THE FACTORS ASSOCIATED THE WELL-BEING AMONG TEACHERS AT HAINAN VOCATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY IN YUNLONG CAMPUS

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摘要

题目:海南科技职业大学云龙校区教师幸福感相关因素分析

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本研究旨在探究海南科技大学云龙校区教师幸福感的相关因素及现状。通过横断面描述性研究设计,采用问卷调查法(包括个人因素信息表、教师幸福感影响因素量表和教师主观幸福感问卷 TSWQ)对 451 名教师进行数据收集,运用 SPSS 软件进行统计分析。

研究结果表明:教师整体幸福感水平较低,46.12%的教师处于低水平,38.80%的教师处于中等水平,只有 15.08%的教师处于高水平。主要相关因素包括:工作因素(学校管理公平性、科研资源充足性、教学设备完善性、福利制度健全性)、家庭因素(配偶赡养情况、子女教育压力、父母健康状况)和个人因素(年龄与幸福感呈弱正相关,性别、学历、职称无显著影响)。研究发现,中年教师对福利制度更为敏

感，这可能与家庭责任相关；慢性疼痛、失眠等健康问题与工作强度密切相关。因此有必要制定有针对性的政策，以提升教师幸福感，优化教学质量和学校管理。

关键词:高校教师，幸福感，相关因素，海南科技职业大学

ABSTRACT

Title : The Factors Associated the Well‑Being Among Teachers at Hainan Vocational

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This study aimed to explore the associated factors and current status of teachers' well‑being in the Yunlong Campus of Hainan University of Science and Technology through a cross‑sectional descriptive research design. A questionnaire survey including personal factor information, teacher well‑being associated factor scale, and teacher subjective well‑being questionnaire TSWQ was used to collect data from 451 teachers, and SPSS software was used for statistical analysis.

The results showed that the overall well-being level of teachers is low, 46.1% of teachers were at a low level, 38.8% of teachers were at a medium level, and only 15.1% of teachers were at a high level. The main associated factors include: work factors (fairness of school management, adequacy of scientific research resources,

perfection of teaching equipment, and the complementarity of welfare system), family factors (spouse support, children's education pressure, and parents' health status). The personal factors appeared that age was weakly positively correlated with well-being, and gender, education, and professional title had no significant association. The study found that middle-aged teachers are more sensitive to the welfare system, which may be related to family responsibilities; health problems such as chronic pain and insomnia are closely related to work intensity. Therefore, it is necessary to formulate targeted policies to improve teachers' well-being and optimize teaching quality and school management.

Keywords: College Teacher, well-being, associated factors, Hainan Vocational University of Science and Technology

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CHAPTER I

INTRODUCTION

Background and rationale

In the 18th century, British sociologist Owen believed that well-being is the purpose of all human efforts. Psychologists believe that well-being is a state of psychological stability and satisfaction, and is the satisfaction and recognition of one's own efforts and goals. Occupational well-being is an extension of human well-being in the field of work, referring to the continuous well-being experience that people get when their needs are met, their potential is exerted, and their strength is increased at work. well-being in the teaching profession is the pleasant feeling that teachers get in their education career, which is reflected in the embodiment of teachers' value, the growth of students and other interrelated factors (Ye Hong, 2024).After the 20th National Congress of the Communist Party of China, government departments have successively introduced some policies on vocational education. In December 2022, the General Office of the CPC Central Committee and the General Office of the State Council issued the "Opinions on Deepening the Construction and Reform of the Modern Vocational Education System". Immediately afterwards, the Ministry of Education held a press conference on this issue and issued the "Opinions on Further Promoting the Construction and Reform of the Modern Vocational Education System". The main purpose of this document is to promote the gradual improvement of the construction of a modern teaching team (Wang Guanjun, 2023). Some datashow that, up to 2017, there are 2.443 million faculty and workers in our country's ordinary colleges and universities, an increase of 38,200, or 1.59 percent, of which1.633,200 are full-time teachers, this represents

an increase of 31,300, or 1.95% 3, over the previous year. With the young teachers coming to work, the influx of new teachers began to change the university's old teaching staff, turning to the mainstay of teaching and scientific research. During their long careers, they will be constrained not only by the academic tournament system, but also by the talent program system. In other words, young teachers should not only deal with the problems of professional titles promotion in colleges and universities, but also actively participate in the competition of talent projects (Wang Jing, 2020).

In 2019, China's Education Modernization 2035 pointed out that "we should increase the recognition of teachers and strive to improve their political, social and professional status." It can be seen that the continuous promotion of teachers' professional well-being is not only an important part of the party and government's teacher education policy in recent years, but also the ardent expectation of the country, society and family under the traditional cultural norms of respecting teachers and valuing education. It is also an important hot spot in the field of education research in the pursuit of the long-term goal of education modernization in 2035 (Zhang Xiaoting, 2023).As the inheritors, disseminators and pioneers of scientific and cultural knowledge, college teachers have trained a large number of professional and technical talents for the country and are an important driving force for national economic development and social progress. At present, my country's higher education has moved from elite to popular, and paying attention to the quality of higher educationhas become the main theme of today's higher education circles. If colleges and universities want to achieve sustainable development, they must be backed by excellent teachers. This is the key to ensuring the quality of higher education. Whether college teachers can take the initiative and actively engage in work depends to a large extent on their professional attitude. Without teachers' high professional well-being, there will be no high-

quality work with their creativity and dedication, which will also directly Affects the quality of higher education (Wei Tianlu, 2019).Teachers' well-being is closely related to students' well-being, and this view has received widespread attention from policymakers and scholars at home and abroad. The 2018 "Opinions of the CPC Central Committee and the State Council on Comprehensively Deepening the Reform of Teacher Team Building in the New Era" pointed out that teachers should feel well-being in their positions, have a sense of achievement in their careers, and enjoy a sense of honor in society, so that teaching can become an enviable profession. The "Teacher Professional well-being" framework released by the Organization for Economic Cooperation and Development (OECD) in 2020 included the assessment of teacher well-being in the 2021 International Student Assessment Program (PISA 2021), further emphasizing the importance of improving teachers' professional well-being (Li Jiahang, 2024).If a country wants to have high-quality education, it must first ensure that it has a high-quality teaching staff. In 2020, the Ministry of Education and six other departments issued the "Guiding Opinions on Strengthening the Reform of the Construction of the Teaching Staff of Colleges and Universities in the New Era" to strengthen the reform of the construction of the teaching staff of colleges and universities in the new era. (Cheng Juan, Wang Zhengyi, & Yin Lingna,2023). In particular, as a key force in the country's economic and social development, the professional well-being and professional attitude of college teachers not only affect the quality of higher education, but also the sustainable development of colleges and universities. Overall, the improvement of teachers' professional well-being is closely related to the quality of education and social development, and is related to the country's long-term development goals (Wei Junjuan, 2024).

As a vocational education institution, Hainan Vocational University of Science and Technology undertakes the important task of cultivating high-quality technical and skilled

personnel, and its teachers face multi-dimensional pressures that are different from those of ordinary universities（Li Zejun et al.,2019）. Vocational college teachers often face the evaluation dilemma of "teaching as the main and scientific research as the auxiliary". They must not only deal with the scientific research tasks required for professional title promotion, but also be limited by the complexity of the transformation of practical results in school-enterprise cooperation. Vocational college teachers often face the evaluation dilemma of "teaching as the main and scientific research as the auxiliary". They must not only deal with the scientific research tasks required for professional title promotion, but also be limited by the complexity of the transformation of practical results in school-enterprise cooperation. The Yunlong Campus of Hainan Vocational University of Science and Technology is located in the suburbs, and its surrounding supporting facilities are relatively scarce, and teachers face challenges in balancing work and life (Wang Haitao,2019).

In the associated on a person's professional well-being, the role of achievement motivation cannot be ignored. When studying the achievement motivation of Chinese teachers, Li Dongli, Peng Lei, & Li Zhentao (2022) believed that factors such as teachers' professional interests, values, teaching associatediveness, professional pressure, and teacher-student relationships can all affect teachers' achievement motivation, thereby associated their professional well-being. Foreign research on the topic of well-being first began with teachers. Experts and scholars have gradually paid attention to teacher well-being since the end of the 20th century. After searching the current existing materials, it can be seen that the term "teacher well-being" first appeared in the report published by Scott in 1998. In 2002, the OECD published "Attracting, Developing and Retaining High-quality Teachers". Since then, more and more experts and scholars have begun to pay attention to teacher well-being. Teachers' professional development and teacher well-being are directly affected by the actual

situation of their professional well-being, and the healthy and comprehensive development of students and even the harmonious development of society are all significantly affected by it (Lan Qianli, 2024). Objectively evaluating well-being is of great significance to improving teachers' professional experience and building a high-quality teaching team in the new era (Gao Wei and Yang Qin, 2024).

Objective

1. To study the level of well-being among teachers in hainan Vocational University of Science and Technology.

2. To study factors associated well-being of teachers in hainan Vocational University of Science and Technology.

Research question

1. What is the current status of well-being among teachers in a university in Hainan Province?

2. What are the factors that associated the well-being of teachers in a university in Hainan Province?

Hypothesis

The associated of personal factors, family factors and work factors on the well-being of teachers in Hainan University of Science and Technology.

Operational definition

1.well-being: This study needs to use the Teacher well-being associated Factors Scale and the Teacher Subjective well-being Questionnaire (TSWQ) to measure the associated factors and well-being levels of teachers' well-being. The Teacher well-being associated Factors Scale uses the scale compiled by Wang Jing et al. in 2020. The questionnaire includes five dimensions of professional well-being, including physical and mental conditions, family and marriage, social relationships, work status, and self-realization, with a total of 30 items. The Likert 5-point scoring method is used, namely "strongly agree", "agree", "can't say", "disagree" and "strongly disagree". In this way, we can understand the attitudes and subjective evaluations of young college teachers on this question and give corresponding scores. Among them, the items numbered 7, 14, 16, 22, 25, 26, 27, 28, 29 and 30 are all unfavorable items, and the scores corresponding to the five response levels are 1-5 points. The rest are favorable items, and the corresponding score order is completely opposite to the former. Finally, the test questionnaire is scored, with a total score range of 30-150 points. The higher the score, the higher the professional well-being of the survey subjects. The Subjective well-being Scale (TSWQ) uses the Chinese version of the Teachers' Subjective well-being Scale (TSWQ) revised by Xie Jiashu et al. The Chinese version has 8 items, including two dimensions: sense of teaching efficacy and sense of school connection. The Chinese version of TSWQ uses the Likert 4-point scoring system, with 1 to 4 representing "almost never" to "almost always" respectively. The higher the total score of the scale, the higher the level of subjective well-being reported by the teacher.

2. College teachers: The "teachers" referred to in this article are from Hainan University of Science and Technology. Regarding the understanding of "teachers", some people think it refers to full-time teachers in the school, while others think it refers to administrators and teaching assistants working in the school. Hainan University of Science and Technology has two campuses. The university teachers mentioned in this article refer to full-time teachers, administrators and teaching assistants engaged in education and teaching in the Yunlong Campus of Hainan University of Science and Technology.

3. Associated factors: associated factors refer to those conditions, variables or elements that can affect or change a certain result, state or process. Specifically, in different situations, associated factors may be important reasons that determine whether a certain result occurs, the degree or direction. They can be external environmental factors or internal individual factors. The associated factors in this article refer to factors that can affect teachers' well-being.

4. Family factors: The family factors in this article include two aspects, one is physical and mental conditions, and the other is family marriage. The study will affect the well-being of teachers.

5. Work factors: The work factors in this article include six aspects, namely, sense of belonging, self-worth, social relationships, work status, self-realization, teaching associatediveness, etc. Study whether work factors will affect teachers' well-being.

Expected Benefits and applications

Expected Benefits

1. Improve the quality of teaching: By analyzing the factors that associated teachers' well-being, it helps to enhance teachers' enthusiasm and motivation for teaching, thereby improving the quality of teaching.

2. Improve teacher stability: Analyzing and improving teacher well-being can help improve the stability of the teaching staff. It not only helps to reduce the teacher turnover rate and the school's human cost, but also ensures the continuity and stability of education and provides students with a more stable educational environment.

3. Optimize school management：Through in-depth analysis of the factors that associated the well-being of college teachers, school management can more accurately grasp the needs and dilemmas of teachers, thereby formulating more scientific and reasonable management policies and measures. This helps optimize the school's management environment and improve the school's overall operational level. At the same time, schools that pay attention to teachers' well-being are more likely to win the trust and support of teachers and enhance the school's cohesion and centripetal force.

Applications

1. Application to other educational fields and institutions: The analysis of factors associated the well-being of college teachers is not only applicable to the field of higher education, but its research results can also be widely applied to other educational fields and institutions.

2. Setting up a mental health consultation room: Mental health is an important part of teacher well-being. Regularly organize psychological counseling and emotional support activities to provide teachers with support for emotional management and stress relief.

3. Training and career development planning: The research results can provide guidance for colleges and universities to design teacher training and career development programs. By focusing on the improvement of teacher well-being, colleges and universities can develop more targeted training courses, such as time management, mental health maintenance, and educational technology application, to help teachers continue to grow in their careers.

CHAPTER II

LITERATURE REVIEW

This chapter summarizes the following aspects and explains the overall conceptual framework of the study. The following are the specific studies that support this study:

1. Sources of pressure for college teachers

   1.1 Teaching work pressure of college teachers

   1.2 The scientific research work pressure of university teachers

   1.3 Pressure on professional title promotion for college teachers

   1.4 Academic competition pressure on university teachers

   1.5 Family life pressure of college teachers

   1.6 Pressure on the relationship between college teachers and students

2. Social Responsibility of College Teachers

   2.1 Responsibility for teaching and educating people

   2.2 Contribution to scientific research and innovation

   2.3 Social service practice

   2.4 Cultural inheritance mission

   2.5 Demonstration of moral leadership

   2.6 Promotion of social responsibility education

3. Sources of well-being among college teachers

   3.1 Teachers' positive emotions

   3.2 Achievements in scientific research and innovation

   3.3 Student growth and progress

   3.4 Harmonious relationship with colleagues

3.5 Pleasant campus environment

3.6 Balance work and family life

4. The importance of studying the well-being of college teachers

4.1 The need to improve teaching quality

4.2 Promote the construction of teacher team

4.3 Teachers' sense of accomplishment

4.4 Social impact of teachers' well-being

4.5 Assisting the cultural construction of colleges and universities

4.6 Improve overall education level

5. Factors associated well-being

5.1 Teacher associated with TSWQ

5.2 The impact of work factors on well-being

5.3 The impact of family factors on well-being

6. Research related to this study

7. Conceptual Framework

Sources of pressure for college teachers

Teaching work pressure of college teachers

With the rapid development of higher education, the teaching pressure of college teachers has become increasingly prominent. These pressures not only come from heavy teaching tasks, but also involve scientific research, student evaluation, curriculum updates, academic competition and other aspects.

1. Teaching quality requirements

Improving teaching quality is the responsibility of college teachers, but it is also an arduous task. Teachers need to constantly update teaching methods and methods to adapt to changing teaching needs and student characteristics. At the same time, they also need to pay attention to students' learning associateds and adjust teaching strategies in a timely manner to ensure that the teaching quality meets the requirements. This high demand for teaching quality puts a lot of pressure on teachers.

2. Student evaluation pressure

Student evaluation is one of the important means of monitoring the quality of teaching in colleges and universities, but it also brings pressure to teachers. Teachers worry that their teaching level and associatediveness will not be recognized by students, which will affect their career development and reputation. This pressure may lead teachers to cater too much to students' tastes and needs in the teaching process, while neglecting to guide and educate students correctly.(Ding Zhihua and Mou Yupeng,2024)

3. Course update iteration

With the continuous updating and development of subject knowledge, college teachers need to constantly update and optimize their curriculum systems. They need to pay attention to the cutting-edge trends in the subject and adjust teaching content and methods in a timely manner to cultivate students' innovative thinking and practical abilities. This pressure to update and iterate the curriculum requires teachers to continue to learn and improve to meet the needs of education and teaching.

4. Personal development anxiety

College teachers face anxiety about personal development in their careers. They hope to make achievements in academics and obtain higher professional titles and status.

However, due to factors such as fierce academic competition and difficulty in professional title promotion, many teachers may feel that their development is limited, resulting in anxiety. This anxiety may affect teachers' work motivation and professional development (Nie Yongfang and Nie Qingguo, 2024).

The scientific research work pressure of university teachers

1. The scientific research work pressure of university teachers is a problem that cannot be ignored. With the increasingly fierce academic competition and the pursuit of scientific research results and academic reputation, many university teachers are facing heavy scientific research pressure.(Xu Shupeng, Ye Wenjuan & Li Qian,2024)

2. From the perspective of the external environment, university rankings, subject evaluations, professional title promotions, etc. are closely related to scientific research results. These evaluation indicators often focus on hard indicators such as paper publication and project awards, which results in teachers having to continuously strive to pursue high-level scientific research results to meet the expectations of the school and society.

3. From a teacher's personal perspective, scientific research pressure also stems from the pursuit of one's own career development and the love for academic research. Many teachers are eager to make breakthroughs in the academic field and enhance their academic status and associated. However, this also means that they need to invest a lot of time and energy in scientific research, which may have a certain impact on their teaching work and personal life.

