The Occupational Well-Being of Music Teachers in Rural Schools of Human Province

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Abstract

Teachers' occupational well-being is crucial to teachers' work performance and hence the students' learning outcomes. In recent years, music education in rural schools has been attached great importance in China. This research attempts to probe into the occupational well-being of music teachers in rural schools of Hunan Province. Specifically, this research aims to achieve the following research objectives: 1) the six dimensions of occupational well-being of music teachers in rural primary and secondary schools; 2) the relationship between the demographic characteristics of teachers and teacher's occupational well-being. 3) the relationship between the internal/external factors and the teacher's occupational well-being. This research combines both quantitative and qualitative research. For quantitative research, Survey questionnaire used as the research instrument. Independent t-test, One-Way ANOVA and Multiple Regression are deployed. For qualitative research, One-to-one, semi-structured interviews have been conducted, with all the interviews were recorded and transcribed. Population in this research are the music teachers in rural primary and secondary schools of Hunan Province, which is around 7000. According to Taro Yamane formula, the sample size of the quantitative research should be over 378. This research received 410 valid samples based on the data analysis results, the study found that: 1) Among all the six components of occupational well-being, Occupational self-acceptance has the highest score. Job growth has the lowest score. 2) Demographic factors including age, education level,

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professional title, teaching age and income level are significantly related to occupational well-being. 3) A multiple regression model could be established, with an adjusted R square of 0.676, which includes the following factors: personal factor (Age), internal factors (work enthusiasm, perceived self-efficacy), and external factors (school administration, workload, satisfaction with salary, the position of music discipline in school). From the in-depths interviews, the study summarizes the five major underlying reasons that lead to low level of occupational well-being, as well as two underlying reasons that contribute to high level of occupational well-being. Furthermore, this research gives a preliminary conclusion on how the factors may influence on the six dimensions of occupational well-being based on all the analysis above, this research also provides new insights as well as recommendations that can help improve the occupational well-being of music teachers in rural schools.

Keywords: Occupational well-being; Music teachers; Rural schools; Management strategy.

Introduction

Music education as an important approach for cultural inheritance in China. In recent years, the trend of globalization has shown a trend of rapid development, and the pace of cultural exchanges and cooperation between countries around the world has been accelerating. In this context, seeking domestic cultural resources has become a basic strategy for promoting sustainable cultural development. Chinese government has launched a range of national polices to enhance cultural confidence, stimulate cultural prosperity, and reinforce cultural inheritance. In 2017, the General Office of the State Council issued the document "Opinions on the Implementation of the Inheritance and Development Project of Chinese Excellent Traditional Culture", which stressed the great importance of cultural inheritance and provided a series of detailed measures. Culture is mainly transmitted by education, as stated by the document, “it is important to infuse excellent Chinese culture into all aspects of moral education, art education, social practice education and so forth” (Xinhua News Agency, 2017). Until the year of 2019, the Chinese government has established 1484 demonstration bases of cultural heritance among all the primary and secondary schools (China Education News, 2019). Music is an important part of Chinese culture. In inheriting the national culture, music education in schools has its important value. On the one hand, school music education is an important carrier for inheriting the traditional culture of the Chinese nation. In school music

education, there will be some repertoires containing national spirit. The national spirit is very contagious to elementary and secondary school students. It can not only promote the tenacious, self-confident and upward consciousness of elementary school students, but also cultivate their patriotic feelings (Pan & Sun, 2021). On the other hand, regional music culture is a musical language unique to a certain region, which has strong regional characteristics and integrates local customs and local culture. Introducing regional music culture into school music education is an inheritance of traditional culture and regional characteristics. (Meng, 2018)

New educational reform in China reveals strong support for aesthetic education in schools. Recently, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council have issued the "Opinions on Further Reducing the Burden of Students' Homework and Off- campus Training in Compulsory Education"(Xinhua News Agency, 2021). Required by the policy, schools should reduce the burden of main subjects such as Chinese, mathematics, etc., while giving stronger support for moral, aesthetics, and physical education so as to promote the all-round development of students. The subject of music, as an important part of aesthetic education in school, thus has been given strong policy support in this year. Since the new policy was just issued in this July, the effect of policy implementation still remains to be seen in the future.

