

Teaching innovation, teacher engagement and career success in universities: Basis of teacher career model

Zhao, Yumei ✉

Graduate School, Lyceum of the Philippines University – Batangas, Philippines

Received: 25 May 2024

Available Online: 15 July 2024

Revised: 25 June 2024

DOI: 10.5861/ijrse.2024.24653

Accepted: 10 July 2024

ISSN: 2243-7703

Online ISSN: 2243-7711

OPEN ACCESS



Abstract

This paper focuses on the crucial relationship between teaching innovation, teacher engagement, and university teacher career success, aiming to develop a comprehensive teacher career model. It delves into teaching innovation at the levels of ideas, objectives, and methods, emphasizing the impact of guiding teaching concepts on academic achievement and proposing ideas for advancing education quality. Clear teaching objectives are deemed foundational for innovation, and the study analyzes how teachers establish and achieve these goals, emphasizing their importance for students' comprehensive development. The innovation of teaching methods is highlighted as essential for enhancing students' interest and understanding. In terms of teacher engagement, the study examines vitality, dedication, and attention, demonstrating their direct influence on teaching effectiveness. Through a questionnaire survey, the positive correlation between teachers' dedication and teaching impact is explored, along with strategies to enhance teachers' attention levels. Regarding career success, the paper explores salary, promotion, and job satisfaction dimensions. It establishes the link between salary, career satisfaction, and educational investment, providing suggestions to improve promotion opportunities. Job satisfaction, tied to long-term career investment, is discussed with summarized methods to enhance it through surveys. The paper offers theoretical perspectives and practical suggestions to support university administrators and policymakers. By constructing a more comprehensive teacher career model, it seeks to positively contribute to the sustainable development of university education and the enhancement of educational quality.

Keywords: teaching innovation, teacher engagement, career success, teacher career model

Teaching innovation, teacher engagement and career success in universities: Basis of teacher career model

1. Introduction

From the perspective of teaching innovation, teaching innovation is to improve the teaching quality, or to realize the cultivation of students' creative thinking. Teachers' teaching innovation plays an important role in cultivating students' creativity. Teaching innovation emphasizes teachers will infiltrate new ideas into the teaching of each link, use new tools and methods in teaching, to each student view of open attitude, create exploration space for students, and students have a good interaction, the teaching content associated with students' daily life (Huang et al., 2015), usually including teaching concept innovation, teaching goal innovation, teaching content innovation, teaching method innovation, teaching evaluation innovation. Teaching innovation refers to the teachers achieve predetermined teaching objectives through novel teaching process, so that students' performance and have creative performance.

The innovation of teaching methods is regarded as the key and difficult point of the teaching reform of colleges and universities, and it is the most difficult part to grasp and promote in the teaching reform. Teaching method is the key element that determines the quality of talent training. The quality of talent training is the lifeline of higher education. With the continuous increase of the stock of specialized talents, the society no longer keeps silent on the quality of talent training in institutions of higher learning, and carefully examines all links of the quality of talent training. Teaching method is an internal element that cannot be lacking in talent training activities, and plays a flexible catalytic role in the generation of education and teaching quality. It is a complex of teaching activities directly connecting with teachers and students, adjusting means and approaches, reshaping ideas and values, and realizing goals and ideals.

The state pays more and more attention to the quality of education and teaching and teaching reform in colleges and universities, and realizes a new round of teaching innovation and reform from point to point, so as to improve the school-running ability, service level and international influence of institutions of higher learning. With the extreme expansion of the "quantity" of college students, how to guarantee the "quality" of college student training has become a common concern of college teachers. How to face different groups of learners, how to design innovative teaching strategies and modes to adapt to different groups, how to make the teaching content and position, theoretical teaching and practical teaching, schools and enterprises, and how to improve teaching has become the problem that college teachers have been thinking about. Therefore, with the teaching innovation of colleges and universities as the theme, based on the current situation investigation and reason analysis, some basic problems of teaching innovation of colleges and universities are studied, so as to contribute to the exploration of teaching innovation theory of institutions of higher learning, and effectively guide the practice activities of teaching innovation in China.

From the perspective of teacher engagement, engagement refers to the degree of investment in the work, while the teaching engagement of university teachers can be understood as the investment of university teachers in the teaching work. The main antecedent variables that impact on engagement include work characteristics, pay and benefits, training development, and organizational atmosphere (Guo,2013). When university organizational equity shows a higher level, teachers will also present a higher engagement (Song,2017). The influencing factors of local teacher engagement in higher universities are special, among which work characteristics, salary, local sense of belonging, environmental atmosphere and development opportunities are all important influencing factors (Wang, et. al.,2016). As the main body of course teaching, the teaching engagement is directly related to the teaching quality of higher education, and the engagement level has a significant positive impact on their work performance(Tian,2012). The phenomenon of "water lesson" is mostly caused by low teacher engagement(Shao,et al.,2019) .