4. Uncertainty and high risks in scientific research work are also an important cause of stress. Scientific research work often requires a long period of accumulation and exploration, but the results are not always satisfactory. This uncertainty may make teachers

feel anxious and frustrated, increasing their psychological stress（Xing Qing and Kong Xiameng,2024).

Pressure on professional title promotion for college teachers

The pressure for professional title promotion among college teachers is indeed a common problem. This pressure mainly comes from many aspects, including academic competition, scientific research requirements, teaching evaluation and personal career development.

1. Academic competition is an important source of pressure for professional title promotion. In the university environment, there is often fierce academic competition among teachers, especially in terms of publishing papers in high-level journals and obtaining scientific research projects. This competition is not only reflected in the competition for professional title promotion, but also throughout the entire career of teachers. In order to obtain higher professional titles and better career development, teachers need to constantly strive to improve their academic standards, which undoubtedly increases their pressure.

2. Scientific research requirements are also an important aspect of professional title promotion pressure. Many universities have clear scientific research requirements for teachers' professional title promotion, such as publishing a certain number of high-quality papers, obtaining a certain number of scientific research projects, etc. These requirements are often very difficult and require teachers to invest a lot of time and energy to complete them. At the same time, due to the increasingly fierce competition in the field of scientific research, even if teachers put in a lot of efforts, it may be difficult to achieve the expected goals, which further increases their pressure.

3. Teaching evaluation also puts certain pressure on teachers' professional title promotion. Although teaching is one of the basic responsibilities of teachers, teaching evaluation often only occupies a small proportion in the process of professional title promotion. This makes some teachers focus more on scientific research and neglect teaching. It also makes them feel that it is difficult to obtain sufficient recognition and rewards for teaching.

4. Personal career development is also an important factor in the pressure for professional title promotion. Many teachers hope to improve their professional status and salary through professional title promotion, so as to obtain better development opportunities. However, due to the fierce competition and harsh conditions for professional title promotion, many teachers may feel that they cannot achieve their career goals, resulting in stress and anxiety (Mao Duhao, 2024).

Academic competition pressure on university teachers

The pressure of academic competition on university teachers is a problem that cannot be ignored. In the field of higher education, academic competition is regarded as an important driving force to promote the personal development of teachers, improve the overall research level of the school, and promote the advancement of disciplines. However, excessive academic competition pressure also brings many challenges to college teachers.

First of all, academic competition pressure mainly comes from professional title promotion, scientific research project applications, academic paper publication, etc. In order to obtain higher professional titles and more research resources, teachers need to continuously improve their academic level and associated, which often requires investing a lot of time and energy in scientific research. At the same time, the quantity and quality of academic papers

published often become important indicators for evaluating teachers' academic level, which further intensifies the academic competition pressure on teachers.

1. Establish a reasonable academic evaluation system: When evaluating the academic level of teachers, teachers' contributions in teaching, scientific research, social services and other aspects should be comprehensively considered, rather than relying solely on the quantity and quality of published papers. At the same time, teachers should pay attention to their long-term academic accumulation and subject development potential, and avoid excessive pursuit of short-term results.

2. Provide a good scientific research environment: Schools should provide teachers with sufficient scientific research resources and support, including laboratory equipment, research funds, scientific research teams, etc., to reduce the pressure on teachers in scientific research work. In addition, the school can also organize various academic exchanges and cooperation activities to promote cooperation and sharing among teachers and improve the overall research level.

3. Pay attention to teachers' physical and mental health: Schools should pay attention to teachers' physical and mental health, organize regular health examinations and psychological consultation activities to help teachers relieve work pressure and negative emotions. At the same time, teachers should also be encouraged to reasonably arrange their work and life time to maintain physical and mental health and balanced development （Putwain D W and von der Embse N P, 2019）.

Family life pressure of college teachers

In the environment of the new era, individuals are burdened with dual pressures from work and family. The issue of work-family conflict has increasingly become one of the

hot social issues, attracting the attention of many scholars and conducting a series of special studies.

1. College teachers usually shoulder heavy teaching and scientific research tasks, which requires them to invest a lot of time and energy in their work. When work and family time conflict, teachers may find it difficult to balance, causing family life to suffer. In addition, due to the special nature of the job, such as the need to work evenings or weekends, this can further increase the pressure on family life.

2. The assumption of family roles and responsibilities is also an important source of pressure faced by college teachers. As a member of the family, teachers usually need to play multiple roles, such as spouses, parents, etc., and assume corresponding responsibilities. This includes taking care of family members, handling household affairs, etc., which require a lot of time and energy from teachers. When these responsibilities conflict with work assignments, teachers may feel overwhelmed, leading to increased stress in home life.

3. External social factors may also have an impact on the family life of college teachers. For example, society has high expectations for teachers, requiring them not only to excel in teaching and scientific research, but also to play a good role in family life. This dual expectation may cause additional psychological pressure on teachers. At the same time, social competition and changes may also have an impact on teachers' lives, such as rising housing prices, children's education problems, etc., which may increase the pressure on teachers' family life (Huang Min and Wu Yanyun, 2023).

Pressure on the relationship between college teachers and students

The pressure on the relationship between teachers and students in colleges and universities is a complex and multi-dimensional problem, which involves interaction and communication at multiple levels. This pressure may not only affect teachers' teaching

quality and students' learning associateds, but may also have a negative impact on the mental health and career development of both parties.

1.The difference in role positioning and expectations between college teachers and students is an important factor causing relationship stress. Teachers expect students to actively participate in class discussions and complete assignments and exams on time, while students expect teachers to provide interesting and useful teaching content while giving sufficient attention and support. When these expectations are not met, stress and dissatisfaction may arise (Danzhi Duojie and Ding Wenting,2024).

2. Academic requirements and evaluation standards are also an important reason for the pressure on the relationship between teachers and students in colleges and universities. Colleges and universities usually have strict academic requirements and evaluation standards for teachers, such as publishing papers and undertaking scientific research projects. These requirements may cause teachers to focus too much on academic research and neglect interaction and communication with students. At the same time, students also face heavy academic and competitive pressures, which may prevent them from fully engaging in interactions with teachers.

3. Factors such as personal personality, communication skills, and emotional management may also affect the relationship between college teachers and students. Some teachers may lack the skills to communicate associatedively with students, or be unable to properly handle students' questions and feedback; while some students may be too dependent on teachers, or have excessive demands on teachers. These factors may lead to misunderstandings and conflicts between the parties, resulting in relationship stress.

4. The pressure on the relationship between college teachers and students is a complex and important issue that requires joint efforts from both parties to alleviate and

eliminate it. Through measures such as strengthening communication, improving teaching quality, establishing a good teacher- student relationship, and seeking support and help, relationship pressure can be associatedively reduced and the mutual growth and development of both parties can be promoted（Rana A and Soodan V, 2019).

Figure 1 Smart teachers'co-exist' with stress (China Education News 2020)

Social Responsibility of College Teachers

Responsibility for teaching and educating people

The responsibility of teaching and educating people is the sacred mission shouldered by every educator. It is not only a professional responsibility, but also a commitment to society and a responsibility to the next generation.

1. Teaching is the process of imparting knowledge, skills and methods. Educators need to impart subject knowledge, social experience, life wisdom, etc. to students through various forms such as classroom teaching and practical activities. They need to develop appropriate teaching plans based on students' age, interests, specialties and other factors to

stimulate students' interest in learning and cultivate students' innovative thinking and practical abilities.

2. Education is a process that guides students to grow healthily and develop in an all-round way. Educators should not only pay attention to students' academic performance, but also care about their physical and mental health, moral character, emotional attitude and other aspects of development. They need to guide students to establish a correct world outlook, outlook on life and values through precepts and deeds, role models and other methods, and cultivate students' sense of social responsibility and citizenship (Zhao Cong and Zhao Yanhong,2021).

3. In the process of fulfilling their responsibilities of teaching and educating people, educators need to continuously learn and improve their professional qualities and educational concepts. They need to pay attention to the latest developments and research results in the field of education, understand students' psychological characteristics and growth patterns, and master associatedive educational methods and techniques. At the same time, they also need to have high professional ethics and professionalism, lead by example, and set a good example for students.

4. The responsibility of teaching and educating people is the core mission of educators. Only by truly fulfilling this responsibility can we cultivate more outstanding talents and make positive contributions to the progress and development of society（Li Jian and Wei Wei, 2019).

Contribution to scientific research and innovation

Scientific research and innovation play a vital role in social progress and economic development. It not only promotes the rapid development of science and technology, but also brings many conveniences and changes to human life.

1. Scientific research and innovation have achieved remarkable results in the field of science and technology. With the deepening of scientific research activities, many new technological products and solutions have emerged. These innovations not only improve production efficiency and reduce costs, but also promote the upgrading and transformation of related industries. For example, the new generation of breakthroughs in information technology, artificial intelligence, biotechnology and other fields have brought great convenience to our lives (Chen Jieting and Cai Wenbo,2023).

2. Scientific research and innovation play an important role in improving the quality of human life. Through scientific research and innovation, people can solve some long-standing problems and improve the quality of life. For example, scientific research innovation in the medical field has enabled many diseases to be associatedively treated and even cured; scientific research innovation in the environmental protection field has helped reduce pollution and protect the ecological environment.

3. Scientific research and innovation also promote progress in education, culture and other fields. In the field of education, scientific research and innovation provide more possibilities for education, making education methods and means more diversified and personalized. At the same time, scientific research and innovation also enrich the cultural connotation and promote the inheritance and development of culture.

4. The contribution of scientific research and innovation is also reflected in improving national competitiveness and promoting economic development. Countries with strong scientific research and innovation capabilities are often able to occupy an advantageous position in international competition and promote sustained economic growth. Therefore, all countries have increased investment in scientific research and encouraged innovation to improve their overall strength.

5. Scientific research and innovation have played an important role in many fields and made great contributions to the progress and development of human society. We should continue to strengthen scientific research and innovation, promote continuous progress in science and technology, and create a better future for mankind（Chen Bin et al.,2022).

Social service practice

Social service practice is a behavior that contributes personal strength and enhances social responsibility by participating in community or social service activities. This practice aims to help those in need, solve social problems, and promote social progress.

1. Volunteer service: Volunteers provide free services in communities, schools, hospitals, nursing homes, etc., such as helping the elderly, sick, and disabled people.

2. Environmental protection activities: Participate in environmental protection organizations, carry out garbage classification, afforestation, clean up pollution, etc. to improve environmental conditions.

3. Educational support: Go to rural or poverty-stricken areas to teach, provide local students with educational resources and guidance, and promote educational equity（Ma Chuanshan & Qin Cunchao,2024).

4. Cultural inheritance: Participate in or organize cultural activities, such as traditional handicraft inheritance, folk performances, etc., to promote national culture.Social service practice is of great significance to both individuals and society:

For individuals, social service practice helps cultivate a sense of social responsibility, enhance teamwork capabilities, and improve personal skills and qualities. Through practice, individuals can gain a deeper understanding of social issues, enhance their ability to solve problems, and at the same time gain a sense of accomplishment and satisfaction in helping others. For society, social service practice can promote social progress

and development Through the efforts of volunteers social problems have been associatedively solved, the community environment has been improved, educational resources have been rationally distributed, and cultural heritage has been promoted. In addition, social service practice can also promote communication and integration between different social groups and enhance social cohesion and centripetal force.

Cultural inheritance mission

The mission of cultural inheritance is an important responsibility shouldered by every member of society, especially cultural workers and researchers. It involves the inheritance of past wisdom, innovation of present culture, and enlightenment of future society.

1. Cultural inheritance means that we must deeply understand and respect our cultural roots. Every nation and every society has its unique historical background and traditional values, which form the cornerstone of our identity and cultural confidence. Through study and research, we can better understand how our culture affects our way of thinking, behavioral habits and values, and thus value and inherit these precious cultural heritages more.

2. Cultural inheritance requires us to continue to innovate and develop. Culture is a dynamic process that continues to evolve with the changes of the times. As cultural inheritors, we must not only maintain awe and respect for traditional culture, but also be good at drawing new elements and inspiration from modern society, integrating tradition and modernity, and creating new products that both meet the needs of the times and have distinctive characteristics. culture.

3. The mission of cultural inheritance is also to enlighten the future. Culture is not only the accumulation of history, but also a guide to the future. By inheriting and promoting excellent traditional culture, we can leave precious spiritual wealth to future generations, inspire their innovative spirit and creativity, and promote the continuous development of society.

4. The mission of cultural inheritance is an arduous and glorious task. It requires us to maintain a sense of awe, continue to learn and innovate, and at the same time have a sense of responsibility and mission to contribute to the inheritance and development of culture (He Dongsheng et al.,2024).

Demonstration of moral leadership

Demonstration of moral leadership plays a vital role in society. It is not only a reflection of personal character, but also an important symbol of social civilization and progress. Through moral leadership and demonstration, we can deliver positive energy, promote social harmony, and promote the continuous development of human civilization. The role of moral leadership and demonstration is that it can associated people around you through personal words and deeds, thereby forming a good social trend. A person with noble moral sentiments can often win the respect and trust of others and become a role model for society. Their actions can inspire more people to be kind and encourage more people to participate in moral construction.

1. Establish correct moral concepts. We must clarify what is true, good, and beautiful, and what is false, evil, and ugly, and use this as a guideline for our behavior. At the same time, we must continue to learn and improve our moral quality so that we can better play a leading and exemplary role.

2. Pay attention to physical practice. Demonstration of moral leadership is not just about words, it is more important to put it into practice. We must practice moral concepts through our actions and let more people see the power and beauty of morality.

3. Pay attention to social hot spots and difficult issues. In the process of social development, we will always encounter some hot and difficult issues, which often involve moral disputes. As moral leaders and demonstrators, we must dare to face these problems, actively express our views and opinions, and guide social public opinion to develop in a good direction.

4. Moral leadership and demonstration are an important driving force for the progress of social civilization. Each of us should actively practice moral concepts, play our own leading and exemplary role, and contribute to the harmony and stability of society and the progress of civilization.

Promotion of social responsibility education

The promotion of social responsibility education is a vital task, which aims to cultivate citizens' sense of social responsibility and participation and promote social harmony and development.

1. The government and education departments should formulate relevant policies and regulations to incorporate social responsibility education into the national education system and clarify educational goals and content. This can ensure that social responsibility education is given sufficient attention and implemented in schools.

2. Strengthen the construction of teaching staff and improve teachers' awareness of social responsibility and educational capabilities. Through training, seminars and other methods, teachers can have a deep understanding of the connotation and significance of social

responsibility education, master associatedive teaching methods, and guide students to actively participate in social responsibility practice activities.

3. Use media and social platforms to widely publicize the importance and practical results of social responsibility education. By producing promotional videos and publishing case stories, we can let more people understand the value and significance of social responsibility education and stimulate public enthusiasm for participation.

4. Encourage all sectors of society to participate in the promotion of social responsibility education. Enterprises can carry out public welfare activities and support the development of social responsibility education; communities can organize volunteer activities to guide residents to actively participate in social welfare affairs; families can also focus on cultivating children's sense of social responsibility and caring for others.

5. Establish an associatedive evaluation mechanism to conduct regular evaluation and feedback on the implementation associateds of social responsibility education. This can help us understand the results and shortcomings of educational activities, adjust educational strategies and methods in a timely manner, and ensure that social responsibility education can achieve associatedive results （Pan Jian, 2023).

Sources of well-being among college teachers

Teachers' positive emotions

1. Positive emotions can give teachers a more positive inner experience. Research shows that teachers' positive emotions are related to the use of associatedive teaching strategies, associatedive teaching behaviors, and teaching associateds. Teachers' professional work is a kind of highly emotional labor, and positive psychological capital such as hope and

optimism can significantly reduce the level of teachers' emotional burnout. Teachers with more positive emotions can have positive inner experiences and view work tasks and things more optimistically. Therefore, in the classroom, teachers with a stronger sense of well-being usually have a more positive teaching attitude and relaxed posture, and will also give more positive evaluations to students. to this dimension. The observation needs to focus on the teacher's emotional attitude, facial expressions and physical state when relaxed.

2. We should pay full attention to teachers' teaching achievements and give them timely recognition and encouragement. This can not only stimulate teachers' enthusiasm and creativity, promote the continuous improvement of education and teaching quality, but also lay a solid foundation for cultivating more outstanding talents（Kun A & Gadanecz P，2022）.

Achievements in scientific research and innovation

Scientific research and innovation are an important driving force for social progress and development. In recent years, our country has made remarkable achievements in the field of scientific research These achievements have not only enhanced the country's comprehensive national strength, but also made positive contributions to the progress of mankind.

1. Our country has achieved major breakthroughs in many scientific research fields. In terms of basic scientific research, Chinese scientists have made important progress in fields such as quantum communications, quantum computing, and stem cell research, providing new ideas and methods for the international scientific research community. In terms of applied scientific research, our country has also achieved remarkable results in the fields of artificial intelligence, biotechnology, new energy, etc. These results have not only improved production efficiency, but also brought convenience to people's lives.

