

Teacher's Well-Being and Teachers' Sense of Efficacy among College Teachers in Ningxia: Application of Positive Psychology

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Abstract

Positive psychology emphasizes positive well-being leading to a flourishing life with meaning. Teachers' well-being plays a central role in teachers' performance and achievement of students. Teachers' well-being, recognized as teaching work related well-being, refers to teacher's positive evaluations of and healthy functioning in their work environment and teachers self efficacy refers to a judgment of teachers' capabilities to bring about desired outcomes of student engagement and learning. Objective in this study is to test empirically the influence of teacher well-being (TWB) and Teachers' Sense of efficacy (TSE) as predictors among college teachers in Ningxia of China. Instruments involved are Teacher Well-being Scale (Collie, 2015) and Teacher Sense of Efficacy Scale (Tschannen-Moran, M., 2001). Findings show that the coefficient between TWB and TSE is 0.276; Meanwhile, a regression analysis between TWB and TSE is also employed to confirm the influence of TSE toward TWB. The research results indicated that there is a significance in the linear regression analysis ($P < 0.001$), presenting a positive correlation between teachers' well-being and teachers self efficacy in this region. In this survey, sample of 400 teachers from the western part of China---Ningxia Region yielded the above result. Positive personal traits such as self efficacy can contribute to teacher-well-being. Promoting teacher well-being not only enhances teaching quality but also has a significant follow-on effect in cultivating students' perception of well-being, even in scaffolding their future development such as emotional expression, motivation, and academic achievement, as well as promoting teacher' sense of efficacy.

Keywords

well-being, self efficacy, education, positive psychology, teacher

1. Introduction

Clearly, college teacher well-being(TWB)plays a central role in higher education. Teachers have higher influence on achievement of students than any other variable, including social status, race, and parenting (Hammond and Haselkom 2009). Besides academic achievements, teacher occupational well-being can also devote to some concrete positive consequences to students psychological such as the impact on students' perception of well-being. Surely promoting positive emotions and well-being for teachers not only affects teaching quality & effect and but also has a significant follow-on effect in cultivating college students' well-being even in scaffolding their development. Researches show employees who are satisfied with their jobs tend to show higher performance levels at work (Shenghua Huang et al. 2019). Accordingly, teachers can exhibit greater teaching abilities with higher job satisfaction. When college teachers experience higher level of well-being positive emotion, it would be more likely that a more positive balance emerge in their lives with diminished various job-related stressors. Consequently, not only will college teachers themselves benefit a lot from high level of well-being, but also their students will too.

However, situation about teacher well-being is not so optimistic in general. High job demands and long-term work-related chronic stress, contributing to ever increasing rates of negative emotions such as burnout and attrition. Distinctive stress teachers bear is an important issue in the field of education (Herman et al. 2018) because it can lead to lower teacher self-efficacy, teacher well-being, and negative effect (Desrumaux et al. 2015). College teacher's occupational stress stems from teaching-related responsibilities, which reflects unpleasant psychological state in or out of workplace. Besides teaching, college teachers must play many other roles, such as mentoring, laboratory work, attending seminars, conducting experiments, collecting research materials, writing papers, and publishing books. The tight budget in some regions, as well as a growing income gap, has also increased the assorted psychological stress. Most teachers had above moderate levels of stress and some even had severe stress which impair their sense of well-being. Therefore, it is worthy exploring this topic with a keen perspective and prudent attitude.

As a result of the grave crisis, well-being of teachers has been studied in many overlapping ways by various researchers. Admittedly, the prevalence of positive psychology in last decade has given much attention to the topics of well-being. However, There has been relatively little focus on the influence of well-being on self efficacy of college teachers. Even though it has been widely examined or explored by practitioners on some aspects, little is known on the acquisition and promotion strategy of TWB among college teachers especially those in developing countries. Few studies has examined the relationship between the teacher well-being and teachers' personal traits and personal control ways, such as self efficacy. This paper first describes the actual situation and hypothesis of college teacher well-being and teacher self efficacy in this region of China. It is an actual case study of positive psychology and explain how the former was used to reveal the secret of the latter.

1.1 Objectives

The researchers of this study believe that the key to happiness is the coordination between external expectations and the individual endeavors, person's values, actions and emotions. Therefore, they decided to adopt a positive approach to develop a TWB formula directly concerned with teacher self efficacy, a teachers' individual's positive factor, for maximizing their performance and well-being. Therefore, the purpose of this paper is to shed light on study of TWB by controlling their personal feelings or abilities or behaviors. This study is to examine the influence of on the TWB (teacher well-being) and to determine whether the presence or absence of it can affect teacher self efficacy in Ningxia. This study presents an attempt on promoting self efficacy with concern for TWB. The main objectives of this research is to determine the relationship between well-being and self efficacy among teachers in Ningxia, a region with 7,000,000 people in China.

2. Literature Review

With the flourish of positive psychology, research about well-being sprout and bloom from vary approaches. Contemporary researchers have studied a wide range of variables or constructs that may promote or predict well-being, either from subjective or psychological perspective. There are multiple of research topics concerning well-being in recent decades, although some controversial criteria and conceptual overlaps exist (Patricia A. et al. 2020; Braun et al. 2019; Singh 2019; Dicke et al. 2018; Buettner, C. K. et al. 2016;). Sociology-demographic characteristics and job demand /resource constructs are two most common research topics that can influence teachers' perceived well-being. TWB (teacher well-being) makes a distinction of inconsistent variance between countries, districts and schools. So we should use more diverse samples to represent the whole population more accurately.

