Analysis of the Occupational Well - Being of College Teachers in Minority Areas: A Case Study of Inner Mongolia

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Abstract

In this paper, 286 teachers in Inner Mongolia colleges and universities were investigated by questionnaire, and 6 dimensions were evaluated according to the working environment, salary and welfare, teacher evaluation, occupational stress, growth platform and value. It is found that the happiness of teachers in welfare and value realization is lower than that of the other four dimensions. At the same time, we use SPSS13.0 statistical software analyzed the characteristics of the sample. According to the analysis of Occupational happiness of college teachers from different backgrounds, female teachers scored higher than male teachers in six dimensions; In terms of nationality, Mongolian teachers scored higher than Han teachers in terms of job environment satisfaction and value realization; In terms of age, young teachers scored higher on occupational stress than teachers over 54; In terms of working age, the teachers with short working age are less happy than those with long working age; In terms of professional title, associate professors have a higher professional pressure; In terms of education, the professional pressure of undergraduate teachers is relatively small.

Keywords: minority areas; college teachers; occupational well-being; questionnaires

1. Introduction

The occupational well-being of teachers in colleges and universities is the direct feeling and experience of teachers' own psychology, life and work. It also has a direct impact on students' happiness, and thus has an important influence on the school education effect. The study of happiness in psychology began in the 1950s.According to the literature, in the field of psychology, the most of the research on happiness is empirical research, focusing on the subjective well-being of people and measuring method. The two dominant academic trends in modern western psychology are the research of human psychology and human behavior. It is suggested that human behavior originates from the internal mental state and psychological process, which is the result of psychological activities. Foreign occupational well-being is based on psychological theory and is carried out based on happiness research, and its main focus is occupational health psychology. In 1974, the American clinical psychologist Freudenberg introduced new terminology for the first time. The study of psychological activities with the phenomenon of "Burnout" has innovated the field of psychology research. The earlier happiness study found that happiness was not related to the situation and had a universal structure (Danna, Griffn,1999). In the study of occupational happiness, because of the focus on the output and results of professional activities, the researchers emphasized the importance of evaluating happiness in a specific context, especially the work situation. In 1973, Campbell et al. proposed the field dimension of happiness, which included work situation, professional background and organizational situation. Horn et al. thinks that occupational well-being is an individuals' positive evaluation about all aspects of the work(Van Horn, at al., 2004).There are many factors influencing the occupational well-being of college teachers, such as subjective factors, objective factors and organizational factors. subjective factors, such as teachers' personality, can affect teachers' professional happiness.

Xu Tunhai et al. (2016) found that personality and other factors have a certain influence on the professional happiness of university teachers. It emphasizes the importance of protecting teachers' professional responsibility and enhancing their enthusiasm. Objective factors also affect the professional happiness of college teachers to some extent, such as gender, age, income level, location, marital status, etc. According to the analysis of Cai lingli (2010), with the increase of age, there are many college teachers unable to gain a good sense of accomplishment and satisfaction in their daily teaching and research. Zhang yuzhu et al. (2013) found in the study that male teachers' professional happiness score was higher than that of female, but it did not reach significance level; The relationship between occupational happiness and age is "inverted U"; In terms of income level, with the improvement of income, occupational happiness gradually increases. However, after the improvement to a certain degree, it decreased with the increase of income, and appeared "inverted u-shaped" shape; In terms of professional title, the ultimate title of teacher is significantly higher than the senior title teacher; In the region, the degree of satisfaction of teachers in the central and western regions is different: Teachers in western regions are more satisfied with their work satisfaction, student development and their relationship with colleagues than the central region and the satisfaction of work achievement is lower than that of central region; The marital status did not differ significantly between regions. Zhu hong (2015) found in her research that the factors influencing the occupational happiness of young teachers mainly include four factors: working environment, work stress, wage treatment and physical health. Organizational factors mainly include the attitude, management pattern and interpersonal relationship of school leaders. Zhang yuzhu and Jinshenghua (2013) found that interpersonal relationship is the second main source of professional happiness. Bi yan et al. (2016) pointed out that the satisfaction of teachers' salary management process is positively affecting the satisfaction of teachers' salary and positively affects teacher performance. Organizational support is an intermediary role in salary satisfaction and teacher performance. There are many researches on the professional happiness of teachers in colleges and universities. Such as analyzes teachers' occupational happiness from the perspective of psychology. There are also studies on the influence factors of occupational happiness of teachers in colleges and universities. However, there is little literature on the study of teachers' occupational happiness in minority areas. The college teachers in minority areas are the valuable wealth of education in China's ethnic regions. The professional happiness of university teachers is the key factor of education development process. The professional happiness of college teachers in minority areas marks the direct feeling and experience of teachers' own psychology, life and work, is a direct impact on students' well-being. Therefore, it will affect the talent training efficiency in minority areas. This paper, according to Maslow’s hierarchy of needs theory, draw lessons from the national center for health statistics work of overall well-being scale (General Well Being the Schedule), designed for the university teachers' professional well-being questionnaire, analyzes the Inner Mongolia region university teachers' professional happiness.