2. Scientific research and innovation also promote the upgrading and transformation of my country's industries. With the continuous development of science and technology, traditional industries are facing huge challenges and opportunities. Through scientific research and innovation, our country has successfully transformed some traditional industries into high-tech industries, improving the added value and market competitiveness of products. At the same time, scientific research and innovation have also spawned a number of emerging industries, such as artificial intelligence, big data, cloud computing, etc., injecting new vitality into our country's economic development.

3. Scientific research and innovation have also enhanced my country's international status and associated. As our country's achievements in the field of scientific research become more and more remarkable, our country's international status and associated have also been enhanced. More and more international scientific research cooperation and exchange projects are conducted in my country, which not only brings more scientific research resources and opportunities to our country, but also provides a broader development platform for our country's scientific research talents (Wang Guoxiong, 2024).

Student growth and progress

Student growth and progress is a vital part of the education process, which covers multiple levels, including the accumulation of knowledge and skills, the maturity of emotional attitudes, and the improvement of personal qualities.

1. The core of students' growth and progress lies in the accumulation of knowledge and the improvement of skills. Through systematic learning, students gradually master the basic knowledge and basic skills of various subjects, laying a solid foundation for subsequent study and life. In this process, students need to actively participate in class discussions,

complete homework, and conduct practical operations, etc., so as to continuously improve their learning and practical abilities.

2. Students' growth and progress are also reflected in the maturity of their emotional attitudes. As they grow older and gain more experience, students gradually realize their strengths and weaknesses, learn to adjust their mentality and emotions, and face learning and life with a more positive and optimistic attitude. At the same time, students also need to learn to respect, understand and care for others, and develop good interpersonal skills and teamwork spirit.

3. Student growth and progress also involves the improvement of personal qualities. This includes qualities such as honesty and trustworthiness, hard work, and courage to take on responsibilities. The cultivation of these qualities requires students to continuously practice, reflect and summarize in daily study and life, so as to gradually form good behavioral habits and moral qualities.

4. Student growth and progress is a continuous process that requires support and guidance from families, schools, and society. Parents should pay attention to their children's growth needs and provide necessary support and help; schools should create a good learning atmosphere and provide rich learning resources and high-quality educational services; society should create favorable conditions for students' growth and provide broad development space and opportunities (Lu Genshu & Hu Wenjing, 2022).

Harmonious relationship with colleagues

Harmonious relationship with colleagues is a very important part of the workplace. A harmonious and friendly co-worker environment not only helps improve employees' work efficiency and enthusiasm, but also enhances team cohesion and creativity.

1. Mutual respect is the foundation. Respect the views and opinions of others, and communicate and discuss with a peaceful mind even if there are differences. Avoid using derogatory or offensive words and instead present your ideas in a constructive manner.

2. Maintain a positive and friendly attitude. Face challenges and difficulties at work, maintain an optimistic attitude, and share your experiences and skills with colleagues. Use more words of encouragement and praise in communication to enhance mutual trust and goodwill.

3. Establishing good communication channels is also key. Share work progress, problems encountered and matters requiring assistance with colleagues in a timely manner to ensure smooth flow of information. At the same time, you must also be good at listening to other people's opinions and suggestions, and constantly improve your own working methods and methods.

4. Pay attention to the overall interests of the team. Put team goals first and actively contribute to the team's success. In teamwork, give full play to your own strengths and be willing to provide support and help to other team members. Harmonious relationship with colleagues is one of the important factors for success in the workplace. By respecting each other, maintaining a positive attitude, establishing good communication channels, and focusing on the interests of the team as a whole, we can work together to create a harmonious and productive workplace (Liu Linfeng et al., 2024).

Pleasant campus environment

A pleasant campus environment is crucial to students' learning and life. It not only provides comfortable material conditions, but also creates a positive and vibrant cultural atmosphere.

1. The pleasant campus environment is reflected in its beautiful natural landscape. Tree-lined campus roads, crystal-clear lakes, and flower beds filled with flowers are all natural elements that add a touch of vitality to the campus. Studying in such an environment, students can feel the charm of nature and thus cherish and love campus life even more.

2. The pleasant campus environment is also reflected in its complete facilities. Spacious classrooms, advanced laboratories, comfortable libraries, well-equipped sports venues, etc., these facilities provide students with good learning conditions and development space. In such an environment, students can focus more on learning and continuously improve their overall quality.

3. A pleasant campus environment also needs to be supported by a harmonious and positive cultural atmosphere. This atmosphere is reflected in the harmonious relationship between teachers and students, the friendship and mutual assistance between classmates, and the rich and colorful campus cultural activities. In such an environment, students can feel the warmth and strength of the collective and thus face challenges in study and life with more confidence. A pleasant campus environment is of great significance to the growth and development of students (Wu Guojun,2018).

Balance work and family life

Balancing work and family life is an important goal that contributes to personal well-being and productivity.

1. Develop a reasonable work plan. Before you start work each day, make a list of the tasks that need to be completed and set reasonable priorities. This will help you get your work done more efficiently and avoid overtime and procrastination.

2. Maintain boundaries between work and life. Focus on your work during work hours and try not to take your work home with you. When you leave the office, try to relax and spend quality time with your family.

3. Maintain good communication with family members. Share your work situations and stress and listen to their opinions and suggestions. Make family plans and activities together to make each other feel valued and loved.

4. Learn to relax and rest. After work, try to engage in some relaxing activities, such as reading, exercising, traveling, etc. These activities can help you relieve stress, lift your mood, and better face the challenges of work and home life.

5. Maintain a positive mindset and attitude. Think of work and life as complementary aspects, not as opposites. Believe that you can balance the two and have fun doing it. Balancing work and family life takes some effort and time on your part（Wang Xiaolian, 2022).

The importance of studying the well-being of college teachers

The need to improve teaching quality

The need to improve teaching quality is particularly important in the current educational environment. The following are several key requirements for improving teaching quality:

1. To improve teaching quality, we need to pay attention to teachers' professional growth and development. As the main body of education, teachers' professional qualities and teaching skills directly affect students' learning results. Therefore, strengthening teachers' on-the-job training and improving their educational concepts and teaching abilities are important

ways to improve teaching quality. This includes organizing teachers to participate in various teaching seminars, educational forums and other activities, as well as encouraging them to conduct academic research and practical exploration, and constantly update and improve their knowledge system and teaching methods.

2. Improving teaching quality requires focusing on curriculum and teaching innovation. The traditional teaching model often focuses on the infusion of knowledge and the training of test-taking skills, but ignores the cultivation of students' subjectivity and innovation ability. Therefore, we need to build a student-centered teaching environment, encourage students to actively participate and think actively, and cultivate their innovative spirit and practical ability. At the same time, we also need to continuously optimize the curriculum and teaching content according to the needs of society and the characteristics of students to ensure that the educational content is closely connected with the development of the times.

3. Improving teaching quality requires strengthening the construction of evaluation and feedback mechanisms. The improvement of teaching quality requires the support of a scientific evaluation system so that we can promptly understand the teaching associated and students' learning status, and make adjustments and improvements to address problems. At the same time, we also need to establish an associatedive feedback mechanism to encourage students, parents and all sectors of society to evaluate and provide feedback on the educational process and educational results, so that we can better understand educational needs and market changes, and continuously improve the teaching quality assurance system.

4. Improving teaching quality also requires attention to the optimal allocation of educational resources. Educational resources are the basic guarantee for improving teaching quality, including teaching facilities, teaching materials, educational technology, etc. We

need to make full use of modern scientific and technological means, such as artificial intelligence, big data and other technologies, to optimize the allocation of educational resources and improve teaching efficiency and quality. At the same time, we also need to strengthen the sharing and opening of educational resources and promote the popularization and sharing of high-quality educational resources (Yao Chunrong,2019)

Promote the construction of teacher team

Promoting the construction of the teaching team is a long-term and important task, aiming to improve the overall quality of the teaching team, optimize the structure, and enhance the innovation ability and associatediveness of education and teaching. Here are some suggestions for promoting teacher development:

1. Strengthen the construction of teachers' ethics and ethics: Teachers' ethics are the core of teachers' quality. It is necessary to strengthen teachers' ethics education and cultivate teachers' noble moral sentiments and professional ethics. At the same time, it is necessary to establish and improve the teacher ethics assessment mechanism, severely deal with violations of teacher ethics, and create a clean and upright educational environment.

2. Improve teachers' education and teaching abilities: Improve teachers' teaching level and innovation ability by organizing regular teaching seminars, observation activities, etc. In addition, targeted training can also be carried out to help teachers update their educational concepts and master modern teaching methods and technologies.

3. Optimize the structure of the teaching team: According to the needs of educational development, the teaching team should be reasonably allocated, focusing on the introduction and training of young teachers, and forming a teacher echelon that combines old, middle-aged and young teachers. At the same time, attention should be paid to the subject

background and professional expertise of teachers to ensure that the subject structure and professional structure of the teaching team are more reasonable.

4. Establish an incentive mechanism: Stimulate teachers' enthusiasm and creativity by establishing a reward system, professional title review, etc. Teachers who have outstanding performance in teaching, scientific research, etc. should be given appropriate rewards and honors to set examples and encourage other teachers to make continuous progress.

5. Strengthen teacher exchanges and cooperation: Encourage teachers to carry out exchanges and cooperation, share teaching experience and methods, and jointly improve education and teaching standards. We can provide teachers with platforms and opportunities for communication by organizing teacher symposiums, seminars and other activities (Qu Sa & Xin Ying, 2024).

Teachers' sense of accomplishment

1. Teachers' achievement goals are closely related to their teaching behavior and well-being. Teachers with a sense of professional well-being will set goals and try to pursue them, and feel positive emotions when achieving small stage achievements, thereby improving their sense of well-being. Not limited to personal subjective feelings, the well-being gained through achievement also emphasizes feedback from the environment and others, such as students' progress, parents' support, colleagues' praise, and leadership's encouragement, which can all be regarded as the well-being brought by achievement.

2. Teachers' achievements in the classroom come from students' progress in teaching interactions, students' positive responses in various teaching links, etc. These can bring positive inner experiences to teachers, allowing them to gain more well-being and Let teachers show corresponding behaviors and language. The content observed in this

dimension is mainly teachers' verbal expressions of their own or students' achievements, enjoyment of achievements and related visualization behaviors.

Social impact of teachers' well-being

The social impact of teacher well-being is far-reaching and widespread. Teachers' well-being is not only related to their personal quality of life and mental health, but also affects the quality of education and social development to a certain extent.

1. The improvement of teachers' well-being helps to build a more positive and harmonious educational environment. When teachers feel well-being and satisfied, they are more likely to devote themselves to educational work with a positive attitude and emotion, establish good teacher-student relationships with students, and create a positive learning atmosphere. This positive educational environment helps stimulate students' interest and motivation in learning and promotes their all-round development.

2. The improvement of teachers' well-being will help improve the quality of education and teaching. well-being teachers are often more motivated to research and innovate teaching methods and improve teaching associatediveness. They will pay more attention to students' personality development and needs and provide students with more targeted guidance and help. This not only helps to improve students' academic performance, but also cultivates their comprehensive quality and innovation ability.

3. The improvement of teachers' well-being also helps to enhance teachers' professional identity and sense of belonging. When teachers feel respected and recognized by society, they will be more willing to put in more effort and enthusiasm for education. This positive professional attitude will further promote teachers' professional growth and development, forming a virtuous cycle.

4. The improvement of teachers' well-being is also of positive significance to the stability and development of society. Education is an important cornerstone of national and social development, and teachers are the backbone of education. well-being teachers can better perform their educational duties, cultivate more outstanding talents, and contribute to the prosperity and progress of society (Lei Wen, 2024).

Assisting the cultural construction of colleges and universities

The construction of university culture is a multi-dimensional and comprehensive project that aims to create a positive and dynamic campus environment, promote the common growth of teachers and students, and enhance the overall image and competitiveness of the school.

1. Clarify the core concepts of cultural construction. The cultural construction of colleges and universities should be guided by the core socialist values and combined with the school's educational characteristics and historical traditions to form a unique campus culture. This includes establishing a positive school spirit and study style, advocating the spirit of integrity, innovation, unity and enterprising spirit, and providing a good learning and living environment for teachers and students.

2. Strengthen the construction of cultural facilities. Colleges and universities should increase investment in cultural facilities and build libraries, museums, art galleries and other cultural venues to enrich the spiritual and cultural life of teachers and students. At the same time, attention should also be paid to the greening and beautification of the campus environment to create a pleasant natural landscape so that teachers and students can study and live in a beautiful environment. Furthermore, enrich the forms of cultural activities. Colleges and universities should regularly hold various cultural activities, such as theatrical performances, academic lectures, sports competitions, etc., to stimulate the enthusiasm of

teachers and students to participate and improve their cultural literacy. In addition, we can also organize theme class meetings, club activities, etc. to strengthen communication and interaction between teachers and students and enhance mutual understanding and trust.

3. Pay attention to cultural inheritance and innovation. As an important position for cultural inheritance and innovation, colleges and universities should deeply explore and inherit the excellent traditional Chinese culture, while actively absorbing the achievements of modern civilization and promoting the innovative development of campus culture. This will not only help cultivate the cultural confidence of teachers and students, but also help improve the cultural soft power of the school.

4. Strengthen organizational leadership in cultural construction. Colleges and universities should establish a special leadership group for campus culture construction to be responsible for overall planning, coordination and promotion of campus culture construction work. At the same time, relevant systems and mechanisms should be established and improved to ensure the smooth development and associatedive results of cultural construction work.

The construction of college culture is a long-term and arduous task that requires the joint efforts of teachers and students across the school (Bai Jing & Li Xiaolan, 2024).

Improve overall education level

1. Strengthen teaching staff

1. 1 Improve the salary and status of teachers and attract more outstanding talents to enter the education industry.

1. 2 Strengthen teacher training and further education to improve their professional quality and educational skills.

1. 3 Establish a strict teacher evaluation and assessment mechanism to encourage teachers to continuously improve teaching quality.

2. Optimize the allocation of educational resources

2.1 Increase government investment in education and ensure adequate and rational use of education funds.

2.2 Optimize the allocation of educational resources and ensure a balanced distribution of educational resources in different regions and schools.

2. 3 Strengthen school infrastructure construction, improve school running conditions, and provide students with a better learning environment.

3. Promote educational reform and innovation

3.1Deepen curriculum reform and focus on cultivating students' innovative spirit and practical ability.

3.2 Explore diversified education models, such as online education, blended teaching, etc., to meet the needs of different students.

3. 3 Strengthen educational evaluation and monitoring, promptly identify problems and improve teaching methods and strategies.

4. Strengthen home-school cooperation and community participation

4.1 Establish an associatedive home-school communication mechanism to promote parents' understanding and support of school education.

4.2 Encourage parents to participate in school education and pay attention to the growth and development of students.

4.3 Strengthen community participation and support for education and create a good educational atmosphere.

5. Advocate the concept of lifelong learning

5.1 Establish a complete lifelong learning system to provide people with diverse learning opportunities and resources.

5. 2 Encourage people to establish the concept of lifelong learning and continuously improve their knowledge and skills.

5.3 Strengthen the integration and sharing of social educational resources and promote the construction of a learning society (Zhong Zhiping and Chen Jinquan, 2023).

Factors Associated well-being

Teacher associated with TSWQ

Teacher well-being is related to a variety of personal factors, including teachers' age, professional title, salary, teaching hours and job positions. Middle-aged teachers usually have a higher sense of well-being due to experience and stability, while teachers nearing retirement may have lower stress. (Hu Yongmei and Zhao Ping, 2023).Teachers with senior professional titles and high salaries tend to have a stronger sense of well-being due to higher professional recognition and living security, but long teaching hours or heavy workloads may weaken well-being. In addition, differences in responsibilities and pressures in different positions are also related to well-being. Teaching positions may have a higher sense of well-being due to a stronger sense of accomplishment, while administrative positions may face more challenges. Higher wages can ease economic pressure, improve the quality of life, and thus enhance well-being. If the salary level is not enough to match the work effort, it may reduce well-being; and when the salary reaches a certain level, other factors such as work

environment, career development opportunities and personal sense of accomplishment will have a more prominent impact.(Xiao Chenwang, 2024).

Work Factors

1. School Connection

School connection is very important for studying the level of teacher well‑being. This paper will use the Chinese version of the Teacher Subjective well-being Scale (TSWQ) revised by Xie Jiashu et al. to measure the impact of school connection on teacher well-being.The alpha coefficient of the total scale is 0.898, and the reliability of each subscale also meets the psychometric standards. The retest coefficient after four weeks is 0.813, indicating that the Chinese TSWQ has good consistency and stability across time.

2. Self-worth

Self‑worth plays an important role in teacher well‑being and is one of the key factors associated teacher mental health. This paper will use the Chinese version of the Teacher Subjective well‑being Scale (TSWQ) revised by Xie Jiashu et al. to measure the impact of self-worth on teacher well‑being. The alpha coefficient of the total scale is 0.898, and the reliability of each subscale also meets the psychometric standards. The retest coefficient after four weeks is 0.813, indicating that the Chinese TSWQ has good consistency and stability across time.

