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**ИССЛЕДОВАНИЕ ВЗАИМОСВЯЗИ МЕЖДУ ПОЛИТИКОЙ
СОЦИАЛЬНОГО ОБЕСПЕЧЕНИЯ УЧИТЕЛЕЙ И
УДОВЛЕТВОРЕННОСТЬЮ КАРЬЕРОЙ: СРАВНИТЕЛЬНЫЙ АНАЛИЗ
КИТАЯ И КАЗАХСТАНА**

Аннотация : В данном исследовании рассматривается взаимосвязь между политикой социального обеспечения учителей и удовлетворенностью карьерой посредством сравнительного анализа Китая и Казахстана, двух стран с различными системами образования. Основываясь на двухфакторной теории Герцберга и иерархии потребностей Маслоу, исследование изучает, как материальное обеспечение (например, зарплата, жилищные субсидии) и нематериальные стимулы (например, профессиональное развитие, общественное признание) в совокупности влияют на удовлетворенность

учителей. В централизованной модели социального обеспечения Китая особое внимание уделяется гарантиям занятости и иерархическому продвижению по службе, в то время как в децентрализованной системе Казахстана, основанной на результатах работы, приоритет отдается меритократическому вознаграждению. Результаты исследования показывают, что, хотя обе системы удовлетворяют основные потребности, их эффективность опосредована культурным и институциональным контекстами. Конфуцианские ценности Китая способствуют повышению внутренней мотивации, но могут не соответствовать меняющимся ожиданиям молодых педагогов, в то время как реформы в Казахстане сталкиваются с проблемами регионального равенства и управления рабочей нагрузкой. Исследование подчеркивает необходимость гибридной политики, которая уравнивает материальную безопасность и возможности для профессионального роста, выступая за межнациональное обучение для решения общих проблем, таких как удержание кадров в сельской местности и разрыв поколений.

Ключевые слова: Политика Социального Обеспечения Учителей,
Сравнительное Образование, Сравнение Китая и Казахстана, Реформа
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STUDY ON THE CORRELATION BETWEEN TEACHERS' WELFARE

POLICIES AND CAREER SATISFACTION: A COMPARATIVE

PERSPECTIVE OF CHINA AND KAZAKHSTAN

Abstract: This study examines the correlation between teachers' welfare policies and career satisfaction through a comparative analysis of China and Kazakhstan, two nations with distinct educational systems. Grounded in Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs, the research explores how material provisions (e.g., salaries, housing subsidies) and non-material incentives (e.g., professional development, societal recognition) collectively influence teacher satisfaction. China's centralized welfare model emphasizes job security and

hierarchical advancement, while Kazakhstan's decentralized, performance-based system prioritizes meritocratic rewards. The findings reveal that while both systems address basic needs, their effectiveness is mediated by cultural and institutional contexts. China's Confucian values bolster intrinsic motivation but may lag in meeting younger educators' evolving expectations, whereas Kazakhstan's reforms face challenges in regional equity and workload management. The study underscores the need for hybrid policies that balance material security with opportunities for professional growth, advocating for cross-national learning to address shared challenges like rural retention and generational gaps.

Keywords : Teacher Welfare Policies , Comparative Education , China-Kazakhstan Comparison, Educational Policy Reform, Teacher Motivation

Introduction

The significance of teacher welfare policies in shaping educational outcomes has gained increasing recognition in global academic and policy discourse. As nations strive to enhance the quality of education, the correlation between institutional support mechanisms and teachers' professional satisfaction emerges as a critical area

of inquiry. This study examines the interplay between welfare policies and career satisfaction through a comparative analysis of China and Kazakhstan, two nations with distinct yet interconnected educational trajectories. China's structured, state-driven approach to teacher welfare contrasts with Kazakhstan's post-Soviet reform-oriented model, offering a compelling framework for assessing how policy frameworks influence educators' long-term engagement and morale. The selection of these two countries is justified not only by their geopolitical relevance within Eurasia but also by their shared commitments to educational modernization amid differing sociopolitical legacies.

The research seeks to establish a theoretical and practical understanding of how welfare provisions—ranging from material compensation to professional development opportunities—contribute to career satisfaction. While existing scholarship has explored teacher satisfaction in Western contexts, fewer studies have systematically compared post-Soviet and East Asian systems, particularly within emerging economies. This gap underscores the necessity of a rigorous cross-national

analysis that accounts for cultural, economic, and institutional variables. By delineating the structural similarities and divergences in China's and Kazakhstan's welfare policies, the study aims to identify policy levers that could enhance teacher retention and motivation across diverse educational landscapes.

