



**THE IMPACT OF OCCUPATIONAL STRESS ON WELL-BEING
OF THE MAINLAND CHINA KINDERGARTEN TEACHERS
- AN APPLICATION OF PSYCHOLOGICAL STRESS MODEL**

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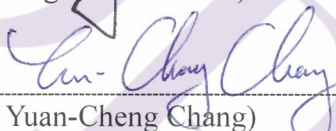
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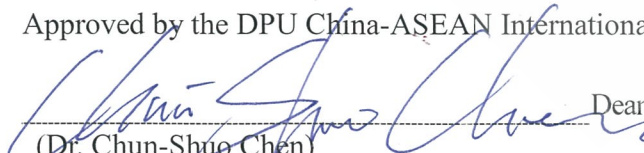

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ABSTRACT

Kindergarten teachers' well-being not only affects their physical and mental health but also affects job stability and production levels; it also indirectly affects the physical and mental health of the children they teach and childhood development. Subsequently, it is necessary to research the well-being of kindergarten teachers and its influencing factors. This study is based on previous theoretical model researches; it investigates the impact of occupational stress on well-being of kindergarten teachers; the mediating function of psychological capital and the moderating function of social support and coping styles for occupational stress and well-being.

This study used the questionnaire to conduct research. The target group for the study was a random sample of full-time kindergarten teachers in east, middle, west and northeast parts of the Mainland China. The provinces of Jiangsu, Hubei, Sichuan and Liaoning were selected with 400 kindergarten teachers from each province, a total of 1,600 kindergarten teachers, conducted the research. Using SPSS22.0, Amos 22.0 and Excel 2003 software, the basic information of kindergarten teachers in the

Mainland China and current status were investigated. Analyze the difference between demographic variables and five variables, the correlation between the two variables. It is found that through the test model, psychological capital has a mediating effect, and social support and coping style have no moderating effect, but new relationships appear in the model. This study appropriately adjusts the psychological stress model and applies it to education management, so that kindergarten teachers in the Mainland China can get rid of the stressful working environment, step into well-being, and make kindergarten teachers in good condition. For better education services, the study also provides advice to the government and kindergarten industries to improve the performance and quality of their future operations. so that the kindergarten teachers in the Mainland China can get out of the stressful environment of work and step into well-being in order to kindergarten teachers are good for better service to education. Finally, this study lunch several suggestions to the government and kindergarten industry to enhance their performance and quality in future operation.

Keywords: kindergarten teachers, occupational stress, well-being, psychological capital, social support, coping styles

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CHAPTER 1

INTRODUCTION

1.1 Problem Statement

In recent years, occupational stress has become an issue in the field of mental health research. The occupational stress is a generic term that refers to work-related stimuli (also known as work stressors) that can affect the physical, behavioral, or psychological consequences of employees and organizations (health and well-being). Occupational stress can occur in different profession. The teacher as a special service industry, is a high incidence of occupational stress groups (Chaplain, 2008; Stoeber & Rennert, 2008). Because of kindergarten teachers special teaching nature and working environment (Moynihan & Pandey, 2007; Shujie & Onwuegbuzie, 2012), kindergarten teachers are more and more obvious and strong, which affects their happiness index.

1.1.1 Background

The perspective of children development and health

Childhood is a period of development that affects children's physical and mental health (Hart, 2013). Children are already learning at birth and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, the adults who provide for the care and education of children from birth through age 8 bear a great responsibility for kindergarten teachers health, development and learning. Kindergarten teacher should be based on the overall health of the child-oriented, improve collaboration and enhance children's spiritual, environmental, emotional, social, creative and physical health (Albrecht, 2018). A 2015 report from

the Institute of Medicine and National Research Council explored the implications of the science of child development for the professionals who work with these children. Therefore, teachers' emotional attitudes, words and deeds will directly affect the physical and mental health and development of children. Kindergarten teachers grew up as 'important people' as children. Kindergarten teachers sense of well-being not only affects their own physical and mental health, but also affects their work participation and work efficiency (Hart, 2013).

A perspective on positive psychology research

The rise of positive psychology and happiness has also become a research topic, because happiness is the eternal pursuit of human development (Crewe, 1980). Over the long course of human history, generations of people have never stopped for the sake of exploring their true happiness (Ko, 2015). Achieving happiness and having a happy life is a dream that everyone hopes to achieve. People yearn for happiness and love (Lyubomirsky, 2008). On the big stage of life, people yearn to vividly exhibit happy experiences. Some people are elated with happiness (Veenhoven, 2013). On the contrary, some people are frustrated with the loss of happiness. The above results are consistent with the findings of other recent surveys. For example, according to a survey conducted by Easterlin, Wang, and Wang (2017), the vast majority of people in China's growing middle class are not satisfied with their lives. At the time, the 'China Daily' newspaper pointed out that people are depressed because of the harshness of modern life, fierce competition, fear of unemployment, repayment pressure and growing materialism. Nonetheless, some people are filled with happiness if they are optimistic that it is coming in the future (Ho, 2011).

With the improvement of material living standards, people are paying more and more attention to the acquisition of health and happiness. Especially with the rise of positive psychology which concerns the quality of life for people. Positive psychology is a new research field emerging in the American psychology community and is a positive psychological trend (Ryan, Browning, Clancy, Andrews, & Kallianpurkar, 2014). The sense of happiness is not only an important predictor of social progress, but also related to a wide range of positive outcomes such as better social relations, health and career success (Kuykendall, Tay, & Ng, 2015). In terms of educational goals, both utilitarian and non-utilitarian values need to be guided by happiness. Education has many specific goals, but no matter what the goal is for education, the ultimate goal is to make people happy. To accomplish this, education must promote individuals to obtain more happy experiences, so that kindergarten teachers can enhance happiness awareness, develop own happiness (Duncan, 2010).

Thus, it is only meaningful to consider happiness as a product of students reaching all of their educational goals. Taking happiness as the ultimate goal is in line with the inevitable trend that people need to continuously expand and deepen their knowledge (Ikeda, 2010). Well-being can also be considered as the ultimate goal of life and work. Following the rise of western 'positive psychology' and an increase of 'human care' in the area of educational research. As a result, the topics of well-being in terms of education, teachers and students have become an area of focus for researchers.

The main areas of research are kindergarten teachers' well-being and their impact on the development of children's mental health. Essentially concerned about their social status and the occupational stress of kindergarten teachers in the Mainland

China. This study hopes to provide theoretical support and development strategies to improve the well-being of kindergarten teachers from the perspective of empirical research, to arouse social concern and gain support for kindergarten teachers from the public.

The perspective of kindergarten teachers

Currently, kindergarten teachers in the Mainland China are serving as education professionals for preschool education institutions and their social status rarely receives attention. The treatment of kindergarten teachers is not optimistic because their feelings of social support, welfare and well-being are relatively low; subsequently, job burnout is quite obvious. Although the income of preschool teachers in the Mainland China has increased significantly since the 1990s, in general, the policy remains 'Teachers' average salary shall not be lower or shall be higher than that of State public servants and shall be gradually raised. A regular system for promotion and pay rise shall be established according to Article 25 ("Teachers Law of the People's Republic of China ", 1993), the gap is very high. Kindergarten teachers' economic income is basically between the middle and lower levels. In Taiwan China, 66% of early childhood education institutions are privately funded, less than 30% public kindergarten receives support from the government. Moreover, private preschool teachers average 10.5 hours of work a day with a heavy workload (Hung, 2012). On average, beginning preschool teachers with bachelor's degrees receive only NT\$ 20,000 (about US\$571) per month, which is close to Taiwan's lowest level monthly wage, NT\$18,540 (about US\$530). As a result of low salaries, poor working conditions, heavy workload the turnover among private preschool teachers in Taiwan is very high (Chen, 2003; McCarthy, Lambert, O'Donnell, & Melendres, 2009; Wu,

2011). Many teachers do not consider future work in the nursery as a long-term career choice and those who enter the field are often away.

Due to the common characteristics of modern society, such as rapid development, fierce competition and high stress, kindergarten teachers have to take on the following tasks: teaching children safety and daily care. Qualitative data showed that a high level of stress, low salary, inadequate breaks, few holidays, heavy workload and student behavior (Shujie & Onwuegbuzie, 2012). These factors cause most teachers to leave school exhausted at the end of the day (Danielson, 2011). At the same time, referring to the results of recent studies, researchers looked at consequences of occupational stress which can have serious implications for the healthy functioning of the individual as well as for the organization in which the individual serves such as kindergarten teachers' overall well-being and performance (Darder, 2017; Larchick & Chance, 1997). These vary depending on the nature of work, self-study, lesson preparation and teaching load. Generally speaking teaching activities have intensified and this leads to poor teacher's health, poor performance and dissatisfaction and may also result in poverty and anxiety (Waqas, Ghaffar, Javed, Siddique, & Javed, 2017).

However, the actual workload, social responsibility undertaken and the educational skills needed for Chinese kindergarten teachers to be mastered are not inferior to those of elementary, middle school and university teachers, especially considering the influence of traditional Chinese culture on the orientation of kindergarten teachers. It is still an indisputable fact that the professional status of teachers is not high and subsequently Chinese kindergarten teachers' average salary is far lower than other occupations. Salary is one of the most significant predictors of teacher attrition (Murnane et al., 1989; Schlechty & Vance, 1983; Shen, 1997). It is also

one of the most obvious differences between public and private schools, with starting salaries in private schools around 30% lower in 1993–1994 (Ingersoll, 2001). School Teacher, described the relatively flat pay schedule for teachers compared with other professions (Dan Lortie, 1975). Some of them even lower than the average income of local residents, including primary and secondary school teachers at the same level. Teachers' work is unique compared to other professions and is often influenced by government legislative requirements and reforms. Grenville-Cleave and Boniwell (2012) found that teachers believe that their well-being is significantly lower than other professional occupations such as health, social work, finances and human resources. There is a research from Klitgaard, Siddiqui, Arshad, Niaz, and Khan (1985) which displayed the problem of a large movement of teachers out of the teaching profession and into the commercial sector, such as foreign joint venture companies, private companies, hotels and the travel industry. The working conditions are better and the opportunities for professional advancement are better.

With the public's increasing appeal for the advancement of teachers' social status and an increased emphasis on the teaching profession, scholars' research perspectives on teachers have also changed in terms of the perspective of the teacher's personality orientation, career development, education, occupational stresses. Additionally, during the teaching process, the issues of well-being and social support have also become a focus of research (Bell, Leroy, & Stephenson, 1982; S. Cohen & Wills, 1985)

The workload of women teachers (especially kindergarten primary and kindergarten teachers) is very high. Research done by Sadeghi and Sa'adatpourvahid (2016) found that 29.93 percent of Iranian teachers suffer from occupational stress, the

result is a third of the teachers appear to be somewhat or very dissatisfied with their job. It was also observed that teachers' age, marital status and employment level played significant roles in the level of occupational stress felt by teachers (Cohen, 2006).

- a. Curriculum and teaching
- b. Interpersonal relationship
- c. Class management
- d. Kindergarten Administration
- e. Personal factors

Micklo (1993) believes that the biggest problem for kindergarten teachers is the relationship with parents, and personal time management.

After the researcher's observation in kindergarten, different from parental management methods, lack of discussion among colleagues, differences in work attitudes of colleagues and different concepts from the head of the school are all problems that cause work stress and trouble. For example, some young teachers have not taken care of children and it is difficult to gain the trust of their parents. On the other hand, the harmony between the teacher and the partner teacher, regular maintenance of the classroom, counseling and early childhood understanding of the nature of the behavior of children. These are reasons for the teacher's occupational stress in class management.

Furthermore, others have found that there is a significant correlation between social support and kindergarten teachers' subjective well-being. Wong and Cheuk (2005) found that social support can reduce the occupational stress on kindergarten teachers. Another survey showed that the subjective well-being of graduate business students includes family support and psychological capital, including whether

psychological capital regulates the proposed support for the relationship between happiness and well-being (Nielsen, Newman, Smyth, Hirst, & Heilemann, 2017). A growing body of empirical evidence suggests that although Social Support (SS) predicts Subjective Well-Being (SWB), the relationship between Social Support (SS) and Subjective Well-Being (SWB) remains unclear (Hudders & Pandelaere, 2012). In this study, researchers investigated the role of Positive Psychological Capital (PPC) in the relationship between Social Support (SS) and Subjective Well-Being (SWB). The results showed that Psychological Capital (PPC), Social Support (SS) and Subjective Well-Being (SWB) were correlated positively. However, more importantly, Psychological Capital (PPC) regulates the relationship between Social Support (SS) and Subjective Well-Being (SWB) (Bin et al., 2014). The study also explored the role of teacher support, family support and psychological impact in relation to Psychological Capital-existence.

Controlling the occupational stress of kindergarten teachers, would enhance their well-being and promote more successful kindergarten teachers. For many teachers, achieving a highly qualified status meant returning to college while working full-time in what some consider a highly stressful occupation (Butler, 2007; Kokkinos, 2007). The heavy work schedule and increased pressures paved the way for high levels of stress and teacher burnout. As a result, teachers began leaving the profession in great numbers (Ingersoll, 2007), due to feelings of incompetence and unproductiveness at work (Leiter & Maslach, 2008). The existence and impact of occupational stress are universal (Cox, 1993).

Teachers' occupational stress coping strategies are the measures taken by teachers when faced with many stress caused by work (Brown & Uehara, 1999). These

include cognitive and behavioral changes and emotional adjustments, they are a series of coping styles, such as taking actions directly and seeking support (Griffith, Steptoe, & Cropley, 1999). Therefore, we must pay attention to the occupational happiness of teachers and we must not neglect the occupational stress of teachers (Hargreaves, 2004). Overall, 8.4 percent of teachers who left the profession after the 2003-2004 school years were under 30 years of age (Marvel et al., 2007). Although some other professions, such as social workers, business services, real estate and have higher turnover rates, the increasing turnover rate for teachers is particularly problematic given the current teacher shortage (Liu, 2007; Yost, 2006).

The literature support that there is a positive relationship between teachers in favor of well-being and mental well-being (Bin et al., 2014). For teachers, their job satisfaction and positive psychological capital are crucial. The results emphasized the importance of job satisfaction to teacher motivation and emphasized the need to further study the relationship between teacher motivation and positive psychological capital (Nielsen et al., 2017). Occupational stress, low social status, low salaries and benefits are all factors that keep the subjective well-being of kindergarten teachers at a low level and inevitably reduce the participation of teachers; a byproduct is that affects the physical and mental development of young children (Marmot & Wilkinson, 2005; O'Bryan, 2008).

In order to minimize the impact of kindergarten teachers' occupational stress on their well-being, the main purpose of this study is to investigate the impact of psychological capital, social support and coping styles and find if there are key relationships between them. On one hand there is the psychological capital of kindergarten teacher occupational stress and well-being. On the other hand, social

support plays a moderating effect on teacher's perceptions and responses. Controlling the occupational stress of kindergarten teachers, enhance their well-being and promote the development of successful and satisfied kindergarten teachers.

1.1.2 Theoretical Significance of the Study

A teacher experiencing low levels of well-being may lack resilience in their personal or professional life. Research on happiness and well-being has been based on various psychological theories (Diener & Ryan, 2009). A current study of the relationship between well-being and teacher efficacy was built within the theoretical framework of positive psychology, which is a theoretical framework for understanding contemporary well-being (Fredrickson, 2009). Furthermore, Bandura (1997) came up with a theory for explaining well-being in relation to the social cognitive theory. At the beginning of the 2000s, positive psychology was considered a movement towards understanding well-being. Since that time, positive psychology has evolved into a conceptual framework (Lee Duckworth, Steen, & Seligman, 2005). It is important to consider well-being within the context of positive psychology, because well-being is an intricate part of the recent positive psychology movement.

Positive psychology has roots in humanistic and existential ideology, in addition to commonality with health and counseling psychology (Alex Linley, Joseph, Harrington, & Wood, 2006; Diener, 2009). It was founded on constructs designed to compliments conventional psychology. These constructs include well-being, optimism, resilience, positive affect, hope, character strength and they all have diverse backgrounds but share the common thread of being positive (McKnight & Kashdan, 2009). Positive psychologists have attempted to provide a framework for understanding well-being and life satisfaction. Recognizing the need for positive psychology to have

a solid foundation, Seligman called for empirical research on the human strengths of character and virtues (Diener, 2009). According to the positive psychological framework increasing well-being is possible through the increase of strengths and positive emotions.

Some researchers have objections to the literature in positive psychology stating that it lacked support in terms of past research, dating back decades, on the positive construct model (Diener, 2009). Researchers have also objections because positive psychology literature contains excessive emphasis on the individual, with too little focus on positive situations or institutions. Additionally, positive psychology has been criticized for a rush to judgment in the use of positive therapy and for appearing to have a naive view of life (Diener, 2009). However, positive psychology is a young field, there is much room to develop the theory and to address these objections.

Looking towards the future psychologists predict that positive psychology in this new century will allow researchers to understand and create solutions that allow individuals and societies to flourish (Seligman & Csikszentmihalyi, 2014). Ryan and Deci (2000) discussed another trait that is central to positive psychology and has been extensively researched; the theory investigated three related human needs: the need for competence, the need for belongingness, the need for autonomy. When these needs are satisfied, Ryan and Deci (2000) claimed personal well-being and social development are optimized. People in this situation are intrinsically motivated, able to fulfill their potential and tend to seek out progressively greater challenges as these people think that they are living good lives by themselves (Diener, 2000). This is a subjective definition of quality of life that is democratic in that it grants each individual the right to decide whether his or her life is worthwhile. It is this approach to defining the good

life that has come to be called ‘subjective well-being’ (SWB) and in colloquial terms is sometimes labeled ‘happiness’. In practice, subjective well-being is a more scientific-sounding term for what people usually mean by needs and happiness (Diener, 2000).

In summary, the well-being research that is centered on kindergarten teachers is rather deficient. Kindergarten teachers’ occupational stress is quantified and well-being is determined according to pre-existing relevant theoretical models. Therefore, for this study it is not enough to focus only on the direct influence of well-being affected by occupational stress. We also study the mediating function of psychological capital, moderating function of social support and coping styles. In addition, kindergarten teachers’ well-being is affected by occupational stress and psychological capital, social support and coping styles. Once this has been determined then the theoretical research of kindergarten teachers’ occupational stress and well-being can be optimized and enriched. So, this study’s purpose utilizes the broaden-and-build theory to promote well-being and individual health. In fact, it also expands on related research regarding kindergarten teachers.

1.1.3 Practical Significance of the Study

Traditionally, the field of psychology has focused on psychological problems and on how to alleviate them (Fredrickson, 2009). As a unique group, kindergarten teachers’ occupational stress has particular characteristics that are not shared with other educational careers. This paper looks at kindergarten teachers as targeted objects. This study can help education competency departments and other educational leaders to further understand kindergarten teachers’ occupational stress, current situations, influence factors, and kindergarten teachers’ occupational stress is

quantified and well-being is determined according to pre-existing relevant theoretical models.

In order to improve the knowledge of education competency departments, educational leaders and even the whole society to pay attention to teachers' well-being. The establishment of accurate quantitative structural equations, the application of psychological stress model in educational theory has expanded its application scope and value. Therefore, the theoretical value and practical significance of research, development and application of psychological stress model is verified from different perspectives. Contribute to the harmonious and stable development of Chinese kindergarten teachers. By researching the occupational stress that affects teachers' well-being, it can provide data support and offer recommendations to decision makers to make rules and regulations so as to alleviate kindergarten teachers' occupational stress, enhance their well-being and contributing to the healthy development of their physical and mental health, promote the healthy career development for the entire kindergarten teacher team.

1.2 Purpose of the Study

The purpose of this study is to study the influencing factors of occupational stress, psychological capital, social support, coping style and well-being of kindergarten teachers in the Mainland China; the relationship between survey variables and possible differences; exploration model Mediation and moderation effects.

The research purpose of this study are as follows:

RP1 Examine occupational stress, psychological capital, social support, coping methods of kindergarten teachers and analysis of the current situation in terms of well-being and demographic differences.

RP2 Explore the relationship between kindergarten teachers' occupational stress, psychological capital, social support, coping styles and well-being variables.

RP3 Explore influences to well-being caused by occupational stress, psychological capital.

RP4 Explore influences to well-being caused by occupational stress, social support and coping styles.

1.3 Research Questions

Based on the above background information, how to accomplish this task not only requires extensive research and a diverse sample size, but also requires the application of psychological stress theory models. In regards to the preceding research purpose, four distinct sets of research questions to be addressed in this study are as follows:

RQ1 To what extent are demographic differences among the relationships between occupational stress, psychological capital, social support, coping styles and the well-being of kindergarten teachers?

RQ2 To what extent is a direct relationship between kindergarten teachers' occupational stress psychological capital, social support, coping styles and well-being?

RQ3 To what extent there is a mediating function significant relationship in terms of psychological capital between kindergarten teachers' occupational stress and well-being?

RQ4 To what extent social support and coping styles moderate the relationship between kindergarten teachers' occupational stress and well-being?

In summary, the concept and theory of occupational stress and well-being guide the purpose and significance of the current study. The work stress of teachers

should be managed, but the purpose is not to eliminate stress. It is also impossible to eliminate stress, but to alleviate and control this stress, improve the quality of work and life of teachers, and at the same time, to better improve the efficiency and vitality of work, and to avoid adverse effects on teachers and children due to work stress. At the same time, through the research of this thesis, kindergartens and teachers should pay attention to the problems arising from occupational stress and change attitudes to actively respond to this stress. And make useful suggestions for organizations, individuals and society.



CHAPTER 2

LITERATURE REVIEW

2.1 Occupational Stress

The concept of Stress was first proposed by Hans Selye, director of the International Institute of Stress, University of Montreal, Canada, in the 1930s, and he was recognized as the “father of stress” (Petticrew & Lee, 2011)(see p411). “stress” (see p3) comes from the Latin “stringere” (see p3), also translated as “stress”, “tension” (see p7), “load” (see p3)and so on (Cartwright & Cooper, 1997). After Selye put forward the concept of stress, many subjects in the world, such as medicine, psychology, education, behavioral science, and sociology, put attention on this issue and used different methods to study stress from different angles.

Work-related stress has been defined in diverse ways with some experts defining it as the cause or stimulus (Fontana & Abouserie, 1993); some highlight it as an affect or response (Selye, 1985); while still others have explained it on a broader canvas as a combination of interlaced factors (Grant, Ali, Thorsen, Dei, & Kathryn, 1995). Stress is the physical and mental response of the body to its demands (Baligar, 2018).

Stress is not necessarily a bad thing-it all depends on how you accept it. Exciting, creative and successful work stress is beneficial, and the stress of failure, humiliation or infection is harmful. (Baligar, 2018; Selye, 1956). As noted by Fontana and Abouserie (1993), stress definitions range from single words, for example, tension, pressure or burden to more multifarious explanations in physiological and

psychological perspectives (Murray-Harvey et al., 2000). Selye (1985) added to the conceptual landscape and contributed significantly to the body of literature regarding stress. Furthermore, he identified stress as the nonspecific response of the body to any demand, whether it is caused by, or results in, pleasant or unpleasant conditions. Stress as such is all-inclusive, embodying both the positive and the negative aspects of these concepts (Selye, 1985).

Lazarus and Folkman (1984b) described stress as a sort of connection between a person and the environment such that when the person perceives a situation as taxing, it results in physical/emotional reaction. This notion of stress in an environmental context is also acknowledged by Gold and Roth (1993) as the disequilibrium state of an individual. Selye (1985) further elaborated the concept of stress by differentiating between positive (or good) and negative (or bad) stress. As viewed by Olivier and Venter (2003), an example of eustress (moderate/positive stress) might be “an opportunity, a promotion, a challenge”, while examples of distress (negative/bad stress) are anxiety, worry, frustration, disappointment, which might lead to discomfort. This notion of two sides of stress is endorsed by Gold and Roth (1993), as it depends upon the individual’s interpretations of the stressor that determines whether the response or result will be positive or negative.

It is clear in the literature that stress is not a ‘single source’ issue, that it can be and often is defined in various empirical and non-empirical ways that should account for a number of ‘factors’ or ‘problems’ at any given time. Stress in the workplace is a critical concern not only for the well-being of individuals working in any organization.

But also to the overall performance and productivity of that organization (Leonard, Bourke, & Schofield, 2000). Work-related stress can be defined as the ability of an individual to cope with the workplace demands (Love & Irani, 2007). To expand on this concept, research done by Berg (1994) stated work-related stress involves a “subtle but progressive erosion of behavior, attitude, health and spirit that eventually inhibits an individual’s ability to function effectively at work”. A job stressor, according to Beehr and Franz (1987), is some unpleasant incident in the workplace that leads to stress. Sutherland and Cooper (1988) categorized job stressors into six areas: intrinsic job factors (such as climate, workplace-design, light); task-related factors (such as workload, time management, modern technology such as computers and the internet), the role of the individual (such as role ambiguity, conflicts), interpersonal aspects (between the administration, colleagues and other staff); professional development (promotion matters, learning, grooming opportunities), organizational climate (autonomy, decision-making powers, centralized or decentralized structure).

2.1.1 Teacher Occupational Stress

There plenty of definitions of teachers’ occupational stress make by researchers. Some scholars believe that teachers’ occupational stress comes from the occupational features of teaching careers and only happens inside the specialized careers of teachers. Others believe that teachers’ occupational stress should be defined inside school education and teaching situations as it is the stress generated among the teacher’s particular situation. Work-related stressors represent specific environmental events that are a source of stress for teachers (Fimian & Fastenau, 1990). On the other hand, the stressors in the present study include program-level organizational support, Kelly and Berthelsen (1995) emphasized the role of social support for teachers’ well-

being and found that parental support and children's behaviors were another type of psychosocial environmental predictors of preschool teachers' stress. For example, teachers experience stress when they feel that parents do not respect their job, do not communicate with them, or do not properly care for children (Curbow, Spratt, Ungaretti, McDonnell, & Breckler, 2000; Kelly & Berthelsen, 1995).

Furthermore, teachers often report that they are stressed when they need to continuously attend to children's challenging behaviors or when they have difficulties forming positive relationships with children (Kelly & Berthelsen, 1995). The teachers' perceived level of support from children's families and children's challenging behaviors as are regarded as predictors of teachers' psychological well-being.

According to research literature on teachers' work stress, the kindergarten teacher's occupational stress is the stress generated by the teacher's individual due to the occupational requirements given by the teacher's profession.

Teacher stress is an ever-changing, interactive and dynamic issue. Excessive and changing teacher demand may lead to 'physiological and psychological distress' (Forlin, Hattie, & Douglas, 1996; Tahseen, 2015).

According to (Forlin, Douglas, & Hattie, 1996) three types of potential teacher stressors have been mentioned frequently in literature: administrative, classroom, personal stressors. Litt and Turk (1985) argued that the role teachers perceived for themselves and the school climate, particularly, the relationship with administrators, may be extremely important in predicting job stress. Tsai, Fung, and Chow (2006) found that lack of proper time-management is a major stressor for teachers. Kyriacou and Chien (2004) reported that shifting education policies of from the government and heavy workloads are the two major causes of stress for teachers.

Moreover, Abel and Sewell (1999) found ‘pupils’ misbehavior and time pressures’ as the highest stressors. Discipline problems, lack of motivation on the part of pupils and large class sizes are some of the contributors to teacher stress (Olivier & Venter, 2003). The personal priorities are being shortened due to job requirements. In another study, excessive paperwork, meeting deadlines and overtime work turned out to be the highest ranked job stressors among American teachers (Torres, Lawver, & Lambert, 2009).

To sum up, there are eight factors that lead to teacher stress:

- a. Teacher-pupil relations (lack of discipline, class size);
- b. Relations with colleagues (uneven workload distribution, poor relations and communication);
- c. Relations with parents/community (parent pressure, the media not portraying a good picture of teachers);
- d. Innovation/change (lack of resources/facilities, parallel diverse roles);
- e. School management (no part in decision-making, bad management, no training opportunities, excessive paperwork, limited opportunities for professional advancement);
- f. Time factors (extra work, overtime, too many meetings, increased assessment load);
- g. School environment (such as overcrowded classes, poorly managed building, lack of cleanliness);
- h. Personal perceptions/feelings (no time to relax, feeling undervalued, no encouragement, bullying from management and colleagues) (Brown, Ralph, & Brember, 2002).

In a qualitative research study done by Shernoff, Mehta, Atkins, Torf, and Spencer (2011) they spotted a lack of resources (basic supplies such as books, not enough security; no medical aid), excessive workload (covering the whole curriculum is difficult in the allotted time) and poor school organization as prominent sources of stress for teachers. Another study done by Billehøj (2007) also found workload, role overload, large class size, students' behavior, poor school administration, a lack of resources, bad school climate and teachers' low social status as the prime causes of stress. The imbalance between work life and work overload is also considered a key stress factor (Phillips, Sen, & McNamee, 2007).

After nearly three decades of research effort, the study of teacher stress, in particular its sources and manifestations, continues to attract widespread interest and attention. There are other special reasons for teacher stress: for example, some of the more common sources include the need to make adaptations, sudden curriculum changes and feeling of disempowerment (Brown et al., 2002; Moriarty, Edmonds, Blatchford, & Martin, 2001). Apart from school curriculum changes, a change in school structure is also a stressor. Such change causes erosion of collegial relationship (Troman, 2000), including feelings of inequity and uncertainty (Taris, Horn, Schaufeli, & Schreurs, 2004). Other often reported stress catalysts include role overload; namely, the need for teachers to cope with a number of competing roles within teachers' job such as excessive over-time work, management problems (associated with student misbehaviors) and large class sizes (Gordon, 2002).

However, there is a growing enthusiasm for the assessment and maintenance of kindergarten teachers' occupational stress. The assessment of teacher's occupational stress is increasingly important for their maintenance and enthusiasm. Job demands for

kindergarten teachers are too much, the working materials are insufficient and resources are too deficient. According to the Job Demands - Resources Model, these job characteristics will bring about occupational stress and lower the occupational well-being caused by it (Van den Broeck, Van Ruysseveldt, Vanbelle, & De Witte, 2013). Stress affects a person in every sphere of life, be it work, home, or interpersonal relationships. All jobs cause stress of varying degree and the phenomenon is becoming a growing concern at a global level (Tahseen, 2015). Within the general area of occupational stress, teaching has been identified as one of the most stressful occupations in many countries (Williams & Cooper, 1997).

Like other forms of occupational stress, it can have serious implications for the healthy functioning of the individual as well as for the organization in which the individual serves. At a personal level, teaching related stress can affect a teacher's health, well-being and performance (Larchick & Chance, 1997). Teaching was found by Barnabé and Burns to be one of the most stressful professions with 42% of the teachers' sampled in the study reporting high occupational stress and 36% of them reporting that they feel stressed most of the time. Stressors include time pressure, lack of control or support from colleagues and supervisors, lack of chances for career development, lack of recognition from parents, constant performance evaluations and frequent conflicts with students. These researches found to be some of the job characteristics that lead educators to anxiety, burnout and job dissatisfaction (Barnabé & Burns, 1994).

Additionally, research data from China with a total sample size of 510 teachers surveyed, found that 40.400% of the respondents reported that they experienced occupational stress, low wages and heavy workload (Shujie &

Onwuegbuzie, 2012). Clipa and Boghean (2015) did a study that found the stressors for teachers at a preschool in Bucovina County and investigated the perceptions of teachers regarding the stress factors and the solutions for them. In this study it was found that Romanian preschool teachers experienced high levels of stress with almost half of them being tempted to give up this profession. Based on the existing research and the kindergarten teacher's occupational characteristics, this study found:

- a. Early childhood teachers believed that their job stress was due to a lack of teaching autonomy and worked-related stressors. They perceived seeking social support as the most important coping strategy;
- b. The teachers who reported the most stress was single, under the age of 25, and had less than 5 years teaching experience;
- c. There a significant correlation is between occupational stress and coping strategies (Hung, 2012).

According to research, it was determined that early childhood teachers may frequently encounter many stressors in work environments including: the workplace climate (e.g., relationships with coworkers and supervisor(s), the work itself, pay, promotion opportunities and working conditions), support from children's families, the level of children's challenging behaviors, the degree of chaos in the setting, opportunities for ongoing professional development. The study include teachers' demographics, such as age, sex, race/ethnicity, marital status, household income and salary, as covariates because individuals' demographics have been shown to be associated with psychological well-being (Burke & Greenglass, 1996; Jeon, Buettner, & Grant, 2018).

Kelly and Berthelsen (1995) pointed out that preschool teachers have additional stressors such as having to deal with parents who treat the school as a child-minding service and having to perform more non-teaching tasks, such as mothering a sick child or cleaning up after them.

Many studies have shown teachers experience varying degrees of stress, and most have experienced physical and mental exhaustion (Huberman, 1993; Kyriacou & Sutcliffe, 1978). Other studies have carried out research on five aspects: personal attacks, workload, physical symptoms, self-evaluation and social support, and investigated the stress status, symptoms and related factors of teachers (Van Dick & Wagner, 2001). Teachers are high occupational stress groups, Song and Deng (2011) surveyed 545 primary and secondary school teachers and found that the main sources of occupational stress on teachers were excessive test pressure, overworked workload and high career expectations. Different regions and different types of teachers have significantly different sources of stress.

According to the literature, studies have demonstrated the value of testing individual difference variables in occupational stress studies (Mearns & Cain, 2003). Teacher gender and ability-group taught interacted significantly with stress factors. The report shows that stressed teachers are less satisfied with teachers' work and that if teachers start living again, they are less committed to choosing a teaching career (Borg, Riding, & Falzon, 1991). Campbell (1981) study pointed out that income and happiness are positively related, and individuals are not tired or exhausted for life and economic reasons. This may be because high-income pioneers have better material conditions and resources, and thus have a higher sense of well-being. Factors affecting the well-being of teachers always affect children's own well-being.

In summary, for this study the sources of stress on kindergarten teachers in the Mainland China specifically refers to occupational stress. Occupational stress, which is the sources in the workplace, comes mainly from the following sources: personal/professional stressors, professional distress, discipline and motivation. It has been verified that the occupational stress of kindergarten teachers has a great impact on health and well-being.

2.1.2 Measurement of Teacher Occupational Stress

Monitoring teachers' stress can be significantly useful to health services in order to support public policy decisions and consequently improve people's health. The Teacher Stress Inventory (Papathanasiou, Tsaras, Neroliatsiou, & Roupa) was developed for the assessment of teachers' work-related stress and has demonstrated adequate reliability and validity measures (Fimian, 1984, 1986a, 1988). The satisfying psychometric qualities of the TSI have contributed to its use in several studies that have investigated the association between stress and a variety of symptoms, situations, or characteristics such as self-efficacy, biographic variables, classroom management practices and positive affectivity (Fimian, 1986a, 1988).

A study done by Kourmoussi, Darviri, Varvogli, and Alexopoulos (2015) aimed to assess the TSI's construct validity and reliability in a large sample (3447) of Greek educators of all levels and specialties and investigate its association with demographics and work-related factors. More specifically, this examine included 1,500 fully certified public's school teachers in the greater Sacramento region, California and correlation with the 12-item Perceived Stress Scale (PSS-12), the researcher investigated teachers' jobs stressors in relation to stress manifestations in northern California. This study presented quantitative data regarding statistical significance of

the relationships. This version of the TSI was found to have satisfactory psychometric properties. The findings may be used in the development of programs and policies to reduce work stress and improve occupational health in public education (Zhang, 2017).

Recently, Kourmoussi and Alexopoulos (2016) studied high levels of stress on pre-primary teachers. The aim of study was to explore the associations of stress sources and manifestations with individual and job-related characteristics for educators of all levels. They used the Teacher Stress Inventory (Fimian, 1984), as an instrument for measuring occupational stress in teachers (Kourmoussi et al., 2015). The results showed that teachers of pre-primary education had reduced professional investment and motivation stress factors, while vocational lyceum teachers of secondary education reported less work-related stressors and manifestations and more discipline and motivation-related ones. Having students in need of support from special educators and/or students with difficulties in speaking or comprehension was associated with most of the teachers' stress sources and manifestations (i.e., TSI subscales). These results suggested that stress factors and manifestations vary among educators by gender, seniority and teaching level. Training in coping and communication skills starting in teachers' undergraduate studies might have a major impact on stress alleviation. Despite the importance of teachers' psychological well-being to overall classroom quality and children's development, early childhood teachers report that they feel stressed, exhausted, isolated and burnt out (McGinty, Justice, & Rimm-Kaufman, 2008); subsequently, teaching is often recognized as one of the most stressful occupations (Kyriacou, 2001). Although interest in early childhood teachers' own psychological well-being and self-care is growing, more research is needed to understand the state of teachers' well-being and the ways to best support teachers' mental health (Hall-Kenyon,

Bullough, MacKay, & Marshall, 2014). Research has been used to identify potential predictors Jennings and Greenberg (2009) and Hall-Kenyon et al. (2014) such as associations between teachers' professional background, teaching efficacy, work environments and teachers' psychological well-being, which was measured by the levels of general stress and job-related emotional exhaustion.

The stress strength scale uses a five-point Likert-type scale, ranging from 1 ('no strength; not noticeable') to 5 ('major strength; extremely noticeable'). This subjective measure allows the teacher to rate the degree of perceived impact individual items have upon overall stress levels. Based on this scale, items rated 3, 4 or 5 would prove to be the most significant contributors to an individual's overall stress level. Respondents do not signify the presence or absence of on-the-job stress.

Validity and reliability in a large sample of educators and investigate its association with demographics and work-related factors (Kourmoussi et al., 2015). Satisfactory Cronbach alpha values (above 0.70) were found for all TSI dimensions. Confirmatory factor analysis confirmed the construct of TSI (root mean square error of approximation, comparative fit index, goodness-of-fit index values were 0.850~0.950, respectively), confirming the pre-established theory for the two latent variables: Stress Sources and Stress Manifestations.

Researchers selected the conditions and requirements related to the teacher stress inventory scale: personal/professional stressors; professional distress; discipline and motivation; analyses indicated that each subscale has moderate-to-high internal consistency for both strength and frequency dimensions, moderate-to-high correlations between the strength and frequency measures of each subscale and a large degree of correlation for the content validity of each subscale (Fimian, 1984).

Subscale I (9 percent of the total frequency variance; 8 percent of the total strength variance) was called personal/professional stressors. The content defining this subscale suggests that teachers scoring highly on this factor feel that teachers lack preparation time, that the personal priorities are being shortchanged, that there is too much work to do, that teachers' caseload is too big, that there is too much paperwork associated with their roles, that the pace of the school day is too fast.

Subscale II (10.300 percent of the total frequency variance; 9.800 percent of the total strength variance) was labelled professional distress, as it reflects the degree of distress the respondent has experienced for certain aspects of his or her job. Teachers scoring highly on this dimension frequently and strongly feel that they lack promotion opportunities, on-the-job progress, professional status, respect and recognition, control over school-related matters, on-the-job emotional stimulation, professional improvement opportunities. Additionally, they often and strongly feel that teachers are inadequately paid and that their attitudes and opinions are of little concern in the work place.

Subscale III (9.500 percent of total frequency variance; 9.400 percent of the total strength variance) was called Discipline and Motivation insofar as the items in this category reflect the extent to which the respondent perceives having continually to monitor pupil behavior, discipline problems in the classroom, having to teach poorly motivated students or students who would do better if teachers applied themselves more to many studies, a lack of adequate discipline policies, having one's authority rejected by either students or other staff, as being both frequent and strong sources of stress.

In short, a large reserve of evidence on sources, manifestations and consequences of teacher stress is available. As a result, we are now more

knowledgeable in this area than 20 years ago. However, the information collected was mostly from primary and secondary school teachers. Specialized samples, such as teachers in special schools, head teachers and university teachers, were included only recently. Research taken from kindergarten teachers is minimal. Therefore, the purpose of this study is to use the Teacher Stress Scale (Fimian, 1984), as a research tool to investigate the sources of teaching-related stress and the relationship between kindergarten teachers' occupational stress and well-being.

2.2 Psychological Capital

Psychological capital is traditionally used in economic and finance. Psychological capital is a positive psychological state that individuals exhibit in the process of growth and development, and has the following characteristics.

- a. Belong to the category of positive psychology, emphasizing the individual's psychological potential and enthusiasm, reflecting the strengths of employees, not the shortcomings.
- b. This is a mental state based on positive organizational behavioral standards.
- c. Located on both human capital and social capital, psychological capital emphasizes “who are you” and “what do you want to be”, that is, the individual's mental state.
- d. With investment and income characteristics, investment and development can be carried out in a specific way, and the potential can be tapped to give the organization a competitive advantage.
- e. Psychological capital is a high-order variable, which contains more content, which is an overall indicator of the individual's psychological state.

f. Psychological capital can be perceived and have an important impact on employee behaviors and attitudes (Luthans, Avey, Avolio, Norman, & Combs, 2006; Luthans & Youssef, 2004).

For this study the term psychological capital represents individual motivational propensities that accrue through positive psychological constructs such as efficacy, optimism, hope and resilience (Bouckenooghe, Zafar, & Raja, 2015). Positive psychologist Csikszentmihalyi as quoted in Kersting (2003) noted that psychological capital is developed through a pattern of investment of psychic resources that results in obtaining experiential rewards from the present moment while also increasing the likelihood of future benefit. It's about the state of the components of your inner life. When educators add up the components, experiences and capital, it makes up the value. The concept of psychological capital has attracted a great deal of interest from both academics and practitioners and has been linked to employee attitudes, behavior and performance at different levels of analysis (Kourmoussi & Alexopoulos, 2016).

Drawing on ideas from positive psychology, positive organizational scholarship and the emerging field of positive organizational behavior, Luthans and his colleagues developed the construct of psychological capital, hereafter referred to as psychological capital, to capture an individual's psychological capacities so that they can be measured, developed and harnessed for performance improvement (Luthans & Youssef, 2004). Scholars distinguish psychological capital from other forms of people-related capital, namely human and social capital.

Scholars identify four main psychological resources from the positive psychology literature that form the higher-order construct of psychological capital: self-

efficacy, hope, optimism and resilience (Luthans & Youssef, 2007; Luthans, Youssef, & Avolio, 2007).

The first dimension of psychological capital is self-efficacy which is an individual's belief in people's ability to accomplish a goal. Self-efficacy has its origins in the work of Bandura (1997) who has found that "human accomplishments and positive well-being require an optimistic sense of personal efficacy to override the numerous impediments to success" (p.56). Hence, Bandura (1998) stresses the importance of self-efficacy as it acts as a catalyst to override the barriers to success. Stajkovic and Luthans (1998) developed their definition of self-efficacy in psychological capital using the research of Bandura (1997).

According to Stajkovic & Luthans, (1998) "self-efficacy is an individual's conviction about his/her abilities to mobilize the motivation, cognitive resources and courses of action needed to successfully execute a specific task within a given context" (p.66) (1998). Thus, self-efficacy then refers to an individual's positive belief in his/her abilities to execute a task. Furthermore, research by Singhal and Rastogi (2018) has found that high levels of self-efficacy can result in greater success when approaching a task and low levels of self-efficacy increases the likelihood of failure when approaching a task. Additionally, research done by Page and Donohue (2004) has found that individuals high in self-efficacy set higher goals, are self-motivated and persevere in the midst of a challenge. According to Youssef and Luthans (2007) self-efficacy is beneficial within the workplace as employees who have high levels of self-efficacy have positive work experiences and higher levels of well-being. Thus, self-efficacy is essential in individuals as the mere positive belief in oneself may result in greater success.

The second dimension of psychological capital is that of optimism. Researchers Seligman, Abramson, Semmel and Von Bayer (1998) defined optimism “as an explanatory style that attributes positive events to personal, permanent and pervasive causes and negative events to external temporary and situation specific ones” (p.83). Thus, an individual who is optimistic takes credit for positive experiences in people's lives and perceives events as controllable (this is dependent on a realistic evaluation). Optimism in relation to psychological capital is associated with a positive outlook or attribution of events, which includes positive emotions, motivation and has the caveat of being realistic (Youssef & Luthans, 2007). Hence, psychological capital optimism has flexible and realistic characteristics, as it involves what one can and cannot accomplish in a particular situation. It is important to note is that psychological capital optimism is concerned with the reasons and attributions one uses to explain why events occur (Luthans, Norman, Avolio, & Avey, 2008). Psychological capital optimism shows that a positive outlook coupled with a realistic evaluation of the causes of events results in optimism is a psychological strength; as it is a functional, flexible and realistic optimism that helps individuals deal constructively with challenges. Specific studies have found that optimism within the workplace helps employees constructively contend with feelings of being overwhelmed, guilt and shame when challenged at work, more so it helps employees contend with occupational stress (Avey, 2007; Avey, Luthans, & Jensen, 2009; Luthans, Youssef, & Avolio, 2015).

The third dimension of psychological capital is that of hope. The central tenet of hope entails the will to succeed and the ability to identify, clarify and pursue goal(s). According to Snyder (2000) “hope is a positive motivational state that is based on an interactively derived sense of successful agency and pathways to meet goals” (p.287).

Thus, hope consists of three components, agency, pathways and goals. The agency component refers to the will or motivational energy to pursue a goal, pathways refer to the various ways that an individual may attain a specific goal and the last component is the actual process of identifying sub-goals and goals (Avey et al., 2009). Hope then consists of the will power (agency) and way-power (pathways) to achieve goals. Studies done by Luthans, Avolio, Avey and Norman (2007) have found that hopeful employees display autonomy, creativity, are resourcefulness and can deal effectively with workplace stress as compared to employees who are not that hopeful. Since employees who are not hopeful generally experience more experience anxiety and strain. Furthermore, research by Snyder (2000) has found that hope acts as protection against feelings of vulnerability, uncontrollability and unpredictability. Hence, hope is indeed a valuable psychological strength for employees.

The importance of resilience in the workplace is to understand how psychological strength can be facilitated and developed in employees (Luthans, Youssef, et al., 2007). As the capacity to 'bounce back' when faced with challenges is important because it equips employees with the ability to rise up to challenges (Luthans, Norman, et al., 2008). Furthermore, studies by Avey, Luthans, Smith, and Palmer (2010) have found that resiliency can act as buffering mechanisms so it may help build strong and stable organizations and promote employee well-being.

In a study done by Luthans, Avolio, et al. (2007) they defined psychological capital as a positive mental state reflected by the growth of the individual in the process of development which can be explored and managed effectively. Over the past decade, a large number of studies have investigated the relationship between psychological capital and employee attitudes, behavior and performance at the individual level (Avey,

Luthans, & Youssef, 2010). In recent years, scholars have also begun to examine its influence at the team and organizational levels (McKenny, Short, & Payne, 2013). Currently, there are papers meta-analytical reviews of psychological capital (Avey, J. B., Reichard, R. J., Luthans, F., & Mhatre, K. H., 2011a) and a review of the psychometric properties of psychological capital questionnaires (Dawkins, Martin, Scott, & Sanderson, 2013). In this study, the concept of psychological capital is a kind of positive psychological quality formed by the interaction of teachers and people's acquired environment, which has the characteristics of particularity and can influence the cognition, coping styles and well-being of kindergarten teachers.

In summary, the study concludes with practical strategies aimed at leveraging and developing Kindergarten teachers' psychological capital to help them better cope with workplace stress. From the above discussion, it is clear that psychological capital is a higher order construct that has many positive benefits for employees (teachers); as the right psychological capital can lead to positive psychological experiences even when challenged with a stressful occupational field such as teaching. Hence, the present study drew upon the above findings to examine the role of psychological capital as a mediator between occupational stress and well-being. The focusing was on whether psychological capital promotes the experience of well-being among teachers.

2.2.1 Teacher Psychological Capital

From the perspective of Luthans, Avolio, et al. (2007), such concepts involving psychological capital differs from that in the traditional economic sense; instead, it complies with the standard set up through the following positive organizational behaviors:

- a. Founded on theories and research
- b. Must be measured effectively
- c. Unique organizational behaviors
- d. Developmental and adjustable state
- e. Positive impact on work attitudes and work performance

(Luthans, Avolio, et al., 2007; Luthans & Youssef, 2004).

In other words, the content of psychological capital relates to the four types of positive psychological power:

- a. Unique and can offer hope
- b. Self-efficacy
- c. Resilience
- d. Optimism

Particularly, the four types of positive psychological power are all a form of energy that necessitate being developed and managed. Otherwise, we can say that psychological capital is the individual's positive psychological resources, which consist of constructs (hope, self-efficacy, resilience and optimism) or is a positive psychological state that is able to be elevated and developed, instead of traits that are relatively stable and hard to be changed.

The impact of psychological capital on employee well-being is mainly reflected in subjective well-being, work well-being and occupational well-being. Culbertson, Fullagar, and Mills (2010) study have shown that psychological capital has a predictive effect on employee well-being, psychological capital has an impact on subjective well-being through the mediating role of psychological well-being.

Psychological capital impact on employee well-being is mainly reflected in subjective well-being, job well-being and so on. Psychological capital has a predictive effect on employees' well-being. Psychological capital has an impact on subjective well-being through the mediating role of psychological well-being. The research by Luthans and Youssef (2007) found that hope, optimism and resilience are not only significantly related to the employee's job well-being, but also explain its unique variation. Avey et al. (2010) explored the effect of psychological capital on employee well-being over time. The results show that psychological capital is not only significantly different from employee well-being measuring time across time. Related, and over time, the impact of psychological capital on employee well-being is growing.