Analysis of teaching Dedication of College Teachers:

At present, the teaching engagement of college teachers is not high. The teaching engagement of college teachers can be reflected in the classroom teaching behavior.

1. In the use of teaching technology input. Some teachers teach the old PPT, simple design.
2. In terms of the teaching content. Some teachers do not prepare lessons carefully enough, and do not pay attention to the latest hot spots in the course content.
3. In terms of teaching methods. Many teachers are still used to "full hall" "a speech", a class from beginning to end, only their own content is finished.
4. In terms of the teaching requirements. Some teachers have less curriculum assignments.

Therefore, the in-depth analysis of the relevant problems of college teachers' dedication, and the corresponding suggestions and improvement measures, not only play an important role in improving the dedication of university teachers, but also have important practical significance to improve the teaching quality and promote the all-round development of students.

From the perspective of career success, Praskova et al. (2014) found that goal-directed efforts played a partially mediating role in the relationship between professional mission and professional success. This may be related to the differences in the sample population, variable measures and other factors. For university teachers, the professional sense of mission-career success path, may be more clear: to work hard and research, practical and consistent with the sense of mission work target, will be able to pursue the value and meaning of life, experience the psychological professional satisfaction, and gain a professional sense of achievement and competitiveness. Liu, et. al., (2021) discussed the mechanism of the influence of professional mission on the career success of university teachers. The results show that the sense of career mission indirectly promotes the career success of university teachers, the intermediary chain of "work effort-goal commitment" plays a complete intermediary role between the sense of career mission and career success, and work effort plays a complete intermediary role between the sense of career mission and goal commitment.

Subjective career success refers to the positive psychological feelings accumulated by individuals in the long-term work, such as market competitiveness and job satisfaction(Ng, et. al.,2014). For college teachers, the objective career success is more reflected in the number of papers published, the number of projects undertaken and the level of professional and technical positions. College teachers shoulder the important missions of university development, talent training and knowledge innovation, which determines the sustainable development of university education in China. College teachers are under high work pressure, low income level and career development in a double embarrassing situation(Liu,et al.,2018). If this goes on, the severe professional situation is not only not conducive to the realization of the personal value of college teachers, but also will limit the construction of the teaching staff, and then bring shackles for the long-term sustainable development of higher education. Therefore, how to fully understand and promote the career development of college teachers and break the professional difficulties they face has become a hot topic in the academic circles.

Early existing scholars from two aspects of qualitative and empirical discusses the construction of college teachers countermeasures and Suggestions, but the problem focused on training way(Zhang,2018), incentive mechanism (Wang,2012), job satisfaction(Wu,2017) and work stress, etc., ignore the inherent law of career development, failed to focus on as a starting point and career development of career success factors, lead to the proposed countermeasures as scratch. Reviewing previous studies, many scholars have demonstrated the leading variables of career success from demographic factors, individual factors, organizational factors(Wang, et al.,2016; Zhou, et al.,2017; Wang, et al.,2016; Blickle, et al.,2018), social factors(Gao,et al.,2017) and capital (Chen, et al.,2017). With the development of the concept of capital, scholars gradually realize that the success of an individual is not only related to their own knowledge, ability and effort, but also affected by the relationship

between the individual and the outside world. That is, social capital has also become a powerful factor to predict career success. In addition, individual psychological capital originating in the field of active organizational behavior can improve performance and gain competitive advantage, and plays a more important role in career success.(Xiong, et al., 2016).

University teachers undertake a lot of teaching and research tasks (Qiang, 2016),on the one hand, the improvement of teaching and research level is based on the assistance of social institutions; on the other hand, high efficiency and high efficiency of the support of the organization, the collision of academic thinking is also indispensable, requiring university teachers to have deep academic network resources. Therefore, the more valuable network resources that college teachers with more social capital stock can mobilize, the easier they are to achieve career success. University teachers are faced with great pressure of teaching and research and life, so they need to constantly carry out self-motivation, self-psychological adjustment, actively mobilize various resources, and seek new solutions.

From the perspective of occupation, university teachers assume the responsibilities of teaching, academic innovation and social service, among which teacher teaching is the center of various work and the fundamental responsibility of teachers. Therefore, it is more meaningful to discuss the career success of college teachers. Based on the three aspects of teaching innovation, teacher engagement and career success, this paper conducts empirical analysis and scientific research on the career model of college teachers.

