

Enhancing Teachers Engagement in Heilongjiang International University through Organization Development Intervention

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Abstract

The study has four objectives, including 1) To analyze the current situation of teachers engagement in Heilongjiang International University (HIU), 2) To Implement organization development intervention (ODI), 3) To examine the impact of pre-ODI and post-ODI in teachers intrinsic motivation, teaching performance, immediate supervisor leadership and teachers engagement, 4) To measure the causal relationship among immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement. This study involves two departments of HIU, with a total of 60 people. This study implemented both qualitative and quantitative research methods. This study conducted data acquisitions by structured and semi-structural questionnaires. The results of Reliability and Validity analysis, multiple regression analysis show that teachers intrinsic motivation, teaching performance, immediate supervisor leadership all have significant correlation with teachers' engagement. And the four variables have significant relationship among each other. Through Paired Sample T-Test, the most important finding of this study is that there is a significant difference in teachers' intrinsic motivation, teaching performance, immediate supervisor leadership and teachers engagement between pre-ODI and post-ODI. Therefore, it is recommended to enhance teachers' engagement through improving immediate supervisor leadership, teaching performance, teachers intrinsic motivation in Heilongjiang International University.

Keywords: Teachers intrinsic motivation, Teaching performance, Immediate supervisor leadership, Teachers engagement, Organization development intervention

JEL Classification Code: C1, C8, I2, J2, J5, O3

1. Introduction¹²

In the context of deepening globalization, if any organization wants to survive and maintain its competitive advantage, how to retain talents and stimulate talents to create more value is the core element. As mentioned by (Saks & Gruman, 2014), the work engagement of employees has attracted extensive attention from scholars and practitioners. "Employee engagement" is the hottest concept in the past decade (Saks, 2006; lacy, 2009). Employees' high engagement has become an important benign asset of the organization.

In the context of globalization, talents are the key to the development of organizations. The most direct way to cultivate talents is through higher education. Therefore, education, especially higher education, plays an increasingly prominent role in social development. To some extent, higher education has become the center of social activities. People focus their attention on higher education. As an academic organization, it is very important to pay attention to academic personnel in order to obtain competitive advantage (Simmons, 2002).

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At the same time, as an important carrier of higher education, universities must strive to improve their competitiveness and reputation (Delbari et al., 2020).

This academic organization relies more on the participation and commitment of its members (Oshagbemi, 2000). The more enthusiastic members are about their work, the higher their sense of responsibility and participation (Lovakov, 2016).

The transformation of global education concept, from "learning to be", to "education the treatment within", and then to "retreating education, transforming the idea of global common interest? "With the rise of the Internet, the change of teaching methods, the trend of globalization of education, and educational innovation under various crises, college teachers are required to have a higher sense of engagement and responsibility.

It can be seen that organizational development has a strong dependence on employees' engagement, which urgently requires employees with high engagement. However, the reality is not the case. From the report of Gallup 2011-2012, it shows that only 13% of employees are truly engagement. The engagement of employees in Asia is generally lower than the global average, and the engagement of employees in China is only 6%. The engagement of employees, including teachers, does not meet the needs of the society. Therefore, how to effectively improve teachers' engagement is a very important research.

1.1 Current Situation

Heilongjiang international university is located in Harbin, the capital of Heilongjiang Province. It is the only language undergraduate college in Heilongjiang Province. The school has successfully passed the national qualification assessment and is preparing for the next round of audit and assessment. The school has more than 10,000 students, nearly 100 foreign students and 300 domestic teachers and students 60 foreign teachers. The university has established cooperative relations with more than 100 universities in 30 countries and regions, including Britain, Russia and Thailand. Adhering to the school running concept of "giving students and the most needed by the society", the school has trained a batch of talents needed by the society.

Since its establishment in 2013, HIU has accumulated its own development advantages. A certain number of teachers with rich teaching experience have a good reputation and a certain popularity in the society. With the strengthening of the state's management of private higher education, HIU has ushered in new development opportunities. It is possible for the university to apply for first-class majors and first-class courses, and use are favorable conditions for the university to apply for national scientific research projects. This has also strengthened the confidence of the university to become a famous private university in China, a century old famous

university and the confidence to cultivate higher-level students for the society.

In the process of school operation, it has encountered some challenges. There are 10 similar schools with HIU in Heilongjiang province, and there is an obvious competitive relationship between these schools. The national policy of encouraging higher vocational colleges to upgrade to universities has an adverse impact on the source of HIU students to a certain extent. The loss of teachers every year is also a problem that needs to be vigilant.

According to the work report of the school from 2018 to 2020, the teaching inspection report of recent three years and the usual observation, the researcher found that the management ability of the middle-level managers of the college needs to be improved, the teaching performance of teachers is not good enough, the enthusiasm of teachers' work is not high, and often show negative emotions.