3. Social relationships

The relationship between teachers is also a very important part, and cooperation between teachers is encouraged. Cooperation between teachers is not only very important for building interpersonal relationships, but also has a great impact on teachers' self-efficacy and job satisfaction. Teachers can benefit from subtle cooperation with colleagues. Social relationships include colleague relationships, teacher- student relationships, and friend

relationships. Positive social relationships can provide emotional support, enhance professional fulfillment, and relieve work pressure, thereby significantly improving teachers' well-being.

4. Work status

OECD (2020) pointed out that the specific requirements of school-level work and the work resources provided, including the physical environment, the workload of the work, the multiple roles in the school, the structure of the class, the disciplinary atmosphere of learning, and the prescribed performance evaluation are important factors associated teachers' well- being. Work resources including work autonomy, training and professional opportunities, evaluation and feedback, and social support will also affect teachers' professional well-being (Li Gang and Lv Lijie, 2020). This article will understand the impact of work status on well- being from the perspectives of teacher management, work arrangements, scientific research funding, teaching equipment, welfare and retirement mechanisms.

5. Self-realization

Maslow's hierarchy of needs theory believes that when the most basic survival needs are met, people will pursue higher-level needs, such as respect from others and self-realization. Self-realization is also one of the factors associated teacher well-being. It includes career goals, opportunities for further study, student growth and progress, potential, etc. This article will use the teacher well-being associated factor scale compiled by Wang Jing et al. in 2020 for measurement. The Cronbach α reliability coefficient of the teacher well- being associated factor scale is 0. 956, indicating that the items are highly consistent and the questionnaire has a high reliability.

6. Teaching associatediveness

The impact of teaching associatediveness on teacher well-being is multifaceted. Studies have found that teachers with this ability can enhance job satisfaction and are not easily bored with work. Therefore, teaching associatediveness has a positive impact on teachers. And can establish friendly relationships with students, students are more willing to participate in classroom practical activities and achieve excellent results. Therefore, this article uses the Chinese version of the Teacher Subjective well-being Scale (TSWQ) revised by Xie Jiashu et al. to measure whether teaching associatediveness can affect teacher well-being. The reliability of the Chinese version of TSWQ is good, with the alpha coefficient of the total scale being 0.898, and the reliability of each subscale also meets the psychometric standards. The retest coefficient after four weeks is 0.813, indicating that the Chinese version of TSWQ has good consistency and stability across time.

Family factors

1. Physical and mental conditions: Faced with the time conflict between teaching and scientific research, many teachers have to extend their working hours and even overtax their bodies. The detection rate of physical and mental diseases has gradually increased (Bao Wei et al., 2021), and subjective well-being has gradually declined. In the long run, lower levels of well-being will inevitably have a negative impact on the personal career development of college teachers and the development of higher education (Xin Sufei et al., 2021). Physical and mental health is the basis for ensuring the quality of individual life and an important factor in people's well-being.

2. Family and marriage

As the smallest unit of society, family provides a guarantee for individuals' emotional support and spiritual belonging. Good family relationships and family life quality

have a significant impact on subjective well-being. In family life, higher education teachers play multiple roles. It is particularly important to change roles in a timely manner and avoid role conflicts .

Marriage and stable partnerships have a positive and important impact on subjective well-being, while separation, divorce and widowhood have a negative impact. However, marriage is a personal choice behavior, and married people are happier than single people, which can indicate that marriage Bringing well-being may also suggest that people who experience more well-being are more likely to get married in the first place. For example, one study found that differences in well-being associated with marriage have more to do with the fact that people who were happier when single were more likely to marry in the future. In short, there is a positive correlation between a positive and harmonious marital status and subjective well-being, which has been verified in a study using college teachers as the research subjects. But if there are problems in the marriage and disharmony in family life, it will also have a negative impact on well-being (Liu Liangjun and Guo Fengxia, 2020).

Research related to this study

Xing Qing and Kong Xiameng (2024) published " Attribution analysis of professional burnout among young college teachers－Qualitative analysis based on NVivo10. "The purpose is to organize and summarize them through NVivo10 software, aiming to further explore the deep-seated reasons behind occupational burnout. As young teachers serve as the internal driving force and support for the development of colleges and universities, it has become a general trend to strengthen their team training. However, due to the physiological and psychological particularities of young teachers, there are career, family,

economic and other problems and confusions during their growth and development. The research subjects were 20 young teachers in colleges and universities. Research results show that the main factors for job burnout among young college teachers are the inability to balance work (teaching, scientific research) and family, high pressure for professional title promotion, and insufficient social support. From the perspective of reducing the pressure of young teachers in colleges and universities, a multi-level linkage support system among schools, departments, and themselves is proposed to alleviate their professional burnout.

Putwain D W and von der Embse N P (2019) published "Teacher self-efficacy moderates the relations between imposed pressure from imposed curriculum changes and teacher stress " The purpose of the study was to explore the relationship between stress resulting from imposed curriculum changes and teachers' self-efficacy and teachers' perceived stress.The study population was 839 teachers working in English schools.Results indicated that stress from mandated curriculum changes was positively related to perceived stress, whereas teacher self-efficacy was negatively related. Teacher self-efficacy moderated the relationship between stress from imposed curriculum changes and perceived stress. When the pressure of imposed curriculum changes is low, high teacher self-efficacy is associated with lower perceived stress relative to lower teacher self-efficacy. As pressure for curriculum reform increases, the differential advantage provided by high self-efficacy declines.

Rana A and Soodan V（2019）published "associated of Occupational and Personal Stress on Job Satisfaction, Burnout, and Health"associated of Occupational and Personal Stress on Job Satisfaction, Burnout, and Health. The study uses cross-sectional research methods to collect 412 samples by stratified random sampling. The study uses cross-sectional research methods to collect 412 samples by stratified random sampling. It uses scales like the socio-demographic questionnaire (SDQ), Chronic Burden Scale (CBS), Maslach Burnout

Inventory Human Services Survey (MBI-HSS), and General Health Questionnaire (GHQ-28) to collect data. The data were analyzed using the IBM Statistical Package for the Social Sciences (SPSS) Statistics software, revealing that college teachers are facing the consequences of both occupational and personal stress.

Li J and Wei W (2019) published "Evaluation Model for Applied College Teachers' Social Responsibility Based on Fuzzy Synthetic Evaluation Method"The purpose of this study is to based on the analysis of the basic requirements of Applied University teachers, this paper clarifies the role orientation and responsibility requirements of teachers, and puts forward the research theme of teachers' sense of responsibility as the endogenous motive force and spiritual pillar for teachers to carry out all their work.Evaluation Model for Applied College Teachers' Social Responsibility Based on Fuzzy Synthetic Evaluation Method.The evaluation results indicate that 13% of the teachers can be sure of their strong sense of social responsibility; 40% of the them are of their relatively strong sense of social responsibility; 32% of the teachers have a general sense of social responsibility; 14% of the teachers surely have a poor sense of social responsibility; and none of them is proved have no or very poor sense of social responsibility. According to the principle of maximum membership, it can be determined that the social responsibility of the evaluated person of the university staff is strong, and the evaluation results are basically consistent with the actual situation of the teacher.

Chen Bint et al., (2022) published "Analysis of factors associated professional well-being of teachers in private universities"This study is a quantitative study on the factors associated the professional well-being of teachers in private universities. The model of factors associated the professional well-being of teachers in private universities constructed in this study provides theoretical support for in-depth understanding and associatedive prediction of

the professional well-being of teachers in private universities. It also provides theoretical support for teachers in private universities. Enlightening.The survey objects are mainly teachers from private undergraduate colleges and universities.Data analysis results show that among the factors that affect the work well-being of teachers in private universities, perceived fairness, professional identity, work achievement, work ability, career prospects, and career motivation have a significant positive impact on the work well-being of teachers in private universities. The degree of associated From largest to smallest, they are career identity, work ability, career prospects, and career motivation.

Pan Jian (2023) published "Study on the Relationship between Career well-being and Turnover Intention of Teachers in Private Universities "Study on the Relationship between Career well-being and Turnover Intention of Teachers in Private Universities.Through in-depth research on the relationship between teachers' career well-being and turnover intention in private colleges and universities, this paper summarizes various associated factors and corresponding coping strategies.It is suggested that school administrators should take associatedive measures to improve the working environment and salary level, and pay attention to teachers' mental health and career development planning.

Kun A and Gadanecz P (2022) published "Workplace well-being, well-being and their relationship with psychological capital: A study of Hungarian Teachers " The purpose of his study was to investigate the relationship between teachers' psychological resources through the concept of psychological capital, workplace well-being and perceived workplace well-being.The research object is the cohorts were participants in Educational Leadership training at the Budapest University of Technology and Economics.'As our results indicated, all the five well-being factors of PERMA were related to overall PsyCap, and two elements,Positive EmotionsandAchievementshowed the strongest relationship with it. Our

findings also showed thatoptimism(of PsyCap) andPositive Emotions(of PERMA) were the most relevant factors in relation to overall workplace well-being.

Liu Linfeng et al., (2024) published "A case study on factors associated well-being of high school English teachers".The purpose of this study is to analyze the impact of high school English factors of teacher L's well-being.The research object is high school English teacher Teacher L.According to the results, positive emotions can improve the well-being of high school English teachers, and participation in teaching activities can promote the well-being of high school English teachers among students, the sense of meaning can prompt high school English teachers to identify with well- being, and harmonious interpersonal relationships can help high school English teachers. English teachers maintain a sense of well-being, and a sense of professional achievement can sublimate the well-being of high school English teachers.

Ni Yawen,(2023) published "Review of research on professional well-being of college teachers in my country".This study focuses on the meaning and measurement of this paper reviews the research on the professional well-being of college teachers in my country from three aspects: quantity, associated factors and related research, and puts forward prospects for future research.The research subjects are university teachers.According to the results, teachers' well-being is related to the school's development level. Closely related to the level of education, research on the professional well-being of college teachers will, on the one hand, help promote the personal development of teachers, and on the other hand, it can further improve the teaching quality of colleges and universities.Education management level, and promote colleges and universities to continuously improve in teacher training, assessment and evaluation, and other aspects that will help improve teachers' well-being.

Wang Xiaolian,(2022) published "A study on the relationship between subjective well-being and work-family conflict among college teachers. "The purpose of this study is to understand the current situation of subjective well-being of ordinary college teachers and explore its relationship to work-family conflict.The research subjects were 164 teachers from a certain university.The results found: (1) Subjective well-being of college teachers and 7 dimensions are above average, 2 dimensions areaverage, 1 dimension below average. (2) Gender, academic degree, average working hours per week, marriage teachers who differ on these five variables: status and whether there is help at home for those who already have children. there were no significant differences in subjective well-being and its 10 dimensions. Age, teaching experience, professional title. There are differences in these six variables, including household chores, sleep duration, number of children, and age of the youngest child. Teachers have significant differences in subjective well-being and some of its dimensions. (3) Working family conflict and its partial directions and forms are significantly negatively related to subjective well-being and its six dimensions. Correlation, but not significant correlation with the other 4 dimensions.

Yao Chunrong ,(2022) published "Research on factors associated professional well-being of teachers in private universities and strategies to improve it "The purpose of this study is that well-being not only affects the stability of the school's teacher team, but is also directly related to the quality of teaching. It also affects teachers' personal development and physical and mental health, the formation of students' concepts, and learning associateds. Therefore, attention is paid to The well-being of teachers in private colleges and universities is of great significance to improving teaching standards and promoting school development.The research subjects are teachers from a private university in Hubei Province.According to the results, teachers' professional well-being plays an important role

in teachers' personal career development, students' learning and school development. Personal factors such as age and academic qualifications, as well as external factors such as social recognition and teaching tasks, all have an impact on teachers' well-being. Teachers in private colleges and universities need to constantly improve themselves and actively.In the face of work, with the humane management of the school and the support of society, we can improve professional well-being and promote the multiple progress of teachers, schools and society.

Conceptual framework

1. Independent variable:

Personal factors: gender, teacher teaching experience, education, position, salary.Family factors: physical and mental condition, family and marriage.Work factors: sense of belonging, self-worth, social relationships, work status, self-realization, teaching associatediveness.

2. Dependent variable: Teacher subjective well-being level(TSWQ).
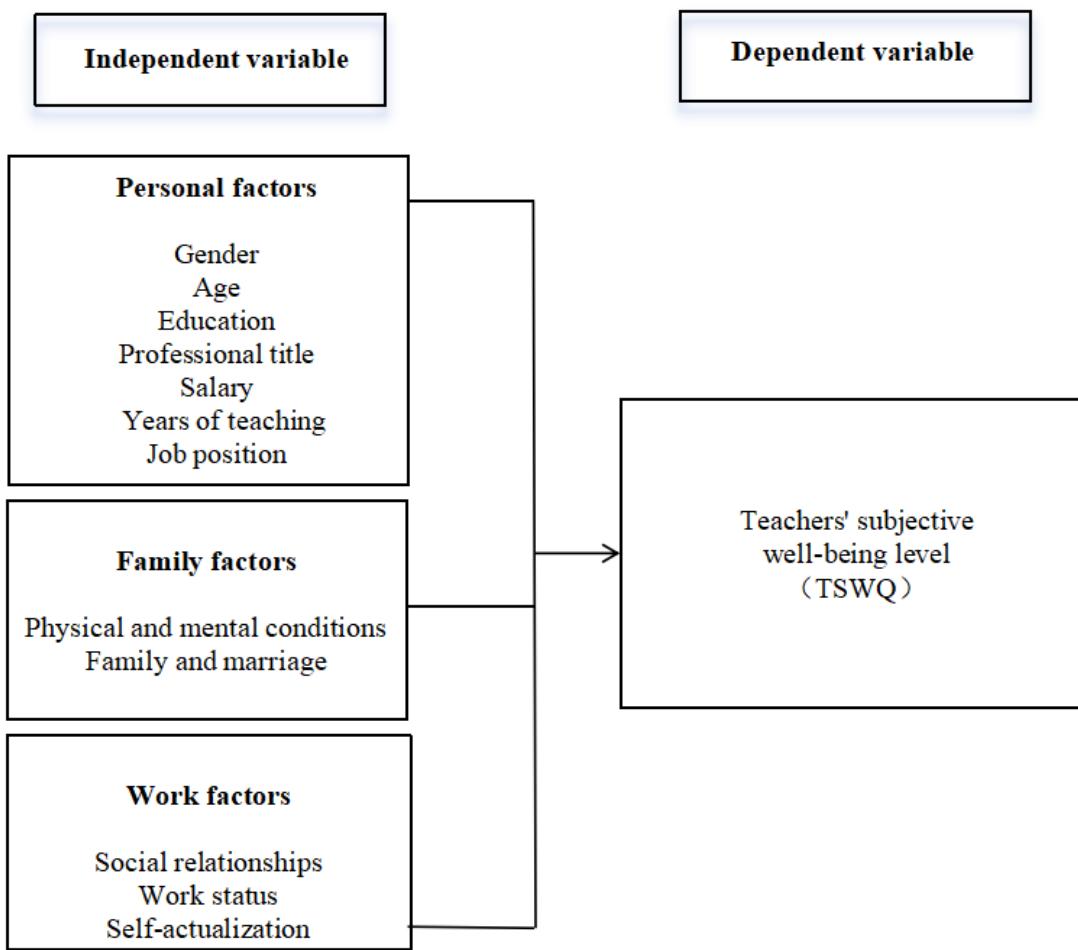
Figure 2 Conceptual framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the analysis of factors associated teachers'well-being at Hainan Vocational University of Science and Technology as follows;

1. Research design

2. Population and sample size

   2.1 Population

   2.2 Inclusion Criteria

   2.3 Exclusion Criteria

3. Study area

4. Study period

5. Research method

   5.1 documentation method

   5.2 Questionnaire method

   5.3 Factor analysis method

6. Measurement instruments

   6.1 Personal Factor Information Table

   6.2 Scale of factors associated teachers' well-being

   6.3 Teacher Subjective well-being Questionnaire (TSWQ)

7. Data collection

8. Data analysis

Research design

The research design was a cross-sectional descriptive study.

Population and sample size

Population

The sample size of this study is the teachers of the five colleges of Yunlong Campus of Hainan University of Science and Technology. According to the teacher list of each college, there are 152 teachers in nursing, 99 in medicine, 91 in urban construction, 64 in education and music, and 54 in accounting. There are 460 teachers in the five colleges.

Table 1 Number of teachers in each college

College	Number of sent questionnaire(N)	Number of reseve questionnaire(N)
Nursing care	152	150
Medicine	99	96
Urban construction	91	89
Education and music	64	63
Accounting	54	53
Total	**460**	**451**

Inclusion criteria

1. Full-time teachers aged 22-60 years old.

2. Work at more than one year of work experience at the Yunlong Campus of Hainan University of Science and Technology.

Exclusion criteria

Unwilling to participate in the study.

