



THE EFFECT OF OCCUPATIONAL STRESS ON SUBJECTIVE WELL-BEING OF COLLEGE TEACHERS IN GUANGXI -- MEDIATED BY PSYCHOLOGICAL CAPITAL

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Abstract: Under the background of the continuous development of the general higher education system reform, the professional pressure of teachers, as the backbone of the development of colleges and universities, is increasing, but the subjective sense of happiness experience is low. In recent years, many studies have found that psychological capital can effectively relieve stress and improve subjective well-being experience. Through empirical research, this paper explored the influence of vocational stress on subjective well-being of college teachers in Guangxi, and analyzed the mediating effect of psychological capital between these two variables. The questionnaire was adopted to investigate college teachers. The research results have practical significance for reducing the vocational pressure of college teachers in Guangxi and improving their subjective well-being experience, and have reference value for improving the development quality and organizational management performance of colleges and universities.

Keywords: Occupational Stress ; Psychological Capital ; Subjective Well-being

I. INTRODUCTION

In the decades of reform and opening up, thanks to the importance and training of talents, China's economy has developed rapidly, and the national economic aggregate and society have undergone great changes (Li Xihui et al., 2022). At the same time, due to the intensified talent competition among countries around the world, the dominance of future social competition, and the state support for innovative development strategies, the Chinese government attaches great importance to the construction of university teachers (Wang Lijuan et al., 2021), puts university teachers in an important position in talent training, and formulates relevant policies for the development of university teachers. Especially after entering the new era of socialism with Chinese characteristics, the Chinese government attaches more importance to the high quality and high level of talent training, puts more and more demands on college teachers, and forms a new review on the subjective well-being of college teachers brought by this (Guo Zhan and Xiao Zuming, 2019). Nowadays, college teachers' subjective well-being has become a hot topic in sociology and psychology.

Universities in Guangxi are mostly local teaching universities with weak economic strength (Tang Juju et al., 2011) and serious insufficient investment. It is not easy to fully mobilize teachers' enthusiasm. In addition, the increasingly fierce competition for talents between the east and the west, as well as among provinces and cities in the west, makes the construction of college teachers in Guangxi face more severe challenges (Xie Tingyu, Li Qi, 2019). In this case, it is of practical significance to study the career happiness of college teachers in Guangxi, analyze the factor models that affect the career happiness of college teachers in Guangxi, and put forward the countermeasures to improve the career happiness of college teachers in Guangxi.

Based on this, this study takes college teachers in Guangxi as the research object, discusses the relationship among occupational stress, psychological capital and subjective well-being of college teachers in Guangxi, verifies the role of psychological capital in occupational stress and occupational well-being, and further alleviates the occupational pressure of college teachers in Guangxi, improves the level of psychological capital and enhances the degree of occupational well-being. Provide some countermeasures and suggestions.

II. RESEARCH HYPOTHESIS

Through literature discussion, it can be seen that the occupational pressure, psychological capital and personal background (gender, educational background and professional title) of college teachers in Guangxi are affected by their subjective happiness. Hypothesis H1 is proposed as follows:

H1: Gender, educational background, professional title and other variables have significant differences in vocational pressure, psychological capital and subjective well-being of college teachers in Guangxi.

Based on hypothesis H1, it can be divided into the following specific hypotheses:

H1a: Gender, educational background, professional title and other variables have significant differences in vocational pressure of college teachers in Guangxi;

H1b: Gender, educational background, professional title and other variables have significant differences in the psychological capital of college teachers in Guangxi;

H1c: Gender, education background, title and other variables have significant differences in the subjective well-being of college teachers in Guangxi;

Based on other researchers' research on the predictive effect of occupational stress, psychological capital and subjective well-being of college teachers in Guangxi, hypothesis H2, H3 and H4 are proposed as follows:

H2: Vocational stress of college teachers in Guangxi has a negative influence on subjective well-being;

H3: Vocational stress of college teachers in Guangxi has a negative influence on psychological capital;

H4: The psychological capital of college teachers in Guangxi has a positive effect on subjective well-being;

Based on other researchers' research on the interaction among vocational stress, psychological capital and subjective well-being of college teachers in Guangxi, hypothesis H5 is proposed as follows:

H5: Psychological capital plays a mediating role in the relationship between vocational stress and subjective well-being in universities in Guangxi.