Now that an understanding of psychological capital has been developed, the discussion will continue to relate psychological capital to this study. Lazarus and Folkman (1984b) argue that people suffer stress when they believe that they lack the capabilities to deal with difficult events. Hence, Lazarus and Folkman (1984b) recognize the existence and importance of cognitive processes that may appear as 'hidden factors' but they greatly affect the outcome of potentially stressful events. Thus, the mere interpretation and belief of being able to contend with the event may change the outcome of the potentially stressful event (Lazarus & Folkman, 1984b). Specifically, Lazarus (2003) identifies efficacy, optimism, hope and resilience as relevant avenues of exploration for enhanced understanding of how humans adapt to stress. Next, the potential of psychological capital as a psychological strength to be used to contend with stress, as it is the cognitive processes of the underlying constructs that has the potential to change the outcome of a stressful event. Psychological capital then must be viewed as a psychological strength to have when faced with stressful events.

The above view carries over into the occupational field, as work is inherently stressful (Costa Jr & McCrae, 1990; Coutu, 2002). Research by Luthans, Avey, and Patera (2008) has found that the psychological capital is an important psychological strength as it helps employees build the critical strengths needed in today's stress-filled workplaces. In light of the above statement, research by Avey (2007) found that a significant negative correlation exists between the psychological capital of employees and people's perceived symptoms of occupational stress. Furthermore, Jex (1998) believes that the three key elements to dealing with occupational stress are to plan a course of positive action to limit and contain stress (i.e. hope), to maintain an optimistic attitude (i.e. optimism) and believe that you have control or at least influence over the stress-inducing event (i.e. efficacy). Secondly, the development of psychological capital is indeed a vital psychological strength in any occupation. Furthermore, studies have concluded that in the presence of occupational stress the right psychological capital can act as a strength that promotes positive psychological states (Luthans, Luthans, & Luthans, 2004; Page & Donohue, 2004). More so, research has found that Psychological Capital can act as a mediator by buffering the negative influence of occupational stress (Luthans, Youssef, et al. 2007). Hence, psychological capital has the potential to act as mediator of occupational stress. This point further illuminates the benefit of fostering Psychological Capital as a psychological strength in organizations (Riulli, Savicki, & Richards, 2012).

Research on job satisfaction and job burn-out among 442 Taiwanese University Physical Education teachers showed that positive psychological capital plays a mediating role in determining levels of each component (Chang, C. M., Chen, L., Lin, H. Y., & Huang, H. C., 2012). A study found a similar situation occurred among

264 Chinese teachers where job satisfaction and psychological capital were high
Cheung, F., Tang, C. S., & Tang, S. (2011).

Moreover, Kesari (2012) in her study of 140 teachers' positive psychology capital in Durban found that participants reported work stressors such as poor organizational management, role ambiguity, job satisfaction and task stress as the main areas of concern in the educational field. She further stated that increased awareness of the subscales of positive psychological capital will assist in determining the factors contributing to teacher turnover rates in Durban and globally. Hajloo (2013) also found that 80 female educators in Iran shared a direct correlation between their levels of resilience, optimism, self-confidence and to a lesser extent hope and subscales of humor. She suggested that managers should promote a culture of humor in the workplace so that educators will be more productive. Collective self-esteem is important when discussing positive psychological capital.

In a study done by the participants were comprised of 385 preschool teachers, with the goal to determine whether psychological capital exerted a mediating effect on job involvement. It was determined that psychological capital alleviated emotional burden. Moreover, self-efficacy and optimism mitigated the need for psychological satisfaction of work in preschool teachers. In addition, optimism exerted a mediating effect on the relationship between emotional labor and job involvement in preschool teachers.

2.2.2 Measurement of Teacher Psychological Capital

The Psychological Capital Questionnaire (PCQ) done by Luthans, Youssef, et al. (2007) is acknowledged as the standard measure for psychological capital. The PCQ was developed using pre-existing, published measures of self-efficacy, hope,

optimism and resilience. Given that those measures varied in number of items and Likert scale points, as well as the degree to which they were relevant to the workplace; therefore, some items were modified or eliminated in developing the PCQ (Luthans, Youssef, et al., 2007). However, despite endorsement of the PCQ in published literature, the measure has also been criticized. Specifically, it has been suggested that much of the psychometric validation for the original scales included in the PCQ was conducted in non-organizational settings (Little, Gooty, & Nelson, 2007). Avey, Luthans, and Youssef (2010) concede the methods used to construct the PCQ may undermine the construct validity of the PCQ and psychological capital. Consequently, further measurement refinement is needed so in order to further enhance the construct validity of psychological capital. Previous work has measured psychological capital at the individual and team-levels through the use of self-report measures (Newman, Ucbasaran, Zhu, & Hirst, 2014). The most widely used self-report measure has been the four dimensional 24-item PCQ as developed and empirically validated by Luthans and his colleagues (Luthans, Avolio, et al., 2007). Although a recent review of the literature provided a critical evaluation of the psychometric properties of the PCQ measure (Dawkins et al., 2013), it failed to address three main issues of concern for psychological capital researchers:

- a. How to deal with common method and social desirability biases that arise from using self-report measures.
- b. Possibility of using alternative measures to capture psychological capital such as other-report and physiological/biological measures.
- c. Appropriateness of elevating psychological capital to a team-level or organizational-level construct.

A recent study investigated the internal validity (construct and discriminant validity), reliability and external validity (relationship with theoretically relevant variables, namely stress, burnout and work engagement) of the PCQ-24 (Görgens-Ekermans & Herbert, 2013). In the study, a cross-sectional survey design was used.

The sample consisted of employees at managerial and non-managerial levels, from a medium-sized construction company in the Western Cape, South Africa. In addition to psychological capital, perceived stress, work-related burnout and work engagement were measured. The results showed preliminary evidence of construct and discriminant validity, reliability and significant relations with external theoretically relevant variables. This study provided preliminary evidence of the psychometric properties of the PCQ-24, which measures the construct of psychological capital (consisting of hope, self-efficacy, resilience and optimism) on South African sample.

This study used Psychological Capital Questionnaire (PCQ) by Luthans, Youssef, et al., (2007). The resulting score represented an individual's level of positive psychological capital. Sample items are: I feel confident presenting information to a group of colleagues (efficacy), I feel there are lots of ways around any problem (hope), I usually manage difficulties one way or another at work (resilience), I always look on the bright side of things regarding my job (optimism).

Items were answered on a five-point Likert-type scale (1 = Strongly Disagree; 5 = Strongly Agree). Using Cronbach's alpha for reliability of the original PCQ questionnaire $\alpha = 0.900$. Further examination found that four questions reduced the reliability. They were subsequently removed. The final Cronbach's alpha was 0.920.

2.3 Social Support

Social support is a ubiquitous phenomenon in everyday life. The concept of social support first appeared in 1970s psychiatry literature, researchers then did a lot of research on the relationship between social support and physical and mental health (Goyne & Downey, 1991; House, Umberson, & Landis, 1988). Due to different research purposes and areas, a variety of definitions emerged. Interest in social support arose in the context of research on the effect of life stress to health (Cutrona & Russell, 1987). It was proposed that individuals with high levels of social support would suffer fewer negative health consequences following stressful events than would those with low levels of support. A 'buffering' role of support was thus hypothesized (Cassel, 1976; Cobb, 1976; Cohen & McKay, 1984). Testing this model required methods for assessing individuals' current levels of life stress. The method that has been used most often involves checklists of stressful life events and has enhanced our understanding of the mechanisms through which social support maintains or enhances health. Different kinds of stressful events pose different challenges and discomforts. As a result, different interpersonal helping behaviors are needed depending on the specific stress experienced (Cohen & Wills, 1985).

People talk about their needs for support with close friends and provide it when others experience distress. Support groups provide people with a forum to share a wide range of issues and to receive support from others dealing with similar issues; and in the United States such groups have proven very popular (Davison, Pennebaker, & Dickerson, 2000). Social support is sought to such a large extent because, by and large, it works; it is one of the most effective means by which people can cope with and adjust to difficult and stressful events, thereby buffering themselves from the adverse

mental and physical health effects of stress. Numerous studies have examined factors that affect individuals' seeking social support as well as its effectiveness (Taylor, Friedman, & Silver, 2007).

According to (Osezua & Agbalajobi, 2016), social support significantly affects individuals' ability to think more positively about people's environment. For example, Farmer and Farmer (1996) defined social support as a "processes of social exchange that contributes to the development of individuals' behavioral patterns, social cognition and values". According to House (1981), there are four types of social support; which are emotional, instrumental, informational and appraisal support. In addition, social support covers these types and includes contributive functions provided by family members, colleagues and other friends (Thoits, 1986). Social support can also be studied from the perspective of the social relation, perspective of function and social resources point of view (Turner, 1999).

Scholars point out that social support is a stable social relationship between people. This study investigates social support from family and friends; and attempts to reduce the stress of discrimination to protect psychological well-being. Overall, this study has broader implications for research in terms of its influence on social relationships and mental health (Mossakowski & Zhang, 2014).

The association of social support to health is tested in the context of an amalgam of stressors, thereby obscuring both strong associations between well-matched stressors and supports; along with zero or negative associations between poorly matched stressors and supports (Cutrona & Russell, 1987). Some scholars think that social support is a kind of resource owned by individuals, which contributes to crisis confrontation and problem solving (Taylor, Doane, & Eisenberg, 2014). Social

support also includes information from others, loved and cared for, respected and valued and part of a network of communication and mutual obligations (Kim, Sherman, & Taylor, 2008). The nature of social support requires it to take place in a cultural context because social norms vary widely between location and culture. The availability and use of social support can be attributed, at least in part to the individual's cultural background and environment (Kim et al., 2008). Individuals often need to find the resources needed to achieve their individualistic goals (Earley, 1989). In addition, individuals tend to place more emphasis on their role in society, emphasizing the interpersonal relationships generated by cultural norms (Triandis, Bontempo, Villareal, Asai, & Lucca, 1988).

2.3.1 Teacher Social Support

Researchers have described teachers as the 'invisible hand' (Kindermann, 2011) in setting the behavioral expectations and emotional tone of the classroom, thus inconspicuously shaping the nature of the interactions that students have with each other and the ways in which students' behavior may influence one another. However, it is important to note that the characteristics of the students within a classroom also contribute to the amount of emotional support the teacher is able to provide. Classrooms comprised of greater proportions of aggressive or off-task children are more difficult to manage effectively and can reduce observed levels of classroom emotional support (Thomas, Bierman, Thompson, Powers, & Group, 2008).

One hypothesis tested in this study was that a close student-teacher relationship might compensate for low levels of emotional support at the classroom level, such that a non-disruptive child might be protected from the negative effects of a disruptive classroom that was low in emotional support from the teacher. However, no

evidence of such effects emerged. Instead, the findings suggest that these two forms of kindergarten support have an additive influence and the effect of one form of support does not differ depending on the quality of the other.

In another study, Russell, Altmaier, and Van Velzen (1987) examined the effects of job-related stressful events and social support on burnout among teachers. Fang and Yan (2004) explored the reasons for teachers' job burnout and relationships compared with the social support they received. The results indicate that the status of male teachers' burnout is more severe. Teachers who have worked for 11-20 years have the highest feeling of EE and DP. The support from each source has a significantly positive correlation with the degree of EE, DP, PA and IB. Overall, the most effective support is offered by the students and school leaders. Emotional support can predict EE, DP negatively and predict PA positively. Practical support can predict PA positively and predict IB negatively. Estell and Perdue's (2013) research showed that social support in the home and school promotes engagement. The association of social support from parents, teachers and peers appears as two forms of engagement: affective and behavioral. Although parent support was associated with higher levels of behavioral engagement, peer support was associated with higher levels of affective engagement.

The trading stress model describes how people expect to deal with potential stressors, which is a key factor in reducing the negative effects of stress (Lazarus & Folkman, 1984b). Avanzi, Schuh, Fraccaroli, and Van Dick (2015) found that social support partially regulates the relationship between employee organizational identity and work stress. However, by studying this in more detail, it is not only social support, but also its subsequent impact on the collective effectiveness of employees, reducing burnout. Seeking support for a two-step mediation of social support and collective

effectiveness will further confirm the principle of a stressful social identity model that stress and health are not only individual-level issues (traditional perspectives in stress research) but also require a thorough understanding of the collectives involved. process.

Positive perspective factors include the mental stress of individuals and may even consider stress as a good thing for their happiness. Finally, seeking social support might include talking with individuals who may be aware of the tension or seek advice. The search for social support and positive opinions are all composed of problem-centered and emotionally-centered responses and can positively or negatively affect the outcome (Penley, Tomaka, & Wiebe, 2002). Positive perspective factors include the breakdown of individual mental stress and may even evaluate stress as a good thing for happiness. Finally, seeking social support and positive perspectives are both problem-centered and emotionally-centered responses (Penley et al., 2002). In this study, 'perceived social support' is considered as a school factor because the support of teachers usually originates from the school environment and our conceptualization of social support is based on the theoretical model of Weiss (1974) who offered six provisions reflecting what is received from relationships with other people. The six provisions include:

- a. Guidance (advice or information);
- b. Reliable alliance (assurance that others can be counted on in times of stress);
- c. Reassurance of worth (recognition of one's competence);
- d. Attachment (emotional closeness);
- e. Social integration (a sense of belonging to a group of friends);
- f. Opportunity for nurturance (providing assistance to others);

In conclusion, consider the fact that school teacher's views on perceived social support will shed more light on the role of social support in EFL settings (Pourfeiz, 2013).

Van Dicky (1999) according to the famous teachers at all levels of schools in Germany, after testing, social support is negatively related to work stress, that is, the health status of teachers is better with the increase of social support, and the stress level is reduced with the increase of social support. Hungary (2001) studies have shown that individuals in different cultural contexts have different personality traits and levels of social support.

At present, the research on social support of teachers in mainland China mainly focuses on the overall social support status of kindergartens, primary schools, middle schools and college teachers in local areas, discussing the influence of demographic variables on teachers' social support, and failing to form a unified conclusion. It has also been found that urban primary and secondary schools receive more subjective support than rural primary and secondary school teachers, while primary school teachers receive more subjective support than secondary school teachers. (Zhang, 2006). Qin, Hu, Li, and Wu (2008) found that gender factors did not find significant differences in social support. There were significant differences between urban and rural primary and secondary school teachers in the degree of support and subjective support. Another study found that gender was significantly different teachers for utilization of support, significant differences exist on the marital status of subjective support teachers (Chen, Feng, & Dong, 2006).

Yuh and Choi (2017) study, whereas Kindergarten teachers' social support refers to the level to which kindergarten teachers are treated as the center and focus and

if there is a support system established to interact. Therefore, social support refers to all relationships: such as kinship (spouses or lovers, parents, children, etc.), geographical relationships (neighborhood, community) and career relationships (principal, colleagues, children, parents of children) and so on. This concept involves the individual, family and social influence which are rather comprehensive and general.

Therefore, accepting the support of others can have a positive impact on people's ability and confidence in future challenges. Specifically, experiencing social support increases expectations of being able to successfully cope with challenges and stress factors because they can rely on and mobilize collective action (Skaalvik & Skaalvik, 2007; Wegge, Van Dick, Fisher, Wecking, & Moltzen, 2006). In other words, teachers' social support should foster a sense of collective effectiveness that overcomes potential stressors, and collective effectiveness has a strong buffer against stress (Underwood, 2000).

2.3.2 Measurement of Teacher Social Support

Growing interest in social support underscores the need for reliable and valid measures of this concept. It is argued that measures that assess what individuals actually do by way of providing support make the most impact. Barrera, Sandler, and Ramsay (1981) administered a 40-item scale, referred to as the Inventory of Socially Supportive Behaviors (ISSB) which developed to discover how respondents report the frequency with which they were the recipients of supportive actions. Results suggest that the ISSB has adequate test-retest and internal consistency reliability and could be significantly correlated with network size and perceived support of the family. Although further research is needed to further substantiate its utility, the ISSB is seen as a promising tool for understanding natural helping processes.

An important measure for determining social support is known as the Social Support Questionnaire (SSQ). The SSQ yields scores for (a) perceived number of social supports and (b) satisfaction with the social support that is available. Sarason, Levine, Basham, and Sarason (1983) used three studies to deal with the SSQ's psychometric properties, its correlations with measures of personality, adjustment and the relation of the SSQ to positive and negative life changes. Scholarly research suggests that the SSQ is a reliable instrument and that social support is (a) more strongly related to positive than negative life changes, (b) more related in a negative direction to psychological discomfort among women than men, and (c) an asset in enabling a person to persist at a task under frustrating conditions. Clinical implications are discussed. SSQ has been widely adapted into various versions such as a Farsi version (MN Lotf Ababi, Ghazinour, Joghtaei, Nojomi, & Richter, 2011), Spanish version (Pinheiro & Ferreira, 2002) and Russian version (Paula Teixeira De Almeida Vieira Monteiro, 2011). However, some of the most important questions about social support concerns the relationship between social support and social skills:

- a. Do people have many or a few social supports because of their levels of social skills?
- b. To what degree can social skills be regarded as outcomes of socially supportive experiences earlier in one's life?

Social support and social skills may be related in complex ways. Clinical, developmental and experimental studies are needed to provide information about these relations. Of equal importance, perhaps, is the question of whether and if so how, social support functions as a buffer against stress. Research done by Sarason (1981) discussed whether social support was studied as a manipulated rather than as an assessed

characteristic. He showed that performance and self-preoccupation (as measured by the Cognitive Interference Questionnaire) were affected by specially created opportunities for social association and acceptance by others. Performance increased and self-preoccupation decreased as a function of social support manipulations. The time now seems ripe for studies that investigate social support simultaneously from assessment and experimental standpoints.

In 1978 a research group at UCLA developed the original version of the Social Provisions Scale (Cutrona & Russell, 1987). The measure consisted of 12 statements, with one positively worded and one negatively worded statement assessing each social provision. For example, the two statements assessing an attached provision were, "I have close relationships (that provide me with a sense of emotional security and well-being)" and "I lack a feeling of intimacy with another person". Respondents were asked to indicate the extent to which each statement described current social relationships. Research using this instrument supported the validity of the measure in assessing important properties of interpersonal relationships. Cutrona (1982) found that scores on the six social provisions were predictive of loneliness among new students at UCLA. The social integration ($\beta = -0.438$), reassurance of worth ($\beta = -0.289$), guidance ($\beta = -0.197$) provisions were all predictive of scores on the UCLA Loneliness Scale.

Perceived social support is an important indicator of social support, according to research. Perceived social support is often used in research as a good indicator of the quality of social support (Wills & Shinar, 2000). It represents the individual's perceptions of the extent to which people from social network are available to provide social support. Several methods have been developed to measure perceived social support and these measures tap into different dimensions of support. Wills and

Shinar list five important functions: emotional support, instrumental support, informational support, companionship support and validation support. A study by Bokhorst, Sumter, and Westenberg (2010) focused on emotional aspects of social support. These emotional aspects of support can be defined as 'the availability of one or more persons who can listen sympathetically when an individual is having problems and can provide indications of caring and acceptance' (Wills & Shinar, 2000). The age and gender differences in perceived social support from teachers were investigated in 304 boys and 351 girls aged 9-18 years. The results showed that support from teachers was lower in the older age groups, this was related to the transition from primary to secondary school. Another study Pourfeiz (2013) examined perceived social support based on the theoretical model of Weiss (1974) who offers six provisions reflecting what we receive from relationships with other people. A total of 386 Iranian (N=230) and Turkish (N=156) high school EFL teachers were selected for the study. A 12-item questionnaire, adapted from Russell, Cutrona, Rose, and Yurko (1984) known as the Social Provisions Scale, was used to assess social support among EFL teachers. The results indicated that there were cross-culturally significant differences between Iranian and Turkish EFL teachers in relation to their perception of social support, by considering their demographic characteristics such as age, gender, marital status and academic levels.

The Multidimensional Scale of Social Provisions (MSPSS) was used to test a model in which self-efficacy cognitions mediate the association between social support and effective coping with stress. The Social Provisions Scale was an artifact of the relation between social provision scores and social desirability. A 12-item questionnaire ($\alpha = 0.750$), adapted from Zimet, Dahlem, Zimet, and Farley (1988) The

Multidimensional Scale of Social Provisions (MSPSS), was used to assess social support among university undergraduates. According to the Likert five-point scale scoring: “1 strongly disagree” to “5 strongly agree”.

Social support refers to the physical and emotional comfort which teachers receive from administrators, colleagues, parents and students. Social support is usually defined as the “existence or availability of people on whom we can rely, people who let us know that they care about, value and love us” (Beehr & Glazer, 2001).

However, the effects of stress ($\beta = 0.152, p < 0.010$), social provision scores ($\beta = -0.153, p < 0.050$), the stress by social provision interaction ($\beta = -0.157, p < 0.010$) remained statistically significant. The Social Provisions Scale was used to investigate relations between social support and both psychological and physical health outcomes. Therefore, this study uses the Social Provisions Scale (SPS) 12 items to measure the social support of kindergarten teachers as an important variable to predict the happiness of preschool teachers, provide a basis for improving the mental health of preschool teachers, and provide a way to further study and improve the psychological well-being of preschool teachers.

2.4 Coping Styles

The concept of coping styles is proposed by stress-response theory and has a lot of foreign examples. Lazarus and Folkman (1984a) made a broader definition: All the cognitive and behavioral requirements related to acquisition, decrease and the efforts of tolerance. Specially, coping has been defined as the constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that have been evaluated as taking up or exceeding the resources of the person. However,

the most representative definition is proposed by Matheny, Aycock, Pugh, Curlette, and Silva Cannella (1986) after analyzing reference and literature of coping styles in depth. They argued that coping is an effort to prevent, reduce or eliminate stressors, it can either be conscious or unconscious and it can be healthy or unhealthy. This effort may also be the influence of using the least pain to endure the effects of stress and coping styles refer to the cognitive and behavioral patterns that individuals adopt in the face of frustration and stress. It is the result of interaction between individual stability factors and situation factors. It is a fixed response of individuals to stress and an individual's habit or preferred style when solving problems or a crisis.

Research recognizes two major functions of coping: regulating stressful emotions and altering the person–environment relation causing the distress (Folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen, 1986). Problem-focused coping includes cognitive and behavioral attempts to modify or eliminate the stressful situation. In contrast, emotion-focused coping involves attempts to regulate emotional responses elicited by the situation (Folkman & Lazarus, 1980). Researchers have suggested that emotion-focused coping is less effective and more likely to be associated with psychological distress than is problem-focused coping (Billings & Moos, 1981, 1984; Pearlin & Schooler, 1978b; Sigmon, Stanton, & Snyder, 1995).

One approach has viewed coping as a cluster of primarily intrapsychic processes (such as denial) by which an individual's emotional functioning is protected from external and intrapsychic threats. This line of inquiry has included research on ego-defense mechanisms (Haan, Joffe, Morrissey, & Naditch, 1977; Vaillant, 1977) and trait definitions (such as the sensitization-repression dimension) of coping. However, critics have noted that it is difficult to make reliable inferences about ego-

defense mechanisms and that trait measures alone are often inadequate predictors of actual coping behaviors (Magnusson & Endler, 1977). Further, this approach limits the concept of coping to the maintenance of psychological or emotional equilibrium and does not consider either overt problem-solving behavior directed at changing the external stressor or active attempts to avoid it. More recent approaches have broadened the conceptualization of coping to include cognitive and behavioral responses attempting to deal with the external stressor as well as behavioral responses that serve to avoid the problem (Lazarus, 1998; Moos, 2012; Moos, 1976).

Considering the complexity and diversity of environmental stressors and our attempts to deal with them, it is not surprising that efforts to operationalize these conceptualizations of coping are at an early stage. Some investigators have obtained information on how people typically deal with generalized and relatively enduring sources of stress (e.g., economic strain) (Pearlin & Schooler, 1978). In contrast, researchers have chosen to focus on the cognitive and behavioral reactions individuals report in response to stressful events which have occurred recently in people's lives (Folkman & Lazarus, 1980; Sidle, Moos, Adams, & Cady, 1969).

There have been several efforts to develop descriptive classification schemes for coping responses. One formulation of coping, subsequently referred to as the method of coping, has divided active attempts to resolve the stressful event into cognitive and behavioral strategies, while separately clustering responses which attempt to avoid the problem or reduce the emotional tension associated with the stressor (Lazarus, 1966; Moos, 2012). Active-cognitive coping includes attempts to manage one's appraisal of the stressfulness of the event, such as "tried to see the positive side of the situation" and "drew on my past experiences in similar situations".

Active-behavioral coping refers to overt behavioral attempts to deal directly with the problem and its effects, such as “tried to find out more about the situation” and “took some positive action”.

Another formulation is composed of two categories concerned with the focus of coping: problem-focused and emotion-focused coping (Antonovsky, 1979; Lazarus, 1998; Pearlin & Schooler, 1978a). Problem focused coping includes attempts to modify or eliminate the sources of stress through one’s own behavior. Emotion-focused coping includes behavioral or cognitive responses whose primary function is to manage the emotional consequences of stressors and to help maintain one’s emotional equilibrium. This analysis focuses on these two approaches to categorizing coping responses (method of coping and focus of coping) and on people's roles in moderating the effects of stress.

2.4.1 Teacher Coping Styles

Being a teacher is stressful and this is particularly true for school teachers. Across different countries, school teachers are among those professionals with the highest levels of job stress and burnout on the job and many teachers retire early because they feel burned out (Cano-García, Padilla-Muñoz, & Carrasco-Ortiz, 2005; Hakanen, Bakker, & Schaufeli, 2006). There is yet no research on how perfectionism relates to teachers’ coping with job stress. However, regarding coping styles as measured with the Coping Inventory for Stressful Situations (Endler & Parker, 1999), self-oriented perfectionism showed a positive correlation. Further studies have measured coping styles with the cope inventory; for example, Carver, Scheier, and Weintraub (1989) combined coping subscales to measure active coping (active coping, planning and suppression of competing activities) .

Similar findings were reported by Rice and Rice and Lapsley (2001) who measured coping styles and differentiated groups of perfectionists: adaptive perfectionists (high perfectionistic strivings and low perfectionistic concerns) and non-perfectionists (low perfectionistic strivings). When the groups were compared, adaptive perfectionists showed higher levels of active coping (active coping, planning, seeking social support) (Stoeber & Rennert, 2008).

Subsequently, researchers are interested in whether perfectionism in school teachers shows differential relationships with respect to how teachers cope with the stressors they usually encounter on the job (Austenfeld & Stanton, 2004). To investigate how are related to stress, coping, burnout in teachers, a sample of secondary school teachers completed multi-dimensional measures of perfectionism, stress appraisals, coping styles and burnout, multiple regression analyses showed that striving for perfection was positively related to challenge appraisals and active coping (Hill & Curran, 2016). Perceived pressure to be perfect showed differential relationships depending on the source of pressure. Whereas pressure from students was positively related to loss appraisals and pressure from students' parents was positively related to burnout, the findings suggest that striving for perfection and perceived pressure from colleagues do not contribute to stress and burnout in teachers (Stoeber & Rennert, 2008).

2.4.2 Measurement Coping Styles

A typical coping scale is explained in the following literature The Ways of Coping Questionnaire (Scherer, Luther, Wiebe, & Adams, 1988). The Ways of Coping Questionnaire, in its current form, is a 66-item instrument frequently used to investigate the contextual coping approach. There are many different, but seldom repeated factors that have been identified within it. In several forms, the questionnaire Folkman and

Lazarus (1980) created has been used in a variety of situations with different subjects. These situations and subjects include coping responses to a disease by students, examination stress by students, depression by adults, a variety of daily problems a broad range of individuals face. However, each of these studies differs in at least two of the following characteristics: version of the instrument, response formats, factor analytic methods, sample populations and coping situations.

For example, Aldwin, Folkman, Schaefer, Coyne, and Lazarus (1980) identified seven factors in a community sample using a dichotomous response format. Leigh (1979) identified two factors, problem-focused and emotion-focused coping, for a similar version of the instrument; and furthermore, using a modified version of the questionnaire, identified three factors for a sample of student nurses.

Additionally, Folkman et al. (1986) identified eight factors using a four-point Likert scale in the questionnaire; they studied a community sample with individuals responding to a stressful episode they had experienced. Folkman and Lazarus (1985) identified five empirically constructed factors using the same questionnaire and response format with students responding to examination stress. Scherer et al. (1988) evaluated the comparability of five empirically constructed factors (33 items) identified by Folkman and Lazarus (1985) on the Ways of Coping Questionnaire for a student sample; with empirically derived factors.

Scholar Billings and Moos (1981) used the Coping Responses Questionnaire to determine coping responses and social resources in attenuating the stress of life events. Given the underlying assumptions of reliability theory (Guttman, 1945), typical psychometric estimates of internal consistency may have limited applicability in

assessing the psychometric adequacy of measures of coping (Hartmann, Roper, & Bradford, 1979; Zuckerman, 1979).

The study adopting Billings and Moos (1981) Coping Responses Questionnaire (CRQ). The revised was unified into a five-point Likert-type scale, from “1 strongly disagree” to “5 strongly agree”. In one of the few descriptive studies using an adequately functioning sample, Folkman and Lazarus (1980) observed that work-related stressors were associated with increased problem-focused coping while health-related stressors were associated with increased emotion-focused coping.

Gender differences and variations in coping responses among several types of stressful life events are described. The role of coping responses and social resources as mediators of the effects of life events on mood and physical symptoms is evaluated. Given the underlying assumptions of reliability theory (Guttman, 1945), typical psychometric estimates of internal consistency may have limited applicability in assessing the psychometric adequacy for measures of coping (Hartmann et al., 1979; Zuckerman, 1979).

Adequate internal consistency and independence of coping categories have been demonstrated previously (Susan Folkman & Lazarus, 1980) and were noted again in our classification of items according to this approach. Additional correlations showed a reasonable degree of independence between the method and focus of coping indices.

2.5 Positive Psychology and Well-Being

2.5.1 The Development of Positive Psychology and Well-Being

Positive psychology literature has a positive impact on work-related individual-level performance and satisfaction (Luthans, 2002, 2002; Luthans, Avolio,

et al., 2007). This issue seems especially relevant in the context of occupational well-being. Some of the key outcome variables in work and occupational psychology tap aspects of affective well-being (e.g. job satisfaction, commitment and depression), whereas other outcomes measure aspects of these broader conceptualizations of well-being (e.g. motivation, competence and efficacy). More insight into the interrelations among these concepts is not only scientifically interesting in that research dealing with this issue may reveal whether particular concepts (e.g. satisfaction and commitment) tap a common underlying construct, but is also important in a practical way. Potentially, multidimensional approaches to measuring well-being may result in more precise assessments of the relationships among well-being and other concepts than 'affect only' approaches, thus contributing to our understanding of the nature, causes and consequences of occupational well-being. This, in turn, may have implications for the design of workplace interventions (Horn, Taris, Schaufeli, & Schreurs, 2004).

'Happiness' means 'well-being', it is a popular term that can refer to pleasant moods and emotions experienced at any given moment ranging from: (positive affect), to general evaluations of life such as life satisfaction, or to subjective well-being, it is used generally by psychologists. In contrast, subjective well-being is an umbrella term used to describe the level of well-being people experience according to people's subjective evaluations of their lives. These evaluations which can be both positive and negative include judgments and feelings about life satisfaction; interest and engagement, affective reactions such as joy and sadness to life events, satisfaction with work, relationships, health, recreation, meaning and purpose and other important domains. However, it is important to note that although well-being is subjective in that it occurs

within a person's experience; manifestations of subjective well-being can be measured objectively in verbal and non-verbal behavior, actions, biology, attention and memory.

Table 2.1 Scholars' definition of well-being

Scholars	Age	Definition of well-being
Wilson	1967	Well-being is happiness. Well-being is the subjective experience of the individual, that is, the assessment of happiness. It should take into account the two levels of personal emotion and cognition.
Andrews & Withey	1976	The increase in positive emotions and the decrease in negative emotions, as well as the satisfaction with overall life.
Campbell et al	1976	Well-being is the possession of material conditions, the attribution of interpersonal relationships, and the self-realization of self-fulfillment. Its orientation encompasses the feelings of the whole emotion and life.
Diener	1984	A subjective emotional state that includes positive emotions, low negative emotions, and general life satisfaction.
Argyle	1987	A contemplative assessment of the overall quality of life reflects the results of judgments about life satisfaction. And through the improvement of positive emotions, the reduction of negative emotions and the satisfaction of life, the results of these three dimensions together form the final well-being.
Dirksen	1990	Personal experience and feelings about the impact of past and present events.
Veehoven	1994	Well-being is reflected in the degree of personal preference for one's life. It is a positive emotion. It explains well-being in both positive and negative emotional situations.

Source: This form is from the researcher's collation.

Table 2.1 Scholars' definition of well-being (Continued)

Scholars	Age	Definition of well-being
Meyer & Diener	1995	It thinks well-being, happiness and life satisfaction sense of three quite similar, refer to the evaluation of subjective well-being, which refers to personal happiness is short on life satisfaction and subjective feelings.
Lucas et al	1996	It consists of three emotions: positive emotion, less negative emotion and life satisfaction.
Diener & Suh	1998	It is believed that subjective well-being and economic indicators and social indicators are the three main methods for assessing the quality of a social life. Subjective well-being is the only subjective indicator, which can be seen as an important measure of the quality of personal and social life.
Diener et al	1999	An individual's assessment of the overall quality of life includes three dimensions: emotional response, life satisfaction, and assessment of the individual's situation.
Buss	2000	For the moment, or personal means all life, a sense achieves self-vision, life meaningful and enjoyable a feeling of continuity.
Lu et al	2001	Individuals with positive emotional control negative emotions and to evaluate the level of satisfaction with life overall.
Brinkman	2002	The degree to which humans evaluate the quality of people's own lives.
Crosnoe	2002	Physical health, psychological adaptation, social activities, and financial stability.
Singh	2002	Personal subjective feelings often have different interpretations depending on the situation.

Source: This form is from the researcher's collation.

Table 2.1 Scholars' definition of well-being (Continued)

Scholars	Age	Definition of well-being
Feng	2006	It thinks work-related well-being includes work value, welfare benefits, development prospects, environmental control, self-acceptance, interpersonal relationships, autonomy.
Yang	2008	The work-related well-being is made up of 11 aspects: work sense of recognition (employee's value, ability and effort are recognized by others. The sources of recognition mainly include: being able to support the family, being affirmed by the leadership, being affirmed by colleagues, society, etc.), salary satisfaction, work pleasure (refers to the positive emotional experience of employees in the work situation, such as full of energy, good and stable mood and better emotional adjustment ability), work and life balance, job competency (which includes workloads such as job requirements, workload, quality requirements, etc. that match the ability and physical strength of the employee, can drive the environment, control complex activities, set appropriate goals, be good at using resources or be good at creating profitable Environment, etc.), harmony, internal incentives (internal motivation includes the importance of work such as skills, job types, knowledge, flow of work, growth and progress, talent, and the value and satisfaction of getting the job done and the performance itself.) Sense security, gratitude and steadfastness, future confidence (confidence for the development prospects of individuals and organizations), sense of autonomy.
Orsila, R., et al.	2011	Work-related well-being is various types of job and personal resources relate to work engagement.

Source: This form is from the researcher's collation.

The well-being research in the modern sense began in the 1960s. So far, the research on well-being has gone through four stages: the first stage (before 1970) is mainly to describe the demographics variable related to subjective well-being; The

second stage (1980-1990) is mainly to construct the relevant well-being theoretical framework and explore various ways and cross-cultural studies to obtain well-being. Study the psychological mechanism of well-being formation, and form theoretical models such as adaptation theory, self-determination theory, goal theory, and cognitive theory; The third stage (1990-2000) is mainly to integrate the research methods, approaches and theories of subjective well-being measurement; The fourth stage (2000-) research shifts to the integration of the well-being conceptual model, the application of the well-being theoretical model, and the construction of a positive psychology system (Weng, 2012).

Specifically include: a. Personal motivation; b. Job characteristics, such as job type, content, time, and work-family conflict; c. Income, research found that income and well-being are not linear, when income increase to a certain level, well-being does not increase with the increase of income; d. Interpersonal relationship, in the situation of trust, warmth and social support, the degree of well-being is high; e. Organizational support, the organization provides more employees learning and development opportunities, helping employees to grow up, achieve self-worth, improve internal goals, enhance the sense of meaning of work, and enhance employee well-being. In addition, the organization's fairness and trust are related to happiness; f. Stress, when one can't cope with the job requirements, it will produce pressure, and the stress will reduce the well-being (Guo, 2008). Research in the field of work-related well-being is typically focused on narrow items rather than overviews of work-related well-being (Warr, 1999) as a subjective, work-based experience. According to Mäkitalo, most previous studies focused only on a few resources measuring work-related well-being (Mäkitalo, 2005). Because of this, work-related well-being studies should preferably

investigate how various types of job and personal resources relate to work engagement (Orsila, Luukkaala, Manka, & Nygard, 2011). The study believes that this is reasonable. Combined with the research focus of this thesis focuses on the well-being influencing factors and the research status of well-being.

2.5.2 Subjective Well-Being

Subjective Well-Being has been researched extensively by Veenhoven (1984) who defined it as the degree to which an individual judge the overall quality of her or his life as a whole in a favorable way. Also, Diener, Suh, Lucas, and Smith (1999) suggested that subjective well-being is an overall assessment of the quality of life which is made by individuals and on people's own criteria. The subjective element of well-being reflects the researchers' conviction that social indicators by themselves do not characterize quality of life (Diener & Suh, 1997) and that people respond differently to the same circumstances and appraisal conditions based on people's distinctive expectations, values and previous experiences (Diener et al., 1999). Subjective well-being is a multidimensional construct that involves a cognitive component, related to how the study evaluate our life satisfaction and an affective component, concerning our positive or negative emotional reactions (Diener & Lucas, 1999). The subjective well-being should reflect the experience of a high level of positive affect, a low level of negative affect and a high degree of satisfaction with one's life (Deci & Ryan, 2008; Deiner, Lucas, Oishi, Snyder, & Lopez, 2002). The scientific study of this area has grown rapidly since the 60s. Research in the subjective well-being arena has sought to explore its structure and measurement, to discover its predictive variables, to compare its levels across different countries, to study its physiological mechanisms, to observe the adaptation across time in terms of events that influence it, to evaluate its

consequences in terms of physical and mental health, to develop strategies to promote it.

In the early stage, the differences in subjective well-being between different demographic variables were studied. Later, the research variables of the factors affecting subjective well-being changed from external factors to internal factors, and more focused on ways to obtain subjective well-being (Yang, 2016). The study found that the subjective well-being of college students is generally above the upper-middle level, there are significant urban-rural differences, and urban students' life satisfaction scores are significantly higher than rural students (Yang, 2016). The study pointed out that college students' subjective well-being is at the upper-middle level, showing significant gender differences, and girls score significantly higher than boys (Wen, Han, Huang, & Fu, 2007). The survey of college students found that there are significant differences in subjective well-being among students of different majors. The scores of students majoring in physical education are significantly lower than those of science and art students (Wang, 2015).

2.5.3 Employee Well-Being

The conceptualization of integration and extension of models of well-being is somewhat more comprehensive than that of Warr (1994), focusing not only on affect and motivation but also including a behavioral dimension Ryff (1989). Warr's (1994) approach has the important advantage that it specifically focuses on employee well-being. However, in spite of these differences and although the labels attached to particular concepts differ, the conceptualizations proposed by Ryff and Warr overlap quite substantially. As both approaches would seem valuable in conceptualizing occupational well-being, the study decided to combine both models. The study

distinguished among five dimensions. Three of these (affective, social and professional well-being) may be considered as covering aspects of the Ryff and Warr models. Two other dimensions (cognitive and psychosomatic well-being) were added to our model, because previous research provided evidence that these two dimensions are related to the three dimensions of well-being mentioned above, especially the affective component (Broadbent, Cooper, FitzGerald, & Parkes, 1982; Taris, Schreurs, & Van Iersel-Van Silfhout, 2001).

2.5.4 Teacher Well-Being

Much research has been conducted on teacher's subjective well-being during the past decade, yet the majority of studies have targeted negative indicators of teacher functioning, such as stress and burnout (Fleming, Mackrain, & LeBuffe, 2013). Repetti and Cosmas (1991) also found that teacher subjective well-being is in close relation with that teachers' occupational satisfaction. There is also a study that showed: structural equation modeling deduces that subjective well-being is related to occupational gender (Matthias Sweet, 2016). Another study examines the relationships between internalized stigma, psychological well-being and subjective well-being which discovered that internalized stigma was significantly negatively correlated with psychological well-being and subjective well-being (Pérez-Garín, Molero, & Bos, 2015). Other papers examine the impact of rapid growth in income inequality on life satisfaction and how to improve the subjective well-being of people in China' transitional economy (Wu & Jun, 2013). Economic inequality of income is one of the most widely used and most easily quantifiable indicators. Better income and personal subjective well-being was positively correlated, thus refining the analysis of existing research (Zhao, 2012). Age, marital status, education, the title of technical or

professional post, service years, salary, quotas, parental status have different effects on job burnout and subjective well-being (Qu & Wang, 2015).

2.5.5 Work-Related Well-Being

Subjective well-being consists of coping with work, growth motivation and competence (Elovainio, Kivimäki, & Vahtera, 2002). Good work from the organizational behaviour perspective is an ample research area, nowadays. Work-related well-being has been studied since the 1930s (Mayo, 2004). There are ample definitions of work-related well-being depending on the discipline (Warr, 1990). Work-related well-being is typically studied from the perspectives of work stress and seeing the workplace as static rather than a changing place (Loretto et al., 2005). Both organizational factors such as organizational climate and intrinsic factors such as work ability, experiences of work flow and personality, including optimism and self-confidence affect work-related well-being. Individual factors of work-related well-being include health (Heponiemi et al., 2008), work ability (Tuomi et al., 1991), perceived stress (Elo, Leppänen, Lindström, & Ropponen, 1992), mental well-being (Goldberg, 1972), job satisfaction (Hackman, 1980), work flow (Demerouti, 2006), personality (Ojanen, 2001), self-esteem (Rosenberg, 1963) and optimism (Scheier & Carver, 1985). Work-related well-being research is increasingly based on positive psychology such as studying employee well-being, e.g., the positive work stress approach should also be studied more (Schaufeli, Salanova, González-Romá, and Bakker 2002), (Nelson & Simmons, 2003). In general, work-related well-being is a subjective experience of an employee, which is influenced by work, an individual life and life history (Orsila, Luukkaala, Manka, & Nygard, 2011).

For the present study adopted the definition of work-related well-being as the reflection of subjective well-being in the workplace. It refers to employees' positive and negative emotional experiences and cognitive evaluation of work (Diener, 2000; Diener, Scollon, & Lucas, 2009; Judge, Thoresen, Bono, & Patton, 2001; Lyubomirsky, King, & Diener, 2005; Wright & Cropanzano, 2004).

Theoretical Models

There are a variety of theoretical frameworks for well-being which are being examined, ranging from biological theories concerned with the genetic predispositions for happiness to relatively standards theories, which examine how comparing oneself to others influences occupational well-being. Several of the more prominent theories are described below (Kesebir & Diener, 2008); however, a closer connection between theory and research is still needed in order to advance the field.

A. Ryff's model of well-being

Over previous decades, Ryff and her co-workers have developed a general, context-free model of well-being (Ryff, 1989; Ryff & Keyes, 1995). Building on the multidimensional frameworks of positive psychological functioning proposed by Erikson (1959) and Maslow (1959), Ryff presented a six-dimensional model of well-being. These dimensions are:

- a. Self-acceptance: a positive evaluation of oneself and one's past life.
- b. Environmental mastery: the capacity to effectively manage one's life and the surrounding world.
- c. Autonomy: a sense of self-determination and the ability to resist social pressures to think and act in certain ways.

d. Positive relations with others, expressed by, for instance, a genuine concern about the welfare of others.

e. Personal growth: the sense of continued growth and development as a person as well as openness to new experiences.

f. Purpose in life: the belief that one's life is purposeful and meaningful and that one has something to live for.

Confirmatory factor analysis supported the distinctions between these concepts, demonstrating that the relations among them could be accounted for by a latent second-order factor (Ryff & Keyes, 1995). Thus, although different dimensions of well-being can be distinguished empirically and theoretically, at a higher level of abstraction they seem to tap the same underlying phenomenon.

B. Warr's model of mental health

Warr's mental health model is unlike Ryff and her colleagues who focused on well-being in a particular context (i.e. at work) (Warr, 1987, 1994). The advantage of conceptualizing well-being as a job-specific rather than as a context-free phenomenon is that relationships with job-related antecedents are stronger for job-related well-being, thus potentially offering a better understanding of how particular work characteristics affect employees' well-being, according to Warr (1987) who distinguished between four primary dimensions affective well-being, aspiration, autonomy and competence and a secondary fifth dimension 'integrated functioning' that encompasses the four primary dimensions and reflects the person as a whole. Research on the structure of emotions and mood has shown that affective well-being consists of several different major classes of affective experience, such as anxiety-comfort, depression-pleasure, boredom-enthusiasm, tiredness-vigor and anger-

placidity (Daniels, 2000). A number of underlying dimensions may account for the relationships between these affects, but in the context of occupational well-being, empirical evidence indicates that the pleasure–displeasure axis accounts for most of the covariance between aspects of affective well-being (Daniels, 2000). Many current instruments for measuring occupational well-being (e.g. job satisfaction, organizational commitment, tension at work and fatigue) primarily tap the affective dimension of well-being.

Aspiration refers to people showing interest in people' environment, engaging in motivated activities, seeking to extend themselves in ways that are personally significant. Low aspiration is reflected in apathy and acceptance of the status quo, no matter how unsatisfactory. Job-related aspiration refers to the degree to which a person pursues challenging goals in the job. Related terms are intrinsic motivation and growth-need strength. Autonomy refers to the degree to which people can resist environmental demands and follow people' own opinions and actions. Too much as well as too little autonomy may have adverse effects on well-being (Warr, 1987).

Although there may be various reasons for the dearth of research regarding the positive dimension of teachers' well-being, the study suggest that a primary reason is the lack of systematic conceptual work and associated measures regarding development research in this area. While at the same time failing to account for the positive and, arguably, more important aspects of teachers' successful and healthy functioning at work, such as positive affect and prosaically relationships (Horn et al., 2004). Recently, Renshaw, Long, and Cook (2015) took steps toward progressing this line of research by developing and validating a new, brief, multidimensional measure of positive teacher well-being, the Teacher Subjective Well-being Questionnaire

(TSWQ). Beyond advancing research, the measure tested in researchers' study is also intended to function as a pragmatic and socially valid assessment instrument for informing school-based consultation and intervention practices targeting teacher well-being. To establish the conceptual and empirical warrant for this work, they first overviewed the traditional conception of teaching well-being, followed by a discussion of the importance of a positive conception of teacher work-related well-being.

Work-related well-being, it pays attention to people's inner positive emotional experience, explores the true meaning of life in the profession, and pursues the ultimate goal of life, which is the core of humanistic care. However, the research object is mainly concentrated in the employee group. The research on the work-related well-being of teachers has just started, and the research has already introduced that kindergarten teachers and ordinary teachers are two groups with distinct differences. However, the research object is mainly concentrated in the employee group. The research on the professional happiness of teachers is still not much, and the previous study has introduced that kindergarten teachers and ordinary teachers are two groups with distinct differences.

2.5.6 Measurement of Well-Being

Self-report measures are commonly used to assess subjective well-being. They require respondents to indicate either a global evaluation such as life satisfaction or how much they experience certain feelings. These measures may differ on the response scale, on the time frame and on whether people are on-line versus retrospective reports, but people are all rooted in their measure of well-being from the subjective standpoint of the respondent. Although there are many measures, some of the most cited are (Cantril, 1965) Self-Anchoring Striving Scale, (Fordyce, 1977) the Sixty-second

Happiness Measure, (Watson, Clark, and Tellegen 1988) PANAS and the Satisfaction with Life Scale (Pavot and Diener 2008) for review.

Although self-report measures are the most common measures in the field of subjective well-being research and generally show high convergence with one another, it is important to realize the danger of measurement bias. When everything measured with self-reports gets correlated, the results could indicate a method-variance problem. Therefore, scientists also utilize non-self-report methods, such as observer reports, facial measures, physiological measures and emotion-sensitive tasks, in order to achieve an objective measure of well-being. Sandvik, Diener, and Seidlitz (1993) found that self-report measures showed reasonable convergent validity with non-self-report measures, also showed high stability over time. However, research has demonstrated that a number of factors, such as current mood or the surrounding environment, can in some cases influence responses to items measuring global subjective well-being of life satisfaction (Pavot & Diener, 1993a). Therefore, while subjective measures do show high reliability with non-subjective measures, the non-self-report measures are useful in providing a more comprehensive account of well-being and life satisfaction. assessing well-being: The collected works of Diener (2009) provides an in-depth discussion of the construction, validity and reliability of many of the well-being measures.

The great majority of work on well-being has been developed using self-report questionnaires because researchers believe that no one is better than the individual himself in judging his happiness level (Diener, 1994). Despite some critics about the use of self-report measures, mainly concerning the existence of contextual influences, biases and responses styles (Schwarz & Strack, 1999), research has

established that these influences are limited (Eid & Diener, 2004; Schimmack & Oishi, 2005). Premature instruments typically used a single question and were shown to have some degree of validity but the development of this research field has led researchers to develop multi-item scales with higher reliability and validity than single-item instruments (Deiner, Lucas, & Oishi, 2005). Nevertheless, subjective well-being measurement still presents some problems. Pavot (2008) refers to the lack of a clear subjective well-being definition as one problematic question with implications to its measurement, since subjective well-being is conceptualized as a broad domain and sometimes researchers study it taking diverse perspectives that only converge in one of the subjective well-being components. In fact, there aren't many instruments that assess all components of subjective well-being. The Happiness Inventory (Argyle, Martin, & Lu, 1995) is one that measures both the subjective well-being in terms of affective and satisfaction components. Some authors stated that a comprehensive assessment of subjective well-being requires separate measures of life satisfaction and affective components of subjective well-being (Diener & Seligman, 2004; Pavot, 2008).