The significance of teacher' s occupational well- being. Teachers are dedicated professionals who pass their knowledge on to new generations. They play an important role in instructing students to obtain new knowledge and skills, nourish souls, and cultivate personalities. Thus, a teacher' s well- being is crucial to a student' s well- being and development. Furthermore, a teacher also plays a disseminator's role in transmitting human culture. They shoulder important responsibilities regarding the development of the whole human society. The stronger the sense of a teacher's occupational well-being, the higher the degree of their working enthusiasm. A teacher is not merely a " teacher", but also an "educator" who contributes to China's educational development and talent cultivation.

Increasing attention is given to rural teachers. In the context of rapid economic growth and New Curriculum Reform, teachers in rural primary and secondary schools have been experiencing many new challenges. Compared to teachers in urban areas, teachers in rural areas who have fewer resources have to play multiple roles and bear heavy burdens. They are under high pressure and facing tough situations in terms of salaries, workload, as well as

physical and mental health. All these challenges make it hard for rural teachers to have a strong sense of well-being. As stated by Lan Ye, "Without the improvement of the life quality of teachers, it is hard to reach high-quality education." (Ye, 2013) The whole society should pay more attention to the occupational well-being of teachers in rural areas.

The occupational well-being of music teachers faces tough situations. In order to promote all-round development of students, new requirements are given to music teachers. However, their social position hasn't been improved simultaneously, as expectations grow higher and higher. Compared to major subjects that are included in College Entrance Examinations such as Mathematics, Chinese, and etc., music subject is regarded as one of the "less important" subjects. Hence, music teachers become a "disadvantaged group". Currently, the improvement of occupational well-being of music teachers in rural areas are impeded by a range of obstacles. For example, teaching facilities in rural primary and secondary schools lag far behind; poor communication between parents and teachers; and so forth. In addition, attracted by higher income, it has become a real dilemma that increasing number of rural teachers have been flowing to urban areas.

Strong policy support for the construction of the rural teacher's group. In June 2015, General Office of the State Council (2015) issued Rural Teacher Support Program 2015-2020, which stated, "The construction of the teacher's group in rural areas should be placed at the strategic position. We should focus on the most crucial and imperative tasks and attempt to build a high-quality and dedicated teacher group in rural areas by 2020." With no doubts, we should be student-centered and care for their well-being. However, we should also pay close attention to the occupational well-being of teachers. Only when teachers are full of enthusiasm, maintain positive attitude and pursue continuous professional development, can they be able to cultivate talents desired by the future.

Statement of the Problem

Through reviewing relevant research findings, it can be found that teachers' occupational well-being is crucial to their work performance and thus impact on students' learning outcomes. The occupational well-being of teachers in rural schools have attracted many researchers' attention. Many researchers have investigated the status quo of and different factors affecting teachers' occupational well-being in rural schools. For example, poor

rural economic conditions lead to insufficient teaching conditions; poor school administration hampers teachers' career development; professional fatigue drains some teachers' initial passion for this career; the social environment gives the teachers in rural primary and secondary schools much pressure. These factors all affect the occupational well-being of rural teachers. In addition, the relationship between teachers and students, and teachers' relationship with other people in the school, have also become factors that affect teachers' occupational well-being.

However, the existing research does not pay enough attention to the occupational well-being of music teachers in rural primary and secondary schools. Most of the existing researches focus on the teacher group of major subjects that are included in College Entrance Examination. The position of music in basic education and the particularity of the music teachers in rural primary and secondary schools need further research. Empirical analysis should be done by acquiring data. In this way, this research intends to enrich the existing theories, and provide more realistic improvement strategies.