In order to meet challenges and solve practical problems, the school hopes to improve teachers' internal motivation, immediate supervisor leadership, teaching performance and then enhance teachers engagement

1.2 The Research Problem Statement

This study has two core tasks. The first is to find the main factors affecting HIU teachers' engagement, and analyze the correlation between these factors and teachers' engagement through data. The second is through what kind of intervention measures to intervene in independent variables and dependent variables, so as to achieve the expected intervention effect and provide reasonable suggestions for schools.

1.3 Research Objectives

(1) To analyze the current situation of immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement in HIU.

(2) To implement ODI to improve the immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement.

(3) To examine the Impact of ODI on the immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement.

(4) To measure the causal relationship among immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement.

1.4 Research Questions

(1) What is the current situation on immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement in HIU?

(2) What interventions can improve immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement?

(3) What is the differences in the immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement after interventions?

(4) Is there a causal relationship among immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement?

2. Literature Review

2.1 The theory of Leadership

2.1.1 Definition of Leadership

From the research results on leadership, different researchers have different restrictions on leadership. Fleishman et al. (2000) believes that 65 different research systems have been formed in the past 50 years, so the interpretation of the concept of leadership will produce 65 different concepts in specific research fields.

James et al. (2005). thought that leadership is the ability of leaders to use all available resources to encourage followers and constantly motivate employees to succeed pointed out that leadership is a kind of teaching evaluation, which can influence people and make people willing to work hard to achieve organizational goals. James and Barry (2005) pointed out that leadership is a way for leaders to encourage others to voluntarily achieve excellence in the organization. Xiong (2011) believes that leadership is the teaching evaluation of the leadership of leaders and their followers in the process of achieving organizational goals. Zhu (2013) believes that leadership is the ability to integrate multiple resources and guide leaders to achieve predetermined organizational goals within a certain period of time.

In general, the concept of leadership includes four core elements: process, impact, occurring in the team environment, and involving the realization of goals that reflect the common vision of organization members. (Hunt, 1996; Northouse, 2004; Shaw, 2007).

2.1.2 Leadership styles

According to the review of previous research results, different theories have different perspectives on leadership style. According to the path goal theory, leadership behavior can include four kinds: support, guidance, achievement orientation and participation (House & Dressler, 1974). Bass (1997) proposed transaction conversion dichotomy. Liu et al. (2003) combined the two methods into four leadership styles: command type, transaction type, conversion type and authorization type. In addition, Vera and Crossan (2004) determined the leadership style as "the ideal strategic leader will be able to identify and apply leadership behaviors

appropriate to the situation" according to the contingency method of leadership.

2.1.3 Research progress on leadership theory

From the perspective of time axis, the research on leadership theory is divided into four stage. In first stage, the research was focus on the personal qualities that leaders should possess. In the second stage, the research was focus on Leader's work style and leader's behavior. In third stage, the research was focus on Environmental factors affecting leadership style. In fourth stage, the research was focus on Transformation model and value orientation of leadership.

2.1.4 Teaching leadership

Teaching leadership began in the 1970s when American scholars studied "effective school". De Bevnise (1984) believes that teaching leadership is the principal to improve students' learning effect and teachers' teaching quality. Greenfield (1987) believes that teaching leaders are principals who provide teachers with a good working environment and students with expected learning opportunities through effective measures. Yang (2002) believes that teaching leadership is the principal's activities directly related to teachers and students in a narrow sense and all activities to assist teachers and students in a broad sense. Li (2009) believes that teaching leadership is the power to promote the subject of teaching activities to influence teaching activities and effectively turn them in.

To sum up, teaching leadership is the ability to influence others in the school teaching process, and has the discipline quality and professional appeal supported by the cohesion effect.

2.2 Teachers Intrinsic Motivation

2.2.1 Teacher motivation studies

Huberman (1989) discussed the level of teacher commitment in different professional stages. Payne (2008) discussed the importance of teacher identity to teaching reform. Bruinsma and Jansen (2010), Han and Yin (2016), Richardson et al. (2014) all studied the teaching motivation of pre service teachers. Daniels (2017) discussed the motivation of positive teachers to stay in teaching. Khodabakhshzadeh et al. (2018) studied the motivation of teachers' teaching effectiveness.

Many theoretical studies on Teachers' motivation, as shown in Table 1 theories of teachers' motivation.