There are several instruments to measure life satisfaction such as the Satisfaction with Life Scale (SWLS) as it is one of the most widely used instruments in the assessment of subjective well-being cognitive components. It was developed by Diener, Emmons, Larsen, and Griffin (1985) and who observe "Preliminary work with SWLS reveals that life satisfaction may be a meaningful psychological construct". The same authors, in a more recent review (Pavot & Diener, 2008), have reinforced that 'SWLS has proven to be a reliable and valid measure of the life satisfaction component of SWB'. The authors of SWLS were concerned with the formulation of an instrument that assessed individuals' global judgment of people's life, with items that allowed

respondents to weight domains of people's lives in terms of their own values, in order to reach a global judgment of life satisfaction (Pavot & Diener, 1993b).

Concerning the assessment of the two subjective well-being affective components, The Positive and Negative Affect Schedule—PANAS (Watson et al., 1988), is the most frequently used instrument for measuring PA and NA. Watson et al. (1988) have conducted factor analytic studies using diverse ranges of affect adjectives, samples and rotation techniques in order to create independent assessments of PA and NA. These authors insist that PA reflects the extent to which a person feels enthusiastic, active and alert, whereas NA is a general dimension of subjective distress and unpleasant engagement that comprises several aversive mood states such as anger, contempt, disgust, guilt, fear and nervousness. In PANAS design, Watson et al. (1988) were concerned with selecting terms of the affective lexicon that were relative pure markers of either PA or NA. Some studies with confirmatory analysis have pointed to the relative independence of PA and NA using the PANAS scales (Crawford & Henry, 2004; Terraciano, McCrae, & Costa Jr, 2003; Tuccitto, Giacobbi Jr, & Leite, 2010)

Global life satisfaction scales ask respondents to evaluate people's lives as a whole on a scale ranging from very satisfying to very dissatisfying. These scales have been used by researchers for many decades and they are receiving interest in terms of national accounts of well-being, with the scores potentially being used to inform policy deliberations. For example, the well-being of citizens would be a government concern, a survey of subjective well-being, including life satisfaction, could be initiated (Diener, Inglehart, & Tay, 2013). The assessment of quality of life in societies by economic and social indicators has been criticized by advocates of subjective well-being measures as

providing an incomplete picture that can be augmented by measures of life satisfaction and other types of subjective well-being (Denissen, Butalid, Penke, & Van Aken, 2008).

In light of the measurement issues regarding life satisfaction scales, for example the effects of item-order on scale scores, it is necessary to review the validity of the scales. Diener, Inglehart, and Tay (2013) focused on the global measures of people's satisfaction over their entire lives and did not cover in detail the validity of scales that measure satisfaction with specific domains of life or scales that focus respondents on a specific standard for comparison (e.g., social comparison).

Life satisfaction surveys are thought to complement existing indicators by reflecting the influences of diverse facets of quality of life and allowing respondents to freely weigh different aspects. Thus, the scales can take people's values and preferences into account as well as the outcomes of their choices. Because the measures are relatively inexpensive and easy to administer, they provide a useful supplement in assessing the quality of life in societies. Diener (2012) reviewed the extensive literature that supports the reliability, validity, sensitivity, value-added features of the measures, to discuss problems that can compromise the validity of scales scores, describe open issues related to using life satisfaction to inform policy. They also reviewed experiential measures of subjective well-being elsewhere (Diener & Tay, 2014; Scollon, Prieto, & Diener, 2009).

Kammann and Flett (1983) reported the availability and properties of a 40-item self-report scale measuring general happiness or sense of well-being (affect to meter 2). Affect to meter 2 is a 5-minute inventory of general happiness or sense of well-being based on measuring the balance of positive and negative feelings in recent experiences. Since this scale is directly derived from its parent scale, affect to meter.

A. Psychometric findings on the longer scale are reported along with initial data on Affect to meter.

B. These results indicate high reliability, high validity and slight contamination by current mood and social desirability.

Among the findings of special interest are.

a. the independence of positive and negative affects proposed by Edwards (2004) is not confirmed.

b. well-being is highly and inversely related to neuroticism, anxiety, depression and somatic complaints.

c. the relationship of well-being to depression is curvilinear.

d. well-being scores are determined more by short-term states than long-term traits.

e. well-being can be characterized by 10 'qualities of happiness'.

The Work-Related Well-Being Questionnaire was made by Orsila et al. (2011) and consisted of two parts. The subjects reported on work-related well-being including both organizational climate and individual factors in the 147 items questionnaire.

The intrinsic work-related well-being items consisted of 65 items in 10 categories. Mental well-being was measured with 12 items from the general health questionnaire (Goldberg, 1972). The scale was a five-point Likert-type scale from 0 (better than usual) to 5 (much more than usual).

2.6 Research of the Relationship Among Various Variables

2.6.1 Occupational Stress and Well-Being

Teacher's occupational stress is generally regarded as an excessive state of stress, which requires them to have more psychological resources to cope with stress and get happiness. A large number of studies have confirmed that pressure has a broad impact on the individual's physical and mental health, emotional state, life and occupational satisfaction, life quality and so on (Lazarus & Folkman, 1984b). While physical and mental health is also an important factor affecting subjective well-being (Diener, Suh, Lucas, & Smith, 1999). It can be inferred that pressure is an important factor affecting happiness. Empirical studies have confirmed that occupational stress from teaching may result in poor mental health of primary school teachers and lower well-being (Poormahmood, Moayedi, & Alizadeh, 2017). In addition, the studies on teacher groups has found that the occupational stress of primary and high school teachers can exert negative influence to the prediction of subjective well-being of which means the more stress perceived by teachers, the lower their well-being will be (Gallagher, 2017; Terezinha Braga, de Andrade, Barros Estivaleta, Menezes de Oliveira, & Flores Costa, 2017). The mechanism by which stress affects well-being is a complex process that involves the effects of multiple variables. Exploring the role of these mediator variables and moderator variables is important for improving well-being. (Yang, 2016).

2.6.2 Occupational Stress and Psychological Capital

In regards to this study Herbert (2011) should actively promote positive psychological health and occupational well-being in order to harness the full potential

of the workforce and increase organizational performance. Studies from the emerging field of positive psychology hypothesize that personal resources, like the constructs of Psychological Capital (i.e. Hope, Optimism, Self-Efficacy and Resilience), may contribute to decreased stress (Avey, Luthans, & Jensen, 2009), Burnout (Schaufeli & Bakker, 2001) and increased work engagement (Avey, Wernsing, & Luthans, 2008). The negative correlation between occupational stress and psychological capital has been proved by numerous studies. For example, (Li et al., 2015) found bank employee's occupational stress and psychological capital was negatively related, psychological capital is the mediating factor of occupational stress and occupational burnout. In addition, the negative influence of occupational stress to psychological capital has been confirmed among teacher groups. It has been found that university teachers' occupational stresses have significant influence on their psychological capital. The greater the working pressure is, the lower the psychological capital will be (Shen et al., 2014).

2.6.3 Psychological Capital and Well-Being

Many studies have found that psychological capital has a broad impact on individual behavior, attitude and psychological condition. The impact of psychological capital on employee happiness is mainly reflected in subjective well-being, work well-being and professional happiness. Research shows that psychological capital has a predictive effect on employee happiness (Culbertson et al., 2010). Firstly, psychological capital functions as a kind of positive psychological resource (Luthans & Youssef, 2004), can directly improve employees' positive emotions and satisfaction (Avey et al., 2008), while the positive emotions and satisfaction are important parts of subjective well-being.

A number of foreign studies also have confirmed that psychological capital has a favorable predicting function to individual's subjective well-being (Avey et al., 2010; Avey et al., 2011b; Bin et al., 2014; Culbertson et al., 2010). The higher the individual's positive psychological capital is the higher the subjective well-being will be. Psychological capital has an impact on subjective well-being through the mediating role of psychological well-being.

The research by Youssef and Luthans (2007) found that hope, optimism and resilience are not only significantly related to the employee's work well-being, but also explain its unique variation. Avey, Luthans et al. (2010) explored the effect of psychological capital on the happiness of employees over time. The results show that psychological capital is not only significantly different from the happiness of employees measuring time across time. Relevant, and over time, psychological capital has an increasing impact on employee well-being. A cross-lag analysis conducted by Siu (2013) showed that psychological capital was significantly positively correlated with the work well-being of the subjects in the first measurement, and subjects with higher psychological capital levels had higher job satisfaction and Physical and mental well-being; the second measurement after 5 months showed that subjects with higher levels of psychological capital also had more work-life balance.

The research that set teachers as the object also found that teachers' psychological capital and subjective well-being were positively correlated (Hansen, Buitendach, & Kanengoni, 2015). Yuh and Choi (2017) found that primary school teachers' psychological capital and subjective well-being are positively related too. Primary school teachers' psychological capital was significantly positively correlated to their subjective well-being.

Psychological capital can promote well-being, both at and beyond the workplace (Youssef, C. M., & Luthans, F, 2015). Psychological capital and well-being have also been shown to be adaptable to such as health, relationships and education. Psychological Capital have also been shown to predict measured well-being (Avey et al., 2010; Luthans, Youssef, Sweetman, & Harms, 2013; Roche, Haar, & Luthans, 2014).

If kindergarten teachers can improve psychological capital, they will be able to enhance the positive work attitudes and behavior. Therefore, it is necessary to investigate the effect of kindergarten teachers' psychological capital on well-being to improve the quality of early childhood education and care (Lee, H. M., Chou, M. J., Chin, C. H., & Wu, H. T., 2017).

2.6.4 Social Support and Well-Being

Social support has a positive effect on an individual's subjective well-being. Currently, there are two different theoretical perspectives. The Main-Effect Model: In this view, social support generally has gains function to an individual's physical and mental health. It can maintain individual's emotional reactions such as pleasure and pain; to physical and mental health in daily life, but it not only has an essential role when psychological crisis occurs. The Buffering Model: In this view, the role of social support has only appeared during individual psychological crisis, although it can buffer the influence of negative events on the individual. The Buffering Model of social support is designed to change an individual's internal cognitive system and function properly (Bell et al., 1982; Frydman, 1981).

In two studies run in the US (N = 153) and Germany (N = 187), results for research on the relationship between SWB, social support (Lönnqvist & große Deters,

2016). Existing work on the effects of social support on well-being has often stressed can help people gain social support from positively affects their well-being (Utz & Breuer, 2017). The U.S.A. study examines the impact of informal social support from family and friends on the well-being (Nguyen, Chatters, Taylor, & Mouzon, 2016). The current study was an investigation of age and gender differences in the relation between school-related social support (i.e., teacher support and classmate support) and subjective well-being (SWB) in school (i.e., school satisfaction and affect in school), as well as the developmental differences in SWB in China school (Liu, W., Mei, J., Tian, L., & Huebner, E. S., 2016).

Teachers become important promoters to a clear direction, and teachers' behaviors can deeply influence students (Chi, Yeh, & Wu, 2014). Social support such support behavior or interpersonal care can include family, friends, neighbors, colleagues, supervisors and other relevant personnel (Guralnick, Hammond, Neville, & Connor, 2008). When teachers are supported by family and colleagues, and their life satisfaction, self-confidence, psychological and mental health will be improved. Well-being will be strengthened. When the teacher's happiness increases due to life satisfaction, self-confidence, mental health and mental health, the teacher will feel more well-being. Social support will positively and significantly affect well-being (Chi et al., 2014).

2.6.5 Coping Styles and Well-Being

After correlation and multiple regression analysis, Ben-Zur (2009) found that the problem-oriented coping styles were positively correlated with positive emotion, but negative emotions had negative correlations. More importantly, problem oriented coping styles can influence and regulate the positive and negative emotional

reactions of avoidance coping styles. This conclusion indicates that the coping styles is an important influence factor of subjective well-being in daily life. After the relevant research and study of university students, Özbay, Palanci, Kandemir, and Çakir (2012) found coping styles are an important variable to determine subjective well-being. Positive coping styles, such as concentrating by individuals to prevent the stress triggered by a certain situation, change issues and so on, can predict subjective well-being which is the integrated influence of humor, coping styles, self-efficacy and emotional management.

Coping is a negative emotion caused by a stressful event that can be reduced. The ability of individuals to remain happy is closely related to personal resources, especially the effective use of coping (Crockett et al., 2007). Actively respond to different solutions including seeking help and trying to find problems (Xie, 1998).

The studies show that a positive coping styles is positively related to positive emotion and emotional balance, which shows that individuals who use more a positive coping styles can relieve much more stress and maintain a happier state of mind; on the other hand, those whose emotional balance index are relatively high may be more willing to adopt positive coping styles to relieve stress and protect themselves (Verdugo-Lucero et al., 2013).

2.6.6 Mediating Function of Psychological Capital

According to occupational stress can reduce the negative impact of occupational stress on mental health (Li et al., 2015). A previous study attempted to identify positive resources such as psychological capital to combat occupational stress (Lu, Liu, Sui, & Wang, 2015). Psychological capital is recognized as a condition of positive psychology that includes self-efficacy, hope, optimism and resilience, which

can be measured, developed and changed with various outcomes. The positive effects of psychological capital have been explored in various occupations such as nursing, teaching and law enforcement (Pan, Shen, Liu, Yang, & Wang, 2015).

Studies have also demonstrated a positive correlation between job performance and satisfaction such as a feeling of well-being (Roche, Haar, & Luthans, 2014; Yingchen Wang & Liesveld, 2015). In addition, the function of psychological capital as a mediator has attracted the attention of many researchers in various fields, including medicine and education. For instance, Yao, Wang, Zhang, Luo, and Zhang (2016) self-efficacy plays an intermediary role between social support and well-being. A study reported that psychological capital functioned as a mediator between work and family and burnout among female Chinese nurses (Yang, Wang, Chang, Fu, & Wang, 2012). Wang and colleagues also suggested that psychological capital mediates the relationship between job satisfaction and performance (Wang & Liesveld, 2015). Therefore, it has been hypothesized that psychological capital might play a role in mediating the relationship between occupational stress and job satisfaction among Chinese kindergarten teachers.

Currently, this hypothesis has not been investigated in further detail. Ding (2010) did integrated research in Europe and the United States and expounded from a theoretical level that psychological capital can function as a mediating variable to affect subjective well-being. Also, there are studies that confirmed psychological capital is negatively correlated to occupational stress (Shen et al., 2014) and is positively correlated to well-being (Avey et al., 2011; Li et al., 2014). Yang (2016) found that psychological capital is a mediating variable, with a significant mediating effect between stress and subjective well-being of university students. In addition, Zhong

(2016) found that psychological capital has a partial mediating effect between academic stress and subjective well-being of high school students. (Song, Song, Li, Gao, & Li, 2010) studied that the individual's occupational stress has further influence on subjective well-being through the mediating effect of psychological capital.

2.6.7 Moderating Function of Social Support

The Buffering Model of social support states that social support can buffer negative life events and the damage to mental health and it has no direct effect on subjective well-being. According to this model, only when the individual is under stressful conditions can the relationship between social support and mental health of the body be established; because then it can buffer the negative influence caused by stressful events to individual's physical and mental condition so as to maintain and improve the physical and mental health of each individual (Bell et al., 1982; Frydman, 1981).

Cohen and Wills (1985) believe that if an individual is subject to certain social supports, then he will underestimate the damage of stressful situations, reduce the severe evaluation of the stressful events and provide problem-solving strategies in order to improve the individuals' ability to deal with environmental awareness on their own. Previous research has also pointed out that mechanisms of social support to subjective well-being may possibly be changed depending on content relating to social life and social support itself, which results in the judgment and the emotional experience of satisfaction being changed to some degree which further affects an individual's subjective well-being. Chen and Zhang (2009) argue that social support plays a regulatory role between psychological symptoms and life events. In general, individuals with low sense of social support, compared to those who have a high sense

of social support have higher subjective well-being. More specifically, when employees are constantly embarrassed without support, the development of stress and exhaustion begins, leading to serious health problems (Hakanen, 2009) and potentially threatening factors of well-being (Nislin et al., 2016). Pietrzak, Russo, Ling, and Southwick (2011) examined the moderating roles of social support on the association between stress and well-being.

The moderating hypothesis states that social support interacts with stressors to affect strains; specifically, the relationship between stressor and strain is thought to be stronger for those individuals with low levels of support (Kirmeyer & Dougherty, 1988; LaRocco, House, & French Jr, 1980). To test for moderating effects, the most widely used data-analytic strategy involves examining the increase in R² when the interaction term (the cross-product of stressors and support) is added to the regression equation of strain and monitor the main effects of stressors and support. Therefore, this study hypothesizes that social support might play a role in moderating the relationship between occupational stress and well-being among Chinese kindergarten teachers.

2.6.8 Moderating Function of Coping Styles

Coping styles have two main functions which are to deal with a problem which is causing difficulties (problem-focused coping styles) and to regulate emotion (emotion-focused coping styles) (Folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen, 1986). It has been proven that coping styles is a regulated variable between stressful events and mental health (Pineles et al., 2011).

Positive coping styles can alleviate mental stress and help the individual to successfully solve questions so as to play the role of psychological balance protection for the mental health response to external stress. Therefore, the individual subjective

well-being will be at a higher level as the psychological pressure and threat that the individual perceives is relatively small. Chinese scholar confirmed that the college teacher's coping styles have a moderating effect on the relationship between occupational stress and subjective well-being (Li, 2010). This research was based on methods of interviews, literature reviews and questionnaires.

To assess the associations between teachers' stress, must first study psychological coping responses, social support, behavioral disengagement and suppression of competing activities as these predict job stress independently of age, gender, class size and occupational level. Typically, high job stress was associated with low social support at work and greater use of coping through disengagement and suppression of competing activities. coping styles not only impact the stressors on well-being but also influence the appraisal of environmental demands as stressful. It surveyed the role of direct-action coping and palliative coping relation among work-related stress and well-being (Fortes-Ferreira, Peiro, González-morales, & Martín, 2006). Pietrzak et al. (2011) examined the moderating roles of coping on the association between stress and well-being.

2.7 Researches of Psychological Stress Structure

Existing literatures focus on university, high school and/or primary school teachers. This research of standard psychological stress models for kindergarten teachers is currently insufficient for application.

Table 2.2 Researches of psychological stress structure

Scholars /Age	Psychological Stress Structure
Joseph Zubin & Bonnie Spring (1977)	Relationship between Psychological Stress Model and Well-Being
Folkman, Schaefer, & Lazarus (1979)	Cognitive Processing Therapy (CPT) Model
Lazarus and Folkman's (1984)	Psychological Stress Theory Model
Wallace, Webb, & Schluter (2002)	Diathesis-Stress Model
Jiang (2004)	General View of Psychological Stress
Jordan, Vogt, & DeShon (2015)	Stress and Coping Styles

Source: This table is from the researcher's collation.

2.7.1 Relationship between Psychological Stress Model and Well-Being

The relationship between life events and health has been established. Stressful life events involve the etiology of common mental disorders (Bebbington, Hurry, & Tennant, 1988; Brown, Harris, & Eales, 1993; Newman & Bland, 1994; Spinhoven et al., 2011). Differences in how individuals respond and adapt to stressful life events can be accounted for by a number of psycho-social factors. In one longitudinal study (Whisman & Kwon, 1993), the impact of life stress on longitudinal change in irritability was moderated by self-esteem and mediated by a change in hopelessness. Higher self-esteem and lower hopelessness were associated with better well-being outcomes. Similarly, decreased neuroticism and increased extraversion have been indicated as moderating the long-term course of depressive and anxiety symptomology in a positive way (Spinhoven et al., 2011). Social and environmental

factors can also moderate the association between stressful life events and mental health outcomes. Social support is consistently identified as buffering the effects of life events on well-being outcomes in clinical samples (Ames & Roitzsch, 2000) and the general population (Falcón, Todorova, & Tucker, 2009). In a recent Dutch study (Van den Berg, Maas, Verheij, & Groenewegen, 2010), environment was a significant moderator of the degree to which participants were affected by stressful life events. The authors concluded that the amount of green space, within 3km of residents' homes, buffered against the negative health impact of stressful life events.

Although people's vulnerability to poor mental health outcomes is considered unreasonable (Zubin & Spring, 1977), the level of risk in developing poor mental health outcomes is clearly associated with the availability of those psycho-social resources with which an individual may utilize and cope with the occurrence of negative stressful events. Given the role of individuals' resources in moderating the effect of life events on well-being outcomes, believe that there is a strong theoretical basis on which to focus the examination of life events in regards to the appraised impact that an event may have. The diathesis-stress hypothesis (Coyne & Downey, 1991) proposes that personal dispositions and social context moderate the effect of stressful life events on health and well-being (see Figure 2.1).

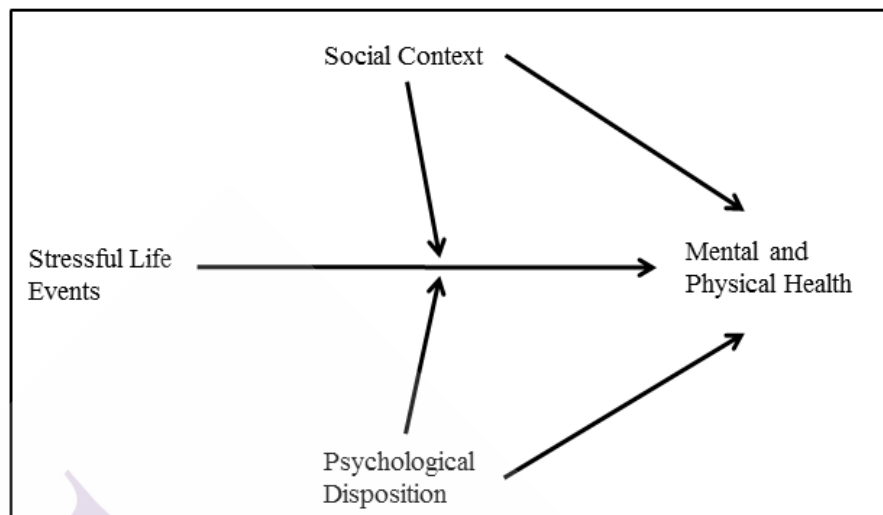


Figure 2.1 Diathesis-stress model: Psychological disposition and social context moderate the effects of stressful life events on mental and physical health (Joseph Zubin & Bonnie Spring, 1977)

When psychological and social resources which aid adjustment to life events are absent or limited, then individuals are vulnerable to an increased likelihood of reporting a decrement in a range of health outcomes.

Typically, investigations regarding the effect of life events associate the occurrence of a life event, or the number of life events that occurred in a preceding period, with subsequent mental health outcomes. Evidence for the perceived degree of impact of life events remains relatively unexplored. That is, the association between perceived impact of life events on health and well-being is less clear. In a similar vein, (Horowitz, Wilner, & Alvarez, 1979) proposed the Impact of Event Scale (IES) as a method of describing subjective distress in relation to specific life events, determining the extent to which participants reported degrees of intrusive thinking and avoidance. However, most utilization of the IES has been restricted to clinical samples, particularly in relation to post-traumatic stress disorder (Sundin & Horowitz, 2003).

Richard Andrew Burns and Machin (2013) using the diathesis-stress model tested whether psychological functioning and quality of interpersonal relationships moderated the effect of life events on subjective well-being. This study comprised data from a young and middle-aged adult sample (n= 364) drawn from an Australian university-student population. Results indicated that life events were associated with negative but not positive well-being outcomes.

Perceived impact of life events was a stronger predictor of well-being more so than the number of life events. Psychological functioning and quality of interpersonal relationships were associated with both well-being dimensions but only quality of interpersonal relationships moderated the effect of life events on well-being. In conclusion, perceived impact of life events was more strongly related to well-being than number of life events. Interpersonal relationships moderate the effect of life events with those reporting higher levels of quality of interpersonal relationships also reporting less decrement in negative affect following stressful life events. This compared the association between number of life events and the perceived impact of life events on well-being and examined whether components of psychological function and quality of interpersonal relations moderate the association between perceived impact of life events and well-being. In comparison with the number of life events, findings suggest that the perceived impact of a life event was more strongly associated with negative well-being. Specifically, an increase in the perceived impact of a life event was positively associated with negative affect; the lack of converse finding with positive affect supports the utility in distinguishing between positive and negative affect.

2.7.2 Cognitive Processing Therapy (CPT) Model

The theoretical model of CPT stress, namely, cognitive - phenomenological - transactional model, is a kind of psychological model (Folkman, Schaefer, & Lazarus, 1979). Advocates of this theory include many of the leading psychologists, such as Folkman. The theoretical model is shown below:

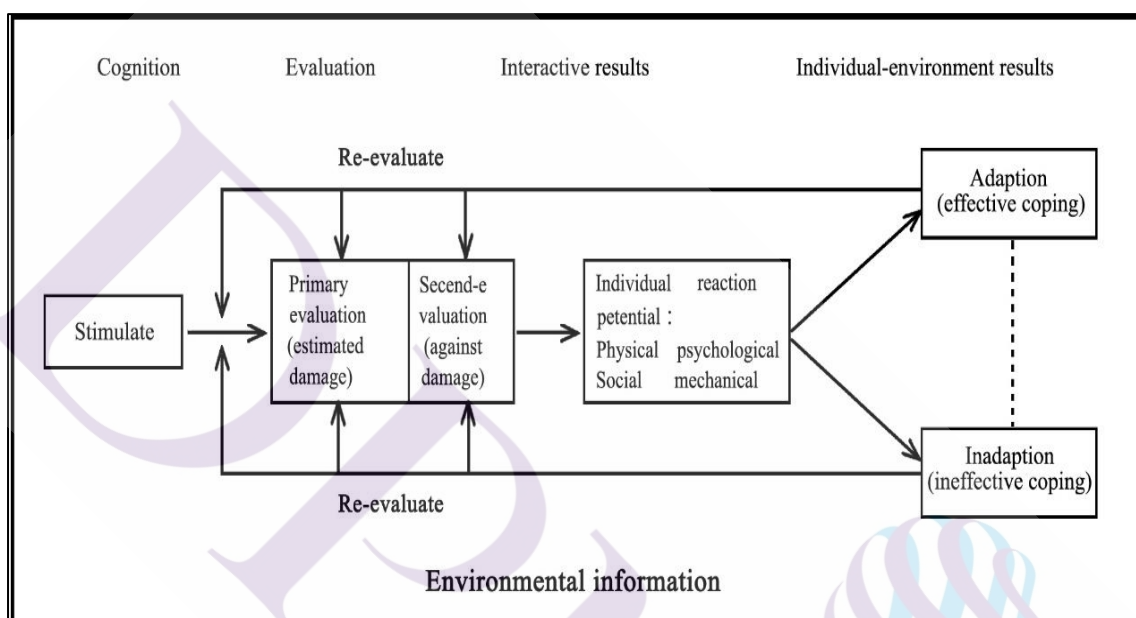


Figure 2.2 Stress model of CPT (Folkman et al., 1979)

The CPT theory of stress model has three important points:

A. The viewpoint of cognition

In this view, the meaning of thinking, experience and events an individual experience is the main mediating factor and direct motivation, which mean these depend on the means of each individual to evaluate the relation between himself or herself and the environment, including primary and secondary evaluation; no matter whether the stress will happen or not and in what form. Primary evaluation refers to the individual evaluation of hazard events, whether it is a challenge, threat or damage (loss) (Lazarus & Folkman, 1984). Secondary evaluation refers to the individual's evaluation

of coping resources and coping ability. If an individual think they have the ability to solve the dilemma, then the stress degree will be very low or may even be a non-existent stress experience.

B. The viewpoint of phenomenology

This viewpoint is emphasized the specific details of stress related things such as time, place, event specific circumstances and characters.

C. The viewpoint of interaction

It is believed that stress is produced by the specific relationship between the individual and the environment whereas if individuals think their ability to deal with environmental needs is not qualified enough, there will then be a stressful experience. It emphasizes the interactive function between individuals and environment, focusing on the individual's subjective initiative under stressful conditions. Take note of the indispensable role of information feedback and behavioral adjustment within the aforementioned situation.

Obtained eight response factors, which are aimed at resolving stress (Folkman et al., 1986). These eight factors consist of:

a. The scale of coping styles.

b-c. All problem focused coping styles including two factors (confrontation response and problem-solving).

d-h. All emotion focused coping styles including five factors (distance, self-control, responsibility-taking, escape-avoid and positive re-evaluation).

One of the factors (seeking for social support) is composed of a problem and emotion focused coping styles. Confrontational coping involves efforts to modify the stress source itself (for example, to express anger towards people who caused the

problem). The usual problem-solving involves making a strategy to deal with the stress and take actions. The factor of distance includes the importance of alleviating the individual's psychological stress. Self-control includes maintaining an individual's emotional reaction, emphasizing a reduction of interference with their daily life (for example, I try to keep the feeling to myself). Responsibility-taking involves transferring stress into something individuals make under such stressful conditions. Escape-avoid include the situation of escaping stress by thought, behavior, material and/or spiritual levels. Positive re-evaluation relates to the assessment of actual stress be positive and to seek long-term growth.

2.7.3 Psychological Stress Theory Model

In Lazarus and Folkman (1984) Transactional model of stress, is primary function is used to categorize types of stress and whether those stresses are determined to be positive (eustress or healthy levels of stress), negative (causing distress) or benign (no stress). The secondary function refers to the coping responses in which each individual relies on when faced with various stressors. Furthermore, it helps explain interactions between the perception of stressors and responses that individuals subsequently make. Other models used to categorize and explain stress include self-efficacy (Schaubroeck and Merritt, 1997, Lo, 2002); perceived control, support and coping style (e.g. Folkman, 1997, Karasek and Theorell, 1990, Van der Doef and Maes, 1998, Van der Doef and Maes, 1999). Research by Lazarus and Folkman (1987) discovered two main types of coping: problem and emotion based. Both coping mechanisms can be used to explain effects of stress, but emotion-based coping is more frequently expressed in ineffective ways. In addition, Ceslowitz (1989) found a beneficial effect linked to clinical performance and to the various health consequences

of stress; as a result of problem-based coping while others claim similar benefits which are connected to student learning, performance and well-being (Hamill, 1995, Lindop, 1999, Tully, 2004).

Coping styles which are to deal with a problem which is causing difficulties (problem-focused coping styles) and to regulate emotion (emotion-focused coping styles) (Folkman et al., 1986). It has been proven that coping styles is a regulated variable between stressful events and mental health (Pineles et al., 2011). Positive coping styles can alleviate mental stress and help the individual to successfully solve questions so as to play the role of psychological balance protection for the mental health response to external stress. Therefore, the individual subjective well-being will be at a higher level as the psychological pressure and threat that the individual perceives is relatively small.

2.7.4 Diathesis-Stress Model

Psychopathology or the diathesis-stress model is the most general mode of interaction; it has been proposed that individuals with certain genetic risks (qualities) are very sensitive to environmental factors (stress) and opportunities in the environment (Wallace, Webb, & Schluter, 2002).

Diathesis-Stress Model

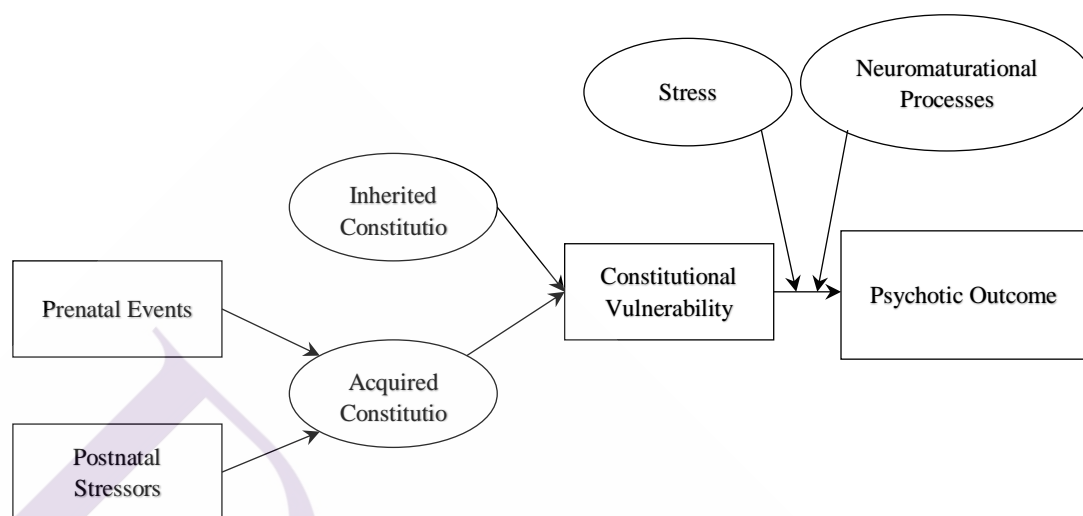


Figure 2.3 Diathesis-Stress Model (Wallace, Webb, & Schluter, 2002)

2.7.5 General View of Psychological Stress

The viewpoint of Jiang (2004) in regards to the stress system theory is that the stress system relationship set is: stress factors are interrelated and interactive to form the stress system of feedback regulation among whichever personality is the core factor; also, cognitive evaluation is an important factor. The system model as shown below:

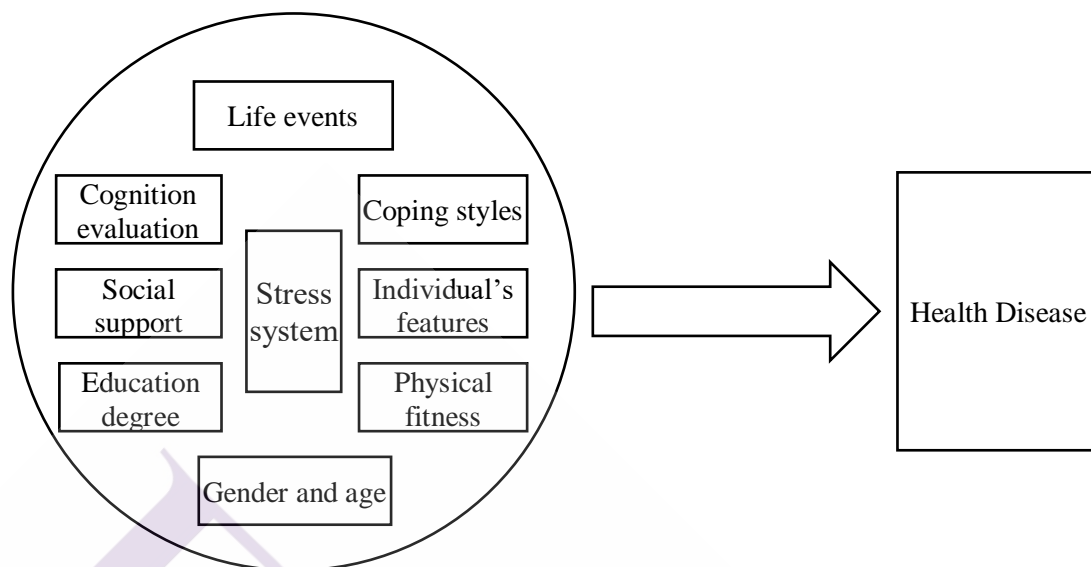


Figure 2.4 General view of psychological stress multi-factor function system (Jiang, 2004)

Stress may lead to all types of negative influence on health with behavioral consequences. Various factors such as personality, social support, stress appraisal and coping styles can function according to how stress affects individuals. Each element's measurable results are tested in the process of examination. Social support and double-evaluation of stress measures support the validity of construction. The measurement of response under different environments has factor structures which are different from theoretical predictions and are describing the relationships between coping and coping processes in the course of future research.

The ultimate purpose of researching stress and coping is to alleviate stress effectively and find appropriate coping actions for stress appraisal. Personality (i.e. basic personality patterns of human behavior, thoughts and feelings) and social support play an essential role in this process. This research will provide a coping strategy that is evidence-based and can be promoted successfully.

2.7.6 Stress and Coping Styles

The study of Jordan et al. (2015) shows that stress and coping is a key element of personal emotion, mental health and the overall quality of life. Stress may lead to all types of negative influence on health, behavioral consequence. The various factors like personality, social support, stress appraisal, coping style can function in the aspect of how stress affects individuals. Each element's measuring results are tested in the process of examination. Social support and double-evaluation of stress measures support the validity of construction. The measurement of response measuring under different environment has factor structure which is different from the theoretical prediction. Describe the relationships between coping and coping process in the course of future research. The ultimate purpose of researching stress and coping is to alleviate stress effectively and the coping action of stress appraisal. Personality (i.e. basic personality patterns of human behavior, thoughts and feelings) and social support play an essential role in this process. This kind of research will provide a coping strategy that is evidence based and can be promoted successfully.

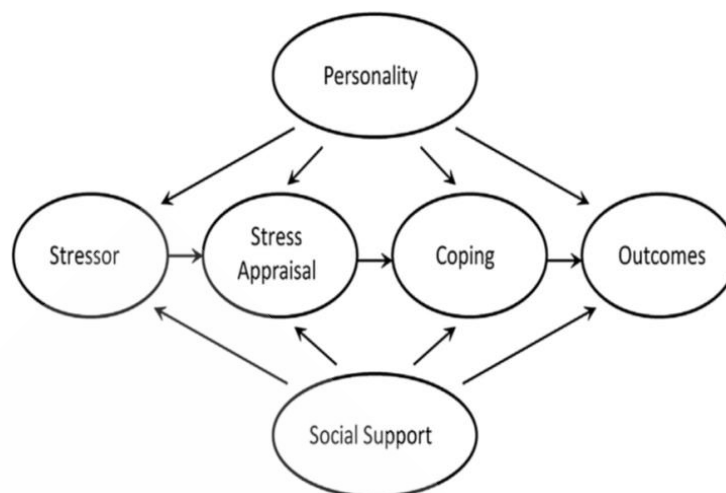


Figure 2.5 Skeleton diagram of stress and coping styles (Jordan et al., 2015)

The results confirm the role of psychological function in promoting positive and reducing negative well-being outcomes. Of particular importance is the association between the high-order PWB factor EGPS and its association with well-being, which has been identified in previous three organizational studies (Richard A Burns & Machin, 2010).

2.8 Summary

This study is for the application of the new psychological stress model in educational management in this study. To explore the relationship between the six variables in the model, the above six models are used to derive the variables, factors and constraints suitable for kindergarten teachers in the work environment. To study how stress affects well-being at work. Stress events can be considered negative events because they pose a threat to the potential loss of a person's valuable resource base. Consistent with previous findings, interpersonal quality is an important regulator of negative stress events and personal well-being (Dirkzwager, Bramsen, & Van Der Ploeg, 2003; Haden, Scarpa, Jones, & Ollendick, 2007). The buffer theory of social support suggests that the existence of social relations or support can alleviate the

regulation of adverse environmental stress factors (Alloway and Bebbington, 1987). In addition, the study highlighted the role of the tissue and the clinical environment of positive mental well-being throughout the life cycle functions (Burns & Machin, 2011; Richard Andrew Burns & Machin, 2012; Fava, 1999; Huppert & Whittington, 2003; Ruini, Belaise, Brombin, Caffo, & Fava, 2006). The study that psychological capital is an important internal factor influencing the relationship between occupational stress and well-being. In the current research, the overall Psychological capital is of great research value as an intermediary variable between occupational stress and well-being. Social support is a moderating variable between occupational stress and well-being. There are few studies on occupational stress and well-being as moderating variables. Therefore, this study selected three variables including psychological capital, social support and coping style, and added them into the research on the impact of occupational stress on well-being of kindergarten teachers. To explore the mediating function of psychological capital, the moderating function of Social research and coping style.

In summary, existing literature on variables is more focused on universities in education, high school and/or primary school teachers and students, and related research on kindergarten teachers is currently insufficient. The stress sources in the existing literature focus on human life, personal events and personal disease psychology. The study is based on education and focuses on the occupational stress research of kindergarten teachers. The research of standard psychological stress models for kindergarten teachers is currently insufficient for application. Moreover, this study applies the psychological stress model to education management, constructs a structural

equation model, and verifies the mechanism of psychological capital, social support and coping style. This is also a new exploration of related theories.



CHAPTER 3

METHODOLOGY

In the previous chapter, this study reviewed the literature's definition of related constructs such as occupational stress, psychological capital, social support, coping styles, and well-being, and the relationship between related constructs.

This chapter first establishes the conceptual framework of this research based on these inter-constitutive relationships and derives research hypotheses. In addition, after assigning the operational definition of the relevant constructs, confirm the research object and the design measurement tool, pre-test the scale, and finally propose the data analysis method, which is described later.

3.1 Research Design

Research design is a set of methods and procedures for collecting and analyzing metrics for variables specified in research problem studies. The design of this study defines the type of research, research methods, research hypotheses, and data collection methods and statistical analysis. The framework and steps of this study were created to find answers to the research questions.

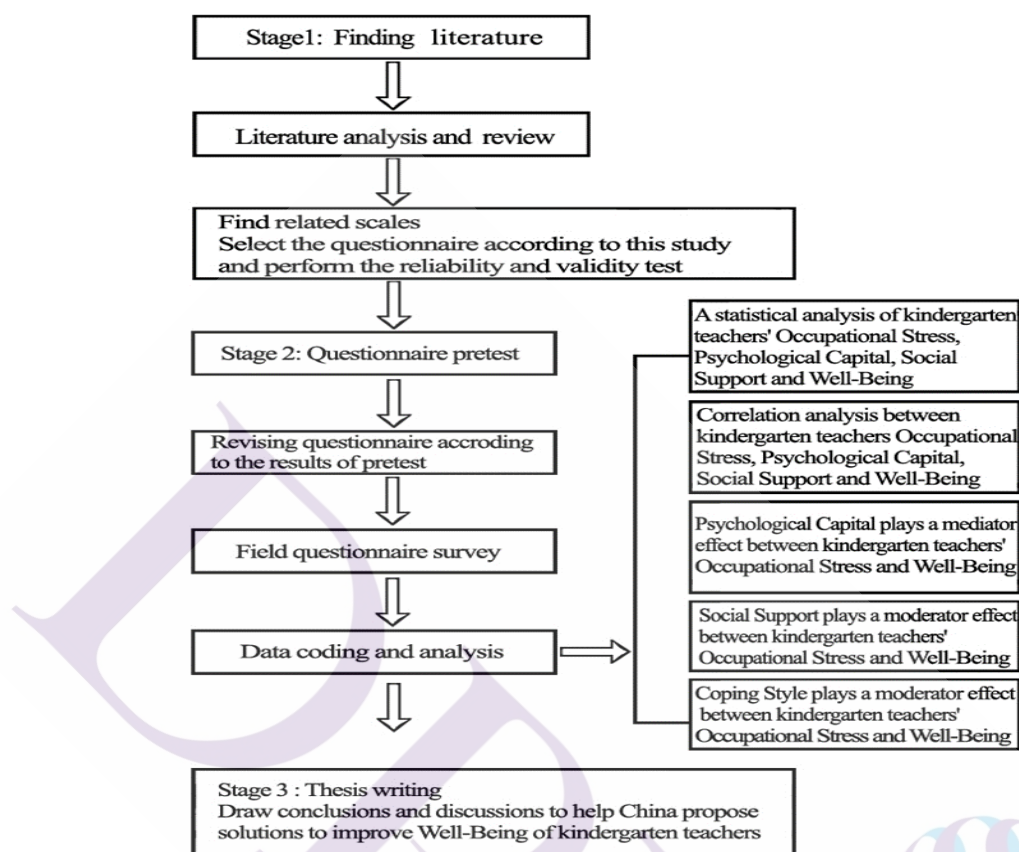


Figure 3.1 Thought flow diagram for this research

Source: This chart is from the researcher.

3.2 Research Methods

3.2.1 Population

The method of stratified sampling was used to determine the sample group for the study and selection of kindergarten teachers in the Mainland China.

The research subjects were from 31 provinces, the number of full-time kindergarten teachers was 24, 321, 38 this data is from ("Number of educational personnel in kindergarten," 2017).

3.2.2 Sample Selection and Sampling Method

Sampling is the process of selecting representative populations from the study population. The target population is the total number of people who can take samples from it.

If the selected sample will represent the target population, then the researcher needs to ensure that the people in it are similar to the other members of the target population (Sun, Zhang, Congalton, Pan, & Zhu, 2018). This is important because the researchers want to spread from the sample to the target population. The stratified sampling method divides the population into groups according to some characteristics through stratified sampling. Then, within each group, select a probability sample (usually a simple random sample) (Peytcheva & Groves, 2009). In stratified sampling, these groups are called stratification.

China was chosen as a location for this research study because the principal researcher for this paper is familiar with the educational system in China (born in the Mainland China and 13 years experiences working in early childhood education) and has published related papers on the topic.

Therefore, the sample in this study will be investigated in Mainland China. According to the geographical location of the east, middle, west and northeast, the subjects can be divided into different groups or classes. Then, in each level, the respondents can be randomly selected, details as follows:

Using stratified sampling, official government designations the economic regions of Mainland China are divided into four sections: east, middle, west and northeast.

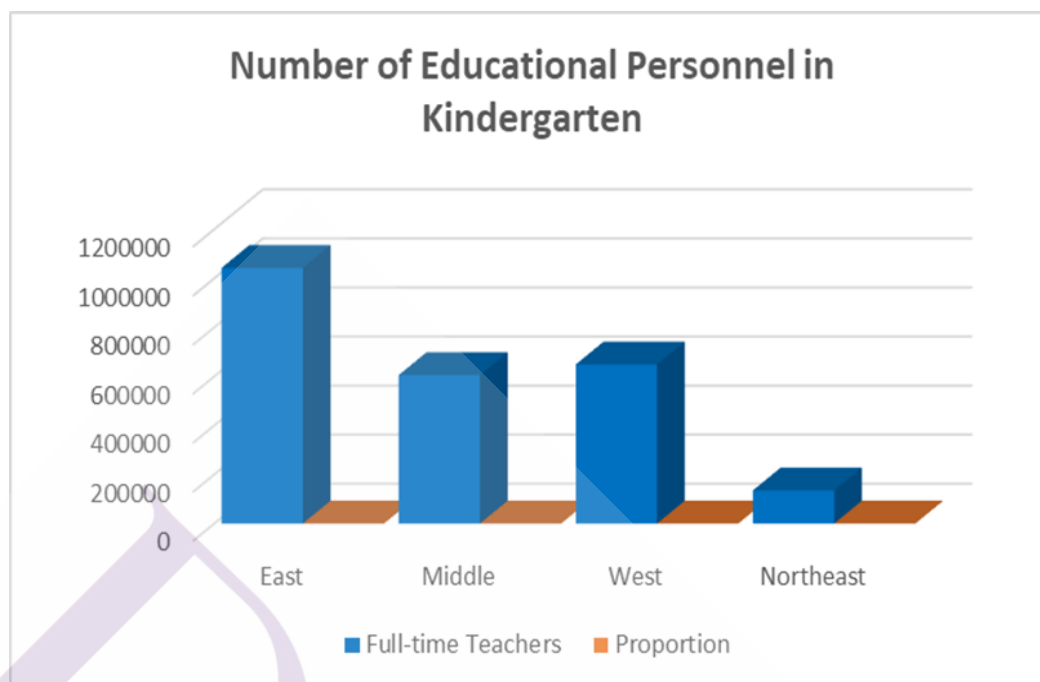


Figure 3.2 The number of full-time kindergarten teachers in the Mainland China

Source: This chart is from the researcher.

A method of selecting a random sample of four regions was used that are: 10 public kindergartens and 10 private kindergartens; each region has 400 teachers, a total of 1,600 questionnaires were used. (Assuming that the questionnaire recovery rate is 60-70%). Details are as follows:

Autonomous regions and municipalities directly in the Central Government in the Mainland China. According to “Several Opinions of the Central Committee of the Communist Party of China and the State Council on Promoting the Rising of the Central Region”, “The Opinions of the State Council on Several Policy Measures on the Development of the Western Region” and “The Spirit of the Party’s 16th National Congress”, official government designations the economic regions of the Mainland China are divided into four sections: east, middle, west and northeast. The division method is taken from the ‘National Bureau of Statistics of China’ (“East, West, Middle and Northeast regions partitioning method,” 2011)

The eastern regions include: Beijing, Tianjin, Hebei, Shanghai, Jiangsu, Zhejiang, Fujian, Shandong, Guangdong and Hainan.

The middle regions include: Shanxi, Anhui, Jiangxi, Henan, Hubei and Hunan.

The western regions include: Inner Mongolia, Guangxi, Chongqing, Sichuan, Guizhou, Yunnan, Tibet, Shanxi, Gansu, Qinghai, Ningxia and Xinjiang.

The northeast regions include: Liaoning, Jilin and Heilongjiang.

According to the above-mentioned selective sampling method, the study with the assistance of the Provincial Department of Education utilized the local education bureau resources to list all local kindergartens, selected 10 public and private kindergartens (on average). With the assistance of the author's work organization, this study uses the resources of the Education Bureau of the Mainland China sampling area to list all the local kindergartens. Please use the regional education bureau to conduct random sampling on a proportional basis.

3.2.3 Sample Size

To analyze the data, the following sample calculation formula was used:

$$\text{Sample Size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N} \right)}$$

Sample Size = 1067 people

Population Size = N | Margin of error = e | z-score = z

e is percentage, put into decimal form (for example, 3% = 0.030).