Research Questions

This study focuses on the occupational well-being of music teachers in rural primary and secondary schools. The main research questions include:

Q1: What is the status quo of occupational well-being of music teachers in rural schools?

Q2: Do the demographic characteristics have an impact on the occupational well-being of music teachers in rural schools?

Q3: Do the internal factors have impact on the teacher's occupational well-being?

Q4: Do the external factors have impact on the teacher's occupational well-being?

Research Objectives

This study focuses on the occupational well-being of music teachers in rural primary and secondary schools, trying to understand its status quo, problems, influencing factors, and exploring the profound reason for the lack of well-being. Strategies are also proposed to improve their occupational well-being. The specific research objectives are as follows:

O1: To investigate into the six dimensions of occupational well-being of music teachers in rural primary and secondary schools.

O2: To explore the relationship between the demographic characteristics of teachers and teacher's occupational well-being.

O3: To explore the relationship between the internal factors and the teacher's occupational well-being.

O4: To explore the relationship between the external factors and the teacher's occupational well-being.

Scope of Research

1. Scope of Contents: This research explores theories of teacher's occupational well-being in fields like education, psychology, economics, and management. The study focuses on the occupational well-being of music teachers in primary and secondary schools in rural areas of Hunan Province.

2. Scope of Variables: This study uses a combination of quantitative research and qualitative research. In terms of quantitative research, relevant data will be collected through questionnaire survey. And single factor analysis of variance and regression analysis are used to explore the status quo and influencing factors of rural teachers' occupational well-being in primary and secondary schools. As for qualitative research, interviews are conducted to investigate the deeper reasons for the fact that music teachers in rural primary and secondary school lack occupational well-being. Quantitative research mainly includes the following independent variables and dependent variables.

Independent Variables

The independent variables mainly include the demographic characteristics of teachers and the influencing factors of teachers' occupational well-being. Among them, the demographic variables of teachers include gender, age, professional title, teaching age, education, and administrative positions.

In this research, the factors that affect teachers' occupational well-being include internal factors and external factors. Among them, internal factors include work enthusiasm and perceived self-efficacy; external factors include school administration, environment and facilities, opportunities for career development, the position of music discipline at school, workload, and satisfaction with salary, policy support, and social recognition.

The factors summarized above are derived from a range of previous researches. From the perspective of external influence factors, it involves social status, social support, school management, interpersonal relationship, and national policy. However, some studies have shown that teachers' own access to well-being is an important internal factor.

Jiang (2006) investigated the occupational well-being of primary school teachers in Suzhou, and found that the influencing factors of teachers' occupational well-being could be divided into 8 dimensions, including: colleague relationship, sense of effectiveness, student relationship, work enthusiasm, leadership relationship, career motivation, work emotion and physical health. The results favor interpersonal and spiritual well-being, and weaken the materiality of well-being compared with other studies. Tong (2009) summarized the influencing factors of teachers' occupational well-being from two aspects: increasing and decreasing the occupational well-being of teachers. He believes that the success of the students' growth and progress, work and development, interpersonal harmony, stable working conditions, the love of teachers, parents and the leadership of the support and the affirmation, reasonable expectations and good attitude leads to teachers' occupational well-being gain, and mental pressure is too big, poor physical and mental conditions, students of poor, less to get a sense of achievement, school management, income and pay a mismatch leads to happiness attenuation or even disappear. Zheng (2016) believes that teachers' occupational well-being is largely subjective, while people's subjective emotions are influenced by professional, personal, organizational and social factors. Among them, professional actors include the working status and treatment of education objects; Personal factors include professional attitude, teaching ability and self- expectation; Organizational factors include school management mode, leadership attitude and interpersonal relationship; Social factors include parents' evaluation, social status and social requirements and expectations for teachers. Li (2007) demonstrated from the theoretical level that the factors affecting teachers' well-being mainly include the subjective and objective factors, among which the subject factors include teachers' physical and mental health, moral accomplishment, happiness ability and scientific research ability. The objective factors are family, school and society. Liu et al. (2014) pointed out that teachers generally believe that occupational income, colleague relationship and working environment are important factors affecting teachers' occupational happiness. Wang et al. (2019) analyzed demographic factors, personal resources and work resources (school environment, support and social recognition).