Study area

The specific location of the study is in Hainan Province in southern China, at the Yunlong District of the University of Science and Technology of Haikou, Hainan. There are three reasons for choosing the site: 1. The campus is in the suburbs and has relatively few recreational facilities; 2. There are a large number of teachers. Therefore, the purpose of this study is to investigate and analyze the factors associated the well-being of teachers in the Yunlong campus, hoping to improve the well-being of teachers through these factors.
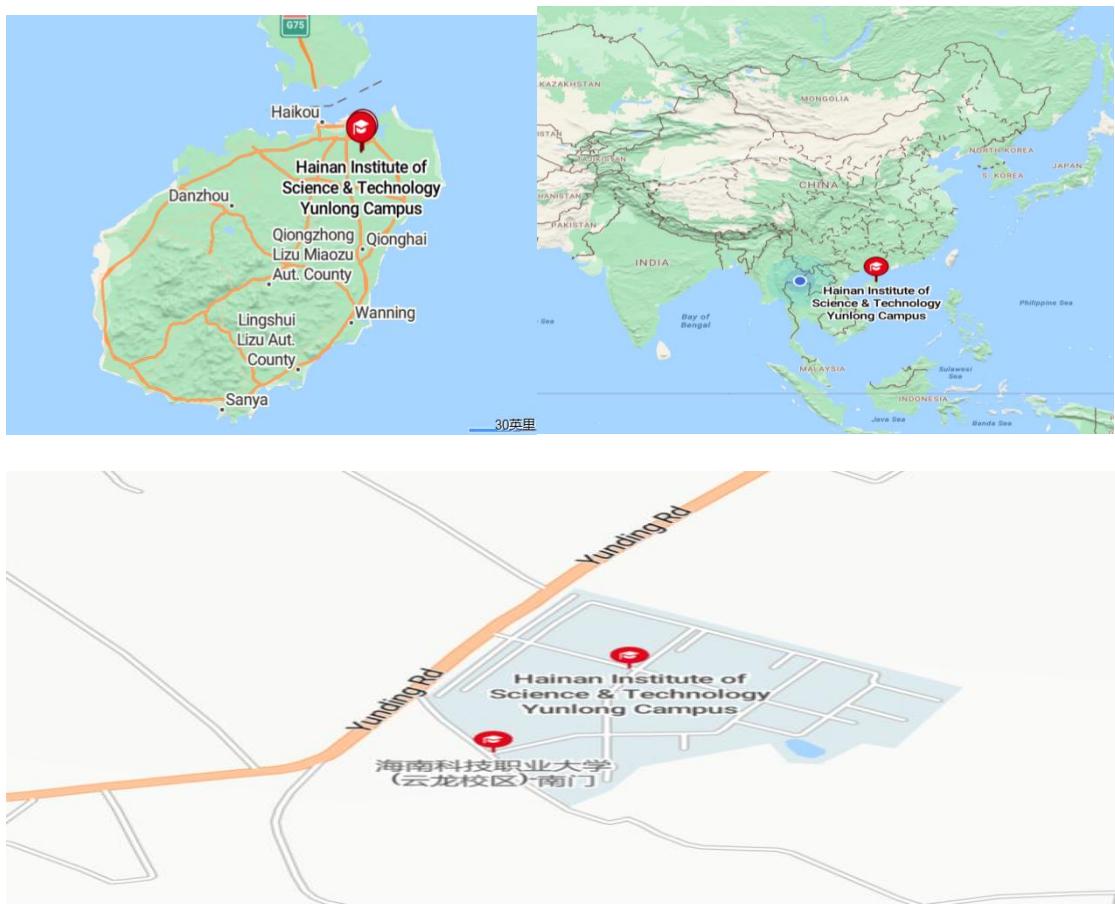
Figure 3 Map of Yunlong campus of hainan Vocational University of science and Technology

Study period

This study was conducted from August 2024 to March 2025.

stage of concept discrimination and theory sorting.

① Identify research objectives and questions

② to determine research content and research methods.

investigation stage

Identify research objectives and questions → Questionnaire design → Distribute questionnaires → Data analysis → Summarize the research process and write the results and conclusions

Research method

documentation method

This study uses modern information technology and library resources to extensively collect literature and survey data related to career well-being, including domestic and foreign journals, master's theses and monographs. And through academic journal databases and online searches, we collected data related to this study. The content of the literature review covers career well-being, the sources of well-being of college teachers, the factors associated career well-being, the comparison of domestic and foreign research results, and the current status of research on the career well-being of teachers in my country. These provide sufficient theoretical basis and relevant data for this study.

Questionnaire method

A standardized questionnaire was issued to teachers to understand the pressure they may face in work status, family and marriage, social relationships, etc. The questionnaire content included well-being level assessment, basic information of the research subjects, and factors associated well-being.

Factor analysis method

This article analyzes various factors that affect well-being, mainly including the impact of work factors and family factors on well-being.

Measurement instruments

Personal Factor Information Table

Collecting basic information of college teachers, such as gender, age, education level, professional title, salary, teaching years, position, etc., is helpful to analyze the impact of personal factors on teachers' well-being.

Scale of factors associated teachers' well-being

Wang Jing et al. compiled this scale in 2020. The questionnaire includes five dimensions of professional well-being, including physical and mental conditions, family and marriage, social relationships, work status, and self-realization, with a total of 30 items. The Likert 5-point scoring method is used, namely "strongly agree", "agree", "not sure", "disagree" and "strongly disagree". In this way, we can understand the attitudes and subjective evaluations of young college teachers on this question and give corresponding scores. Among them, those numbered 8, 10, 16, 29, 25, 26, 27, 28, 29 and 30 are all unfavorable items, and the scores corresponding to the five response levels are 1-5 points. The rest are favorable items, and the corresponding score order is completely opposite to the former. Finally, the test questionnaire was scored, with a total score range of 30-150 points. The higher the score, the higher the occupational well-being of the respondents. The Cronbach α reliability coefficient of the scale of factors associated teacher well-being was 0.956, indicating that the items were highly consistent and the questionnaire had a high reliability.

Teacher Subjective well-being Questionnaire (TSWQ)

The Teacher Subjective well-being Questionnaire (TSWQ) is a commonly used scale to measure teacher well-being internationally. It was compiled by Renshaw et al. in

2015. This scale has become one of the authoritative tools for evaluating teacher subjective well-being, and its structure is concise and clear. TSWQ includes two dimensions: teaching efficacy and school connection. Each dimension consists of 4 items. It has been verified and widely used abroad. This study used the Chinese version of the Teacher Subjective well-being Questionnaire (TSWQ) to investigate the well-being level of the research subjects. The Chinese version of the Teacher Subjective well-being Questionnaire (TSWQ) was finally formed into a Chinese revised version by Xie Jiashu et al. after reviewing and modifying the overall structure and specific items of the English version of the Teacher Subjective well-being Questionnaire (TSWQ) based on the cultural background of my country. The Chinese version has a total of 8 items, including the two dimensions of teaching efficacy and school connection. The Chinese version of TSWQ uses a 4-point Likert scale, with 1 to 4 representing "almost never" to "almost always". The higher the total score of the scale, the higher the level of subjective well-being reported by the teacher. The Chinese version of TSWQ has good reliability, with an alpha coefficient of 0.898 for the total scale, and the reliability of each subscale also meets the psychometric standards. The retest coefficient after four weeks is 0.813, indicating that the Chinese version of TSWQ has good consistency and stability across time. Teachers' subjective well-being level（TSWQ）:

low level, are 8-16 points

middle level are 17-24 points

high level are 25-32 points

Data collection

In this study, the researcher will follow the following steps to collect data:

1. Apply for a letter of authorization from I-SEM, Chiang Rai Rajabhat University to approve the data collection process.

2. Coordinate with the relevant areas to collect data using questionnaires.

3. Coordinate with the heads of departments to arrange data collection dates for the sample groups of each college to collect data using questionnaires.

4. The questionnaire used for data collection has been verified by three experts and its validity is over 0.5. Based on 30 people who are similar to the target population of the study, who are teachers from Harbin Institute of Technology in Heilongjiang Province, the reliability of the questionnaire used for data collection was calculated, of which the reliability of the scale of factors related to teacher well-being was 0.855 and the reliability of the teacher subjective well-being questionnaire (TSWQ) was 0.834.

5. Data was collected from a sample group of 451 people (i.e. the target population of the study).

6. Verify the accuracy and completeness of the questionnaire data.

7. Organize the data and perform statistical analysis.

Data analysis

1. Descriptive statistical analysis

1. 1 Calculate the frequency and percentage of personal information to understand the basic situation of college teachers.

1.2 Calculate the frequency, percentage, mean and standard deviation of the scale of factors associated teacher well-being to understand the factors associated teacher well-being. Determine the factors associated teacher well-being by comparing the means of various factors. The scoring standard is 1~2.33 for low level, 2.34~3.66 for middle level, and 3.67~5.00 for high level.

1.3 Use well-being assessment tools (such as the Teacher Subjective well-being Questionnaire, TSWQ) to measure the well-being level of teachers. Calculate statistical data such as frequency and mean to understand the overall level of teacher well-being and the distribution of each score range.

2. Chi-square test

2.1 Analyze the chi-square value and P value of gender, age, education level, professional title, salary level, teaching experience and position to understand the relationship between personal information and well-being level.

2.2 Since the scale of factors associated teacher well-being has 5 items, it is necessary to analyze the relationship between these 5 items and well-being level. The five items are work status, social relationship, self-realization, family and marriage, physical and mental conditions.

3. Data analysis tools

Statistical analysis software (such as SPSS) is used for data processing and analysis to ensure the scientificity and accuracy of the analysis process.

CHAPTER IV

RESULTS

The research name the associated factors among teachers well-being at hainan vocational university of science and technology in yunlong campus. This study aims to analyze the factors associated the well-being of teachers in and to study the level of well-being among teachers in hainan Vocational University of Science and Technology. The participants of this study are teachers from five colleges of the Yunlong Campus of Hainan University of Science and Technology.

The results include 4 components as follows ;

1. Results of Personal Data Analysis.

2. Teacher well-being associated Factors Scale.

3. Teacher Subjective Well-being Questionnaire (TSWQ).

4. Relationship between associated factors and teachers'well-being level.

Results of Personal Data Analysis.

Table 2 Frequency and percentage of teacher gender (N=451)

Gender	Number (N=451)	Percentage (%)
male	214	47.45
female	237	52.55
Total	**451**	**100**

Table 2 shows the frequency and percentagee of teachers by gender. The majority of teacher were female, with a total of 237 teachers (52.55%), while 214 teachers (47.45%) were male.

Table 3 Frequency and percentage of teacher age range (N=451)

Age Range	Number (N=451)	percentage (%)
22 – 31 years old	5	1.11
32 – 41 years old	209	46.34
42 – 51 years old	237	52.55
$\overline{X}$=42 min=25 max=50		
Total	**451**	**100**

Table 3 shows the frequency and percentage of teacher age range.The majority of teachers are aged 42-51, with 237 (52.55%), followed by 32-41 years old, with 209 (46.34%), and the smallest are 22-31 years old with 5 (1.11%).The overall mean of the scale is 42 and the maximum of the scale is 50,the minimum of the scale is25.

Table 4 Frequency and percentage of teacher education (N=451)

Education	Number (N=451)	Percentage (%)
diploma certificate	79	17.52
Bachelor degree	126	27.94
Above Bachelor degree	246	54.54
Total	**451**	**100**

Table 4 shows the frequency and percentage of teacher education. The majority was above bachelor degree, with 246 people (54.54%), followed by a bachelor degree, with 126 people (27.94%), and the smallest teachers have a diploma certificate with 79 people (17.52%).

Table 5 Frequency and percentage of professional title (N=451)

Professional title	Number (N=451)	Percentage (%)
Professor	61	13.53
Associate Professor	91	20.18
Teacher	190	42.13
Teaching Assistant	109	24.16
Total	**451**	**100**

Table 5 shows the frequency and percentage of professional title. The majority of teachers with 190 people (42.13%), followed by Teaching Assistant, with 109 people (24.16%), and then associate professors, with 91 people (20.18%). The smallest were teachers is professors, with 61 people (13.53%).

Table 6 Frequency and percentage of salary level (N=451)

Salary Level	Number (N=451)	percentage (%)
Between 4,000-5,000 yuan	94	20.84
Between 5,001-7,000 yuan	147	32.59
Between 7,001-8,000 yuan	117	25.94
Over 8,001 yuan	93	20.63
Total	**451**	**100**

Table 6 shows the frequency and percentage of salary level. The majority of teachers have an income between 5,001-7,000 yuan, with 147 people (32.59%), followed by teachers with an income between 7,001-8,000 yuan, with 117 people (25.94%), and then teachers with an income of 4,000-5,000 yuan, with 94 people (20.84%). The smallest were teachers with an income of more than 8,001 yuan, with 93 people (20.63%).

Table 7 Frequency and percentage of years of teaching (N=451)

Years of teaching	Number (N=451)	percentage (%)
Between 1-5 years	155	34.37
Between 6-10 years	189	41.91
Between 11-15 years	68	15.08
Over 16 years	39	8.64
Total	**451**	**100**

Table 7 shows the frequency and percentage of years of teaching. The majority of teachers have 6-10 years of teaching experience, with 189 people (41.91%), followed by teachers with 1-5 years of teaching experience, with 155 people (34.37%), and then teachers with 11-15 years of teaching experience, with 68 people (15.08%). The smallest were teachers with more than 16 years of teaching experience, with 39 people (8.64%).

Table 8 Frequency and percentage of job position (N=451)

Job position	Number (N=451)	percentage (%)
Teaching assistant	283	62.75
Teaching staff	168	37.25
Total	**451**	**100**

Table 8 shows Frequency and percentage of job position. The majority of teachers are teaching staff, with 283 (62.75%), followed by teachers who are teaching staff, with 168 (37.25%).

Teacher well-being associated Factors Scale.

Table 9 Average score and analysis of factors associated teachers' Well-being(N=451)

Variable	Strong Disagree	Disagree	Neutral	Agree	Strong Agree	Mean (S.D)	Analysis
1.I am very satisfied with the school's teacher management work	116 (25.7)	147 (32.6)	136 (30.2)	11 (2.4)	41 (9.0)	2.37 （1.16）	Middle
2.I look forward to my daily work schedule	82 (18.2)	145 (32.2)	151 (33.5)	48 (10.6)	25 (5.5)	2.53 （1.08）	Middle
3.I have enough funds to carry out scientific research	104 (23.1)	155 (34.4)	127 (28.2)	42 (9.3)	23 (5.1)	2.39 （1.09）	Middle
4.The school has complete teaching equipment and facilities, and teaching resources can be fully utilized	144 (31.9)	76 (16.6)	131 (29.1)	46 (10.2)	55 (12.2)	2.54 （1.35）	Middle

Table 9 (Continued)

Variable	Strong Disagree	Disagree	Neutral	Agree	Strong Agree	Mean (S.D)	Analysis
5.I think the school's welfare and retirement system is very complete	121 (26.8)	138 (30.6)	129 (28.6)	33 (7.3)	30 (6.7)	2.36 （1.15）	Middle
6.My salary is better than my friends of the same age and education level	100 (22.2)	128 (28.4)	168 (37.3)	33 (7.3)	22 (4.9)	2.44 （1.06）	Middle
7.When I encounter difficulties, my colleagues will lend a hand. It is a pleasure to work with them	122 (27.1)	95 (21.1)	153 (33.9)	39 （8.65）	42 （9.3）	2.52 （1.24）	Middle
8.The school leaders are unfair, and I can't stand many of them	86 （19.1）	137 （30.4）	148 （32.8）	60 （13.3）	20 （4.4）	3.46 （1.08）	Middle

Table 9 (Continued)

Variable	Strong Disagree	Disagree	Neutral	Agree	Strong Agree	Mean (S.D)	Analysis
9.I am very satisfied with the interpersonal relationships in school	114 （25.3）	111 （24.6）	138 （30.6）	43 （9.5）	45 （10.0）	2.54 （1.24）	Middle
10.I often feel that some students are "incorrigible"	132 （29.3）	99 （22.0）	151 （33.5）	36 （8.0）	33 （7.3）	3.58 （1.20）	Middle
11.I think students attach great importance to system management, but at the same time they are also very humane	86 （19.1）	132 （29.3）	165 （36.6）	42 （9.3）	26 （5.8）	2.53 （1.08）	Middle
12.My career goals have been achieved	136 （30.2）	150 （33.3）	107 （23.7）	31 （6.9）	27 （6.0）	2.25 （1.14）	Low

Table 9 (Continued)

Variable	Strong Disagree	Disagree	Neutral	Agree	Strong Agree	Mean (S.D)	Analysis
13.The school can provide me with more opportunities for further study	124 （27.5）	101 （22.4）	140 （31.0）	48 （10.6）	38 （8.4）	2.5 （1.23）	Middle
14.When students achieve good results, I feel a strong sense of accomplishment	98 （21.7）	112 （24.8）	148 （32.8）	44 （9.8）	49 （10.9）	2.63 （1.23）	Middle
15. I am very pleased with the growth and progress of my students	106 （23.5）	148 （32.8）	141 （31.3）	39 （8.7）	17 （3.8）	2.36 （1.05）	Middle
16.If I can work in other industries, I am willing to give up my career as a university teacher	105 （23.3）	146 （32.4）	121 （26.8）	49 （10.9）	30 （6.7）	3.55 （1.15）	Middle

Table 9 (Continued)

