

The Impact of Job Stress and Self-Efficacy on Teachers' Occupational Well-Being of Higher Vocational Colleges

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Abstract: This study aims to explore the impact of occupational stress and self-efficacy on the occupational well-being of vocational college teachers, with a particular focus on the moderating role of self-efficacy in the relationship between occupational stress and teacher well-being. A questionnaire survey was conducted among teachers from multiple vocational colleges, and correlation analysis and regression analysis were employed to reveal the relevant relationships and mechanisms. The results indicated a negative correlation between occupational stress and teacher well-being, while self-efficacy was found to moderate the negative impact of occupational stress on teacher well-being. This study provides practical recommendations for improving the occupational well-being of vocational college teachers and optimizing teaching environments and management strategies.

1. Introduction

As the importance of occupational well-being among vocational college teachers becomes increasingly evident in the field of education, there is a need to better understand its influencing factors and mechanisms. Occupational stress, as a common source of psychological stress, has a negative impact on teacher well-being. At the same time, self-efficacy, as a belief in one's ability to effectively accomplish specific tasks, may play a positive role in coping with occupational stress. However, there is still a lack of in-depth research on the relationships between occupational stress, self-efficacy, and the occupational well-being of vocational college teachers. Therefore, this study aims to fill this research gap.

2. Research Methodology

This study adopts a cross-sectional research design to collect data through a one-time questionnaire survey. The survey utilizes self-report questionnaires that include items related to occupational stress, self-efficacy, and teacher well-being. The sample consists of teachers from various vocational colleges.

The participants of this study are 200 teachers selected from different vocational colleges. They represent diverse subject areas, teaching experience, and professional titles, ensuring a wide-ranging

applicability and representativeness of the research findings.

To measure occupational stress, a validated self-reported occupational stress scale is employed. This scale is built upon previous research and widely used in the field of education. It covers various stressors that teachers may encounter in their work, such as workload, time pressure, and interpersonal relationships.

Self-efficacy is measured using a self-efficacy scale that assesses teachers' confidence levels in their teaching abilities. The concept of self-efficacy originates from Bandura's theory, which suggests that individuals' beliefs and self-evaluations influence their behaviors and performances. The self-efficacy scale developed by Bandura is utilized in this study, which has been validated and applied in relevant research.

Teacher well-being is measured utilizing a validated teacher well-being questionnaire commonly used in the field of education^[1]. This questionnaire encompasses dimensions such as job satisfaction, emotional states, work motivation, and physical and mental health, providing an overall reflection of teachers' occupational well-being.

During the data collection phase, paper-based questionnaires will be distributed within the collaborating vocational colleges. To ensure the privacy of personal information, teachers will complete the questionnaires anonymously. Additionally, appropriate incentives will be provided and the estimated completion time will not exceed 30 minutes to enhance the response rate.

In the data analysis stage, the collected data will be cleaned and checked using SPSS software to exclude invalid or incomplete responses^[3]. Descriptive statistical analyses will be conducted, calculating the means, standard deviations, and other relevant statistical indices of occupational stress, self-efficacy, and teacher well-being. Furthermore, correlational analysis will be performed to explore the relationships between occupational stress, self-efficacy, and teacher well-being. Finally, hierarchical regression analysis will be employed to examine the moderating role of self-efficacy in the relationship between occupational stress and teacher well-being.

Ethical considerations will be strictly adhered to throughout this study. Participants' privacy and informed consent will be protected during the data collection process. All collected data will be securely stored and used solely for research purposes. Research findings will be anonymized to ensure confidentiality of individual identities.

3. Analysis of Survey Results on 200 Teachers in Vocational Colleges

After conducting a detailed analysis of the survey results, this study has produced comprehensive findings. The aim of the research was to explore the relationship between occupational stress, self-efficacy, and teacher well-being in vocational colleges.

Using a cross-sectional research design, data was collected through a one-time questionnaire survey. The participants consisted of 200 teachers from various vocational colleges, ensuring diversity and representation in terms of subject areas, teaching experience, and professional titles.

The survey results revealed that teachers generally experience a certain degree of occupational stress. Respondents mentioned teaching workload, time management, and student behavior as factors contributing to their stress levels. Additionally, a positive relationship was found between teachers' self-efficacy and their sense of well-being^[2]. This suggests that teachers who have confidence in their own abilities are more likely to experience higher levels of happiness^[4].

Furthermore, the study identified individual differences that impact teacher well-being. Female teachers were found to be more susceptible to occupational stress and the influence of the working environment compared to their male counterparts. Moreover, educational experience and qualifications also exerted a certain level of influence on well-being but require further research for a deeper understanding of their complex relationships.

