise, there is a high agreement with work intensity, while making the lowest assessment when it comes to work support and job satisfaction. Respondents have agreed to the professional development of teachers in terms of knowledge, skill, and attitude. Among the three indicators, respondents thought highly of skills rather than knowledge and attitude. In terms of well-being, the respondents unanimously agreed on all the indicators with emotional well-being having the highest assessment, followed by life well-being, and work well-being being the lowest. There exists a highly significant difference of responses on teachers' occupational environment, professional development, and well-being when grouped according to profile variables. There exists a highly significant relationship between the three variables. This implies that a positive occupational environment can motivate teachers to seek professional development opportunities, which in turn can enhance their skills and confidence, leading to improved well-being. Conversely, teacher well-being can influence the overall work environment. Teachers who feel well-supported and fulfilled are more likely to contribute positively to the school culture and collaborate effectively with colleagues. A training and development program to enhance the occupational environment, professional development, and well-being of Chinese high school teachers was proposed.

The school administrations may implement a series of effective training activities for teachers to improve their knowledge and teaching skills and enhance their sense of work well-being as well. The education authorities may issue policies to improve the welfare and benefits for teachers, so as to improve teachers' professional identity and well-being. The human resources office may optimize the school management system, develop a better performance evaluation system, and strive to evaluate teachers' performance more fairly and scientifically. The high school teachers may be given intensive training on balancing work and family to improve their sense of well-being. The teacher union

may pay more attention to teachers' work-life balance and psychological well-being through communication and coordination with school administration and officials. Future researchers may focus on other factors that might affect high school teachers' occupational environment, professional development, and well-being, such as work engagement, organizational culture, work productivity and teaching effectiveness. They may also determine which factors can significantly predict the occupational environment, professional development, and well-being of high school teachers. The proposed training and development program may be submitted for further discussion, implementation, and evaluation for further improvement.

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