Table 1: Theories of Teachers Motivation

Theory	Related Studies on Teachers Motivation
Maslow's Need Hierarchy	Adiele and Abraham (2013), Hammonds (2017), Larkin et al. (2016), Maforah (2015), Xia et al. (2015)
McClelland's Three Needs	Xia et al. (2015)
Vroom's Expectancy	Jerotich (2015), Xia et al. (2015)

Alderfer's ERG	Maforah (2015), Xia et al. (2015)
Hackman & Oldham's Job Characteristic Model	Bayraktar and Güney (2016), Yildirim (2015)
Deci & Ryan Self-Determination	Ciyin and Erturan-İlker (2014), Hobson and Maxwell (2017), Holme, et al. (2016), Kreigins et al. (2014), Stupinsky et al. (2017)
Dweck's Mindset	Hanson et al. (2016), Jones et al. (2012), Thorsteinsson (2013)
Pink's Three Elements of Intrinsic Motivation	Coggins and Diffenbaugh (2013)

2.2.2 Extrinsic and Intrinsic motivation factors

Herzberg et al. (1959) expressed extrinsic motivation as a safeguard factor. Alderfer (1972) defined extrinsic motivation as existence. McClelland (1961) understood external incentives as the need to connect with. Pardee (1990) regards extrinsic motivation as a low-level need.

According to the research of motivation theory researchers, intrinsic motivation is often expressed as high-level needs (Pink, 2011; Ryan & Deci, 2000)

2.3 Teaching Performance

2.3.1 The definition of teaching performance

Darling Hammond (1983) believes that teachers' teaching performance is what teachers do in the classroom, and infer teachers' teaching ability through these actions. Donald (1979) believes that the interaction between teachers and students in the teaching process is the teaching performance. Simmons et al. (1999) believes that teaching performance is teachers' understanding of teaching content and their performance in the classroom. Chen (2005) believes that teaching performance is the degree to which team members perform their duties and the potential to obtain higher positions.

In short, teachers' teaching performance is inseparable from the classroom and teachers' teaching behavior. Teachers' teaching performance is the basis of teachers' teaching evaluation.

2.3.2 Teaching performance evaluation

Cai and Lin (2001) believes that the teaching evaluation of college teachers can be divided into three types: teacher ability evaluation, teaching performance evaluation and teaching efficiency evaluation. Jing and Zhang (2007) proposed that to evaluate teachers' teaching performance, the first thing is to determine the evaluation dimension. Wang (2002) shows that the teaching performance evaluation of Canadian universities has three dimensions: Educational, academic, and academic services. These studies have a complete evaluation system. Dai and Shi's (2007) research on Colleges and universities in Japan shows that teachers' teaching evaluation is carried out by committees and principals. At present, there is no unified standard for the evaluation of College Teachers in China.

The research of Fang (2006) shows that the evaluation of College Teachers in China has four dimensions: qualification, curriculum, scientific research and management. Ma et al. (2005) believes that ethics should be included in Teachers' teaching performance evaluation. Gan et al. (2006) studied the teaching performance of university teachers from three aspects: input, control and output.

2.3.3 Methods of Teaching Performance

Saaty TL (1980) proposed analysis hierarchy process (AHP), the core of which is to transform complex decision-making problems into multidimensional decision-making methods and ordered hierarchical models. Qin (2007) mentioned the 360 °feedback method. Its core is to collect information related to the evaluated teachers from multiple information sources such as superiors, colleagues and students, evaluate the information, and feed back the results to the evaluated. The third evaluation method is the balanced dashboard, which transforms the whole decision-making process into quantitative analysis. In addition, Huang and Ji (2007) proposed the multilateral assessment method. Grey assessment methods proposed by Hu et al. (2009). These evaluation methods provide effective tools for scientific and reasonable evaluation of College Teachers' teaching performance.

2.4 Research on engagement

2.4.1 The Concept of Employee Engagement

Kahn (1990) first put forward the concept of employee engagement, and then many scholars gave their own definitions. Schaufeli et al. (2002) believed that work engagement is a positive and pleasant psychological state, which is related to work. Robinson and Curry (2005) proposed that work engagement is composed of commitment, civic behavior and motivation. Saks (2006) proposed that engagement is the degree of personal focus and immersion in their own work. Zha (2007) believed that engagement refers to the physical, cognitive and emotional state of actively participating in work and accompanying work. Macey and Schneider (2008) proposed that engagement is a strong emotional state, manifested in a high commitment to work. Yang (2010) proposed that engagement is a state in which employees recognize their work and devote their time and energy to work.

In addition to these scholars' in-depth research on the concept of engagement, many institutions also have extensive research on the concept of engagement. Gallup believes that employee engagement is an employee's emotional identity and commitment to the organization. Hewitt believes that employee engagement is a measure of employees' willingness to stay and how hard they work. Towers Perrin believes that employee engagement refers to the degree to which employees are willing to help the

organization and take practical actions. Hay Group believes that engagement is the result of stimulating employees' work enthusiasm and transforming this enthusiasm into organizational success. DDI believes that employee engagement is that employees can work in a positive environment and realize their own value and development.

2.4.2 Measurement of engagement

Scholars and institutions have conducted a lot of research on the measurement of engagement, and formed different measurement methods. Such as May et al. (2004) May Scale, Britt et al. (2001) Britt scale, Maslach and Leiter (2001) MBI scale, Schaufeli et al. (2002) UWES scale, (Gallup) GWA (Q12), (Hanwitt) 3S, IES Measure of Engagement, DDI E3, Zeng and Han (2005) MEI.