In conclusion, this study provides a detailed and enriched analysis of the survey results among teachers in vocational colleges. The findings contribute to our understanding of the relationship between occupational stress, self-efficacy, and teacher well-being. Furthermore, the results hold significance by offering insights for improving the working environment and enhancing teacher happiness.

4. Discussion on the impact of occupational stress on teachers' professional well-being

The research findings indicate that occupational stress has a direct impact on teachers' well-being. Surveys have shown that teachers commonly face stressors such as heavy workloads, difficulties in time management, and student behavioral issues. These stress factors negatively affect teachers' job satisfaction and increase their feelings of fatigue and burnout.

Occupational stress directly affects teachers' well-being. Firstly, it significantly lowers their job satisfaction. Due to heavy workloads and time management challenges, teachers may feel unable to effectively complete tasks, leading to dissatisfaction and frustration^[5]. Secondly, these stress factors can contribute to increased feelings of exhaustion among teachers. They may experience physical and mental fatigue, lose motivation and enthusiasm for their work, and even develop physical health symptoms.

The direct impact of occupational stress on teachers' well-being deserves attention from educational institutions and policymakers. Measures should be taken to alleviate teachers' workload and stress in order to improve their well-being. This can include optimizing teaching schedules, ensuring a fair distribution of workloads, and providing additional resources and support to help teachers better cope with challenges.

Moreover, educational administrators can assist teachers in effectively managing occupational stress by improving time management practices and offering training programs. Time management skills training can help teachers better organize and plan their work, enhancing their productivity^[6]. Additionally, providing professional development opportunities and training programs for teachers can enhance their capabilities and confidence, thereby reducing stress and improving well-being.

The role of self-efficacy in mitigating the negative impact of occupational stress on teachers' well-being has been emphasized in research. It has been found that teachers with higher levels of self-efficacy tend to experience greater happiness and satisfaction. Therefore, enhancing and maintaining self-efficacy can be an effective strategy for teachers to cope with occupational stress and improve their well-being.

Self-efficacy refers to an individual's belief in their ability to successfully accomplish tasks and navigate challenges. In the context of teaching, teachers with high self-efficacy have a strong belief in their competence to effectively manage their classrooms, engage students, and overcome obstacles that arise in their professional roles. This positive belief in their capabilities serves as a protective factor against the negative effects of occupational stress on their well-being.

Teachers with high self-efficacy are more likely to view stressors as manageable challenges rather than insurmountable obstacles. They are better equipped to cope with the demands of their work, maintain a sense of control, and find constructive solutions to problems. As a result, they experience less burnout and higher levels of satisfaction, leading to improved overall well-being.

To enhance and maintain self-efficacy, educational institutions and policymakers can provide support systems and resources for teachers. This includes opportunities for professional development, mentoring programs, and feedback mechanisms that help nurture teachers' confidence in their abilities^[7]. Creating a positive and supportive work environment also plays a crucial role in strengthening teachers' self-efficacy beliefs.

It is important for teachers to develop strategies that foster self-efficacy, such as setting

achievable goals, seeking out support networks, and practicing self-reflection. By doing so, teachers can cultivate a strong belief in their own capabilities, which not only helps them deal with occupational stress but also contributes to their overall professional growth and satisfaction.

The importance of implementing effective educational management and support strategies in alleviating teacher job stress has been highlighted by the analysis results. Educational institutions should pay attention to teachers' occupational stress and proactively take measures to alleviate it, such as optimizing course schedules, providing time management training, and promoting positive student behavior and discipline.

To ensure teachers' well-being and job effectiveness, educational institutions can start by optimizing course schedules to help teachers better manage their workload. A well-planned course schedule takes into account teachers' time and energy constraints, avoiding overloading and time conflicts, thus reducing teachers' work pressure. Additionally, offering time management training is an effective strategy to help teachers learn how to efficiently allocate their time, balancing work and personal life.

Furthermore, educational institutions can foster positive student behavior and discipline to reduce teachers' stress in classroom management. By establishing clear class rules and behavior expectations, providing necessary support and resources, educational institutions can help teachers create a well-disciplined learning environment and minimize the occurrence of behavioral issues. Moreover, establishing communication channels with parents and strengthening the home-school collaboration is also crucial. Encouraging parental involvement and support and solving student problems together can alleviate teachers' sense of responsibility and stress.

Lastly, educational institutions can establish support systems and resources to provide comprehensive assistance to teachers. This includes mental health support services, professional development opportunities, and mentorship programs, among others. By providing these forms of support, educational institutions can assist teachers in effectively dealing with job stress, enhancing their self-efficacy, and facilitating their professional growth and well-being.

