



THE MODERATING EFFECT OF SELF-EFFICACY
IN THE DEVELOPMENT OF TEACHER'S
WELL-BEING MODEL AMONG
CHINESE TEACHERS
IN YINCHUAN



ZHANG GUOYING

SULTAN IDRIS EDUCATION UNIVERSITY

2024





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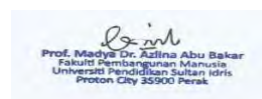
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ABSTRACT

This study aims to develop a model by looking at the following factors: social and emotional learning, coping, teacher self-efficacy, and emotional intelligence on teacher well-being towards middle school teachers. Besides, this study also examines self-efficacy as a moderator and hypothesizes a model developed fit with data sample. A cross-section study was used to achieve the desired objective of the study. Data were collected by simple random sampling collection procedures and during face to face survey mode using TWB inventory which consists 5-9 Likert-scales: Teacher Well-being Scale, Teacher Efficacy Scale, Social and Emotional Learning Scale for Teachers, Emotional Intelligence Assessment, and COPE. Respondents from 12 schools in Yinchuan (n=458) were involved in the survey. Smart -PLS 4.0 and IBM SPSS 27.0 were used to analyze the data obtained from respondents. Findings reported that social and emotional learning ($t=4.779$, $p<0.01$), coping ($t=26.356$, $p<0.01$), teacher self-efficacy ($t=5.811$, $p<0.01$) have positive relationship with TWB among high middle school teachers and the model fits the data sample. In addition, self-efficacy served as a moderator variable in this study because p value is below <0.05 ($t=2.186$, $p=0.029$). Furthermore, this study found that the perception of teacher well-being is not a very high level in the respondents (mean=4.1263 in a 7 Likert scale). All tested hypotheses were accepted. The model was found to fit the data sample (SRMR <0.85 ; $R^2=0.70$). In conclusion, self-efficacy, social and emotional learning, coping are significant predictors of the teacher well-being among the target population. Teacher self-efficacy has a moderating role between coping and teacher well-being. Coping is the highest predictor in the model. The findings enriched literature related to teacher positive psychology particularly in well-being domain among senior middle teachers in Yinchuan even larger scope of China. In addition, it also contributes to practice by enlightening both academicians and applied researchers what really promote teachers' professional well-being. The findings imply that the government and institutions should continually take measures to develop these factors to enhance the TWB.

KESAN MODERASI EFIKASI KENDIRI DALAM PEMBANGUNAN MODEL KESEJAHTERAAN GURU DALAM KALANGAN GURU CINA DI YINCHUAN

ABSTRAK

Kajian ini bertujuan untuk membangunkan model kesejahteraan guru berbangsa Cina di Yinchuan dengan melihat faktor berikut: pembelajaran sosial dan emosi, daya tindak, efikasi sendiri guru dan kecerdasan emosi terhadap kesejahteraan guru. Selain itu, kajian ini juga menguji efikasi diri sebagai moderator dan membuat hipotesis bahwa model yang dibina sesuai dengan sampel data. Kajian keratan rentas digunakan untuk mencapai objektif kajian yang dikehendaki. Data dikumpul dengan prosedur persampelan rawak mudah dan mod tinjauan bersemuka melibatkan: Skala Kesejahteraan Guru, Skala Efikasi Guru, Skala Pembelajaran Sosial dan Emosional untuk Guru, Penilaian Kecerdasan Emosional, dan COPE. Responden dari 12 sekolah di Yinchuan ($n=458$) terlibat dalam kajian ini. Smart-PLS 4.0 dan IBM SPSS 27 digunakan dalam analisis data. Dapatan kajian menunjukkan bahawa pembelajaran sosial dan emosi ($t=4.779, p<0.01$), daya tindak ($t=26.356, p<0.01$) dan efikasi sendiri guru ($t=5.811, p<0.01$) mempunyai hubungan positif dengan kesejahteraan dalam kalangan guru sekolah menengah. Efikasi sendiri guru mempunyai peranan sederhana antara daya tindak dan kesejahteraan guru ($p<0.05$). Selain itu, efikasi sendiri dapat berfungsi sebagai variabel moderator dalam kajian ini kerana nilai $p<0.05$ ($t=2.186, p=0.029$). Sehubungan itu, kajian ini menemukan bahawa persepsi kesejahteraan guru tidak berada pada tingkat yang sangat tinggi pada responden (rata-rata = 4,1263 dalam 7 skala Likert). Semua hipotesis yang diuji telah diterima. Model ini didapati fit dengan sampel data ($SRMR<0.05$; $R^2=0.70$). Efikasi sendiri, pembelajaran sosial dan emosi serta daya tindak adalah penyumbang penting dalam model ini dan peramal tertinggi adalah pemboleh ubah daya tindak. Penemuan ini memperkayakan literatur berkaitan psikologi positif guru khususnya dalam domain kesejahteraan dalam kalangan guru pertengahan kanan di Yinchuan malah skop yang lebih besar di negara China. Di samping itu, ia juga menyumbang kepada amalan dengan menyedarkan kedua-dua ahli akademik dan penyelidik mengenai faktor-faktor yang menggalakkan kesejahteraan profesional perguruan. Dapatan kajian menunjukkan bahawa kerajaan dan institusi perlu sentiasa mengambil langkah untuk membangunkan faktor-faktor ini bagi meningkatkan kesejahteraan guru.

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LIST OF ABBREVIATIONS

COP	Teacher’s Coping
PLS	Partial Least Square
SEL	Social and Emotional Learning
SEM	Structural Equation Modeling
SPSS	Statistical Packages for The Social Science
TEQ	Teacher’s Emotional Intelligence
TSE	Teacher’s Self-Efficacy
TWB	Teacher’s Well-being



LIST OF APPENDICES

- A Teacher Well-being Inventory
- B Consent Form
- C Validity of the Study through the Expert Panel
- D Validity of the Study through the Expert Panel
- E PLS Original Data
- F Certificate of Participation Human Research Ethics Online Workshop



CHAPTER 1

INTRODUCTION

This section is a general introduction to major issues related to the current study. In the part of background, it focuses on its fundamental role in teachers' own career satisfaction as well as their students' performances and how some factors influence teacher well-being in modern society among which it highlights stress or burnout which adversely influence teacher well-being. The proceeding section explains the problems that are addressed in this study. Then the conceptual framework, research objectives research questions and hypothesis are provided. Next, this section also sets out appropriate theoretical framework used in the study. The next is the significance of the research followed by the operational definitions and conceptual definitions. Then limitations of the research are also mentioned in this part. Finally, this section concludes with a short description of the previous sub parts in this chapter as well as a brief

overview in this dissertation.

As a multidimensional concept, well-being matters to people in both personal and social perspective, from physical and emotional aspects to spiritual fields, concerning social balance or supportive relationships, even to one of the crucial aims of the governments which are to promote happiness for people. To seek for happiness, individuals hope to lead a flourishing life with meaning. Therefore, wise ancestors and modern researchers have been trying to reveal the secret of multi-faceted dimension of well-being over millennia.

Well-being is an effort to connect to life and make it valuable, which also means one can enjoy the peace and hope, build satisfying relationships with others, pursuit a life with meaningful purpose, which is different from just feeling good emotionally. In the positive psychology's perspective, an individual's well-being means one has the satisfaction with his or her life, also be positive about the future and lead a functional life (Deci, & Ryan 2011; Seligman, 2011). In addition, to integrate social life with the solidarity, social acceptance also strengthens the characteristics of well-being (Keyes, 2014).

The hedonic and eudemonic are the two main approaches on recent well-being research namely. These two branches have different understanding and definition of the concept of well-being. On one hand, the hedonic side argues that, focus of well-being on avoiding pain and seeking for pleasure. This approach emphasis on obtaining more pleasures and more positive emotions in one's life. This framework is always referred as subjective well-being (Diener, 1984). On the other hand, the eudaimonism believes



well-being is living life meaningfully and functionally, with the aim of self-realization (Ryan and Deci, 2001). The eudynamic approach, often expressed as psychological well-being, is more concerned about unfolding one's potential, and maximizing the value of one's life. As a balanced perception of negative and positive emotions (Ryff, 1989b), psychological well-being is a positive attitude when a person confronts the difficulties and torment of life (Keyes, Shmotkin, and Ryff, 2002). To some extent, psychological well-being is related to a control of life, meaning to have a purpose in a functional life with harmonious relationships with others. To have well-being is the ability to face various difficulties and manage negative emotions (Huppert, 2009). Ryff (1989a) is the first one who defined psychological well-being as a multidimensional model. In this multidimensional model, psychological well-being is integrated by different theories of personality, lifelong personal development and even different psychological approaches. According to the eudynamic approach, the following proposed theories by some scholars are all get involved in psychological well-being. These relevant theories are: Allport's maturation, Buhler's basic life trends, Erikson's psycho-social development, Frankl's meaning and purpose of life, Jahoda's positive psychological health concepts, Jung's individualization, Maslow's self-realization, Neugarten's personality change in adulthood and old age, Rogers's fully functional individual. In PWB (psychological well-being) perspective, the major components in the well-being model are a purposeful life, autonomy, capacity to manage the environment, positive relationships, personal development and self-acceptance. To the model of psychological well-being, these are just partly listed from many perspectives. To be specific, below are some necessary explanations about these concepts. Self-acceptance means a person can accept and expresses his or her both positive and negative aspects. The nature of autonomy to strengthen internal resources, which mean



to follow your own criteria and make decision in life accordingly. Capacity to manage the environment refers to the individual's ability to adapt to the environment, including regulating his/her personal environment to make it in control. A purposeful life emphasis to give meaning on life, during which one needs to create meaningful goals and work hard with persevere to achieve these goals. Personal development can be described as the ability to realize the individuals' own talents (Cansoy et al., 2020).

Regardless of the previous findings of the ancient giants (such as eudemonic well-being concept about human flourishing espoused by Aristotle and hedonistic well-being proposal put forward by Epicurus) and some contemporary researchers, we should reinterpret this complicated notion and search for new ways of thriving it in the various new contexts in 21st century. Luckily, it has been an increasingly consideration of thinkers in many domains about well-being in recent years (Elizabeth, 2019).

Most people take for granted that they know clearly what well-being is. However, it is a quite puzzling term which is open to various interpretations. In fact, there is hardly a concept as difficult to be defined as the term "well-being" because it often refers to many overlapping things. Likewise, it is tough to get a full understanding of the determinants of teacher well-being (TWB) and uncover how these components relate to one another. Luckily, there is growing number of educators or researchers trying to help educational practitioners to maintain and promote it in their work.

Clearly, teacher well-being plays a central role in quality of teaching and achievement of students. Teachers have higher influence on student achievement than any other variable, including social status, race, and parenting (Darling & Haselkom,

2019). Surely promoting positive emotions and well-being for teachers not only affects teaching effect and but also has a significant follow-on effect in cultivating student's well-being even in scaffolding their development. Besides the impact on students' perception of well-being, teacher occupational well-being can also bring about some concrete positive consequences to students, such as emotional expression, motivation, and academic achievement (Fitt, 2019). Besides, teacher well-being is a key factor affecting teachers' job performance and thus critical for enhancing teaching quality. Researches show employees who are satisfied with their jobs tend to show higher performance levels at work (Huang, Yin & Lv, 2019). Accordingly, teachers can exhibit greater teaching abilities with higher job satisfaction. When teachers experience higher level of well-being positive emotion, it would be more likely that a more positive work-life balance emerge from their lives with diminished work-related stressors (Kinman & Wray, 2013; Manasia, Parvan, & Macovei, 2020; Parveen, & Bano, 2019). Consequently, not only will teachers themselves benefit a lot from high level of well-being, but also their students will too.

While the primary aim of education is to promote student academic development, there has been relatively little focus on the well-being of the teachers.