To sum up, there are many and complex factors influencing teachers' occupational well-being. This research intends to include all the relevant factors and divide those factors into three main categories, which are personal factors (personal profile), internal factors and external factors.

Dependent Variables

The dependent variables are defined mainly based on two important researches, which are Ryff' model of six dimensions (1995) and Schultz's research on the improvement of Ryff's model (2008). The dependent variable is the six dimensions of occupational well-being of teachers. Its constituent elements include occupational self- acceptance, occupational autonomy, environmental mastery, job growth, positive organizational relationships, and job purpose. Occupational self-acceptance refers to the degree to which people acknowledge and accept all aspects of themselves at work, both good and bad (Ryff & Keyes, 1995). Ryff and Keyes (1995) define autonomy as self-determining and independent, and able to resist social pressures to think and act in certain ways, regulate behavior from within, and evaluate themselves by personal standards. Environmental mastery refers to the degree to which a person feels competence in managing their immediate and distal environment. Job growth refers to personal development at work and career opportunities. It also incorporates people's attitudes towards their own professional development. (Ryff & Keyes, 1995) Positive organizational relationship refers to all the relationships that an individual has formed at work. Job purpose refers to the individual perceptions on whether the tasks an individual performs are important and are identifiable in the final project helps to make work more meaningful (Ryff, 1989b). Specific items for each variable will be illustrated in Chapter Two.

Scope of Population: This study is aimed at music teachers in rural primary and secondary school in Hunan Province. As reported by the Education Department of Hunan Province (2019), there were 7,335 primary schools and 3331secondary schools in Hunan Province. As reported by Report on the development of education in rural areas of China 2017, rural schools occupy 70% of the total primary and secondary schools in China. In this way, it is roughly estimated that there were around 7,466 rural primary and secondary schools in Hunan Province. For the majority of the rural schools, they can only hire one full-time music teacher. Some of the rural schools even have no music teachers. As a result, the estimation

of 7,000 music teachers is fairly reasonable. For the quantitative research, the sample size is calculated using Taro Yamane formula (Yamane, 1970). In this formula, N represents the population size, which is 7,000 in this research. By calculation, the sample size should be 378. In order to collect at least 378 valid samples, this research distributed 428 questionnaires to music teachers of rural schools in Hunan Province.

Scope of Time: Questionnaire preparation and interview outline design for this study were carried out from September 2019 to October 2019; from November 2019 to July 2020, questionnaire surveys and interviews were conducted to collect first-hand data.

Conceptual Framework:

Based on literature review, this study establishes the following conceptual framework. The independent variables include personal factors, internal factors and external factors. The dependent variables are the six dimensions of the occupational well-being model.

