

Structure and Characteristics of Self Career Management of Physical Education Teachers in Yunnan Province's Universities

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Abstract: As college physical education teachers age, their physical fitness decreases year by year, and their athletic ability gradually enters a maintenance period from peak to peak, and even begins to decline. Nowadays, physical education teachers in universities are relatively confused about their future careers. How to break through the bottlenecks encountered in teaching over the years and eliminate the fatigue psychology accumulated from long-term habits has become a problem that Chinese university physical education teachers are currently facing. Strengthening the career management of physical education teachers in universities is precisely to better overcome existing difficulties and solve similar problems. Many existing universities lack a comprehensive career management system for physical education teachers, and even many schools have a gap in career management for physical education teachers. Enhancing the career management of physical education teachers in universities has become an important issue that urgently needs to be addressed in Chinese universities. Based on the above reasons, this article explores the structure and characteristics of self-career management of physical education teachers in universities in Yunnan Province. Through a survey questionnaire and analysis of the questionnaire data using SPSS software, it is concluded that physical education teachers who have worked for more than 10 years have a lower desire for organizational understanding, indicating that the longer they work in the same university and the more they understand, the lower their desire naturally, and they are prone to occupational burnout.

1. Introduction

Career refers to the experiences related to work that a person experiences throughout their lifetime. But both organizational development and individual development are closely related to career management. With the globalization of the economy, competition between organizations is becoming increasingly fierce, and the concept and content of career management have also undergone corresponding changes. As a result, the subject of career management has gradually

shifted towards individuals. Self-career management refers to various strategies and measures adopted by individuals to achieve their career goals, which have a significant impact on the success of their career.

The article mainly explores the self-career management of physical education teachers in universities in Yunnan Province, as well as the relationship with factors such as occupational burnout and self-efficacy. In the methodology section, the article provides a detailed description of the research object and methodology. Firstly, it introduces the selection criteria for survey subjects and the use of survey tools, including general information questionnaires and self-career management questionnaires. Next, this article elaborates on the principles of determining sample size and the specific implementation of survey methods, including the process of sending and collecting electronic questionnaires. In the Results and Discussion section, the article draws a series of conclusions through statistical analysis of survey data. Firstly, an analysis was conducted on the factor load matrix of the Self Career Management Questionnaire, explaining the impact of different factors on teachers' self-career management. Then, an analysis was conducted on the differences in occupational burnout among college physical education teachers under different school attributes, and some important patterns were discovered. Finally, by comparing the length of service for self-efficacy and career management, the impact of work experience on teacher self-efficacy and career management was explored.

2. Related Works

Experts have long conducted specialized research on self-career management. Zhou J proposed a moderating mediation model based on career construction and cognitive evaluation theory. The study found that the career decision ambiguity tolerance preference (CDAT-P) of Chinese university students positively affects career adaptability, with challenge evaluation playing a direct mediating role. Personal and organizational career management plays an interactive role in the relationship between CDAT-P and challenge evaluation, especially when the level of personal and organizational career management is high, the impact of CDAT-P on challenge evaluation is more significant [1]. Yang L explored the opportunities and challenges of integrating ChatGPT into the work of counselors, and found that it can quickly solve student problems, provide personalized solutions, and promote the professional development of counselors. He utilized ChatGPT technology and big data platform to build a career development management service platform, improving efficiency and intelligence level [2]. Edinsel S explored the mediating role of job satisfaction between the professional adaptability and turnover intention of private school teachers. The research results indicate that there is a negative correlation between occupational adaptability and turnover intention, and occupational satisfaction plays a partial mediating role in it. This highlights the importance of improving the professional adaptability of teachers in reducing their intention to resign, providing important reference for school management [3]. Razafiarivony M A summarized the characteristics of traditional career management and new career management, and proposed a method for organizations to integrate the two using theoretical synthesis design. Although different organizations may adopt different methods, it is feasible to combine traditional and new methods within the same organization, taking into account the needs of employees [4]. Based on career construction theory, Lu WC found that psychological security moderates the impact of proactive personality on career exploration. The psychological security of interns enhances the indirect impact of proactive personality on career exploration by enhancing their adaptability to the profession. This discovery is of great significance for student career counseling [5].