2.4.3 Influencing factors of employee engagement

According to the research on the definition and measurement tools of engagement by scholars and institutions, this study reviews the main factors affecting engagement as follows. Such as Kahn (1990) Job abundance; job role suitability; relationship with colleagues, May et al. (2004) Work richness; job role suitability; colleague relationship; superior-subordinate relationship; work resources, Hakanen et al. (2005) Work resources, Koyuncu et al. (2006) Control; reward; Recognized; Value match, Mauno et al. (2007) Work resources; Work requirements; Work control.

2.4.4 Theories related to engagement

In the process of studying engagement, many scholars' classical theories are involved in engagement. This paper briefly reviews these classical theories. Such as Job-demands resources (JD-R), Self-determination theory (SDT), Job-characteristic model (JCM), Conservation of resources (COR) theory, Frederick Herzberg's two factor theory, Social identity theory (SIT), Broaden and build theory, Equity theory, Goal setting theory and ERG theory.

2.5 Conceptual Framework

Through SWOT and soar analysis of HIU, the research objectives of the project are preliminarily established. By reviewing the three independent variables of immediate supervisor leadership, teaching performance and teachers intrinsic motivation, as well as the related research results of the dependent variable of teachers engagement, drawing lessons from the relevant research results model and combined with the urgent problems in the actual work of HIU, the conceptual framework of this study is determined, as shown in Figure 1.

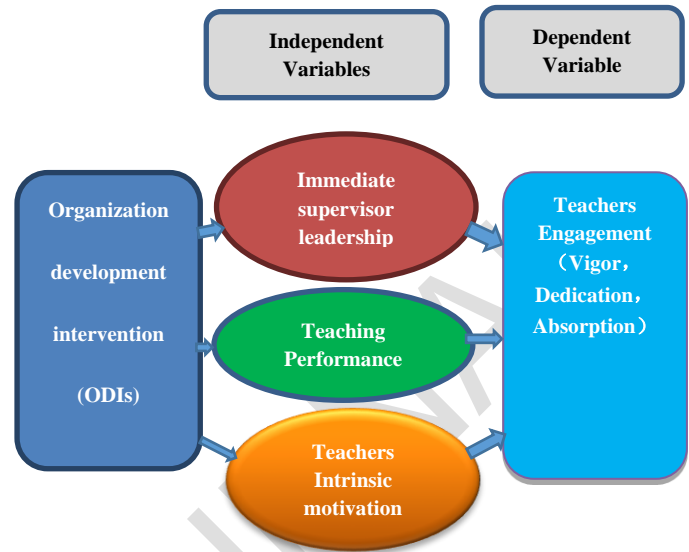


Figure 1: conceptual framework

2.6 Research Hypothesis

There are seven hypotheses in this study:

Hypothesis 1: Immediate Supervisor Leadership has a significant impact on teachers engagement.

Hypothesis 2: Teaching Performance has a significant impact on teachers engagement.

Hypothesis 3: Teachers Intrinsic Motivation has a significant impact on teachers engagement.

Hypothesis 4: There is a significant difference between Pre-ODI and Post-ODI in immediate supervisor leadership.

Hypothesis 5: There is a significant difference between Pre-ODI and Post-ODI in teaching performance.

Hypothesis 6: There is a significant difference between Pre-ODI and Post-ODI in teachers intrinsic motivation.

Hypothesis 7: There is a significant difference between Pre-ODI and Post-ODI in teachers engagement.

3. Research Methods and Materials

3.1 Scope and Population and Sampling

According to the research objectives of this project and the principle of convenient sample selection, all teachers of English department and College English department in HIU were selected as respondents. The number of respondents is 60 people, including 8 immediate supervisors of the two departments and 55 teachers.

3.2 Scope of Research Instruments

This study uses both qualitative and quantitative research methods. The qualitative and quantitative research methods used in the project before and after the intervention. Before the intervention, relevant data were obtained through a questionnaire survey just as table 2 shows. The questionnaire applied 5-point Likert type scale, with a sample size of 60 people. The collected data were analyzed quantitatively. After the intervention, the experimental subjects will be collected again for comparative analysis. At the same time, before and after the intervention, researchers will qualitatively analyze the changes of variables before and after the intervention by means of observation and semi structural interview. The interview questions for qualitative analysis as table 7 shows.