2. Research methods

2. 1 Sample

In this paper, a random sampling method was used to randomly sample the teachers in Inner Mongolia region, and 300 questionnaires were distributed, and 286 valid questionnaires were collected. There are 111 males and 175 females. There are 15 people under 25 years old, 53 from 25 to 34 years old, 100 from 35 to 44 years old, 91 from 45 to 54 years old, and 27 from 54 years old. There are 102 people in the Han nationality, 177 Mongolians and 7 other ethnic minorities. 80% have no religion, and 15% believe in Buddhism. 83% were married and 14% were unmarried. There are 53 people under 5 years of working age, 49 in 6-10 years, 38 in 11-15 years, 40 in 16 to 20 years, and 106 in 20 years. There are 43 professors, 100 associate professors, 108 lecturers and 35 teaching assistants. There are 4 people in the ministry, 3 in the department, 46 in the department and 84 in the section. There are 80 PHDS, 127 masters and 79 undergraduates. The survey period is from November 2016 to January 2017.In this paper, 300 questionnaires were distributed, 290 were recovered, and the recovery rate was 96%. Effective questionnaire 286, effective recovery is 95%.

2.2 Investigation tools

In this paper, according to maslow's hierarchy of needs theory, draw lessons from the U.S. national center for health statistics work of overall well-being scale (General Well Being the Schedule), design the "university teachers' professional well-being questionnaire". There are 50 questions in this questionnaire. Ten of them are the characteristics of the respondents.

There are 30 questions about teachers' happiness including working environment, welfare treatment, teacher evaluation, occupational stress, growth platform and value realization 6 factors. There are five semi-open questions about the career happiness affecting factors. According to Likter's five-point scoring method, the status of the respondents and the states described in the questionnaire were classified into 5 levels.1 、2、3、4、5 respectively means " very inconsistent", "not consistent", "not sure", "more consistent", and "very consistent". The higher the score, the higher the professional happiness.

2.3 Statistical tools and data processing

This article uses SPSS13.0 statistical software, analysis of the respondent's gender, age, nationality, religion, job title, position, length of service, education and other characteristics of samples. At the same time, the impact of different influencing factors on teachers' occupational happiness was analyzed. In this paper, the collected valid questionnaires were counted and classified, and six dimensions were assigned according to the working environment, salary and welfare treatment, teacher evaluation, occupational stress, growth platform and value. The questions 2, 13, 18 and 19 are the reverse problems, so they carry out the reverse scoring for the above four questions.

2.4 The circumstance of the research object

The first part of the questionnaire designed in this paper deals with some basic information of the respondents. The teachers in colleges and universities were randomly investigated by means of online questionnaire distribution and E-mail distribution in the Inner Mongolia. The basic situation of the sample is shown in table 1.