Rholanjiba S aimed to develop a vocational potential exploration coaching module for junior high school students, and adopts the ADDIE (Analysis, Design, Development, Implementation, and

Evaluation) method for development. The research results indicate that module development is highly effective, and the product development validation results show that it is very feasible. This module can help students achieve life independence and complete career exploration tasks, which is of great significance for improving the implementation rate of guidance and student interest [6]. Masika Erastus K investigated the impact of teacher training programs on teacher promotion, motivation, personal career development, work conditions, and satisfaction. He conducted a sampling survey of 40 teachers from 10 schools and found that the TPAD tool did not perform well in improving teacher abilities. He suggested reviewing TPAD, developing new service plans for highly educated teachers, and evaluating them based on different work environments to develop friendly career policies. These suggestions can help teacher employers improve policies, promote teacher career development and job satisfaction [7]. Cristy A explored the factors that affect the occupational adaptation ability of Asian adolescents through a qualitative systematic literature review. He found that the occupational adaptability of adolescents is influenced by internal and external factors, and teachers and parents play a key role in cultivating occupational adaptability, with different countries having different characteristics [8]. Chen Q found that career related parental support has a positive impact on future time perspectives and career maturity based on a career resource model. The future time perspective plays a completely mediating role between parental support and career maturity, and is regulated by core self-evaluation. The results indicate that social and psychological resources can promote the career development of adolescents [9]. Xiaojing M aimed to develop a career planning course based on experiential learning and evaluate its effectiveness. The results showed that after completing the course, the scores of teamwork and problem-solving abilities of students exceeded the 70% standard, significantly improving ($p < 0.05$). Student satisfaction with the course is high (average score 76.52), and statistically significant ($p < 0.05$). Research has shown that this course has achieved positive results in improving students' work skills and satisfaction [10].

Ma Y discovered through career construction theory that Perceived organizational support (POS) directly affects career exploration through the mediating effect of career adaptability. Among 611 Chinese undergraduate students, gender and subject are moderating variables, but there is no significant difference between urban and rural areas. Male students have a higher POS path coefficient, which has a significant impact on career related exploration. Students from different disciplines have differences in POS, career adaptability, and career exploration, with less support from humanities and social science student organizations. It is recommended to evaluate and intervene in POS early, strengthen various aspects of occupational adaptability, and promote career development [11]. Chunxia W aimed to investigate the career development status of grassroots management personnel in Guangxi universities and provide improvement strategies. The sample includes 600 managers and teachers, using a questionnaire survey and structured interviews. The results show that influencing factors include professional awareness, professional knowledge and abilities, etc. The evaluation found that the improvement strategy is consistent with the theoretical framework and is feasible and valuable [12]. Shulga L V evaluated the hotel/tourism industry career forum held in Hawaii and found that students rated the event highly and were willing to recommend it to other students [13].

Bian X's research explores the underexplored phenomenon of career hesitation and emphasizes its importance in the field of human resource development. He revealed the antecedents, outcome factors, and related knowledge of career hesitation by comprehensively reviewing 60 peer-reviewed articles [14]. AKINCI F N investigated the mediating effect of career decision-making self-efficacy on the occupational adaptability, emotional autonomy, and identity function of undergraduate professional psychological counseling and guidance candidates. He analyzed survey data from 384 national university counselor candidates and found that career adaptability is influenced by

emotional autonomy, identity function, and career decision-making self-efficacy, with the latter playing a mediating role [15]. Soares J conducted validation on the Career Adapt-Abilities Scale-Short Form (CAAS-SF), involving 314 college students and 899 working adults. The research results show that CAAS-SF has good internal consistency and structural validity, and is positively correlated with career identity and life satisfaction. Multiple group analyses indicate that CAAS-SF has stable measurement properties between gender and student worker populations [16]. Zhou J investigated the impact of intrinsic and extrinsic motivation for enlistment on organizational commitment based on an integrated model of commitment and motivation and organizational support theory. Through a field questionnaire survey of 1606 trainees of reserve officer training groups in Chinese universities, the results showed that both intrinsic motivation and extrinsic motivation can predict emotions, norms, and sustained commitment, but the positive effect of intrinsic motivation is stronger [17]. The existing research on self-career management lacks detailed experimental data support and is not convincing enough.