Figure 3.3 The sample calculation formula ("Sample size calculator," 2019)

According to the needs of the research, a relevant scale table was chosen with 'Chinese' characteristics for high reliability and validity. China was chosen as a location for this research study because the principal researcher for this paper is familiar with the educational system in China (born in the Mainland China and 13 years experiences working in early childhood education) and has published related papers on the topic.

The goal was to send each of kindergarten educators and sent 400 questionnaires to each region. A total of 1600 kindergarten teachers were the subjects of the study and asked teachers to voluntarily completed the questionnaire.

3.3 Data Collection, Processing, Analysis

3.3.1 Data Collection Methods

This study was quantified by people who were primarily trained from a preschool education major or postgraduate of psychology major or otherwise were well-

trained and had suitable experience in analyzing questionnaires. The surveys were administered at each kindergarten and measured in collective units.

3.3.2 Data Analysis

In terms of data analysis, it is necessary to sort out the data and questionnaire data, and then analyze the feasibility of the data, and rationalize the questionnaire according to the test hypothesis and purpose, mainly using SPSS22.0 and AMOS 22.0 statistical software to conduct survey data. Analysis, the analysis methods used are mainly the following:

The acquired data was input using SPSS 22.0 in order to conduct descriptive statistics on each variable and/or re-testing the differences between demographic variables.

Correlation analysis among variables and regression analysis was accomplished by using AMOS 22.0, and the structural equation model was constructed and the results were analyzed.

The main situation of the current research is that the sample size of teachers is large, and educators who have come from all teaching levels and positions were sampled. Considering that teachers' voluntary participation in our research may affect our results - just like all cross-sectional surveys – this study needed to emphasize that our sample comes from the population of teachers in the Mainland China. The study was conducted mainly through the government education department. with the help of the department, and got formal contact with kindergartens from all over the Mainland China.

However, the cross-sectional nature of our investigation didn't not allow reaching absolute causal interpretations regarding the association between job

dimensions and variables of stress factors and manifestations. In addition, our research design does not include measures of job satisfaction, job involvement, job burnout, turnover intentions, life satisfaction, positive emotion and negative emotion, so the intermediate role of these variables cannot be considered. Furthermore, because of the cross-sectional design of the study, it was not possible to test the sensitivity of all research instruments to change over time or test–retest reliability.

3.4 Research Hypothesis

The purpose of this study is to examine the influence of kindergarten teachers' occupational stress on well-being and to further explore the mediating function of psychological stress and the moderating function of social support through anonymous questionnaires.

According to existing literature and the CPT model of stress (Folkman et al., 1979), the stress models of Jiang (2004) and Jordan (2015) regarding a stress and coping framework were used to construct teachers' occupational stress model in relation to well-being as shown below:

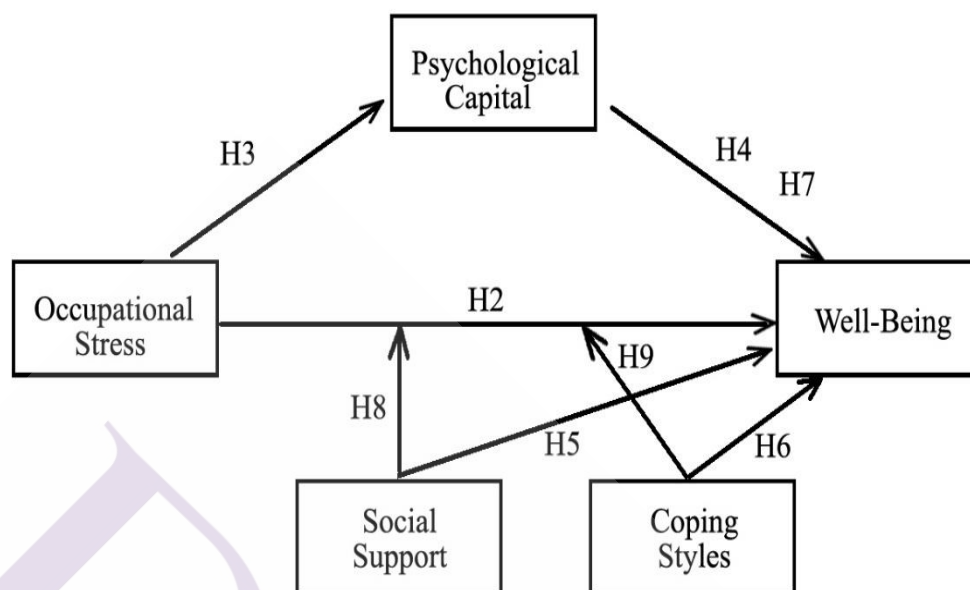


Figure 3.4 Skeleton diagram of the correlation between the study variables (Cohen & Wills, 1985; Folkman et al., 1979; Lazarus & Folkman, 1984b; Li et al., 2015)

The psychological stress theory model has been used for a number of behavioral health research studies in the field of medicine and daily life and is cited as one of the most important theories regarding the promotion of health, over the past few decades (BPD-global, 2012; Riese et al., 2014; Shishehgar et al., 2013). So far, the related research has been expanded to include family stress, occupational stress, environmental stress and time-related stress; however, specific and detailed research fields have gradually shifted to occupational stress. The lack of education management methods and the majority of a standard psychological stress models for the teaching industry are centered on university, high school and/or primary school teachers which causes an insufficient application for kindergarten teachers and the in-depth research of further validation, revision and empirical research on this theoretical model.

Occupational stress and well-being are significantly correlated and psychological capital is the mediating variable between stress and well-being (Yang,

2016), social support (Seeds, Harkness, & Quilty, 2010) and coping styles (Li, 2010). Pineles et al. (2011) play the role of regulation. This study intends to research the following hypotheses:

Based on existing literature and research (Adu & Okeke, 2016; Borg et al., 1991; Campbell, 1981; Mearns & Cain, 2003), research on kindergarten teachers is constantly required to ensure the health of educators. Therefore, the hypothesize that:

H1: The difference between demographic variables has a significant effect on kindergarten teachers' occupational stress, psychological capital, social support, coping styles and subjective well-being.

Based on the literature, further study the relationship between work stress, social support and well-being. Evidence suggests that work-related support mitigates the negative effects of work stress (role conflicts and job overload) (Arekkuzhiyil, 2014; Gallagher, 2017; Lazarus & Folkman, 1984b; Poormahmood, Moayedi, & Alizadeh, 2017; Terezinha Braga, de Andrade, Barros Estivaleta, Menezes de Oliveira, & Flores Costa, 2017; Venables & Allender, 2006). Therefore, the hypothesize that:

H2: Kindergarten teachers' occupational stress will significantly negative impact on well-being.

Based on the literature, psychological capital is of great significance in dealing with occupational stress (Abbas & Raja, 2015; Avey et al., 2009; Avey et al., 2008; Herbert, 2011; Li et al., 2015; Shen et al., 2014). Therefore, the hypothesize that:

H3: Kindergarten teachers' occupational stress significantly affects psychological capital.

Based on the literature, it is necessary to investigate the effect of people's psychological capital on well-being to improve the quality of education and work (Bin

et al., 2014; Hansen, Buitendach, & Kanengoni, 2015; Hsing-Ming et al., 2017; Siu, 2013; Yuh & Choi, 2017). Therefore, the hypothesize that:

H4: Psychological capital significantly affects kindergarten teachers' well-being.

Based on the literature, social support is not just about providing help, but also about engaging behaviors such as providing comfort and exchanging material resources, knowledge, and information (Chi et al., 2014; Guralnick et al., 2008; House et al., 1985; Orr, 2004). Therefore, the hypothesize that:

H5: Social support significantly affects kindergarten teacher well-being.

Based on the literature, positive coping strategies have been found to positively affect well-being, life satisfaction and positive emotions (Ben-Zur, 2009; Gibbons, Dempster, & Moutray, 2011; Wenli Liu, Li, Ling, & Cai, 2016; Miller Smedema, Catalano, & Ebener, 2010). Coping may play a key role in the impact on well-being. This conclusion shows that coping style is an important factor influencing subjective well-being in daily life. Therefore, the hypothesize that:

H6: Coping styles significantly affects kindergarten teacher well-being.

Based on the psychological capital theory and previous extensive research, the mediating role of psychological capital and provide a platform for the positive future development of research and practice (Avey et al., 2009; Fu, 2015; Kिरrane, Lennon, O'Connor, & Fu, 2017; Laschinger & Fida, 2014; Luthans, Norman, Avolio, & Avey, 2008). Therefore, the hypothesize that:

H7: Psychological capital plays a mediator effect between kindergarten teachers' occupational stress and well-being.

Based on the literature, there is a negative correlation between occupational stress and social support. That is, the higher the occupational stress, lower social support, resulting in lower levels of well-being. (Chen & Zhang, 2009; Hakanen, 2009; Nislin et al., 2016; Sargent & Terry, 2000). Therefore, the hypothesize that:

H8: Social support plays a moderator effect between kindergarten teachers' occupational stress and well-being.

Based on the literature (Folkman et al., 1986; Fortes-Ferreira et al., 2006; Li, 2010; Pineles et al., 2011), many studies confirmed that teacher and people in other professional fields coping styles have a moderating effect on the relationship between occupational stress and well-being (mental health). Although occupational stress is high, the level of well-being is increased by actively self-regulating. Therefore, the hypothesize that:

H9: Coping styles plays a moderator effect between kindergarten teachers' occupational stress and well-being.

3.5 Research Instruments

3.5.1 Survey

To further understand the status quo and relationship of kindergarten teachers' occupational stress and well-being must be studied through questionnaires. The method used to conduct this research involved using a questionnaire survey, including questions and statements that participants responded to anonymously. This method is a survey method in which researchers respond to individual rigorously designed questions and collect various information from them. Conducting a survey based on a uniform, highly structured standardized measurement questionnaire ensures

that comparable data is collected from the survey participants. The respondents selected by probability sampling, it is the ability of people to be sure that the sample is not biased and can assess the accuracy of the data.

This method can ensure the objectivity of the investigation results to avoid subjective prejudice, because it is a structured investigation, the questions and answers are fixed, so it is convenient for large-scale investigation, saving time and effort, and also convenient for computer analysis.

This study uses the questionnaire as a survey tool. Each questionnaire was divided into six parts. The first part was the teacher stress scale, the second part was the psychological capital questionnaire, the third part was the social support scale, the fourth part was the coping styles questionnaire, the fifth part was the well-being questionnaire and the sixth part was the basic information.

3.5.2 Occupational Stress Scale

Conceptual definition: Occupational stress operational definition is understood to be a physical and emotional response due to a mismatch between the conditions and requirements of a job and the individual's ability, resources or needs (Fimian, 1984; Vischer, 2007).

There are three dimensions of occupational stress:

A. Personal/Professional Stressors: These teachers lack preparation time, that their personal priorities are being shortchanged, that there is too much work to do, that their caseload is too big, that there is too much paperwork associated with their roles and that the pace of the school day is too fast.

B. Professional Distress: Teachers lack promotion opportunities, on-the-job progress, professional status, respect and recognition, control over school-related

matters, on-the-job emotional stimulation and professional improvement opportunities. Additionally, teachers often and strongly feel that teachers are inadequately paid and that their attitudes and opinions are of little concern in the work place.

C. Discipline and Motivation: Teachers having continually to monitor pupil behavior, discipline problems in the classroom, having to teach poorly motivated students or students who would do better if teachers applied themselves more to researchers' studies, a lack of adequate discipline policies and having one's authority rejected by either students or other staff; all as being both frequent and strong sources of stress.

Research tool: Teacher Stress Inventory Scale (Fimian, 1984), with three subscales (20 items).

Recipient: Scale sample consisted of special education teachers from the state of Vermont, USA.

Overall satisfactory Cronbach alpha values: $\alpha =$ above 0.700.

The fitness index values: $\alpha = 0.850\sim 0.950$.

3.5.3 Psychological Capital Questionnaire

Conceptual definition: The definition of psychological capital presented in the introduction and described above as a core factor. Psychological capital has been defined as an individual's positive psychological state of development and is characterized by:

A. Hope: Persevering toward goals and, when necessary, redirecting paths to goals in order to succeed (Luthans, 2007; Snyder, 1996);

B. Optimism: Making a positive attribution about succeeding now and in the future (Luthans, Avolio, Avey, & Norman, 2007; Scheier & Carver, 1985);

C. Self-efficacy: Having confidence to take on and put in the necessary effort to succeed at challenging tasks (Luthans, 2007; Parker, 1998);

D. Resilience: When beset by problems and adversity, sustaining and bouncing back and even beyond to attain success (Wagnild, 1993; Luthans, 2007).

Research tool: Psychological Capital Questionnaire (PCQ) by Luthans, Youssef, et al., (2007). Psychological capital was measured with twenty-four items Psychological Capital Questionnaire (PCQ) (Luthans, Youssef, et al., 2007). Each of the four components of Psychological Capital (self-efficacy, optimism, hope and resilience) was measured by 6 items.

Recipient: General application

Overall satisfactory Cronbach alpha values: $\alpha = 0.900$.

Construct yielded Cronbach alphas $\alpha = 0.880, 0.890, 0.890, 0.890$.

3.5.4 Social Support Questionnaire

Conceptual definition: Social support operational definition refers to the physical and emotional comfort which teachers receive from administrator colleagues, parents, and students. Social support is usually defined as the ‘existence or availability of people on whom this study can rely, people who let us know that they care about, value, and love us’ (Cutrona & Russell, 1987).

Research tool: Social Provisions Scale by Russell, Cutrona, Rose, & Yurko (1984).

Recipient: Undergraduate and graduate students at the University of Iowa.

Overall satisfactory Cronbach alpha values: $\alpha = 0.750$

3.5.5 Coping Styles Questionnaire

Conceptual definition: This study uses Lazarus and Folkman (1984a) definition, coping styles have been defined as the constantly changing cognitive and behavioral efforts to manage specific external and /or internal services that have been assessed as taking up or exceeding the resources of the person.

There are two dimensions of coping styles: Active-cognitive coping and Active-behavioral coping. Active-cognitive coping includes attempts to manage one's appraisal of the stressfulness of the event, such as "tried to see the positive side of the situation" and "drew on my past experiences in similar situations". refers to overt behavioral attempts to deal directly with the problem and its effects, such as "tried to find out more about the situation" and "took some positive action" (Moos, 2012).

Research tool: Coping Responses Questionnaire (CRQ) by Billings & Moos (1981).

Recipient: Randomly select families in the San Francisco Bay Area who are contacted in a particular census tract.

Furthermore, an upper limit may be placed on internal consistency coefficients by the fact that the use of one coping response maybe sufficient to reduce stress and thus lessen the need to use other responses from either the same or other categories of coping. The internal consistencies (Cronbach's corrected for number of items) of the method of coping categories were 0.720 for active-cognitive coping, 0.800 for active-behavioral coping. exhibit moderate internal homogeneity.

3.5.6 Well-Being Questionnaire

Conceptual definition: According to Orsila et al. (2011) and Warr (1990) research, the author summarizes the work-related definition of well-being in terms of work, that is, employees' similar environmental reactions. Work-related well-being usually comes from seeing the workplace's work pressure as a static, not a change.

Research tool: Work-related Well-being Questionnaire by Orsila, Luukkaala, Manka And Nygard (2011).

Recipient: 114 women and 62 men with a mean age around 39.200 years.

The fitness index values: $\alpha = 0.850\sim 0.950$ Items elicited mental well-being ($\alpha = 0.901$), in which the KMO measure was 0.910 and Bartlett's test of sphericity 1084 ($df=66, p<0.001$).

3.6 Pre-text and Confirmatory Factor Analysis

3.6.1 Pre-text Process

At present, the empirical research on occupational stress, psychological capital, social support, coping style and well-being is more extensive. Due to cultural and geographical differences, whether research tools are suitable for the Mainland China is the key to the selection of questionnaires. Kindergarten teachers have special characteristics of the profession, such as: The population base in the Mainland China leads to a large number of children in each class, teachers work long hours, Chinese parents have different cognitions and difficulties in the role of teachers.

There are also complex issues such as 'complex teacher construction problems', 'teachers' gender is mostly female', and 'salary income due to regional economic differences and superior appropriations.

This research establishes a research team under guidance of expert. The research team covered a wide range of professional fields, including psychology majors, pre-school education majors, management majors and English majors from the Mainland China, the United States and Europe. The questionnaire is translated into Chinese and revised for three rounds to suit the kindergarten teacher. Base on the evaluation of experts, this study modified questions and deleted any inapplicable questions to ensure high validity and reliability of research, and form the final questionnaire.

Therefore, this study aims to revise the five original scales by experts and peers' reliability and validity, and is suitable for kindergarten teachers in the Mainland China for subsequent research. The following is a description of the preparation of the questionnaire and the implementation of the pretest questionnaire.

The first step was to discuss with the advisor in order to find an original scale suitable for the study. Then, after the teacher assisted with the analysis and guidance, the scholar's original scale was revised and adjusted as needed for the study. Then prepare to translate into a Chinese questionnaire for distribution to kindergarten teachers in the area of the Mainland China.

For the second step, this research establishes a research team and under expert guidance the research was collected. In order to make the scale as rigorous as possible, the research team covered a wide range of professional fields, including psychology majors, pre-school education majors, management majors and English majors from China, the United States and Europe. Furthermore, scholars, professors and doctoral students were also included.

In regards to the composition, the research questionnaire was first translated into Chinese and then professional Chinese teachers in the group revised the Chinese rhetoric. For example, famous professors and experts in psychology in China assisted with guidance from the perspectives of statistics and psychology; they determined if there were any professional problems in this research scale and made a second revision after discussion; then pre-school education scholars and educational personnel from pre-schools also were involved. This is an important step because the applicability of questionnaire to the education profession is guided by the quality of the questions and answers that are provided; thusly, it was revised twice. The revised questionnaire was given back to the professors of psychology, pre-primary education and management, for further guidance and revision. Finally, native English teachers within management majors have helped to modify and translate the questionnaires several times. When the content of individual items is repeated, the native English speakers help to clarify the translations in order for the researchers to translate it into Chinese more effectively. Next, feedback was provided to the experts of various professions for review.

After three rounds of the experts' guidance on the research questionnaire, the items in the questionnaire were revised to make the content more compliant with statistical rules and suitable for kindergarten teachers. (There were changes to the teacher's occupation, such as: noting that preschool teachers are mostly women, and topics such as smoking and drinking were replaced by more gender-neutral topics. In regards to the topics of language in the working environment and rhetoric correction; the basic information part was translated into Chinese by Chinese-American preschool education professionals in order to be suitable for China's national standards.)

The third step was to evaluate the effectiveness of the expert assessment. According to the results of the item analysis and factor analysis the research team decided to do the following updates. First, they modified questions and next they deleted any inapplicable questions to ensure that the scale had high validity and reliability. Lastly, they prepared the final formal questionnaire that was given to kindergarten teachers.

The development process of the research tools used in this research questionnaire is based on the development process of the scale, which is divided into content-oriented definition, definition of observation indicators, quantification of indicators, and correlation test and reliability test between indicators (Maoneng, 2009). It is based on the five development principles of the scale of Bollen and Lennox (1991), and the benchmarks are as follows.

- a. Construct indicators should be internally consistent for valid measures.
- b. There are optimal magnitudes of correlations between items.
- c. The validity of measures depends on the adequacy with which a specified domain is sampled.
- d. Within-construct correlations must be greater than between-construct correlations.
- e. Linear composites of indicators can replace latent variables (Bollen & Lennox, 1991).

Based on the literature, this study finds out the dimensions of each facet and uses experts in the field to conduct expert reviews. And pre-test, verify the content of the single dimension with confirmatory factor analysis. After the preliminary draft of the questionnaire is drafted, the relevant domestic psychologists are asked to check the

content validity of the questionnaire and the appropriateness of the wording. The list of experts is in the appendix.

This study used a traditional Likert 5-point scale between the scales to investigate (Jamieson, 2004). Each of the data represents a certain degree, allowing the subject to choose one of the options from 1 to 5. The higher the number, the higher the degree of consent, that is, "very disagree" to choose 1 and "strongly agree" to choose 5.

3.6.2 Reliability Analysis

Reliability is measures of the degree of error and the degree of consistency of the test results. The method of measuring reliability uses for pretest. The reliability of the test is to let the same group of items test in the first two periods. Collect 300 valid questionnaires for pretest. The trends in concentration, dispersion and distribution are carried out by mean value, standard deviation, contrast kurtosis and skewness. It can be considered that the observational variable is approximate to normal distribution and suitable (Armstrong & Overton, 1977; Diamantopoulos & Winklhofer, 2001).

Reliability is based on the measured variation theory. In this paper, the coefficient recommendation standard is used for reliability analysis, and a series of indicators are used to test. And the consistency coefficient Cronbach's α is used in the literature to measure the consistency between the topics under the same concept. The greater the reliability Cronbach's α , the more reliable the reliability of the variables, and the greater the correlation between the variables. (Hair Jr, 1995 #642@@author-year) believes that Cronbach's $\alpha > 0.700$ for high reliability, < 0.350 is low reliability, the minimum acceptable level of 0.500 reliability.

3.6.3 Validity Analysis

Validity is whether the instrument being measured truly measures the problem that the researcher wants to measure.

A. Construct validity

Construct validity refers to the extent to which operationalizations of a construct (e.g., practical tests developed from a theory) measure a construct as defined by a theory. It subsumes all other types of validity. For example, the extent to which a test measures intelligence is a question of construct validity. A measure of intelligence presumes, among other things, that the measure is associated with things it should be associated with (convergent validity), not associated with things it should not be associated with (discriminant validity) (Cronbach & Meehl, 1955).

The testing of construct validity focuses not only on whether an item loads significantly on the factor being measured (i.e. convergent validity), but also on ensuring that the construct measures no other factors (i.e. discriminant validity). One aspect of construct validity is convergent validity, which exists if a group of indicators measure one common factor. Convergent validity is demonstrated by the statistical significance of the loadings at a given alpha (e.g. $p=0.050$). A standardized loading of 0.700 indicates that approximately one half of the item's variance (the squared loading) can be attributed to the construct; thus, 0.700 is the suggested minimum level for item loadings on established scales (Claes Fornell & Larcker, 1981a).

B. Content validity

Content validity is a non-statistical type of validity that involves 'the systematic examination of the test content to determine whether it covers a

representative sample of the behavior domain to be measured' (Anastasi & Urbina, 1997).

Content validity evidence involves the degree to which the content of the test matches a content domain associated with the construct. For example, a test of the ability to add two numbers should include a range of combinations of digits. A test with only one-digit numbers, or only even numbers, would not have good coverage of the content domain. Content related evidence typically involves a subject matter expert (SME) evaluating test items against the test specifications. Before going to the final administration of questionnaires, the researcher should consult the validity of items against each of the constructs or variables and accordingly modify measurement instruments on the basis of SME's opinion.

A test has content validity built into it by careful selection of which items to include (Anastasi & Urbina, 1997). Items are chosen so that they comply with the test specification which is drawn up through a thorough examination of the subject domain. Foxcroft, Foxcroft, Paterson, Le Roux, and Herbst (2004) note that by using a panel of experts to review the test specifications and the selection of items the content validity of a test can be improved. The experts will be able to review the items and comment on whether the items cover a representative sample of the behavior domain.

C. Criterion validity

Criterion validity evidence involves the correlation between the test and a criterion variable (or variables) taken as representative of the construct. In other words, it compares the test with other measures or outcomes (the criteria) already held to be valid ("Validity (Statistics)," 2019).

If the test data and criterion data are collected at the same time, this is referred to as concurrent validity evidence. If the test data are collected first in order to predict criterion data collected at a later point in time, then this is referred to as predictive validity evidence.

D. Concurrent validity

Concurrent validity refers to the degree to which the operationalization correlates with other measures of the same construct that are measured at the same time. When the measure is compared to another measure of the same type, it will be related (or correlated). Returning to the selection test example, this would mean that the tests are administered to current employees and then correlated with the scores on performance reviews ("Validity (Statistics)," 2019).

F. Predictive validity

Predictive validity refers to the degree to which the operationalization can predict (or correlate with) other measures of the same construct that are measured at some time in the future. Again, with the selection test example, this would mean that the tests are administered to applicants, all applicants are hired, the performance is reviewed at a later time, and then the scores on the two measures are correlated ("Validity (Statistics)," 2019).

This is also when measurement predicts a relationship between what is measured and something else; predicting whether or not the other thing will happen in the future. High correlation between ex-ante predicted and ex-post actual outcomes is the strongest proof of validity.

3.6.4 Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) is a special form of factor analysis. It is used to test whether measures of a construct are consistent with a researcher's understanding of the nature of that construct (or factor). As such, the objective of confirmatory factor analysis is to test whether the data fit a hypothesized measurement model. This hypothesized model is based on theory and/or previous analytic research (Preedy & Watson, 2009). CFA was first developed by Jöreskog (1969) and has built upon and replaced older methods of analyzing construct validity such as the MTMM Matrix (Campbell & Fiske, 1959).

In confirmatory factor analysis, the researcher first develops a hypothesis about what factors they believe are underlying the measures used and may impose constraints on the model based on these a priori hypotheses. By imposing these constraints, the researcher is forcing the model to be consistent with researcher's theory. The researcher can create a model. Model fit measures could then be obtained to assess how well the proposed model captured the covariance between all the items or measures in the model. If the constraints the researcher has imposed on the model are inconsistent with the sample data, then the results of statistical tests of model fit will indicate a poor fit, and the model will be rejected. If the fit is poor, it may be due to some items measuring multiple factors. It might also be that some items within a factor are more related to each other than others.

A series of confirmatory factor analyses (CFA) were conducted to test the construct validity of each measurement of the occupational stress, psychological capital, social support, coping styles, and well-being. All CFA models were estimated using maximum likelihood estimation of the sample covariance matrix. Model fit was

determined based upon a battery of widely used indices of model fit including mean-adjusted minimum fit chi-square (χ^2), comparative fit index (CFI), root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR) (McDonald & Ho, 2002). Cronbach's alpha was estimated for each factor to determine internal reliability. A cutoff value of 0.7 was utilized to determine 'good' reliability.

3.7 Pre-test and Confirmatory Factor Analysis

The study questionnaire was pre-tested and distributed to kindergarten teachers in four regions of the Mainland China.

Item analysis and statistical analysis of validity, reliability, and confirmatory factor analysis were performed using SPSS 22.0 and AMOSS 22.0 software.

In order to understand the reliability and validity of the pre-test questionnaire, as the basis for deleting and identifying the items that are not up to standard. And after induction and analysis, the formal questionnaire has good reliability and validity.

3.7.1 Participant

Participants selected kindergarten teachers in the eastern, central, western and northeastern parts of mainland China to answer anonymously. After the subjects completed the questionnaire, they were collected by the researchers on the spot. A total of 400 questionnaires were distributed in this survey, 320 were collected, and the recovery rate was 73.25%. The recovery rate is 80%. The collected questionnaires use a computerized iterative method to effectively filter out potentially invalid questionnaires to improve the reliability of the Likert scale (Józsa & Morgan, 2017) (more than 5 questions not answered) and have a clear tendency to respond (subjects

are often selected). The effective questionnaire was 293, and the effective questionnaire ratio was 91.560%.

Descriptive statistical analysis was performed on the results of the pre-test questionnaires in this study. According to the average level and ratio of the various demographic variables of the kindergarten teachers and the whole, to understand the basic situation of kindergarten teachers in the eastern regions, the middle regions, the western regions and the northeastern regions of the Mainland China.

It shows the distribution of effective samples in this study is analyzed as follows:

A. Kindergarten teacher gender: There are 4 male teachers (1.400%), 367 female teachers (76.100%), and the number of female teachers is higher than that of male teachers because of the nature of the profession.

B. Kindergarten teacher age: from large to small, there are 76 kindergarten teachers aged 25-30 (25.900%), 31-35 kindergarten teachers aged 63 (21.500%), kindergarten teachers under 25 years of age and 35-45 years of kindergarten teachers are the same number of 59 people, (20.100%), There were 36 kindergarten teachers over 45 years of age (12.400%). This shows that the distribution of kindergarten teachers in all ages is more balanced, but the number of kindergarten teachers over 45 years of age working on the front line is slightly lower.

C. Kindergarten teachers' teaching age: There are 64 (21.800%) Kindergarten teachers who have worked 6-10 years in sequence, 62 kindergarten teachers who have worked for less than 3 years (21.200%), 3-5 kindergarten teachers who have worked for 52 years (17.700%), and 11-15 kindergarten teachers who have worked for 32 years (10.900%).

D. Kindergarten teachers educational levels: The number of kindergarten teachers with a bachelor's degree is 188 (64.200%), a kindergarten teacher with a college degree is 100 (34.100%), and there are 4 kindergarten teachers with a high school or secondary education (1.400%), There are 1 kindergarten teachers with a master's degree or above (0.300%). There are 0 kindergarten teachers in junior high school and below (0%). It shows that the education level of kindergarten teachers is mainly undergraduate and college degree.

E. Kindergarten teachers title: from large to small, there are 136 kindergarten teachers (46.4%) with no title, and the ratio is close to half that of all teachers. There are 87 kindergarten teachers in the two level of the small religion (29.700%), 64 kindergarten teachers at the primary level (21.800%), 4 senior kindergarten teachers in the small education (1.400%), and more than 2 kindergarten teachers in the higher education of the Small religion (0.700%).

F. Kindergarten teacher job category: according to the number of people from large to small in order for the head teacher has 142 (48.500%), the full-time teacher has 124 (42.300%), the Deputy Director has 13 (4.400%), the Grade Director or childhood care Director has 9 (3.100%), the Director has 5 people (1.700%). The largest number of teacher and full-time teachers, a total of 266 people accounted for (90.800%) of the total teacher ratio.

G. Establishment of kindergarten teachers: the number of teachers from large to small is 142 (48.500%), which is close to half of the total teacher ratio. There are 87 kindergarten teachers (29.700%) in the contract system, 44 (15%). Kindergarten teachers (equal pay) for the filing process (the unique form of construction in the Mainland China) and 20 teachers (6.800%) in temporary substitute kindergartens.

H. Type of kindergarten (geographical location): The largest number of teachers in township kindergartens, a total of 215 (73.400%), followed by village kindergarten teachers and urban kindergarten teachers of 40, 38, the proportion of (13.700%) and (12.900%).

I. Kindergarten system: The largest proportion of public kindergarten teachers in this study was 288 (98.300%), and there were fewer private kindergarten teachers, only 5 (1.700%).

J. Number of young children in classes brought by kindergarten teachers: the largest number of kindergarten teachers in the class with 31-40 young children, with 211 (72%). Secondly, there were 62 kindergarten teachers with more than 40 young children in the class (21.200%), and the number of kindergarten teachers with 21-30 young children in the class was 17 (5.800%), the fewest kindergarten teachers with fewer than 20 young children in the class and 3 (1%).

K. Age classes for young children brought by kindergarten teachers: the number of kindergarten teachers with large, medium and small classes was more balanced by 99 (33.800%), 95 (32.400%) and 90 (30.700%), respectively, followed by 6 kindergarten teachers with mixed age classes (2.100%) and 3 (1%).

L. Kindergarten teachers' average daily working hours: ≥ 8 hour, < 10 hours of kindergarten teachers, with a maximum of 243 (82.900%) and the rest to gather from many fewer are arranged as work time ≥ 10 hours a day, < 12 hours of kindergarten teachers 25 were (8.500%) work for 8 hours of kindergarten teachers to have 24 people (8.300%), the working time of 12 hours and above of the kindergarten teachers of 1 (0.300%).

M. Kindergarten teacher's marital status: normal marriage of kindergarten teachers, with up to 210 people and, secondly, to gather the (71.700%) unmarried single kindergarten teacher of 55 persons (18.800%), a boyfriend or girlfriend's kindergarten teachers 21 persons (7.200%), divorced or widowed kindergarten teachers with 6 persons (2.000%), separation of the kindergarten teachers of 1 (0.300%).

N. Kindergarten teacher family the number of children: one child's kindergarten teachers, with a maximum of 137 persons (46.800%), followed by the childless kindergarten teacher has a 81-person (27.600%), once again to be a child's kindergarten teacher of 71 persons (24.200%), three children and over the kindergarten teachers, there are at least 4 persons (1.400%).

O. Kindergarten teacher with family: the family, the total income Total income >10 million, ≤20 000 kindergarten teachers, with a maximum of 115 persons (39.230%), gather the rest of more than 200,000 of kindergarten teachers have 81 persons (27.730%), >5 million, ≤10 000 kindergarten teachers have 70 persons (23.900%), >3 million, ≤5 000 kindergarten teachers 15 were (5.130%), 3 million and the kindergarten teachers, 12 are (4.100%).

P. Kindergarten teachers on average monthly income: the average personal income of \$5000-10000 and 3001-5000 for the kindergarten teachers for up to 104 people and 101 people, the ratio of (35.500%) and (34.500%), followed by the 1501-3000 worth of kindergarten teachers have 78 (26.610%), is again below 1,500 and 10,000 more of the kindergarten teachers are 5 people (1.700%).

3.7.2 Items Analysis

Items Analysis as the most fundamental work, is the development of scale. Its main purpose is to run a pre-test for items test considered as the appropriate assessment

that tests the reliability (Wu, 2010). The study of the pre-test data using standard item analysis, items analysis is divided into three categories which includes six criteria, as part of the item, based on the analysis of the judgment. Items analysis of the main purpose is to verify that the modified scale and test scale, and that the ideal situation or reliability. This study, the pre-trial scale for items analysis are: extreme group comparisons, dependency detection (including that of the total score, a false entry with the related), the homogeneity test (including that of the removal of the alpha value, common, and factor loading) three main categories. The analysis of the improper that was deleted, in order to increase the scale's discernment.

A. Critical ratio

The calculation of the amount of each topic with the item, the correlation between the overall score. If the score is not significant, and suggested that it be deleted. If the dependencies between items is too high, this means that the item overlap is high, and suggested that it be deleted. In general, the title and the size of the overall score, the coefficient of between 0.300 and 0.800. If less than 0.300, you should consider deleting (Wu, 2010).

B. Detection correlations

a. Corrected item-total correlation

The calculation of the amount of each topic with the item, the correlation between the overall score. If the score is not significant, and suggested that it be deleted. If the dependencies between items is too high, this means that the item overlap is high, and suggested that it be deleted. In general, the title and the size of the overall score, the coefficient of between 0.300 and 0.800. If less than 0.30, you should consider deleting (Parasuraman, Zeithaml, & Berry, 1988).

b. Corrected item-deleted correlation

The reliability is usually considered to scale stability, reliability factor is usually considered uniformity test, one of the targets. And the whole scale reliability analysis, items analysis, the reliability test focuses on the deleted items, whether to increase or decrease the overall reliability factor. If the reliability factor to remove that item has been improved, this indicates that the questions and other questions that measure the psychological characteristics are different, and the analysis of that item, the title will be deleted (Wu, 2010). The choice of the corrected items to the correlation coefficient must achieve $\alpha \geq 0.4$ or above, and the remarkable level of 0.050.

C. Homogeneity test

a. Cronbach's alpha if item deleted α -value

Cronbach's α coefficient authentication standard for internal consistency serves as an assessment of the entire scale table of reliability and stability of the important reference standard. The low-reliable assessment items aim to be modified and adjusted. After removal of the Cronbach's α value, refers to delete this and that, and the Cronbach's α coefficient, therefore, to achieve a high degree of stability.

b. Communalities and factor loading

The use of communalities approach targets to extract the main ingredient analysis. The main purpose of the variable and the associated level and reduce the major factor to reduce the complexity of the variables. Hope to be able to build on the original variables may explain the maximum volume. Thus, in the factor analysis, based on a common, and factor load delete that entry, a common factor that has the greatest similarities. The entire scale table, use the main component analysis method to extract

the maximum element. The common nature is less than 0.200, it is recommended to remove. The load factor, determine whether the standards should be 0.500 (Wu, 2010).



Table 3.1 Summary of occupational stress scale item analysis

Item	Critical Ratio	Detection Correlations		Homogeneity Test			Under Standard	Remarks
	CR value	Corrected Item-total Correlation	Corrected Item-deleted Correlation	Cronbach's Alpha if Item Deleted (α -value)	Communalities	Factor Loading		
Criterion	≥ 3.000	≥ 0.400	≥ 0.400	< 0.946	≥ 0.200	≥ 0.500		
OS 1	13.170***	0.736***	0.705	0.943	0.546	0.739	0	Reserved
OS 2	10.118***	0.599***	0.561	0.945	0.365	0.604	0	Reserved
OS 3	10.937***	0.663***	0.626	0.944	0.442	0.665	0	Reserved
OS 4	10.118***	0.715***	0.680	0.943	0.515	0.718	0	Reserved
OS 5	11.204***	0.636***	0.591	0.944	0.398	0.631	0	Reserved
OS 6	13.109***	0.712***	0.677	0.943	0.518	0.720	0	Reserved
OS 7	13.453***	0.714***	0.675	0.943	0.498	0.706	0	Reserved
OS 8	16.017***	0.808***	0.783	0.942	0.662	0.814	0	Reserved
OS 9	14.183***	0.731***	0.694	0.943	0.538	0.734	0	Reserved
OS 10	12.084***	0.708***	0.671	0.943	0.504	0.710	0	Reserved
OS 11	14.325***	0.759***	0.730	0.942	0.586	0.766	0	Reserved
OS 12	11.292***	0.628***	0.571	0.945	0.371	0.609	0	Reserved
OS 13	16.628***	0.797***	0.771	0.942	0.645	0.803	0	Reserved
OS 14	13.869***	0.737***	0.704	0.943	0.552	0.743	0	Reserved
OS 15	13.862***	0.752***	0.723	0.943	0.577	0.759	0	Reserved
OS 16	10.034***	0.552***	0.482	#0.948	0.273	0.523	1	Deleted
OS 17	10.354***	0.708***	0.673	0.943	0.497	0.705	0	Reserved
OS 18	14.048***	0.696***	0.666	0.943	0.498	0.706	0	Reserved
OS 19	12.074***	0.664***	0.624	0.944	0.442	0.664	0	Reserved
OS 20	12.535***	0.703***	0.666	0.943	0.494	0.703	0	Reserved
OS 21	11.307***	0.706***	0.671	0.943	0.503	0.710	0	Reserved

Note: OS- Occupational Stress, Cronbach's α 0.946, # Data not meeting the standard, *** $p < 0.001$.

Source: This table is from the researcher.

In accordance with Table 3.1 occupational stress scale item analysis shows that the extreme group comparison - the decision value (CR value) and that of the total score, after deletion of items associated with the common factor, load, and all that are up to standard, you do not need to remove that item. According to the standard of $\alpha > 0.936$, the alpha value of this scale has been increased after the deletion of the 16th item, so the item should be deleted.

The study will refer to the above-mentioned indicators, as part of that reservation or not. A comprehensive analysis of the six items results show that item 16th does not meet the standard, you will need to be removed, and that of the other items 1st-15th.17th-21th be retained.

Table 3.2 Summary of psychological capital scale item analysis

Item	Critical Ratio	Detection Correlations		Homogeneity Test			Under Standard	Remarks
	CR value	Corrected Item-total Correlation	Corrected Item-deleted Correlation	Cronbach's Alpha if Item Deleted (α -value)	Communalities	CR value		
Criterion	≥ 3.000	≥ 0.400	≥ 0.400	< 0.937	≥ 0.200	≥ 0.500		
PC 1	14.316***	0.657***	0.622	0.934	0.456	0.675	0	Reserved
PC 2	15.211***	0.668***	0.632	0.933	0.460	0.678	0	Reserved
PC 3	14.131***	0.677***	0.642	0.933	0.470	0.686	0	Reserved
PC 4	18.524***	0.745***	0.717	0.932	0.568	0.753	0	Reserved
PC 5	17.763***	0.702***	0.669	0.933	0.504	0.710	0	Reserved
PC 6	19.729***	0.761***	0.732	0.932	0.569	0.754	0	Reserved
PC 7	16.900***	0.759***	0.734	0.932	0.588	0.767	0	Reserved
PC 8	19.029***	0.764***	0.734	0.932	0.563	0.750	0	Reserved
PC 9	19.112***	0.782***	0.756	0.932	0.635	0.797	0	Reserved
PC 10	5.871***	0.464***	#0.357	#0.944	#0.167	#0.409	4	Deleted
PC 11	21.436***	0.833***	0.812	0.931	0.688	0.830	0	Reserved
PC 12	22.458***	0.811***	0.789	0.931	0.652	0.807	0	Reserved
PC 13	24.324***	0.853***	0.835	0.931	0.723	0.850	0	Reserved
PC 14	23.465***	0.839***	0.821	0.931	0.727	0.853	0	Reserved
PC 15	21.640***	0.790***	0.767	0.932	0.640	0.800	0	Reserved
PC 16	22.034***	0.797***	0.773	0.932	0.661	0.813	0	Reserved
PC 17	18.578***	0.769***	0.743	0.932	0.628	0.792	0	Reserved
PC 18	16.152***	0.742***	0.710	0.932	0.579	0.761	0	Reserved

Note: PC: Psychological Capital, Cronbach's α 0.937, # Data not meeting the standard, *** $p < 0.001$.

This table is from the researcher.

Table 3.2 Summary of psychological capital scale item analysis (Continued)

Item	Critical Ratio	Detection Correlations			Homogeneity Test		Under Standard	Remarks
	CR value	Corrected Item-total Correlation	Corrected Item-deleted Correlation	Cronbach's Alpha if Item Deleted (α -value)	Communalities	CR value		
Criterion	≥ 3.000	≥ 0.400	≥ 0.400	< 0.937	≥ 0.200	≥ 0.500		
PC 19	14.031***	0.683***	0.646	0.933	0.472	0.687	0	Reserved
PC 20	6.506***	#-0.387	#-0.438	#0.947	0.230	#-0.480	4	Deleted
PC 21	15.793***	0.714***	0.680	0.933	0.523	0.723	0	Reserved
PC 22	20.627***	0.799***	0.774	0.931	0.630	0.794	0	Reserved
PC 23	#0.605	#0.011	#-0.058	#0.944	#0.006	#-0.077	6	Deleted
PC 24	16.574***	0.688***	0.653	0.933	0.473	0.688	0	Reserved

Note: PC: Psychological Capital, Cronbach's α 0.937, # Data not meeting the standard, *** $p < 0.001$.

This table is from the researcher.

According to Table 3.2, psychological capital scale items analysis show that in critical ratio group is compared to the more critical ratio value (CR value) of this item 23th that did not meet the standards that need to be removed. In that item with the relevant and common of these two items 20th, 23th and that did not meet the standards need to be removed, the other that reservation. After the deletion of items related to the overall score and factor load items 2ed, 10th, 20th, 23th and that did not meet the standards that need to be removed. According to the standard of $\alpha > 0.937$, the scale following the deletion of item 16 indicates the improvement in α value, and therefore items 10th, 20th, 23th and that entry should be deleted.

The study will refer to the above-mentioned indicators, as part of that reservation or not. A comprehensive analysis of the six items, the results show that

items 10th, 20th, 23th and that does not meet the standard, you will need to be removed, and that of the other items 1st-9th, 21th, 22th be retained.

Table 3.3 Summary of social support scale item analysis

Item	Critical Ratio	Detection Correlations			Homogeneity Test		Under Standard	Remarks
	CR value	Corrected Item-total Correlation	Corrected Item-deleted Correlation	Cronbach's Alpha if Item Deleted (α -value)	Communalities	CR value		
Criterion	≥ 3.000	≥ 0.400	≥ 0.400	< 0.864	≥ 0.200	≥ 0.500	0	
SS 1	18.190***	0.727***	0.654	0.846	0.537	0.733	0	Reserved
SS 2	8.911***	0.503***	#0.373	#0.867	#0.174	#0.417	4	Deleted
SS 3	17.232***	0.756***	0.690	0.844	0.569	0.755	0	Reserved
SS 4	#2.555	#-0.174	#-0.287	#0.899	#0.131	#-0.361	6	Deleted
SS 5	22.371***	0.773***	0.715	0.842	0.633	0.796	0	Reserved
SS 6	10.396***	0.602***	0.522	0.855	0.351	0.592	0	Reserved
SS 7	10.788***	0.606***	0.501	0.857	0.327	0.572	0	Reserved
SS 8	18.951***	0.753***	0.688	0.844	0.598	0.773	0	Reserved
SS 9	17.483***	0.746***	0.687	0.845	0.590	0.768	0	Reserved
SS 10	19.183***	0.754***	0.684	0.843	0.597	0.772	0	Reserved
SS 11	21.109***	0.788***	0.730	0.841	0.689	0.830	0	Reserved
SS 12	18.229***	0.760***	0.692	0.843	0.617	0.785	0	Reserved

Note: SS: Social Support, Cronbach's α 0.864, # Data not meeting the standard, *** $p < 0.001$.

This table is from the researcher.

According to Table 3.3, social support the item analysis shows that in critical ratio group is compared to the more - Determination Value (CR Value) and the total of the associated with 2ed items, the item 4th that did not meet the standards that need to be removed. After the deletion of that item with the relevant and common, factor in the amount of three (2ed, 4th, and that did not meet the standards that need to be removed).

According to the standard of $\alpha > 0.864$, the scale in the deletion of items 2ed, 4th and that the α value, and as a result of scale the 2ed, 4th and that entry should be deleted.

The study will refer to the above-mentioned indicators, as part of that reservation or not.

A comprehensive analysis of the six items, the results show that items 2ed, 4th and that does not meet the standard and therefore needs to be removed, the 1st.3ed.5th.6th.7th.8th.9th.10th.11st.12th that items be retained.

Table 3.4 Summary of coping styles scale item analysis

Item	Critical Ratio	Detection Correlations		Homogeneity Test			Under Standard	Remarks
	CR value	Corrected Item-total Correlation	Corrected Item-deleted Correlation	Cronbach's Alpha if Item Deleted (α -value)	Communalities	CR value		
Criterion	≥ 3.000	≥ 0.400	≥ 0.400	< 0.871	≥ 0.200	≥ 0.500		
CS 1	19.673***	0.746***	0.702	0.857	0.684	0.827	0	Reserved
CS 2	17.722***	0.701***	0.651	0.859	0.596	0.772	0	Reserved
CS 3	22.945***	0.800***	0.767	0.856	0.746	0.864	0	Reserved
CS 4	20.178***	0.782***	0.748	0.857	0.772	0.879	0	Reserved
CS 5	17.687***	0.742***	0.698	0.858	0.689	0.830	0	Reserved
CS 6	22.320***	0.781***	0.746	0.857	0.771	0.878	0	Reserved
CS 7	23.032***	0.772***	0.735	0.857	0.741	0.861	0	Reserved
CS 8	15.776***	0.614***	0.546	0.863	0.389	0.624	0	Reserved
CS 9	24.650***	0.815***	0.782	0.855	0.817	0.904	0	Reserved
CS 10	17.145***	0.685***	0.633	0.860	0.557	0.746	0	Reserved
CS 11	13.828***	0.683***	0.632	0.860	0.518	0.720	0	Reserved
CS 12	17.801***	0.699***	0.648	0.859	0.602	0.776	0	Reserved

Note: CS: Coping Styles, Cronbach's α 0.918, # Data not meeting the standard, *** $p < 0.001$.

This table is from the researcher.

According to Table 3.4, coping styles scale items analysis show that in critical ratio group is compared to the more extreme- Determination Value (CR Value) and that of the total score, after deletion of items associated with the common factor, the amount of the five, as well as according to the standard of $\alpha > 0.871$, all that is consistent with the standards, are retained.

The study will refer to the above-mentioned indicators, as part of that reservation or not. A comprehensive post-analysis result of the six items shows that there is no need to remove that items 1st-12th that are retained.