Table 1 basic information of the research object

Basic information	Options	subtotal	The proportion
Gender	①male	111	38.81%
	②female	175	61.19%
Age	①Under the age of 25	15	5.24%
	②25-34	53	18.53%
	③35-44	100	34.97%
	④45-54	91	31.82%
	⑤54 years of age or older	27	9.44%
National	①The Han	102	35.66%
	②The Mongolian	177	61.89%
	③other minorities	7	2.45%
Religious beliefs	①unbelief	230	80.42%
	②Buddhism	42	14.69%
	③Christian	2	0.7%
	④Islam	0	0%
	⑤The Catholic	1	0.35%
	⑥Taoism	1	0.35%
	⑦other	10	3.5%
Marital status	①single	39	13.64%
	②married	238	83.22%
	③divorced	6	2.1%
	④widowhood	3	1.05%
working years	①less then 5years (including 5years)	53	18.53%
	②6-10years	49	17.13%
	③11-15 years	38	13.29%
	④16-20 years	40	13.99%
	⑤More than 20 years	106	37.06%
The title	①teaching assistant	35	12.24%

	②lecturer	108	37.76%
	③Associate professor	100	34.97%
	④professor	43	15.03%
position	①Middle-level	84	29.37%
	②Place class	46	16.08%
	③Departmental level	3	1.05%
	④Ministerial	4	1.4%
	(empty)	149	52.1%
Education background	①bachelor degree	79	27.62%
	②master degree	127	44.41%
	③doctorate	80	27.97%
Valid entry		286	

From the table 1, we can see that the Mongolian teachers accounted for 62% of the total sample size, and the whole minority group accounts for about 64%. From the above data, Inner Mongolia as one of the minority areas, it is obvious that minority teachers constitute the majority of ethnic groups. This is the main reason why we choose this topic.

In terms of age structure, the number of teachers between 35 and 44 years old is the largest, accounting for 35% of the total sample. Secondly, there are more teachers between 45 and 54 years old, accounting for 32% of the total sample size. Young teachers aged 25 to 34, accounting for 19% of the sample size. There are 42 teachers under 25 and older than 54 years old, accounting for 15 % of the sample. From the above data analysis, it is found that the number of middle-aged teachers in the Inner Mongolia region is the most, and the teachers between 35 and 44 years old account for 77% of the total sample size. Middle-aged teachers have many advantages and are the backbone of the teachers' team. One is that the teaching experience is not as good as the old teacher, but it is better than the old teacher in terms of physical quality and can contribute more to the teaching career. Second, middle-aged teachers, compared to young teachers, their teaching experience has accumulated to a certain degree, experience is more abundant. So, what is the difference between teachers' occupational happiness in different age groups? We give the answer in section 3.The analysis of this problem can more effectively improve the occupational well-being and the teaching quality of higher education teachers in minority areas. In terms of teaching age structure, teachers with over 20 years of working age are the largest proportion, about 37% of the total. The other four stages are almost the same. The increase of working age and income level has a direct influence on teachers' happiness. At the same time, along with the increase of the working age some teachers are more bored with their jobs and thus less happy, because of the teacher is doing repetitive work every day. Therefore, it is necessary to make further analysis in the next section that what is the job satisfaction of teachers of different working ages.

In the aspect of religious belief, most teachers in Inner Mongolia University have no religious belief, and the proportion is 80% of the total sample size. 15% of teachers believe in Buddhism. The rest are other religions. In the case of marital status, 238 people were married, accounting for 83% of the total sample size. The number of unmarried people is about 14% of the sample. Two percent were divorced, and 1 percent were widowed. The family environment plays an important role in one person’s happiness. In terms of professional title, the proportion of lecturers in this sample is the largest, accounting for 38% of the total sample size. Second, associate professors, about 35% of the total sample size; Again, professor, about 15% of the total sample size; Teaching assistants are the least, accounting for about 12% of the total sample size. The influence of professional title level on teachers' happiness has two aspects: The first is the improvement of the teacher's professional title, which raises the salary level and improves the living standard. Obviously, the happiness index will rise. Second, due to the evaluation of professional title, the teacher is more competitive pressure, which will reduce the teacher's happiness to some extent. In terms of position, the mechanism of influencing teachers' occupational happiness is the same as professional title. In the sample of this paper, the number of teachers with no job is the largest, accounting for 52% of the total sample size. The second is the number of Middle-level cadres, accounting for 29% of the total sample size. Place class carders accounting for about 16% of the total sample size. The number of Departmental level and Ministerial level cadres is relatively small, accounting for about 2% of the total sample.