1.2 Background of the Study

Education determines the present and future of mankind. As an important symbol of the development level and potential for a country, education plays a critical role in society for guiding young people. Attending schools leads to social expansion, knowledge

acquisition and abilities improvement even potential better living standard in future. Therefore, Education quality contributes a lot to the country's prosperity.

The key to talent cultivation lies in teachers. Undoubtedly, the quality of teachers directly determines the ability and level of running schools. The impact of teachers on student performance is well-illustrated in many aspects, such as students' academic achievement, personal development, persistence, satisfaction, self-concept, values, attitudes, and beliefs (Fitt, 2019). Obviously, teachers are the main driving force in the healthy development and prosperity of education. Besides teaching tasks, they also shoulder the duty of inspiration to students. In addition, they have to bear some important routines such as discipline maintenance, scientific research projects even cultural innovations. Therefore, improving the happiness or well-being of teachers is an essential aspect in contemporary education.

However, teaching is one of the stressful jobs among various professions. Many recent studies in different areas reveal that teaching is a particularly stressful occupation (Maas, 2022). Workload intensification has been common phenomenon in recent years. Teachers are becoming preoccupied with administrative duties, assessment or evaluation, and other types of multifarious work. These time-consuming tasks squeeze the research time for quality teaching (Desrumaux et al., 2015).

Typically, teacher stress is conceptualized as unpleasant emotions resulting from the teaching work (Collie, Shapka & Perry, 2012). Teachers' occupational stress stems from teaching-related responsibilities, which reflects unpleasant psychological state in or out of workplace. Teachers are one of the occupational groups most likely to



get involved in work-related chronic stress, which can contribute to burnout syndrome. Teachers' workload has unique components that may affect their well-being. Besides teaching, teachers must play many other roles, such as mentoring, laboratory work, out-of field teaching assignments, attending seminars, doing research, conducting experiments, collecting research materials, writing papers, and publishing books. Most teachers had above moderate levels of stress and some even had severe stress. The tight budget in some regions, as well as a growing income gap, has increased the assorted psychological stress. Therefore, distinctive stress teachers bear is an important issue in the field of education, which is worthy of our continuous exploration with a keen perspective and prudent attitude (Herman, Hickmon & Reinke, 2018).

Stress adversely influences teacher physical and psychological happiness. A high level of stress has negative impact on both the teachers but also the teaching effectiveness. First, excessive stress has negative implications for teachers' health. A case in point is that perceived stress has a strong inverse relationship with people's cognitive functions. To be specific, it includes decision making, concentration, creativity, all of which are basic skills in teachers' work (Skaalvik, 2016; Desrumaux et al. 2015). Besides, excessive stress can reduce self-efficacy and job satisfaction even lead to unexpected depression. High job demands and long-term teacher stress can lead to lower teacher self-efficacy, teacher well-being, and negative effect, depression, and psychosomatic responses and these processes may in turn result in lower job satisfaction (Collie et al. 2012; Desrumaux et al., 2015), lower levels of commitment and engagement (Skaalvik, 2016), and increased motivation to leave the teaching profession (Skaalvik, 2011a). Since the global pandemic in March 2020, teachers have been faced with new ways of working and teaching has become more intense and



stressful (Robinson et al., 2023). For example, the survey showed that nearly a quarter of teachers said they were likely to leave their jobs by the end of 2021. This compares to an average of only one in six teachers likely to leave before the pandemic. The willingness of teachers to leave has increased significantly (Steiner, & Woo 2021).

In addition, teacher stress may not only result in ever increasing negative emotions of the current job, but also in actual leaving in the teaching profession (Hur, Ardeleanu, Satchell, & Jeon, 2023; Siddiqui, Arif, & Hinduja, 2023). Moreover, teachers are facing ever increasing rates of burnout and attrition (Carver, 2017; Doherty, 2020; Farmer, 2020; Scott, 2019). Teachers are one of the occupational groups most likely to get involved in work-related chronic stress, which can contribute to burnout syndrome.

Teacher stress arouse because of the unpleasant emotions during teaching process. Although many factors contribute to teacher stress levels, multiple studies revealed that the top causes of teacher stress are student behavior, workload, and working conditions (Beltman, Mansfield, & Price, 2011; Ferguson, Frost, & Hall, 2012). Additionally, limited social and emotional learning competencies of the teacher can magnify the intensity of these stress factors (Jones, Bouffard & Weissbourd, 2013). When teachers who bear chronic stress in the work environment feel their job requirements and their perceived abilities do not match, burnout develops (Brown, 2012; Ramberg, Brolin, Akerstedt, & Modin, 2020).

Surely numerous studies have also reported the negative relationship between stress or burnout and teacher work performance or well-being. When we review the

existing literature in this field, it is easily to find research to date has focused primarily on predicament of teacher stress or burnout and related unpleasant emotions. Ostensibly, it would be useful to study the negative aspects which hinder teaching well-being at work because it gives an alarm of potential dangers of the teaching profession. Nevertheless, although most of the teachers can perceive negative effects of stress, attrition or burnout, a high percentage of teachers do not suffer greatly from those considerable psychological influences. For the aforementioned factors, it would be quite meaningful to study the positive factors contributing to their professional well-being in order to develop some pertinent measures.

Researchers and educators have developed some effective ways to combat stress and promote teacher well-being such as communicating with others exercising regularly, having balance diet, setting aside time for relaxation having social network learning emotional self-adjust methods spending time away from work delegating unimportant responsibilities and adaptive religious practices. These positive coping strategies or skills decrease the feeling of anxiety, stress and depression (Von, Ryan, Gibbs, & Mankin, 2019).

For a long time, it seems that the task of most psychologists is to understand and explain human negative emotions and behaviors. The field of well-being is no exception. There are more articles on the restrictive factors of well-being, such as stress and burnout, than on the positive quality of well-being. Indeed, the study of factors which restrict happiness can reduce anxiety and burnout, which will be beneficial to individual feeling of teacher well-being. But in contemporary society, new changes have taken place and researchers are more concerned about developing positive human

factors to promote well-being. Thus, the following concerns will be throughout this study: (1) How could we maintain or enhance well-being among teachers in the new era? (2) Besides organizational or social efforts, what personal qualities or strategies of this target group should be identified to facilitate their flourishing in the work place? (3) Is this necessary to create or explore new avenues of teacher well-being research for educational practitioners, observers, and academicians? The researcher of this study believes that the key to happiness is the coordination between external expectations and the individual endeavors, person's values, actions and emotions. Alternatively, the study aims at elevating the teachers' well-being (TWB) which can improve preventive measures of negative impact in teaching.

Therefore, the researcher decides to adopt a positive approach to develop a formula directly concerned with teachers' individual's positive factors for maximizing their performance and well-being. Therefore, the purpose of this dissertation is to shed light on study of TWB by developing their positive emotions or abilities or behaviors.

1.3 Problem Statement

Currently, the epidemic of stress among teachers is a global concern in the education realm. Multiple studies have confirmed too many sources of stress can refrain even deplete the teacher well-being (Hood, J. M., 2018; Jogi, Aulen, Pakarinen, & Lerkkanen, 2023; Liao, Wang, & Wang, 2023). The teaching profession is in great crisis as it faces accelerating rates of burnout and attrition (Carver & Darling, 2017; Madigan, & Kim, 2021). Teacher turnover always remains a concern in many countries. Ameta-analysis



(Madigan, & Kim, 2021) showed that burnout and job satisfaction are primary predictors of intentions to quit among teachers.

Teaching can be challenging due to the complex nature of the job (Collie, 2015). Teachers experience external stress from the society, as well as considerable internal pressure to chase for success for themselves. Indeed, rising rates of stress leads to the higher level of perception of attrition and burnout even depression, so an increasing number of teachers leave the profession. In recent years, the number of graduates who are willing to take teaching as their professions has declined. Graduate enrolling in teacher preparation programs also decreased in the past decade (Bottiani, Duran, Pas, & Bradshaw 2019). In recent years, fewer graduates are willing to enroll in teacher preparation programs, and more teachers are leaving their jobs. As a result of the grave crisis, well-being of teachers has gained increasing recognition among educators, researchers, and administrators.

The concept well-being has been studied in many overlapping ways by various researchers. So far this term has not been precisely defined across disciplines and orientations, but there is common consensus that it is a multidimensional notion which contains “emotional, social, and functional components” (Forgeard, Jayawickreme, Kern, & Seligman, 2011, p. 81), and that it is influenced or shaped by internal factors (emotional states such as joy or stress) and external factors such as physical health, income, social support, etc. While there are so many sub-branches of well-being research, the core notion among all these is satisfaction with several dominant areas of one’s life, such as one’s job, health, income, living conditions (Yerdelen, Sungur & Klassen, 2016).



As for the semantic breadth of the domain of teacher well-being, most previous studies avoid simply label a clear or firm definition of “teacher well-being” but elaborate it in terms of various phenomena, such as teaching stress, job satisfaction, attrition, burnout, and self-efficacy. In an attempt to be comprehensive and clear enough, teacher well-being has always been presented together with its concrete manifestation. In this research, well-being will be explained as a dynamic process that provides the interaction between people and their circumstances, including psychological resources. Accordingly, in the teaching profession, well-being can be conceptualized in relation to teachers’ satisfaction with their jobs and emotions generated in their working experiences (Margolis, Hodge & Alexandrou, 2014). Teacher well-being is a positive emotional state in which teacher can balance specific environmental factors and their personal qualities to meet individual psychological needs or expectations.

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 research topics concerning well-being in recent decades, although some controversial criteria and conceptual overlaps exist (Braun, Roeser, Mashburn, & Skinner, 2019; Buettner et al., 2016; Dicke, et al., 2018; Patricia et al., 2020; Singh et al., 2019).

In the 21st century, teachers’ well-being has attracted relatively extensive attention to some Chinese researchers, but the research means are single and the results are not rich enough. The research trend has moved from simple literature review or speculative method to quantitative research approaches.



Despite many studies made great achievements there are still some gaps to be identified. First, there is relatively a lack of systematic empirical research and qualitative research in China. Second, the visions and research methods of teachers' well-being need to be further improved (Kong, Ding & Zhao, 2015; Kong, Gong, Sajjad, Yang & Zhao, 2019; Zeng, Hou & Peng, 2016). Third, as for research content, although there have been prior studies related to teacher well-being, limited studies focused on the following specific aspects. For example, relationships between well-being and self-acceptance and environmental mastery or positive relations with others remain unanswered (Tina & Jennifer, 2021; Moe, 2016). Teachers' personal and professional well-being has been unrecognized with limited systematic or institutional support. Many people assume the cardinal goal of education is to facilitate student learning. Accordingly, there has been relatively little concern on the fitness of teachers compared with remarkable researches about students' academic or mental development (Braun, 2019; Dicke, et al., 2018).

However, to develop understanding of well-being among teachers are not only significant for teachers, but also for effective teaching to students. In this sense, a lack of necessary research may inhibit personal development for both teachers and students. Therefore, from a positive psychological perspective it is very necessary to veer away from listing the factors undermine teachers' well-being to digging out teachers' individual personal traits (e.g. corporate ethos) holding upon their psychological well-being. Besides avoid struggling with burnout or attrition, teachers could improve their work well-being and ultimately possess a better living state. Besides, few studies have addressed the aspects of emotional, social and professional well-being at the same time (Jennings, 2021; Buettner, Jeon, Hur, & Garcia, 2016; Jeon, Hur, & Buettner, 2016;



Jennings, Jeon & Roberts, 2020; Roberts et al, 2016). Most studies done on this or similar topics have been carried out in western countries, which means they did not focus on the Chinese senior middle school teachers for a specific category of research, which also indicates the extreme need for examining TWB in non-western countries to stimulate more studies in broader areas. In general, 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 (Chang, 2022; Collie et al., 2017; Cui, McCallum, & White, 2022; Di, et al., 2021; Jin, Mercer, Babic, & Mairitsch, 2021; Margolis et al., 2014; Pan, & Liu, 2022; Pei, Chen, Zhang & Guo, 2022; Zeng et al., 2016; Zhou et al., 2021; Yerdelen et al., 2016). As time goes on, teachers' professional well-being also needs to be constantly developed and improved. Foreign research is rooted in the soil suitable for its development, so it is lack of rational thinking in Chinese unique system, cultural background and current situation.