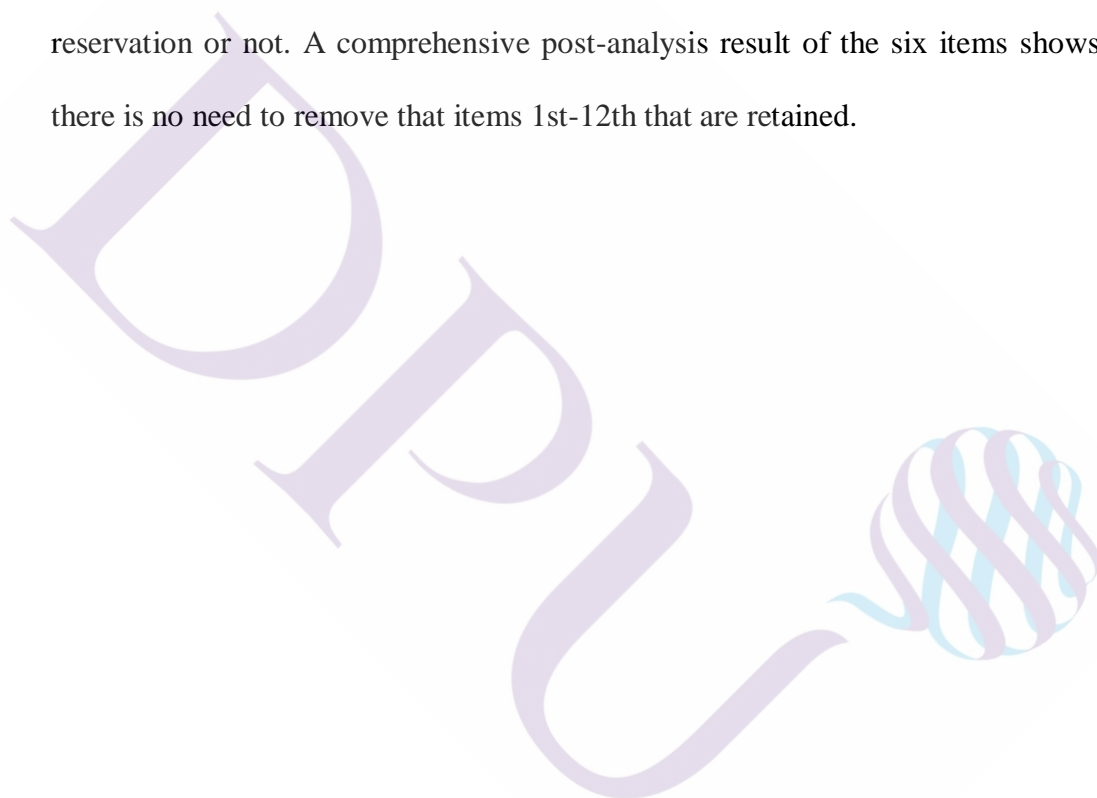


Table 3.5 Summary of well-being scale item analysis

Item	Critical Ratio	Detection Correlations		Homogeneity Test			Under Standard	Remarks
	CR value	Corrected Item-total Correlation	Corrected Item-deleted Correlation	Cronbach's Alpha if Item Deleted (α -value)	Communalities	CR value		
Criterion	≥ 3.000	≥ 0.400	≥ 0.400	< 0.918	≥ 0.200	≥ 0.500		
WB 1	13.708***	0.679***	0.611	0.914	0.462	0.680	0	Reserved
WB 2	10.775***	0.661***	0.582	0.916	0.406	0.637	0	Reserved
WB 3	18.424***	0.788***	0.735	0.908	0.622	0.789	0	Reserved
WB 4	12.597***	0.681***	0.621	0.914	0.476	0.690	0	Reserved
WB 5	7.735***	0.546***	0.452	# 0.921	0.261	0.511	1	Deleted
WB 6	16.442***	0.766***	0.718	0.910	0.609	0.781	0	Reserved
WB 7	14.455***	0.766***	0.704	0.910	0.567	0.753	0	Reserved
WB 8	14.779***	0.735***	0.681	0.911	0.564	0.751	0	Reserved
WB 9	15.231***	0.790***	0.741	0.908	0.629	0.793	0	Reserved
WB 10	17.236***	0.823***	0.783	0.907	0.702	0.838	0	Reserved
WB 11	14.349***	0.709***	0.647	0.912	0.520	0.721	0	Reserved
WB 12	15.506***	0.801***	0.748	0.908	0.637	0.798	0	Reserved

Note: WB: Well-being, Cronbach's α is 0.918, # Data not meeting the standard, *** $p < 0.001$.

This table is from the researcher.

In accordance with the Table 3.5, well-being scale items analysis show that the critical ratio group is compared to the more critical ratio - Determination Value (CR Value) and that of the total score, after deletion of that items with the corresponding, common, load factor, and that is consistent with the standards, do not need to remove that item. However, according to the standard of $\alpha > 0.918$, the scale in the deletion of scale 5th that α value increases, so as item 5th, should be deleted.

The study will refer to the above-mentioned indicators, as part of that reservation or not. A comprehensive analysis of the six items, the results show that 5th does not meet the standard, you will need to be removed, and that of the other items 1-4.6-12 retained.

3.7.3 Pre-test Process and Confirmatory Factor Analysis

Construct validity is a scale to measure the items on the abstract or theoretical construct. Built-in test is not only concerned about whether the item is marked by measuring the load factor (that is, convergence validity), and is also concerned to ensure that the construction does not measure other factors (i.e. differential validity). One aspect of construct validity is convergence validity, whether a set of indicators has a common factor of measurement. It is proved that the convergence validity is a statistically significant load amount value (for example, $p = 0.050$). It is proved that the convergence validity is a statistically significant load amount α value (for example, $p = 0.050$). As a result, the 0.700 is based on the amount of item contained in the lowest level. As a result, the 0.700 is based on the scale and that the capacity of the lowest of (Claes Fornell & Larcker, 1981b).

The construction of the measurement model is subject to the following principles: each factor dimension uses items with 4 or more indicators as much as possible; multi-dimensional factors construct, if the majority factor construct has more than 3 indicator variables. Then a small number of factors construct items can also be 3; only 2 or 1 refers to the title item factor construct is best not to use (Hair, Babin, Black, & Anderson, 2010). For each potential factor, the final result must have at least three items (Bollen, 1989).

In Amos, implementation of structural Equation Model (Arbuckle & Wothke, 1999) using the Maximum Likelihood method to test the structural model of well-being. The Amos program resulting in the development of the index card party statistics (χ^2), which is the absolute model fit testing. However, the value of χ^2 to sample size sensitive. Therefore, the additional fitting-index, such as the fitting (GFI) index to index, the index of (AGFI) fitting index (Murray-Harvey et al.), comparative fit index (CFI), so this study, in addition to the above-mentioned indicators also used an additional fitting good indicators, such as the fitting (GFI) index, adjusted to the (AGFI) index, fixed fitting index (Murray-Harvey et al.), comparative fit index (CFI), the G - Lewis index (TLI) and approximate root mean square error (RMSEA). This study uses the windows version of SPSS22.0 package and amos22.0 for statistical analysis.

Structural Equation Model is used to analyze the authentication factors, and Wu (2008) point of view, verification from basic fit, overall pattern fit, and model intrinsic quality. Validation factor (CFA) to test the validity of each measurement dimension of occupational stress, psychological capital, social support, coping styles, and well-being.

All confirmatory factor analysis models are estimated using the maximum likelihood estimate of the sample covariance matrix. Model fitting is determined based on a set of widely used model fitting indices. Includes mean-fit minimum fit chi-square (χ^2), comparison fit index (CFI), approximate root means square error (RMSEA), and normalized root mean square residual (SRMR), Cronbach's alpha for each factor was estimated to determine internal reliability (McDonald & Ho, 2002).

By collating the existing scale entries, the study identified a total of 76 items on five scales. The Occupational stress of kindergarten teachers in this study is divided into three dimensions: Personal/Professional Stressors, professional distress, discipline and motivation; kindergarten teachers' psychological capital is divided into four dimensions: hope, optimism, self-efficacy and Resilience; coping styles points There are two dimensions of active-cognitive and active-behavioral. In order to ensure that the title of the scale has no semantic errors, the psychology professor is also asked to modify the scale. After the revision, please ask 8 kindergarten teachers to carefully read the scale, ask and talk about whether the items in the scale are unclear or incomprehensible. After the scale is confirmed, ask them to fill out the questionnaire. According to Bagozzi and Yi (1988) confirmatory factor analysis scoring criteria were as follows:

- a. Use the great likelihood estimates, verification of factor analysis.
- b. According to the factor load >0.7 standard of judgment, does not meet the standard and that on the basis of factor loading from small to large individual. The final retention and effective and that item.
- c. Fitting specification criterion for $CMIN/DF < 2$, $AGFI > 0.800-0.900$, $GFI > 0.800-0.900$, $NFI > 0.800-0.900$, $CFI > 0.800-0.900$, $IFI > 0.800-0.900$, $RFI > 0.800-0.900$, $RMSEA < 0.080$ (Zhao, Xue, and Yang, 2015).

Table 3.6 Fitting indicator criterion

Fit index	Judging Criteria	
	good	perfect
CMIN/DF	2-3	<2
RMSEA	0.050-0.080	≤0.050
GFI	0.800-0.900	≥0.900
AGFI	0.800-0.900	≥0.900
NFI	0.800-0.900	≥0.900
CFI	0.800-0.900	≥0.900
IFI	0.800-0.900	≥0.900
RFI	0.800-0.900	≥0.900

Source: This table is from (Zhao, Xue, and Yang, 2015).

d. Convergence validity and combined reliability criteria are ($CR > 0.700$; $AVE > 0.500$) (Claes Fornell & David, 1981).

e. In factor analysis, you have to learn more about the scale of the efficiency measures, it is necessary to continue the analysis of the reliability test. In the lee of the scale in the attitude of the reliability test commonly used methods of Cronbach's α coefficient. If a scale, the higher the reliability is, on behalf of the scale, the more stable the stability remains. The internal consistency of the reliability standard $\alpha > 0.800$.

The study of the reliability analysis is a measure of the degree to which there are no errors, as well as test results and the degree of (consistency) reliability is to measure the variation theory is based. The measurement errors can be divided into systematic errors and random errors (consistency) (Melchers & Beck, 2018). The American statistician Hair, Anderson., Tatham., William, and (1995) that the Cronbach's $\alpha > 0.700$ is high, the < 0.350 in terms of reliability level is low, the

minimum acceptable level of 0.500. Good reliability should remain at value level of 0.700 (Arbuckle & Wothke, 1999).

The validity analysis in this study is to understand what the five scales really need to measure, that is, to care about its construct validity, and to construct validity to verify whether the collected data can support the theoretical hypothesis. According to Cronbach and Meehl (1955) verification method uses internal structure analysis and population mean difference method to evaluate the construct validity of the item.

Based on the above criteria, each of the pre-test the results of the analysis are as follows:

A. Analysis of CFA results of occupational stress scale

The purpose of this study, CFA to verify the previously defined factor structure and actual sample data of the modest, in an attempt to verify the occupational stress and its dimensions, and that the factor load is associated with a pre-established theory. As indicated in Table 3.7-3.8-3.9:

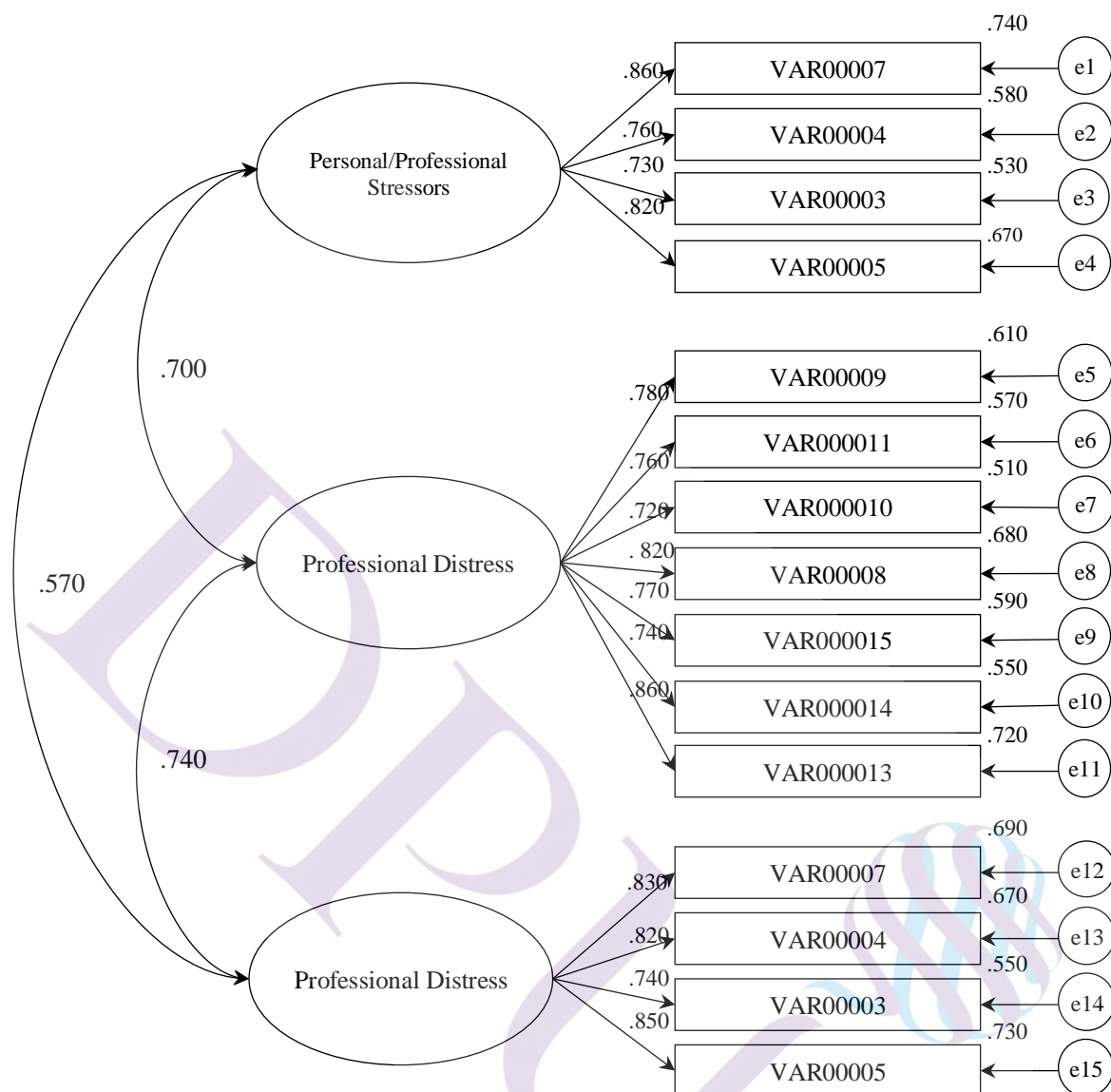


Figure 3.5 Occupational stress model fitting chart (This chart is from researcher, using Amos software)

According to Williams and Hazer (1986), Cronbach's α analysis and confirmatory factor analysis were performed for Occupational stress and its three dimensions and metrics. From Figure 3.5, show the reliability, convergence validity and discriminant validity of occupational stress and its dimensions. The above indicators determine whether the standards, occupational stress and its factor loading

did not conform to the standard and that, ultimately all of the reservations. Model, occupational stress model fit is acceptable.

Table 3.7 Summary of pre-test occupational stress scale CFA

	Evaluation Project	Standard	Test Data	Model Fit	
The Basic Degree of Fit	No negative variances	> 0	No	OK	
	Factor Loadings	0.500 ~ 0.950	0.717~0.861	OK	
	SE	Moderate	0.049~0.065	OK	
	χ^2	$p > 0.050$	328.528(0.000)	NO	
Overall Model Degree of Fit	χ^2 /df	< 2.000	3.776	NO	
	GFI	> 0.800	0.874	OK	
	AGFI	> 0.800	0.826	OK	
	RMR	< 0.050	0.038	OK	
	SRMR	< 0.050	0.057	OK	
	RMSEA	< 0.080	0.095	OK	
	NFI	> 0.800	0.897	OK.	
	CFI	> 0.800	0.922	OK	
	IFI	> 0.800	0.922	OK	
	PNFI	> 0.500	0.743	OK	
	PGFI	> 0.500	0.634	OK	
	RFI	> 0.800	0.876	OK.	
	CN	> 200	103	NO	
		Significant Levels	t-value > 1.960	7.910~11.367	OK
	Intrinsic Quality of the Model	Individual Item Reliability	> 0.500	0.514~0.742	OK
CR -Value		> 0.600	0.885~0.914	OK	
AVE -Value		> 0.500	0.614~0.660	OK	

Source: Hair, Black, Babin, & Anderson, 2010, p.666-669.

As shown in Table 3.7, Although the χ^2 value is not significant, but in the case of a simple model and a small sample, the model estimation result is easy to get a bias and not a significant chi-square value, it is only a reference indicator. CMIN/DF=3.776, although there are still some shortcomings, the CN standard is >200,

the scale is 103, which is far from the standard, but the other criteria are met. GFI, AGFI, CFI, NFI, RFI, SRMR, IFI values as a model adapter for distinguished indicators, the values are higher than 0.80, indicates that the model fits well. RMR, RMSEA, PNFI, PGFI, t-value all reached the standard, indicating that the scale has good structural validity. Convergence validity and combination reliability (first dimension personal/professional stressors: CR=0.872, AVE=0.631; second dimension professional distress: CR=0.914, AVE=0.604; third dimension discipline and motivation: CR=0.885 AVE=0.660) meet the standards. Cronbach's α is 0.936, number of items 15, indicating that the scale has high reliability and validity.

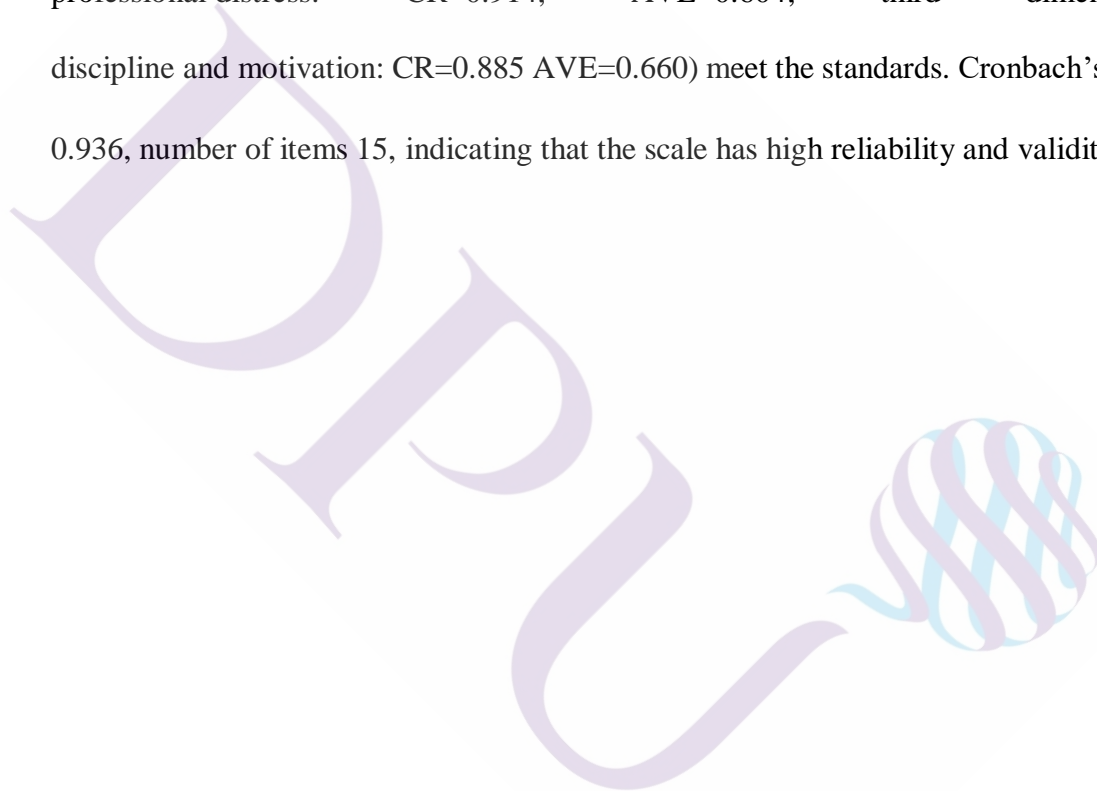


Table 3.8 Summary of pre-test reliability and average variance extraction for occupational stress scale and subscales

Potential Variable	Observation Variable (factor loading)	R ²	CR	AVE
Personal/Professional Stressors	7(0.861)	0.742	0.872	0.631
	4(0.761)	0.579		
	3(0.729)	0.532		
	5(0.820)	0.672		
Professional Distress	9(0.780)	0.609	0.914	0.604
	11(0.756)	0.572		
	10(0.717)	0.514		
	8(0.822)	0.676		
	15(0.767)	0.588		
	14(0.741)	0.550		
	13(0.850)	0.723		
Discipline and Motivation	19(0.833)	0.694	0.885	0.660
	18(0.816)	0.666		
	21(0.743)	0.551		
	20(0.852)	0.726		

Source: This table is from the researcher.

As shown in Table 3.8, the scale as part of the research infrastructure, the three dimensions have higher average variability and extraction rate. The amounts of the scale item were reserved.

Personal/professional stressors subscale, which retains 4 items, which are items 7th, 4th, 3rd, and 5th, with a reliability of 0.872 and an average variance of 0.631. The factor load of each item is above 0.700.

Professional distress, subscale, the sub-table retains a total of 7 items, respectively, the 9th, 11th, 10th, 8th, 15th, 14th, 13th items, the reliability is 0.914, the average variance is 0.604. The factor load of each item is above 0.700.

Discipline and motivation subscale, the subscale retains 4 items, which are 19th, 18th, 21st, and 20th, respectively, with a reliability of 0.885 and an average variance of 0.660. The factor load of each item is above 0.700.

Explain that the reliability of the pre-test Occupational stress scale and its subscales and the average variance number are in accordance with the standard.

Table 3.9 Summary of the pre-test reliability of the occupational stress scale

Scale Name	Subscale	Number of Items	Subscale Reliability	Scale Reliability
Occupational stress scale	Personal/Professional Stressors	4	0.870	0.936
	Professional Distress	7	0.913	
	Discipline and Motivation	4	0.882	

Source: This table is from the researcher.

Table 3.9 shows that the occupational stress scale the overall Cronbach's α coefficient of 0.936, the dimensions of the Cronbach's alpha coefficient is greater than 0.85, the scale of the reliability, all indicators meet standards, they will all be retained the title. Studies have shown that occupational stress scale and its various component table of the pre-test reliability is high.

In short, the Occupational stress scale confirmatory analysis pre-test results are good, can be used as a formal scale.

B. Analysis of CFA results of psychological capital scale

The purpose of the CFA in this study was to verify the compatibility of the previously defined factor structure and actual sample data in an attempt to test whether

the factor load of the psychological capital and its dimensions and items is consistent with the pre-established theory. Specific as Table 3.10-3.11-3.12:

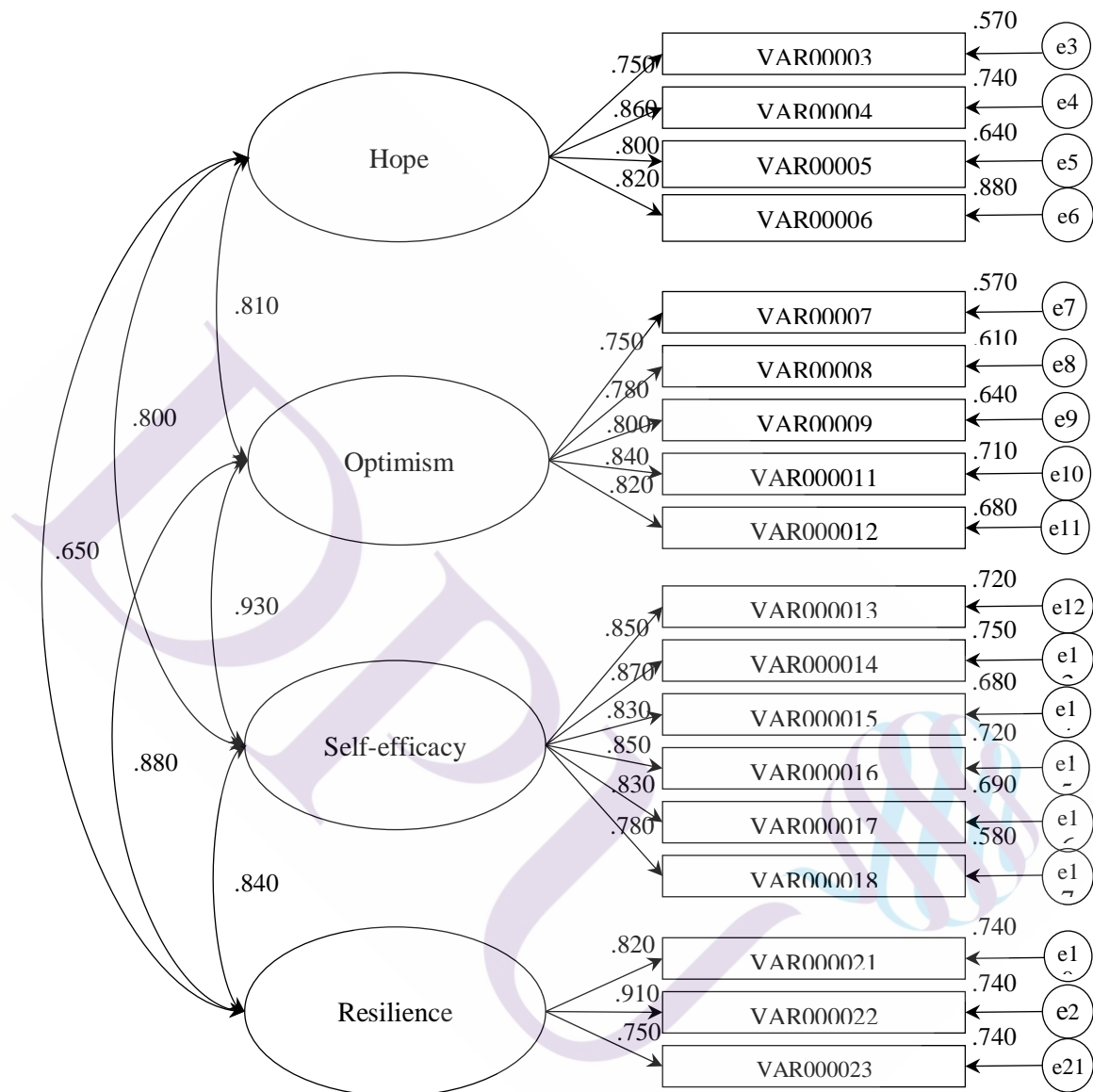


Figure 3.6 Psychological capital model fitting chart (This chart is from the researcher, using Amos software)

According to Williams and Hazer (1986), Cronbach's α analysis and confirmatory factor analysis were performed for psychological capital and its four dimensions and measurement items. From Figure 3.6, show the reliability, convergence

validity and discriminant validity of psychological capital and its dimensions. The above indicators judge the standard, the psychological capital scale factor load has items that do not meet the standard, so delete the item 19th. In the modification process, the factor load of items 1st and 2ed does not meet the requirements, and then deletes. Finally, the 19th of the item was deleted, and the psychological capital model had a good fit.

Table 3.10 Summary of pre-test psychological capital scale CFA results

	Evaluation Project	Standard	Test Data	Model Fit
The Basic Degree of Fit	No negative variances	> 0	No	OK
	Factor Loadings	0.500 ~ 0.950	0.750~0.913	OK
	SE	Moderate	0.050~0.086	OK
	χ^2	$p > 0.050$	391.746(0.000)	NO
Overall Model Degree of Fit	χ^2/df	< 2.000	3.037	NO
	GFI	> 0.800	0.873	OK
	AGFI	> 0.800	0.832	OK
	RMR	< 0.050	0.037	OK
	SRMR	< 0.050	0.034	OK
	RMSEA	< 0.080	0.081	OK
	NFI	> 0.800	0.917	OK
	CFI	> 0.800	0.943	OK
	IFI	> 0.800	0.943	OK
	PNFI	> 0.500	0.773	OK
	PGFI	> 0.500	0.659	OK
	RFI	> 0.800	0.902	OK
	CN	> 200	123	Approx.
Intrinsic Quality of the Model	Significant Levels	t-value > 1.960	6.393~11.488	OK
	Individual Item Reliability	> 0.500	0.563~0.751	OK
	CR -Value	> 0.600	0.868~0.930	OK
	AVE -Value	> 0.500	0.642~0.690	OK

Source: Hair, Black, Babin, & Anderson, 2010, p.666-669.

As shown in Table 3.10, χ^2 and CMIN/DF=3.037 although there are still some shortcomings, the CN-value standard is >200, and the scale is 123, which is far

from the standard. However, GFI, AGFI, CFI, NFI, RFI, and IFI index values are used as the discriminant indicators of the model fit degree, and the values are all higher than 0.800. The remaining indicators RMR, SRMR, RMSEA, PNFI, PGFI, and t-value all reached the standard, suggesting that the scale has good structural validity. Convergence validity and combination reliability (first dimension hope: CR=0.885 AVE=0.658; second dimension optimism: CR=0.894 AVE=0.629; third dimension self-efficacy: CR=0.927 AVE=0.681; fourth dimension resilience: CR=0.868 AVE=0.688) all meet the standards. Cronbach's α is 0.961, the number of items 18 indicates that the scale has a high reliability and validity.

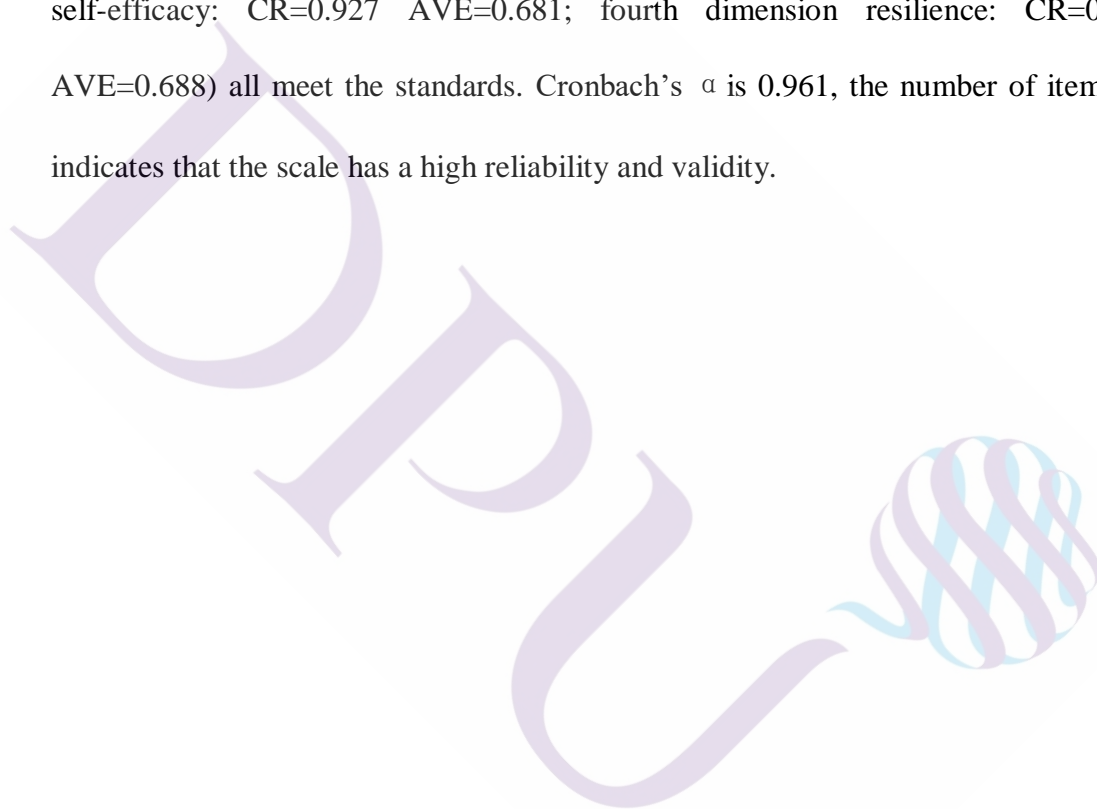


Table 3.11 Summary of pre-test reliability and average variance extraction for psychological capital scale and subscales

Potential Variable	Observation Variable (factor loading)	R ²	CR	AVE
Hope	3(0.754)	0.569	0.885	0.658
	4(0.862)	0.742		
	5(0.801)	0.642		
	6(0.823)	0.678		
Optimism	7(0.754)	0.568	0.900	0.642
	8(0.780)	0.608		
	9(0.801)	0.642		
	11(0.844)	0.713		
	12(0.824)	0.679		
Self-efficacy	13(0.847)	0.718	0.930	0.690
	14(0.866)	0.751		
	15(0.826)	0.682		
	16(0.850)	0.722		
	17(0.829)	0.678		
Resilience	18(0.760)	0.577	0.868	0.688
	21(0.816)	0.666		
	22(0.913)	0.833		
	24(0.750)	0.563		

Source: This table is from the researcher.

As shown in Table 3.11, this scale is a research structure, and all four subscales have higher reliability and average variance extraction. Finally, the questionnaire retains the item.

Hope scale, which retains 4 items, is the 3rd, 4th, 5th, and 6th items, with a reliability of 0.885 and an average variance of 0.658. The factor load of each question is above 0.700.

Optimism scale, which retains 5 items, is the 7th, 8th, 9th, 11th, and 12th items, with a reliability of 0.900 and an average variance of 0.642. The factor load of each question is above 0.700.

Self-efficacy scale, which retains 6 items, which are items 13, 13, 15, 16, and 17, with a reliability of 0.930 and an average variation of 0.690. The factor load of each question is above 0.700.

Resilience scale, which retains 3 items, is the 21st, 22nd, and 24th items, with a reliability of 0.868 and an average variance of 0.688. The factor load of each question is above 0.700.

Explain that the reliability of the psychological capital scale pre-test psychological capital subscales and the average variance extraction amount meet the standard.

Table 3.12 Summary of the pre-test reliability of the occupational stress scale

Scale Name	Subscale	Number of Items	Subscale Reliability	Scale Reliability
Psychological capital scale	Hope	4	0.883	0.961
	Optimism	5	0.898	
	Self-efficacy	6	0.928	
	Resilience	3	0.863	

Source: This table is from the researcher.

Table 3.12 shows that the overall Cronbach's α coefficient of the psychological capital scale is 0.961, and the Cronbach's α coefficient of each subscale is higher than 0.850, indicating that the reliability of the scale is good, so all the items

are retained. Studies have shown that the higher pre-test reliability psychological capital scale and its subscales.

The pre-test results of the psychological capital scale verification analysis are good and can be used as a formal scale.

B. Analysis of CFA results of social support scale

The purpose of the CFA in this study was to verify the compatibility of the previously defined factor structure with the actual sample data. In order to test whether the factor load of the social support item is consistent with the pre-established theory.

Specific as Table 3.13-3.14:

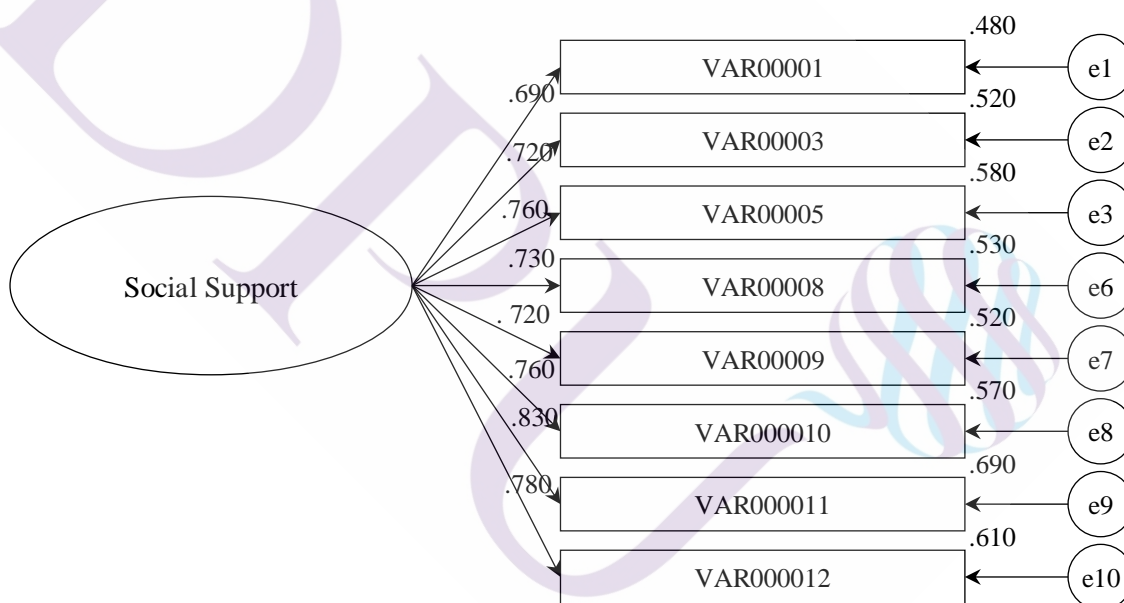


Figure 3.7 Social support model fitting chart (This chart is from the researcher, using Amos software)

According to Williams and Hazer (1986), Cronbach's α analysis and confirmatory factor analysis were performed for social support and its measurement items. The reliability, convergence validity and discriminant validity of social support can be seen from the results in Figure 3.7. According to the criterion of factor load, the

social support scale deletes the items that do not meet the criteria in turn, and finally finds that the model achieves a good fit after deleting the 6th and 7th items. Finally, the sixth and seventh items are deleted, and the psychological capital model has a good fit.

Table 3.13 Summary of pre-test social support scale CFA results

	Evaluation Project	Standard	Test Data	Model Fit
The Basic Degree of Fit	No negative variances	> 0	NO	OK
	Factor Loadings	0.500 ~ 0.950	0.693~0.828	OK
	SE	Moderate	0.077~0.093	OK
	χ^2	$p > 0.050$	112.915(0.000)	NO
Overall Model Degree of Fit	χ^2 /df	< 2.000	5.646	NO
	GFI	> 0.800	0.912	OK
	AGFI	> 0.800	0.842	OK
	RMR	< 0.050	0.036	OK
	SRMR	< 0.050	0.044	OK
	RMSEA	< 0.080	0.123	NO
	NFI	> 0.800	0.920	OK
	CFI	> 0.800	0.933	OK
	IFI	> 0.800	0.933	OK
	PNFI	> 0.500	0.657	OK
	PGFI	> 0.500	0.507	OK
	RFI	> 0.800	0.888	OK
	CN	> 200	86	NO
Intrinsic Quality of the Model	Significant Levels	t-value > 1.960	6.726~11.309	OK
	Individual Item Reliability	> 0.500	0.481~0.685	OK
	CR -Value	> 0.600	0.911	OK
	AVE -Value	> 0.500	0.563	OK

Source: Hair, Black, Babin, & Anderson, 2010, p.666-669.

As shown in Table 3.13, based on the above criteria indicators, although CMIN/DF=5.646 below standard, the RMSEA and CN is far away from the standards, but GFI and AGFI, CFI, NFI, RFI, IFI values as the discriminant index of model adaptation degree, IFI values are higher than 0.80. The remaining indicators RMR,

SRMR, PNFI, PGFI and t-value all meet the standard, which indicates that the scale has good structural validity. Convergence validity and combined reliability CR = 0.911; AVE = 0.563 conforms to the standard. Cronbach's α is 0.911 and the number of items is 8, indicating that the scale has a high reliability and validity.

Table 3.14 Summary of pre-test reliability and average variance extraction for social support scale

Potential Variable	Observation Variable (factor loading)	R ²	CR	AVE	Number of Items	Scale Reliability
Social Support	1(0.693)	0.481	0.911	0.563	8	0.911
	3(0.721)	0.520				
	5(0.761)	0.580				
	8(0.725)	0.526				
	9(0.722)	0.522				
	10(0.757)	0.572				
	11(0.828)	0.685				
	12(0.784)	0.614				

Source: This table is from the researcher.

As shown in Table 3.14, this scale is a research structure of the scale, with high reliability and average variance extraction. Finally, the scale retains 8 items, namely: 1st, 3rd, 5th, 8th, 9th, 10th, 11th, and 12th, with a reliability of 0.911 and an average variance of 0.563. The overall Cronbach's α coefficient. For 0.911, the factor load of each item is above 0.700. The reliability of the social support scale is good, so

all items are retained. Explain that the pre-test reliability and the average variance extraction of the social support scale were in compliance with the standard.

In short, the social support scale confirmatory analysis pre-test results are good, can be used as a formal scale.

D. Analysis of CFA results of coping styles scale

The purpose of the CFA in this study was to verify the degree of fit between the previously defined factor structure and the actual sample data in an attempt to test whether the factor loading of the coping styles and dimensions and items is consistent with the pre-established theory. Specific as table 3.15-3.16-3.17:

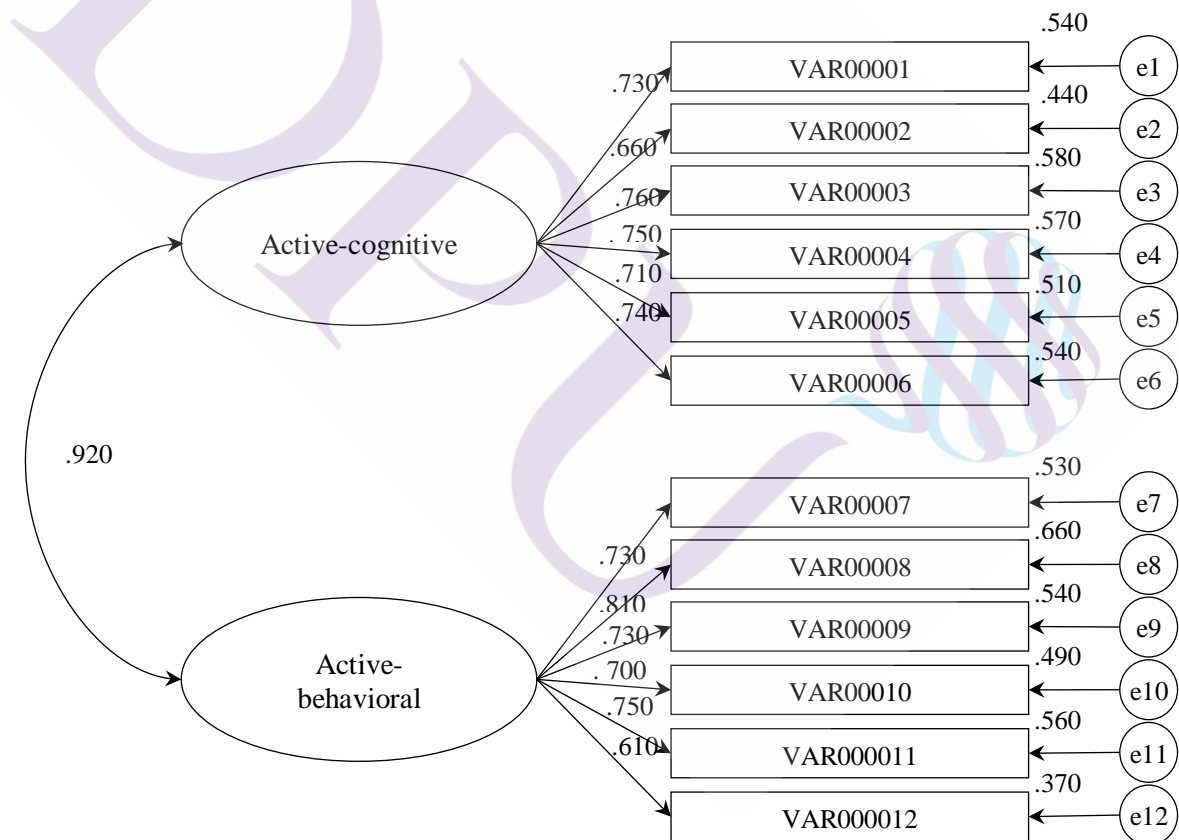


Figure 3.8 Coping styles model fitting chart (This chart is from the researcher, using Amos software)

According to the method of Williams and Hazer (1986), Cronbach's α analysis and confirmatory factor analysis were performed for coping styles and dimensions and measurement items. From Figure 3.8, show the reliability, convergence validity and discriminant validity of coping styles and each of dimensions. The above indicators judge the standard, coping styles and its factor load have no items that do not meet the standard, and finally retain all the items. The coping styles model fit is acceptable.

Table 3.15 Summary of pre-test coping styles scale CFA results

	Evaluation Project	Standard	Test Data	Model Fit	
The Basic Degree of Fit	No negative variances	> 0	NO	OK	
	Factor Loadings	0.500 ~ 0.950	0.720~0.920	OK	
	SE	Moderate	0.053~0.073	OK	
	χ^2	$p > 0.050$	279.680(0.000)	NO	
	χ^2 / df	< 2.000	5.277	NO	
	GFI	> 0.800	0.869	OK	
	AGFI	> 0.800	0.808	OK	
	RMR	< 0.050	0.032	OK	
	SRMR	< 0.050	0.043	OK	
	RMSEA	< 0.080	0.118	NO	
Overall Model Degree of Fit	NFI	> 0.800	0.915	OK	
	CFI	> 0.800	0.930	OK	
	IFI	> 0.800	0.930	OK	
	PNFI	> 0.500	0.735	OK	
	PGFI	> 0.500	0.591	OK	
	RFI	> 0.800	0.894	OK	
	CN	> 200	78	NO	
	Significant Levels	t-value > 1.960	8.626~11.940	OK	
	Intrinsic Quality of the Model	Individual Item Reliability	> 0.500	0.397~0.840	OK
		CR -Value	> 0.600	0.897~0.937	OK
AVE -Value		> 0.500	0.596~0.713	OK	

Source: Hair, Black, Babin, & Anderson, 2010, p.666-669.

As shown in Table 3.15, χ^2 value is not significant, but in the case of a simple model and a small sample. The model estimation result is easy to get a bias and not a significant chi-square value, it is only a reference indicator. Although $CMIN/DF=5.277$ is still lacking, the CN value standard is >200 , the scale is 78, and RMSEA is 0.118. Although the distance is far from the standard, GFI, AGFI, CFI, NFI, RFI, and IFI index values are suitable as models. The discriminant index of the degree is higher than 0.800. The remaining indicators RMR, PNFI, PGFI and t-value all reach the standard, which indicates that the scale has good structural validity. Convergence validity and combination reliability (first dimension Active-cognitive: $CR=0.937$ $AVE=0.713$; second dimension Active-behavioral: $CR=0.897$ $AVE=0.596$) both met the criteria. Cronbach's α is 0.951 and the number of items is 12, indicating that the scale has a high reliability and validity.

Table 3.16 Summary of pre-test reliability and average variance extraction for coping styles scale and subscales

Potential Variable	Observation Variable (factor loading)	R ²	CR	AVE
Active-cognitive	1(0.807)	0.652	0.937	0.713
	2(0.778)	0.605		
	3(0.861)	0.741		
	4(0.896)	0.804		
	5(0.830)	0.688		
	6(0.887)	0.787		
Active-behavioral	7(0.862)	0.743	0.897	0.596
	8(0.630)	0.397		
	9(0.917)	0.840		
	10(0.740)	0.548		
	11(0.701)	0.491		
	12(0.747)	0.559		

Source: This table is from the researcher.

As shown in Table 3.16, this scale is the research structure of the scale, and the two subscales are set to have higher reliability and average variance extraction.

Finally, the retention items of the scale are: Active-cognitive scale, which retains 6 items, which are items 1st-6th, the reliability is 0.937, and the average variance is 0.713. The factor load of each item is above 0.700.

The Active-behavioral scale, which retains a total of six items, is item 7th-12th, with a reliability of 0.897 and an average variance of 0.596. The factor load of each item is above 0.700.

Explain that the reliability of the pre-tested coping styles scale and its subscales and the average variance number are in accordance with the standard.

Table 3.17 Summary of the pre-test reliability of coping styles scale

Scale Name	Subscale	Number of Items	Subscale Reliability	Scale Reliability
Coping Styles	Active-cognitive	6	0.936	0.951
	Active-behavioral	6	0.898	

Source: This table is from the researcher.

Table 3.17 shows that the overall Cronbach's α coefficient of the coping styles scale is 0.951, and the Cronbach's α coefficient of each subscale is higher than 0.85, indicating that the reliability of this scale is good, so all items are retained. Studies have shown that the coping styles and the subscales have higher pre-test reliability.

In short, the psychological capital scale confirmatory analysis pre-test results are good, can be used as a formal scale.

E. Analysis of CFA results of well-being scale

The purpose of the CFA in this study was to verify the degree of fit between the previously defined factor structure and the actual sample data in an attempt to test whether the factor loading of the well-being and dimensions and items is consistent with the pre-established theory. Specific as table 3.18-3.19.

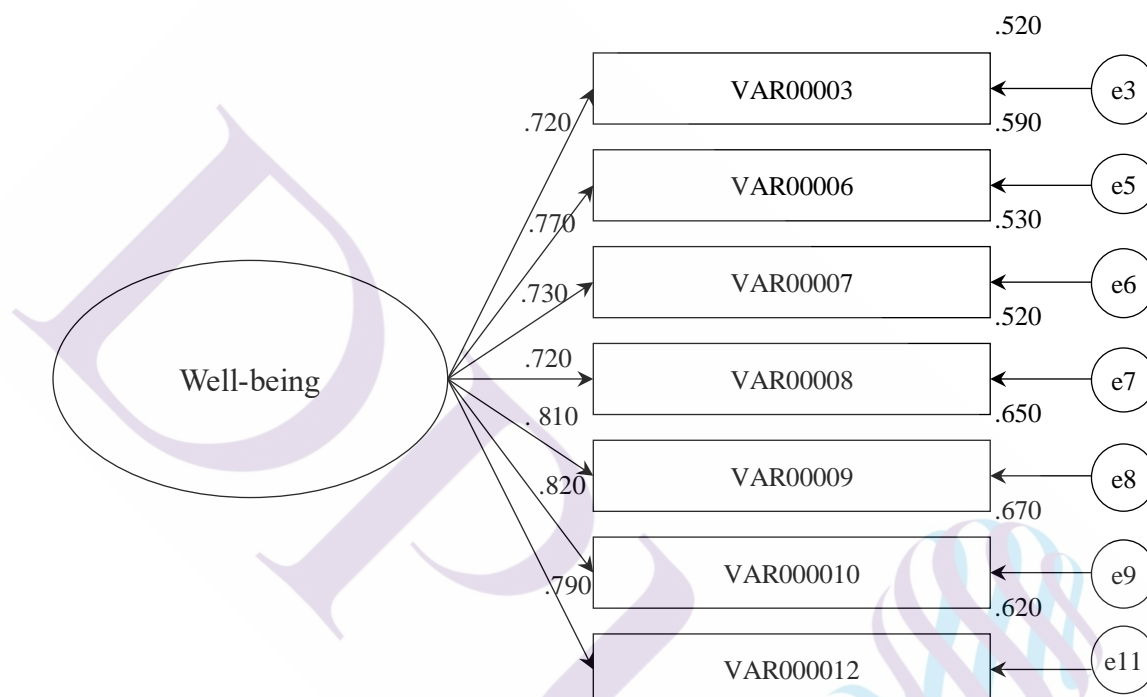


Figure 3.9 Well-being model fitting chart (This chart is from the researcher, using Amos software)

According to the method of Williams and Hazer (1986), Cronbach's α analysis and confirmatory factor analysis were performed for well-being and its measurement items. The reliability, convergence validity and discriminant validity of well-being can be seen from the results in Figure 3.9. According to the above criteria, the well-being scale factor load does not meet the standard items, and all the questions are retained. Well-being model has good fit.