Table 2: The Survey Questionnaires

Variable	Items
Immediate supervisor leadership (ISL)	My immediate supervisor provides the support and suthouity for me to succeed.
	I see strong evidence of effective leadership from direct management.
	My immediate supervisor acts with integrity.
	Decisions made by my immediate supervisor are consistent with the university's values and principles.
	My immediate supervisor frequently listens to and incorporates my ideas tinto our work.
	My immediate supervisor provides valuable feedback and coaching that allows me to improve my performance.
	My immediate supervisor understands my job well enough to evaluate my performance.
	My immediate supervisor treats all his/her subordinates fairly.
	My immediate supervisor provides important guidance on my career development.
	My immediate supervisor cares about what the teachers think and is open and honest in his communication.
	My immediate supervisor acts in ways to inspire a strong commitment to our goals.
	My immediate supervisor supports my need on work /life balance.
	Teaching performance (TP)
The learning content set in the normal teaching is in line with the studies, the teaching methods are flexible, reflecting layered teaching.	
I can organize classroom learning, stimulate students' interest, and the relationship between teachers and students is harmonious.	
Process evaluation of students can evaluate students in an all-round way.	
Active and effective support for students who need a personalized help, achieve good results.	
Being innovative in teaching.	
My teaching performance has been recognized by schools and students.	
I get a lots of accomplishments from my work.	
I truly enjoy my day-to-day work.	

Teachers intrinsic motivation (IM)	I am willing to develop through increased responsibilities and challenges.
	I play an active role in my own personal development.
	I am proud of the positive impact the university has on the community and society.
	The university's mission and goals give meaning full direction to me.
	My job is a good fit to my skills and interest.
	I know clearly whether I am making progress toward my business goals.
	The balance between my work and personal commitments is right for me.
	I can balance my day-to-day workload by improving my working efficiency.
Teachers engagement (TE)	At work, I think of myself bursting with energy.
	I feel strong and full of energy at work.
	When I go to bed in the morning, I just want to go to work.
	I can work continuously for a long time at a time.
	At work, I can always persevere even if things are not going well.
	At work, even if I feel mentally fatigued, I can recover quickly.
	I think the purpose of the work I am engaged in is clear and meaningful.
	For me, my job is challenging.
	I am passionate about work.
	Work inspired me.
	I am proud of what I do.
	I will reach the state of selflessness when I work.
	When I work, time always flies quickly.
	When I work, I forget everything around me.
	When work is stressful, I feel happy.
I am immersed in my work.	
I feel that I cannot do without work.	

Table 3: The Interview Questions

Variable	Interview Questions
Immediate supervisor leadership (ISL)	1. What is the biggest confusion you encounter in your work as a leader?
	2. How do you ask your subordinates about the progress of their work?
	3. What ways do you think can effectively improve your management ability and level?
Teaching performance (TP)	1. What is the biggest bottleneck you encounter in teaching?
	2. What do you need to improve on your teaching performance?
Teachers intrinsic motivation (IM)	1. What is your intrinsic motivation for choosing the profession of teacher?
	2. Do you stick to your original choice motivation now? Or do you regain your motivation for choosing a teaching career?
Teachers engagement (TE)	1. What do you like about working here?
	2. What factors do you think will affect your commitment to work?
	3. What do you think needs to be improved in the current work of the school?

In order to ensure that the items of all variables are valid, five experts with PhD OD degree and rich management experience evaluated all items. The specific results are as follows.

When the mean value is greater than the lowest score 0.75, the item is accepted. In the study the average of all items exceeded the minimum requirements, so they were accepted. As shows in Appendix 1: Results of Index of IOC.

The pilot-tested was used to analyze the reliability of the questionnaires with 200 teachers in HIU. All the values are greater than 0.60. So all variables are reliable. The results of Cronbach’s Alpha test as follows.

Table 4: The Cronbach’s Alpha test result of the survey questionnaires

Variable	Number of Items	Cronbach's Alpha	Reliability
Immediate supervisor leadership	12	.945	Reliable
Teaching performance	7	.929	Reliable
Teachers intrinsic motivation	10	.908	Reliable
Teachers engagement	17	.955	Reliable

3.3 Scope of Organization Development Intervention

This study defines three independent variables: immediate supervisor leadership, teaching performance and teachers intrinsic motivation. Targeted intervention measures were taken for different independent variables, and intervention was conducted through training for immediate supervisor leadership. For teaching performance, training is used for intervention, and for teachers' intrinsic motivation, AI and team building are used for intervention. The specific intervention process is shown in Table 5.

Table 5: Timeline of ODI process

Previous Assessment	Intervention	Purpose	Moths
Low immediate supervisor leadership	Training	Improve the immediate supervisor leadership.	Aug-2021
Low Teaching Performance	Training	Analyze the existing Teaching performance. Improve teaching performance.	Sep-2021

Low Teachers intrinsic motivation	AI	Enhance teachers’ sense of professional honor.	Oct-2021
	Team Building	To promote teachers’ development.	

3.4 Conclusion of Research methodology related to Research Question

In the current situation analysis stage, this study used the survey questionnaire for data collection and quantitative analysis. Semi structural is used in the intervention stage, the intervention measures are mainly carried out in the form of workshop. SPSS was used to analyze whether there were significant between independent variables immediate supervisor leadership, teaching performance , teachers intrinsic motivation and dependent variable teachers engagement. And then analyze whether there were significant changes in variables between Pre-ODE and Post-ODI and whether there was significant correlation between independent variables and dependent variables. See Table 6 for details.