In terms of educational background, the number of master's degree teachers is the largest, accounting for 44% of the sample size. The second is the PhD, which accounts for about 28% of the sample and bachelor degree is 27.6%.From the data analysis, it is found that Inner Mongolia university has a higher requirement for teacher education, and the number of graduate students is about 72% of the total sample size. From the theoretical analysis, the improvement of academic degree is directly proportional to the salary level. So that the income level is relatively high and the living standard is relatively high, thus the teachers' professional happiness is relatively high. From the theoretical analysis, the improvement of the general education level leads to relatively high-income level and high standard of living. Therefore, teachers' professional happiness is relatively high.

3. Research results

3.1 The overall situation of occupational well-being of teachers in colleges and universities in ethnic minority areas

For the analysis of the overall situation of professional happiness of teachers in Inner Mongolia, this paper takes the theoretical average value as the reference value and compares with the relative average value of the samples. Theoretical average value is the weighted average value of each random variable. The weight is the probability of each possible values of the random variable. The theoretical average value reflects the average of each variable, represents the average degree of each random variable. This paper deals with the six dimensions that work environment, welfare treatment, teacher evaluation, occupational stress, growth platform and value realization. In each of the questionnaires, Likter's five-point scoring method was adopted, and the congruence between respondent status and the status described in the questionnaire were classified into 5 levels:1 、2、3、4、5 respectively means " very inconsistent", "not consistent", "not sure", "more consistent", and "very consistent". The higher the score, the higher the professional happiness. In this case, the theoretical average value of each dimension is 3（（1+2+3+4+5）/5=3）. Each dimension survey factor includes five options, so the theoretical average value of each option is 15（3×5=15）. The overall score of occupational well - being of teachers in Inner Mongolia is shown in table 2.

Table 2 the overall score of professional happiness of teachers in Inner Mongolia

	Average value	Theoretical average value	standard deviation
work environment	17.73	15	5.93
Welfare treatment	16.18	15	6.27
teacher evaluation	17.73	15	5.76
occupational stress	17.38	15	5.83
growth platform	17.69	15	5.85
value realization	16.28	15	6.27

Analysis of the above data in table 2, we found that the gap between average and theoretical averages of two dimensions that welfare treatment and value realization. It means that teachers in Inner Mongolia have less happiness in welfare treatment and realization of value. However, because its average value is higher than the theoretical average value, it shows that the teachers still have a certain sense of happiness in both dimensions although less than the other four dimensions that work environment, teacher evaluation, occupational stress and development platform. From the standard deviation of data, we can see that still the welfare treatment and value realization two dimensions ‘standard deviation is larger than other four dimensions, shows that different teachers have a large difference in happiness from welfare and value realization. Another word, some teachers get a high level of happiness from welfare and value realization, and some teachers get low happiness. The standard deviation of working environment, teacher evaluation, occupational stress and development platform is low, and its average value is much higher than the theoretical average value, more than 2 points. It shows that the teachers in Inner Mongolia are satisfied with the working environment, they have gained the trust of students and schools, the professional pressure is small, and they have gained their own development. In addition, most teachers have a small difference in happiness from it.

3.2 Comparative analysis of occupational well-being of teachers in colleges and universities under different backgrounds

3.2.1 Comparison of occupational well-being of different gender teachers

Table3 comparison of occupational well-being of different gender teachers

Evaluation standard	Gender	Average value	standard deviation
work environment	Male	17.13	5.77
	Female	17.36	5.68
welfare treatment	Male	17	6.15
	Female	17.18	6.42
teacher evaluation	Male	17.17	5.96
	Female	17.49	5.56
occupational stress	Male	15.17	6.18
	Female	16.24	5.93
growth platform	Male	18.13	5.90
	Female	19.06	5.69
value realization	Male	16.3	6.49
	Female	16.96	6.18