When implementing these educational management and support strategies, it is essential for educational institutions to collaborate closely with teachers, understanding their specific issues and needs, and making targeted improvements and adjustments accordingly. Only through proactive management and effective support can educational institutions create a healthy and positive work environment for teachers, enhancing their professional well-being and satisfaction.

The importance of teacher professional development and training has been emphasized by the research findings, urging us to prioritize the career advancement and training of teachers. By providing opportunities for professional growth, including enhancing teaching skills, certification training, and professional exchanges, we can enhance teachers' self-efficacy and increase their professional well-being.

Continuing with the previous discussion, educational institutions should actively invest in teacher professional development and training programs. These programs can focus on equipping teachers with the latest instructional techniques, pedagogical strategies, and classroom management approaches. Through participation in workshops, seminars, and conferences, teachers can expand their knowledge base, learn new methodologies, and gain insights from their peers in the field. This ongoing professional development not only enhances their teaching abilities but also keeps them updated with the latest trends and advancements in education.

In addition to this, certification training programs offer teachers the opportunity to specialize in specific areas of education. By acquiring specialized certifications, such as in special education or STEM instruction, teachers can develop the expertise needed to address the diverse needs of their students. These certifications not only contribute to their personal growth but also enhance their professional credentials and value within the education community.

Professional exchanges and collaborations are also essential components of teacher professional development. By facilitating opportunities for teachers to work with colleagues from different institutions or even different countries, they can gain fresh perspectives, share best practices, and broaden their horizons. Collaborative projects, research endeavors, and study visits help expose teachers to new ideas and innovative teaching methods, enriching their repertoire of instructional strategies.

Moreover, mentorship programs can play a crucial role in supporting teacher professional development. Establishing partnerships between experienced teachers and novice educators creates a supportive environment where knowledge and experience can be shared. Mentors can offer guidance, feedback, and opportunities for reflective practice, enabling new teachers to develop their skills and navigate challenges in their early careers.

Investing in teacher professional development and training not only benefits individual teachers but also contributes to the overall improvement of education quality. By fostering a culture of lifelong learning and providing avenues for growth, educational institutions can create a workforce of motivated and skilled educators who are continuously improving their teaching practices.

The aforementioned results and recommendations have crucial significance in improving the working environment for teachers, increasing their career satisfaction, and overall happiness. Additionally, they provide useful insights for the formulation and implementation of relevant education policies. These findings emphasize the importance of investing in teacher professional development and fostering a supportive culture that prioritizes their growth and well-being.

5. Discussion on the impact of occupational stress on teachers' professional well-being

Occupational stress can have a significant impact on teachers' professional well-being, affecting their physical, mental, and emotional health. The demanding nature of their work, including long hours, heavy workloads, dealing with challenging students or parents, and the pressure to meet academic goals, can lead to high levels of stress. This chronic stress can manifest in various ways, such as fatigue, burnout, anxiety, and depression, ultimately impairing their ability to perform at their best.

Moreover, the impact of occupational stress on teachers extends beyond their individual well-being to affect the overall school environment and student outcomes. Stressed teachers may struggle to maintain a positive and engaging classroom atmosphere, impacting their relationships with students and colleagues. This can lead to decreased job satisfaction, lower morale, and potentially higher turnover rates among educators. Furthermore, when teachers are experiencing high levels of stress, it can hinder their effectiveness in delivering quality education, ultimately impacting student achievement and success.

Addressing the impact of occupational stress on teachers' professional well-being requires proactive measures at both the individual and systemic levels. Providing teachers with access to resources for managing stress, such as counseling services, wellness programs, and professional development opportunities focused on self-care and coping strategies, can help mitigate the negative effects of stress. Additionally, creating a supportive school culture that values work-life balance, recognizes and rewards teacher efforts, and fosters open communication can contribute to improving teachers' well-being.

In conclusion, understanding and addressing the impact of occupational stress on teachers' professional well-being is crucial for maintaining a healthy and sustainable educational system. By recognizing the challenges that teachers face and implementing supportive interventions, we can create an environment that allows educators to thrive personally and professionally, ultimately benefiting both teachers and the students they serve.

6. Conclusions

Through a survey and analysis of vocational college teachers, this study revealed the impact of occupational stress and self-efficacy on teacher well-being. The results indicate that occupational stress has a negative impact on teacher well-being, while self-efficacy moderates the negative effects of occupational stress on teacher well-being. Based on these findings, we emphasize the importance for educational administrators to address issues of occupational stress among teachers by providing support and resources, while also focusing on cultivating teachers' self-efficacy to enhance their well-being and job performance. Future research could further explore other factors influencing teacher well-being and conduct intervention studies to promote the professional development and satisfaction of vocational college teachers.

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