Variable	Strong Disagree	Disagree	Neutral	Agree	Strong Agree	Mean (S.D)	Analysis
17.The profession of teacher allows me to associatedively tap my potential and brings me a sense of accomplishment	113 （25.1）	98 （21.7）	175 （38.8）	46 （10.2）	19 （4.2）	2.47 （1.10）	Middle
18.I am very satisfied with the social status of university teachers	92 （20.4）	148 （32.8）	121 （26.8）	69 （15.3）	21 （4.7）	2.51 （1.12）	Middle
19.Issues related to my children often distract me from my work	121 （26.8）	119 （26.4）	124 （27.5）	40 （8.9）	47 （10.4）	3.5 （1.26）	Middle
20.I don't have to worry about my children's studies and growth	146 （32.4）	123 （27.3）	129 （28.6）	23 （5.1）	30 （6.7）	2.26 （1.16）	Low

Table 9 (Continued)

Variable	Strong Disagree	Disagree	Neutral	Agree	Strong Agree	Mean (S.D)	Analysis
21.When I am exhausted physically and mentally, my spouse is always the first to give me care and guidance	122 （27.1）	121 （26.8）	147 （32.6）	34 （7.5）	27 （6.0）	2.39 （1.14）	Middle
22.My family understands and supports my work	94 （20.8）	122 （27.1）	151 （33.5）	59 （13.1）	25 （5.5）	2.55 （1.12）	Middle
23.My parents are in good health and have no burden of supporting them	140 （31.0）	106 （23.5）	115 (25.5)	49 (10.9)	41 (9.1)	2.43 （1.28）	Middle
24.I often share my work experiences at family gatherings	112 (24.8)	136 (30.2)	133 (29.5)	33 (7.3)	37 (8.2)	2.44 （1.18）	Middle

Table 9 (Continued)

Variable	Strong Disagree	Disagree	Neutral	Agree	Strong Agree	Mean (S.D)	Analysis
25.I often feel depressed during teaching and my enthusiasm for work gradually fades	122 (27.1)	144 (31.9)	107 (23.7)	49 (10.9)	29 (6.4)	3.62 （1.18）	Middle
26.The job title evaluation and teaching reform brought me a lot of pressure, and at the same time I lost a lot of work enthusiasm and fun	111 (24.6)	107 (23.7)	143 (31.7)	61 （13.5）	29 （6.4）	3.47 （1.18）	Middle
27.I often feel pain in my neck, shoulders, waist and legs during teaching	78 (17.3)	122 (27.1)	140 （31.0）	58 （12.9）	53 （11.8）	3.25 （1.23）	Middle

Table 9 (Continued)

Variable	Strong Disagree	Disagree	Neutral	Agree	Strong Agree	Mean (S.D)	Analysis
28.Too busy with work to exercise	140 （31.0）	99 （22.0）	118 （26.2）	44 （9.8）	50 （11.1）	3.52 （1.32）	Middle
29.Work is very intense and I am eager to retire	141 （31.3）	82 （18.2）	141 （31.3）	65 （14.4）	22 （4.9）	3.57 （1.21）	Middle
30.I always suffer from insomnia, poor sleep quality, and even neurasthenia	109 （24.2）	148 （32.8）	127 （28.2）	35 （7.8）	32 （7.1）	3.59 （1.14）	Middle
Total	**X̄=2.46 SD=1.17**						**Middle**

In table 9, shows the mean, frequency, standard deviation and level scores of factors associated teachers' well-being. The data show that teachers' well-being is affected by multiple factors, with the mean scores ranging from 2.25 to 3.62 (±1.05-1.32).The scores of factors associated teachers' well-being are mostly medium. This table reflects the associated of work factors and family factors on teachers' well-being, especially the fairness of the working environment, resource support, family pressure and health problems.The overall mean of the scale is 2.46 and the standard deviation is (1.17)

Teacher Subjective Well-being Questionnaire (TSWQ)

Table 10 Frequency and percentage Level TSWQ

Level	Frequency	percentage
（8-16 score）Low	208	46.12
（17-24 score）Middle	175	38.80
（25-32 score）High	68	15.08
Total	**451**	**100**

In table 10, we know that teachers at Hainan University of Science and Technology are classified according to their well-being level. The table shows that 208 teachers have a low level of well-being (8-16), accounting for 46.12%, 175 teachers have a moderate level of well-being (17-24), accounting for 38.80%, and 68 teachers have a high level of well-being (25-32), accounting for 15.08%.

Table 11 Average score and analysis of teachers' subjective well-being scale

Variable	Never	Sometimes	Often	Always	Mean (S.D)	Analysis
I feel like I belong in this school	133 (29.4)	124 （27.5）	132 （29.3）	62 (13.8)	2.27 （1.03）	Middle
I am a successful teacher	152 (33.7)	102 （22.6）	139 （30.8）	58 （12.9）	2.23 （1.05）	Middle
This is a school where I can really be myself	100 (22.2)	138 （30.6）	157 （34.8）	56 （12.4）	2.37 （0.96）	Middle
I am good at helping students learn new things	126 (27.9)	140 （31.0）	124 （27.5）	61 （13.5）	2.27 （1.01）	Middle
I feel like people at this school care about me	128 (28.4)	154 （34.15）	98 （21.73）	71 （15.7）	2.25 （1.04）	Middle
I have achieved a lot as a teacher	127 (28.2)	121 （26.8）	135 （29.9）	68 （15.1）	2.32 （1.04）	Middle
I am respected in this school	137 (30.4)	120 （26.6）	133 （29.5）	61 （13.5）	2.26 （1.04）	Middle
I feel my teaching is associatedive and helpful	108 (24.0)	167 （37.0）	95 （21.1）	81 （18.0）	2.33 （1.03）	Middle
Total	**Mean=2.29**	**SD=1.025**				**Middle**

In table 11, the mean, frequency, standard deviation and level scores of teachers' subjective well-being. The data showed that the mean score of teachers' well-being level ranged from 2.23 to 2.37 (±0.96-1.05), which indicated that the level of teachers' well-being was at a medium level.The overall mean of the scale is 2.29 and the standard deviation is (1.025)

Relationship between associated factors and teachers'well-being level

Table 12 The test results of "gender" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Gender	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Male	102（47.66%）	77(35.98%)	35(16.36%)		
Female	106(44.73%)	98(41.35%)	33(13.92%)	1.49	0.48
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In Table 12,the results of the chi-square test showed that there was no significant association between gender and level TSWQ results (X^2= 1.49, P=0.48) .Therefore, gender had no significant associated on level TSWQ results.

Table 13 The test results of "education" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Education	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
diploma certificate	31(39.24%)	33(41.77%)	15(18.99%)		
Bachelor degree	67(53.17%)	42(33.33%)	17(13.49%)	4.69	0.32
Above Bachelor degree	110(44.72%)	100(40.65%)	36(14.63%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 13,the results of the chi-square test showed that there was no significant association between education and level TSWQ results (X^2=4.69, P=0.32). Therefore, education had no significant associated on level TSWQ results.

Table 14 The test results of "Professional title" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Professional title	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Professor	23(37.70%)	29(47.54%)	9(14.76%)		
Associate Professor	48(52.75%)	32(35.16%)	11(12.09%)		
Teacherr	95(50.00%)	64(33.68%)	31(16.32%)	8.74	0.19
Teaching Assistant	42(38.53%)	50(45.87%)	17(15.60%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 14,the results of the chi-square test showed that there was no significant association between professional title and level TSWQ results (X²=8.74 , P=0.19) .Therefore, professional title had no significant associated on level TSWQ results.

Table 15 The test results of "Salary Level" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Salary Level	TSWQ level			X^2	P-value
	Low	Middle	High		
Between 4,000-5,000 yuan	40(40.43%)	37(44.68%)	16(14.89%)		
Between 5,001-7,000 yuan	54(51.70%)	47(33.33%)	16(14.97%)		
Between 7,001-8,000 yuan	76(46.15%)	49(40.17%)	22(13.68%)	4.33	0.63
Over 8,001 yuan	38(43.01%)	42(39.78%)	14(17.20%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 15,the results of the chi-square test showed that there was no significant association between salary level   and level TSWQ results (X²=4.33 , P=0.63) .Therefore, salary level had no significant associated on level TSWQ results.

Table 16 The test results of "Years of teaching" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Years of teaching	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Between1-5 years	65(41.94%)	68(43.87%)	22(14.19%)		
Between 6-10 years	86(45.50%)	73(38.62%)	30(15.88%)		
Between11-15 years	39(57.35%)	21(30.88%)	8(11.77%)	6.31	0.39
Over 16 years	18(46.15%)	13(33.33%)	8(20.52%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 16,the results of the chi-square test showed that there was no significant association between years of teaching and level TSWQ results (X^2=6.31 , P=0.39) .Therefore, years of teaching had no significant associated on level TSWQ results.

Table 17 The test results of "Job position" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Job position	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Teaching assistant	134(47.35%)	105(37.10%)	44(15.55%)		
Teaching staff	74(44.05%)	70(41.67%)	24(14.28%)	0.93	0.63
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 17 , the results of the chi-square test showed that there was no significant association between job position and level TSWQ results (X^2=0.93, P=0.63) .Therefore, Job position had no significant associated on level TSWQ results.

Table 18 Correlation between age and SumTSWQ

Correlation	R	P-Value	Association Strength
Age and Sum TSWQ	0.111	0.019	Weak correlation

In table 18 , this table is the result of the correlation test analysis between age and SumTSWQ. The Pearson correlation coefficient between age and SumTSWQ is 0.111, which indicates that there is a weak positive correlation between the two. The significance of the correlation (Sig) is 0.019, which is less than 0.05. Therefore, it can be considered that the two have a significant weak correlation.

Table 19 Correlation between Salary level and SumTSWQ

Correlation	R	P-Value	Association Strength
Salary level and Sum TSWQ	0.013	0.781	Weak correlation

In table 19 , this table is the result of the correlation test analysis between salary level and SumTSWQ. The Pearson correlation coefficient between salary level and SumTSWQ is 0.013, which indicates that there is a weak positive correlation between the

two. The significance of the correlation (Sig) is 0.781, which is greater than 0.05, so it is considered that there is no correlation between the two.

Table 20 Correlation between Yeaars of teaching and SumTSWQ

Correlation	R	P-Value	Association Strength
Yeaars of teaching and Sum TSWQ	0.021	0.660	Weak correlation

In table 20 , this table is the result of the correlation test analysis between yeaars of teaching and SumTSWQ. The Pearson correlation coefficient between yeaars of teaching and SumTSWQ is 0.021, which indicates that there is a weak positive correlation between the two. The significance of the correlation (Sig) is 0.660, which is greater than 0.05, so it is considered that there is no correlation between the two.

Table 21 Correlation between Job position and SumTSWQ

Correlation	R	P-Value	Association Strength
Job position and Sum TSWQ	0.012	0.797	Weak correlation

In table 21 , this table is the result of the correlation test analysis between job position and SumTSWQ. The Pearson correlation coefficient between job position and SumTSWQ is 0.012, which indicates that there is a weak positive correlation between the two. The significance of the correlation (Sig) is 0.797, which is greater than 0.05, so it is considered that there is no correlation between the two.

Table 22 Correlation between Family facrors and Sum TSWQ

Correlation	R	P-Value	Association Strength
Family facrors and Sum TSWQ	0.497	0.000	Weak correlation

In table 22 , this table is the result of the correlation test analysis between family facrors and SumTSWQ. The Pearson correlation coefficient between family facrors and SumTSWQ is 0.497, which indicates that there is a weak positive correlation between the two. The significance of the correlation (Sig) is 0.000 which is less than 0.05. Therefore, it can be considered that the two have a significant weak correlation.

Table 23 Correlation between Work facrors and Sum TSWQ

Correlation	R	P-Value	Association Strength
Work facrors and Sum TSWQ	0.589	0.000	Weak correlation

In table 23 , this table is the result of the correlation test analysis between work facrors and SumTSWQ. The Pearson correlation coefficient between work facrors and SumTSWQ is 0.589, which indicates that there is a weak positive correlation between the two. The significance of the correlation (Sig) is 0.000 which is less than 0.05. Therefore, it can be considered that the two have a significant weak correlation.

Table 24 The test results of "Teacher management work" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Teacher management work	TSWQ level			X²	P-value
	Low	Middle	High		
Disagree	134(50.95%)	113(42.97%)	16(6.08%)		
Neutral	68(50.00%)	52(38.24%)	16(11.76%)	159.14	＜0.001**
Agree	6(11.54%)	10(19.23%)	36(69.23%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 24 , the results of the chi-square test showed that there was a significant association between teacher management work and level TSWQ results (X^2=159.14 , P＜0.001**). Therefore, Teacher management work had a significant associated on the level TSWQ results.

Table 25 The test results of "Daily work schedule" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Daily work schedule	TSWQ level			X²	P-value
	Low	Middle	High		
Disagree	136(59.91%)	81(35.68%)	10(4.41%)		
Neutral	64(42.38%)	65(43.05%)	22(14.57%)	115.72	＜0.001**
Agree	8(10.96%)	29(39.72%)	36(49.32%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 25 , the results of the chi-square test showed that there was a significant association between daily work schedule and level TSWQ results (X^2= 115. 72, P< 0.001**). Therefore, Daily work schedule had a significant associated on the level TSWQ results.

Table 26 The test results of "Carry out scientific research" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Carry out scientific research	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Disagree	131(50.58%)	110(42.47%)	18(6.95%)		
Neutral	63(49.61%)	40(31.50%)	24(18.90%)	64.00	<0.001**
Agree	14(21.54%)	25(38.46%)	26(40.00%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 26 , the results of the chi-square test showed that there was a significant association between carry out scientific research and level TSWQ results (X^2=64.00 , P< 0.001**). Therefore, Carry out scientific research had a significant associated on the level TSWQ results.

Table 27 The test results of "Teaching equipment" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Teaching	TSWQ level			X^2	P-value
equipment	Low	Middle	High		
Disagree	114(52.05%)	93(42.47%)	12(5.48%)		
Neutral	74(56.49%)	47(35.88%)	10(7.63%)	103.50	＜0.001**
Agree	20(19.80%)	35(34.65%)	46(45.54%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 27 , the results of the chi-square test showed that there was a significant association between teaching equipment and level TSWQ results (X^2= 103. 50, P ＜ 0.001**). Therefore, Teaching equipment had a significant associated on the level TSWQ results.

Table 28 The test results of "School's welfare is very complete" and "TSWQ level" were

obtained through cross-tabulation and chi-square test.

School's welfare is very complete	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Disagree	136(52.51%)	108(41.70%)	15(5.79%)		
Neutral	62(48.06%)	55(42.64%)	12(9.30%)	182.40	＜0.001**
Agree	10(19.61%)	12(23.53%)	29(56.86%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 28 , the results of the chi-square test showed that there was a significant

association between school's welfare is very complete and level TSWQ results (X^2=182.40,P

＜0.001**).Therefore, School's welfare is very complete had a significant associated on the

level TSWQ results.

Table 29 The test results of "Salary is better than my friends" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Salary is better than my friends	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Disagree	124(54.39%)	89(39.04%)	15(6.57%)		
Neutral	73(43.45%)	68(40.48%)	27(16.07%)	83.47	＜0.001**
Agree	11(20.00%)	18(32.73%)	26(47.27%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 29 , The results of the chi-square test showed that there was a significant association between salary is better than my friends and level TSWQ results (X^2=83.47, P＜ 0.001**).Therefore, Salary is better than my friends had a significant associated on the level TSWQ results.

Table 30 The test results of "Encounter difficulties, my colleagues will lend a hand" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Encounter difficulties, my colleagues will lend a hand	TSWQ level			X^2	P-value
	Low	Middle	High		
Disagree	105(48.39%)	96(44.24%)	16(7.37%)		
Neutral	76(49.67%)	56(36.60%)	21(13.73%)		
Agree	27(33.33%)	23(28.40%)	31(38.27%)	50.45	$<$0.001**
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 30 , The results of the chi-square test showed that there was a significant association between encounter difficulties, my colleagues will lend a hand and level TSWQ results (X^2=50.45, P$<$0.001**).Therefore, Encounter difficulties, my colleagues will lend a hand had a significant associated on the level TSWQ results.

Table 31 The test results of "The school leaders are unfair" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

The school leaders are unfair	TSWQ level			X²	P-value
	Low	Middle	High		
Disagree	111(51.87%)	98(45.79%)	5(2.34%)		
Neutral	83(56.08%)	47(31.76%)	18(12.16%)	91.20	＜0.001**
Agree	14(17.50%)	30(37.50%)	36(45.00%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 31 , The results of the chi-square test showed that there was a significant association between the school leaders are unfair and level TSWQ results (X^2=91.20, P＜0.001**). Therefore, The school leaders are unfair had a significant associated on the level TSWQ results.

Table 32 The test results of "Satisfied with the interpersonal relationships" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Satisfied with the interpersonal relationships	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Disagree	129(57.33%)	85(37.78%)	11(4.89%)		
Neutral	58(42.03%)	51(36.96%)	29(21.01%)		$<0.001**$
Agree	21(23.86%)	39(44.32%)	28(31.82%)	57.86	
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 32 , The results of the chi-square test showed that there was a significant association between satisfied with the interpersonal relationships and level TSWQ results (X^2=57.86, P$<$0.001**). Therefore, Satisfied with the interpersonal relationships had a significant associated on the level TSWQ results.