3. Methods

3.1 Object and Survey Tools

(1) Survey subjects

This study selected physical education teachers from universities in Yunnan Province as the survey subjects, mainly including new physical education teachers who worked in multiple universities in 2019 and 2020. The inclusion criteria for the survey subjects are: ① having a full-time master's degree; ② work experience of less than 2 years; ③ willing to cooperate with the investigation and subsequent follow-up. Exclusion criteria include: ① education below master's degree; ② not engaged in physical education teaching work after graduation; ③ those who are unwilling to cooperate with follow-up surveys or withdraw from the study midway.

(2) Survey tools

This study used two main survey tools: the General Information Questionnaire and the Self Career Management Questionnaire. The general information questionnaire mainly includes items such as age, gender, education level, work experience, internship time during school, and marital status. The Self Career Management Questionnaire adopts a questionnaire developed by Long Lirong, which includes 5 dimensions including career goals, career exploration, continuing learning, self-presentation, and emphasis on relationships, with a total of 18 items. Each item is scored using a 1-6 point scoring method, with a total score of 18-108 points.

3.2 Investigation Methods

The determination of sample size is based on the principle that the sample size is 5-10 times the number of independent variables. This study intends to substitute 10 independent variables into the equation, and the sample size of the survey subjects is set to be 450-600 cases. It can consider factors such as sampling errors and questionnaire validity in actual surveys, and expand the sample size to 550 cases.

The survey method adopts an electronic questionnaire, which is converted into an electronic questionnaire through "Questionnaire Star" and generates the corresponding QR code. The researchers contacted the relevant responsible persons of physical education teachers in various universities, sent them the QR code of the questionnaire, and conducted research object identification and related training. The responsible persons of physical education teachers in various universities can distribute questionnaire QR codes to teachers who meet the standards, and fill them

out after obtaining their consent. A total of 550 questionnaires were distributed in this study, and 540 valid questionnaires were collected, with an effective response rate of 98.2%.

4. Results and Discussion

Table 1: Factor load matrix of self-career management questionnaire for college physical education teachers after orthogonal rotation

Content of the questions	Component				Commonality
	Factor 1	Factor 2	Factor 3	Factor 4	
1. Have a clear understanding of one's strengths and weaknesses	0.874				0.865
2. A clear understanding of one's interests and character	0.867				0.862
3. An understanding of one's own abilities	0.887				0.754
4. An awareness of the purpose and vision of school development	0.801				0.722
5. Understand the school's performance appraisal system	0.825				0.76
6. Provide information about the school's promotion policy	0.686				0.763
7. Recognise the policies and regulations governing the management of school personnel	0.644				0.648
8. Has identified long-term personal career development goals		0.885			0.871
9. Has established clear objectives and guidance for various stages of career development		0.824			0.754
10. Developed specific implementation measures for different stages of career development		0.75			0.796
11. Clearly plan their future careers		0.674			0.772
12. Explores new ideas and ways to improve work efficiency			0.846		0.82
13. Focuses on developing job-related career skills			0.863		0.877
14. Continues to build theoretical knowledge at all levels			0.879		0.839
15. Think about and study problems at work on a regular basis			0.834		0.784
16. Continuously improving his/her thinking and ways of working			0.774		0.752
17. Make proactive enquiries about work-related situations			0.674		0.736
18. Actively participate in teacher training and further education, both in and out of school			0.642		0.696
19. Communicate my abilities to leaders. Colleagues and peers				0.912	0.866
20. Interact with peer teachers and students				0.853	0.791
21. Managing relationships with supervisors and colleagues				0.79	0.811
22. Strike a proper balance between career and life				0.72	0.708
23. Participate in various useful activities on and off campus				0.697	0.769
24. To develop teamwork and foster interpersonal skills				0.675	0.637

In terms of statistical methods, the raw data is imported into an Excel database and analyzed using SPSS 21.0 statistical software. Measurement data is described using mean+standard deviation (x+s), while count data is described using examples and percentages. Single factor analysis was

conducted using t-test or analysis of variance, and Person correlation analysis was used to explore the correlation between psychological capital of physical education teachers and career management. Multiple linear stepwise regression analysis was used for multivariate analysis, with $P < 0.05$ indicating statistically significant differences.