Chinese scholars began to pay attention to teachers' well-being in the 1990s. In the 21st century, teachers' well-being has attracted relatively extensive attention to some researchers, but the research methods are limited and the results are not rich enough. The research trend has moved from simple literature review or speculative method to quantitative research approaches. However, there is still a lack of systematic empirical research and qualitative research in China. The visions and research methods of teachers' well-being need to be further improved (Kong et al. 2019; Kong et al. 2015; Zeng G. et al. 2016). Although there have been prior studies related to teacher well-being, limited studies focused on the relationships between well-being and self acceptance and environmental mastery or positive relations with others (Tina Haschera & Jennifer 2021; Shenghua Huang et al. 2019; Angelica Moe 2016).

So far, researchers have not reached a consensus on the structure of teachers' professional well-being. The previous studies are diverse or limited by the research object, the methods, cultural differences, time limitation and background. (Zhou et al. 2019; Collie et al. 2015). As time goes on, teachers' professional well-being also needs to be constantly

developed and improved. Only when we get a suitable structure of teachers' professional well-being, can we further study other aspects of teachers' professional well-being. Therefore, this study will further explore the structure of teachers' professional well-being on the basis of previous studies. Foreign research is rooted in the soil suitable for its development, lack of rational thinking in China's unique system, cultural background and current situation. There has been some efforts to internal validating well-being instruments modified for teacher groups, but little near the specialization efforts seen in Chinese subgroup as participants. There are millions of teachers in China, which is the largest group of teaching staff in the world. The development of Chinese various regions is imbalanced. Uneven differences can be reflected in various aspects such as income, promotion chances and management styles between developed and underdeveloped areas. Besides, China's political system and independent educational systems are relatively special from other countries. The lack perceptions of the research on this group of samples will undoubtedly has a great impact on the integrity and accuracy of the overall professional well-being of teachers. The current research aims to advance this line of inquiring Ningxia college teachers' perception of self-image and accordingly strategies by conducting relevant survey and detailed analysis. The above is the research gap. Teacher well-being and its components constitute a central element in positive psychology This research is directly concerned with the relationship that exists among two distinct but related components: teacher efficacy, and teacher well-being. If this relationship exists, it contributes to a better illustration leading to improved conditions for teacher's perception of happiness during and better work effectiveness.

3. Methods

In order to make sure all subgroups are in a well defined probability distribution in this study, the researcher uses simple random sampling. Instruments involved are Teacher Well-being Scale (Collie 2015) and Teacher Sense of Efficacy Scale (Tschannen-Moran 2001). This is a quantitative type of study - survey, and SPSS was employed to analyses data. Considering the Krejcie & Morgan sample size table, 400 college Chinese teachers were selected randomly in this region as the subjects of the research. Few foreign teachers just take temporary jobs and they are not included in official system. So no exact numbers can be found about them.

4. Data Collection

The researcher adopted simple random sampling method for the current research. For simple random sampling, the researcher will take next steps. Step one: Define the population. Start by deciding on the population in study, then number each teacher in the population. Turn to local authority for help to get the numbers of teachers in each school. Step two: Decide on the sample size. Next, the researcher decides how large the sample size will be. Step three: Randomly select sample from the population, then mark each teacher with his or her work number. Choose numbers randomly, then send questionnaires to teachers who are with the chosen numbers. Step four: Collect data from the sample, which means get all questionnaires from all teachers who are chosen to fill in the questionnaire.

5. Results and Discussion

This study was done on a total sample of 400 teachers from the western part of China---Ningxia Region. Teacher Well-being Scale (Collie 2015) and Teacher Sense of Efficacy Scale (Tschannen-Moran 2001) were employed in this study. Analysis of the items resulted in a correlation analysis between TWB(Teacher well-being)and TSE(Teacher self-efficacy), the coefficient is 0.276 (see Table 1); Meanwhile, a regression analysis between TWB and TSE is also employed to confirm the influence of TWB toward TSE. The research results indicated that $P=0.000$, or $P<0.001$, thus there is a significance in the linear regression analysis (see Table 2). The following are the tables of the results.

Table 1. Correlations

		TSE	TWB
Pearson Correlation	TSE	1.000	.276
	TWB	.276	1.000
Sig. (one tailed)	TSE	.	.000
	TWB	.000	.
N	TSE	400	400
	TWB	400	400

Table 2 Regression Coefficients

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval of the difference B	
		B	Std. Error	Beta			Lower	Upper
1	(Constant)	5.959	.148		40.344	.000	5.670	6.249
	TWB	.253	.030	.276	8.349	.000	.193	.312

a. Dependent Variable: TSE

6. Conclusion

To conclude, teacher-well-being can contribute to positive personal traits such as self efficacy. Promoting teacher well-being not only enhances teaching quality but also has a significant follow-on effect in cultivating college teacher' self efficacy, even in scaffolding their future development The researchers hope this paper will end with an outlook for future research in this domain. Hopefully, this research can add to the very limited literature on the college teacher well-being & self efficacy literature, even provide reference for later researchers or their counterparts in other areas.

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Biographies

Zhang Guoying graduated from Ningxia University in 2007 with a Master Degree in Curriculum and teaching Methodology. Currently she is a PhD student majored in educational psychology at Sultan Idris Education University in Malaysia. Up to now she has completed scientific research projects of Chinese transitional culture education and teachers' literacy training. She already published 18 papers and some poems in the educational & literature domain in Chinese. Her interests covers teaching methodology, cultural education and teacher well-being.

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