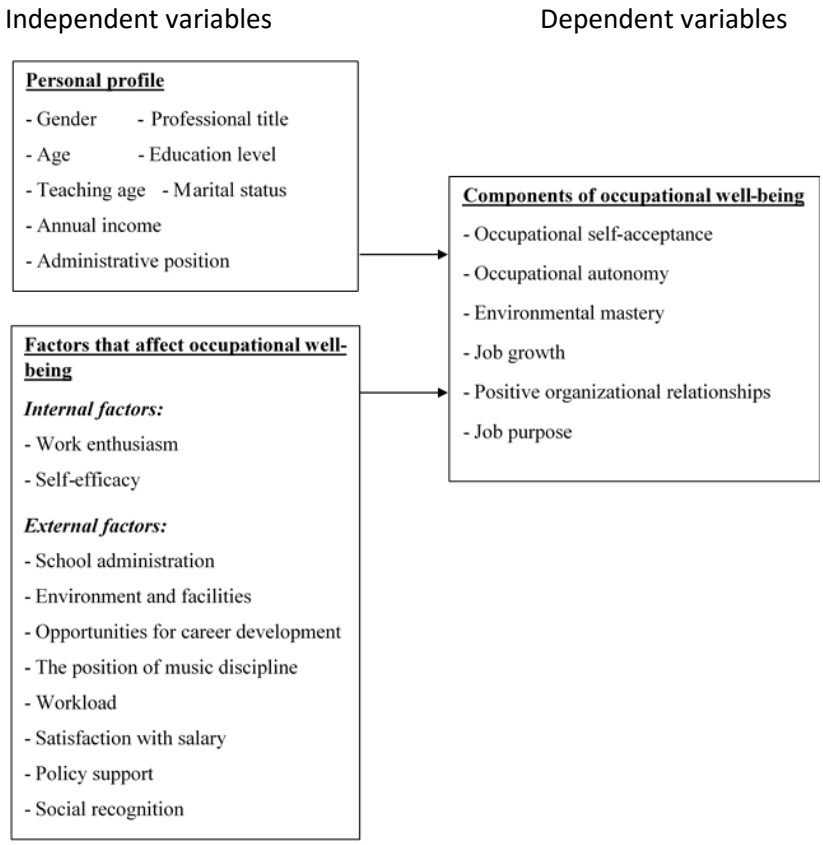

Figure 1.1 Research Conceptual Framework

Source: Researcher developed from various sources of information

Research Hypothesis:

H_1 The demographic characteristics of teachers are significantly related to their level of occupational well-being.

H_2 The internal factors are significantly related to their level of occupational well-being.

H_3 The external factors are significantly related to their level of occupational well-being.

The overall level of occupational well- being as well as each component of occupational well-being are investigated. Each individual element in independent variables is investigated.

Result: Demographic Profiles of the Respondents

Gender information of the sample. 85.9% of the respondents are female teachers and only 14.1% are male teachers. According to statistics from previous research, it is estimated that male-female ratio in primary and secondary schools ranges from 1:9 to 3:7. (Liu, 2019) Therefore, the sample quite matches the real situation of the whole population.

Teachers aged from 25 to 30 have the highest proportion (35.6%), followed by teacher group of 31~35 years old (18%). This means young teacher group aged from 25 to 35 years old occupies a considerable amount of the sample.

The majority of the respondents hold bachelor's degree (60%), while 29.3% of the respondents had an educational level lower than bachelor's degree. Nearly 90% of the sample teachers hold a degree of bachelor's or lower than bachelor's degree. Only a small proportion of the respondents holds PhD or Master's degree, which are 2% and 8% respectively.

The most of the respondents currently holds first-level and second-level professional title, occupies 29.3% and 38.5 respectively. Only 1.5% of the respondents are senior teachers at top level.

Respondents have worked for 0-5 years; 20% have a working age ranged from 6 to 10 years. The age distribution of the sample shows that more than 53% of the teachers are under 35 years old, corresponding to the distribution of the teaching age of the sample.

The most of the respondents (89.8%) do not have any administrative position. This may reveal one possible reality in China that it is difficult for music teachers to get promoted on administrative positions. This will be further discussed in this research.

The respondents are distributed in each grade of primary and secondary schools. The proportions of each grade are balanced, with no extremely high or low proportion.

The majority of the respondents (56.6%) have annual income of RMB 30000-50000 yuan, followed by RMB 60000-80000 (22%) income level. In 2018, China's National Bureau of Statistics (2018) reported that the average annual income of teachers in primary and secondary schools is RMB 92300 yuan, which nearly doubles the income of teachers in rural areas.

In order to clearly describe each of the six dimensions of teachers' occupational well-being, the mean score and standard deviation of each dimension has been calculated. For the reverse scoring question items, new scores have been assigned. the mean score and standard deviation of each dimension of occupational well-being.