There have 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 between 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 have a great impact on the integrity and accuracy of the overall professional well-being of teachers. Only when we get a suitable structure

of teachers' professional well-being, can we further study other aspects of teachers' professional well-being. More empirical evidence is needed to provide a comprehensive understanding on enhancing teacher well-being.

Therefore, this study will further explore the structure of teachers' professional well-being on the basis of some research gaps in previous studies. The current research aims to advance this line of inquiring Chinese teachers' perception of self-image or reality and accordingly emotional learning or strategies by conducting relevant survey and detailed analysis. In brief, what has been mentioned in the above is the research gap of this study.

In brief, there is so much unknown about the teacher well-being among the teachers of this particular group in Yinchuan. This research proposes to solve these problems to some degree by (1) finding the most important determinants of TWB (2) developing a conceptual model of relationships existing between factors influencing TWB in the context of Chinese Middle school teachers.

1.4 Conceptual Framework

To answer questions posed in the background part of the study, a constructive paradigm was identified to develop a deeper understanding of relationship between teacher well-being and some personal characteristics or abilities such as emotional intelligence, social and emotional learning, teacher efficacy and coping.

In general, the conceptual framework is a battery of concepts, theories, and

models which provides the underlying structure of the study, as well as influences the research process (Merriam & Tisdell, 2016). Conceptual frameworks should include the ideas and beliefs of the researcher, the perspective by which the study can be conducted, starting with the identification of the research problem of the study to specific research questions, then on data collection and analysis techniques, as well as the interpretation of research results. In fact, conceptual framework is researchers' own direction in doing the research, which means the researchers' own belief, concept, assumption and expectation about the particular research should be supported by the theoretical framework. Furthermore, the conceptual framework is useful to anticipate and interpret events in research (Merriam & Tisdell, 2016).

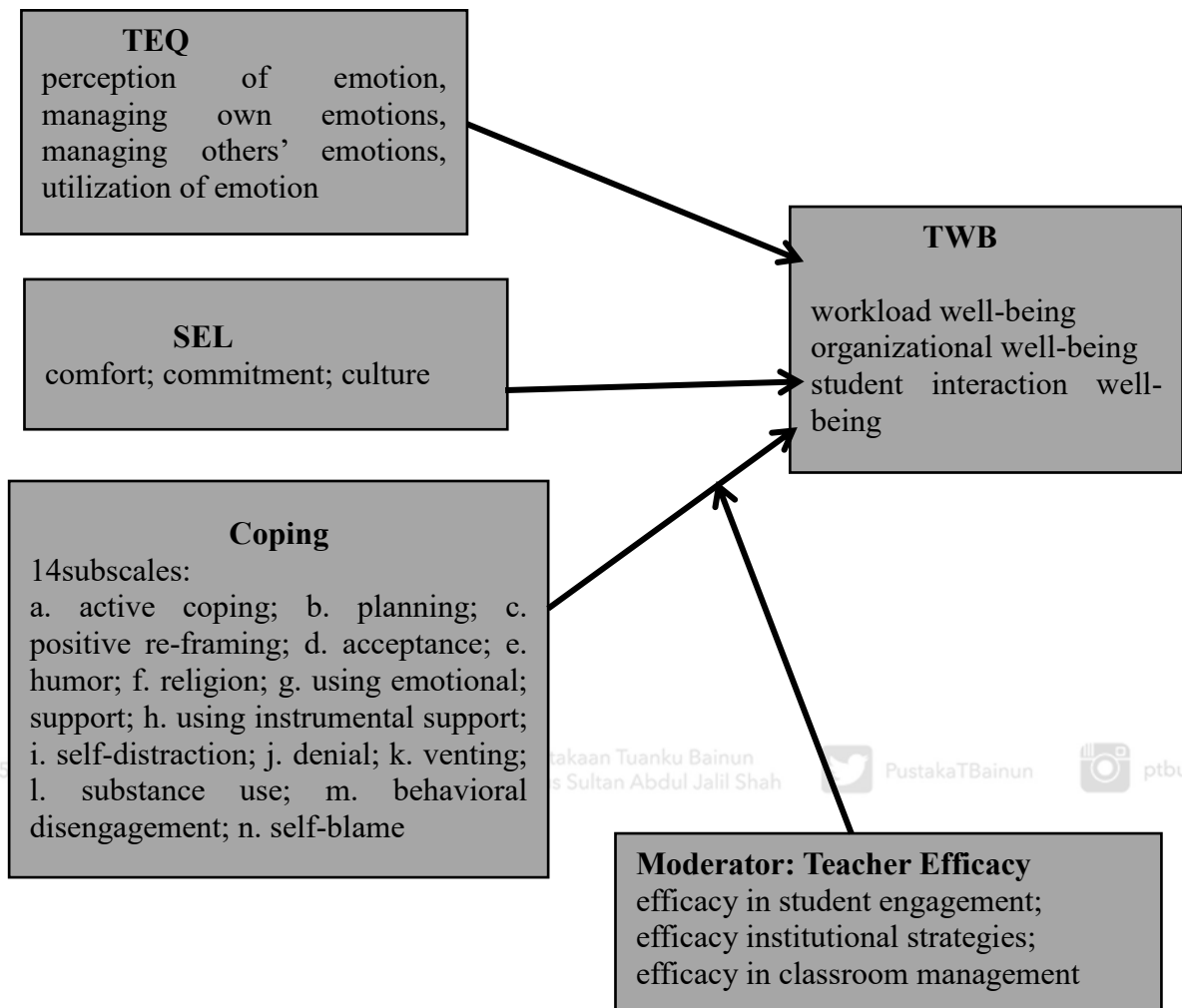
The following is the conceptual model used in this study. To begin with, the researcher realized from first-hand experience that there was a need in addressing teacher well-being among Chinese teachers. Then based on the positive psychological theory, it is necessary to analysis positive individual traits of middle school teachers to promote well-being. A "flourishing individual in one context shares a core of similar characteristics with a flourishing individual in a very different context" (Seligman, 2011). According to this view, in the group of teachers, happy and well-developed teachers should also have a common personal quality core. So, it is quite necessary to explore the relationship between teachers' well-being and personal quality through the analysis of teachers' personal quality, and promote professional well-being by cultivating a good self-awareness concept, emotional learning style and work coping style. Based on the above-mentioned background information, it is important to examine the positive personal factors and conditions in which teachers work. In this research, the researcher decides to examine four teachers' individual's positive factors

related to their occupational well-being: social and emotional learning, emotional intelligence, teacher efficacy and coping.

Below (figure 1.1) is the network which shows how these variables (each with its domains) are associated with each other. It consists of a dependent and three independent variables and a moderator variable assumed to have a relationship with the research topic. The dependent variable is TWB (Teacher Well-being) among Chinese teachers, while independent variables are SEL (social and emotional learning) , TEQ (teacher's emotional intelligence), teacher self-efficacy and teacher's coping.

Figure 1.1

Research Conceptual Framework



The conceptual framework for this study is shown by the paradigm above. Firstly, researcher was interested in teacher well-being so it was chosen as the dependent variable. Then this dependent variable is to be explained by the four independent variables of social and emotional learning, emotional intelligence, teacher efficacy and coping. Independent variable is the cause while the dependent variables are the effects or outcomes in a research. The independent variable is expected to have relationship with dependent variables, which means that social and emotional learning, emotional intelligence, teacher efficacy and coping has a relationship with teacher well-being

respectively. From the paradigm above, researcher shows the connections of independent variables and dependent variable. The arrows indicate from independent variables to the dependent variable. In addition, demographic factors will also be involved in this study. All independent variables are expected to have relationship with the dependent variable from which researcher can make hypothesis in the following subtopics. Teacher self-efficacy is the moderator of the study.

This study will adopt the following scales as measurements: a. The SEL Scale for Teacher (developer of the scale: Brackett et al., 2012); b. Teachers' Sense of Efficacy Scale (Tschannen-Moran, 2001); c. Brief COPE (Carver, C. S., 1997); d. The Teacher well-being Scale (Collie, R.J., 2015); e. SSEIT (Assess of Emotional Intelligence) (Schutte et al., 1998).

1.5 Research Objective

The ultimate objective is to find the profile of well-being among Chinese high middle school teachers. It is to investigate how a relationship between inner individual beliefs and specific personal behaviors on teacher well-being can be established. In order to achieve the ultimate objective and explore answers to research questions, this research examines the effect of the following independent variables on well-being.

To be specific, this study is directly concerned with the relationships and effects that exists among five distinct but interrelated components: SEL (teacher's social and emotional learning), teacher's self-efficacy, teacher's coping style, teacher's emotional

intelligence, and teacher well-being. The researcher hopes to develop a comprehensive model in order to reflect function of the personal resources for achieving, maintaining and promoting teacher well-being. The purpose of this study is to examine the direct and indirect relationships among the four independent variables related to teacher well-being and to confirm pathways to well-being for Chinese teachers. To achieve these purposes, the researcher will employ software to test whether a hypothesized path model was a good fit for data collected from Chinese teachers.

Specifically, this research attempts:

1. To examine the relationship between social and emotional learning (SEL) and teacher well-being among Chinese high middle school teachers.
2. To examine the relationship between coping and teacher well-being among Chinese high middle school teachers.
3. To examine the relationship between self-efficacy and teacher's well-being among Chinese high middle school teachers.
4. To examine whether the teachers' self-efficacy is the moderator in this study.
5. To find the highest predictor of Chinese's teachers well-being in this model.
6. To examine whether the model of teacher well-being fits with the samples among Chinese high middle school teachers in Yinchuan.

1.6 Research Questions

This study seeks to answer the following research questions:

RQ1. Is there any relationship between social and emotional learning and teacher's well-being among Chinese high middle school teachers?

RQ2. Is there any relationship between coping and teacher's well-being among Chinese high middle school teachers?

RQ3. Is there any relationship between self-efficacy and teacher's well-being among Chinese high middle school teachers?

RQ4. Does the teachers' self-efficacy become the moderator in this study?

RQ5. Which variable is the highest predictor in the model?

RQ6. Does the model of teacher well-being fit with the samples among Chinese high middle school teachers in Yinchuan?

This section is a logically conjectured relationship between variables expressed in the form of a testable statement. In general, hypothesis can be classified as two types: null hypothesis and alternate hypothesis. The former, null hypothesis means that there is no distinct relationship between the tested variables or no major difference between the two groups, while the alternate hypothesis indicates that a certain relationship really exists between the tested variables.

In this study the following hypothesis statements are:

Ha1: There is a positive relationship between social and emotional learning (SEL) and teacher well-being among Chinese high middle school teachers.

Ha2: There is a positive relationship between coping and teacher well-being among Chinese high middle school teachers.

Ha3: There is a positive relationship between self-efficacy and teacher's well-being among Chinese high middle school teachers.

Ha4: Teachers' self-efficacy is the moderator in this study.

Ha5: Coping is the highest predictor in the model.

Ha6: The model of teacher well-being fits with the samples among Chinese high middle school teachers in Yinchuan.

Above statements are the proposed hypotheses in this research. It is of vital importance to state the hypothesis clearly because it gives provisional prediction regarding the problems to be solved in the study. Besides, it lists relationship of variables that can be tested directly. Additionally, the hypothesis statement can be guidance because it reminds the researcher of research objectives. Moreover, hypothesis can offer a prediction of results and findings of the study.