Objectives of the Study - This paper aims to study the promotion effects of teaching innovation and teacher engagement on career success in universities. Specifically, this paper aims to: Assess teacher teaching innovation in terms of innovation in teaching ideas, innovation in teaching objectives and innovation in teaching methods; Determine teacher engagement in terms of teacher vitality, teacher dedication and teacher focus; Describe teacher career success in terms of compensation, promotion and job satisfaction; Explore the significant relationship among teacher teaching innovation, teacher engagement and teacher career success in universities; On the basis of the research results, a feasible framework for improving the career success of teachers in universities is proposed.

2. Methods

Research Design - This paper develops a questionnaire based on a large number of literature studies, and used statistical analysis methods to guide the empirical analysis of the whole paper, and then analyzed the relationship between the three research variables. This study uses comprehensive quantitative and qualitative research methods to comprehensively explore and in depth the relationship between teaching innovation, teacher engagement, and career success. A certain number of teachers were randomly selected from schools of different types and levels across the country. Questionnaires covering teaching innovation, teacher engagement, and career success were designed to obtain quantitative data. Through statistical software such as SPSS, we will conduct correlation analysis, regression analysis, etc., to find out the potential relationship between teaching innovation, teacher engagement and career success, while exploring possible influencing factors. Integrate data from quantitative studies and use a comparative analysis to find consistency and differences between the two for a comprehensive and in-depth understanding of the relationship between teaching innovation, teacher engagement and career success.

Participants of the Study - The respondents of this article are mainly teachers from various institutions of higher learning in Anhui Province, China. Researchers randomly distributed electronic questionnaires through online channels to ensure the accuracy of the relevant subjects. Through sample collection, 384 questionnaires from college teachers were received.

Data Gathering Instrument - The questionnaire involved in this study mainly consists of the selection dimensions of three variables, which are teaching Innovation, teacher engagement and career success. Therefore, it is mainly divided into three modules. Each variable has three dimensions, each is formulated as a measure of a

question that can be answered. Measurement methods used a level 4 rick scale, 1 for "strongly disagree", 2 for "disagree", 3 for "agree" and 4 for " strongly agree".

The questionnaire consists of two parts. The first part covers the respondents' profile. The second part is designed based on the dimensions and indicators of teaching Innovation, teacher engagement and career success respectively. In the process of questionnaire making, the basis for each module is as follows: The first module "teaching Innovation" module is designed into three dimensions: innovation in teaching ideas, innovation in teaching objectives and innovation in teaching methods. The second module "teacher engagement" involves three aspects as three dimensions: teacher vitality, teacher dedication and teacher focus. The third module "career success" involves three dimensions: compensation, promotion and job satisfaction.

Data Gathering Procedure - Based on the basis of social hot spots and academic research in higher education, the researcher arranged the content and logical structure of the questionnaire according to the content framework of the analyzed paper, and distributed it to obtain the main empirical data of this study. The respondents of the questionnaire were distributed anonymously through WeChat and QQ to protect the privacy of the content. The content of the questionnaire and the overall thesis proposal should be approved by the Graduate School of Lyceum of the Philippines University -Batangas before sending the questionnaire through the channels mentioned above, to collect a small sample with 30 respondents. The reliability and validity analysis was performed using thirty small samples of respondents, before the 384 questionnaires, to ensure the rationality of the questionnaire structure and the accuracy of the content. Based on the evaluation results of 30 small samples, 384 questionnaires were distributed to ensure the validity and feasibility of the empirical analysis. After reviewed by the research supervisor and approved by the institute supervisor, the researcher conducted thirty small sample questionnaires and obtained the reliability of the survey. Test results of reliability of the study shows that the Cronbach’s alpha for influence of innovation in teaching ideas is 0.905. Its remark is excellent; the Cronbach’s alpha for innovation in teaching objectives is 0.885. Its remark is good; the Cronbach’s alpha for innovation in teaching methods is 0.903. Its remark is excellent; the Cronbach’s alpha for teacher vitality is 0.861. Its remark is good; the Cronbach’s alpha for teacher dedication is 0.925. Its remark is excellent; the Cronbach’s alpha for teacher focus is 0.827. Its remark is good; the Cronbach’s alpha for compensation is 0.945. Its remark is excellent; the Cronbach’s alpha for promotion is 0.964. Its remark is excellent; the Cronbach’s alpha for job satisfaction is 0.918. Its remark is excellent.