Table 6: The Summary of Research Process

Research Questions	Results	Tools
What is the current situation on immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement in HIU?	Low immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement in HIU.	Survey Questionnaire, Semi-structural Interview, Observation
What interventions can improve immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement?	AI Training Team building	Workshop
What is the differences in the immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement after interventions?	There is significance difference in all variables between Pre-ODI and Post-ODI.	SPSS data Analysis; Observation Report7
Is there a causal relationship among immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement?	There is significance correlation among immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement.	SPSS data Analysis; Observation report

4. Results and Discussion

4.1 The Result of Quantitative Data Analysis

For the H1, H2, H3, the SPSS was used to check the Linear Regression. In the study, the sig. Values of the correlation between the three independent variables immediate supervisor leadership, teaching performance, teachers intrinsic motivation and the dependent variable teachers engagement are 0.033, 0.002 and 0.000 respectively. All values are less than 0.05, so there is an obvious correlation between the three independent variables and the dependent variable.

Similarly, for the H4, H5, H6, H7, according to the data analysis, the sig. Values are all 0.000, it shows that all variables immediate supervisor leadership, teaching performance, teachers intrinsic motivation and teachers engagement changed significantly before and after the intervention, and all variables improved significantly after the intervention. Just as the Appendix 2 shows.

4.2 The Result of Qualitative Data Analysis

Immediate Supervisor Leadership

In pre-ODI, immediate supervisors stated that the biggest confusion encountered in work was that subordinates did not understand their work. They are not clear about the reason for this result. In their work, these immediate supervisors often use the closed inquiry method to ask their subordinates about the work progress. They hope to have professional training to help them improve their management ability.

In post-ODI, immediate supervisors found the reasons for the confusion in the original work, mainly to be fair and just in the work, to play a leading and exemplary role, and to learn to transpose thinking. Through training, they also improved their ability to communicate with employees and established a positive and fair attitude. Their transformation was recognized by their subordinates.

Teaching Performance

In pre-ODI, most teachers think their teaching performance is average. They want to improve their teaching performance to a higher level, but they find that they lack good methods. They mainly learn from the advantages of their colleagues in the teaching process, such as the teaching design of a class and the arrangement of teaching activities. Such reference is very limited. They hope that the school can provide them with relevant professional training and invite excellent teachers to share their teaching. Set up a teaching team so that it can have teaching exchanges together.

In post-ODI, teachers' teaching performance has been significantly improved. Through training and setting up

teaching teams, teachers can often exchange teaching design, teaching activities and other teaching related activities together. Teachers say this method breaks the bottleneck affecting their teaching performance.

Teachers Intrinsic Motivation

In pre-ODI, almost all teachers said that they chose the teaching profession out of their love for this profession. They were willing to teach their learning to students in the hope that students could have a good future. But when asked how many people still stick to their original intention of choosing this career, many teachers were confused. They also think that they have worked for a long time and gradually forget why they chose teachers.

In post-ODI, the vast majority of teachers regain their original intention to choose a teacher career. They said that in their future work, they will firmly hold this original intention and train more talents who meet the needs of the society.

Teachers' engagement

In pre-ODI, teachers said they liked their current job, mainly including holidays, good salary, like students, high social status and a sense of achievement. When asked what factors will affect their work input, they think that leadership factors, their love for work, whether their work performance is recognized, the relationship between colleagues and the working environment are at the top. They hope that the school can improve the above factors they think by paying attention to and taking measures, such as training.

In post-ODI, the teachers said that their leaders' working methods have changed greatly, their working ability has been significantly improved, their teaching has been recognized, and they are willing to devote more energy to their work.

Table 7: The Summary of qualitative data analysis

Variable	Questions	Keywords in Pre-ODI	Keywords in Post-ODI
Immediate supervisor leadership (ISL)	1. What is the biggest confusion you encounter in your work as a leader?	Subordinates don't understand; don't know the reason	Understand each other
	2. How do you ask your subordinates about the progress of their work?	Closed inquiry	Open inquiry
	3. What ways do you think can effectively improve your management ability and level?	Training	Training
Teaching performance (TP)	1. What is the biggest bottleneck you encounter in teaching?	Cannot Improve Their teaching	Found the method to solve the problem.

		performance to a higher level. Lack good method;	
	2. What do you need to improve on your teaching performance?	training; Teambuilding	training; Teambuilding
Teachers intrinsic motivation (IM)	1. What is your intrinsic motivation for choosing the profession of teacher?	Responsibility ; Sharing; Inheritance	Responsibility; Sharing; Inheritance
	2. Do you stick to your original choice motivation now? Or do you regain your motivation for choosing a teaching career?	Become blurred	Clear; Stick to
Teachers engagement (TE)	1. What do you like about working here?	Holidays; Good salary; Like students; High social status; Sense of achievement	Good leader; Work recognized;
	2. What factors do you think will affect your commitment to work?	Leader factors; Relationship between colleagues; Work recognized; Love for work; Working environment	Leader factors; Relationship between colleagues; Work recognized; Love for work; Working environment
	3. What do you think needs to be improved in the current work of the school?	Take care of the influence factors.	Take care and taking measures such training.