From the gender perspective, college teachers in Inner Mongolia, the female teacher average score of each dimension is higher than male teacher, that female teacher's happiness index is higher than male teachers. In 6 dimensions, the two biggest dimensions of happiness index gap between male and female teachers are professional pressure and growth platform respectively. It is small that the difference between the average value and the theoretical average value of male teachers' occupational stress. Male teachers are less happy with their career stressors. The average score of the growth platform of female teacher is the highest, indicating that the female teacher has achieved self-development in the teaching process, and is optimistic about the personal development prospect and development prospect of the school. The difference of happiness between male and female teachers is not significant in the four aspects of working environment, welfare treatment, teacher evaluation and value realization. In above four dimensions, male and female teachers feel happier in the first three dimensions. In terms of value realization, although the average value of male and female teachers is higher than the theoretical average, the happiness achieved is lower than the previous three. Generally speaking, because of work pressure, male teachers are less happy than female teachers in Inner Mongolia. Female teachers are more optimistic about their future development than male teachers. Therefore, their happiness index is higher than male teachers. The female teacher's overall happiness index is higher than male teacher.

3.2.2 Comparison of occupational well-being of different ethnic teachers

Table4 comparison of occupational well-being of different nation teachers

Evaluation standard	Nation	Average value	standard deviation
work environment	Mongolian	17.49	5.54
	Han	17.08	5.94
welfare treatment	Mongolian	16.90	6.30
	Han	17.40	6.29
teacher evaluation	Mongolian	17.55	5.82
	Han	17.05	5.48
occupational stress	Mongolian	16.65	5.96
	Han	14.48	5.94
growth platform	Mongolian	18.90	5.84
	Han	18.53	5.64
value realization	Mongolian	17.12	6.18
	Han	16.05	6.51

According to the analysis in table 1, the majority of teachers（98%） in Inner Mongolia are Mongolian and Han teachers. Therefore, this paper only compares the occupational well-being of teachers of Mongolian and Han. From a national perspective, Mongolian teachers in Inner Mongolia have higher occupational happiness than Han teachers in the whole dimensions except the welfare benefits. It shows that Mongolian teachers are less satisfied with the welfare of the school than the Han teachers.

Mongolian teachers are more satisfied than the Han teachers in the satisfaction of working environment, the recognition of students and school, occupational stress, future development prospect and value realization.

Table 5 comparison of occupational well-being of different age teachers

Evaluation standard	Age	Average value	standard deviation
work environment	Under 25	16.60	6.87
	25-34	17.51	5.31
	35-44	17.00	5.51
	45-54	16.99	5.84
	older than 54	19.10	5.67
welfare treatment	Under 25	15.80	6.38
	25-34	17.28	6.25
	35-44	17.24	6.14
	45-54	17.11	6.30
	older than 54	17.03	6.78
teacher evaluation	Under 25	16.93	7.25
	25-34	17.72	5.31
	35-44	17.49	5.35
	45-54	16.91	5.92
	older than 54	18.10	5.79
occupational stress	Under 25	17.27	7.26
	25-34	16.96	5.77
	35-44	15.94	5.76
	45-54	15.01	6.11
	older than 54	15.34	6.45
growth platform	Under 25	17.00	7.65
	25-34	19.36	5.60
	35-44	18.23	5.52
	45-54	18.67	5.90
	older than 54	20.21	5.22
value realization	Under 25	16.40	7.48
	25-34	16.34	5.98
	35-44	16.81	6.01
	45-54	16.53	6.45
	older than 54	17.76	6.59

3.2.3 Comparison of occupational well-being of different age teachers

From the perspective of age, young teachers under the age of 25 have the highest average score in occupational stress from the 6 dimensions in Inner Mongolia. It shows that young teachers get more happiness from work than other teachers and do not feel stressed at work. There was almost no difference between the happiness of teacher in the age of 25-34, 35-44, and 45-54 in 4 dimensions that work environment, welfare treatment, teacher evaluation and value realization. Teachers who aged 54 and older are happier than any age group in terms of teacher evaluation, growth platform and value realization. It shows that the old teachers have good school recognition, and their own abilities have been greatly developed and realized their self-worth.