Mean and Std. Deviation of Six Dimensions of Occupational Well-being

Dimensions	**Mean**	**Std. Deviation**
1. Occupational self-acceptance	3.5203	.76144
2. Occupational autonomy	3.2374	.59226
3. Environmental Mastery	3.3561	.59822
4. Job Growth	2.9073	.63154
5. Positive org. relationship	3.4911	.70212
6. Job purpose	2.9610	.59555

Based on the data of Table 1., it can be concluded that: Occupational self-acceptance has the highest mean score (3.5203), which means respondents are relatively satisfied and comfortable with their profession. Positive organizational relationship has the second highest mean score (3.4911), which implies respondents can maintain good and healthy relationships with colleagues at work.

Dimensions of job growth and job purpose have relatively low score (2.9073 and 2.9610 respectively), which means factors related to job growth and job purpose may possibly be the main factors that lead to low level of occupational well-being. This will be further investigated in qualitative research.

Analysis Results from t-Tests and ANOVA tests

In order to test the relationship between demographic factors and occupational well-being, this research conducted either t-test or ANOVA between each demographic factor and six dimensions of occupational well-being. The hypothesis, methods and results are listed as follows:

In terms of the relationship between age and teachers' occupational well-being, the following quantitative results can be reported: There is a significant relationship between age and occupational self-acceptance (Dimension 1) at significant level 0.05 (p = 0.029, F=2.402). Based on LSD Post-Hoc Test (multiple comparison), it is concluded that music teachers over 50 years have a significantly higher occupational self-acceptance than that of the teacher group of 25-30 years. Figure 4.1 shows the mean difference of occupational self-acceptance by age group. This plot reveals that music teachers may experience fluctuated level of occupational self-acceptance before the age of 35 years old. After that, they may experience increased level of occupational self-acceptance as they get older.

There is a significant relationship between age and occupational autonomy. (Dimension 2) at significant level of 0.05 (p=0.01, F=3.769). Based on LSD Post-Hoc Test, it is concluded that music teachers aged from 46- 50 years old have a significantly higher occupational autonomy than that of the 31-35 teacher group. Figure 4.2 shows the mean scores of occupational autonomy by age group. This plot reveals that music teachers remain at a stable level of occupational autonomy before 31 years old. Later on as they get older, they feel that they have more occupational autonomy than before.

The reveals education level also has a significant impact on occupational self-acceptance at significant level 0.05 (p=0.03, F=3.038). The mean scores of occupational self-acceptance for each educational level in a descending order are: PhD (4.25), master (3.667), below bachelor (3.656), bachelor (3.409).

The professional title has significant impacts on multiple dimensions of occupational well-being at significant level of 0.05, which are occupational self-acceptance (p= 0.000), occupational autonomy (p=0.049), job growth (0.004), and job purpose (0.015). There are five different types of professional titles in primary and secondary schools, including senior teacher (top level), senior teacher (normal), first-level teacher, second-level teacher, and no professional titles. The final results of LSD Post-hoc test can be concluded as follows:

With regard to the level of occupational self-acceptance by professional titles, senior (top level) teachers are significantly higher than that of the teachers with first-level title, second-level title, and with no titles. Whereas there is no significant difference between that of the senior (top-level) teachers and senior (normal) teachers.

In terms of occupational autonomy, the mean scores are as follows: top-level senior teachers (3.56), senior teachers (3.47), first-level teachers (3.34), and second-level teachers (3.10). The results reveal that the higher the professional title, the higher the level of occupational autonomy.

For the dimension of job growth, the mean scores by different professional titles are in the following descending order: senior teachers (3.37) > top-level senior teachers (3.17) > first-level teachers (2.91) > second-level teachers (2.75). The results reveal those teachers with junior level of professional titles (first-level and second-level teachers) are less satisfied with their job growth while senior teachers are mostly satisfied with their job growth. As for top-level senior teachers, they may already have experienced significant job growth in the past and now arrive at a phase that job growth is not that much needed.