1.8 Theoretical Framework

The theoretical framework has already been described in basic terms in chapter 1, and the theory will be explained in more details here. The theory that mainly guided this research was positive psychology theory especially the Seligman's theory of positive emotion (PERMA). In this section, the theory was described in depth, including its basic concept, historical evolution and various elements. Further, it also explains the rationale for using the theory as a framework for this study. Justification for using the



theory as the framework was also provided, including its relevance to the research problems and research objectives.

1.8.1 Theory of Positive Psychology

In this section, the theory of positive psychology will be introduced briefly. Positive psychology, a branch of psychology that studies what makes life better and most meaningful, focuses on well-being, strength and growth of individuals and society. Positive psychology has its origins in humanistic psychology, which focused on happiness and self-actualization in the 20th century. As psychology did not take its modern scientific form until the late 19th century, the early influences on positive psychology were primarily philosophy and religion.

1.8.1.1 Explain the Basic Concept

Positive psychology, being different from the negative psychology, emphasizing that psychology should not only study mental and emotional defects as well as injuries, but also explores hard human strength and excellent qualities; treatment is not only to repair and make up for imperfection of people but also to discover potential and strength of humans themselves (Compton & Hoffman 2019).

Specifically, in terms of research objects, the research of positive psychology is divided into three levels: Positive psychology can be divided into three levels. First is





at the subjective level, which is the study of positive subjective experiences, satisfaction and happiness of the past, flow and happiness at the present, and hope and optimism about future. Second is at the personal level, which pays attention to study of positive personal qualities, such as the ability to love, courage, tolerance, etc. The third is at the collective level, which focuses on the positive psychology in a specific group.

Positive psychology focuses on eudaimonia, an ancient Greek word meaning good life, and is the idea of thinking about the factors that most contribute to a happy and fulfilling life. Positive psychologists often use the terms “subjective well-being” (abbreviated SWB) and sometimes “happiness” synonymously. Positive psychology studies the three pillars of “positive subjective experiences, positive personal characteristics, and positive institutions that aim to improve the quality of life”



(Seligman & Csikszentmihalyi, 2000).

The advent of positive psychology can be traced back to Martin E. P. Seligman’s Presidential Address to the American Psychological Association in 1998. Seligman pointed out that psychology had emphasized too much on curing mental illness and had largely neglected the two other missions: helping all people to lead more productive and fulfilling lives, and identifying and nurturing high talent in human society.

The so-called negative psychology mainly focused on the research of negative emotions in which it centered on the diagnosis and treatment of human psychological problems or mental diseases, which results in a huge “gap” in the psychological knowledge system and restricts the development and application of psychology (Seligman, 2002). This was a reaction to previous practices that tended to focus on





mental illness and emphasize maladaptive behavior and negative thinking. In fact, in addition to the study of pathology, one the main tasks of psychology should also include studying positive emotions, helping people to be happier, developing positive psychological traits, and making people more satisfied and grow better. In this context, positive psychology calls for studies about the positive qualities and better development of human beings. Ever since then positive psychology has been a revolution in the field of psychology, even now is a new milestone in the history of human society. Positive psychology explores and increases the positive aspects of life through scientific methods, especially hoping to find factors that increase happiness (Seligman, 2011).

He then initiated and promoted the Positive Psychology Conferences. The first positive psychology summit was held in 1999. In 2002, the first international conference on positive psychology took place. The first MAPP (master's program in applied positive psychology) was launched at the University of Pennsylvania in 2005. Next year, a course on positive psychology even became one of the most popular courses at Harvard University.

The great contribution of Seligman lies in that he pointed out that psychology had emphasized too much on curing mental diseases illness and had neglected the two other missions for a long period: one is to help all people to realize the dream of more productive and fulfilling lives, and the other is to identify and nurture higher talent in human society. He referred the former trend of psychology as negative psychology because it mainly focused on the research of negative emotions, which meant it centered on the diagnosis or treatment of people's psychological or mental problems even illness. Besides the significance brought by the so called "negative psychology", positive



psychology began to emerge as a revolution in the field of science, even now is a milestone in the human history.

The theory was based on the humanistic orientation of Abraham Maslow, Rollo May, and Carl Rogers, which laid the foundation for what is now known as positive psychology, with its emphasis on happiness, well-being/wellness/prudent living values, and positivity (Srinivasan, 2015).

He specially points out that people are always thinking about what is unsatisfactory in life, but rarely take the time to think about how many blessings there are in life. In order to overcome the negative preference in brain, people must practice thinking about the good things. Focusing on pathological depression, anxiety, and PTSD is useless in the pursuit of happiness, what really matters is to shift the focus of coping with negative events to resilience and growth, not only will it help people prevent depression but it will increase recover power after they experience an unfortunate event, and most importantly in this process people will grow psychologically. The vast majority of psychotherapeutic treatments are only treating the symptoms with the maximum at 65 percent. Positive interventions have the potential to break the 65 percent limit and go beyond the symptomatic elimination and move towards a real mental cure (Seligman, 2011). Beyond theory, Seligman confronts the nature of life's incompleteness, the negative thinking that assaults us all the time. He has even developed precise guidelines for implementation, a well-tested questionnaire, and simple and easy steps for treatment. Seligman's contribution is not limited in a fresh developed theory, or empirical evidence from a laboratory, but more importantly, a positive, quantifiable,



and verifiable scientific method that has actually been implemented in large numbers and universally.

1.8.1.2 How Is Positive Psychology Related to the Research Problems

Positive psychology has had a wide-ranging impact in a number of related fields. In this study, the researcher believes paying attention to the positive aspects of human nature is more conducive to a deep understanding of human nature. We should emphasize the positive aspects of human nature in various branches of psychology research. Educational psychology is no exception to this trend. Just as Snyder put it, we should emphasize the positive aspects of human nature in various branches of psychology research (Snyder et al., 2020). To the knowledge of the present researcher, it is not hard to find that the main task of most psychologists during the last two centuries was to understand and explain human negative emotions and behaviors when we recall the history of psychology. Actually, psychology is not only a science about disease or health; it is also a science about work, education, love, growth and entertainment. Instead of focusing too much on the negative emotions or psychological problems of teachers or students, it is more important to develop their positive psychological energies to become a better version of themselves. Basically, educational psychology should be a science about teaching, love, growth and fulfillment. The following is a detailed explanation of why positive psychology was used as the primary theoretical source for this study.



Although different scholars have different views on the concept of subjective feelings of happiness, from the overall perspective of the basic concept of positive psychology, happiness or well-being contains at least two aspects: one is the emotional component, that is, the experience of positive emotions such as satisfaction and self-confidence; the other is cognitive evaluation of satisfaction in all aspects of life. At the personal level and subjective level, positive psychology mainly focuses on: positive emotional experience and positive personality traits, and this is what the current study tries to reveal. A focus on teachers' positive personality traits and coping under the stress of the teaching job and the relationships between TWB and these factors.

Many researchers point out that positive psychology has an active role in the educational process. Recently, the fashionable theories of positive psychology have educational ramifications at virtually every level of engagement, culminating in the model of positive education. Positive psychology is related to positive education because schools and universities are major positive institutions that can inspire their members in both western and eastern societies, which can positively influence teaching staff, students, and others within the educational domain (Seligman, 2009). Positive education has gained increased interest and attention in the last decade.

As a product of the movement in positive psychology, positive education introduced a positive approach to education, hoping to help schools in promoting happiness, improving academic achievements and work performance, and reducing mental problems among teachers and students. Positive education has made great progress, some scholars have already explored this aspect and challenges with critical and supporting literature (Cabanas & Gonzalez, 2022). However, it is a relatively new

concept and many vulnerabilities and limitations of the ongoing advancement of positive education still need to be addressed in future.

Positive psychology began to take shape at the end of the twentieth century. As a new trend in psychology, it focuses on the positive traits and strengths of individuals. It also argues that psychology aims not only to treat mental illnesses or problems but also to promote positive values, and behaviors. The use of positive psychology in education began with the rise of the positive psychology movement in the late 20th century. A review of the literature on positive psychology interventions reveals a proliferation and variety of applications aimed at improving student well-being. The types of positive psychology interventions vary for different target audiences. Scholars believe that they can be classified into four types depending on the target groups. They are (1) teaching positive psychology, (2) developing students' positive skills, (3) enhancing teachers' positive skills, and (4) interventions to improve the school environment (Gawas, 2022). In each positive psychology educational intervention there is an application accordingly. The purpose of education is for human well-being, not just for better academic achievements. Gawas recommended educational strategies that focus on positive perceptions and promote positive behaviors in the educational process.

In most of the relevant studies scholars have paid special attention to educational interventions only conceptually. Positive psychologists or educators have not yet studied the school as a positive institution in details. And they have written extensively about positive personal qualities. Since the empirical evidence for these positive factors is partly mixed and since most of these positive factors have been incorporated into

other theoretical frameworks before the emergence of positive psychology, the validity and originality of positive education is still or questionable, and there are many problems. Several scholars have also published critical reviews on this topic (Gawas,2022; Knoop, 2013; Kristjansson, 2012; Noble & McGrath, 2015; Proctor, 2022). Some of them delve into positive education as a potential theory in educational psychology (Kristjansson, 2012), some briefly review efficient ways of applying positive psychology in education (Knoop, 2013), and some review the application of positive psychology in education in recent decades (Gawas, 2022).

A representative body of work in recent years was the study by Alam who outlined the positive psychology movement and reviewed the evidence from 12 systematically evaluated school-based positive psychology interventions, examining the design and development of school-based interventions. These interventions use a positive psychology approach that focuses on the development of positive emotions, resilience and positive character strengths to promote students' happiness, well-being and academic achievement. The study responds to the New Age Education Movement's call to make students' happiness and well-being a focus of learning. The results suggest that positive psychology programs are associated with students' health, relationships, well-being and academic success. The article makes recommendations for the further development of positive psychology interventions in schools and explores the factors and variables that may influence positive psychology interventions in order to expand and integrate them more systematically into schools to promote pupils' happiness and well-being (Alam, 2022).



Positive psychology studies the conditions and processes that contribute to the optimal development of people, groups and organizations, and to the construction of schools as enabling institutions. Noble and McGrath (2015), have developed a new concept known as the PROSPER framework. This is an organizational tool for the implementation of positive education and is a relatively new direction in the application of positive psychology research in the field of education. PROSPER, is an acronym that encompasses seven key elements that have been identified as contributing to well-being: positivity, relationships, outcomes, strengths, purpose, engagement and resilience (Noble & McGrath, 2015). This study obtained confirmatory data on the usefulness of the PROSPER framework by surveying researchers at the Institute for Positive Psychology and Education and 54 educators from four different schools, which was presented and discussed. This paper further supports the PROSPER framework by furthering the purpose of the framework and the rationale for its inclusion in the seven components, and describes school and classroom practices that contribute to student well-being and achievement.

We have explained what active pedagogy is. We will now describe the theoretical model and practice of positive pedagogy. As mentioned above, positive pedagogy has its roots in positive psychology. As such, it is inextricably linked to positive subjective experiences (e.g., happiness), positive personal qualities (e.g., character strengths), positive relationships (e.g., friendships), and positive institutions (e.g., schools), all of which are important aspects of psychology. The essence of positive psychology is to enhance the well-being of individuals, groups and organizations through research methods and investigation of effective mechanisms (Seligman & Csikszentmihalyi, 2014). Seligman defines positive education as the development of traditional skills and



well-being (Seligman et al., 2014), while Csikszentmihalyi defines positive pedagogy as the development of positive attitudes and behaviors (Seligman et al., 2014). Positive pedagogy combines the science of positive psychology with good educational practice to encourage and support the development of individuals in schools and communities. Recognition of the important role of schools in promoting well-being and the link between well-being and academic achievement has led to increased interest in positive education (Norrish et al., 2013). Slemp argued that positive pedagogy aims to develop strengths, skills, well-being and resilience in the educational setting (Slemp et al., 2017). Although these definitions vary, what they have in common is an emphasis on positive pedagogy as an applied science that integrates positive psychology into educational practice and seeks to promote well-being and other positive states and qualities (Waters & Loton, 2019). Below are the clues of the main theoretical models

of positive pedagogy.