According to the factor load matrix of the self-career management questionnaire for college physical education teachers after orthogonal rotation in Table 1, the load coefficients of each item on different factors can be seen. These factors reflect different aspects and dimensions of teacher career management. The following is an analysis of the data: overall, through the analysis of factor load matrix, it can be found that teacher self-career management involves multiple aspects such as personal ability cognition, determination of career development goals, improvement of professional skills, communication and cooperation with others, and interpersonal relationship management. The comprehensive impact of these factors is of great significance for the career development and job performance of teachers. Therefore, teachers need to comprehensively consider factors such as personal ability improvement and interpersonal relationship management in career management, in order to achieve personal career goals and improve work performance.

Table 2: Analysis of differences in school attributes of occupational fatigue among college physical education teachers

Research variables	School attributes	Number of analyses	Mean	Standard deviation	F (p)	Test of difference
Emotional exhaustion	(1)Key	310	19.3	5.307	0.811	
	(2)Non-key	230	19.35	5.144	-0.511	
Depersonalisation	(1)Key	310	10.74	3.174	4.1234(*)	(2)>(1)
	(2)Non-key	230	11.22	3.628	-0.0211	
Low achievement	(1)Key	310	23.94	7.112	1.6124(***)	(1)<(2)
	(2)Non-key	230	22.93	6.169	0	

Note: * indicates $p < 0.05$, ** indicates $p < 0.01$, *** indicates $p < 0.001$

Based on the analysis of the differences in school attributes of occupational fatigue among college physical education teachers in Table 2, the focus was on the differences in school attributes among the three variables of work exhaustion, depersonalization, and low sense of achievement.

(1) Job burnout: The average scores for job burnout in key and non key schools are 19.3 and 19.35, respectively, with standard deviations of 5.307 and 5.144. According to the F-test results, the difference between the two is not significant ($p > 0.05$), indicating that there is no significant difference in the average level of work exhaustion between key and non key schools.

(2) Depersonalization: The average scores for depersonalization in key and non key schools are 10.74 and 11.22, respectively, with standard deviations of 3.174 and 3.628. The F-test results showed a significant difference ($p < 0.05$) between the two, and the average score of key schools was lower than that of non key schools, indicating that physical education teachers in key schools performed relatively well in depersonalization.

(3) Low sense of achievement: The average scores for low sense of achievement in key and non key schools are 23.94 and 22.93, respectively, with standard deviations of 7.112 and 6.169. The F-test results showed a significant difference ($p < 0.001$) between the two, and the average score of key schools was higher than that of non key schools, indicating that physical education teachers in key schools performed more severely in terms of low sense of achievement.