4.3 Hypothesis Testing

According to the Sig. Values, they are all less than 0.05, which indicates immediate Supervisor Leadership, Teaching Performance, Teachers Intrinsic Motivation, have significant correlation with Teachers Engagement and all variables were significant changes before and after intervention, just as table 8 shows. So Through improving immediate Supervisor Leadership, Teaching Performance, Teachers Intrinsic motivation will enhance teachers Engagement.

Table 8: The results of Hypothesis Testing

Hypothesis		
H1	Immediate Supervisor Leadership has a significant impact on teachers engagement.	Support
H2	Teaching Performance has a significant impact on teachers engagement.	Support
H3	Teachers Intrinsic Motivation has a significant impact on teachers engagement.	Support
H4	There is a significant difference between Pre-ODI and Post-ODI in immediate supervisor leadership.	Support
H5	There is a significant difference between Pre-ODI and Post-ODI in teaching performance.	Support
H6	There is a significant difference between Pre-ODI and Post-ODI in teachers intrinsic motivation.	Support
H7	There is a significant difference between Pre-ODI and Post-ODI in teachers engagement.	Support

5. Conclusions

Before ODI, HIU did have problems such as weak leadership of middle-level leaders, unsatisfactory teaching performance of teachers, insufficient intrinsic motivation of teachers and low teachers engagement. This study constructed relevant research hypotheses.

The analysis of data before intervention shows that immediate supervisor leadership, teaching performance and teachers intrinsic motivation all have a significant relationship on teachers engagement.

The analysis of data after intervention shows that different interventions for different variables are effective. At the same time, it also shows that the intervention model and intervention measures designed in this study have an obvious effect on improving all variables.

Therefore, it is suggested that the relevant departments of HIU should improve the quality of teacher training in their future work, carry out more activities to stimulate teachers' internal motivation and carry out effective team building, so as to achieve the goal of improving teachers' engagement.

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Appendixes

Appendix 1: Results of Index of IOC

Item	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Average score
ISL						
Q1	1	1	1	1	1	1
Q2	1	1	1	1	1	1
Q3	1	1	1	1	1	1
Q4	1	1	1	1	1	1
Q5	1	1	1	1	1	1
Q6	1	1	1	1	1	1
Q7	1	1	1	1	1	1
Q8	1	1	1	1	1	1
Q9	1	1	1	1	1	1
Q10	1	1	1	1	1	1
Q11	1	1	1	1	1	1
Q12	1	1	1	1	1	1
TP						
Q1	1	1	1	1	1	1
Q2	1	1	1	1	1	1
Q3	1	1	1	1	1	1
Q4	1	1	1	1	1	1
Q5	1	1	1	1	1	1
Q6	1	1	1	1	1	1
Q7	1	1	1	1	1	1
IM						
Q1	1	1	1	1	1	1
Q2	1	1	1	1	1	1
Q3	1	1	1	1	1	1
Q4	1	1	1	1	1	1
Q5	1	1	1	1	1	1
Q6	1	1	1	1	1	1
Q7	1	1	1	1	1	1
Q8	1	1	1	1	1	1
Q9	1	1	1	1	1	1
Q10	1	1	1	1	1	1
TE						
Q1	1	1	1	1	1	1
Q2	1	1	1	1	1	1
Q3	1	1	1	1	1	1
Q4	1	1	1	1	1	1
Q5	1	1	1	1	1	1
Q6	1	1	1	1	1	1
Q7	1	1	1	1	1	1
Q8	1	1	1	1	1	1
Q9	1	1	1	1	1	1
Q10	1	1	1	1	1	1
Q11	1	1	1	1	1	1
Q12	1	1	1	1	1	1
Q13	1	1	1	1	1	1
Q14	1	1	0	1	1	0.8