Like positive psychology, positive pedagogy encompasses many different theories and frameworks, so no single theoretical model can fully reflect or encompass the entire field. Here, we present a representative theory of well-being in macro-positive psychology, the well-known PERMA model proposed by the Father of Positive Psychology, which has had a great deal of influence in academia. Previous research has shown that all five elements of the PERMA model protect adolescents from negative emotions and physical illness (Kern et al., 2015), and increase resilience and life satisfaction (Falecki et al., 2015). It can be argued that the PERMA model is the best way to achieve well-being and therefore can be placed within a theory of well-being (Leontopoulou, 2020). The model is therefore a tool for the implementation of positive education, a structured framework for assessment and research, and a basis for further

theoretical development (Norrish et al., 2015). In addition, Noble and McGrath (2015) developed the PROSPER framework. The framework emphasizes seven key elements for promoting well-being: motivation, relationships, outcomes, strengths, purpose, commitment and resilience. Some researchers have also proposed a new model, EPOCH, based on the PERMA model, which consists of five elements: engagement (E), perseverance (P), optimism (O), connectedness (C), and well-being (H) (Kern et al, 2016). Additionally, the SEARCH framework has emerged from Positive Pedagogy [Strengths (S), Emotion Management (E), Attention and Awareness (A), Relationships (R), Coping (C), Habits and Goals (H)] (Waters and Loton, 2019) and many other new theoretical frameworks. Some researchers have built on some of these innovations by utilizing the PERMA model, but there has been an evolution and more significant changes are underway. The PERMA model is the classic theory of early positive education and remains the most popular framework in education (Waters and Loton, 2019); the PERMA model can be used in conjunction with existing school structures and strategies to appropriately assess the aspects that young people value and can be used; the PERMA model is widely used in education for all ages and has been practically applied in various countries and regions of the world. Some prominent schools of positive pedagogy use it as an overarching framework for positive pedagogy.

However, the PERMA model still needs more objective indicator measures, both longitudinal and parallel, to test the impact of interventions in the future. Overall, PERMA is recognized as a well-suited framework for exploring the multiple dimensions and patterns of well-being in positive education (Leontopoulou, 2020).



The practice of positive education should also be noticed. Many practices of positive education emerged with a variety of themes and forms in this century (Morrish et al., 2018; Tartarini, Schiavon, Cheung, & Hoyt, 2020). The positive education movement has spread across the globe. Various international associations of positive education schools, international positive education stations, etc. have emerged in both Eastern and Western societies.

Experts identified three main forms of positive education: (1) evidence-based and professionally validated well-being intervention programs; (2) scientifically informed forward-looking strategies for school-based mental health programs; and (3) philosophical or values-based learning about specific virtues or values and character-based school curricula. The need for positive education and wellbeing programs seems greater than ever. More systematic research is needed to encourage further development of the professional practice of positive education, not just interventions (White, 2021). Themes related to positive educational practices can be categorized into cognitive, affective and competency levels. At the cognitive level, cognitive behavioral therapy techniques encourage people's own thinking patterns and can also promote positive learning experiences (Chodkiewicz & Boyle, 2017). At the emotional level, research has demonstrated that positive educational interventions can reduce negative emotions and decrease the incidence of depression (Waters, 2011; Zhao et al., 2020). At the competency level, Slade (2017) noted that positive education can foster happiness literacy which means the ability to have lasting happiness.

As epistemology expands, more holistic and complex dynamic systems approaches are being used to develop and implement positive education. Positive





psychology has experienced three “waves” to date. More recently, scholars have identified an important evolution in positive psychology that goes beyond the individual and embraces greater complexity in a variety of ways. This includes moving beyond the individual as the primary focus of research and looking more deeply into the groups and systems in which people live. Following the conceptual study (first wave), the critical studies on positive or negative focus (second wave), this expansion of the subject becomes more interdisciplinary and multicultural, and adopting a wider range of methodologies. These interrelated ripples constitute an epistemological “broadening” that deserves to be called the “third wave” of positive psychology development. The field has the potential for future growth (Lomas et al., 2021). To incorporate the wave of positive psychology, methodologies are also broadening. These include better understanding of contexts, expanding to diverse populations, especially minorities, in order to realize the optimal potential of each individual and of the school community as a whole. PERMA has a wide range of meanings, each of which is described below in relation to the themes of this study specifically. The first component is the domain of “positive emotions” which focuses on the positive emotions that teachers experience in their work, such as happiness and motivation (Seligman, 2011). The second component of PERMA is the “Engagement” domain, which focuses on feelings of involvement in teaching and learning activities. The third component is the “Relationships” domain, which concerns on whether teachers feeling can be socially supported, cared for and valued by others socially (Seligman, 2011); and the fourth dimension of PERMA is the “Meaning” domain, which relates to a sense of belonging and/or a feeling of being a part of something bigger than oneself. It relates to the feeling of being of service to others. It can help individual teachers to identify their strengths, maximize their abilities and encourage active participation behaviors. The last element,



the fifth component of PERMA, the achievement domain, is the feeling that teachers are working towards their goals and have the motivation and self-efficacy to achieve them (Seligman, 2011). Achievement comes from working towards and ultimately realizing goals (Lou, 2022).

Positive psychology in education aims to positively influence students through the learning process (Lassoued, 2018). To achieve this goal, it is important to focus on the teacher because teachers are the cornerstone of the teaching and learning process. Teachers have the mission of spreading knowledge, beauty, and value, they bear the heavy responsibility for shaping souls, and they are the first resources for the development of education, so they are an important cornerstone of the country's prosperity and strength, the nation's revival, and the people's well-being.

Today, the world is undergoing a period of great development, great change and great adaptation, fostering a new phase of scientific and technological and industrial revolutions, and accumulating a new growth momentum. As times move forward, the importance of knowledge and talent becomes more apparent, and the status and role of education and teachers becomes more important.

If teachers have positive skills and ideas, they pass them on to their students. Many programs and applications aim to teach teachers concepts from positive psychology, such as the PAM (Positive Action Model) developed by Lyubomirsky & Layous (2013) and the experiment on teacher activation in the workplace (Dreer, 2020), one of the most important examples of which is the MBSP. It is an application of positive mindfulness-based strengths practices (Kasser, Rosenblum, Sameroff, Deci, Niemiec,



Ryan, & Hawks, 2014). In this intervention, teachers are first administered the Values in Action (VIA) survey to find out their strengths. Teachers were then asked to reflect on several work experiences in which they used their strengths. One way to improve teachers' understanding of positive thinking is to strengthen their awareness of their current moment in life, both inside and outside the classroom. In this program, the teacher develops his/her own positive thinking practices and awareness of his/her individual strengths through a series of specific exercises. The ultimate goal of this exercise is to increase teachers' awareness of using their strengths in teaching and learning, as well as to promote positive emotions when using their strengths (Jennings, 2015). Teachers' awareness of their character strengths and learning around mindfulness has a positive impact on their performance in school, which in turn influences student outcomes (Gawas, 2022; Jennings, 2015).



Positive psychology is related to positive education which can positively impact students, teachers, and others within the educational community, but success is not immediate nor imminent. Positive education must be studied, applied, and managed responsibly, as there is also potential that attempts are ineffective or do harm. However, the question remains as to the extent to which these programs integrate positive psychology with education, rather than simply imposing the ideas of positive psychology on schools. At its core, positive education builds on the science of positive psychology, a perspective and approach that has existed across millennia, and represents philosophies, theories, research, and applications that are preventative and strengths based in nature, and aim to understand and cultivate optimal human function (White & Kern, 2018).



Therefore, it is an essential that we should enhance the positive quality of individual teachers to improve their well-being in the setting of positive part of education.

1.8.1.3 How Positive Psychology Is Related to Variables

Positive psychology claim that one of the main purposes of our human lives take is to pursue happiness with optimism and hope. The conceptual core of positive psychology is to lead a functional life, which emphasizes personal development, especially striving against difficulties and trying to make sense of life. In this perspective, life satisfaction and exploring meaning for life are the main features (Cansoy, Parlar, & Turkoglu, 2020). Study on positive psychology focus on ways of molding well-being by creating meaning for life with one's own potential and monitoring well-being. Thus, its goal of positive psychology has always been to maximize capacity of individuals by focusing on their personal strengths (Kern, Benson, Steinberg and Steinberg, 2016). In fact, the concept of well-being is considered as one of the most important topics in studies related to positive psychology. Positive psychology is a science about positive subjective experiences, positive personal traits and positive systems. This study aims to evaluate and improve Chinese teacher's perception of well-being (the dependent variable). Teachers' perceptions of emotional intelligence and social and emotional skills and efficacy are the prerequisites for effective teaching. Besides, what positive coping behaviors teachers take to release stress in work is also an indicator of Teachers' quality of life. In this sense, these variables are all interrelated with positive psychology. Therefore, the current research focuses on the roots and effects of the above-mentioned

personal traits and qualities (the independent variables). Hopefully, this study can facilitate an understanding of the Chinese teacher well-being even battle the emergence of mental illness to some degree.

1.8.2 The PERMA Theory

The PERMA theory developed by Seligman (2011) served as the theoretical foundation for this study. Modern research into well-being can be traced to Maslow and Hertzberg in the 1970s. Maslow's hierarchy of needs focused on physiological well-being, while Hertzberg's theory of well-being paid more attention to positive motivation factors (Herzberg, 1974; Maslow, 1970). From then on, well-being has been studied extensively in many fields adopting a variety of well validated instruments. However, a new model of well-being PERMA which was proposed just a decade ago exerts great influence on contemporary psychological studies. The PERMA, a theory of positive characters and emotions, was put forth by Seligman (2011) shortly after his original theory, authentic happiness (Seligman, 2002). The later (authentic happiness theory) pointed out three different kinds of happiness: a pleasant life which means happiness in Hedonism's sense; a good life which means desires have been obtained; and a meaningful life which means objective senses. They were also known as positive emotion, engagement, meaning, and accomplishment (Seligman, 2002). The theory explained how humans feel happy and become satisfied. Seligman further developed his theory in depth in 2011. The modified theory, provided a new vision about well-being in which positive emotion was described in the concept of "Flourish" (Seligman, 2011).

To be specific, there are five components of well-being in the PERMA well-being theory: positive emotion, engagement, relationships, meaning, and achievement (see Table 1.1). Each PERMA element was measurable and teachable; hence, each element was measured independently of the other elements. In addition, regarding the theory of PERMA, Seligman states that individuals chose freely “for their own sake” (Seligman, 2011).

Table 1.1

Descriptions of Variables for Well-Being

Variable Type	Variable Name	Domain
Dependent variable	Well-being	Positive Emotion (P) Engagement (E) Relationship (R) Meaning (M) Achievement (A)

Note: Adapted from *Flourish: Visionary New Understanding of Happiness and Well-being* (p. 15-18), by Martin Seligman, 2011, New York: Free Press.

1.8.3 Social Cognitive Theory

Social learning theory, also known as the social cognitive theory, is under the dual effects of behaviorism and cognitive theory. Rotter, Bandura and Kelley were the most outstanding scholars this approach of theory, among which the most famous is Albert Bandura. Bandur’s social learning theory not only stemmed from but also extended the Julian Bernard Rotter’s research in social cognitive theory which transcended the limitation of traditional behavioral and cognitive theory. It attached great importance to the variable of individuals, which would enhance the explanatory power of the theory

by expanding its application range. Bandura's social cognitive theory emphasizes the important role of belief, self-consciousness and expectations. It includes four topics: beyond behaviorism, ternary reciprocal determinism, the role of observational learning and value, the subjectivity and self-efficacy belief.