III. RESPONDENTS OF THE STUDY

The target objects of this study are full-time teachers from S University and D University in Guangxi. Among them, S University is a university in Guangxi that focuses on supporting the construction of a "first-class university in China", with more than 2500 teaching staff and more than 28000 full-time undergraduate students. D University is a university jointly built by the Ministry of Industry and Information Technology of the People's Republic of China and Guangxi. It has more than 3200 faculty members and more than 43000 full-time students. The above two universities are colleges and universities of different disciplines in Guangxi, such as teachers' colleges and universities of science and engineering, and have certain representativeness. Therefore, the teachers of these two universities are selected as the research objects.

IV. SAMPLING METHOD

Due to the large number of college teachers in Guangxi, it is difficult to test all college teachers in Guangxi, so Handy Sampling is used for questionnaire survey. According to the principle proposed by Wu Minglong and Tu Jintang (2005) that the number of pre-tests should be 3-5 times of the subscale containing the most items in the questionnaire, this study intends to distribute 150 pre-test questionnaires and 504 formal questionnaires, and the proportion of the number of questionnaires distributed for the two schools is 1:1. Both the pre-test questionnaire and the formal questionnaire are distributed and collected in the form of online questionnaire.

V. ANALYSIS OF RESEARCH RESULTS

The purpose of this study is to explore the impact of different background variables on the occupational stress, psychological capital and subjective well-being of teachers in Guangxi universities and colleges, and to explore the relationship between occupational stress, psychological capital and subjective well-being. The purpose of this study is to explore the questionnaire method, and use statistics for data analysis. The analysis results are as follows:

1 Formal test

After the prediction, a formal test was conducted to test the reliability and validity of the data. This survey was conducted online through questionnaire star. A total of 504 questionnaires were distributed, and 504 questionnaires were effectively recovered. The effective questionnaire recovery rate was 100%.

(a) Internal consistency analysis

This research aims at the reliability analysis of the scale of occupational stress, psychological capital, subjective well-being of teachers in Guangxi universities and colleges and its dimensions to explore its internal consistency, usually Cronbach's α . Cronbach's $\alpha > 0.7$ indicates that the scale has good reliability, and Cronbach's total occupational stress scale α . The coefficient is 0.924. Cronbach's total psychological capital table α . Coefficient is 0.913, Cronbach's total subjective well-being table α . The coefficient is 0.888, and Cronbach's α . The coefficients are all higher than 0.8, which shows that the reliability of the scale is good, and each factor dimension representing the scale is reliable and representative. The scale reliability and reliability of each dimension are shown in Table 1.1 and Table 1.2:

Table 1.1 Reliability analysis results of occupational stress, psychological capital and subjective well-being scales

variable	Number of items	Cronbach's α
occupational stress	30	0.924
Psychological capital	24	0.913
Subjective well-being	21	0.888

Table 1.2 Reliability analysis of various dimensions of occupational stress, psychological capital and subjective well-being scale

variable	dimension	Cronbach's α
occupational stress	Career development	0.873
	interpersonal relationship	0.859
	Workload	0.879
	Professional title evaluation	0.838
	Organization management	0.917
	Living security	0.862
	Society and self expectation	0.873
Psychological capital	Self-efficacy	0.914
	hope	0.909
	toughness	0.897
	optimistic	0.898
Subjective well-being	Negative emotion	0.916
	Positive emotion	0.817
	Life satisfaction	0.869

(b) Validity analysis

This study conducted KMO statistical test and Bartlett sphericity test for the occupational stress scale, psychological capital scale and subjective well-being scale. The results are shown in Table 1.3. The KMO mean value of the scale is greater than 0.7, and the significance of Bartlett sphericity test statistical value is $p < 0.01$, indicating that the scale is suitable for exploratory factor analysis.

Table 1.3 Occupational stress, psychological capital, subjective well-being KMO and Bartlett spherical test results

name	KMO	χ^2	<i>df</i>	<i>p</i>
occupational stress	0.909	9319.501	435	0.000
Psychological capital	0.916	7824.838	276	0.000
Subjective well-being	0.882	5697.094	210	0.000

Through the principal component extraction analysis and the maximum variance method rotation on the three dimensions of occupational stress, psychological capital and subjective well-being, the eigenvalue and cumulative variance interpretation of each dimension are shown in Table 1.4, indicating that the factor load level of each dimension is good. Elevated CPD helps teachers manage workplace risks that might contribute to a low feeling of satisfaction and have a negative influence on teacher performance and student results.