3.2.4 Comparison of occupational well-being of different working ages

Table 6 comparison of occupational well-being of different working ages

Evaluation standard	Working ages	Average value	standard deviation
work environment	Under 5 years	16.92	5.63
	6-10years	16.76	5.62
	11-15years	17.13	5.29
	16-20years	17.07	5.47
	More than 20 years	17.78	5.94
welfare treatment	Under 5 years	16.34	6.19
	6-10years	16.90	6.80
	11-15years	17.36	5.67
	16-20years	17.93	6.31
	More than 20 years	17.18	6.26
teacher evaluation	Under 5 years	17.66	5.79
	6-10years	16.94	5.25
	11-15years	17.51	5.53
	16-20years	17.40	5.94
	More than 20 years	17.37	5.82
occupational stress	Under 5 years	16.94	6.20
	6-10years	16.29	5.56
	11-15years	15.85	5.71
	16-20years	15.30	6.32
	More than 20 years	15.29	6.16
growth platform	Under 5 years	19.15	6.12
	6-10years	17.88	5.41
	11-15years	18.36	5.71
	16-20years	18.86	5.41
	More than 20 years	18.92	5.96
value realization	Under 5 years	16.26	6.48
	6-10years	16.33	5.84
	11-15years	17.28	5.98
	16-20years	16.77	6.68
	More than 20 years	16.86	6.27

From the perspective of working ages, the teachers who under the 5years working ages get the three the most value in the six dimensions. Among them, welfare treatment and value realization have the lowest score and the growth platform have the highest score. This shows that teachers with short working years are paid less than teachers with long working years. It proves the real situation in real life. At the same time, in terms of value realization, because of its short working age, it is difficult to realize all its value, thus its happiness index is less than that of teachers with long working years. Because the working years are short, the development space is relatively large, so the teachers who have worked for less than 5 years have the highest score in the development platform dimension. The analysis results are match with the reality. The happiness index of the teachers who working age is 6-10 years is a little higher than that of the teachers who have less than 5 years working age. The teachers who working age is 11-15years and 15-20 years performed roughly the same in the first four dimensions. Teachers who worked for more than 20 years had the highest scores on the work environment. It means they have good relationship with students. At the same time, they got the lowest scores on occupational stress, close to the theoretical average value, which means they are more stressed than younger teachers.

3.2.5 Comparison of occupational well-being of different title

Table7 comparison of occupational well-being of different title

Evaluation standard	Title	Average value	standard deviation
work environment	teaching assistant	18.11	4.81
	Lecturer	16.79	5.72
	Associate professor	17.12	5.90
	Professor	18.16	5.53
welfare treatment	teaching assistant	16.11	6.04
	Lecturer	17.74	6.12
	Associate professor	17.27	6.34
	Professor	16.00	6.60
teacher evaluation	teaching assistant	17.57	5.67
	Lecturer	17.47	5.53
	Associate professor	17.31	5.82
	Professor	17.11	5.96
occupational stress	teaching assistant	17.60	5.76
	Lecturer	15.56	5.81
	Associate professor	15.53	6.16
	Professor	15.84	6.35
growth platform	teaching assistant	18.57	5.73
	Lecturer	18.42	5.83
	Associate professor	19.04	5.60
	Professor	18.64	6.22
value realization	teaching assistant	16.83	5.90
	Lecturer	16.31	6.26
	Associate professor	16.95	6.45
	Professor	16.96	6.38

From the perspective of professional title, the teaching assistants in Inner Mongolia have the highest average value of occupational stress of the 6 dimensions, indicating that the work pressure of teaching assistants is no greater than that of lecturers and professors. The score of lecturer is lowest on the growth platform and value realization, but the difference with other teachers is very small. It shows that lecturers are slightly less happy than other teachers in their own development prospects and self-worth. The associate professor had the most value in the two dimensions of occupational stress and growth platform: the lowest scores on occupational stress, indicating greater occupational stress; the highest scores on the growth platform dimension indicate that associate professors are highly optimistic about their future development prospects. The professors scored highest in the two dimensions of the work environment and the value realization, indicating that the professors have established a good working environment and realized their self-worth.