Ethical Consideration - The content and logical rationality of this study and the questionnaire must be reviewed and permitted by researchers and instructors and the Graduate School of Lyceum of the Philippines University - Batangas before starting. When sending questionnaires, researcher in this study should respect the personal wishes of respondents to be surveyed and fill out questionnaires, and should not force or promote the completion of questionnaires in other ways. The personal information and contents of the surveyed respondents are collected anonymously, and the privacy of their personal information and related contents is protected to prevent illegal infringement and threat.

3. Results and discussion

Table 1

Summary Table on Teaching Innovation

Key Result Areas	Composite Mean	VI	Rank
Teaching Ideas	3.28	Agree	1
Teaching Objectives	3.25	Agree	2
Teaching Methods	3.24	Agree	3
Grand Composite Mean	3.26	Agree	

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

From Table 1, it can be clearly seen that the scores of the three sub variables in teaching innovation are not very different, with teaching ideas scoring 3.28, teaching objectives scoring 3.25, and teaching methods scoring

3.24.

Teaching ideas got the highest score of 3.28. The proportion of this factor is slightly higher than the average level, indicating that the teaching concept is given a higher importance in the school teaching system. Teaching concept is the cornerstone of school education, which affects the formulation of teaching objectives and the choice of teaching methods. The high proportion may reflect the school's deliberate consideration of educational values, methodology and curriculum design, emphasizing the implementation of consistent educational concepts in teaching. Teaching objectives got the higher score of 3.25. Clear teaching objectives are the key to achieving high-quality education, and they guide activities, assessments and feedback in the education process. A high proportion may mean that the school is committed to ensuring that students achieve comprehensive development in all aspects, focusing on developing their subject knowledge, skills and comprehensive literacy.

Teaching methods got the score of 3.24. The proportion of this factor is also around the average level, indicating that schools pay some attention to adopting innovative teaching methods. Teaching methods directly affect students' learning experience and academic achievements. A balanced proportion may indicate that the school pays attention to both theory and ideas, and practical operations, striving to provide diverse and effective teaching methods to meet students' diverse learning needs. The school adopts a comprehensive educational concept, organically combining the educational objectives, teaching concepts and teaching methods together. This helps to ensure that the school education system is comprehensive, coordinated and conducive to the overall development of students in many aspects. The school pays attention to the individual differences in education and the development of students in cognition, emotion, social interaction and other aspects. This requires the development of individualized teaching objectives and adopting flexible and diverse teaching methods to meet students' individual differences and subject needs. The school focuses on cultivating students' abilities and qualities in line with social needs. Teaching concepts, goals and methods may be the embodiment of the school's response to social values and professional requirements, and are committed to cultivating students with social responsibility and practical application ability.

The average proportion of these three factors is 3.26, indicating that the school has achieved a relatively balanced state in the attention of teaching concepts, goals and methods. Schools may establish a comprehensive, flexible and educational system in line with practical requirements by forming a comprehensive educational concept, paying attention to students' individual differences, and reflecting social needs. This comprehensive instructional design helps to ensure that school educational goals are achieved and that students are successful in academic, professional and social ways. Through teaching and research activities, the school leads teachers to read "Happiness and Education" by Nel Noddings, so that teachers can combine life experience with reading experience, re-understand the connotation of happiness, and reconstruct the concept from the perspective of education. Based on this educational concept, the school actively innovates. (Nel, 2014)

Table 2*Summary Table on Teacher Engagement*

Key Result Areas	Composite Mean	VI	Rank
Vitality	3.11	Agree	3
Dedication	3.34	Agree	1
Focus	3.19	Agree	2
Grand Composite Mean	3.21	Agree	

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

The average proportion of the three factors given in Table 2 is 3.21, which shows a moderate overall performance of the teachers in the participation situation. These factors cover vitality, dedication and concentration, which provide a comprehensive understanding of the working status and commitment of teachers.

Factor 1 (ratio of 3.11): vitality. The proportion of this factor is relatively low, indicating that some teachers may feel limited vitality in their work. Vitality usually involves individual energy, motivation and motivation,

and the lower proportion may be related to work burden, work stress or individual living conditions. Factor 2 (accounting for 3.34 percent): dedication. The relatively high proportion of this factor indicates that most teachers show high dedication in their work. Dedication involves the commitment and investment to students and educational undertakings, and the high proportion may reflect the teachers' sense of responsibility for work and concern for students. Factor 3 (3.19): focus. The proportion of this factor belongs to the middle level, indicating that there are some differences in teachers' concentration in their work. Focus is often related to factors such as the attractiveness of the work content, the interference of the work environment, and the individual's mental state.