Table 1.4 Explanations of the dimensions of Guangxi University Teachers' Occupational Stress, Psychological Capital and Subjective Well-being Scale

Facet	dimension	characteristic value	Variance explanatory	Total interpretation of cumulative variance
occupational stress	Career development	3.886	12.953	72.334
	interpersonal relationship	3.680	12.267	
	Workload	3.374	11.247	
	Professional title evaluation	3.032	10.106	
	Organization management	2.993	9.975	
	Living security	2.387	7.957	
	Society and self expectation	2.348	7.828	
Psychological capital	Self-efficacy	4.299	17.911	68.898
	hope	4.196	17.481	
	toughness	4.023	16.762	
Subjective well-being	optimistic	4.018	16.743	60.846
	Negative emotion	6.083	28.969	
	Positive emotion	3.345	16.927	
	Life satisfaction	3.139	14.950	

VI. ARRANGEMENT OF RESEARCH RESULTS AND ASSUMPTIONS

After the above analysis, this study assumes that H1: there is no significant difference between different genders in the occupational stress of college teachers in Guangxi, and there are significant differences between different genders in the psychological capital and subjective well-being of college teachers in Guangxi. There are significant differences in professional pressure, psychological capital and subjective well-being of college teachers in Guangxi with different professional titles. There are significant differences in the professional pressure, psychological capital and subjective well-being of college teachers in Guangxi. H2: The occupational pressure of teachers in Guangxi universities has a negative impact on subjective well-being; H3: The professional pressure of teachers in Guangxi universities has a negative impact on psychological capital; H4: Guangxi university teachers' psychological capital has a positive impact on subjective well-being; H5: Psychological capital plays an intermediary role between occupational stress and subjective well-being in Guangxi universities.

VII. RECOMMENDATIONS

1. Further strengthen the adjustment and management of college teachers' professional pressure.

With regard to the pressure of job titles and scientific research, Tang Jianning (2020) believes that it is possible to build a college teacher training system, increase organizational support, open some courses to help their professional development, build a teacher intelligence platform, realize information exchange and experience sharing among teachers (Xu Wenzhi, 2021), and improve their academic level to alleviate the professional pressure faced by teachers. Wen Jianhui (2017) pointed out that academic teachers should be encouraged to do well in academic research, constantly accumulate experience and effectively combine scientific research to carry out teaching work. Schools should give certain financial support and preferential policies. Instructional teachers are encouraged to concentrate on the course teaching, to participate in various academic and teaching conferences, and to provide corresponding financial support to improve their professional quality, theoretical level and practical ability in the conference (Wang Zhonghua, Zhu Guoliang, 2022), so as to pave the way for the promotion of professional titles and academic research in the future. Therefore, this study will help improve the current situation of occupational stress by improving the current situation of college teachers in Guangxi, increasing organizational support, reducing assessment standards, improving policy incentives, and increasing training exchanges.

2. Further improve college teachers' cognitive ability of psychological capital and their ability to enhance psychological capital

College teachers should correctly examine themselves. Psychological research shows that the human body has the ability to self-adjust psychology. People can self-adjust according to the actual situation, and create a relatively relaxed and stable psychological environment for themselves (Qian Xiaolong, Song Ziyun, 2021). They should actively respond to the pressure generated, not avoid it, take the initiative to self-adjust and reasonably control their emotions, You can change your emotions by changing your cognition. Wang Ying (2018) believed that college teachers have higher comprehensive quality and stronger self-adjustment ability. Therefore, college teachers should face up to pressure and face it positively. They should strive to improve their strength, master more skills and abilities to cope with pressure, and improve their ability to withstand pressure, which is conducive to alleviating many professional pressures of teachers, so that they can get rid of negative and negative psychological conditions and emotions as soon as possible. Through continuous self-improvement, enhance self-confidence when under pressure.

3. Further strengthen the people-oriented management, establish a reasonable evaluation system, further enhance the subjective well-being of teachers, and establish a fair and reasonable evaluation and employment mechanism (Hei Jiabin, 2014). Universities should make different evaluation requirements according to the characteristics of different disciplines, avoid "one size fits all" or unfair situations, and give teachers more opportunities for fair competition. Sun Chuanyuan et al. Enhance teachers' sense of pride and belonging, and enhance teachers' sense of pride and belonging.

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