Table 3.18 Summary of pre-test well-being scale CFA results

	Evaluation Project	Standard	Test Data	Model Fit
The Basic Degree of Fit	No negative variances	>0	NO	OK
	Factor Loadings	0.500~0.950	0.720~0.820	OK
	SE	Moderate	0.057~0.072	OK
Overall Model Degree of Fit	χ^2	$p > 0.050$	66.744(0.000)	NO
	χ^2 / df	<2.000	4.767	NO
	GFI	>0.800	0.935	OK
	AGFI	>0.800	0.870	OK
	RMR	<0.050	0.025	OK
	SRMR	<0.050	0.0374	OK
	RMSEA	<0.080	0.114	NO
	NFI	>0.800	0.944	OK
	CFI	>0.800	0.955	OK
	IFI	>0.800	0.955	OK
	PNFI	>0.500	0.629	OK
	PGFI	>0.500	0.476	OK
	RFI	>0.800	0.915	OK
	CN	>200	104	NO
Intrinsic Quality of the Model	Significant Levels	t -value > 1.960	13.254~15.702	OK
	Individual Item Reliability	>0.500	0.518~0.673	OK
	CR -Value	>0.600	0.908	OK
	AVE -Value	>0.500	0.586	OK

Source: Hair, Black, Babin, & Anderson, 2010, p.666-669.

As shown in Table 3.18, according to the above indicators to judge the criteria, χ^2 is only a reference standard, CMIN/DF=4.767 is close to the standard, and the remaining indicators are fitted to standard GFI, AGFI, RMR, SRMR, RMSEA, NFI, CFI, IFI, PNFI, PGFI, RFI, CN value, t-value. Both reached the standard, suggesting that the scale has good structural validity. Both the convergence validity and the

combined reliability (CR=0.911 AVE=0.596) meet the standard. Cronbach's α is 0.906 and the number of items is 7, indicating that the scale has a high reliability.

Table 3.19 Summary of pre-test reliability and average variance extraction for well-being scale

Potential Variable	Observation Variable (factor loading)	R ²	CR	AVE	Number of Items	Scale Reliability
Well-being	3(0.720)	0.518	0.908	0.586	7	0.906
	6(0.770)	0.592				
	7(0.726)	0.527				
	8(0.724)	0.524				
	9(0.807)	0.651				
	10(0.820)	0.673				
	12(0.785)	0.617				

Source: This table is from the researcher.

As shown in Table 3.19, this scale is a research structure of the scale, with high reliability and average variance extraction. In the end, the scale retained a total of 7 items, namely: 3rd, 6th, 7th, 8th, 9th, 10th, and 12th. The reliability is 0.911, the average variance is 0.596, the overall Cronbach's α coefficient is 0.906, and the factor load of each item is above 0.700. The well-being scale is shown to be reliable, so all items are retained. Explain that the pre-test reliability and the average variance extraction of the well-being scale meet the standard.

In short, the pre-test results of the well-being scale confirmatory analysis are good.

According to the item analysis, validity analysis, reliability analysis and verification factor analysis of the pre-test questionnaire, the suitable topic items were selected, the unsuitable questions were deleted, and a formal questionnaire was formed. This study carried out measurement and statistics for the purpose and research of validation research. Descriptive statistics were performed using SPSS 22.0 statistics.

3.8 Descriptive Analysis

According to the results of the test of the formal questionnaire, the number distribution table and descriptive statistics are used, which are helpful to understand the distribution characteristics of the observed data in depth. According to the average and ratio of each demographic variable of kindergarten teachers, the basic situation of kindergarten teachers in the east, middle, west and northeast of the Mainland China is understood. The basic data analysis of kindergarten teachers with valid samples can be analyzed, the processing and analysis of data.

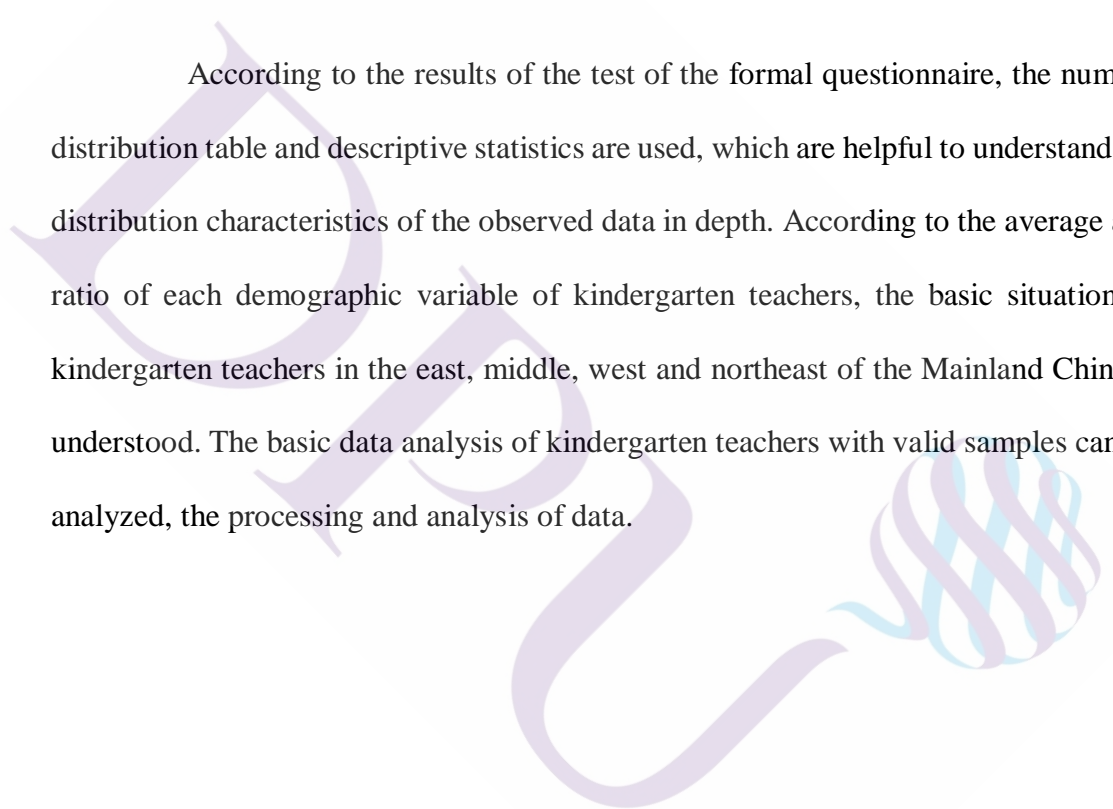


Table 3.20 Basic information of the participants (N=1604)

Demographic variables	Category	N	%
Gender	male	1597	97.700
	female	38	2.300
Age	25 years old and below	493	30.200
	25-30ys	418	25.600
	31-35ys	259	15.800
	35-45ys	326	19.900
	over 45ys	139	8.500
	Teaching age	below 3ys	502
	3-5ys	378	23.100
	6-10ys	262	16.000
	11-15ys	154	9.400
	over 15ys	339	20.700
Educational levels	junior high school and below	28	1.700
	high school or secondary vocational school	226	13.800
	college	796	48.700
	bachelor	564	34.500
	master and above	21	1.300
Title	junior	339	20.700
	intermediate	277	16.900
	senior	89	5.400
	senior and above	14	0.900
	no	916	56.000
	Job category	full-time teachers	830
	head teacher	564	34.500
	grade director and director of conservation education	123	7.500
	vice principal	63	3.900
	principal	55	3.400

Source: This table is edited by the researcher.

Table 3.20 Basic information of the participants (N=1604) (Continued)

Demographic variables	Category	N	%
Construction	the career of kindergarten Teachers	622	38
	filing system (equal pay)	118	7.200
	kindergarten teachers (the unique form of construction in the Mainland China)	826	50.500
	temporary substitute kindergarten teachers	69	4.200
Kindergarten location	provincial kindergarten	84	5.100
	town kindergarten	655	40.100
	urban kindergarten	896	54.800
Kindergarten system	public kindergarten	994	60.800
	private kindergarten	641	39.200
Number of children in the class	below 20	149	9.100
	21-30	474	29
	31-40	748	45.700
	over 40	264	16.100
Age range of children	0-3ys	38	2.300
	3-4ys	455	27.800
	4-5ys	521	31.900
	5-6ys	597	36.500
	mixed age	24	1.500
Average daily working hours	below 8hs	308	18.800
	≥8hs、 <10hs	1076	65.800
	≥10hs、 <12hs	215	13.100
	over 12hs	36	2.200
Marital status	marriage	1023	62.600
	divorced or widowed	47	2.900
	separation	44	2.700
	have boyfriend or girlfriend	135	8.300
	single	386	23.600

Source: This table is edited by the researcher.

Table 3.20 Basic information of the participants (N=1604) (Continued)

Demographic variables	Category	N	%
Number of children in the family	1	787	48.100
	2	283	17.300
	3 and above	35	2.100
	no	530	32.400
Household annual income (in RMB yuan Calculation)	30,000 yuan and below	344	21
	> 30,000, ≤50,000 yuan	488	29.800
	> 50,000, ≤100,000 yuan	501	30.600
	> 100,000, ≤200,000 yuan	204	12.500
	over 200,000 yuan	98	6
Average monthly income (in RMB yuan Calculation)	1,500 yuan and below	160	9.800
	1,501-3,000 yuan	718	43.900
	3,001-5,000 yuan	563	34.400
	5,001-10000 yuan	183	11.200
	over 10,000 yuan	11	0.700

Source: This table is edited by the researcher.

The distribution of the percentage of background changes in kindergarten teachers collected in this study, according to previous literature, including gender, age, teaching level, education level, Title, Job category, construction, Kindergarten location, Kindergarten nature, class size, age range of children, Average daily working hours, Marital status, numbers of children in the, Household annual income, Average monthly Income (Burke & Greenglass, 1996; Chang et al., 2012; Hung, 2012; Jeon et al., 2018; Qu & Wang, 2015). The distribution of effective samples in this study is analyzed as follows:

A. Kindergarten teacher gender

With 1597 female teachers (97.700%) and 38 male teachers (2.300%), the number of female teachers is significantly higher than the number of male teachers, the reasons for which may be related to the nature of the profession.

B. Age of kindergarten teachers

493 persons under 25 years of age, (30.200%), 418 persons aged 25-30 (25.600%), 31-35 years aged 259 (15.800%), 35-45 years of age 326 (19.900%) and 45 persons over 139 years of age (8.500%). Thus, the number of kindergarten teachers working on the front line is the fewest over 45 years of age and the largest under 25 years of age. There are two reasons: 45 years old kindergarten teachers' working hours are relatively long, many teachers in the unit have been promoted to the leader or to a higher level of municipal or district education authorities work; first-line kindergarten teachers have a large daily workload, but also more trivial, need to invest a lot of energy and physical strength. Kindergarten teachers are mostly women, female teachers over the age of 45 are less physically inferior to young teachers, coping with the high intensity of the workload is more difficult, may propose to transfer to logistics or administrative personnel, no longer as education and teaching work. Therefore, when collecting samples, the number of kindergarten teachers over 45 years of age will be lower than that of young kindergarten teachers.

C. Teaching age

In terms of percentage, the largest share of work was less than 3 years, with 502 (30.700%), followed by 378 persons (23.100%) working for 3-5 years, again 15 persons who had worked for more than 339 years (20.700%), followed by 6-10 persons

who had worked for 62 years (16%), The fewest people worked for 11-15 years, with 154 (9.400%).

D. Kindergarten teacher educational level

The largest proportion of specialist qualifications was 796 (48.700%). The other 564 persons (34.500%) with a bachelor's degree, in order 226 (13.800%) with a high school or secondary education, and the lowest in junior and below and with a master's degree or above, were 28 (1.700%) and 21 (1.300%), respectively. The biggest proportion of college education is: Kindergarten as the initial institution or unit to educate young children, the state and individual families are paying more and more attention to the cultivation of the comprehensive quality of young children. Full-time teachers meet the requirements of the national academic standards, the Ministry of Education on the education of kindergarten teachers and the status quo of teachers have a higher standard and requirements, scientific determination of the construction of kindergarten teaching staff (Ministry of education, central office, ministry of finance, ministry of human resources and social security: Opinions on strengthening the construction of kindergarten teachers, 2015).

E. Kindergarten teacher title

The largest rate of no job titles was 916 (56%). Other in order is the small teaching level of 339 people (20.700%), small education level two 277 people (16.900%), small education Senior 89 people (5.400%), small education higher than the proportion of at least 14 people (0.900%). This phenomenon shows that kindergarten teachers because of the general rejuvenation, and the promotion of kindergarten teachers in the Mainland China and primary school teachers to jointly share the title of small teaching, job title promotion will be affected by academic qualifications, years of

teaching experiences of individual teachers and teaching scientific research results and other factors, the difficulties are very great.

There are also many kindergarten teachers in the city do not have the opportunity to select titles.

F. Kindergarten teacher job category

Full-time teachers 830 (50.800%), head teacher 564 (34.500%), grade director and director of conservation education 123 (7.500%), assistant kindergarten principal 63 (3.900%), kindergarten principal 55 (3.400%).

G. Construction of kindergarten teachers

The contract employed kindergarten teachers accounted for the largest proportion, accounting for half of the total teacher ratio, followed by the career of kindergarten Teachers were 826 people (50.500%), filing system (equal pay) 622 (38%), kindergarten teachers (the unique form of construction in the Mainland China) 118 people (7.200 %), with 69 temporary substitute kindergarten teachers (4.200%).

H. Type of kindergarten (geographical location)

The largest number of teachers in urban kindergartens, a total of 896 (54.800%), followed by township kindergarten teachers, 655 (40.100%), Village kindergarten Teachers 84 (5.100%). The reason is: with the development of urban and rural integration, the population ratio of urban and township areas in the Mainland China is more and more larger than that of rural population, and cities tend to establish kindergartens in accordance with the public service system of preschool education, which covers urban and provincials and has reasonable layout (Ministry of education, central office, ministry of finance, ministry of human resources and social security: Opinions on strengthening the construction of kindergarten teachers, 2015).

I. Kindergarten system

In this study, 994 public kindergarten Teachers (60.800%) and 641 private kindergarten teachers (39.200%) were surveyed.

J. Number of children in the class

The largest number of teachers with a class was 31-40, with 748 (45.700%), and the other 474 (29%) teachers with a class number of 21-30, followed by 40 teachers with more than 264 classes (16.100%) and 20 teachers with fewer than 149 class members (9.100%). The analysis shows that: China's population base is large; kindergarten staff and young children's proportion of the imbalance phenomenon is more serious. Full-time teachers and careers are equipped with the standard 3~4 years class 20~25, 2:1; 4~5 years class 25~30, 2:1; 5~6 years class, 30~35,2:1; and the mixed-age classes < 30, 2:1-2. The number of kindergarten teachers in each region is gradually meeting the needs of the park (Notice of the Ministry of Printing and distributing the standards for the provision of Kindergarten Teacher (provisional) teacher (Chinese Ministry of Education, 2013).

K. Age range of children

There were 597 teachers (36.500%) with 5-6 years, 521 teachers with 4-5 years (31.900%), 455 teachers with 3-4 years (27.800%), 38 teachers with 0-3 years (2.300%), and 24 teachers with mixed age classes (1.500%).

L. Kindergarten teacher average daily working hours

More than 8 hours of working time, <10 hours of teachers, 1076 persons (65.800%), 8 persons working less than 308 hours (18.800%), 10 hours of working hours, teachers of 12 hours 215 persons,(13.100%), hours of working hours and more

teachers (12%). This shows that the Average daily working hours of kindergarten teachers in the Mainland China is more serious than the 8-hour working system.

M. Marital Status of Kindergarten teachers

Among kindergarten teachers, the largest number of normal marriages, 1023 (62.600%), unmarried single 386 (23.600%), 135 people with boyfriends or girlfriends (8.300%), 47 people divorced or widowed (2.900%), 44 people in Separation (2.700%).

N. Number of children of kindergarten teachers' families

In the families of kindergarten teachers, the largest number of this family is 1 child, 787 (48.100%), followed by 530 without child (32.400%), and again 2 children, 283 with the fewest (17.300%), children and more 3, 35(2.100%).

O. Total annual income of kindergarten teachers

Total annual income of the family >50,000, ≤100,000 of 501 (30.600%), total annual income of the family >30,000, ≤50,000 488 (29.800%), the total annual income of the family 30,000 yuan and the following 344 people (21%), >100,000, ≤200,000 of 204 (12.500%), more than 200,000 of 98 people (6%).

P. Average monthly income of individual kindergarten teachers

The average monthly income of an individual is 1501-3000 yuan, with 718 people (43.900%), close to half of the ratio, indicating that the monthly income of kindergarten teachers is lower. 3001-5000 Yuan of 563 people (34.400%), 5000-10000 Yuan of 183 people (11.200%), 1500 yuan below is 160 people (9.800%), over 10,000 yuan is for 11 people (0.700%).

3.9 Summary

This chapter sets out the research framework and research hypothesis of this research, selects reasonable research tools, and applies SPSS 22.0 statistical software to carry out the reliability and validity analysis of the pre-test scale.

This study firstly uses Cronbach's α to test the internal consistency of occupational stress, psychological capital, social support, coping styles, and well-being.

Therefore, it is proposed to revise and refine the scale by expert reliability and validity evaluation after the formal information reliability and factor analysis.

Secondly, for the formal questionnaire for recycling, it is proposed to first analyze the sample structure and then refine the scale.

Finally, it is proposed to apply the Amos 22.00 statistical software, and then use the confirmatory factor analysis to verify the appropriateness of the scale design content.

CHAPTER 4

RESULTS

The official questionnaire was distributed to kindergarten teachers in four regions of the Mainland China, located in the eastern, central, western and northeastern parts of the Mainland China, and teachers responded anonymously to the questionnaires. After the answer, it was collected on the spot by the researchers. In this survey, 2000 questionnaires were issued, 1605 questionnaires were collected, the recovery rate was 80.250%, the effective questionnaire was 1605, and the effective questionnaire ratio was 80.250%.

Based on the research purpose, research problems and research hypotheses, this study conducted a formal investigation and measurement statistical analysis on the influence of occupational stress of kindergarten teachers in the Mainland China on well-being, and analyzed the current kindergarten teachers occupational The present situation of stress, psychological capital, coping, styles and well-being; to explore whether demographic variables differ between five variables; and the direct relationship between five variables and the mediating and regulating effects. Using SPSS 22.0, Amos 22.0 software and Excel 2003, a series of statistical methods, such as analysis of the current situation, the mean and standard, chi-square test, the paired sample t-test, independent sample t-test analysis, the repeated measures ANOVA, the variation analysis, relevant analysis, structural equation model and simple slope testing. Thereby validate and analyze the research hypothesis.

4.1 Analysis of the Current Situation of Kindergarten Teachers Occupational Stress, Psychological Capital, Social Support, Coping Styles and Well-being

First of all, this study examines whether there is a demographic difference between 1, occupational stress, psychological capital, social support, coping styles and kindergarten teacher well-being. Therefore, the survey and statistics of kindergarten teachers in the Mainland China are carried out. Through the collection and collation of data, the use of average, standard deviation, mutation analysis, person-related, dependent sample t-test, and other statistical methods to analyze the current mainland China kindergarten teachers occupational stress, psychological capital,

The present situation of coping styles and well-being, and the research findings are further discussed. According to the statistical results of the data obtained from the questionnaire, this paper analyzes the current situation of the kindergarten teachers' Occupational stress, psychological capital, the and the coping styles and well-being.

The results of the study are as follows:

Table 4.1 Summary of the mean and standard deviation of each dimension of occupational stress, psychological capital, social support, coping styles, and well-being

	N	MIN	MAX	M	SD	S/N
OS	1635	1.000	5.000	2.611	0.641	
PPS	1635	1.000	5.000	3.052	0.768	1
PD	1635	1.000	5.000	2.457	0.765	2
DM	1635	1.000	5.000	2.404	0.757	3
PC	1635	1.671	5.000	4.203	0.536	
Hope	1635	1.000	5.000	4.209	0.676	2
Optimism	1635	1.000	5.000	4.188	0.627	3
Self-efficacy	1635	1.172	5.000	4.162	0.617	4
Resilience	1635	1.000	5.000	4.302	0.675	1
SS	1635	1.382	5.000	4.186	0.617	
CS	1635	2.582	5.000	4.344	0.508	
Active-cognitive	1635	2.833	5.000	4.353	0.532	1
Active-behavioral	1635	2.331	5.000	4.335	0.561	2
WB	1635	1.572	5.000	3.983	0.602	

Source: This table is edited by the researcher.

Note: OS: Occupational Stress; PPS: Personal/Professional Stressors; PD: Professional Distress; DM: Discipline and Motivation; PC: Psychological Capital; SS: Social Support; CS: Coping Styles; WB: Well-Being.

As shown in Table 4.1, according to the Richter's 5-degree scale (Likert Type) used in this study, the occupational stress score for kindergarten teachers is personal/professional stressors ($M=3.052$, $SD=0.768$), professional distress ($M=2.457$, $SD=0.765$), Discipline and motivation ($M=2.404$, $SD=0.757$). Among them, the average score of personal/professional stressors dimension ($M=3.052$) was the highest, professional distress dimension ($M=2.457$) averaged second, discipline and motivation

dimension (M=2.404) has the lowest average score. The occupational stress averaged was 2.611 at all levels and converted to a percentile of about 52.200%, showing that the status of kindergarten teachers as a whole occupational stress to a moderate level.

Psychological capital of kindergarten teachers scored hope (M=4.209, SD=0.676), optimism (M=4.188, SD=0.627), self-efficacy (M=4.162, SD=0.617), resilience (M=4.302, SD=0.675). Among them, the average score of resilience dimension (M=4.302) was the highest, the hope dimension (M=4.209) Average score was second, optimism dimension (M=4.188) averaged third, self-efficacy dimension (M=4.162) was the lowest.

Kindergarten teacher's psychological capital at all levels were divided into 4.201, converted to a percentile of about 84%, showing that the overall status of kindergarten teachers psychological capital belongs to the medium to high level.

Kindergarten teachers were divided into 4.191 dimensions on average, which is converted to a percentile of about 83.800%, showing that the status of the overall well-being is of medium to high degree.

Kindergarten teacher coping styles score active-cognitive (M=4.353, SD=0.532), Active-behavioral (M=4.335, SD=0.561), which takes active-cognitive dimension (M=4.353) has the highest average score and the lowest active-behavioral dimension (M=4.335). Its coping styles at all levels were divided into 4.342, converted to a percentile of about 86.8%, which shows that the overall coping styles of kindergarten teachers was of medium to high degree.

Kindergarten teacher well-being on average divided into 3.981, converted to a hundred grade of about 79.600%, indicating that the overall well-being of kindergarten teachers belongs to the level of middle and higher.

In order to understand whether the difference of average score between the four dimensions of psychological capital was significant between the three dimensions of Occupational stress, the variation analysis of dependent samples was investigated, and the analysis results were compared with that of the LSD method, as shown in Table 4.2.

Table 4.2 Summary of repeated measures ANOVA in kindergarten teachers

occupational stress and dimensions, psychological capital and dimensions, coping styles and dimensions

Cause of Difference		SS	df	MS	F	<i>p</i>	Post Hoc Tests
OS	effect	422.536	1.839	229.814	775.185	0.000	
	residual	890.658	3004.274	0.296			3<2; 3<1; 2<1
	overall	3278.239	4904				
PC	effect	18.108	2.585	6.036	32.684	0.000	
	residual	905.272	4224.250	0.214			1,2,3<4; 3<2,1
	overall	2775.937	6539				

Source: This table is from the researcher.

Note: OS: Occupational Stress, 1. Personal/Professional Stressors; 2. Professional Distress; 3. Discipline and Motivation, PC: Psychological Capital, 1. Hope; 2. Optimism; 3. Self-efficacy; 4. Resilience.

Table 4.2 results shown as below:

A. In kindergarten teacher occupational stress, the difference of three dimensions reached a significant level ($F=775.185$, $p=0.000$). personal/professional stressors ($M=3.052$, $SD=0.768$), professional distress ($M=2.457$, $SD=0.765$), discipline and motivation ($M=2.404$, $SD=0.757$) There are significant differences between the

three dimensions. The results of LSD comparison show that in the three dimensions of occupational stress, the personal/professional stressors of kindergarten teachers is significantly higher than that of professional distress ($p=0.000$), discipline and motivation ($p=0.000$); The professional distress of kindergarten teachers is significantly higher than that of discipline and motivation ($p=0.001$). This study is consistent with other results, among the surveyed teachers, work-related stress had the highest mean score and was the main stressor, followed by time management, discipline, and motivation (Austin, Shah, & Muncer, 2005).

B. In kindergarten teacher psychological capital, the difference of four dimensions reached a significant level ($F=32.684$, $p=0.000$). Hope ($M=4.209$, $SD=0.676$), optimism ($M=4.188$, $SD=0.627$), self-efficacy ($M=4.162$, $SD=0.617$), resilience ($M=4.302$, $SD=0.675$). There are significant differences between the four dimensions. The results of LSD comparison showed that there was no significant difference between the hope and optimism of kindergarten teachers in the four dimensions of psychological capital ($p=0.161$), but the self-efficacy of kindergarten teachers was significantly lower than that of hope ($p=0.003$). Optimism ($p=0.024$), resilience ($p=0.000$); The resilience of kindergarten teachers was significantly higher than that of hope ($p=0.000$) and optimism ($p=0.000$).

From the analysis of the results of the study, kindergarten teacher's resilience the highest, hope and optimism the second, self-efficacy the lowest. The reason, according to the scale, the performance of three: one kindergarten teachers on the work of the future things, always can see the positive side of the work, holding an optimism attitude, they believe that difficulties can always be resolved. Second, teachers have strong confidence in the development of kindergartens and in the goals, they set for

themselves, as well as in the work of the colleagues, management departments and parents of children. Third, when teachers are under pressure at work, they show the ability to solve problems and cope independently, calm and calm attitude and the least ability to resist frustration and work efficiency.

In order to understand the present situation of kindergarten teachers coping styles and two dimensions--active-cognitive and active-behavioral, the difference between average scores was significant, and the pairing sample t-test was used to investigate. The results of the analysis are shown in Table 4.3.

Table 4.3 Summary of paired sample t-test in kindergarten teachers coping styles and dimensions

	M	SD	Paired Differences		df	t	p
			Active-cognitive	Active-behavioral			
Active-cognitive-Active-behavioral	4.353 (0.532)	4.335 (0.561)	0.180	0.403	1634	1.771	0.077

Source: This table is from the researcher.

Table 4.3 Results show that there is no significant difference ($SD=0.561$) between the two dimensions of Active-cognitive ($M=4.353$, $SD=0.532$) and Active-behavioral ($M=4.335$, $t=1.771$, $P=0.077$).

In summary, the status of kindergarten teachers as a whole occupational stress is in a moderate degree. Occupational stress the difference of three dimensions was significant, personal/professional stressors significantly higher than professional distress, and significantly higher than discipline and motivation. The reason: according

to this research scale, one kindergarten teacher because of the particularity and trivial nature of his profession. Second, Kyriacou and Chien (2004) reported the stress from work reflects the highest characteristics of heavy workload, many transactions handled and fast pace of work, followed by lack of job recognition, lack of promotion opportunities and professional development, non-controllability of kindergarten work and personal work attitude, opinions are ignored. Kindergarten work combines conservation and education, so teachers are not under much pressure to guide young children, but teachers are stressed by the problem of discipline retention in young children, the lack of motivation to learn and the absence of recognition and respect for professional roles.

The difference of the four dimensions of psychological capital was significant, resilience significantly higher than hope and optimism, and significantly higher than that of self-efficacy. The reason: According to the topic of this study, the nature of kindergarten work is complex and trivial, in the actual children's day admission activities, there are more uncontrollable factors, the difficulties are not easy to solve at once, so it leads to teachers self-efficacy low, and the development of their own and kindergarten optimism a positive attitude , teachers believe that after the darkness is the light.

The kindergarten teacher is in medium to high degree. The reason for this may be that kindergarten teachers in the face of work stress, can receive from such as family, friends, colleagues, leaders, parents of young children and so on more help. In particular, there are many important others who can give kindergarten teachers help or seek guidance.

The status quo of kindergarten teachers' overall coping styles is also at medium to high level, but there is no significant difference between the two dimensions of active-cognitive and active-behavioral. The reason for the analysis is that this is consistent with the theoretical thinking of scholars, active-cognitive and active-behavioral belong to the positive response, and its theoretical basis has the identity in the aspects of cognitive reconstruction necessity, the strengthening of behavior, and the relationship between cognition and behavior (Wei & Ping, 2011). Can help teachers to pursue a better spiritual world in the process of making more and greater contributions (M & L, 2001).

The status quo of kindergarten teachers' overall well-being belongs to the level of middle and higher. Analysis of the reasons, according to the scale, teachers in the work feel with confidence and the ability to overcome difficulties in general, teachers think 'they play a very important role in the work', and think that their work value is high, can feel happy at work, so the well-being index at work is at a moderate level.

Thus, the overall status of kindergarten teachers occupational stress is of a moderate degree. The status quo of kindergarten teachers as a whole psychological capital, coping styles and well-being belong to the level of middle and higher.

4.2 Independent Sample t-test Analysis of Kindergarten Teachers' Demographic Variables in Occupational Stress, Psychological Capital, Social Support, Coping Styles, Well-being and Dimensions

Is there a demographic difference between occupational stress, psychological capital, social support, coping styles and kindergarten teacher well-being

for further initiation of this study? This research problem is explored in depth. Using the statistical method of independent sample T test, the difference of average height between five variables in two groups of demographic variables was tested. The specific analysis is as follows:



4.2.1 t-test analysis of different genders in kindergarten teachers occupational stress, psychological capital, coping styles, well-being and each dimension

Table 4.4 Summary of t-test analysis of different genders in kindergarten teachers occupational stress, psychological capital, coping styles, well-being and each dimension

	M SD		df	t-value	p	Cohen's <i>d</i>
	Male (n=38)	Female (n=1597)				
OS	2.671(0.744)	2.610(0.639)	1633	-0.576	0.565	0.090
PPS	3.158(0.796)	3.049(0.767)	1633	-0.864	0.388	0.140
PD	2.518(0.865)	2.456(0.763)	1633	-0.493	0.622	0.080
DM	2.415(0.918)	2.404(0.753)	1633	-0.071	0.944	0.010
PC	4.386(0.461)	4.198(0.537)	1633	-2.136	0.033	0.380
Hope	4.415(0.543)	4.204(0.679)	1633	-1.900	0.058	0.340
Optimism	4.305(0.575)	4.185(0.628)	1633	-1.167	0.243	0.200
Self-efficacy	4.447(0.479)	4.155(0.619)	1633	-2.891	0.004	0.530
Resilience	4.360(0.612)	4.300(0.677)	1633	-0.537	0.592	0.090
SS	4.186(0.511)	4.186(0.620)	1633	0.179	0.858	-0.030
CS	4.347(0.417)	4.344(0.510)	1633	-0.031	0.975	0.010
Active-cognitive	4.434(0.436)	4.351(0.534)	1633	-0.955	0.340	0.170
Active-behavioral	4.259(0.497)	4.337(0.562)	1633	0.850	0.396	-0.150
WB	4.079(0.601)	3.981(0.602)	1633	-0.991	0.322	0.160

Source: This table is from the researcher.

Note: OS: Occupational Stress; PPS: Personal/Professional Stressors; PD: Professional Distress; DM: Discipline and Motivation; PC: Psychological Capital; SS: Social Support; CS: Coping Styles; WB: Well-Being.

As shown in Table 4.4, the gender of kindergarten teachers is in the occupational stress, psychological capital, the all-in-one, coping styles, well-being five

variables and dimensions (Includes variable name, group valid sample number, group average, standard deviation and average standard error) statistical results.

A. Independent sample t-test analysis found that there was no significant difference in the overall occupational stress of kindergarten teachers of different genders, $t(1633)=-0.576$, $p=0.565$, $d=0.090$. It shows that male occupational stress ($M=2.671$, $SD=0.744$) does not have a greater than female occupational stress ($M=2.610$, $SD=0.639$). And further subdivision of the dimension, there is no significant difference in personal/professional stressors, $t(1633)=-0.864$, $p=0.388$, $d=0.140$. There was no significant difference in professional distress, $t(1633)=-0.493$, $p=0.622$, $d=0.070$. There was no significant difference in discipline and motivation, $t(38.195)=-0.071$, $p=0.944$, $d=0.010$.

B. There are significant differences among kindergarten teachers of different genders in psychological capital, $t(1633)=-2.136$, $p=0.033$, $d=0.380$. It shows that the male kindergarten teacher psychological capital ($M=4.386$, $SD=0.461$) is significantly larger than the female kindergarten teacher psychological capital ($M=4.198$, $SD=0.537$). Further subdivision of the dimension, there are significant differences in self-efficacy, $t(1633)=-2.891$, $p=0.004$, $d=0.530$. Shows that male self-efficacy ($M=4.447$, $SD=0.479$) are significantly larger than female self-efficacy ($M=4.155$, $SD=0.619$). And there was no significant difference in hope, $t(1633)=-1.900$, $p=0.058$, $d=0.340$. There was no significant difference in optimism, $t(1633)=-1.167$, $p=0.243$, $d=0.200$. There was no significant difference in resilience, $t(1633)=-0.537$, $p=0.592$, $d=0.090$.

C. There is no significant difference in the social support of kindergarten teachers of different genders, $t(1633)=0.179$, $p=0.858$, $d=-0.030$. Shows that female $M=4.186$, $SD=0.620$, is not larger than the male ($M=4.168$, $SD=0.511$).

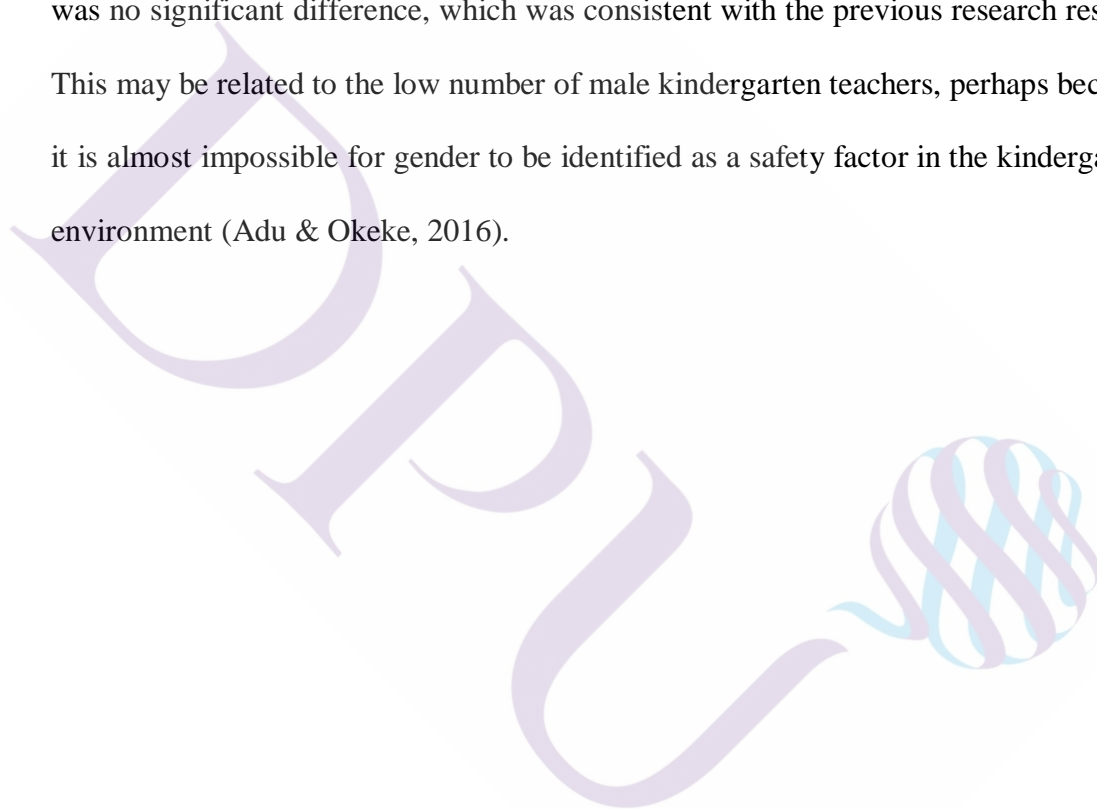
D. There was no significant difference in the coping styles of kindergarten teachers of different genders, $t(1633)=-0.031$, $p=0.975$, $d=0.010$. It shows that male coping styles ($M=4.347$, $SD=0.417$) does not have a greater than female coping styles ($M=4.344$, $SD=0.510$). Further subdivision of the dimension, there was no significant difference in active-cognitive, $t(1633)=-0.955$, $p=0.340$, $d=0.170$. There was no significant difference in active-behavioral, $t(1633)=0.850$, $p=0.396$, $d=-0.150$.

E. There was no significant difference in the well-being of kindergarten teachers of different genders, with $t(1633)=-0.991$, $p=0.322$, $d=0.160$. It shows that male well-being ($M=4.079$, $SD=0.601$) are not larger than female well-being ($M=3.981$, $SD=0.602$).

In summary, Table 4.4 shows that gender significantly affects the psychological capital of kindergarten teachers (especially the self-efficacy dimension of psychological capital). This is because Protheroe (2008) and Klassen and Chiu (2010) found that teachers' self-efficacy determines the effectiveness, innovation and persistence of teachers. The male kindergarten teacher, is significantly higher than psychological capital, a female kindergarten teacher.

Independent sample t-test analysis found that the gender of kindergarten teachers in occupational stress, psychological capital, social support, coping styles, well-being five variables and dimensions (Including variable name, group effective sample number, group average, standard deviation and average standard error) show that the level of male teacher psychological capital is significantly higher than that of female teachers, especially male teachers in self-efficacy and dimension is significantly higher than that of female teachers. With Liu (2016) study found that consistent male teachers psychological capital levels were significantly higher than female teachers. In

line with Odanga, Raburu, and Aloka (2015) studies have found that the self-efficacy of male teachers is significantly higher than that of female teachers. The reason for this is the male teachers have the characteristics of gender, whether in coping with pressure, anti-frustration ability or problem solving is stronger than female teachers, therefore, male kindergarten teachers' self-efficacy strong. The effects of gender on occupational stress and coping styles, well-being and dimensions were not significant, that is, there was no significant difference, which was consistent with the previous research results. This may be related to the low number of male kindergarten teachers, perhaps because it is almost impossible for gender to be identified as a safety factor in the kindergarten environment (Adu & Okeke, 2016).



4.2.2 t-test analysis of kindergarten teachers occupational stress, psychological capital, coping styles, well-being and various dimensions of kindergartens of different kindergarten system

Table 4.5 Summary of t-test analysis of kindergarten teachers five variables and dimensions of kindergartens of different kindergarten system

	M SD		df	t-value	p	Cohen's d
	public kindergarten (n=994)	private kindergarten (n=641)				
OS	2.688(0.643)	2.494(0.622)	1633	6.034	0.000	0.310
PPS	3.181(0.782)	2.851(0.699)	1633	8.691	0.000	0.440
PD	2.533(0.772)	2.339(0.740)	1633	5.056	0.000	0.260
DM	2.426(0.548)	2.370(0.751)	1633	1.476	0.140	0.090
PC	4.167(0.548)	4.259(0.512)	1431.039	-3.456	0.001	-0.170
Hope	4.172(0.671)	4.265(0.681)	1633	-2.725	0.007	-0.140
Optimism	4.148(0.647)	4.249(0.591)	1451.768	-3.251	0.001	-0.160
Self-efficacy	4.127(0.626)	4.216(0.599)	1633	-2.852	0.004	-0.150
Resilience	4.269(0.693)	4.352(0.645)	1434.218	-2.445	0.015	-0.120
SS	4.183(0.629)	4.189(0.600)	1633	-0.173	0.863	-0.010
CS	4.321(0.512)	4.380(0.500)	1633	-2.323	0.020	-0.120
Active-cognitive	4.327(0.535)	4.392(0.524)	1633	-2.419	0.016	-0.120
Active-behavioral	4.314(0.563)	4.368(0.555)	1633	-1.913	0.056	-0.100
WB	3.953(0.596)	4.030(0.609)	1633	-2.527	0.012	-0.130

Source: This table is from the researcher.

Note: OS: Occupational Stress; PPS: Personal/Professional Stressors; PD: Professional Distress; DM: Discipline and Motivation; PC: Psychological Capital; SS: Social Support; CS: Coping Styles; WB: Well-Being.

As shown in Table 4.5, the results of the study are as follows:

A. Independent sample t-test analysis found significant differences in occupational stress in kindergarten teachers of different kindergarten system, $t(1633)=6.034$, $p=0.000$, $d=0.310$. This shows that the public kindergarten teacher occupational stress ($M=2.688$, $SD=0.643$) is significantly larger than the private kindergarten teacher occupational stress ($M=2.494$, $SD=0.622$). Further subdivision dimensions: on personal/professional stressors, $t(1633)=8.691$, $p=0.000$, $d=0.440$, on professional distress, $t(1633)=5.056$, $p=0.000$, $d=0.260$. There are significant differences, while there is no significant difference in discipline and motivation, $t(1633)=1.476$, $p=0.140$, $d=0.090$. This shows that the overall occupational stress and personal/professional stressors, professional distress are public kindergarten teachers significantly larger than private kindergarten teachers.

B. Kindergarten teachers of different kindergarten system have significant differences in psychological capital, $t(1431.039)=-3.456$, $p=0.001$, $d=-0.170$. It shows that the public kindergarten teacher psychological capital ($M=4.167$, $SD=0.548$) is significantly smaller than the private kindergarten teacher psychological capital ($M=4.259$, $SD=0.512$). A closer subdivision dimension: on hope $t(1633)=-2.725$, $p=0.007$, $d=-0.140$, on optimism $t(1451.768)=-3.251$, $p=0.001$, $d=-0.160$, on self-efficacy $t(1633)=-2.852$, $p=0.004$, $d=-0.15$, on resilience $t(1434.218)=-2.445$, $p=0.015$, $d=-0.120$. Show that public kindergarten teachers are significantly smaller than private kindergarten teachers.

C. There is no significant difference in the social support of teachers working in kindergartens of different kindergarten system, $t(1633)=-0.173$, $p=0.863$, $d=-0.010$. The public kindergarten teacher, ($M=4.183$, $SD=0.629$), does not have a less than a private kindergarten teacher ($M=4.189$, $SD=0.600$).

D. Kindergarten teachers of different kindergarten system have significant differences in coping styles, $t(1633)=-2.323$, $p=0.020$, $d=-0.120$. A closer subdivision of the dimension, with significant differences on the active-cognitive, $t(1633)=-2.419$, $p=0.016$, $d=-0.120$. And there was no significant difference on the active-behavioral, $t(1633)=-1.913$, $p=0.056$, $d=-0.100$. This shows that on the whole coping styles and active-cognitive, the public kindergarten teachers are significantly smaller than the private kindergarten teachers.

E. Kindergarten teachers of different kindergarten system have significant differences in well-being, $t(1633)=-2.527$, $p=0.012$, $d=-0.130$. The public kindergarten ($M=3.953$, $SD=0.596$), a public kindergarten teacher, is significantly smaller than the well-being of private kindergarten teachers ($M=4.030$, $SD=0.609$).

In summary, Table 4.6 shows that different kindergarten system has significant impact on the occupational stress of kindergarten teachers (personal/professional stressors and professional distress), psychological capital (hope, optimism, self-efficacy, resilience), coping styles (active-cognitive) and well-being. The stress level of kindergarten teachers occupational stress and personal/professional stressors and professional distress in public kindergarten teachers is higher than that of private kindergarten teachers. Private kindergarten teachers are higher than public kindergarten teachers in the active-cognitive dimension and well-being of psychological capital and its four dimensions and coping styles. But it does not significantly affect the it. To analyze the reasons, due to the fact that the preschool education in the Mainland China has not yet been included in compulsory education (From 9 Years to 12 Years, the Extension of Compulsory Education Is Appropriate? 2015).

Public kindergarten teacher posts lack of construction, work tired, bear provincial and municipal areas, counties, towns at all levels of education and teaching activities and literary and artistic cultural activities more. Robbing quality preschool education resources has become an increasingly prominent acute problem, public park with low fees, teaching quality is guaranteed by the vast majority of parents recognized and favored, squeezing into the public park has become a compulsory course for many parents, so there is a lot of pressure from parents of young children.

The number of public parks is too low, the distribution is not equal reason causes the public garden class amount is too large, so many reasons, the public kindergarten teacher occupational stress big (Hao, 2017). And private kindergarten teachers on the human, financial, kindergarten strategic development and other issues on the strong autonomy, can independently set the goal of work and can be achieved in many ways, not strictly controlled by the provincial and Municipal education Bureau(Wen, 2010).

This will make them strong initiative, when the work is under pressure can try to see the positive side, more objective view of the current pressure or seek guidance or help from friends or important others, patiently step by side action and can learn from the past experience to solve the difficulties. As a result, it is easy to find self-confidence and happy work in the work, so well-being is relatively high in the work.

4.3 Analysis of the Variation of Kindergarten Teacher Demographic Variables in Occupational Stress, Psychological Capital, Social Support, Coping Styles, Well-being and Dimensions

In order to further validate the research problem, this study Occupational stress, psychological capital, social support, coping styles. Is there a demographic difference in the relationship between styles and kindergarten teacher well-being? Use statistical methods commonly used in data analysis-variance analysis or variation analysis (Analysis of Variance, abbreviated as ANOVA).

As the results of variance analysis and verification are statistically significant, the mean value of the inverse variable is different from the factor of interest, so hindsight is used to further explore the average difference of the inverse variable. The statistical methods for the subsequent verification are all in order to correct the error of the first type error due to multiple comparisons (Belle, 2011). In the results of variance homogeneity verification using Levene test, if the P value is greater than 0.05, that is, the variance is homogeneous, the Tangyin method (Scheffé' s method, referred to as method) is used to compare afterwards (Keselman & Rogan, 1978; Scheffé, 1959), further explore the different background difference variation of kindergarten teachers in occupational stress, psychological capital, coping styles. The specific differences between the styles and the well-being and dimensions; if the *p*-value is less than 0.050, that is, the variance is different, then the ex post comparison is made using the Dunnett's T3 (Dunneit, 1981; Hochberg & Varon-Salomon, 1984; Wilcox, 1995).

Further explore the different background difference variation of kindergarten teachers in occupational stress, psychological capital, coping styles and well-being and

teachers' specific differences in each dimension. The specific research and analysis are as follows:

4.3.1 Analysis of variation numbers in kindergarten teachers at different ages toward occupational stress, psychological capital, coping styles, well-being and dimension

A. Analysis of variation numbers of occupational stress and dimensions in kindergarten teachers of different ages

Table 4.6 Summary of analysis of variation numbers of occupational stress and dimensions in kindergarten teachers of different ages

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS	Age	3.040	4	0.760	1.852	0.116	0.071	
	Error	669.173	1630	0.411				
	Total	672.213	1634					
PPS	Age	26.354	4	6.588	11.469	0.000	0.164	
	Error	936.368	1630	0.574				1<2,3,4,5; 2<4
	Total	962.721	1634					
PD	Age	3.451	4	0.863	1.475	0.207	0.063	
	Error	953.621	1630	0.585				
	Total	957.072	1634					
DM	Age	2.633	4	0.658	1.150	0.331	0.055	
	Error	933.277	1630	0.573				
	Total	935.910	1634					

Source: This table is from the researcher.

Note: OS: Occupational Stress; PPS: Personal/professional stressors; PD: Professional Distress; DM: Discipline and Motivation; 1. Below 25ys; 2. 25-30ys; 3. 31-35ys; 4. 35-45ys; 5. Over 45ys.

Table 4.6 shows that the age to occupational stress and its three dimensions- personal/professional stressors, professional distress are analyzed in a single-factor

independent sample ANOVA, The result of the effect of discipline and motivation. The results show that:

a. Different ages did not reach significant on the occupational stress, $F(4,1630) = 1.852, p = 0.116, \eta = 0.071$.

b. Further subdivision of dimensions, on professional distress $F(4,1630) = 1.475, p = 0.207, \eta = 0.063$ and discipline and motivation on $F(4,1630) = 1.150, p = 0.331, \eta = 0.055$ did not reach significant.

Kindergarten teachers of different ages reached a significant level is achieved in the personal/professional stressors, $F(4,1630) = 11.469, p = 0.000, \eta = 0.164$. Using Levene test for homogeneity verification, the results show that the $F = 2.573, p = 0.036$, p -value is less than 0.050, that is, the variance is different, so the use of Dunnett's T3 after the comparison to further explore the different ages of kindergarten teachers in personal/professional stressors specific differences on the stressors. The results showed that under 25 years of age was significantly less than 25-30 years old ($p = 0.037$), 31-35 years old ($p = 0.000$), 35-45 years old ($p = 0.000$), 45 years old ($p = 0.003$); 25-30 years was significantly less than 35-45 years old ($p = 0.015$), there was no significant difference between the other groups.