3.2.6 Comparison of occupational well-being of different professional title

Table 8 comparison of occupational well-being of different professional title

Evaluation standard	professional title	Average value	standard deviation
work environment	bachelor degree	17.74	5.89
	master degree	17.33	5.35
	Doctorate	16.77	5.99
Welfare treatment	bachelor degree	16.67	6.44
	master degree	17.33	6.08
	Doctorate	17.20	6.50
teacher evaluation	bachelor degree	17.33	6.21
	master degree	17.60	5.51
	Doctorate	17.08	5.53
occupational stress	bachelor degree	15.95	6.28
	master degree	15.91	5.97
	Doctorate	15.59	5.95
growth platform	bachelor degree	18.62	6.50
	master degree	18.65	5.45
	Doctorate	18.86	5.61
value realization	bachelor degree	16.90	6.74
	master degree	16.86	6.14
	Doctorate	16.31	6.18

From the perspective of professional title, the average score difference is not obvious between the tree kind of professional title on 6 dimensions in Inner Mongolia. The teachers with bachelor's degree scored slightly higher than the other two kinds of teachers in the work environment and occupational stress and value realization. It indicates that the bachelor degree teachers and students have a more harmonious working atmosphere, and the professional pressure is relatively small, and the personal goal is achieved. The master's teachers scored slightly higher in the two dimensions of welfare and teacher evaluation than the other two kinds of teachers. It shows that the master degree teacher is satisfied with the salary and welfare and has been recognized by the school and the students. The doctoral degree teacher scored slightly higher on the growth platform than the other two kinds of teachers. It shows that the doctoral degree teachers are optimistic about their development prospects and the development prospects of the school.

4. Conclusion

From Inner Mongolia university teachers' professional happiness overall situation analysis, in the work environment, welfare benefits, teacher evaluation, occupational stress, development platform and the value realization of six dimensions, teachers in welfare benefits and value realization ways to obtain happiness is lower than the other four dimensions. At the same time, the happiness obtains from the welfare benefits and the value realization among different teachers is quite different. Teachers are satisfied with the work environment in their work in Inner Mongolia. They have gained the trust of students and schools, have little professional pressure, have developed themselves. In addition, there is small gap of happiness among most teachers. According to the comparative analysis of occupational happiness in colleges and universities under different backgrounds, male teachers are less happy than female teachers due to their occupational stress. Female teachers are more optimistic about their future development than male teachers, so their happiness index is higher than that of male teachers. The female teacher's overall happiness index is higher than male teachers. In terms of nationality, Mongolian teachers are less satisfied with the welfare of the school than the Han teachers. However, Mongolian teachers are more satisfied than their Han teachers in the satisfaction of the work environment, the recognition of students and school, career pressure, the future development prospect and value realization. In terms of age, young teachers under the age of 25 scored highest on average value in terms of occupational stress, suggesting that younger teachers are happier than other teachers from their jobs. Teachers over 54 years old have already had good school recognition, and their own abilities have been greatly developed and realized their self-worth.

In terms of working age, teachers with short working years are paid less than those with long working years, which proves the real situation in real life. At the same time, in terms of value realization, because of its short working life, it is difficult to realize all its value, thus its happiness index is less than that of teachers with long working years. Teachers who have been working for more than 20 years have a good relationship between teachers and students, and the work pressure is a little bigger than that of the younger teachers. In terms of titles, the teaching assistants are no more stressful than lecturers and professors. Lecturers are slightly less happy than other teachers in their own development prospects and self-worth. Associate professors are more professional pressure, but they are highly optimistic about their future prospects. Professors have established a good working environment and achieved self-worth. In terms of professional title, the bachelor degree teachers have a more harmonious working atmosphere with students, have small professional pressure, and relatively achieved personal goals. Master degree teachers are more satisfied with the welfare treatment and are recognized by the school and students. PhD degree teachers are optimistic about their prospects and the prospects of school development.

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