Table 33 The test results of "Often feel some students are incorrigible" and "TSWQ level"

were obtained through cross-tabulation and chi-square test.

Often feel some students are incorrigible	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Disagree	127(54.98%)	91(39.39%)	13(5.63%)		
Neutral	65(43.05%)	62(41.06%)	24(15.89%)	72.62	＜0.001**
Agree	16(23.19%)	22(31.88%)	31(44.93%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 33 , The results of the chi-square test showed that there was a significant association between often feel some students are incorrigible and level TSWQ results (X^2=72.62,P＜0.001**).Therefore, Often feel some students are incorrigible had a significant associated on the level TSWQ results.

Table 34 The test results of "Students value system management" and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Students value system management	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Disagree	100(45.87%)	103(47.25%)	15(6.88%)		
Neutral	95(57.58%)	54(32.72%)	16(9.70%)	118.08	<0.001**
Agree	13(19.12%)	18(26.47%)	37(54.41%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 34 , The results of the chi-square test showed that there was a significant association between students value system management and level TSWQ results (X^2=118.08, P<0.001**). Therefore, Students value system management had a significant associated on the level TSWQ results.

Table 35 The test results of "Career goals have been achieved" and "TSWQ level" were

obtained through cross-tabulation and chi-square test.

Career goals have been achieved	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Disagree	152(53.15%)	120(41.95%)	14(4.90%)		
Neutral	42(39.25%)	39(36.45%)	26(24.30%)	87.44	＜0.001**
Agree	14(24.14%)	16(27.59%)	28(48.27%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 35 , The results of the chi-square test showed that there was a significant

association between career goals have been achieved and level TSWQ results (X^2=87.44,P

＜0.001**). Therefore, Career goals have been achieved had a significant associated on the

level TSWQ results.

Table 36 The test results of "The school can provide me with more opportunities for further study "and "TSWQ level"were obtained through cross-tabulation and chi-square test.

The school can provide me with more opportunities for further study	TSWQ level			X²	P-value
	Low	Middle	High		
Disagree	120(53.33%)	91(40.44%)	14(6.23%)		
Neutral	65(46.43%)	49(35.00%)	26(18.57%)	44.08	＜0.001**
Agree	23(26.74%)	35(40.70%)	28(32.56%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 36 , The results of the chi-square test showed that there was a significant association between the school can provide me with more opportunities for further study and level TSWQ results (X²=44.08, P＜0.001**). Therefore, The school can provide me with more opportunities for further study had a significant associated on the level TSWQ results.

Table 37 The test results of "When students achieve good results, I feel a strong sense of accomplishment"and "TSWQ level" were obtained through cross-tabulation and chi-square test.

When students achieve good results, I feel a strong sense of accomplishment	TSWQ level			X^2	P-value
	Low	Middle	High		
Disagree	105(50.00%)	90(42.86%)	15(7.14%)		
Neutral	77(52.03%)	53(35.81%)	18(12.16%)	67.10	＜0.001**
Agree	26(27.96%)	32(34.41%)	35(37.63%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 37 , The results of the chi-square test showed that there was a significant association between when students achieve good results, I feel a strong sense of accomplishment and level TSWQ results (X^2=67.10, P＜0.001**).Therefore,When students achieve good results, I feel a strong sense of accomplishment had a significant associated on the level TSWQ results.

Table 38 The test results of "I am very pleased with the growth and progress of my students"

and "TSWQ level" were obtained through cross-tabulation and chi-square test.

I am very pleased with the growth and progress of my students	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Disagree	137(53.94%)	103(40.55%)	14(5.51%)		
Neutral	57(40.43%)	57(40.43%)	27(19.14%)		
Agree	14(25%)	15(26.79%)	27(48.21%)	71.70	＜0.001**
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 38 , The results of the chi-square test showed that there was a significant association between I am very pleased with the growth and progress of my students and level TSWQ results (X^2=71.70, P＜0.001**). Therefore,I am very pleased with the growth and progress of my students had a significant associated on the level TSWQ results.

Table 39 The test results of "If I can work in other industries, I am willing to give up my career as a university teacher " and "TSWQ level" were obtained through cross-tabulation and chi-square test.

If I can work in other industries, I am willing to give up my career as a university teacher	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Disagree	124	113	14		
	(49.40%)	(45.02%)	(5.58%)		
Neutral	68	41	12		
	(56.20%)	(33.88%)	(9.92%)	124.92	＜0.001**
Agree	16	21	42		
	(20.25%)	(26.59%)	(53.16%)		
Total	**208**	**175**	**68**		
	(46.12%)	**(38.80%)**	**(15.08%)**		

In table 39 , The results of the chi-square test showed that there was a significant association between If I can work in other industries, I am willing to give up my career as a university teacher and level TSWQ results (X^2=124.92, P＜0.001**).Therefore,If I can work in other industries, I am willing to give up my career as a university teacher had a significant associated on the level TSWQ results.

Table 40 The test results of "The profession of teacher allows me to associatedively tap my potential " and "TSWQ level" were obtained through cross-tabulation and chi-square test.

The profession of teacher allows me to associatedively tap my potential	TSWQ level			X^2	P-value
	Low	Middle	High		
Disagree	105(49.76%)	94(44.55%)	12(5.69%)		
Neutral	92(52.57%)	60(34.29%)	23(13.14%)	97.74	＜0.001**
Agree	11(16.92%)	21(32.31%)	33(50.77%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 40 , The results of the chi-square test showed that there was a significant association between the profession of teacher allows me to associatedively tap my potential and level TSWQ results (X^2=97.74, P＜0.001**).Therefore, The profession of teacher allows me to associatedively tap my potential had a significant associated on the level TSWQ results.

Table 41 The test results of "I am very satisfied with the social status of university teachers "

and "TSWQ level" were obtained through cross-tabulation and chi-square test.

I am very satisfied with the social status of university teachers	TSWQ level			X^2	P-value
	Low	Middle	High		
Disagree	132(55.00%)	95(39.58%)	13(5.42%)		
Neutral	47(38.84%)	47(38.84%)	27(22.32%)	53.54	＜0.001**
Agree	29(32.22%)	33(36.67%)	28(31.11%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 41 , The results of the chi-square test showed that there was a significant association between I am very satisfied with the social status of university teachers and level TSWQ results (X^2=53.54,P＜0.001**).Therefore, I am very satisfied with the social status of university teachers had a significant associated on the level TSWQ results.

Table 42 The test results of "Issues related to my children often distract me from my work "

and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Issues related to my children often distract me from my work	TSWQ level			X^2	P-value
	Low	Middle	High		
Disagree	108(45.00%)	114(47.50%)	18(7.50%)		
Neutral	71(57.26%)	33(26.61%)	20(16.13%)	50.34	＜0.001**
Agree	29(33.33%)	28(32.18%)	30(34.49%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 42 , The results of the chi-square test showed that there was a significant association between issues related to my children often distract me from my work and level TSWQ results (X^2=50.34, P＜0.001**).Therefore, Issues related to my children often distract me from my work had a significant associated on the level TSWQ results.

Table 43 The test results of "I don't have to worry about my children's studies and growth "
and "TSWQ level" were obtained through cross-tabulation and chi-square test.

I don't have to worry about my children's studies and growth	TSWQ level			X^2	P-value
	Low	Middle	High		
Disagree	138(51.30%)	114(42.38%)	17(6.32%)		
Neutral	62(48.06%)	50(38.76%)	17(13.18%)		
Agree	8(15.09%)	11(20.75%)	34(64.16%)	125.73	＜0.001**
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 43 , The results of the chi-square test showed that there was a significant association between I don't have to worry about my children's studies and growth and level TSWQ results (X^2= 125.73, P＜0.001**). Therefore, I don't have to worry about my children's studies and growth had a significant associated on the level TSWQ results.

Table 44 The test results of "When I am exhausted physically and mentally, my spouse is always the first to give me care and guidance " and "TSWQ level" were obtained through cross-tabulation and chi-square test.

When I am exhausted physically and mentally, my spouse is always the first to give me care and guidance	TSWQ level			X^2	P-value
	Low	Middle	High		
Disagree	117(48.15%)	113(46.50%)	13(5.35%)		
Neutral	78(53.06%)	48(32.65%)	21(14.29%)	101.84	＜0.001**
Agree	13(21.31%)	14(22.95%)	34(55.74%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 44 , The results of the chi-square test showed that there was a significant association between when I am exhausted physically and mentally, my spouse is always the first to give me care and guidance and level TSWQ results (X^2= 101. 84, P ＜ 0.001**).Therefore, When I am exhausted physically and mentally, my spouse is always the first to give me care and guidance had a significant associated on the level TSWQ results.

Table 45 The test results of "My family understands and supports my work " and "TSWQ level" were obtained through cross-tabulation and chi-square test.

My family understands and supports my work	TSWQ level			X²	P-value
	Low	**Middle**	**High**		
Disagree	106(49.07%)	99(45.83%)	11(5.10%)		
Neutral	68(45.03%)	49(32.45%)	34(22.52%)	43.35	<0.001**
Agree	34(40.48%)	27(32.14%)	23(27.38%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 45 , The results of the chi-square test showed that there was a significant association between my family understands and supports my work and level TSWQ results (X²=43.35, P<0.001**). Therefore,My family understands and supports my work had a significant associated on the level TSWQ results.

Table 46 The test results of "My parents are in good health and have no burden of supporting them " and "TSWQ level" were obtained through cross-tabulation and chi-square test.

My parents are in good health and have no burden of supporting them	TSWQ level			X^2	P-value
	Low	Middle	High		
Disagree	131(53.25%)	101(41.06%)	14(5.69%)		
Neutral	53(46.09%)	43(37.39%)	19(16.52%)	60.76	＜0.001**
Agree	24(26.67%)	31(34.44%)	35(38.89%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 46 , The results of the chi-square test showed that there was a significant association between my parents are in good health and have no burden of supporting them and level TSWQ results (X^2=60.76, P＜0.001**).Therefore,My parents are in good health and have no burden of supporting them had a significant associated on the level TSWQ results.

Table 47 The test results of "I often share my work experiences at family gatherings " and "TSWQ level" were obtained through cross-tabulation and chi-square test.

I often share my work experiences at family gatherings	TSWQ level			X²	P-value
	Low	Middle	High		
Disagree	121(48.79%)	114(45.97%)	13(5.24%)		
Neutral	73(54.89%)	44(33.08%)	16(12.03%)	121.28	＜0.001**
Agree	14(20.00%)	17(24.29%)	39(55.71%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 47 , The results of the chi-square test showed that there was a significant association between I often share my work experiences at family gatherings and level TSWQ results (X^2=121.28, P＜0.001**). Therefore,I often share my work experiences at family gatherings had a significant associated on the level TSWQ results.

Table 48 The test results of "I often feel depressed during teaching and my enthusiasm for work gradually fades " and "TSWQ level" were obtained through cross-tabulation and chi-square test.

I often feel depressed during teaching and my enthusiasm for work gradually fades	TSWQ level			X^2	P-value
	Low	Middle	High		
Disagree	129(48.50%)	118(44.36%)	19(7.14%)		
Neutral	49(45.79%)	34(31.78%)	24(22.43%)	52.11	＜0.001**
Agree	30(38.46%)	23(29.49%)	25(32.05%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 48 , The results of the chi-square test showed that there was a significant association between I often feel depressed during teaching and my enthusiasm for work gradually fades and level TSWQ results (X^2=52.11, P＜0.001**). Therefore,I often feel depressed during teaching and my enthusiasm for work gradually fades had a significant associated on the level TSWQ results.

Table 49 The test results of "The job title evaluation and teaching reform brought me a lot of

pressure " and "TSWQ level" were obtained through cross-tabulation and chi-square test.

The job title evaluation and teaching reform brought me a lot of pressure	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Disagree	115(52.75%)	88(40.37%)	15(6.88%)		
Neutral	62(43.36%)	63(44.06%)	18(12.58%)	73.09	＜0.001**
Agree	31(34.44%)	24(26.67%)	35(38.89%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 49 , The results of the chi-square test showed that there was a significant

association between the job title evaluation and teaching reform brought me a lot of pressure

and level TSWQ results（X^2=73.09, P＜0.001**）. Therefore,The job title evaluation and

teaching reform brought me a lot of pressure had a significant associated on the level TSWQ

results.

Table 50 The test results of "I often feel pain in my neck, shoulders, waist and legs during teaching " and "TSWQ level" were obtained through cross-tabulation and chi-square test.

I often feel pain in my neck, shoulders, waist and legs during teaching	TSWQ level			X^2	P-value
	Low	Middle	High		
Disagree	90(45.00%)	99(49.50%)	11(5.50%)		
Neutral	80(57.14%)	35(25.00%)	25(17.86%)		
Agree	38(34.23%)	41(36.94%)	32(28.83%)	74.20	＜0.001**
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 50 , The results of the chi-square test showed that there was a significant association between I often feel pain in my neck, shoulders, waist and legs during teaching and level TSWQ results (X^2=74.20, P＜0.001**). Therefore,I often feel pain in my neck, shoulders, waist and legs during teaching had a significant associated on the level TSWQ results.

Table 51 The test results of "Too busy with work to exercise " and "TSWQ level" were

obtained through cross-tabulation and chi-square test.

Too busy with work to exercise	TSWQ level			X²	P-value
	Low	**Middle**	**High**		
Disagree	120(50.21%)	103(43.10%)	16(6.69%)		
Neutral	60(50.85%)	47(39.83%)	11(9.32%)	92.76	＜0.001**
Agree	28(29.79%)	25(26.60%)	41(43.61%)		
Total	208(46.12%)	175(38.80%)	68(15.08%)		

In table 51 , The results of the chi-square test showed that there was a significant

association between too busy with work to exercise and level TSWQ results (X²=92.76, P＜

0.001**).Therefore,Too busy with work to exercise had a significant associated on the level

TSWQ results.

Table 52 The test results of "Work is very intense and I am eager to retire " and "TSWQ level" were obtained through cross-tabulation and chi-square test.

Work is very intense and I am eager to retire	TSWQ level			X^2	P-value
	Low	**Middle**	**High**		
Disagree	116(52.02%)	94(42.15%)	13(5.83%)		
Neutral	60(42.55%)	60(42.55%)	21(14.90%)	62.81	＜0.001**
Agree	32(36.78%)	21(24.14%)	34(39.08%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 52 , The results of the chi-square test showed that there was a significant association between work is very intense and I am eager to retire and level TSWQ results (X^2=62.81, P＜0.001**). Therefore,Work is very intense and I am eager to retire had a significant associated on the level TSWQ results.

Table 53 The test results of "I always suffer from insomnia, poor sleep quality, and even neurasthenia " and "TSWQ level" were obtained through cross-tabulation and chi-square test.

I always suffer from insomnia, poor sleep quality, and even neurasthenia	TSWQ level			X^2	P-value
	Low	Middle	High		
Disagree	128(49.80%)	114(44.36%)	15(5.84%)		
Neutral	64(50.40%)	41(32.28%)	22(17.32%)	100.11	<0.001**
Agree	16(23.88%)	20(29.85%)	31(46.27%)		
Total	**208(46.12%)**	**175(38.80%)**	**68(15.08%)**		

In table 53 , The results of the chi-square test showed that there was a significant association between I always suffer from insomnia, poor sleep quality, and even neurasthenia and level TSWQ results (X^2=100.11,P<0.001**).Therefore, I always suffer from insomnia, poor sleep quality, and even neurasthenia had a significant associated on the level TSWQ results.

CHAPTER V

DISCUSSION AND CONCLUSION

The title of the study was the associated factors among teachers well-being at hainan vocational university of science and technology in yunlong campus. This study aims to study the level of well-being among teachers in hainan Vocational University of Science and Technology and to study factors associated well-being of teachers in hainan Vocational University of Science and Technology. The study population consists of 451 teachers, from five colleges of Yunlong Campus of Hainan University of Science and Technology individuals, according to the teacher lists of each college. The study employed a structured questionnaire as the primary research instrument, comprising the following sections: Section 1: Personal Factor Information Table, and Section 2: Scale of factors associated teachers' well-being, Section 3: The Teacher Subjective well-being Questionnaire (TSWQ). The collected data were analyzed using statistical software, employing the Frequency distribution, Percentage, Mean, Standard deviation, Pearson Correlation and Eta Correlation Coefficient method for data processing. The study findings are structured as follows:

1. Summary of Research Findings

2. Discussion of Results

3. Research limitations

4. Research Generalizability

5. Recommendation for Further Research

Summary of research findings

Personal data analysis

The sample consisted of 451 teachers, of whom (52.55%) were female and (47.45%) were male; their ages were mainly 41-51 years old (54.64%), and most of them had a master's degree or higher (54.54%). The titles of the teachers were mainly general teachers (42.13%) and assistant teachers (24.16%), the salaries were concentrated in the range of 5,001-7,000 yuan (32.59%), and the majority of the teachers had 6-10 years of teaching experience (41.91%).