In summary, Table 4.6 shows that there is no significant difference in the overall occupational stress of kindergarten teachers of different ages, but a significant level is achieved in the personal/professional stressors dimension. The exact performance of kindergarten teachers under the age of 25 in personal/professional stressors is significantly smaller than that of kindergarten teachers in other age groups. The reason for the analysis may be that kindergarten teachers in other age groups who score high on this factor will increase teachers' families, get married and have children,

add a lot of family affairs, and work alone in the day of children's life and teaching work. According to the scale items, they will be due to lack of class preparation time or personal priorities are shortened, there is too much work to do, and so on, so that they occupational stress in the personal/professional stressors to improve. Kindergarten teachers under the age of 25, because of the desire and enthusiasm to take part in the work, and in the face of a group of childish children will have unlimited patience and love in teachers' work, in the individual life, most of the young teachers are unmarried, there are old and small and other life pressure from the family they can hardly feel it (Shang, 2017). As a result, the personal/professional stressors performed the lowest. Yuan, Huang, and Zhang (2017) think the work-related well-being of teachers under the age of 45 is superior to that of other age teachers, because the work is interesting and meaningful, collective harmony, harmonious relationship, physical health, ease of mind, contentment, peace of mind is the five main reasons that affect teachers' well-being.

B. Analysis of variation of psychological capital and dimensions of kindergarten teachers at different ages

Table 4.7 Summary of analysis of variation of psychological capital and dimensions of kindergarten teachers at different ages

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Age	3.128	4	0.782	2.738	0.027	0.084	there are no significant differences among all groups
	Error	465.535	1630	0.286				
	Total	468.663	1634					
Hope	Age	3.349	4	0.837	1.834	0.120	0.063	
	Error	744.156	1630	0.457				
	Total	747.505	1634					
Optimism	Age	1.421	4	0.355	0.903	0.461	0.045	
	Error	641.260	1630	0.393				
	Total	642.680	1634					
Self-efficacy	Age	7.190	4	1.798	4.763	0.001	0.110	
	Error	615.218	1630	0.377				
	Total	622.408	1634					
Resilience	Age	3.056	4	0.764	1.678	0.153	0.063	
	Error	742.179	1630	0.455				
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological Capital, 1. Below 25ys; 2. 25-30ys; 3. 31-35ys; 4. 35-45ys; 5. Over 45ys.

Table 4.7 shows that the effects of different ages on psychological capital and its four dimensions--hope, optimism, self-efficacy and resilience are analyzed by single factor independent sample ANOVA, and the results show that:

a. Kindergarten teachers of different ages have achieved significant psychological capital, $F(4,1630)=2.738$, $p=0.027$, $\eta=0.084$. Using Levene test for

homogeneity verification, the results show that $F=0.596$, $p=0.666$, p -value is greater than 0.050, that is, the variance is homogeneous, so the use of Scheffé after the comparison to further explore the different ages of kindergarten teachers in psychological. There were no significant differences on capital.

b. Further subdivision of dimensions, on hope $F(4,1630) = 1.834$, $p=0.120$, $\eta=0.063$ and optimism on $F(4,1630)=0.903$, $p=0.461$, $\eta=0.045$, resilience $F(4,1630)=1.678$, $p=0.153$, $\eta=0.063$, none of them reached significant.

In the self-efficacy reached a significant, $F(4,1630)=4.763$, $p=0.001$, $\eta=0.110$. Using Levene test for homogeneity verification, the results showed that the $F=0.886$, $p=0.471$, p -value was greater than 0.050, that is, the variance homogeneity, so the use of Scheffé after the comparison to further explore the specific differences in the self-efficacy of kindergarten teachers of different ages. The results showed that there were significantly less than 45 years of age ($p=0.002$) under 25 years of age, and there was no significant difference between the other groups.

In summary, Table 4.7 shows that different ages have a significant impact on the overall psychological capital of kindergarten teachers, especially in the Self-efficacy dimension (the specific performance of kindergarten teachers under 25 years of age is significantly smaller than that of kindergarten teachers over 45 years of age), other dimensions, age groups are not significant. Analysis of the reasons, kindergarten teachers over 45 years of age with the increase in age, has been very familiar with kindergarten transactional work, more extensive experience and harmony (Sun & Gong, 2010), some teachers already have a certain position and children in the family have grown up, relative to housework will be easy. They are confident that they will also

have the time to devote the necessary efforts to successfully challenging teachers' work tasks.

C. Analysis of the variation of social support of kindergarten teachers at different ages

Table 4.8 Summary of analysis of the variation of social support of kindergarten teachers at different ages

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social support	Age	5.054	4	1.263	3.333	0.010	0.089	
	Error	617.857	1630	0.379				1<2; 3<2
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. Below 25ys; 2. 25-30ys; 3. 31-35ys; 4. 35-45ys; 5. Over 45ys.

Table 4.8 shows the results of the analysis of the effects of different ages on the ANOVA in a single-factor independent sample. The result showed that kindergarten teachers of different ages had a significant, $F(4,1630)=3.333$, $p=0.010$, $\eta=0.089$.

Using Levene test for homogeneity verification, the results show that the $F=2.771$, $p=0.026$, p -value is less than 0.050, that is, the variance is different, so the use of Dunnett's T3 after the comparison to further explore the specific differences between kindergarten teachers of different ages in the group. The results showed that 25-30 years was significantly larger than under 25 years of age ($p=0.012$) and 31-35 years old ($p=0.024$), and there was no significant difference between the other groups.

In summary, Table 4.8 shows that different ages have a significant impact on kindergarten teachers as a whole, (specifically 25-30 years old kindergarten teachers

are significantly larger than 25 years of age and 31-35 years old kindergarten teachers), and none of the other age groups are significant. Analysis of the reasons, according to the traditional Chinese marriage concept of 25 years old kindergarten teachers have not reached the age of marriage, 25-30 years old kindergarten teachers are at the age of marriage, just married to set up a new family (The Average Age of Marriage in China Is 26 Years Old, Over 90% of Women Are Married Before 30 Years Old., 2015), the support of the family will be relatively large. The increase in the age of 31-35-year-old kindergarten teachers is already between or beyond the age of marriage, they encounter problems, the first is to solve teachers own problems, the dependence is relatively reduced, so these two groups of age kindergarten teachers from the family support will be less.

D. Analysis of the variation of coping styles and dimensions of kindergarten teachers at different ages

Table 4.9 Summary of analysis of variation of coping styles and dimensions of kindergarten teachers at different ages

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Coping styles	Age	2.065	4	0.516	2.007	0.091	0.071	
	Error	419.437	1630	0.257				
	Total	421.502	1634					
Active-cognitive	Age	2.647	4	0.662	2.349	0.052	0.077	
	Error	459.150	1630	0.282				
	Total	461.797	1634					
Active-behavioral	Age	2.713	4	0.678	2.164	0.071	0.071	
	Error	510.948	1630	0.313				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: 1. Below 25ys; 2. 25-30ys; 3. 31-35ys; 4. 35-45ys; 5. Over 45ys.

Table 4.9 shows that the results of the effects of different ages on coping styles and its two dimensions--active-cognitive and active-behavioral are analyzed by single-factor independent sample ANOVA. The results showed that kindergarten teachers of different ages on coping styles $F(4,1630)=2.007$, $p=0.091$, $\eta=0.071$ on the overall coping, and further subdivided the dimensions, on active-cognitive $F(4,1630)=2.349$, $p=0.052$, $\eta=0.077$ and active-behavioral on $F(4,1630)=2.164$, $p=0.071$, $\eta=0.071$ did not reach significant.

In summary, Table 4.9 shows that different ages have no significant impact on coping styles of kindergarten teachers. The reason for the analysis may be that it is because kindergarten teachers of any age group are experiencing difficulties and stress, and will actively adjust teachers' state with the stress, so that they can tide over the difficulties.

Table 4.10 Summary of analysis of the variation of well-being of kindergarten teachers at different ages

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Well-being	Age	4.515	4	1.129	3.131	0.014	0.089	
	Error	587.703	1630	0.361				1<5
	Total	592.218	1634					

Source: This table is from the researcher.

Note: 1. Below 25ys; 2. 25-30ys; 3. 31-35ys; 4. 35-45ys; 5. Over 45ys.

Table 4.10 shows the results of ANOVA analysis of the effects of different ages on well-being in a single-factor independent sample. The result showed that

kindergarten teachers of different ages had a significant well-being on the upper reaches, and $F(4,1630)=3.131$, $p=0.014$, $\eta=0.089$.

Using Levene test for homogeneity verification, the results show that the $F=3.470$, $p=0.008$, p -value is less than 0.05, that is, the variance is different, so the use of Dunnett's T3 after the comparison to further explore the specific differences in the work well-being of kindergarten teachers of different ages. The results showed that there were significantly less than 45 years of age ($p=0.013$) under 25 years of age, and there was no significant difference between the other groups.

In summary, kindergarten teachers of different ages reached a significant level on the well-being. The concrete manifestation is (kindergarten teachers over 45 years of age are significantly larger than kindergarten teachers under 25 years of age. The reason for the analysis may be that kindergarten teachers over the age of 45 are more stable in teachers' families and jobs, especially in work, and work pressure is significantly reduced, so the well-being index, both from home and work, is relatively high. Kindergarten teachers under the age of 25 have just worked soon, may not have set up a family, work, life are in the exploration period, so the well-being will be lower (Yuan et al., 2017).

4.3.2 Variation analysis of different years of teaching experiences of individual teachers of kindergarten teachers in occupational stress, psychological capital, coping styles, well-being and dimensions

A. Analysis of variation of occupational stress and dimensions of teachers with different years of teaching experiences of individual teachers in kindergarten

Table 4.11 Summary of variation analysis of occupational stress and dimensions of kindergarten teachers at different ages

Cause of difference		SS	df	MS	F	p	η	Post Hoc Tests
OS	Teaching age	7.364	4	1.841	4.513	0.001	0.105	1<4;
	Error	664.850	1630	0.408				2<4;
	Total	672.213	1634					3<4
PPS	Teaching age	46.006	4	11.501	20.451	0.000	0.219	1<3;
	Error	916.715	1630	0.562				1<4;
	Total	962.721	1634					2<4;
PD	Teaching age	3.677	4	0.919	1.572	0.179	0.063	3<4;
	Error	953.395	1630	0.585				1<5;
	Total	957.072	1634					2<5;
DM	Teaching age	12.907	4	3.227	5.698	0.000	0.118	3<5
	Error	923.003	1630	0.566				5<1;
	Total	935.910	1634					5<4

Source: This table is from the researcher.

Note: OS: Occupational Stress; PPS: Personal/Professional Stressors; PD: Professional Distress; DM: Discipline and Motivation, 1. Below 3ys; 2. 3-5ys; 3. 6-10ys; 4. 11-15ys; 5. Over 15ys.

Table 4.11 shows a single-factor independent sample ANOVA analysis of occupational stress and its three dimensions--personal/professional stressors,

professional distress in different teaching ages, the result of the effect of discipline and motivation. The results show that:

a. Kindergarten teachers of different teaching ages have achieved significant occupational stress, $F(4,1630)=4.513$, $p=0.001$, $\eta=0.105$. Using Levene test for homogeneity verification, the results show that $F=2.188$, $p=0.068$, p -value is greater than 0.05, that is, the variance homogeneity, so the use of Scheffé after the comparison to further explore the different years of teaching experiences of individual teachers of kindergarten teachers in occupational stress specific differences. The results showed that 11-15 years were significantly larger than 3 years ($p=0.004$), 3-5 years ($p=0.008$), 6-10 years ($p=0.026$), and there was no significant difference between the other groups.

b. Further subdivision of the dimension, reaching significant on the personal/professional stressors, $F(4,1630)=20.451$, $p=0.000$, $\eta=0.219$. Using Levene test for homogeneity verification, the results show that $F=2.926$, $p=0.020$, p -value is less than 0.050, that is, the variance is different, so the use of Dunnett's T3 after the comparison to further explore the different years of teaching experiences of individual teachers of kindergarten teachers in personal/professional specific differences on the stressors. The results showed: significantly less than 6-10 years under 3 years ($p=0.023$); 11-15 years significantly greater than 3 years ($p=0.000$), 3-5 years ($p=0.000$), 6-10 years ($p=0.002$); More than 15 years significantly greater than 3 years ($p=0.000$), 3-5 years ($p=0.000$), 6-10 years ($p=0.007$), there was no significant difference between the other groups.

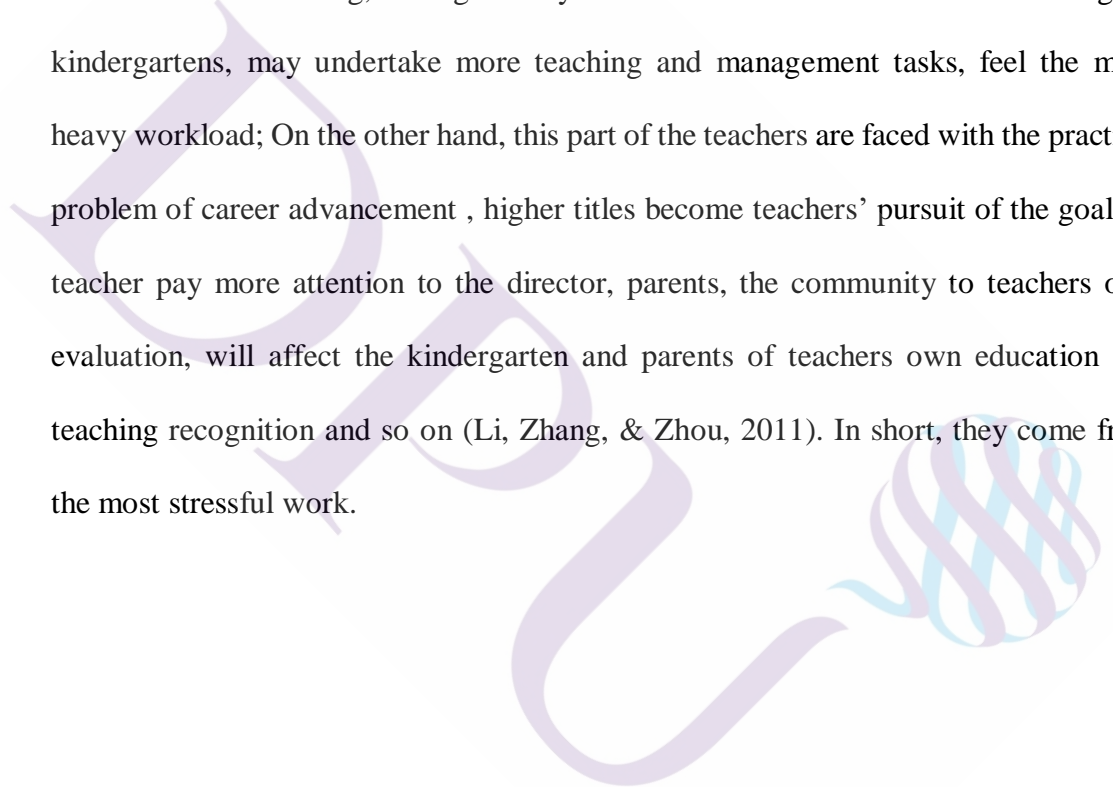
Significant on discipline and motivation, $F(4,1630)=5.698$, $p=0.000$, $\eta=0.118$. Using Levene test for homogeneity verification, the results show that the $F=1.063$, $p=0.373$, p -value is greater than 0.05, that is, the variance is homogeneous, so

the use of Scheffé after the comparison to further explore the different years of teaching experiences of individual teachers of kindergarten teachers in discipline and specific differences on the motivation. The results showed that there were significantly more than 15 years or more ($p=0.042$) under 3 years, 6-10 years significantly less than 11-15 years ($p=0.018$), 11-15 years significantly greater than 15 years ($p=0.005$), and no significant differences among the other groups. On the professional distress $F(4,1630)=1.572$, $p=0.179$, $\eta=0.063$, no significant difference was achieved.

In summary, Table 4.11 shows that different years of teaching experiences of individual teachers has a significant impact on the overall occupational stress of kindergarten teachers. The kindergarten teacher of 11-15 years of teaching experiences of individual teachers' occupational stress the highest, with more than 15 years of years of teaching experiences of individual teachers and 3-5 years, 6-10 years of kindergarten teachers, the second largest and the lowest in 3 years). Especially in the personal/professional stressors dimension, discipline and motivation dimensions are high performance. The specific performance in the personal/professional stressors dimension, 11-15 years of work and more than 15 years of years of teaching experiences of individual teachers are the largest, working 3-5 years, 6-10 years of kindergarten teachers, the second, work 3 years under the lowest kindergarten teachers. In the discipline and motivation dimensions, the kindergarten teachers who worked for 11-15 years were the highest, the kindergarten teachers who worked for less than 3 years and those who worked for more than 15 years were the second, and the kindergarten teachers who worked for 6-10 years were the lowest. Analysis of the reasons, the highest score on these factors are 11-15 years of teaching kindergarten teachers, which shows that with the increase in teaching age, teachers face a variety of pressures such

as workload, students' academic, social and school evaluation pressure, professional development and student problem pressure show an increasing trend, 11-15 teachers in the annual years of teaching experiences of individual teachers segment perceive the greatest occupational stress.

The reason may be that teachers with more than 10 years of teaching experience are in a critical period of teachers' careers, they are relatively mature in education and teaching, and gradually become the backbone of the teaching of kindergartens, may undertake more teaching and management tasks, feel the more heavy workload; On the other hand, this part of the teachers are faced with the practical problem of career advancement , higher titles become teachers' pursuit of the goal, so teacher pay more attention to the director, parents, the community to teachers own evaluation, will affect the kindergarten and parents of teachers own education and teaching recognition and so on (Li, Zhang, & Zhou, 2011). In short, they come from the most stressful work.



B. Analysis of variations in the psychological capital and dimensions of kindergarten teachers by different teaching age

Table 4.12 Summary of variation analysis of psychological capital and dimensions of kindergarten teachers at teaching age

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Teaching age	3.190	4	0.797	2.792	0.025	0.084	there are no significant differences among all groups
	Error	465.473	1630	0.286				
	Total	468.663	1634					
Hope	Teaching age	6.614	4	1.653	3.638	0.006	0.095	there are no significant differences among all groups
	Error	740.891	1630	0.455				
	Total	747.505	1634					
Optimism	Teaching age	0.549	4	0.137	0.348	0.845	0.032	
	Error	642.131	1630	0.394				
	Total	642.680	1634					
Self-efficacy	Teaching age	6.752	4	1.688	4.469	0.001	0.105	1<5
	Error	615.657	1630	0.378				
	Total	622.408	1634					
Resilience	Teaching age	2.933	4	0.733	1.610	0.169	0.063	
	Error	742.302	1630	0.455				
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological Capital, 1. Below 3ys; 2. 3-5ys; 3. 6-10ys; 4. 11-15ys; 5. Over 15ys.

Table 4.12 shows that the results of the effects of different teaching ages on psychological capital and its four dimensions--hope, optimism, self-efficacy and resilience are analyzed by single factor Independent sample ANOVA. The results show that:

a. Kindergarten teachers of different teaching ages have reached a significant rate on the overall psychological capital, with $F(4,1630) = 2.792$, $p = 0.025$, $\eta = 0.084$.

Using Levene test for homogeneity verification, the results show that the $F = 0.502$, $p = 0.734$, p -value is greater than 0.050, that is, the variance is homogeneous, so the use of Scheffé after the comparison to further explore the different years of teaching experiences of individual teachers of kindergarten teachers in psychological. There was no significant difference in psychological capital.

b. Further subdivision of the dimension, on the optimism $F(4,1630) = 0.348$, $p = 0.845$, $\eta = 0.032$, on the resilience $F(4,1630) = 1.610$, $p = 0.169$, $\eta = 0.063$ did not achieve significant.

In hope dimension to achieve a significant difference, $F(4,1630) = 3.638$, $p = 0.006$, $\eta = 0.095$. Using Levene test for homogeneity verification, the results showed that the $F = 1.256$, $p = 0.286$, p -value was greater than 0.050, that is, the variance homogeneity, so the use of Scheffé after the comparison to further explore the different years of teaching experiences of individual teachers of kindergarten teachers in hope, there is no significant difference.

In the self-efficacy reached a significant, $F(4,1630) = 4.469$, $p = 0.001$, $\eta = 0.105$. Using Levene test for homogeneity verification, the results show that the $F = 1.355$, $p = 0.247$, p -value is greater than 0.050, that is, the variance homogeneity, so the use of Scheffé after the comparison to further explore the different years of teaching

experiences of individual teachers of kindergarten teachers on the self-efficacy of the specific differences. The results showed that there were significantly less than 15 years or more ($p=0.010$) under 3 years, and there was no significant difference between the other groups.

In summary, there were significant differences between kindergarten teachers of different teaching ages in the overall psychological capital and hope and self-efficacy dimensions. The self-efficacy of kindergarten teachers with more than 15 years of teaching experiences of individual teachers is higher than that of kindergarten teachers with less than 3 years of teaching. Analysis of the reasons, may be because more than 15 years of teaching experiences of individual teachers kindergarten teachers have been quite mature, high enthusiasm for work, they have the confidence to undertake and challenge stronger work tasks, and 3 years of teaching experiences of individual teachers kindergarten teachers, has just entered the working state, all aspects are the adaptation period, encountered more setbacks and difficulties, teachers' ability to deal with problems independently is still relatively poor, so the self-efficacy is not high. more than 11-15 years of teaching experiences of individual teachers kindergarten teachers, the teacher pay more attention to the director, parents, the community to teachers' own evaluation and so on (Li et al., 2011)

C. Analysis of variations in the social support of kindergarten teachers by different teaching age

Table 4.13 Summary of variation analysis of social support of kindergarten teachers at different teaching age

Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Teaching age	4.367	4	1.092	2.877	0.022	0.084	
Social support Error	618.544	1630	0.379				1<2
Total	622.911	1634					

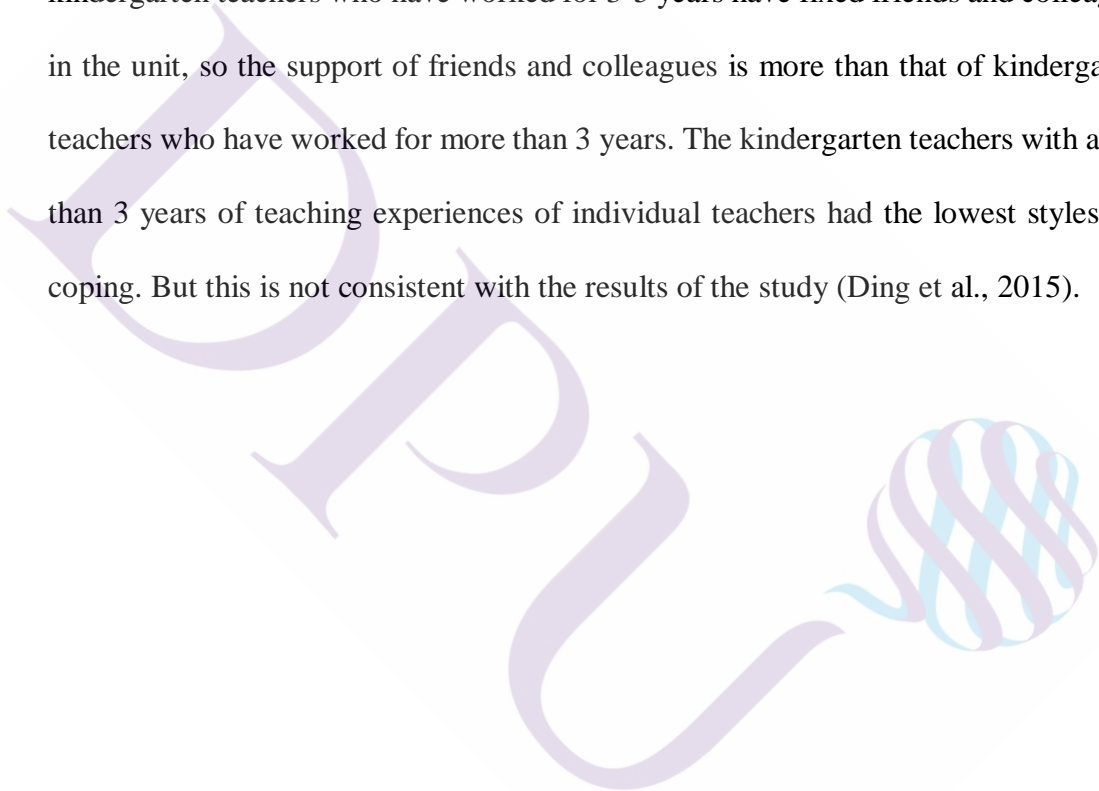
Source: This table is from the researcher.

Note: 1. Below 3ys; 2. 3-5ys; 3. 6-10ys; 4. 11-15ys; 5. Over 15ys.

Table 4.13 shows the results of a single factor independent sample ANOVA analysis of the effect of different ages on social support. The results show that kindergarten teachers of different teaching ages reach significant on social support. $F(4,1630)=2.877$, $p=0.022$, $\eta=0.084$.

Using Levene test for homogeneity verification, the results show that the $F=2.345$, $p=0.053$, *p*-value is greater than 0.050, that is, the variance homogeneity, so the use of Scheffé after the comparison to further explore the different years of teaching experiences of individual teachers of kindergarten teachers in the specific differences of the teacher on social support. The results showed that there were significantly less than 3-5 years ($p=0.031$) under 3 years, and there was no significant difference between the other groups.

In summary, kindergarten teachers of different teaching ages on social support have reached a significant rate in the world. The kindergarten teacher, who is embodied in 3-5 years of teaching experiences of individual teachers on social support, has a kindergarten teacher with a higher than 3 years of teaching. The reason for the analysis may be that most of the kindergarten teachers aged 3-5 years are in the age of marriage, support from the family will be greater than that of young teachers, and kindergarten teachers who have worked for 3-5 years have fixed friends and colleagues in the unit, so the support of friends and colleagues is more than that of kindergarten teachers who have worked for more than 3 years. The kindergarten teachers with a less than 3 years of teaching experiences of individual teachers had the lowest styles and coping. But this is not consistent with the results of the study (Ding et al., 2015).



D. Analysis of variations in the coping styles and dimensions of kindergarten teachers by different teaching age

Table 4.14 Summary of variation analysis of coping styles of kindergarten teachers at different teaching age

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
CS	Teaching age	3.333	4	0.833	3.248	0.012	0.089	
	Error	418.169	1630	0.257				1<3
	Total	421.502	1634					
Active-cognitive	Teaching age	3.439	4	0.860	3.057	0.016	0.084	there are no significant differences among all groups
	Error	458.358	1630	0.281				
	Total	461.797	1634					
Active-behavioral	Teaching age	3.473	4	0.868	2.774	0.026	0.084	there are no significant differences among all groups
	Error	510.188	1630	0.313				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles, 1. Below 3ys; 2. 3-5ys; 3. 6-10ys; 4. 11-15ys; 5. Over 15ys.

Table 4.14 shows that a single factor ANOVA analysis of different independent samples the age of coping styles and two dimensions--active-cognitive, active-behavioral effect results. The results show that:

A. The different age of kindergarten teachers to teach in the overall coping styles to achieve significant and $F(4,1630)=3.248$, $p=0.012$, $\eta=0.089$.

Using the Levene test for homogeneity test, the results show that $F=0.725$, $p=0.575$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore how different the age of kindergarten teachers in coping

styles to the specific differences. The results showed: 3 years significantly less than 6-10 years ($p=0.044$), other groups no significant differences.

B. The breakdown of the dimensions to the active-cognitive dimension to achieve significant and $F(4,1630)=3.057$, $p=0.016$, $\eta=0.084$. Using the Levene test for homogeneity test, the results show that $F=0.611$, $p=0.655$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different age of kindergarten teachers to teach in the active-cognitive specific differences. The results show that there is no significant difference between the groups. The active-behavioral dimension to achieve significant and $F(4,1630)=2.774$, $p=0.026$, $\eta=0.084$. Using the Levene test for homogeneity test, the results show that $F=0.745$, $p=0.561$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different age of kindergarten teachers to teach in the active-behavioral specific differences. The results show that there is no significant difference between the groups.

In summary, the age of kindergarten teachers in the overall coping styles vary significantly. As 6-10 years of age of kindergarten teachers encounter pressure, cope with the way the older than 3 years kindergarten to high. The different age of kindergarten teachers to teach in the active-cognitive dimension and active-behavioral dimension is reached. Analysis of the reasons for, it may be because the 6-10 years of age of kindergarten teachers work experience has gradually taken shape, and the work has been greatly improved, whether they are responsible for the work in the teaching of pressure or pressure from the parents of young children, more than 3 years following the age of kindergarten teachers will be flexible. Less than 3 years of teaching

experiences of individual teachers had the lowest styles and coping. But this is not consistent with the results of the study of the nursing profession (Ding et al., 2015).

E. Analysis of variations in the well-being of kindergarten teachers by different teaching age

Table 4.15 Summary of variation analysis of well-being of kindergarten teachers at different teaching age

Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Well-Being	Teaching age	2.304	4	0.576	1.591	0.174	0.063
	Error	589.914	1630	0.362			
	Total	592.218	1634				

Source: This table is from the researcher.

Note: 1. Below 3ys; 2. 3-5ys; 3. 6-10ys; 4. 11-15ys; 5. Over 15ys.

Table 4.15 shows that a single factor ANOVA analysis of different independent samples of the age of the well-being of the outcome. The results show that: Different the age of kindergarten teachers on the well-being of $F(4,1630)=1.591$ $p=0.174$, $\eta=0.063$ has not yet reached the significant differences.

In summary, the age of kindergarten teachers on the well-being has not yet reached the significant differences and the researchers in 2012, the results of the study. Analyze the reasons for China as early as the 18th year, with regard to the teachers raises a number of policy requirements, such as the teacher treatment no less than civil servants (Li, 2012). The age of this treatment, the practitioners for decades, then several dozen pieces of the age allowance, will not be enough for a lunch money (Li, 2012). In order to promote the well-being of teachers, and the Chinese Government and

kindergarten teachers are of the view that raising the age allowance is necessary. Therefore, the results of the study show no significant differences.

A. Analysis of variant in the occupational stress and dimensions of different educational levels in kindergarten teachers

Table 4.16 Summary of variation analysis of occupational stress of kindergarten teachers at different educational levels

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS	Educational level	11.724	4	2.931	7.233	0.000	0.130	
	Error	660.489	1630	0.405				2<4; 3<4
	Total	672.213	1634					
PPS	Educational level	50.121	4	12.530	22.380	0.000	0.228	
	Error	912.600	1630	0.560				2<4; 3<4
	Total	962.721	1634					
PD	Educational level	8.236	4	2.059	3.537	0.007	0.095	
	Error	948.836	1630	0.582				3<4
	Total	957.072	1634					
DM	Educational level	1.173	4	0.293	0.511	0.728	0.032	
	Error	934.737	1630	0.573				
	Total	935.910	1634					

Source: This table is from the researcher.

Note: OS: Occupational Stress, PPS: Personal/Professional Stressors, PD: Professional Distress, DM: Discipline and Motivation. 1. Junior high school and below; 2. High school or secondary vocational school; 3. College; 4. Bachelor; 5. Master and above

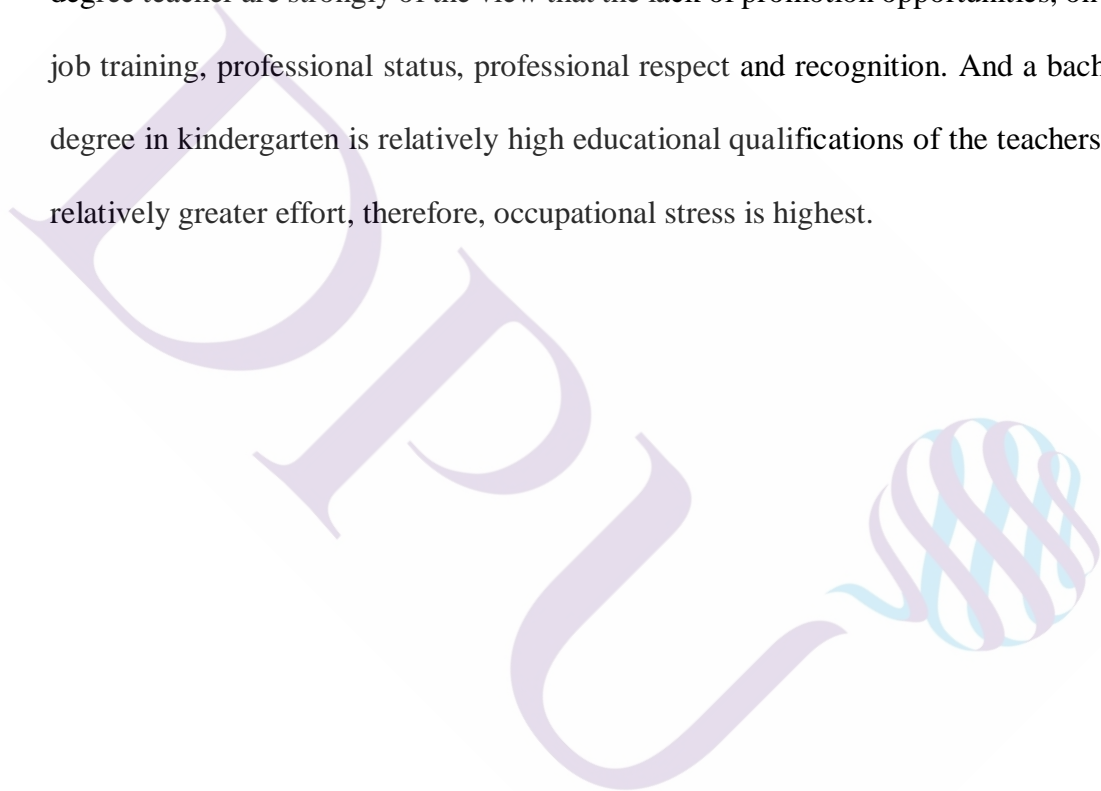
Table 4.16 shows that a single factor ANOVA independent sample analysis of different educational levels of occupational stress and its three dimensions: personal/professional stressors, professional distress, discipline and motivation of the outcome. The results show that:

a. The different educational levels of kindergarten teachers in the overall occupational stress, $F(4,1630)=7.233$, $p=0.000$, $\eta=0.130$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=1.928$, $p=0.103$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different educational levels of kindergarten teachers in occupational stress to the specific differences. The results showed: undergraduate significantly greater than high school or secondary ($p=0.009$), specialist ($p=0.000$), other groups were not significantly different.

b. The breakdown of the dimensions to the personal/professional stressors, $F(4,1630)=22.380$, $p=0.000$, $\eta=0.228$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.353$, $p=0.842$, p -value greater than 0.05, variance homogeneity, so the use of Scheffé post comparison to further explore different educational levels of kindergarten teachers in the personal/professional stressors on specific differences. The results showed: undergraduate significantly greater than high school or secondary ($p=0.000$), specialist ($p=0.000$), other groups were not significantly different.

In the professional has achieved significant distress, $F(4,1630)=3.537$, $p=0.007$, $\eta=0.095$. Using the Levene test for homogeneity test, the results show that $F=1.344$, $p=0.252$, p -value greater than 0.05, variance homogeneity, so the use of Scheffé post comparison to further explore different educational levels of kindergarten teachers in the professional distress to the specific differences. The results showed: undergraduate college significantly greater than other groups of ($p=0.020$), are no significant differences. In the discipline and motivation, $F(4,1630)=0.511$, $p=0.728$, $\eta=0.032$ has not yet reached the significant differences.

In summary, the different educational levels of kindergarten teachers in occupational stress, there are significant differences. Especially in the personal/professional stressors dimension and professional distress dimension has a bachelor's degree in kindergarten teachers occupational stress. Research believes undergraduate pressure is greatest (Ng, Chiu, & Fong, 2016). Analyze the reasons for the volume from the table and that the perspective, it may be because of a bachelor degree teacher are strongly of the view that the lack of promotion opportunities, on-the-job training, professional status, professional respect and recognition. And a bachelor degree in kindergarten is relatively high educational qualifications of the teachers, the relatively greater effort, therefore, occupational stress is highest.



B. Different educational levels in the kindergarten teachers' psychological capital and the dimension of the variability analysis

Table 4.17 Summary of variation analysis of psychological capital of kindergarten teachers at different educational levels

Cause of difference		SS	df	MS	F	p	η	Post Hoc Tests
PC	Educational level	3.677	4	0.919	3.222	0.012	0.089	
	Error	464.986	1630	0.285				4<3
	Total	468.663	1634					
Hope	Educational level	1.272	4	0.318	0.694	0.596	0.045	
	Error	746.233	1630	0.458				
	Total	747.505	1634					
Optimism	Educational level	6.127	4	1.532	3.922	0.004	0.100	
	Error	636.554	1630	0.391				4<3
	Total	642.680	1634					
Self-efficacy	Educational level	4.798	4	1.200	3.166	0.013	0.089	
	Error	617.610	1630	0.379				there are no significant differences among all groups
	Total	622.408	1634					
Resilience	Educational level	7.056	4	1.764	3.895	0.004	0.095	
	Error	738.179	1630	0.453				there are no significant differences among all groups
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological Capital 1. Junior high school and below; 2. High school or secondary vocational school; 3. College; 4. Bachelor; 5. Master and above

Table 4.17 shows that a single factor ANOVA independent sample analysis of different educational levels of psychological capital and its four dimensions: hope, optimism, and resilience of the self-efficacy outcome. The results show that:

a. The different educational levels of kindergarten teachers in the overall psychological capital has achieved significant, $F(4,1630)=3.222$, $p=0.012$, $\eta=0.089$. Using the Levene test for homogeneity test, the results show that $F=4.087$, $p=0.003$, p -value is less than 0.050, that is, the variance of different quality, hence the use of Dunnett's T3 post a further exploration of different cultural level of kindergarten teachers in the psychological capital on specific differences. The results showed: Specialist significantly greater than undergraduate ($p=0.039$), other groups were not significantly different.

b. The breakdown of the dimensions of the optimism has reached significant, $F(4,1630)=3.922$, $p=0.004$, $\eta=0.100$. Using the Levene test for homogeneity test, the results show that $F=2.877$, $p=0.022$, p -value is less than 0.050, that is, the variance of different quality, hence the use of Dunnett's T3 post a further exploration of different educational levels of kindergarten teachers in the optimism to the specific differences. The results showed: Specialist significantly greater than undergraduate ($p=0.006$), other groups are not significantly different.

On the self-efficacy have achieved significant, $F(4,1630)=3.166$, $p=0.013$, $\eta=0.089$. Using the Levene test for homogeneity test, the results show that $F=3.709$, $p=0.005$, p -value is less than 0.050, that is, the variance of different quality, hence the use of Dunnett's T3 post a further exploration of different educational levels of kindergarten teachers on the self-efficacy specific differences. The results show that there is no significant difference between the groups.

In resilience, it is notable that $F(4,1630)=3.895$, $p=0.004$, $\eta=0.095$. Using the Levene test for homogeneity test, the results show that $p=0.105$ $F=1.917$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to

further explore different educational levels of kindergarten teachers in the resilience of the specific differences. The results show that there is no significant difference between the group and, in the hope that $F(4,1630)=0.694$, $p=0.596$, $\eta=0.045$ has not yet reached the significant differences.

In summary, the different educational levels of kindergarten teachers in the capital and the self-efficacy psychological dimensions, resilience dimension, there are significant differences. In particular, the overall psychological capital and optimism on the dimensional consistency, specialist education kindergarten teachers' psychological capital is higher than a bachelor degree of kindergarten teachers. Analyze the reasons for the specialist qualification of kindergarten teachers in kindergartens, the largest number, in kindergarten, the treatment and resource base. Kindergarten teachers' psychological capital is high, this is probably due to their present and future work will be able to make positive ideas and lists the program so that more for personal growth and performance-enhancing psychological resources. Yang (2016) shows that there is room for kindergarten teachers' mental capital level to rise, and that although kindergarten teachers can be attributed to the positive aspects when they encounter problems, make positive ideas and list plans for the success of kindergarten teachers' present and future work.

C. Different educational levels in the kindergarten teachers' social support of the variability analysis

Table 4.18 Summary of variation analysis of social support of kindergarten teachers at different educational levels

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social support	Educational level	3.247	4	0.812	2.135	0.074	0.071	
	Error	619.665	1630	0.380				
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. Junior high school and below; 2. High school or secondary vocational school; 3. College; 4. Bachelor; 5. Master and above

Table 4.18 shows that a single factor ANOVA independent sample analysis of different educational levels of social support of the outcome. The results show that: different educational levels of kindergarten teachers in social support, $F(4,1630)=2.135$, $p=0.074$, $\eta=0.071$ has not yet reached the significant differences.

In summary, the different educational levels of kindergarten teachers in social support to people on the front line research has not yet reached the significant difference between (Zhao & Liu, 2009). The reason for educational levels may not be the direct impact of social support. Probably because the kindergarten teachers from family, friends and loved ones in support of the culture because of the change of kindergarten teachers.

D. Different educational levels in the kindergarten teachers coping styles and the dimension of the variability analysis

Table 4.19 Summary of variation analysis of coping styles of kindergarten teachers at different educational levels

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
CS	Educational level	0.754	4	0.188	0.730	0.571	0.045	
	Error	420.748	1630	0.258				
	Total	421.502	1634					
Active-cognitive	Educational level	0.856	4	0.214	0.756	0.554	0.045	
	Error	460.941	1630	0.283				
	Total	461.797	1634					
Active-behavioral	Educational level	0.678	4	0.170	0.539	0.707	0.032	
	Error	512.983	1630	0.315				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles, 1. Junior high school and below; 2. High school or secondary vocational school; 3. College; 4. Bachelor; 5. Master and above.

Table 4.19 shows that a single factor ANOVA analysis of the independent sample educational levels of coping styles and two dimensions: active-cognitive, active-behavioral effect results. The results show that:

a. Different educational levels of kindergarten teachers in the overall coping styles, and $F(4,1630)=0.730$, $p=0.571$, $\eta=0.045$ has not yet reached the significant differences.

b. The breakdown of the dimensions to the active-cognitive, $F(4,1630)=0.756$, $p=0.554$, $\eta=0.045$; active-behavioral $F(4,1630)=0.539$, $p=0.707$, $\eta=0.032$ did not achieve significant differences.

In summary, the different educational levels of kindergarten teachers in coping styles, there was no significant difference between the reach. The reason for this may be because the teachers' groups are mostly technical college of education graduates, the school will learn during the course of mental health, kindergarten teachers to cope with the pressure groups with different qualifications are not significantly different.

E. Different educational levels in the kindergarten teacher well-being of the variability analysis

Table 4.20 Summary of variation analysis of well-being of kindergarten teachers at different educational levels

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Well-being	Educational level	6.797	4	1.699	4.731	0.001	0.105	
	Error	585.421	1630	0.359				4<3
	Total	592.218	1634					

Source: This table is from the researcher.

Note: 1. Junior high school and below; 2. High school or secondary vocational school; 3. College; 4. Bachelor; 5. Master and above.

Table 4.20 shows that a single factor ANOVA analysis of the independent sample educational levels of well-being of the outcome. The results show that: different educational levels of kindergarten teachers on the well-being of $F(4,1630)=4.731$, $p=0.001$, $\eta=0.105$ has reached significant differences. Using the Levene test for homogeneity test, the results show that $F=1.611$, $p=0.169$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different educational levels of kindergarten teachers to work on the well-being of

specific differences. The results showed: specialist significantly greater than undergraduate ($p=0.001$), other groups no significant differences.

In summary, the different educational levels of kindergarten teachers on the well-being of significant differences, the specialist education, kindergarten teachers' well-being higher than the bachelor degree of kindergarten teachers. To analyze the reasons for specialist qualifications for kindergarten teachers in this group, the largest number, they may have kindergarten teachers' own requirements and objectives below the bachelor degree of kindergarten teachers, to do the same work, a bachelor degree kindergarten teachers in nursery schools or teachers who own more stringent requirements, so the task to the well-being of low-level work, the goal is the well-being of a high level of specialist qualifications of kindergarten teachers' level of well-being can be relatively high. When college teachers encounter problems, they can make positive ideas and list plans for the success of kindergarten teachers' present and future work, so as to promote the psychological resources of personal growth and performance improvement, so the well-being index is high (Yang, 2016).

A. Different title in the kindergarten teachers occupational stress and dimensional variation of analysis

Table 4.21 Summary of variation analysis of occupational stress of kindergarten teachers at different title

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS	Title	19.797	4	4.949	12.365	0.000	0.170	3<1;
	Error	652.417	1630	0.400				3<2;
	Total	672.213	1634					5<1; 5<2
PPS	Title	68.411	4	17.103	31.172	0.000	0.266	3<1;
	Error	894.310	1630	0.549				3<2;
	Total	962.721	1634					5<1; 5<2
PD	Title	18.124	4	4.531	7.866	0.000	0.138	3<1;
	Error	938.948	1630	0.576				3<2;
	Total	957.072	1634					5<1; 5<2
DM	Title	8.437	4	2.109	3.707	0.005	0.095	
	Error	927.473	1630	0.569				3<1
	Total	935.910	1634					

Source: This table is from the researcher.

Note: OS: Occupational Stress, PPS: Personal/Professional Stressors, PD: Professional Distress, DM: Discipline and Motivation. 1. Junior; 2. Mediate; 3. Senior; 4. Senior and above; 5. No.

Table 4.21 shows that a single factor ANOVA independent sample analysis of different designation of occupational stress and its three dimensions: personal/professional stressors, professional distress, discipline and motivation of the outcome. The results show that:

a. Different titles for kindergarten teachers in the overall occupational stress, $F(4,1630)=12.365, p=0.000, \eta=0.170$ has reached significant. Using the Levene test for homogeneity test, the results show that $F=1.197, p=0.310, p$ -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different titles for kindergarten teachers in occupational stress to the specific differences. The results show: senior significantly less than intermediate, ($p=0.001$) ($p=0.002$); no designation significantly less than mediate, ($p=0.000$) ($p=0.001$), other groups were not significantly different.

b. The breakdown of the dimensions to the personal/professional stressors, $F(4,1630)=31.172, p=0.000, \eta=0.266$ has reached significant. Using the Levene test for homogeneity test, the results show that $F=0.729, p=0.572, p$ -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different titles for kindergarten teachers in the personal/professional stressors on specific differences. The results show: senior significantly less than mediate, ($p=0.019$) ($p=0.023$); no designation significantly less than mediate, ($p=0.000$) ($p=0.000$), other groups were not significantly different.

In the professional distress, $F(4,1630)=7.866 p=0.000, \eta=0.138$ has reached significant. Using the Levene test for homogeneity test, the results show that $F=1.936, p=0.102, p$ -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different titles for kindergarten teachers in the professional distress to the specific differences. The results show: senior significantly less than mediate, ($p=0.001$) ($p=0.001$); no designation significantly less than mediate, ($p=0.028$) ($p=0.048$), other groups were not significantly different.

In the discipline and motivation, and $F(4,1630)=3.707$, $p=0.005$, $\eta=0.095$ has reached significant. Using the Levene test for homogeneity test, the results show that the $F=0.505$, $p=0.732$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different titles for kindergarten teachers in the discipline and motivation to the specific differences. The results show: senior significantly less than the level of ($p=0.041$), other groups are not significantly different.

In summary, the designation of the kindergarten teachers in occupational stress and personal/professional stressors, professional distress, discipline and motivation on the three dimensions are significantly different. Its performance in occupational stress and personal/professional stressors, professional distress, with the title of junior, mediate highest of kindergarten teachers, senior titles and no designation of kindergarten teachers. In the discipline and motivation dimensions, the level designation is also higher than the premium designation of kindergarten teachers. The results show consistent junior, mediate designation of kindergarten teachers occupational stress. The reason for this may be because mediate designation of kindergarten teachers as a kindergarten has a title and the largest proportion of the teachers, will become the backbone of the teachers, who will assume the garden is one of the most of the work, it is necessary to achieve a higher level of designation, but also hands the novice teacher education teaching business, so they get the maximum stress.

B. Different title in the kindergarten teachers' psychological capital and dimensional variation of analysis

Table 4.22 Summary of variation analysis of psychological capital of kindergarten teachers at different title

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Title	7.564	4	1.891	6.685	0.000	0.126	1<4;
	Error	461.099	1630	0.283				2<4;
	Total	468.663	1634					5<4;
								1<3
Hope	Title	13.235	4	3.309	7.345	0.000	0.134	1<3;
	Error	734.270	1630	0.450				1<4;
	Total	747.505	1634					2<4;
								3<4;
								5<4
Optimism	Title	6.779	4	1.695	4.344	0.002	0.105	
	Error	635.902	1630	0.390				1<4;
	Total	642.680	1634					2<4
Self- efficacy	Title	7.316	4	1.829	4.847	0.001	0.110	
	Error	615.093	1630	0.377				1<3;
	Total	622.408	1634					1<4
Resilience	Title	5.305	4	1.326	2.922	0.020	0.084	
	Error	739.930	1630	0.454				there are no significant
	Total	745.235	1634					differences among all groups

Source: This table is from the researcher.

Note: PC: Psychological Capital, 1. Junior; 2. Mediate; 3. Senior; 4. Senior and above; 5. No.