According to the results about the job purpose, it is found that the higher the professional titles, the clearer the job purpose. Specifically, top-level senior teachers, senior teachers, first-level teachers, second-level teachers have mean scores of 3.67, 3.19, 2.99, and 2.81accordingly. The result implies that with the promotion of professional titles, the job purpose become clearer and clearer.

Multiple Regression between the factors and the level of occupational well-being.

This research attempts to use demographic characteristics, internal factors and external factors to predict the level of occupational well-being. To do this, the researcher firstly selected the demographic variable that has significant impact on occupational well-being, which are age, education level, professional title, teaching age and income level. Secondly, the researcher also put all the internal and external factors into the model as the independent variables.

Forward multiple regression method was chosen, in order to keep the factors that are most important to the level of occupational well-being. The model summary, which reveals that model 7 has the best fit, in which the adjusted R square is 0.676. This means the model can explain 67.6% of the variance in the occupational well-being. According to the value of significance in model 7, $p<0.05$.

The predictors of Model 7 include: Work enthusiasm, School administration, Workload, Satisfaction with salary, Age, Perceived self-efficacy, the position of music discipline in school.

Table 2: Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.	
1	.621a	.385	.382	.38334	127	.127	.000
2	.741b	.549	.545	.32905	123	.024	.000
3	.784c	.615	.609	.30492	106	.925	.000
4	.801d	.641	.634	.29504	89	.324	.000
5	.815e	.664	.655	.28623	78	.627	.000
6	.823f	.677	.667	.28135	69	.144	.000
7	.829g	.687	.676	.27776	61	.685	.000

the Significant values for all of the coefficients are all less than 0.05, which means all the coefficients reasonably entered into this model. Looking at VIF value in the last column, which are all less than 10, indicating that there is no collinearity problems between coefficients.

Variables including educational level, professional title, teaching age, annual income, environment and facilities, opportunities for career development, policy support, and social recognition are excluded during model establishing process.

The mathematic expression of this model is: y= 0. 4+ 0. 238 X_1+0.14X_2+0.139X_3+0.086X_4 +0.041X_5+0.015X_6+0.06X_7+error

Predictors: Work enthusiasm (X_1), School administration 〖(X〗 _2), Workload 〖(X〗 _3), Satisfaction with salary 〖(X〗 _4), Age 〖(X〗 _5), Perceived self-efficacy 〖(X〗 _6), The position of music discipline in school 〖 (X〗 _7).

Summary of Quantitative Findings: According to the above data analysis results, this research draws upon some preliminary findings, which can be summarized as follows
The majority of respondents were female, married, aged from 25-35, held a bachelor's degree, and did not sit in any administrative position.

For six dimensions of occupational well-being, Occupational self-acceptance has the highest mean score (3.5203), which means respondents are relatively satisfied and comfortable with the profession as a music teacher. Job growth and job purpose have relatively low score (2.9073 and 2.9610 respectively), which implies that factors related to job growth and job purpose may be main factors that lead to low level of occupational well-being. This could be further investigated through qualitative interviews.

Some demographic factors are significantly related to occupational well-being, which are age, education level, professional title, teaching age and income level. Whereas factors such as gender, administrative position, marital status have no significant relationship with the level of occupational well-being.

A multiple regression model could be established, with an adjusted R square of 0.676, which includes the following factors: demographic factor (Age), internal factors (work enthusiasm, perceived self-efficacy), and external factors (school administration, workload, satisfaction with salary, the position of music discipline in school).