Analysing the situation regarding the level of well-being of teachers in Hainan University of Science and Technology

To study the level of well-being among teachers at Hainan University of Science and Technology. The results from the Teacher Subjective Well-being Questionnaire (TSWQ) indicated that 46.12% of teachers reported a low level of well-being (8–16 points), 38.80% a moderate level (17–24 points), and only 15.08% a high level (25–32 points). This suggests that the overall well-being of teachers at Hainan University of Science and Technology is relatively low, with significant room for improvement.

An analysis on the factors associated the well-being of teachers in Hainan University of Science and Technology

Work factors: fairness of school management ($X^2=159.14$, $p<0.01$), adequacy of research resources ($X^2=64.00$, $p<0.01$), perfection of teaching equipments ($X^2=103.50$, $p<0.01$), and welfare system ($X^2=182.40$, $p<0.01$) have a significant associated on well-being. The Pearson correlation coefficient between work factors and SumTSWQ is 0.589, indicating that there is a moderate positive correlation between the two. The significance test

result Sig value is 0.000, which is less than 0.05, indicating that the correlation is statistically significant. Therefore, it can be considered that there is a significant weak correlation between work factors and SumTSWQ.

Family factors: spousal support (X^2=101.84, p<0.01), pressure on children's education (X^2=50.34, p<0.01) and parents' health (X^2=60.76, p<0.01) were significantly associated with well-being. The Pearson correlation coefficient between family factors and SumTSWQ is 0.497, indicating that there is a moderate positive correlation between the two. The significance test result Sig value is 0.000, which is less than 0.05, indicating that the correlation is statistically significant. Therefore, it can be considered that there is a significant weak correlation between family factors and SumTSWQ.

Personal factors: age was weakly and positively correlated with well-being (r=0.11, p=0.02), but demographic variables such as gender, education and title had no significant associated.

Discussion of Research Results

According to objective 1:The research found that the overall well-being of teachers in the Yunlong Campus of Hainan University of Science and Technology is relatively low: TSWQ results show that only 15.1% of teachers are at a high level of well-being, and 46.1% are at a low level of well-being, which is basically consistent with the observations of most scholars in the literature on the current status of well-being of the teacher group (Zhang Xiaoting et al., 2023). For example, Zhang Xiaoting (2023) also found in a survey of middle school physical education teachers that most teachers' subjective well-being is at a medium or low level; Wei Tianlu (2019) pointed out in a study of private school teachers that due to

work pressure and insufficient resources, there is generally room for improvement in teacher well-being. At the same time, Ye Hong (2024) emphasized the importance of improving ecological factors such as the classroom environment to improve the well-being of higher vocational English teachers, suggesting that there is still room for improvement in the current teacher well-being. These studies all show that in my country's educational environment, the well-being of the professional teacher group is not optimistic, which is consistent with the findings of this study. In contrast, some studies have reported higher levels of well-being, but they are more common in developed regions or special groups (such as those with a strong social support system), which is different from the region and sample characteristics of this study (teachers in vocational colleges in moderately developed regions), so the results are different. Overall, the conclusion of this study on the low level of teacher well-being is basically consistent with the current status of teacher well-being generally emphasized in the literature (Lan Qianli et al., 2024).

According to objective 2:The research found through chi-square analysis that work factors (school management fairness, adequacy of scientific research resources, completeness of teaching equipment, and soundness of welfare system) are significantly correlated with teachers' well-being, and family factors (spousal support, children's education pressure, and parents' health status) are also significantly correlated; among personal factors, only age has a weak positive correlation with well-being, and gender, education, and professional title have no significant associated. This is consistent with the results of some previous studies: Lan Qianli (2024) pointed out that "professional environment" is a key factor associated teachers' well-being, which covers working conditions, resource allocation, etc., which is consistent with the significant correlation between work hardware investment such as teaching equipment and scientific research resources found in this study. Wei Tianlu (2019)

also emphasized the role of work fairness and sense of belonging of private school teachers in promoting well-being. In this study, "management fairness" significantly affects well-being, which is consistent with the idea. Wang Guanjun (2023)'s survey of teachers in higher vocational colleges in Fuzhou also showed that resource adequacy and salary system have a promoting associated on well-being, which is consistent with the importance of scientific research resources and welfare system found in this study. In addition, Ye Hong (2024) also proposed suggestions on improving the teaching support system and cultural atmosphere to enhance teachers' well-being when analyzing the classroom well-being of private vocational college English teachers based on ecological theory, which indirectly supports the conclusion of this study on the impact of work support environment (such as scientific research funding and teaching equipment) on well-being.

In terms of family factors, this study found that spousal support significantly increased well-being; high pressure on children's education and problems with parents' health reduced well-being. This is consistent with Liu Liangjun et al.,(2020) conclusion that marital harmony is positively correlated with well-being, and is similar to the view of relevant international studies (such as Rana and Soodan, 2019) that family burden increases teacher stress. However, there are few domestic literatures that specifically discuss the impact of children's education pressure and parental health on teacher well-being. The results of this study provide new empirical references in this field. It should be noted that this study did not find that personal background variables such as gender, education, and professional title were significantly correlated with well-being, which is consistent with some literature (that is, well-being is more affected by work and family situational factors), and may also be related to sample composition and measurement methods.

In summary, the results of this study not only confirm the role of work environment and support on teacher well-being emphasized in existing literature (such as Lan Qianli, 2024), but also supplement the evidence on family support and personal burden factors; at the same time, different studies differ in sample type, region, and measurement tools, resulting in slightly different specific findings. These comparative discussions help to fully understand the significance of the results of this study and also provide a multi-dimensional reference for improving the well-being of teachers in vocational colleges in the future (WangGuanjun et al., 2023).

Research limitations

Comprehensive use of validated scales (TSWQ and Wang's associated Factors Scale) ensured methodological rigor. A large sample size enhanced statistical reliability. Weaknesses: Geographic Limitation: Data were collected solely from HVUST's Yunlong Campus, limiting generalizability to other regions or university types. Cross-sectional Design: The study captured a snapshot of well-being, neglecting longitudinal trends. Self-report Bias: Subjective responses may have introduced social desirability bias.

Research generalizability

1. The findings of this study have reference value for similar vocational education institutions and can be expanded and applied to other fields.

2. Other educational institutions: the implications of the findings on management fairness and welfare systems can be extended to other higher vocational institutions or applied universities;

3. Cross-population applicability: the generalisable mechanisms of family factors (e.g. spousal support) and co-worker relationships can inform research on the well-being of primary and secondary school teachers or corporate employees;

4. Policy formulation: the recommendations of the study, such as 'improving the welfare system' and 'optimising the management process', can provide a basis for education administrations to formulate teacher support policies.

Recommendation for further research

1. Recommendations for Future Research: Expand Sample Diversity Include teachers from multiple provinces and university types (e.g., public, private) to enhance generalizability.

2. Cross-cultural Comparisons: Compare findings with international contexts to identify culturally specific vs. universal factors. By addressing these gaps, future research can contribute to a holistic understanding of teacher well-being and inform evidence-based policies for educational institutions globally.

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APPENDIX

Appendix A

Interview forms

The factors associated the well-being among teachers at hainan vocational university of science and technology in yunlong campus

Consent day Date.........................Month.....................................Year   2024

  I am Mr. / Mrs. / Miss. . . . . address... Read the details from the information sheet for participants in the research project and I agree to voluntarily participate in the research project.

I have received a copy of the consent form that I signed and dated, along with an information sheet for research participants. This is before signing the consent form to conduct this research. I was explained by the researcher about the purpose of the research. The duration of the research, research methods, dangers or symptoms that may arise from the research. or from the medicine used Including the benefits that will arise from the research and guidelines for treatment by other methods in detail I have had enough time and opportunity to ask questions until I have a good understanding. The researcher answered various questions willingly and without concealment until I was satisfied.

  I have the right to terminate my participation in the research project at any time. There is no need to inform the reason. and termination of participation in this research It will not affect treatment or other rights that I will continue to receive.

  The researcher guarantees that my personal information will be kept secret. and will be disclosed only with my consent. Other persons on behalf of the research sponsoring company Human Research Ethics Committee the Food and Drug Administration may be permitted to inspect and process my information. This must be done for the purpose of verifying the accuracy of the information only. By agreeing to participate in this study, I am giving consent to have my medical history reviewed.

I have read the above and have a complete understanding of it. Willing to participate in research willingly. Therefore, signed this consent document.

....Sign the person giving consent.

(...) Name of person giving consent

Date ....Month.............................Year.....................

I have explained the purpose of the research, the research methods, dangers or adverse reactions or risks that may arise from the research. or from the medicine used Including the benefits that will arise from thorough research. Let the participants in the research project named above know and have a good understanding. Ready to sign the consent document willingly

....

Signed by the researcher

(...)

Name of researcher in detail

Date ....Month………..Year…….

....

Witness signature   Witness signature

(...)   (………………………………………………)

Name of witness in detail   Name of witness in detail

Date ....Month…..Year…….   Date ....Month……..Year…….

The factors associated the well-being among teachers at hainan vocational university

of science and technology in yunlong campus

…………………………………………………………….

Dear Participants

This study aims to investigate the associated factors of teacher well-being in Hainan University of Science and Technology.

Your participation is vital to this research. We hope that you can fill in the questionnaire truthfully and in detail. Your valuable opinions and suggestions will help us better understand the current situation and provide strong support for improving teachers' well-being. Participation in this study is voluntary and the information you provide will be kept confidential, meaning your name will not be mentioned anywhere and the information you provide will be presented in summary form only.

Please choose your answers and possible answers to each question carefully. Select and block (√) the answer choice that best represents your views,knowledge, attitudes, and practices. If you have any concerns about a question or other questions, please let the interviewer know.

The questionnaire is divided into 3 parts as follows;

Part I: Personal Factors

Part II: Teacher well-being associated Factors Scale.

Part III: Teacher Subjective well-being Questionnaire (TSWQ)

The researcher hopes for your cooperation very much and I would like to thank you very much for this opportunity.

Ma Wenjing

Master of Public Health

Chiang Rai Rajabhat University

Part I: Personal Factors

…………………………………………….....

Guidance: Please read the following terms carefully and select an answer to each question by marking (√) the answer option that best represents the answer.

1. Gender   ( ) 1. Male   ( ) 2. Female

2. Age   Years

3. Education

    ( ) 1. diploma certificate

    ( ) 2. Bachelor degree

    ( ) 3. Above Bachelor degree

4.Professional title

    ( ) 1.Professor

    ( ) 2.Associate professor

    ( ) 3.Teacher

    ( ) 4.Teaching assistant

5.Salary level

    ( ) 1.Over 8,001 yuan

    ( ) 2.Between 7,001-8,000 yuan

    ( ) 3.Between 5,001-7,000 yuan

    ( ) 4.Between 4,000-5,000 yuan

6.Years of teaching

    ( ) 1.Between 1-5 years

    ( ) 2.Between 6-10 years

    ( ) 3.Between 11-15 years

    ( ) 4.Over 16 years

7.Job position

    ( ) 1.Teaching assistant

    ( ) 2.Teaching staff

Part II: Teacher well-being associated Factors Scale.

………………………………………………….

Instructions: The following table is designed to understand the factors that associated your well-being.Please carefully select each answer and mark (√) on the option that best represents the answer to select the answer.

factor	entry	Strongly Disagree 1 point	Disagree 2 points	Neutral 3 points	Agree 4 points	Strongly Agree 5 points
Work factor Working status	1. I am very satisfied with the school's teacher management work					
	2. I look forward to my daily work schedule					
	3. I have enough funds to carry out scientific research					
	4. The school has complete teaching equipment and facilities, and teaching resources can be fully utilized					

factor	entry	Strongly Disagree 1 point	Disagree 2 points	Neutral 3 points	Agree 4 points	Strongly Agree 5 points
	5. I think the school's welfare and retirement system is very complete					
	6. My salary is better than my friends of the same age and education level.					
Work factor Social Relationships	7. When I encounter difficulties, my colleagues will lend a hand. It is a pleasure to work with them.					
	8. The school leaders are unfair, and I can't stand many of them.					
	9. I am very satisfied with the interpersonal relationships in school					

factor	entry	Strongly Disagree 1 point	Disagree 2 points	Neutral 3 points	Agree 4 points	Strongly Agree 5 points
	10. I often feel that some students are "incorrigible".					
	11. I think students attach great importance to system management, but at the same time they are also very humane.					
Work factor Self-actualizati on	12. My career goals have been achieved					
	13. The school can provide me with more opportunities for further study					
	14. When students achieve good results, I feel a strong sense of accomplishment.					

factor	entry	Strongly Disagree 1 point	Disagree 2 points	Neutral 3 points	Agree 4 points	Strongly Agree 5 points
	15. I am very pleased with the growth and progress of my students.					
	16. If I can work in other industries, I am willing to give up my career as a university teacher.					
	17. The profession of teacher allows me to associatedively tap my potential and brings me a sense of accomplishment.					
	18. I am very satisfied with the social status of university teachers					

factor	entry	Strongly Disagree 1 point	Disagree 2 points	Neutral 3 points	Agree 4 points	Strongly Agree 5 points
Family factor Family and Marriage	19. Issues related to my children often distract me from my work					
	20. I don't have to worry about my children's studies and growth					
	21. When I am exhausted physically and mentally, my spouse is always the first to give me care and guidance.					
	22. My family understands and supports my work					
	23. My parents are in good health and have no burden of supporting them.					

factor	entry	Strongly Disagree 1 point	Disagree 2 points	Neutral 3 points	Agree 4 points	Strongly Agree 5 points
	24. I often share my work experiences at family gatherings					
Family factor Physical and mental condition	25. I often feel depressed during teaching and my enthusiasm for work gradually fades					
	26. The job title evaluation and teaching reform brought me a lot of pressure, and at the same time I lost a lot of work enthusiasm and fun.					
	27. I often feel pain in my neck, shoulders, waist and legs during teaching.					

factor	entry	Strongly Disagree 1 point	Disagree 2 points	Neutral 3 points	Agree 4 points	Strongly Agree 5 points
	28. Too busy with work to exercise					
	29. Work is very intense and I am eager to retire					
	30. I always suffer from insomnia, poor sleep quality, and even neurasthenia					

Part III: Teacher Subjective well-being Questionnaire (TSWQ)

…………………………………………………….

Instructions: The following table is designed to understand your level of well-being. Please carefully select each answer and tick (√) the option that best represents the answer. If you cannot understand the content of the scale, please ask the staff for help.

Teacher Subjective well-being Questionnaire, TSWQ					
Serial Number	**Test items of the teacher's subjective well-being self-assessment scale**	**Almost never (1 point)**	**Sometimes (2 points)**	**Often (3 points)**	**Almost always (4 points)**
1	I feel like I belong in this school				
2	I am a successful teacher				
3	This is a school where I can really be myself				
4	I am good at helping students learn new things				
5	I feel like people at this school care about me				
6	I have achieved a lot as a teacher.				
7	I am respected in this school				
8	I feel my teaching is associatedive and helpful				

Appendix B

Validity and Reliability

Validity Analysis

The KMO sampling suitability measure of this study is 0.836, indicating that the data is suitable for factor analysis and there is a strong correlation between variables. The results of the Bartlett sphericity test show that the approximate chi-square value is 8599.360, the degree of freedom is 990, and the significance level is 0.000 (p<0.01), indicating that the correlation matrix between variables deviates significantly from the unit matrix and has good factor extraction conditions. These results show that the research data meets the basic requirements of factor analysis and provides a solid statistical basis for subsequent analysis.

Validity Analysis

KMO sampling suitability measure		0.836
Bartlett's test of sphericity	Approximate Chi-Square	8599.360
	Degrees of Freedom	990
	Significance	0.000

Reliability Analysis

       The questionnaire used in this study has a total of 45 items, and the overall reliability coefficient a is 0.829, indicating that the questionnaire has a high internal consistency and can reliably measure the variables required for the study. This level of reliability meets the standards of psychometrics, indicating that the questionnaire can maintain the stability and consistency of the results in multiple tests or different samples, providing a guarantee for the reliability of the research conclusions.

Reliability Analysis

Cronbach Alpha	Number of items
0.829	44

Attachment: Screenshot of analysis results

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded^a	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.829	44

→ Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.836
Bartlett's Test of Sphericity	Approx. Chi-Square	8599.360
	df	990
	Sig.	.000

BIOGRAPHY

Name - Surname   Ms. Ma Wenjing

Date of birth   7 January 2000

Current address

House number：No. 89 Subdistrict Bandu

District Mueang Province Chiang Rai

Educational record

Date: September 2019 - June 2023 (Undergraduate)

Graduated from: Hainan Vocational University of Science and Technology.

Date September 2016 - June 2019 (High School)

Graduated from: Daqing City Lindian County No.1 Middle School

Date: September 2013 - June 2016 (junior high school)

Graduated from: Daqing City Lindian County No. 4 Middle School

Date: September 2007 - June 2013 (primary school)

Graduated from: Daqing City Lindian County No.1 Primary School

Work experience

Date: July 2023-January 2024, Workplace: Hainan Vocational University of Science and Technology

Address: No. 118, Yunding Road, Yunlong Town, Qiongshan District, Haikou City, Hainan Province

Date: May 2022-March 2023, Internship Unit: Haikou People's People's Hospital

Address: No. 43 Renmin Avenue, Meilan District, Haikou City, Hainan Province