Bandura's early theory of "social learning" emphasizes the importance of observation in learning process. Afterwards, he discovered the limitations of prior behavioral beliefs, then he put forward the "social cognitive theory", expanding cognitive factors such as beliefs, self-perception and expectations into the theory. His famous concept "reciprocal determinism" stated that the personal factors, environmental factors and behavioral factors interacted each other.

Self-regulation learning is another contribution of Bandura's Social learning theory. According to Bandura, one of the aims at the teaching is to develop students' ability of independence. Students should learn how to regulate themselves in learning. They should not depend on teachers too much. Instead, they must adjust target and strategies and behaviors to use resources with effort to achieve goals. Self-regulation is a process of internal reinforcement that an individual regulates the process of their actions through his plans and expectations and behaviors. One can regulate their own behavior in accordance with the self-established internal standards. According to the views of Bandura, individuals construct mechanism of cognitive framework. He thought that people's behavior should not only be affected by external factors, but also be regulated by internal factors such as self-judgment and reactions to environment. A teacher must be a good self-adjusting learner first if he or she wants the students have the great self-adjusting abilities. In self-learning, self-regulatory learners are motivated

to learn on their own. There are three factors affect the self-adjusting learning skills and intention: knowledge, learning motivation and self-discipline or willpower.

Self-efficacy, an essential construct in the Social Cognitive Theory by social cognitive psychologists Bandura (1997), is defined as an individual's "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainment" (p. 3). Self-efficacy refers to the individual's competence and confidence in the face of a certain task or activity. Self-efficacy can also be referred to as "self-efficacy belief", "self-belief", "self-efficacy expectation", "the personal efficacy beliefs" etc.

Teacher Self-Efficacy (TSE) is conceptualized as an individual's belief in his or her own abilities to carry out activities required to reach educational goals (Skaalvik, 2011a). Teachers' self-efficacy expectation (TSE) is directly related to the role in the functioning that teachers hold (Bandura, 1997). Research has revealed that TSE can contribute to student achievement, student motivation, increased job satisfaction and job commitment (Klassen, 2014), teachers' instructional behavior, decreased teacher burnout or reduced stress (Renihan & Noonan, 2012). Teacher self-efficacy actually involves teachers' self-judgments about their ability to affect outcomes (both students and themselves) especially it appears to have protective function when teachers are with low motivation in the face of challenging various contexts (Tschannen, Woolfolk & Hoy, 1998). Teacher efficacy involves not only contextual factors but how personal skills and competencies affect effective teaching and learning.

In recent years, there has been much research on the relationship between teachers' self-efficacy and teachers' mental health, but most of this research has focused on the factors that influence teachers' well-being. Perhaps this is because it is widely recognized that teaching is considered to be one of the most stressful professions. However, in addition to this research focus, it has been demonstrated that teachers' self-efficacy may be more predictive of positive factors such as personal fulfilment than of stress dimensions. This implies that teachers' high TSE beliefs, especially those that go beyond the domain of teaching, rather than stress and burnout, are more likely to contribute to teachers' motivation and satisfaction, and thus to their well-being. Further investigation of TSE and the interrelationships between TSE and positive teacher well-being and teacher retention may be an important area of future research (Zee, & Koomen,2016).

From up-to-date analysis of teacher self-efficacy, its various effects and its consequences were revealed (Calkins, Yoder, & Wiens 2021; Chao, Forlin, & Ho,2016; Gordon, Blundell, Mills, & Bourke,2023; Wray, Sharma, & Subban,2022). Besides, several empirical studies have identified the factors influencing TSE and the support mechanisms needed to maintain high TSE. Teacher self-efficacy has also been shown to play an important role in the success of curriculum reforms. Professional training is needed to support high TSE (Wray, Sharma, & Subban, 2022; Zee, & Koomen,2016).

A study using the same document and software research methodology and also focusing on the role of teachers' self-efficacy on well-being may be instructive. Using Structural Equation Modeling analysis techniques and Smart PLS, a study from a sample of 92 teachers examined the effect of “healthy leader”, “organizational climate”



on “teacher well-being” which was mediated by “self-efficacy” and moderated by “meaningful work.” The results indicated that organization climate had a positive and significant influence on teacher well-being. Meaningful work strengthened the influence between healthy leaders and teacher well-being, and the influence of organizational climate on teacher well-being. Meaningful work weakened the effect of self-efficacy on teacher well-being (Triwiyanto, Rokhman, Sutarto, & Suminar, 2023).

1.8.4 The Rational of Emotive Behavior Therapy

Rational emotive behavior therapy (REBT), developed by the American clinical psychologist Albert Ellis in 1950's, which is a cognitive behavioral intervention (CBI) originally designed for use in clinical settings. The initial target of REBT is to help individuals to manage extreme emotions that may interfere with one's capability to achieve their personal and professional goals. This treatment focused on the theory advocated to change the patient's cognitive styles. It calls on a set of rational ways of thinking and concepts instead of the unreasonable way of thinking, irrational rational treatment, in order to maximize reduce unreasonable bad effects brought by the concept to their emotions, to make their own psychological into health.

More recently, REBT has been introduced into educational settings and has proved effective among teachers and students (Ardi, Eseadi, Yuniarti, Yendi, & Murni, 2023; Banks, 2006; Iremeka et al, 2021). According to the theory REBT, it is one's mental processes that generate positive or negative mood changes. Students and teachers hardly experience unhealthy emotions if they can think in a reality-based manner.



(Nichols, 1999). Conversely, ways of personalized distorted thinking are predictors to negative emotions, which may impair the individuals' ability to achieve their goals, such as positive social interactions with others (Zionts, 1997; Layous, 2023). This mode of thinking with highly individualistic perception distorts peoples' interaction relation with the world and peers (Banks et al., 2009); In 1974, a simple ABC model was developed to address emotional concerns (Ellis, 1974) and it evolved into a more complicated ABCDE model afterwards. In this model "A" symbolized an activating event, which is always the source of problems; and "B" was defined as individuals' belief systems or perceptions that they have about A. The "C" was referred as emotional and behavioral consequences that are the result of the perceptions. As for "D", people tend to find reasons and argue or persuade themselves why sometimes they would fail to achieve the original plans, and this process is D (Disputing). And "E" stands for the effect of using this model. These consequences may be either rational or sensible (Figueroa, 2022).

Irrational beliefs classification has the following three types: (1) irrational beliefs on their own (such as: I must be perfect work in); (2) the irrational beliefs to others (such as: punishment should be given to people); (3) unreasonable faith in the surroundings or environments and in things (such as: I cannot change anything because it is determined by fate). The following are three characteristics of unreasonable faith: (1) Demandingness. This kind of negative emotional and behavioral disorder requires absolute realization of their wishes for certain (e.g. It must/must not happen.) This kind of absolute requirement reflects the unreasonable, extreme way of thinking. (2) Over-generalization. It is a tendency to make an overall evaluation on the basis of a specific event, a certain word or deeds. This is a biased way of thinking. (3) Awflizing. This

characteristic is embodied in the irrational exaggeration of negative results, which may lead to undesirable mood such as anxiety, pessimism, depression, hesitation, and so on.

Ellis address the assumption that people was born with a kind of psychological tendency that their desires and pursuits are met, hoping their dreams will come true. If they really achieved their goals, these positive memories will strengthen their “universal” illusion we think we can definitely be happy, must be more successful than others, and should be unique and great in society. Once they encounter setbacks and adversity, they can hardly accept it, which will arouse negative mood. People always attribute their negative mood to external causes such as environmental events. However, ABC theory holders believe the mood is not induced by a certain factor A (Activating event) directly. Instead, it is caused by the explanation and evaluation (B: Belief) of the individual who experience the incident and interpretation and evaluation is derived from people’s beliefs. ABCDE theory emphasizes the important role of B. The indirect reason for A just causes C, while B is the direct predictor of emotional and behavioral responses. Once the irrational beliefs lead to adverse emotional responses, the individual should strive to identify irrational beliefs, and develop new reasonable beliefs to replace the original unreasonable one, this process is the so-called D (Disputing), which is a belief, against the unreasonable process of faith, so as to change the original belief. Thus, the effective treatment Effect (Effect) can be achieved. To be more specific, E makes individual feel the positive change in cognition, emotion and action. ABCDE theory includes a set of stages and steps by recognizing the unreasonable belief to change the irrational, and then adjust the mood and behaviors. It always emphasized human’s rational strength, believing that individuals can adapt to the environment eventually through self-regulation. It also highlights the importance of

people's initiative. Reasonable mood therapy is essentially a optimistic attitude toward life.

REBT can be implemented in a variety of settings and can be used individually or in small groups. Hopefully, REBT will be an integral part within the realm of educational curriculum.

1.8.5 Interrelationship between Variables

All the four independent variables mainly focus on personal traits. Self-efficacy is an individual belief which is the key factor leading to well-being. Social and emotional learning comprises self-awareness and self-management part to make smart decisions to maintain good interpersonal relationship. Emotional intelligence is the processing of one's emotional information. Besides perceiving emotions, individual also should manage and understand emotion. It can be considered as a personal trait or ability, which need us to learning the regarding skills of promotion of EI. Coping can be explained as an individual behavioral response to environment, it can also be considered as a personal choice with varying strategies. Well-being is not an objective issue with a universal criterion. In most cases, it is a subjective perception in mind. Thus, well-being always has a strong relationship to emotions. Besides, as social creatures, people who are in quest for happiness always strive to gain social awareness and develop social relationship skills to make responsible decisions in society which is a task in social and emotional learning.

However, little research has been done on the relationship between emotion regulation self-efficacy and subjective well-being, and no model in Yinchuan has been constructed to explain the specific mechanism of the relationships among the above variables in this study.

Teachers with a high sense of teacher efficacy can develop a better coping style Cherry (2020). They are more sensible when they face difficulties, whereas teachers with lower sense of efficacy tend to escape challenges with excuses because they feel that setbacks are out of control. Even worse, they may lose belief in their personal capabilities and focus on negative impacts when they feel it is beyond their capabilities. This paper has sparked the interest of researcher because it demonstrates that a sense of efficacy has an influential role in coping styles.

Despite the large body of research attempting to explore the role of moderators in many concepts of educational psychology, the literature on this topic is particularly sparse. The important moderating role of self-efficacy in teacher well-being remains obscure.

Empirical studies have also shown that emotion regulation plays a fundamental role in influencing teacher well-being. A more recent study (Raymond Bethany Owens, 2022) investigated the role of self-efficacy as a potential moderator. This is a unique study with significant implications for current research as it links coping and self-efficacy into a composite concept. This study reveals that factors such as beliefs (efficacy) influence people's behavior (coping). Therefore, it is reasonable to assume that self- efficacy and coping styles are also closely related in the field of education.

While there is a lot of articles discussing the importance of teachers' social-emotional learning and the contributions of these SEL competencies to teachers' overall practice, the study that examines the interrelation between these social-emotional competencies are scarce. The purpose of this study is to add to this line of literature by examining the interrelation between teachers' emotional competencies (emotional intelligence), self-awareness (teacher efficacy), self-management (coping), social emotional learning (SEL) competencies and teacher well-being.

1.8.6 Relationship between Variables and Theories

Research on teacher well-being (TWB) has been based on various psychological theories. In grounding this study, several relevant theories are preferred. The current study of the TWB was constructed within the theoretical framework of Seligman's theory of positive emotion (a predominant representative of positive psychology), which is a theoretical framework for understanding contemporary well-being; Though a majority of the research on well-being has focused on hedonic aspects, virtue theory incorporates both hedonic and eudemonic outcomes. Therefore, the well-being variable can be rooted in the positive psychology. To be specific, the well-being in this study can be interpreted as the PERMA theory by Seligman.