Reasons for lower energy levels of vitality: High intensity of work burden may cause teachers to feel tired and energy shortage, which may affect the experience of the vitality. Long-term facing work pressure may lead teachers to feel tired and reduce the feeling of vitality. Individual work-life balance problems may affect vitality levels. The reason for the high level of dedication: teachers usually have a strong sense of responsibility and feel responsible for the growth and learning of students, which helps to improve the level of dedication. Education has profound social value, and teachers may feel dedicated because of their contribution to the society. Reasons for the difference in concentration level: the interference and noise of the work environment may affect the teachers' concentration, while a relatively quiet and orderly work environment may help improve the level of concentration. The attractiveness and challenge of the work content can also affect the concentration of teachers, and interesting and challenging work may be easier to attract the attention of teachers.

Teachers perform relatively low in vitality and may be affected by work burden, work stress and life balance. However, the higher performance in dedication may be due to the teachers' sense of responsibility for work and recognition of social values. Differences in concentration are influenced by the working environment and work content. To increase overall engagement, education administrators can consider the following improvement measures: through scientific work arrangement and resource allocation.

Table 3

Summary Table on Teacher Career Success

Key Result Areas	Composite Mean	VI	Rank
Compensation	3.14	Agree	3
Promotion	3.25	Agree	2
Job Satisfaction	3.27	Agree	1
Grand Composite Mean	3.22	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 shown on Table 3, the average proportion of the five factors given in the table is 3.22, which overall shows that teachers are relatively satisfied with all aspects of career success. These include pay levels, promotion opportunities, and job satisfaction. Factor 1 (3.14): Compensation. The relatively low proportion of this factor indicates that teachers have relatively low satisfaction with remuneration in career success. Compensation involves the economic income of teachers, which is related to the salary level, reward mechanism and other factors. Factor 2 (3.25) : Promotion. The relatively high proportion shows that teachers are more satisfied with the promotion opportunities. This suggests that schools provide a relatively fair and transparent promotion mechanism for teachers to develop in their careers. Factor 3 (3.27): Job Satisfaction. The highest proportion of this factor indicates that teachers are relatively satisfied in terms of job satisfaction. Job satisfaction includes many factors, which are comprehensively influenced by working environment, resource support, work content and other factors. Through data analysis, the success of teachers in career success is closely related to salary satisfaction, satisfaction with promotion opportunity and job satisfaction. In order to improve teachers' sense of professional success, schools can focus on optimizing salary policies, establishing a fair promotion mechanism, and providing a good working environment and sufficient resource support. While striving to improve the quality of education, we should also pay attention to the needs of the career development of teachers, so that each teacher can get more successful career experience in the school. Career success refers to the positive

psychological and work-related achievements or achievements accumulated by an individual during their career development. The career success of college teachers is divided into two dimensions: academic recognition and career choice opportunity.

Table 4*Relationship Between Teaching Innovation and Teacher Engagement*

Variables	rho	p-value	Interpretation
Teaching Ideas			
Vitality	0.479**	<.001	Highly Significant
Dedication	0.455**	<.001	Highly Significant
Focus	0.465**	<.001	Highly Significant
Teaching Objectives			
Vitality	0.555**	<.001	Highly Significant
Dedication	0.546**	<.001	Highly Significant
Focus	0.537**	<.001	Highly Significant
Teaching Methods			
Vitality	0.577**	<.001	Highly Significant
Dedication	0.586**	<.001	Highly Significant
Focus	0.535**	<.001	Highly Significant

** . Correlation is significant at the 0.01 level

As seen in the Table 4, the computed rho-values ranging from 0.455 to 0.586 indicate a moderate direct relationship among the sub variables of teaching innovation and teacher engagement. There was a statistically significant relationship between teaching innovation and teacher engagement because the obtained p-values were less than 0.01.