The implications of this research extend beyond academic circles, offering actionable insights for policymakers in Eurasia and other regions undergoing educational reform. In Russia and neighboring states, where teacher attrition and dissatisfaction remain pressing concerns, the findings could inform more adaptive welfare strategies. Furthermore, the study contributes to a broader dialogue on the role of state intervention in educator welfare, challenging assumptions about universal policy applicability. By grounding the analysis in Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs, the research adopts a robust theoretical lens to dissect the motivational and systemic dimensions of teacher satisfaction.

Theoretical Foundations

The conceptual framework of this study is anchored in two pivotal psychological theories that elucidate the relationship between institutional welfare provisions and

professional fulfillment. Herzberg's Two-Factor Theory provides a structural lens for analyzing teacher welfare policies by distinguishing between hygiene factors and motivators. Within educational systems, hygiene factors encompass essential material provisions—salaries, healthcare benefits, and workplace safety—which prevent dissatisfaction when adequately maintained but do not independently foster long-term engagement. Motivators, including professional development opportunities, recognition systems, and career advancement pathways, emerge as critical drivers of intrinsic satisfaction and sustained commitment to the teaching profession. This dichotomy proves particularly relevant when examining cross-national policy effectiveness, as it reveals why similar welfare structures may yield divergent satisfaction outcomes based on their balance of basic provisions and growth-oriented incentives.[1]

Complementing this framework, Maslow's Hierarchy of Needs offers a developmental perspective on policy design, emphasizing the sequential nature of human motivation. Teacher welfare systems that address physiological and safety

needs through competitive remuneration and job security establish the foundation for higher-order fulfillment. However, the ultimate potential for career satisfaction resides in policies that facilitate self-actualization through autonomy, creativity in pedagogical practice, and societal recognition of professional expertise. The integration of these theories provides a robust analytical tool for evaluating how national welfare systems either constrain or enable the progression from basic need fulfillment to professional self-realization. When applied to the Chinese and Kazakhstani contexts, this theoretical synthesis reveals fundamental tensions between standardized welfare approaches and the individualized motivational requirements of educators operating within distinct cultural and institutional ecosystems. The framework ultimately underscores that effective policy design must transcend material sufficiency to cultivate the psychological and professional conditions for meaningful career satisfaction.

Comparative Analysis of Welfare Policies

The comparative examination of teacher welfare systems in China and Kazakhstan

reveals distinct policy architectures shaped by historical trajectories and contemporary reform agendas. China's approach, codified in the Teachers Law and reinforced through targeted rural incentives, reflects a centralized model where the state assumes primary responsibility for educator welfare. The system integrates standardized salary scales with tenure protections and non-monetary benefits, such as housing subsidies and professional development programs, creating a hierarchical yet comprehensive support structure. This framework aligns with broader socialist principles of equitable resource distribution, though regional disparities persist, particularly between urban and rural localities. [2]By contrast, Kazakhstan's post-Soviet system, restructured through initiatives like the State Program for Education Development, emphasizes performance-based incentives and decentralized adaptation. The Kazakh model incorporates market-oriented elements, including differentiated pay scales tied to certification levels and student outcomes, reflecting a transitional economy's attempt to balance efficiency with equity.

Despite these divergent foundations, both systems exhibit strategic efforts to

elevate the teaching profession's prestige through symbolic and material means. State-sponsored awards, public recognition campaigns, and career ladder mechanisms feature prominently in both contexts, underscoring a shared recognition of morale's role in educational quality. However, the implementation of these measures diverges significantly. China's welfare policies are characterized by top-down uniformity, with limited autonomy for local institutions, whereas Kazakhstan permits greater regional flexibility, leading to uneven outcomes across oblasts. Another critical distinction lies in the role of non-state actors. In Kazakhstan, private schools and international partnerships have introduced competitive pressures and alternative welfare models, while China's system remains predominantly state-controlled, with private sector influence confined to marginal niches.