Emotional intelligence involves the ability of managing one's emotions, which is a part of self-regulation of social cognitive theory. Besides, positive psychology theory also has practical implications to EI as it pointed out that we should develop positive psychological power and cultivate the ability to maintain positive emotions to avoid

falling into the maze of negative moods. In doing so we could reduce the risks of mental illness.

As for the social cognitive theory (Bandura, 1997) in which self-efficacy and self-regulation are two essential components respectively, it has always been the cornerstone of tons efficacy research. Teacher efficacy is a specific sub-branch of self-efficacy, so it surely has a close relationship with efficacy domain.

Besides teacher self-efficacy, the independent variable social and emotional learning (SEL) can also gain theoretical support from the social learning theory which evolved into the social cognitive theory. SEL is a learning process for individuals to perceive, understand and manage emotions in various contexts. Besides social awareness and relationships, self-awareness and management are equally important. It may be therefore inferred that social and emotional learning is closely related to efficacy and social learning. Thus, it is reasonable to expect social cognitive theory can guide the research related to the variable social and emotional learning.

The independent variable coping can be guided by the theory of both REBT and ABCDE. Rational emotive behavior therapy (REBT) theory, developed by Albert Ellis in 1950's, is a theory about explaining the relationship between behaviors and belief and emotions. Managing irrational emotions and self-control is a kind of positive coping behaviors or strategies, so in this study REBT is chosen as a theory to guide coping. ABCDE theory has been selected as the ground for this study because it directly aligns with the research objectives. The central trait of this theory is B (belief), which overlaps with the beliefs expressed by self-efficacy. Disputing (D) is a kind of argument

or a disagreement between irrational and rational beliefs. When teachers identify their tendency to fall into negative emotions which will generate negative implications of well-being, they question themselves and fight for control or ownership of rational beliefs. This process of cognitive disputing (D) is not only being regarded as a kind of coping behaviors of individuals, but also a self-regulation. Based on social learning theory, self-regulation is an essential part of social learning. The primary factor of this process is negative emotional control, which has highlighted the necessity of social emotional learning. So, it also has relation with social and emotional learning declension.

In this study several theories will be employed to explain the relationship between variables, which is listed in the following table.

Table 1.2

Descriptions of Variables and Related Theories

Variables Presented in the Study	Theories Related to the Study
Teacher Well-Being (DV)	Positive Psychology
Emotional Intelligence (IV)	Positive Psychology; Social Cognitive Theory
Self-Efficacy (IV)	Social Cognitive Theory
Social and emotional learning (SEL)	Social Cognitive Theory, REBT Theory, ABCDE Theory

The complex relationships among the above five theories are still ambiguous and represent unexplored territory in the field of psychology. However, each of them offers value in this study exploring the relationship between teacher efficacy, coping, social and emotional learning and teacher well-being. Only limited literature examined

the emotional aspects of teachers and its connection with teacher well-being. In addition, existing literature of well-being is scattered over many disciplines. Little research to date has implemented a comprehensive, integrated model in teacher well-being among Chinese senior middle school teachers. However, the current topic is still unexplored. Therefore, the current study will consider self-efficacy as one of the most powerful personal resources among the target population and examine particular attributes on their coping ways and well-being. It is apparent that no single variable has a monopoly on teacher well-being, so the researcher chooses several trait predictors as independent variables in this study. Hopefully, this research will provide new vision of teacher well-being research for future researchers.

05-4506832 **1.8.7 Summary of the Theoretical Framework** Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The complex relationships between the constructs of positive psychology, ABCDE theory, REBT theory, and social cognitive theory are still ambiguous and represent unexplored territory in the field of psychology. However, each of these domain offers value of a study of the relationship between teacher efficacy, coping, social and emotional learning and teacher well-being. Only limited literature examined the emotional aspects of teachers' lives and its connection with teacher well-being. Little research to date has implemented a comprehensive, integrated model. In addition, existing literature of well-being is scattered over many areas or disciplines whose discussion arenas hardly overlap. Some models about well-being have been widely verified in the past. However, some issues are still unresolved. Therefore, the current study will consider self-efficacy as one of the most powerful personal resources and



examine particular attributes of Chinese teacher performance and their personal well-being. It places core personal traits in these following conceptual domains: cognitive regulation, emotional processes, social interaction or interpersonal skills, and it will examine the relationship of cognitive, affective, and behavioral factors and teacher well-being among target respondents. It is apparent that no single factor (variable) has a monopoly on teacher well-being, so the researcher chooses several trait predictors as independent variables in this study. Hopefully, this research will create new avenues of teacher well-being research for educational practitioners and academicians.

1.9 Significance of the Research



This study will theoretically and practically contribute to field of teacher well-being enhancement by instigating several interpersonal and intrapersonal factors on the research. Obviously, it would be difficult for teachers to promote the academic and well-being levels of their students unless they can feel a strong sense of their own well-being. Previous research (Veldman, Admiraal, Van Tartwijk, Mainhard, & Wubbels 2016) also pointed out the link between teacher well-being (TWB) and student outcomes. This study is directly concerned with the relationship that exists among five distinct but related components: emotional intelligence, SEL, teacher efficacy, teacher coping style, 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.





Admittedly, the prevalence of positive psychology in last decade has given much attention to the topics of well-being. Thus, there is abundance of researches that measured the TWB. Even though it has been widely examined or explored by early researchers or practitioners on some aspects, little is known on the acquisition and promotion strategy of TWB among teachers especially those in developing countries.

Thus, this study hopes to provide exclusively in-depth evidences from TWB perspective which later add to comprehensive literature on teachers in Chinese mainland. First, it features the uniqueness of Chinese teachers compared to their counterparts in other places. Their workload has special components that may influence their well-being, such as compulsory online learning tasks, which other teachers may not have to bear. Yet minimal focus has been placed on this group as a specific subset for research. Paucity of the research on teachers has separately analyzed Chinese teachers as a population in the research of teacher well-being. To some degree, study of this subgroup was overlooked by most previous researchers. The study is conducted to specifically identify the profile of TWB among a target in China. Besides, it also aims to figure out how the personal factors (such as self-awareness, self-evaluation and self-management) influence TWB and how they engage their self-coping strategies to address the amount of stress they experienced. In the past decade, some local studies examined burnout, attrition or other negative aspects teachers experience in their jobs, but only a handful of studies focusing on the coping strategies related to this approach. The researcher anticipates the findings would provide some valuable clues for the follow-up research aimed at facilitating TWB.



Specifically, the significance of the study lies in the following aspects: first, the researcher wants to evaluate the TWB in the mainland of China. Second, the researcher tries to determine the factors that affect the TWB among Chinese high middle school teachers; Third, the researcher hopes to improve the perception of well-being of Chinese teachers with some suggestions in discussion part; Finally, the result of the study about Chinese teachers can even provide reference for later researchers or their counterparts in other areas. The present research can add to the very limited literature on the worthy research goal (teacher's well-being) suggesting on possible practical implications as well as inspiration for future research. Apparently, China has the largest number of teachers. To improve the happiness of Chinese teachers can definitely influence a vast body of teaching staff groups, which also foster the happiness of teachers around the world greatly.

Hopefully, the findings of this research can generate a better understanding of how teachers' individual emotional state and corresponding actions affect their occupational well-being. Researcher hopes that these data and research conclusions can help teachers or educational institutions explore corresponding positive factors and make better strategies smart decisions to improve their well-being. The evidence for direct and /or moderating effect self-efficacy would lead to recommendation to facilitate self-management training focuses on how to cope more positively in the educational context.

1.10 Operational Definitions

The prevailing academic practice is that operational definitions should be given. These operational definitions can model or represent a concept or theoretical definition, also

known as a construct. By using operational definitions researchers should describe the operations (such as procedures, actions, or processes) that define the concepts with enough specificity (Stevens, 1935b). It is easier for other investigators to replicate research with operational definitions from their predecessors. Operational definitions are also used for sake of validation of a specific accessible process before real testing publicly.

1.10.1 Teacher Well-Being

In this study, teacher's well-being will be a measurement involves three types well-being: workload, organizational and student's interaction. With respect to teachers, we call this teacher well-being. In this study teacher well-being is measured by The Teacher Well-being Scale with 16-item (Collie, 2015). TWS measures three factors of teacher's work-related well-being: workload, organizational, and student interaction well-being. Workload well-being, as the first factor, relates to issues associated with burden and pressure during teaching. Organizational well-being, the second factor, relates to teacher' perceptions of the workplace as an organization including cognition of the leadership and the culture. The third factor, student interaction well-being, include perceptions of student behavior, motivation, etc. (Collie, 2015).



1.10.2 Social and Emotional Learning

In this study, social and emotional learning (SEL) is measured by using the instrument of social and emotional learning Scale for Teachers (Brackett et al., 2012). To measure SEL, there are three sub-constructs involved in this study: commitment, culture and comfort. “Comfort” refers to teacher sense of confidence and comfort-ability with teaching SEL and “commitment” here means the psychological bond or identification of individual teachers to learning about SEL, in which teacher will consider their own desires to participate in SEL teaching training and professional development. Here in this dissertation “culture” refers to the teacher perception of the school culture supports SEL.



1.10.3 Coping

In this research the independent variable of coping will be examined by the Brief Cope instrument (Carver, 1997), which involves 14 sub-scales which can be classified into two major sub constructs as positive coping and negative coping. Positive coping reflects efforts to build up general resources that facilitate promotion toward challenging goals and personal growth and the negative coping is just the opposite meaning (Lopez & Snyder, 2003). There are eight sub-scales of positive coping in this Brief COPE scale: active coping, planning, positive re-framing, acceptance, humor, religion, using emotional support, using instrumental support. For negative coping, there are six sub scales: self-distraction, denial, venting, substance use, behavioral disengagement, self-blame.



1.10.4 Emotional Intelligence

In this study, emotional intelligence is measured by the instrument of SSEIT Scale (Schutte et al.,1998). There are four sub-scales in this assessing emotion scale: emotion perception, utilizing emotions, managing self- relevant emotions, and managing others' emotions. In this study, emotion perception refers to the capacities and abilities of recognizing and identifying emotions in oneself or others. Emotion utilization is defined as adaptive cognition and action motivated by emotion experience. Managing self- relevant emotions means teachers are able to manage their emotions in healthy ways, control impulsive feelings, and adapt to changing circumstances emotionally. Managing others' emotions refers teachers can understand the emotions of other people. Besides, they should also know how to communicate effectively with others, maintain and develop good relationships, influence and cooperate with others, and manage conflict in some cases.

1.10.5 Teacher Efficacy

Teachers' Sense of Efficacy Scale is the measurement of teacher efficacy in this study. There are three factors in this scale: efficacy in student engagement; efficacy instructional strategies and efficacy in classroom management. In this scale "efficacy in student engagement" refers to a teacher's own feelings of his or her competence to facilitate or promote students' involvement with activities and conditions likely to generate high-quality learning. "Efficacy instructional strategies" refers teacher's beliefs about their abilities to use some techniques to help their students become

independent and strategic learners. Instructional strategies can become learning strategies later when students study independently and effectively to accomplish tasks or meet learning goals. “classroom management” refers the teachers judgments about their abilities to use strategies aimed at increasing or encouraging desirable student responses through praise, encouragement, attention, and rewards (Tschannen and Woolfolk, 2001).

1.11 Conceptual Definitions

This research intends to uncover the relationship between teacher’ personal emotions/behaviors and well-being in the profession, using the lens of five factors that influence the teacher experience on a regular basis: (1) teacher well-being (2) social and emotional learning (3) coping (4) self-efficacy (5) emotional intelligence.