There is a close relationship between teaching innovation and teacher engagement, and they influence each other. Teaching innovation can stimulate teachers' enthusiasm for education and enhance their dedication. Teaching innovation often requires teachers to constantly try out new methods and adapt to changes, which creates a more challenging work environment. For teachers seeking challenges and growth, such an environment can inspire a higher level of engagement. Teaching innovation and teacher engagement complement each other. By promoting innovation, teachers can be promoted to invest more deeply and more actively in the education cause, so as to improve the overall teaching quality and educational effect. Guo (2012) constructed a model of influencing factors of efficient teacher engagement, and used empirical research to verify that work characteristics, salary and welfare, training development, and organizational atmosphere are the four influencing factors of teacher engagement in universities

Table 5*Relationship Between Teaching Innovation and Teacher Career Success*

Variables	rho	p-value	Interpretation
Teaching Ideas			
Compensation	0.501**	<.001	Highly Significant
Promotion	0.491**	<.001	Highly Significant
Job Satisfaction	0.569**	<.001	Highly Significant
Teaching Objectives			
Compensation	0.574**	<.001	Highly Significant
Promotion	0.562**	<.001	Highly Significant
Job Satisfaction	0.625**	<.001	Highly Significant
Teaching Methods			
Compensation	0.558**	<.001	Highly Significant
Promotion	0.558**	<.001	Highly Significant
Job Satisfaction	0.587**	<.001	Highly Significant

** . Correlation is significant at the 0.01 level

As seen in the Table 5, the computed rho-values ranging from 0.491 to 0.625 indicate a moderate to strong direct relationship among the sub variables of teaching innovation and teacher career success. There was a

statistically significant relationship between teaching innovation and teacher career success because the obtained p-values were less than 0.01. It can be inferred that the more innovative the teacher is, the more successful his career is.

There is a close relationship between teaching innovation and the professional success of teachers, and teaching innovation is one of the key factors for the continuous development and improvement in the field of education. Teaching innovation is the key to educational reform and the improvement of teaching quality. By actively participating in and leading teaching innovation, teachers can not only improve students' academic performance, but also achieve more success and satisfaction in their careers. Innovative self-efficacy high people often achievement motivation is strong, when the target setting is challenging, because the target difficulty itself can satisfy certain self achievement need (Wang, et al., 2015).

Therefore, in innovation high self-efficacy employees, with the help of leadership "insiders" relationship resources to implement internal entrepreneurship can achieve greater achievements. On the other hand, innovation self-efficacy reflects the confidence degree of individuals in implementing innovation (Li, et al., 2020; Ran, et al., 2020). Leaders will transfer more knowledge in the communication and interaction with them, and give subordinates more freedom to express their opinions and opinions, which is more conducive to the innovative thinking and action of employees (Moriano, et al., 2014; Valsania, et al., 2016; Qu, et al., 2013).

Table 6

Relationship Between Teacher Engagement and Teacher Career Success

Variables	rho	p-value	Interpretation
Vitality			
Compensation	0.672**	<.001	Highly Significant
Promotion	0.568**	<.001	Highly Significant
Job Satisfaction	0.585**	<.001	Highly Significant
Dedication			
Compensation	0.576**	<.001	Highly Significant
Promotion	0.587**	<.001	Highly Significant
Job Satisfaction	0.655**	<.001	Highly Significant
Focus			
Compensation	0.690**	<.001	Highly Significant
Promotion	0.652**	<.001	Highly Significant
Job Satisfaction	0.671**	<.001	Highly Significant

** . Correlation is significant at the 0.01 level

As seen in the Table 6, the computed rho-values ranging from 0.568 to 0.690 indicate a moderate to strong direct relationship among the sub variables of teacher engagement and teacher career success. There was a statistically significant relationship between teacher engagement and teacher career success because the obtained p-values were less than 0.01, indicating a statistically significant relationship between teacher engagement and teacher career success. Consequently, the more dedicated a teacher is, the more successful his career will be.

Work engagement has a significant impact on worker career success, with the most obvious contribution to organizational identity. At the school level, we should pay close attention to work engagement, take incentive measures to improve teachers' work input, build a harmonious and civilized campus culture atmosphere, and cultivate teachers' organizational identity. At the individual level, we should actively devote ourselves to work to ensure the consistency with school goals, constantly pursue the improvement of their own value and the development and progress of the school, and achieve win-win results (Ning, et al., 2014). As a mediating variable of individual characteristics, career borderless nature and career adaptability, work engagement also has a significant impact on individual career success (Ning, et al., 2014). From the school level, the school should pay attention to individual work dedication, cultivate teachers' sense of organizational identity, and build a harmonious and civilized campus cultural atmosphere. From the individual level, we should break through the traditional concept of career development, establish the concept of boundless career development, fully tap their potential, ensure the consistency between their goals and the school goals. At the same time, the individual

should improve their professional level but also pay attention to the construction of psychological quality, cultivate interest in new things, thus improve the career adaptability and achieve career success.