Based on the above results, discussion around some relevant issues are provided as follows: The demographic characteristics that deserve special attention are age and gender. This study shows that 85.9% of the respondents are female teachers and only 14.1% are male teachers. The "Report on the Development of Primary and Secondary School Teachers in China (2012)" shows that across the country, primary and secondary school teachers have been showing "feminization" for 10 consecutive years. "Features, and this trend is gradually increasing. The report shows that the percentages of full-time female teachers in primary schools in 2001 and 2009 were 52.16% and 57.11%, respectively. A study of teachers in rural elementary schools in Hunan showed that the structure of the male-to-female ratio of teachers in rural elementary schools in Hunan is seriously imbalanced. This problem will have many negative effects on students' character cultivation, thinking mode, way of doing things, and psychological development. In addition, this problem will also have a negative impact on school management and the enthusiasm of male teachers. (Li, 2021) The main reasons for the imbalance in the ratio of men to women are: 1) Men have a low sense of professional

identity with rural teachers. Although this study did not find a statistically significant difference in professional self-identity between male and female teachers, male teachers do have a lower professional self-identity. Influenced by the traditional thinking of emphasizing business and power over education, men believe that men who are committed to the four directions should create a career indomitably, rather than confined to being a "child king" and confined to a small world in the countryside. At the same time, rural elementary school teachers' low salary, low social status, low sense of social accomplishment, and narrow life circle have caused male teachers to flee. (Wang, 2012) 2) The traditional view of employment. Many people believe that girls' gender is suitable for elementary school teachers, "gentle and generous, like big sisters and mothers", and have a stronger affinity with students. Males are not good at words, have a carefree personality, are not attentive, have no patience with children, and are not good at communicating with students in the process of education and teaching. 3) The normal enrollment and training system of Chinese universities. In normal colleges, the ratio of male to female students is basically around 3:7, while the ratio of male to female students in teacher-training majors is even greater. Secondly, in the process of teacher training students, girls are often better than boys in terms of professionalism and teaching ability, and girls are more confident in the process of teacher education. It is difficult for boys to show the advantages of their gender during the training stage, so they are not confident, which will inevitably affect their future work attitude, confidence, and ability. There is a phenomenon that boys graduating from normal schools do not engage in normal education.

The income level and educational level of rural teachers are lower than that of urban elementary and middle schools. This has long been a reality. Because the overall economic level of rural areas is low, the income of rural teachers is lower than that of urban teachers. Due to the lack of attractiveness in salaries, teachers with higher academic qualifications are more willing to go to urban schools with higher salaries.

Most rural music teachers have no administrative positions. This demographic feature further confirms the fact that music teachers have low scores in the dimensions of career development and career goals. Through interviews and analysis, this study found that the promotion mechanism of primary and secondary schools will be inclined to the main subject

teachers, and that music teachers are at a disadvantage in professional promotion and professional development.

This research shows that among the six dimensions of teacher professional well-being, professional self-acceptance and positive organizational relationships score the highest. A study based on rural elementary school teachers in Jiangsu Province showed that rural teachers scored significantly higher in the dimensions of interpersonal relationship, teacher-student relationship, work motivation, and sense of effectiveness than urban elementary school teachers. (Dang et al, 2021) This conclusion is basically consistent with the conclusion of this study. The data of this research shows that rural music teachers have higher scores in the two dimensions of professional self-acceptance and positive organizational relationships. The interview analysis of this research shows that the main reasons for higher scores in these two dimensions are: 1) Rural schools have a smaller school scale and a lower competitive environment. Therefore, the management of rural primary schools is relatively simpler, the relationship between colleagues in the school is less complicated than that in the urban school, and the organizational relationship is relatively active and harmonious. 2) The thirst and enthusiasm of rural students for music knowledge. Compared with urban schools, children in rural areas have very limited access to music and have few learning resources. Therefore, these rural children only have a higher desire and enthusiasm for music, and they also have a higher degree of enthusiasm and cooperation in the classroom. Teachers can have a higher sense of accomplishment and self-efficacy in teaching. Furthermore, the teacher's self-acceptance to the profession will be higher. 3) The society's praise and recognition of rural teachers. The teaching profession was originally a highly respected profession in traditional Chinese culture. In recent years, the entire society has also highly praised rural teachers and actively encouraged young teachers to go to impoverished rural areas to devote themselves to great education. Therefore, society and individual teachers have a high degree of recognition and acceptance of the rural teacher profession.

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