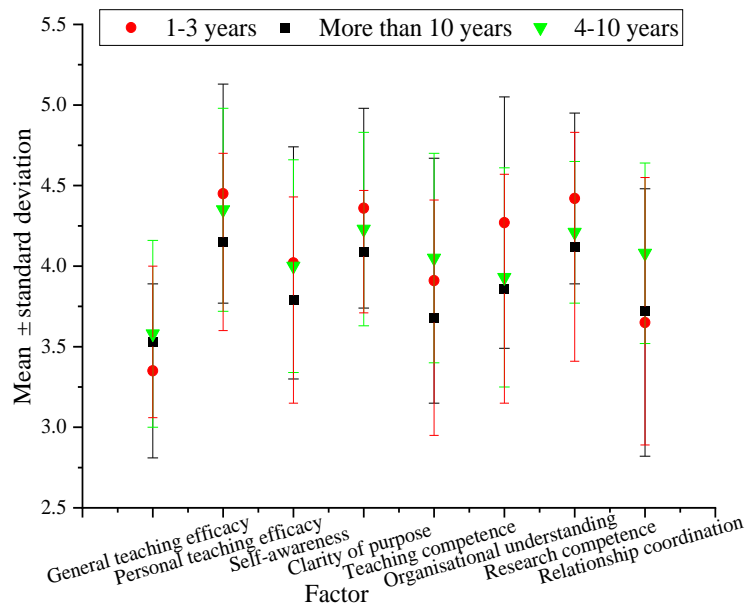


Figure 1: Comparison of the length of service of self-efficacy among college physical education teachers

Figure 1 shows that from the perspective of self-efficacy, the impact of work experience on general teaching efficacy is significant. Physical education teachers who have worked for 1-3 years have significantly higher general teaching efficacy than those who have worked for 4-10 years or more. This result is similar to the impact of professional titles.

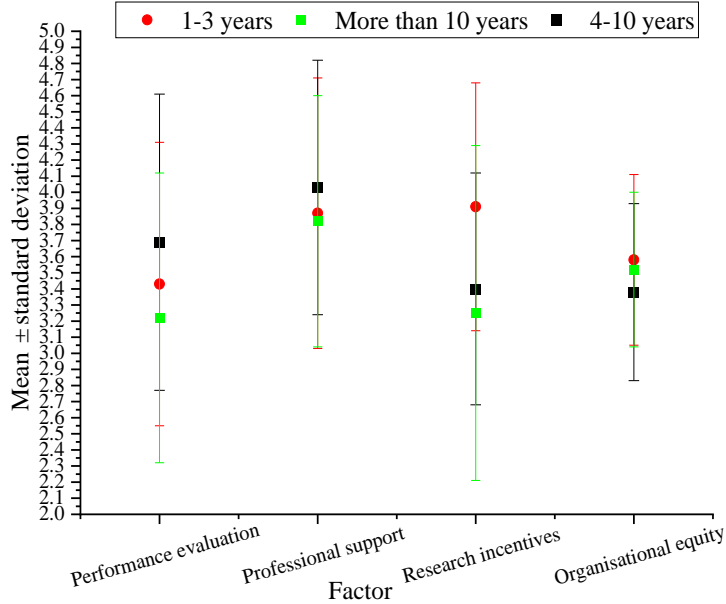


Figure 2: Comparison of length of service in career management of physical education teachers in universities

From the perspective of career management in Figure 2, it can be seen that (1) there is a significant difference in the length of service for college physical education teachers in their self-career management. Physical education teachers who have worked for more than 10 years have a lower desire for organizational understanding, indicating that the longer they work in the same university and the more they understand, the lower their desire will naturally be. (2) There is a

significant difference in the length of service for college physical education teachers in terms of research incentives and organizational fairness in their career management. Specifically, physical education teachers who have worked for 1-3 years pay more attention to the school's assistance and management in research incentives and organizational fairness.

5. Conclusions

Teacher burnout has a significant impact. If teacher burnout is not effectively controlled, it will not only harm students' academic performance, but also affect the construction of the teaching staff and constrain the quality of education in schools. Whether from the perspective of caring for teachers and students or valuing the development of education, we should actively pay attention to the phenomenon of occupational burnout. It is of great significance to confront the phenomenon of occupational burnout among teachers, identify its causes and various psychological influencing factors, and analyze them in a reasonable way. This study conducted an in-depth exploration of the self-career management of physical education teachers in universities in Yunnan Province. Based on survey data and statistical analysis, the following conclusions were drawn: the self-career management of physical education teachers in universities in Yunnan Province exhibits certain regularity and differences in structure and characteristics. Understanding and analyzing these structures and characteristics can help provide more effective career development support and management guidance for college physical education teachers, promoting their personal growth and work progress. Meanwhile, this study also provides a foundation and reference for further in-depth research on the career management of physical education teachers in universities.

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