Q15	1	1	1	1	1	1
Q16	1	1	0	1	1	0.8
Q17	1	1	0	1	1	0.8

Appendix 2: The Summary of quantitative data analysis

Variable	Questions		Means	Std. Deviation	Sig. (2-tail)
Immediate Supervisor Leadership	1	Pre-ODI	2.333	1.15519	0.000
		Post-ODI	4.533	0.65008	
	2	Pre-ODI	2.1167	1.04300	0.000
		Post-ODI	4.5667	0.64746	
	3	Pre-ODI	1.9500	1.06445	0.000
		Post-ODI	4.6333	0.66298	
	4	Pre-ODI	1.6333	0.86292	0.000
		Post-ODI	4.5167	0.67627	
	5	Pre-ODI	2.0000	0.93881	0.000
		Post-ODI	4.2667	0.75614	
	6	Pre-ODI	1.9667	0.93820	0.000
		Post-ODI	4.5333	0.67565	
7	Pre-ODI	1.9833	0.94764	0.000	
	Post-ODI	4.3500	0.68458		
8	Pre-ODI	2.0167	0.92958	0.000	
	Post-ODI	4.4333	0.72174		
9	Pre-ODI	2.1500	1.02221	0.000	
	Post-ODI	4.2000	0.73184		
10	Pre-ODI	2.0000	0.97424	0.000	
	Post-ODI	4.4500	0.72311		
11	Pre-ODI	1.9667	0.88234	0.000	
	Post-ODI	4.3667	0.71228		
12	Pre-ODI	2.0333	1.04097	0.000	
	Post-ODI	4.3833	0.78312		
Teaching Performance	1	Pre-ODI	4.0500	0.83209	0.003
		Post-ODI	4.4833	0.72467	
	2	Pre-ODI	3.5333	0.89190	0.000
		Post-ODI	4.2833	0.71525	
	3	Pre-ODI	3.9000	0.95136	0.001
		Post-ODI	4.4667	0.67565	
	4	Pre-ODI	3.8333	0.94181	0.036
		Post-ODI	4.1667	0.74029	
	5	Pre-ODI	3.6333	0.95610	0.001
		Post-ODI	4.1667	0.74029	
	6	Pre-ODI	3.6500	0.95358	0.000
		Post-ODI	4.2500	0.65419	
7	Pre-ODI	3.8500	0.84020	0.037	
	Post-ODI	4.1333	0.76947		
Teachers Intrinsic Motivation	1	Pre-ODI	3.2167	0.52373	0.000
		Post-ODI	4.3000	0.82954	
	2	Pre-ODI	3.3000	0.53043	0.000
		Post-ODI	4.0500	0.76856	
	3	Pre-ODI	3.2500	0.62775	0.000
		Post-ODI	3.9833	0.79173	
	4	Pre-ODI	3.3833	0.52373	0.000
		Post-ODI	4.2333	0.78905	
	5	Pre-ODI	3.3667	0.51967	0.000
		Post-ODI	4.2500	0.81563	
	6	Pre-ODI	3.2833	0.49030	0.000
		Post-ODI	4.0500	0.76856	
7	Pre-ODI	3.2333	0.64746	0.000	
	Post-ODI	4.1167	0.8044		
8	Pre-ODI	3.3000	0.59089	0.000	
	Post-ODI	4.1333	0.74712		
9	Pre-ODI	3.2500	0.67961	0.000	
	Post-ODI	3.8333	0.76284		

Teachers Engagement	10	Pre-ODI	3.4000	0.69380	0.001
		Post-ODI	3.8333	0.74029	
	1	Pre-ODI	3.4000	0.61617	0.000
		Post-ODI	3.9000	0.75240	
	2	Pre-ODI	3.3167	0.59636	0.000
		Post-ODI	3.9833	0.81286	
	3	Pre-ODI	2.8167	0.72467	0.000
		Post-ODI	3.3333	0.60132	
	4	Pre-ODI	2.9667	0.73569	0.000
		Post-ODI	3.6333	0.80183	
	5	Pre-ODI	3.2500	0.67961	0.000
		Post-ODI	3.6833	0.72467	
	6	Pre-ODI	3.0500	0.72311	0.001
		Post-ODI	3.5167	0.70089	
	7	Pre-ODI	3.3500	0.57711	0.000
		Post-ODI	4.1333	0.81233	
	8	Pre-ODI	3.3500	0.60576	0.000
		Post-ODI	4.0167	0.70089	
	9	Pre-ODI	3.4167	0.53016	0.000
		Post-ODI	4.2167	0.78312	
	10	Pre-ODI	3.3667	0.51967	0.000
		Post-ODI	4.1167	0.71525	
	11	Pre-ODI	3.3167	0.50394	0.000
		Post-ODI	4.3167	0.79173	
	12	Pre-ODI	3.2500	0.67961	0.000
		Post-ODI	3.7667	0.76727	
	13	Pre-ODI	3.4000	0.58802	0.000
		Post-ODI	4.0667	0.88042	
	14	Pre-ODI	3.1667	0.66808	0.003
		Post-ODI	3.5667	0.67313	
	15	Pre-ODI	2.7833	0.84556	0.000
		Post-ODI	3.3167	0.59636	
	16	Pre-ODI	3.1333	0.72408	0.000
		Post-ODI	3.6667	0.79547	
17	Pre-ODI	3.0000	0.73646	0.000	
	Post-ODI	3.8833	0.82527		

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