1.11.1 Well-Being

There is currently no consensus in the academic community on well-being or even teacher well-being although some scholars have provided their own interpretations and generally accepted definitions. Several accepted definitions of well-being can be found in the existing literature. Consistent with recent developments of this particular terminology in positive psychology, in this study the researcher adopts Ryan and Deci’s (2001) definition, in which well-being was defined as “open, engaged, and healthy functioning” (p.147). This is also well known as “human flourishing” and involves a

global assessment of well-being across the various domains in different context. For clarity, we refer to this as general well-being (Collie, 2015).

1.11.2 Teacher Well-Being

In recent years, researchers have been urging for the exploration of research on well-being in different domains, including the occupational well-being. This specific type of well-being is recognized as work-related well-being and refers to “individuals’ positive evaluations of and healthy functioning in their work environment”. With respect to teachers, we call this teacher well-being (Collie, 2015).

1.11.3 Social and Emotional Learning

In recent years, social and emotional learning has gained increasing interest among researchers (Chavez, 2019). However, there is no clear consensus on a name or definition for this category. CASEL defined the term “social and emotional learning” as the process of acquiring the ability to understand, manage, and express the social and emotional aspects of one’s life. In recent years, SEL has become associated with a broad category of concepts such as beliefs, attitudes, personality traits and behaviors that are considered foundational for success in school and life. In this paper, the term “Social-Emotional Learning” refers to specifically to teacher development in a broad domain, which includes attitudes, beliefs, dispositions, skills and behaviors that are distinct from academic achievement and are widely perceived as beneficial to individuals and society.

1.11.4 Coping

Coping is usually thought of the cognitive, affective, and behavioral responses adopted by people in problem solving process in their lives. Coping behaviors are not limited to the concept of successful efforts but also are purposeful attempts to manage stressful events. In this study, the researcher takes the most widely accepted definition of coping by of Folkman which described coping as the ongoing cognitive and behavioral efforts to manage specific external and /or internal demands that are appraised as taxing or exceeding the resources of the person. It was presented effective ways of managing stress including accepting, avoiding, tolerating, or minimizing the stressors. The influence of this coping theory is remarkable and remains the cornerstone of psychological stress and coping research across multiple fields (Biggs, Brough, &

1.11.5 Emotional Intelligence

Definitions of emotional intelligence vary depending on the different philosophy branches of the theory. The most renowned definitions about this term in literature are provided in this section. Originally, in theory, EQ was believed as a subset of social intelligence (Mayer,1990). Nowadays, also in this study, Emotional intelligence was regarded as the ability not only to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you, but also involves your perception of others: your understanding others' feeling helps you to get along well with others (Earnshaw, 2015).

1.11.6 Teacher Efficacy

According to Bandura's social cognitive theory, self-efficacy was defined as beliefs in one's capabilities to organize and execute actions to produce given attainments. It is a capital construct in one's learning process. Therefore, Bandura developed the concept of self-efficacy as part of his social cognitive theory. Tschannen-Moran and Hoy regarded teacher's efficacy belief as a judgment of teachers "capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (p.783). For this research, teacher efficacy refers to the teachers' belief in their capabilities to teach effectively (Alrefaei, 2015; Pearce, 2017).

1.12 Summary of Chapter One

TWB is a crucial issue for both individual teachers and human society. Accordingly, it has received growing attention with empirical studies as well as increasing prevalence of programs that aim to foster TWB. However, there has no broad agreement that how teacher well-being should be defined and conceptualized, which potentially hampering the TWB theory development and teaching practice with guidance of evidence-based knowledge.

Teaching can be a very rewarding profession involving influential, meaningful, and essential work. However, teaching can also be challenging due to the complex nature of the job (Collie, 2015). The teaching profession is in great crisis (Carver et al., 2017;

Lovewell, 2012). Even the number of graduates who are willing to take teaching as their ideal professions has declined in recent years. Therefore, the concept “teacher well-being” has been studied in many overlapping ways by various researchers.

In recent years, growing scientific interest in teacher well-being has led to a range of different conceptualizations, due to diverse methodological and disciplinary perspectives. Researchers have successfully developed a variety of approaches to help improve individual well-being. However, applying simple psychological interventions within the complexity of educational settings is still a challenging task (White, & Kern, 2018). Researchers already outlined a variety of factors related to TWB and the initiatives that can irritate it, such as fostering individual skills, as well as contextual factors like school leadership. Previous TWB studies have great contributions and have addressed a wide range of topics, such as the TWB definitions, TWB factors and outcomes, TWB programs. However, the present study is still needed because previous studies have certain limitations. There is a need for a more domain-specific approach to TWB (Tina et al., 2021). Thus, academicist and practitioners call for a more domain-specific approach that investigates the factors that can enhance teacher work related well-being. Among these would be contextual factors, and individual factors (Mccallum et al., 2017).

Despite broad agreement that well-being should be conceptualized as a multidimensional construct, there is little consensus about how well-being should be defined. Besides, TWB (teacher well-being) makes a distinction of inconsistent variance between countries, districts and schools. To represent the whole population more accurately, we should take more diverse samples across the world. The novelty

and significance of the current study are due to the presence of a suitable and comprehensive model of some individual factors of teacher well-being acting as observed variables in senior middle schools Yinchuan.

The primary aim of the current study is to gain a more in-depth understanding of teacher well-being and propose a comprehensive and suitable model of individual factors acting as observed variables on teacher well-being. Some subjective aspects of teachers (self-efficacy, coping behaviors, emotional intelligence and social and emotional learning) are adopted to be the measured variables. This study is to examine the influence of individual traits and specific behavioral tendencies on the TWB (teacher well-being) and to determine whether the presence or absence of these needs can affect teacher well-being in Yinchuan. This study presents an attempt on promoting TWB with concern for their personal qualities (self-efficacy, social and emotional learning competence, emotional intelligence level and coping behaviors).

Many ways can be adopted to conceptualize or measure well-being, among which the most important two separate perspectives in psychology are: a. subjective well-being based on personal happiness of a balance of positive and negative affect; b. psychological well-being involves more than meaningful life instead of pleasant feelings. However, individuals can attain the perception of well-being in the midst of challenging activities, and that effort and enjoyment can occur together. Ryan and Deci (2001) assumed these two well-being traditions of hedonic and eudemonic are connected to some overlapping dimensions although they were traditionally viewed as relatively distinctions between a happy life and a meaningful life with different

philosophical roots. Seligman's theory incorporates two distinct traditions of well-being. In this study, we take Seligman's theory of well-being.

The rationale of this study is as follows. Rapid development of education industry has stimulated growth in the continuous renewal of educational concepts for teachers who work in the era full of change and uncertainty. In addition, the increase in awareness ascribed to domains in positive psychology in recent years signifies a growing concern for teacher well-being. Living as teachers provide abundance of chances for personal growth and but can also trigger disproportionate individual stress. An increasingly growing body of qualitative research has probed the distinctive experiences of teachers in their workplace (Dabrowski, 2020; Huang, C. 2017); however, few studies have examined the relationship between the teacher well-being and teachers' personal traits and personal control ways alone of those teachers (Mcauley, 2019). Teacher well-being is a desirable end in itself and is also associated with positive pragmatic and affective outcomes. The rich qualitative inquiries into teacher experiences suggest a variety of factors influences teacher well-being. Constructs related to well-being may contribute to teaching productivity, creativity, motivation, professional achievements, organizational environment, interpersonal relationships, and so on. In this study the author will employ software to examine whether and in what ways those factors affect well-being. If the results confirm pathways to teacher well-being, the identification and management of these factors can be integrated into teachers training programs or as self-regulating reference. This research intends to uncover the relationship between personal work attitude/behaviors and teacher well-being in the profession, using the lens of four factors that influence the teacher experience on a



regular basis: (1) teacher efficacy (2) social and emotional learning (3) emotional intelligence (4) coping.

This study introduces moderator variable which means that if the relationship between variable Y and variable X is a function of variable M, that is, the relationship between Y and X is affected by the third variable M. Moderator variables can be qualitative (such as gender, race, school type, etc.) or quantitative (such as age, years of education, etc.), which affect the direction (positive or negative) and strength of the relationship between dependent variables and independent variables. It is necessary to study the regulatory effect of teachers' self-efficacy on coping style and teachers' well-being. Some studies involve mediating effects, but the role of moderator variables in these dimensions or the role of teacher self-efficacy as a moderator in the group of high school teachers in China has not been found yet.

In this study, the researcher seeks to find answers to the following questions after analyzed the existing empirical literature on TWB during the past several decades. Q1: Is there any influence of social and emotional learning on well-being among Chinese teachers? Q2: How is the impact of coping on well-being among Chinese teachers? Q3: Is there any relationship between teachers' self-efficacy and teacher's well-being among Chinese teachers? Q4: Does the teachers' self-efficacy become the moderator in this study? Q5: What is the most positive predictor on Chinese' s teacher' s well-being? Q6: Does the model fit with the sample? All these questions are driven by the motivation to add knowledge to contribute to a better understanding of TWB that might inspire future research and evidence-based programs aimed at fostering teachers' optimal professional performance. In this study, a constructive paradigm was identified



to develop a deeper understanding of relationship between teacher well-being and some personal characteristics or abilities such as emotional intelligence, social and emotional learning, teacher efficacy and coping behaviors. An instrument was administered as a measurement combines five questionnaires of the five variables in this research: teacher well-being, emotional intelligence, social and emotional learning, teacher efficacy and coping. The purpose of this study is to find the profile of well-being among higher middle school teachers in Yinchuan. The theory that mainly guided this research was positive psychology theory especially the Seligman's theory of positive emotion (PERMA).

Surely this research can fill in the gap of the model that describes the construct of the teacher's professional well-being among senior middle teachers in Yinchuan in educational psychology. Hopefully, it is also a beneficial supplement of insufficient development in TWB research even in China. Discussions of variables and research purpose are further illustrated in chapter two.

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1.13 Limitations of the research

Despite the contribution of the current study in documenting the contributions of EI, coping, social emotional learning, based on a moderator of self-efficacy model, for teacher well-being, the limitations of the present study should be considered. First, the research results are correlational and causality cannot be concluded. Further research is needed to determine how teachers' trait EI, self-efficacy, coping, and social emotional learning can best be enhanced and whether those gains can lead to gains in teacher well-being. Second, some longitudinal researched are also needed to systematically test the causal mechanisms that promote well-being as a function of self-efficacy intervention. Third, the concentrations on a specific group of teachers or some specific aspects of TWB have yielded findings of limited scope and generalizability. Whether the findings of this study based on high middle school teachers in the region of Yinchuan in China can be generalized to other samples still remains a mystery, which means some differences may exists taking sample in different areas. It has to be noted in prior teacher well-being research based upon sample characteristics, the current findings have merits to be replicated with participants more representative of other Chinese teachers across geography and age and the experience could be also reference in other regional contexts. Furthermore, only subjective factors as independents are involved in this TWB study. In future, some objective variables should also be studied. It is a light seen but promising direction. For example, TWB study should not be confined to general individual factors or work-related individual factors, and work-related contextual individual factors such as the urbanization and school size should also be studied. In this regard, the use of objective measures of TWB will help. While well-being is a subjective construct and thus reasonably assessed through self-report questionnaires,



more objective indices of TWB should also be included in further research, including teachers' physical health, educational or work productivity, and their creative achievements. Too much limitation might hamper the flourish development of TWB. Hopefully, teacher well-being research can possibly address a broad range of topics among Chinese middle school teachers.

1.14 Overview of the Following Chapters

This thesis is organized into five chapters as follows. Section one contains an introduction to the study, Chapter 2 includes the underpinning theories in the context of the study and previous relevant review of literature on the issue being studied.

Chapter 3 provides the research methodology. In the following section, chapter 4, the results of data analysis will be presented according to the logic order of analyzing. Finally, Chapter 5 provides the discussion of major results as well as the related implications of these findings to future research into this area.