Proposed Career Model of University Teachers

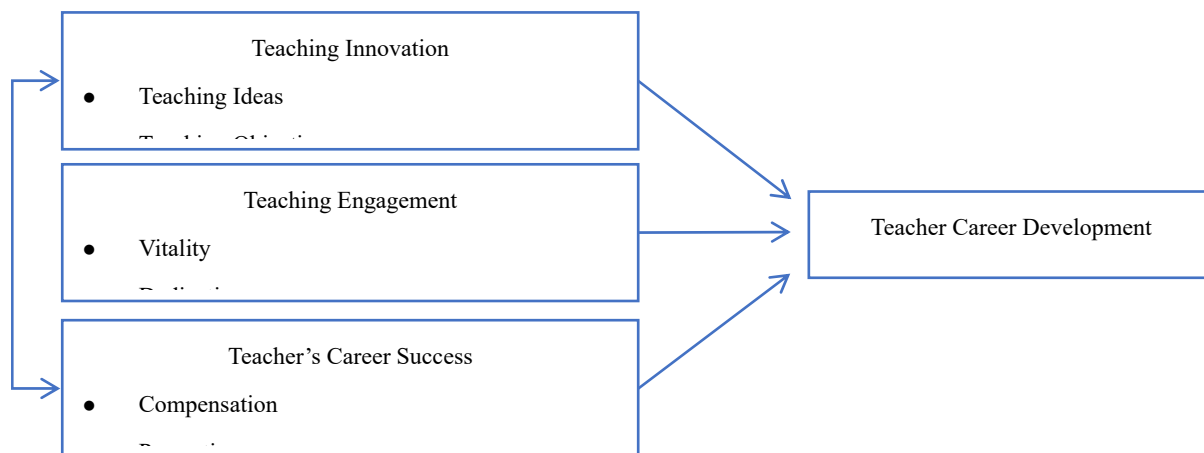


Figure 1. Career Model for Teachers in Universities

The career model of university teachers is proposed in this paper. The model is a complex and multi-level system, which is a comprehensive embodiment of the interwoven teaching innovation, teacher engagement and career success. Through the detailed analysis of these three aspects, we can better understand the career status and development trend of college teachers, and provide reference and guidance for the construction of sustainable teacher career model. In the future, it is necessary to further deepen the research on the career model of university teachers, formulate more feasible policies and measures based on the actual situation, and promote the healthy development of the cause of university teachers. As shown in Figure 1, teaching innovation, teacher engagement, and career success are essential elements for an effective career model of university teachers.

4. Conclusions and recommendations

Based on the findings of the study, the author has reached the following conclusions. The surveyed university teachers have made a good evaluation of the teaching innovation from the three aspects of teaching ideas, teaching objectives and teaching methods. The surveyed university teachers are satisfied with their teacher engagement in terms of vitality, dedication and focus. The surveyed university teachers are satisfied with their career success in terms of salary, promotion and job satisfaction. This study proves that there is a significant positive correlation between teaching innovation and teacher engagement, teaching innovation and career success, and teacher engagement and career success. This paper establishes the framework for the career development of university teachers.

The following suggestions are made: The researcher suggests that universities may pay attention to teaching innovation, support the continuous updating and innovation of teachers' ideas, promote the improvement of teaching objectives by providing training and sharing successful cases, and encourage teachers to try different teaching methods in class. Universities may use the teacher career development framework to promote teachers' professional development by improving their job satisfaction and engagement. Future researchers can conduct more thorough exploration and analysis to study the influence of other factors on the career development of university teachers.

5. References

Blickle, G., Schütte, N., & Wihler, A. (2018). Political will, work values, and objective career success: A novel approach—The Trait-Reputation-Identity Model, *Journal of Vocational Behavior*.
 Chen, M. H., Chang, Y. Y., & Chiang, M. T. (2017). Human capital and career success of creative entrepreneurs:

- is guanxi net- work a missing link? *Journal of Small Business & Entrepreneurship*.
- Guo Tao(2012). research on the influencing factors of university teacher engagement and their relationship with work performance. Tianjin University.
- Guo Tao(2013). Research on the relationship between work performance and engagement of university teachers [J]. *Journal of University of Electronic Science and Technology China: Social Science Edition*,(1): 102-106.
- Huang X H, Lee C K (2015). Disclosing Hong Kong teacher beliefs regarding creative teaching: Five different perspectives. *Thinking Skills and Creativity*, 15:37-47.
- Li Shuo, Yi Lingfeng, Yin Yi Xiaoshuai (2020). How do entrepreneurial leaders stimulate employee innovative behavior?---On the role of innovation, self-efficacy and organizational identity. *Social Science in Hubei province*, 11:83-90.
- Liu Lidan, Wang Zhongjun (2021). How to promote the sense of career mission to promote the career success of college teachers: the chain intermediary role of work effort and goal commitment. *Psychological research*, 14 (1): 59-68.
- Liu Xinmin, Yu Huixin (2018). Scientific research pressure of young teachers on scientific research performance Impact study was based on a cognitive evaluation perspective. *Beijing Social Sciences*, (10).
- Moriano, J. A., Molero F, Topa G,(2014). The influence of transformational leadership and organizational identification on intrapreneurship. *International Entrepreneurship & Management Journal*,10(1):103-119.
- Nel Noddings(2014). Happiness and education. *Educational Science Press*, 2.
- Ng T WH , Feldman DC (2014).Subjective Career Success: A Meta Analytic Review · *Journal of Vocational Behavior*;(2) ·
- Ning Tiantian, Zhang Zaisheng(2014). Study on the influencing factors of career success of science and technology workers in the borderless career era. *Journal of Tianjin University (Social Science Edition)*, 16 (5): 432-439.
- Ning Tiantian, Zhang Zaisheng (2014). Study on the influencing factors of individual career success in the borderless career era---Mediating effect based on work engagement. *Journal of Dalian University of Technology (Social Science Edition)*, 35 (4): 44-49.
- Praskova , A · ,Hood , M · & Creed , P · A · (2014) · Testing a calling model of psychological career success in Australian young adults : A longitudinal study · *Journal of Vocational Behavior* , 85(1),125— 135 ·
- Qiang Guanghao (2016). Research on the function mechanism of personal psychological capital and social capital on the career success of young teachers in colleges and universities. Beijing: Beijing Jiaotong University.
- Qu Rujie, Wang Zhen, Jiao Lin(2013). Lead the influence of the member exchange relationship on the innovation of R & D personnel.*Science and Technology Management*,34(7):156-165.
- Ran Jianyu, Hu Pei, Tong Hongzhi (2020). The influence mechanism of maker policy perception on its innovation behavior---The mediation of knowledge acquisition and the regulation of innovation self-efficacy. *Scientific and technological Progress and Countermeasures*, 37 (13): 1-9.
- Shao Guanghua, Wei Qiao(2019). Analysis of the root cause of "water course" and exploration of containment measures. *Journal of Ningbo University: Education Science Edition*, (5): 87-92.
- Song Aijun (2017). The influence of university organizational equity on teacher engagement studies the intermediary role of —— return satisfaction. *Journal of Tianjin Normal University: Social Science Edition*, (1): 54-58.
- Tian Tian (2012). Research on performance management of university teachers. *Journal of Inner Mongolia Normal University: Education Science Edition*, (3): 31-33.
- Valsania S E, Morianoj A, Molero F(2016). Authentic leadership and intrapreneurial behavior: crosslevel analysis of the mediator effect of organizational identification and empowerment. *International Entrepreneurship & Management Journal*,12(1):131-152.
- Wang Haiwen(2012). The Current situation, Problems and Countermeasures of training Young Teachers in Universities in China under the new situation. *China Electric Power Education*, (11).
- Wang Ning, Su Juan (2016). Analysis of the factors influencing the teacher engagement in local universities for

- nationalities. *Journal of Heilongjiang Institute of Education*, (5): 17-21.
- Wang Shuanglong, Zhou Haihua (2016). Study on the influence of rural teacher perceived social support on subjective career success. *Educational Science*, (11).
- Wang Yongyue, Wang Huijuan, Wang Xiaochen (2015). The influence of insider identity perception on employees' innovative behavior- -the role of innovation self-efficacy and compliance authority. *Psychological science*, 38 (4): 954-959.
- Wang Yujun(2015). How do young teachers inherit and carry forward the spirit of dedication. *Education Time and Space*, 3.
- Wang Zhongjun, Jia Wenwen (2016). Factors influencing the career success of scientific researchers: a retrospective case study based on academic experts. *Scientific and technological Progress and Countermeasures*, (6).
- Wu Lili (2017). Analysis of the influencing factors of college teachers' professional identity, organizational identity and job satisfaction. *Statistics and decision-making*, (4).
- Xiong M, Ye Y, et al (2016). The Structure Effects and Intervention of Positive Psychological Capital Studies of *Psychology & Behavior* .
- Zhang Ning (2018). Young teachers from local undergraduate colleges and universities based on the perspective of education ecology Long Environmental study. *Jiangsu Higher Education*, (1).
- Zhou Aiqin, Liu, Jun, Kong Ming (2017). Can career success bring happiness to employees Based on the perspective of self-evaluation. *Academic research*, (9).