The interplay between these systems and teacher satisfaction hinges on their responsiveness to educators' multifaceted needs. China's emphasis on job security and long-term benefits fosters stability but may lack dynamic incentives for innovation. Kazakhstan's performance-driven approach, while potentially motivating

for high achievers, risks exacerbating stress among educators in under-resourced regions. [3] These contrasts highlight a fundamental tension in welfare policy design: the trade-off between standardization and adaptability. The analysis suggests that neither model is inherently superior; rather, their efficacy depends on alignment with national educational priorities and cultural expectations of the teaching profession. For Eurasian policymakers, this comparison underscores the necessity of context-sensitive reforms that reconcile global best practices with local institutional legacies. The findings challenge monolithic assumptions about welfare policy effectiveness, advocating instead for hybrid approaches that address both material and motivational dimensions of career satisfaction.

Linking Welfare Policies to Career Satisfaction

The nexus between welfare policies and teacher career satisfaction constitutes a complex interplay of material provisions and socio-professional recognition mechanisms. In both Chinese and Kazakhstani contexts, empirical evidence suggests that direct financial compensation, while fundamental, operates within a broader

ecosystem of motivational factors that collectively determine professional fulfillment.

Housing subsidies and healthcare benefits in China's system provide material security that meets basic physiological needs, yet their impact on long-term satisfaction proves secondary to opportunities for professional growth and institutional recognition.[4] Similarly, Kazakhstan's performance-based bonuses demonstrate measurable but temporally limited effects on motivation, often overshadowed by systemic factors such as workload distribution and classroom autonomy.

Non-material incentives emerge as critical differentiators in sustaining career satisfaction across both systems. China's hierarchical professional ranking system, embedded within its Confucian educational tradition, creates structured pathways for advancement that align with cultural values of scholarly achievement.[5] Conversely, Kazakhstan's adoption of Western-style teacher certification models introduces meritocratic elements that, while theoretically sound, occasionally conflict with post-Soviet collectivist workplace norms. The ceremonial recognition of educators through state awards in both countries fulfills important symbolic functions, yet their

motivational efficacy varies according to the perceived authenticity of the honorific systems.

Cultural paradigms fundamentally mediate policy effectiveness in ways that transcend formal welfare structures. The Confucian reverence for educators in China generates intrinsic satisfaction that compensates for certain material shortcomings, whereas Kazakhstan's transitional identity produces more instrumental attitudes toward the profession. Administrative burdens present another critical moderating variable - China's standardized policies minimize bureaucratic variability but may suppress local innovation, while Kazakhstan's decentralized approach creates policy fragmentation that undermines welfare consistency. [6] These findings underscore that welfare policies cannot be evaluated in isolation from their implementation contexts, as the same nominal benefit may produce markedly different satisfaction outcomes depending on cultural reception and systemic integration. The comparative analysis ultimately reveals that sustainable career satisfaction requires welfare ecosystems that address both objective living standards and subjective professional worth, calibrated

to each educational tradition's unique sociohistorical parameters.

Conclusion

This comparative study elucidates the complex interdependence between teacher welfare policies and career satisfaction in China and Kazakhstan, revealing how distinct policy approaches yield varied outcomes within different socio-cultural contexts. The analysis demonstrates that while material provisions form the necessary foundation of teacher welfare systems, their effectiveness in fostering professional satisfaction is substantially mediated by non-material factors including career progression opportunities, professional autonomy, and societal recognition of the teaching profession. China's centralized welfare model ensures comprehensive coverage of basic needs but shows limitations in addressing evolving expectations of younger educators, whereas Kazakhstan's performance-oriented system stimulates professional development yet struggles with regional disparities in policy implementation.

The findings underscore the necessity for welfare policies to transcend standardized material compensation and incorporate flexible mechanisms that address

both the physiological and self-actualization needs of educators. As Eurasian nations continue to reform their education systems, this research highlights the potential for mutual learning between post-Soviet and East Asian policy paradigms. A compelling case emerges for establishing regional platforms that facilitate systematic exchange of policy innovations and empirical findings, particularly in addressing common challenges of rural teacher retention and intergenerational satisfaction gaps. Future scholarly inquiry should prioritize longitudinal assessments of policy impacts while incorporating teacher narratives to develop more nuanced understandings of welfare-satisfaction dynamics. The study ultimately contributes to a growing body of comparative research advocating for context-sensitive, holistic approaches to teacher welfare policy development in transitional educational systems

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