Table 4.22 shows that a single factor ANOVA independent sample analysis of different designation of psychological capital and its four dimensions: hope, optimism, and resilience of the self-efficacy outcome. The results show that:

a. Different designation of kindergarten teachers on the whole psychological capital $F(4,1630)=6.685$, $p=0.000$, $\eta=0.126$ has reached significant. Using the Levene test for homogeneity test, the results show that $F=2.124$, $p=0.076$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different designation of kindergarten teachers in the psychological capital on specific differences. The results show: Senior significantly greater than the junior ($p=0.011$), Senior and above significantly greater than the junior and the mediate, ($p=0.006$) ($p=0.037$) no designation ($p=0.042$), other groups were not significantly different.

b. The breakdown of the dimensions, on the hope that $F(4,1630)=7.345$, $p=0.000$, $\eta=0.134$, achieve significant differences. Using the Levene test for homogeneity test, the results show that $F=3.986$, $p=0.003$, p -value is less than 0.050, that is, the variance of different quality, hence the use of Dunnett's T3 post a further exploration of different titles for kindergarten teachers in the hope of the specific differences. The results show: senior significantly greater than junior ($p=0.001$); senior and above significantly greater than the junior, mediate, ($p=0.000$) ($p=0.000$), senior ($p=0.000$), no designation ($p=0.000$), other groups were not significantly different.

The $F(4,1630)=4.344$ on optimism, and $\eta=0.105$, $p=0.002$ aimed to achieve significant differences. Using the Levene test for homogeneity test, the results show that the $p=0.005$ $F=3.696$, p -value is less than 0.050, that is, the variance of different quality, hence the use of Dunnett's T3 post a further exploration of different designation of kindergarten teachers in the optimism to the specific differences. The results show: senior and above significantly greater than the junior, mediate, ($p=0.011$), ($p=0.023$), other groups were not significantly different.

On the self-efficacy, $F(4,1630)=4.847$, $p=0.001$, $\eta=0.110$ has reached significant. Using the Levene test for homogeneity test, the results show that $p=0.105$, $F=1.917$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different designation of kindergarten teachers on the self-efficacy specific differences. The results showed: the junior less than with the senior ($p=0.040$), senior and above ($p=0.035$), other groups were not significantly different.

In terms of resilience, $F(4,1630)=2.922$, and $\eta=0.084$, $p=0.020$ aimed to achieve significant differences. Using the Levene test for homogeneity test, the results show that $p=0.245$, $F=1.363$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different designation of kindergarten teachers on the resilience of the specific differences. The results show that there is no significant difference between the groups.

In summary, the designation of psychological capital and its hope, optimism, self-efficacy and resilience of the four dimensions of psychological capital have significant differences. In the psychological capital and hope dimension, senior titles, and senior the above title of kindergarten teachers, with the highest scores in the junior, mediate and no designation kindergarten teachers received the lowest scores. In the optimism dimension, the senior titles and senior the above title kindergarten teachers score higher than the junior of kindergarten teachers. In the dimension of the self-efficacy and the trend of senior titles and titles of high above the kindergarten teachers score higher than the level designation of kindergarten teachers. Analysis of the reasons for, it may be because the senior titles and high above the title of the kindergarten teachers' individual positive psychological development status. Visible in the

kindergarten, the designation, the higher psychological capital is high, and kindergarten teachers' role in the understanding and awareness, capacity enhancement and the results are inseparable.

C. Different title in the kindergarten teachers' social support of the variability analysis

Table 4.23 Summary of variation analysis of social support of kindergarten teachers at different title

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social support	Title	0.797	4	0.199	0.522	0.720	0.032	
	Error	622.115	1630	0.382				
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. Junior; 2. Intermediate; 3. Senior; 4. Senior and above; 5. No.

Table 4.23 shows that a single factor ANOVA independent sample analysis of different titles for social support of the outcome. The results show that: different titles for kindergarten teachers in social support, $F(4,1630)=0.522$, $p=0.720$, $\eta=0.032$ has not yet reached the significant differences.

In summary, this was before the results of the study, a different designation of kindergarten teachers in social support, has not yet reached the significant difference (Zhao & Liu, 2009). The reason for social support to measure the teachers' access to assistance, support can come from many sources, support, resources can be emotional, tangible or intangible. Different title of kindergarten teachers can come from the organization, the kindergarten or the support provided by the government, there is a

difference, but from relatives, friends, and family support will not be affected by the change of the title, title to kindergarten teachers' social status and social behavior is one of the most important incentive to protect people against social left out in the cold, and even encourage people to work hard, there is no significant difference.

D. Different title in the kindergarten teachers coping styles and dimensions of the variability analysis

Table 4.24 Summary of variation analysis of coping styles of kindergarten teachers at different title

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
CS	Title	1.171	4	0.293	1.135	0.338	0.055	
	Error	420.331	1630	0.258				
	Total	421.502	1634					
Active-cognitive	Title	1.604	4	0.401	1.421	0.225	0.055	
	Error	460.192	1630	0.282				
	Total	461.797	1634					
Active-behavioral	Title	1.595	4	0.399	1.270	0.280	0.055	
	Error	512.066	1630	0.314				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles, 1. Junior; 2. Intermediate; 3. Senior; 4. Senior and above; 5. No.

Table 4.24 shows that a single factor ANOVA independent sample analysis of different titles on coping styles and two dimensions: active-cognitive, active-behavioral effect results. The results show that:

a. Different titles for kindergarten teachers in coping styles, $F(4,1630)=1.135$, $p=0.338$, $\eta=0.055$ is not significantly different.

b. The breakdown of the dimensions to the active-cognitive, $F(4,1630)=1.421$, $p=0.225$, $\eta=0.055$, on the active-behavioral $F(4,1630)=1.270$, $p=0.280$, $\eta=0.055$ are not met.

In summary, the different title of the kindergarten teachers in coping styles, there was no significant difference between the reach. The reason for this is because the kindergarten teachers, as a teacher, when you are under stress, they will not be removed from the title, passion and how to cope with it, in fact, these titles are given the status. In other words, it is of the view that the title of the posts are less likely to have a positive effect ("Can a job title change your behaviour?," 2019), so there was no significant difference.

E. Different title in the kindergarten teacher well-being of the variability analysis

Table 4.25 Summary of variation analysis of well-being of kindergarten teachers at different title

Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Title	3.452	4	0.863	2.389	0.049	0.077	there are no significant differences among all groups
Error	588.766	1630	0.361				
Total	592.218	1634					

Source: This table is from the researcher.

Note: 1. Junior; 2. Intermediate; 3. Senior; 4. Senior and above; 5. No.

Table 4.25 shows that a single factor ANOVA independent sample analysis of different titles for the well-being of the outcome. The results show that: different designation of kindergarten teachers on the well-being $F(4,1630)=2.389$, $p=0.049$, $\eta=0.077$ achieves significant differences. Using the Levene test for homogeneity test, the results show that $F=0.515$, $p=0.725$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different designation of kindergarten teachers on the well-being of specific differences. The results show that there is no significant difference between the groups.

In summary, the different title of the kindergarten teachers in the well-being and the front of the research results, have a significant difference (Guicai, Wei, & Jingxian, 2011). There are also reports from the BBC, the designation indicates the social status and social behavior is one of the most important incentive, has the capacity

to improve people's well-being, protection against social left out in the cold, and even encourage people to work hard ("Can a job title change your behaviour?," 2019).

A. Different job category in the kindergarten teachers occupational stress and dimensional variation of analysis

Table 4.26 Summary of variation analysis of occupational stress of kindergarten teachers at different job category

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS	Job category	4.040	4	1.010	2.464	0.043	0.077	there are no significant differences among all groups
	Error	668.173	1630	0.410				
	Total	672.213	1634					
PPS	Job category	22.248	4	5.562	9.640	0.000	0.152	1<2; 1<3
	Error	940.474	1630	0.577				
	Total	962.721	1634					
PD	Job category	2.951	4	0.738	1.261	0.283	0.055	
	Error	954.121	1630	0.585				
	Total	957.072	1634					
DM	Job category	15.298	4	3.825	6.772	0.000	0.126	5<1; 5<2
	Error	920.612	1630	0.565				
	Total	935.910	1634					

Source: This table is from the researcher.

Note: OS: Occupational Stress, PPS: Personal/Professional Stressors, PD: Professional Distress, DM: Discipline and Motivation. 1. full-time teachers; 2. head teacher; 3. grade director and director of conservation education; 4. vice principal; 5. principal.

Table 4.26 shows that a single factor ANOVA independent sample analysis of different functions of occupational stress and its three dimensions: personal/professional stressors, professional distress, discipline and motivation of the outcome. The results show that:

a. The different functions of the kindergarten teachers in the overall occupational stress, and $F(4,1630)=2.464$, $p=0.043$, $\eta=0.077$, aimed to achieve significant differences. Using the Levene test for homogeneity test, the results show that $F=0.349$, $p=0.845$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of the different functions of the kindergarten teachers in occupational stress to the specific differences. The results show that there is no significant difference between the groups.

b. The breakdown of the dimensions to the personal/professional stressors, $F(4,1630)=9.640$ $p=0.000$, $\eta=0.152$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=1.286$, $p=0.273$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of the different functions of the kindergarten teachers in the personal/professional stressors on specific differences. The results show: full-time teachers significantly less than the class teacher ($p=0.003$), director of the school or the head of ($p=0.000$), other groups are not significantly different.

On the discipline and motivation, $F(4,1630)=6.772$, $p=0.000$, $\eta=0.126$, aimed to achieve significant differences. Using the Levene test for homogeneity test, the results show that the $p=0.579$, $F=0.719$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of the different functions of the kindergarten teachers in the discipline and motivation to the specific differences. The results showed: grade director and director of conservation education significantly less than full-time teachers, head teachers ($p=0.001$) ($p=0.004$), other groups are not significantly different. On the professional distress, $F(4,1630)=1.261$, $p=0.283$, $\eta=0.055$ is not reached a significance level.

In summary, the different functions of the kindergarten teachers in occupational stress and personal/professional stressors dimension with discipline and motivation dimensions, there are significant differences. The personal/professional stressors dimension, the school director or the head of the high scores than full-time teachers. In the discipline and motivation dimension, full-time teachers and head teachers than principal score high. In short, the director, the director of the school or the head of the highest score. The reason for this may be due to a kindergarten class is the kindergarten teaching activities to guarantee the basic unit of the working class, such as the lack of complete human development knowledge and the appropriate skills, in this role is not competent. A good teacher, teachers will be a success for the organizers and managers. Head teachers, school director or the head of the kindergarten as important management roles, responsibilities and in the work of the mission does not allow them to have a sloppy effect and therefore the strength, the need to remain vigilant, constantly to monitor the demeanor of young children, which is responsible for kindergarten teachers' tremendous work stress.

B. Different job category in the kindergarten teachers' psychological capital and the dimension of the variability analysis

Table 4.27 Summary of variation analysis of psychological capital of kindergarten teachers at different job category

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Job category	8.710	4	2.178	7.717	0.000	0.138	1<5;
	Error	459.953	1630	0.282				2<5;
	Total	468.663	1634					3<5;
Hope	Job category	18.676	4	4.669	10.442	0.000	0.158	4<5
	Error	728.829	1630	0.447				1<4;
	Total	747.505	1634					2<4;
Optimism	Job category	7.657	4	1.914	4.914	0.001	0.110	1<5;
	Error	635.023	1630	0.390				2<5;
	Total	642.680	1634					3<5
Self-efficacy	Job category	8.300	4	2.075	5.508	0.000	0.114	1<5;
	Error	614.109	1630	0.377				2<5;
	Total	622.408	1634					3<5
Resilience	Job category	5.856	4	1.464	3.228	0.012	0.089	
	Error	739.379	1630	0.454				2<5
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological Capital, 1. full-time teachers; 2. head teacher; 3. grade director and director of conservation education; 4. vice principal; 5. principal.

Table 4.27 shows that a single factor ANOVA independent sample analysis of different functions of psychological capital and its four dimensions: hope, optimism, and resilience, self-efficacy. The results show that:

a. The different job category of the kindergarten teachers on the psychological capital $F(4,1630)=7.717$, $p=0.000$, $\eta=0.138$, aimed to achieve significant differences. Using the Levene test for homogeneity test, the results show that $F=3.644$, $p=0.006$, p -value is less than 0.050, that is, the variance is different, hence the use of Dunnett's T3 post a further exploration of the different functions of the kindergarten teachers in the psychological capital on specific differences. The results showed: principal ($M=4.203$, $SD=0.440$) significantly greater than full-time teachers, head teachers ($p=0.000$) ($p=0.000$), director of the school or the team leader, vice principal ($p=0.000$) principal ($p=0.053$), other groups were not significantly different.

b. The breakdown of the dimensions, on the hope that $F(4,1630)=10.442$, $p=0.000$, $\eta=0.158$ achieve significant differences. Using the Levene test for homogeneity test, the results show that $F=4.386$, $p=0.002$, p -value is less than 0.050, that is, the variance of different quality, hence the use of Dunnett's T3 post a further exploration of the different functions of the kindergarten teachers to give hope to the specific differences. The results showed: principal significantly greater than full-time teachers, head teachers ($p=0.006$) ($p=0.047$); principal significantly greater than full-time teachers, head teachers ($p=0.000$) ($p=0.000$), director of the school or the head of ($p=0.001$), other groups were not significantly different.

On the optimism, $F(4,1630)=4.914$, $p=0.001$, $\eta=0.110$ shows a significant difference. Using the Levene test for homogeneity test, the results show that $F=2.056$, $p=0.084$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of the different functions of the kindergarten teachers in the optimism to the specific differences. The results showed: principal significantly greater than full-time teachers, head teachers ($p=0.001$) ($p=0.002$),

director of the school or the head of ($p=0.002$), other groups were not significantly different.

On the self-efficacy $F(4,1630)=5.508$, $p=0.000$, $\eta=0.114$ aimed to achieve significant differences. Using the Levene test for homogeneity test, the results show that $F=2.627$, $p=0.033$, p -value is less than 0.050, that is, the variance is different, hence the use of Dunnett's T3 post a further exploration of the different functions of the kindergarten teachers on the self-efficacy specific differences. The results showed: principal significantly greater than full-time teachers, head teachers ($p=0.000$) ($p=0.001$), director of the school or the head of ($p=0.001$), other groups were not significantly different.

On the resilience, $F(4,1630)=3.228$, $p=0.012$, $\eta=0.089$ aimed to achieve significant differences. Using the Levene test for homogeneity test, the results show that $F=1.586$, $p=0.175$, p -value greater than 0.05, variance homogeneity, and therefore the Scheffé post comparison, further exploration of the different functions of the kindergarten teachers on the resilience of the specific differences. The results showed: principal significantly greater than the class teacher ($p=0.035$), other groups were not significantly different.

In summary, the different functions of the kindergarten teachers in the psychological capital and its hope, optimism, self-efficacy and resilience on the four dimensions are significantly different. Consistent performance out of the garden of psychological capital is significantly larger than the other functions of the kindergarten teachers. The reason for this may be because the garden long will normally be from kindergarten teachers to start at the grass-roots level, after a dozen years or even decades of a large amount of work experience, they will have a mindset change. I have

learned from my post in its own identity. So that the work can demonstrate a more active and development status.

C. Different job category in the kindergarten teachers' social support of the variability analysis

Table 4.28 Summary of variation analysis of social support of kindergarten teachers at different job category

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social support	Job category	1.945	4	0.486	1.277	0.277	0.055	
	Error	620.966	1630	0.381				
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. full-time teachers; 2. head teacher; 3. grade director and director of conservation education; 4. vice principal; 5. principal.

Table 4.28 shows that a single factor ANOVA analysis of independent samples of the different functions of the social support of the outcome. The results show that: different functions of the kindergarten teachers in social support, $F(4,1630)=1.277$, $p=0.277$, $\eta=0.055$ does not have achieved significant differences.

In summary, the different functions of the kindergarten teachers in social support, there is no significant difference between the reach. The reason for social support of the scope is wide, including family, work and the other important people's support. The relatives, friends, and family support, may not be due to job changes and reduce or increase. Thus, the different functions of the kindergarten teachers in social support, did not show a clear difference between these two.

D. Different job category in the kindergarten teachers coping styles and dimensions of the variability analysis

Table 4.29 Summary of variation analysis of coping styles of kindergarten teachers at different job category

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
CS	Job category	1.275	4	0.319	1.236	0.294	0.055	there are no significant differences among all groups
	Error	420.227	1630	0.258				
	Total	421.502	1634					
Active-cognitive	Job category	3.331	4	0.833	2.961	0.019	0.084	
	Error	458.466	1630	0.281				
	Total	461.797	1634					
Active-behavioral	Job category	0.875	4	0.219	0.695	0.595	0.045	
	Error	512.787	1630	0.315				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles, 1. full-time teachers; 2. head teacher; 3. grade director and director of conservation education; 4. vice principal; 5. principal.

Table 4.29 shows that a single factor ANOVA independent sample analysis of different positions on the coping styles and two dimensions: active-cognitive, active-behavioral effect results. The results show that:

a. Different job category of the kindergarten teachers in the overall coping styles, and $F(4,1630)=1.236$, $p=0.294$, $\eta=0.055$ has not yet reached the significant differences.

b. The breakdown of the dimensions to the active-cognitive, $F(4,1630)=2.961$, $p=0.019$, $\eta=0.084$ has reached significant differences. Using the

Levene test for homogeneity test, the results show that $F=1.247$, $p=0.289$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of the different job category of the kindergarten teachers on the active-cognitive has not the significant differences. The results show that there is no significant difference between the groups. On the active-behavioral $F(4,1630)=0.695$, $p=0.595$, $\eta=0.045$ has not yet reached the significant differences.

In summary, the different functions of the kindergarten teachers in the active-cognitive dimension, there are significant differences. The reason for this is because teachers have no job, if you find yourself under pressure, will be able to realize that should maintain an active status in the face, making kindergarten teachers' own health and learn to relax. The psychological, it is important to positive thinking, attention to themselves and show good job management, planning and thinking ahead of time.

E. Different job category in the kindergarten teacher well-being of the variability analysis

Table 4.30 Summary of variation analysis of well-being of kindergarten teachers at different job category

	Cause of difference	SS	df	MS	F	p	η	Post Hoc Tests
Well-being	Job category	7.069	4	1.767	4.923	0.001	0.110	1<5;
	Error	585.149	1630	0.359				2<5;
	Total	592.218	1634					3<5

Source: This table is from the researcher.

Note: 1. full-time teachers; 2. head teacher; 3. grade director and director of conservation education; 4. vice principal; 5. principal.

Table 4.30 shows the results of a single factor independent sample ANOVA analysis of the effect of different positions on well-being. The results show:

The kindergarten teachers in different job category on the well-being of $F(4,1630)=4.923$, $p=0.001$, $\eta=0.110$ achieve significant differences. Using the Levene test for homogeneity test, the results show that $F=1.344$, $p=0.252$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of the different functions of the kindergarten teachers on the well-being of specific differences. The results showed: principal significantly greater than full-time teachers, head teachers ($p=0.015$) ($p=0.002$), head of the school or the head of ($p=0.028$), other groups were not significantly different.

In summary, the different functions of the kindergarten teachers on the well-being of significant differences. The kindergarten supervisors significantly greater than the full-time teachers, head teachers and school leaders or religious leader. The reason for this may be because the supervisor of the kindergarten of the greatest capacity are the most familiar with kindergarten teachers' work, they will feel that their positions in the garden of the highest, in society, there is a certain amount of status and position, the more incentive to their work, and will effectively control the operating pressure of the expansion or development, the kindergarten supervisor among all job categories from the workplace indicated the highest in terms of well-being index.

A. Different construction in the kindergarten teachers occupational stress and dimensional variation of analysis

Table 4.31 Summary of variation analysis of occupational stress of kindergarten teachers at different construction

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests	
OS	Construction	12.372	3	4.124	10.194	0.000	0.134	2<1;	
	Error	659.841	1631	0.405					
	Total	672.213	1634						3<1
PPS	Construction	58.557	3	19.519	35.210	0.000	0.247	2<1;	
	Error	904.165	1631	0.554					3<1;
	Total	962.721	1634						4<1
PD	Construction	8.796	3	2.932	5.043	0.002	0.095	2<1;	
	Error	948.276	1631	0.581					3<1
	Total	957.072	1634						
DM	Construction	1.570	3	0.523	0.913	0.434	0.045		
	Error	934.340	1631	0.573					
	Total	935.910	1634						

Source: This table is from the researcher.

Note: OS: Occupational Stress, PPS: Personal/Professional Stressors, PD: Professional Distress, DM: Discipline and Motivation. 1. the career of kindergarten teachers; 2. filing system (equal pay);3. kindergarten teachers (the unique form of construction in the Mainland China);4. temporary substitute kindergarten teachers.

Table 4.31 shows that a single factor ANOVA independent sample analysis of different construction of occupational stress and its three dimensions: personal/professional stressors, professional distress, discipline and motivation of the outcome. The results show that:

a. Different construction of kindergarten teachers in the overall occupational stress, and $F(3,1631)=10.194$, $p=0.000$, $\eta=0.134$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.870$, $p=0.456$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different construction of kindergarten teachers in occupational stress to the specific differences. The results showed: undertaking the preparation of teachers significantly greater than the filing system (equal pay for equal work) Teachers ($p=0.003$), contract terms for teachers ($p=0.000$), other groups were not significantly different.

b. The breakdown of the dimensions to the personal/professional stressors, $F(3,1631)=35.210$, $p=0.000$, $\eta=0.247$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=3.771$, $p=0.010$, p -value is less than 0.050, which is variance homogeneity, and therefore the Dunnett's T3 post a further exploration of different construction of kindergarten teachers in the personal/professional stressors on specific differences. The results showed: undertaking the preparation of teachers, ($M=3.29$, $SD=0.782$) significantly greater than the filing system (equal pay for equal work) Teachers ($p=0.000$), contract terms for teachers ($p=0.000$), temporary substitute teachers ($p=0.010$), other groups were not significantly different.

On the professional distress, $F(3,1631)=5.043$, $p=0.002$, $\eta=0.095$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.512$, $p=0.674$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different construction of kindergarten teachers in the professional distress to the specific differences. The

results showed: undertaking the preparation of teachers significantly greater than the filing system (equal pay for equal work) teachers ($p=0.017$), contract terms for teachers ($p=0.027$), other groups were not significantly different. On the discipline and motivation, $F(3,1631)=0.913$, $p=0.434$, $\eta=0.045$ has not yet reached the significant differences.

In summary, the different construction of occupational stress and personal/professional stressors, professional distress two dimensions are significantly different. In particular, undertaking the preparation of kindergarten teachers the maximum pressure that is higher than the other construction of kindergarten teachers. Analyze the reasons for the cause may be due to the preparation of kindergarten teachers to complete the education teaching activities, as well as from the Parks Department, municipal, district, town, the work of the Education Bureau, the selection of the curricula of various competitions, education, entertainment and cultural activities, workload is large, very often have to work overtime to complete the additional workload, therefore, demonstrate the working stress.

B. construction in the kindergarten teachers' psychological capital and the dimension of the variability analysis

Table 4.32 Summary of variation analysis of psychological capital of kindergarten teachers at different construction

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Construction	2.072	3	0.691	2.414	0.065	0.063	
	Error	466.591	1631	0.286				
	Total	468.663	1634					
Hope	Construction	1.324	3	0.441	0.964	0.409	0.045	
	Error	746.181	1631	0.457				
	Total	747.505	1634					
Optimism	Construction	4.459	3	1.486	3.799	0.010	0.084	
	Error	638.221	1631	0.391				1<3
	Total	642.680	1634					
Self-efficacy	Construction	1.944	3	0.648	1.704	0.164	0.055	
	Error	620.464	1631	0.380				
	Total	622.408	1634					
Resilience	Construction	2.500	3	0.833	1.830	0.140	0.055	
	Error	742.735	1631	0.455				
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological Capital, 1. the career of kindergarten teachers; 2. filing system (equal pay);3. kindergarten teachers (the unique form of construction in the Mainland China);4. temporary substitute kindergarten teachers.

Table 4.32 shows that a single factor ANOVA independent sample analysis of different construction of psychological capital and its four dimensions-hope, optimism, and resilience of the self-efficacy outcome. The results show that:

a. Different construction of kindergarten teachers in the overall psychological capital, $F(3,1631)=2.414$, $p=0.065$, $\eta=0.063$ has not yet reached the significant differences.

b. The breakdown of the dimensions of the optimism that $F(3,1631)=3.799$, $p=0.010$, $\eta=0.084$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=6.434$, $p=0.000$, p -value is less than 0.050, that is, the variance of different quality, hence the use of Dunnett's T3 post a further exploration of the different functions of the kindergarten teachers in the optimism to the specific differences. The results showed: the preparation of teachers cause significantly less than the contract terms for teachers ($p=0.009$), other groups no significant differences. In the hope that $F(3,1631)=0.964$, $p=0.409$, $\eta=0.045$; on the self-efficacy, $F(3,1631)=1.704$, $p=0.164$, $\eta=0.055$; on the resilience, $F(3,1631)=1.830$, $p=0.140$, $\eta=0.055$ did not achieve significant differences

In summary, the construction of the kindergarten teachers in the optimism dimension, there are significant differences. Specific performance of the contract terms for teachers in the highest levels of optimism, much higher than that in the preparation of teachers. The reason for the contract terms for teachers not under government control, construction may be occupational mobility, when the pressure is itself is no longer able to fight, you may choose to change jobs in the future work of the re-planning.

C. Different construction in the kindergarten teachers' social support of the variability analysis

Table 4.33 Summary of variation analysis of social support of kindergarten teachers at different construction

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social support	Construction	1.973	3	0.658	1.728	0.159	0.055	
	Error	620.938	1631	0.381				
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. the career of kindergarten teachers; 2. filing system (equal pay); 3. kindergarten teachers (the unique form of construction in the Mainland China); 4. temporary substitute kindergarten teachers.

Table 4.33 shows that a single factor ANOVA independent sample analysis of different construction of social support of the outcome. The results show that: different construction of kindergarten teachers in social support, and $F(3,1631)=1.728$, $p=0.159$, $\eta=0.055$ has not yet reached the significant differences.

In summary, the construction of the kindergarten teachers in social support, there is no significant difference between the reach. Explore the reasons, it may be because the kindergarten teachers can receive from family, friends and family support, as well as parents of young children's understanding of the community for their job role, should not be affected by its construction, so it does not show the difference.

D. Different construction in the kindergarten teachers coping styles and dimensions of the variability analysis

Table 4.34 Summary of variation analysis of coping styles of kindergarten teachers at different construction

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
CS	Construction	1.001	3	0.334	1.295	0.275	0.045	
	Error	420.501	1631	0.258				
	Total	421.502	1634					
Active-cognitive	Construction	0.878	3	0.293	1.035	0.376	0.045	
	Error	460.919	1631	0.283				
	Total	461.797	1634					
Active-behavioral	Construction	1.430	3	0.477	1.518	0.208	0.055	
	Error	512.231	1631	0.314				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles, 1. the career of kindergarten teachers; 2. filing system (equal pay);3. kindergarten teachers (the unique form of construction in the Mainland China);4. temporary substitute kindergarten teachers.

Table 4.34 shows that a single factor ANOVA analysis of the independent sample construction of coping styles and their two dimensions: active-cognitive, active-behavioral effect results. The results show that:

a. The different construction of kindergarten teachers in the overall coping styles, and $F(3,1631)=1.295$, $p=0.275$, $\eta=0.045$ has not yet reached the significant differences.

b. The breakdown of the dimensions to the active-cognitive, $F(3,1631)=1.035$, $p=0.376$, $\eta=0.045$; active-behavioral $F(3,1631)=1.518$, $p=0.208$, $\eta=0.055$ did not achieve significant differences.

In summary, the construction of the kindergarten teachers in coping styles, there was no significant difference between the reach. The reason for this may be because the construction of the teachers' salaries, the designation assessment and benefits related to cope with work pressure is able to cope with it, the contact does not close, the effectiveness of the work should depend on the type of pressure and the environment. It is clear that teachers do not fall within the scope of the construction and therefore different construction of kindergarten teachers' coping styles do not distinguish (Carver & Connor-Smith, 2010).

E. Different construction in the kindergarten teacher well-being of the variability analysis

Table 4.35 Summary of variation analysis of well-being of kindergarten teachers at different construction

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Well-Being	Construction	2.881	3	0.960	2.658	0.047	0.071	there are no significant differences among all groups
	Error	589.337	1631	0.361				
	Total	592.218	1634					

Source: This table is from the researcher.

Note: 1. the career of kindergarten teachers; 2. filing system (equal pay);3. kindergarten teachers (the unique form of construction in the Mainland China);4. temporary substitute kindergarten teachers.

Table 4.35 shows that a single factor ANOVA independent sample analysis of different construction for the well-being of the outcome. The results show that: different construction of kindergarten teachers on the well-being of $F(3,1631)=2.658$, $p=0.047$, $\eta=0.071$ achieve significant differences. Using the Levene test for homogeneity test, the results show that $F=1.325$, $p=0.265$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different construction of kindergarten teachers on the well-being of the Group does not have significant differences.

In summary, the different construction of kindergarten teachers on the well-being of significant differences. The reason for this may be because the construction of teachers' salaries, the designation assessment and benefits related to the salaries to teachers high wages, job title, may be relevant ancillary benefits is high and is likely to enhance the work of the kindergarten teachers in the well-being, on the other hand, none of the temporary substitute teachers or teachers, job insecurity, the treatment is not full or wage is not high, and may lead to their well-being.

A. Different kindergarten location in the kindergarten teacher occupational stress of the variability analysis

Table 4.36 Summary of variation analysis of occupational stress of kindergarten teachers at different kindergarten location

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS	Kindergarten location	1.355	2	0.677	1.648	0.193	0.045	
	Error	670.858	1632	0.411				
	Total	672.213	1634					
PPS	Kindergarten location	0.176	2	0.088	0.149	0.862	0.000	
	Error	962.545	1632	0.590				
	Total	962.721	1634					
PD	Kindergarten location	2.670	2	1.335	2.283	0.102	0.055	
	Error	954.402	1632	0.585				
	Total	957.072	1634					
DM	Kindergarten location	6.099	2	3.049	5.352	0.005	0.084	
	Error	929.811	1632	0.570				3<1
	Total	935.910	1634					

Source: This table is from the researcher.

Note: OS: Occupational Stress, PPS: Personal/Professional Stressors, PD: Professional Distress, DM: Discipline and Motivation. 1. provincial kindergarten; 2. town kindergarten; 3. urban kindergarten.

Table 4.36 shows that a single factor ANOVA analysis of different independent sample kindergarten location of occupational stress and its three dimensions: personal/professional stressors, professional distress, discipline and motivation of the outcome. The results show that:

a. Different geographic locations of the kindergarten teachers in the overall occupational stress, $F(2,1632)=1.648$, $\eta=0.045$, $p=0.193$ has not yet reached the significant differences.

b. The breakdown of the dimensions of the discipline and motivation, and $F(2,1632)=5.352$, $p=0.005$, $\eta=0.084$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F(2,1632)=1.642$, $p=0.194$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison further exploration in different geographic locations of the kindergarten teachers in the discipline and motivation to the specific differences. The results showed: the provincial kindergarten teachers significantly greater than urban kindergarten teachers ($p=0.011$), other groups were not significantly different. The personal/professional stressors $F(2,1632)=0.149$, $p=0.862$, $\eta=0.000$; on professional distress, and $F(2,1632)=2.283$, $p=0.102$, $\eta=0.055$ not at significant differences.

In summary, in different geographical locations of the kindergarten teachers in the discipline and motivation dimensions, there are significant differences. In the provincial, kindergarten teachers significantly greater than urban kindergarten teachers. Analyze the reasons for this may be because the provincial kindergarten teacher associations that focus on early childhood learning discipline and motivation of young children in provincial, discipline, performance is poor and as a result, the provincial kindergarten teachers may continue to monitor the behavior of young children, such as: classroom discipline problems, you must teach the learning of young children, low power, and so on, these are all great sources that will lead them in this dimension, a high score.

B. Different kindergarten location in the kindergarten teacher psychological capital of the variability analysis

Table 4.37 Summary of variation analysis of psychological capital of kindergarten teachers at different kindergarten location

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Kindergarten location	1.142	2	0.571	1.993	0.137	0.045	
	Error	467.521	1632	0.286				
	Total	468.663	1634					
Hope	Kindergarten location	2.969	2	1.484	3.254	0.039	0.063	
	Error	744.536	1632	0.456				2<1
	Total	747.505	1634					
Optimism	Kindergarten location	2.032	2	1.016	2.588	0.075	0.055	
	Error	640.648	1632	0.393				
	Total	642.680	1634					
Self-efficacy	Kindergarten location	1.984	2	0.992	2.610	0.074	0.055	
	Error	620.424	1632	0.380				
	Total	622.408	1634					
Resilience	Kindergarten location	0.729	2	0.365	0.799	0.450	0.032	
	Error	744.506	1632	0.456				
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological Capital, 1. provincial kindergarten; 2. town kindergarten; 3. urban kindergarten.

Table 4.37 shows that a single factor ANOVA analysis of different independent sample kindergarten location of psychological capital and its four dimensions - hope, optimism, and resilience of the self-efficacy outcome. The results show that:

a. Different geographic locations kindergarten teachers in different location on the overall psychological capital $F(2,1632)=1.993$, $p=0.137$, $\eta=0.045$ has not yet reached the significant differences.

b. The breakdown of the dimensions, in the hope that $F(2,1632)=3.254$, $p=0.039$, $\eta=0.063$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.863$, $p=0.422$, p -value greater than 0.05, variance homogeneity, so the use of Scheffé post comparison further exploration in different location of kindergarten teachers in the hope of the specific differences. The results showed: village nurseries significantly greater than the township kindergarten ($p=0.039$), other groups were not significantly different. on optimism $F(2,1632)=2.588$, $p=0.075$, $\eta=0.055$; on the self-efficacy $F(2,1632)=2.610$, $p=0.074$, $\eta=0.055$, resilience, and $F(2,1632)=0.799$, $p=0.450$, $\eta=0.032$ did not achieve significant differences.

In summary, the kindergarten in a different location of kindergarten teachers work in the hope there is a significant difference between the dimensions. In the form of kindergarten teachers, is significantly greater than the township kindergarten teachers. The reason for the Ministry of Education in the Mainland China introduced a number of policies related to the development of the socialist new rural education and rural teachers have tilt in rural kindergarten teacher wages, the designation of promotion, training, and support, which may cause the kindergarten teachers in rural areas for personal development and career a future full of hope.

C. Different kindergarten location in the kindergarten teacher social support of the variability analysis

Table 4.38 Summary of variation analysis of social support of kindergarten teachers at different kindergarten location

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social Support	Kindergarten location	0.164	2	0.082	0.215	0.806	0.000	
	Error	622.747	1632	0.382				
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. provincial kindergarten; 2. town kindergarten; 3. urban kindergarten.

Table 4.38 shows that a single factor ANOVA analysis of independent samples in different geographical locations of the kindergarten social support of the outcome. The results show that: in different geographic locations of the kindergarten teachers in social support, $F(2,1632)=0.215$, $p=0.806$, $\eta=0.000$ has not yet reached the significant differences.

In summary, the geographical location of kindergartens in the kindergarten teachers' social support, there is no significant difference. The reason, as described in the literature, pre-school education environment, the teachers in the creation of a positive learning environment and promote child development and learning plays a key role (Howes, Fuligni, Hong, Huang, & Lara-Cinisomo, 2013). But it is almost impossible to determine the location of the pre-school environment factors. Social

support in a variety, from the emotional, economic and material, as well as recommendations for guidance. The different geographical locations of the kindergarten teachers to provide specific support and help, so different geographical location of kindergartens in the kindergarten teachers' social support, there was no significant difference.

D. Different kindergarten location in the kindergarten teacher coping styles of the variability analysis

Table 4.39 Summary of variation analysis of coping styles of kindergarten teachers at different kindergarten location

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
CS	Kindergarten location	0.982	2	0.491	1.906	0.149	0.045	
	Error	420.520	1632	0.258				
	Total	421.502	1634					
Active-cognitive	Kindergarten location	1.441	2	0.721	2.555	0.078	0.055	
	Error	460.355	1632	0.282				
	Total	461.797	1634					
Active-behavioral	Kindergarten location	0.623	2	0.312	0.991	0.371	0.032	
	Error	513.038	1632	0.314				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles, 1. provincial kindergarten; 2. town kindergarten; 3. urban kindergarten.

Table 4.39 shows that a single factor ANOVA analysis of independent samples in different geographical locations of the kindergarten coping styles and their two dimensions - active-cognitive, active-behavioral effect results. The results show that:

a. Different geographic locations of the kindergarten teachers in the overall coping styles, $F(2,1632)=1.906$, $p=0.149$, $\eta=0.045$ has not yet reached the significant differences.

b. The breakdown of the dimensions to the active-cognitive, $F(2,1632)=2.555$, $p=0.078$, $\eta=0.055$, on the active-behavioral $F(2,1632)=0.991$, $p=0.371$, $\eta=0.032$ did not achieve significant differences.

In summary, in different geographic locations of the kindergarten teachers in coping styles, there was no significant difference between the reach. The reason for this study in response to the pressure of the method is derived from the cognitive and behavior that affect the coping styles of factors, the most important thing is that the personal emotional reaction, which may be different from the location of the kindergarten would not be to the kindergarten teachers bring individual emotional changes, therefore, the different geographic locations in the kindergarten coping styles, there is no obvious differences.

E. Different kindergarten location in the kindergarten teacher well-being of the variability analysis

Table 4.40 Summary of variation analysis of well-being of kindergarten teachers at different kindergarten location

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
	Kindergarten location	1.662	2	0.831	2.296	0.101	0.055	
WB	Error	590.556	1632	0.362				
	Total	592.218	1634					

Source: This table is from the researcher.

Note: WB: Well-being, 1. provincial kindergarten; 2. town kindergarten; 3. urban kindergarten.

Table 4.40 shows that a single factor ANOVA analysis of independent samples in different geographical locations for the well-being of the kindergarten outcome. The results show that: in different geographic locations of the kindergarten teachers on the well-being of $F(2,1632)=2.296$, $p=0.101$, $\eta=0.055$ has not yet reached the significant differences.

In summary, the geographical location of the work of the kindergarten teachers on the well-being has not yet reached the significant differences. The reason for this could be that, whether in urban or the provincial of kindergarten teachers, and their nature is the same in each kindergarten has a semester, Month, Week, educational curricula, the teachers in the face of the Group are the young children aged 3-6, every day to do the same and trivial work to bring to their work experience is consistent with the well-being of the work, there is no significant difference.

A. Different number of children in the class in the kindergarten teacher occupational stress of the variability analysis

Table 4.41 Summary of variation analysis of occupational stress of kindergarten teachers at different number of children in the class

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS	Number of children in the class	3.409	3	1.136	2.771	0.040	0.071	
	Error	668.804	1631	0.410				2<4
	Total	672.213	1634					
PPS	Number of children in the class	13.052	3	4.351	7.472	0.000	0.118	
	Error	949.669	1631	0.582				2<3;2<4
	Total	962.721	1634					
PD	Number of children in the class	2.789	3	0.930	1.589	0.190	0.055	
	Error	954.283	1631	0.585				
	Total	957.072	1634					
DM	Number of children in the class	1.083	3	0.361	0.630	0.596	0.032	
	Error	934.827	1631	0.573				
	Total	935.910	1634					

Source: This table is from the researcher.

Note: OS: Occupational Stress, PPS: Personal/Professional Stressors, PD: Professional Distress, DM: Discipline and Motivation. 1. Below 20; 2. 21-30;3. 31-40; 4. Over 40

Table 4.41 shows that a single factor ANOVA analysis of independent samples of different classes of occupational stress and its three dimensions - personal/professional stressors, professional distress, discipline and motivation of the outcome. The results show that:

a. The number of different classes of kindergarten teachers in the overall occupational stress $F(3,1631)=2.771$, $p=0.040$, $\eta=0.071$ aimed to achieve a significant level. Using the Levene test for homogeneity test, the results show that $F=1.979$, $p=0.115$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of a number of different classes of kindergarten teachers in occupational stress to the specific differences. The results show the name: 21-30 significantly less than 40 ($p=0.044$), other groups no significant differences.

b. The breakdown of the dimensions to the personal/professional stressors, $F(3,1631)=7.472$, $p=0.000$, $\eta=0.118$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=1.439$, $p=0.230$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of a number of different classes of kindergarten teachers in the personal/professional stressors on specific differences. The results show the name: 21-30 significantly smaller than the name ($p=0.047$) 31-40, over 40 ($p=0.000$), other groups no significant differences. In the professional on the distress, $F(3,1631)=1.589$, $p=0.190$, $\eta=0.055$, in discipline and motivation, $F(3,1631)=0.630$, $p=0.596$, $\eta=0.032$ did not achieve significant differences.

In summary, the number of people with different classes of kindergarten teachers in occupational stress and personal/professional stressors there is a significant difference between the dimensions. In the classes of over 40 kindergarten teacher maximum stress. The reason for this may be the kindergarten is very trivial, education and conservation work and the number of young children, for kindergarten teachers' workload becomes larger, the proportion of children who will seriously beyond standard, thus increasing the stress on teachers.

B. Different number of children in the class in the kindergarten teacher psychological capital of the variability analysis

Table 4.42 Summary of variation analysis of psychological capital of kindergarten teachers at different number of children in the class

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Number of children in the class	2.271	3	0.757	2.647	0.048	0.071	there are no significant differences among all groups
	Error	466.392	1631	0.286				
	Total	468.663	1634					
Hope	Number of children in the class	5.307	3	1.769	3.887	0.009	0.084	1<3
	Error	742.198	1631	0.455				
	Total	747.505	1634					
Optimism	Number of children in the class	3.770	3	1.257	3.208	0.022	0.077	there are no significant differences among all groups
	Error	638.910	1631	0.392				
	Total	642.680	1634					
Self-efficacy	Number of children in the class	1.518	3	0.506	1.329	0.263	0.045	
	Error	620.891	1631	0.381				
	Total	622.408	1634					
Resilience	Number of children in the class	0.210	3	0.070	0.153	0.928	0.000	
	Error	745.025	1631	0.457				
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological capital, 1. Below 20; 2. 21-30;3. 31-40; 4. Over 40

Table 4.42 shows that a single factor ANOVA analysis of independent samples of different classes of psychological capital and its four dimensions - hope, optimism, and resilience of the self-efficacy outcome. The results show that:

a. The number of different classes of kindergarten teachers in the overall psychological capital, $F(3,1631)=2.647$, $p=0.048$, $\eta=0.071$ achieve significant differences. Using the Levene test for homogeneity test, the results show that $F=3.598$, $p=0.013$, p -value is less than 0.050, that is, the variance of different, hence the use of Dunnett's T3 post a further exploration in the different classes of kindergarten teachers in the psychological capital on significant differences. The results show that there is no significant difference between the groups.

b. The breakdown of the dimensions, in the hope that $F(3,1631)=3.887$, $p=0.009$, $\eta=0.084$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=1.071$, $p=0.360$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison further exploration in the different classes of kindergarten teachers in the hope of the specific differences. The results showed: below 20 significantly less than 31-40 name ($p=0.037$), other groups were not significantly different.

In the optimism $F(3,1631)=3.208$, $p=0.022$, $\eta=0.077$ aimed to achieve significant differences. Using the Levene test for homogeneity test, the results show that the $F=3.295$, $p=0.020$, p -value is less than 0.050, that is, the variance of different quality, hence the use of Dunnett's T3 post a further exploration in the different classes of kindergarten teachers in the optimism to the specific differences. The results showed that all the group does not have significant differences. on the self-efficacy $F(3,1631)=1.329$, $p=0.263$, $\eta=0.045$, on the resilience, $F(3,1631)=0.153$, $p=0.928$, $\eta=0.000$, did not achieve significant differences.

In summary, the number of people with different classes of kindergarten teachers in the psychological capital and hope there is a significant difference between

the dimensions. The primary performance in the class size of 31-40 of the kindergarten teachers hope significantly larger than the number of people with less than 20 classes of kindergarten teachers. Analyze the reasons for the Mainland China to preschool education is gradually being developed, it may be because the class size of 31-40 of the kindergarten teachers for the majority of the public kindergarten, their maximum pressure, in an effort to achieve business objectives, and strengthen its own pressure, so the hope is high.

C. Different number of children in the class in the kindergarten teacher social support of the variability analysis

Table 4.43 Summary of variation analysis of social support of kindergarten teachers at different number of children in the class

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social support	Number of children in the class	2.891	3	0.964	2.535	0.055	0.071	
	Error	620.020	1631	0.380				
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. Below 20; 2. 21-30;3. 31-40; 4. Over 40.

Table 4.43 shows that a single factor ANOVA independent sample analysis of different class size for the social support of the outcome. The results show that: the number of people with different classes of kindergarten teachers in social support, and $F(3,1631)=2.535$, $p=0.055$, $\eta=0.071$ has not yet reached the significant differences.

In summary, the number of people with different classes of kindergarten teachers in social support, there is no significant difference between the reach. The reasons for this class, the number of young children may have an impact on teachers' workload, the more teachers may increasingly feel the pressure. The social support is a need that class size does not indicate when the teacher in the face of pressure, the study found no differences.

D. Different number of children in the class in the kindergarten teacher coping styles of the variability analysis

Table 4.44 Summary of variation analysis of coping styles of kindergarten teachers at different number of children in the class

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
CS	Number of children in the class	1.390	3	0.463	1.799	0.145	0.055	
	Error	420.112	1631	0.258				
	Total	421.502	1634					
Active-cognitive	Number of children in the class	1.140	3	0.380	1.345	0.258	0.045	
	Error	460.657	1631	0.282				
	Total	461.797	1634					
Active-behavioral	Number of children in the class	1.836	3	0.612	1.950	0.120	0.063	
	Error	511.826	1631	0.314				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles, 1. Below 20; 2. 21-30;3. 31-40; 4. Over 40.

Table 4.44 shows that a single factor ANOVA analysis of independent samples of different classes of coping styles and their two dimensions - active-cognitive, active-behavioral effect results. The results show that:

a. The number of different classes of kindergarten teachers in the overall coping styles, $F(3,1631)=1.799$, $p=0.145$, $\eta=0.055$ has not yet reached the significant differences.

b. The breakdown of the dimensions on the active-cognitive, $F(3,1631)=1.345$, $p=0.258$, $\eta=0.045$, on the active-behavioral, $F(3,1631)=1.950$, $p=0.120$, $\eta=0.063$ did not achieve significant differences.

In summary, with different classes of kindergarten teachers in coping styles and their dimensions, has not yet reached the significant differences. The reason that the coping styles is defined as a constantly changing cognitive and behavioral efforts for the management are assessed to occupy or exceeds the resources of a specific external and/or internal service. The out-of-class size is an objective fact, this may not be the subject of human resource-specific external or internal factors, with different classes of kindergarten teachers in coping styles do not have obvious differences.

E. Different number of children in the class in the kindergarten teacher well-being of the variability analysis

Table 4.45 Summary of variation analysis of well-being of kindergarten teachers at different number of children in the class

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Well-Being	Number of children in the class	2.342	3	0.781	2.159	0.091	0.063	
	Error	589.876	1631	0.362				
	Total	592.218	1634					

Source: This table is from the researcher.

Note: 1. Below 20; 2. 21-30;3. 31-40; 4. Over 40

Table 4.45 shows that a single factor ANOVA independent sample analysis of different class size for the well-being of the outcome. The results show that: the number of people with different classes of kindergarten teachers on the well-being of $F(3,1631)=2.159, p=0.091, \eta=0.063$ has not yet reached the significant differences.

In summary, the number of people with different classes of kindergarten teachers on the well-being has not yet reached the significant differences. The reason for this may be because the majority of the kindergarten classes with 2-3 teachers or two teachers a childminder, which will make the work of the teachers can take turns taking care of young children, teachers can also have the time to rest on a rotation basis, while they are at work all day kindergarten, but not one person working alone, therefore, in the absence of their well-being, showed no significant differences.

A. Different age range of children in the kindergarten teacher occupational stress of the variability analysis

Table 4.46 Summary of variation analysis of occupational stress of kindergarten teachers at different age range of children

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS	Age range of children	0.336	4	0.084	0.204	0.936	0.032	
	Error	671.877	1630	0.412				
	Total	672.213	1634					
PPS	Age range of children	0.548	4	0.137	0.232	0.920	0.032	
	Error	962.173	1630	0.590				
	Total	962.721	1634					
DP	Age range of children	1.375	4	0.344	0.586	0.673	0.032	
	Error	955.697	1630	0.586				
	Total	957.072	1634					
DM	Age range of children	1.525	4	0.381	0.665	0.616	0.045	
	Error	934.385	1630	0.573				
	Total	935.910	1634					

Source: This table is from the researcher.

Note: OS: Occupational Stress, PPS: Personal/Professional Stressors, DP: Professional Distress, DM: Discipline and Motivation. 1. 0-3ys; 2. 3-4ys; 3. 4-5ys; 4. 5-6ys; 5. mixed age.

Table 4.46 shows that a single factor ANOVA analysis of independent samples of different age range of children on occupational stress and its three dimensions - personal/professional stressors, professional distress, discipline and motivation of the outcome. The results show that:

a. The different age range of children's kindergarten teachers in the overall occupational stress, $F(4,1630)=0.204$, $p=0.936$, $\eta=0.032$ has not yet reached the significant differences.

b. The breakdown of the dimensions to the personal/professional stressors, $F(4,1630)=0.232$, $p=0.920$, $\eta=0.032$; aimed at the professional distress, $F(4,1630)=0.586$, $p=0.673$, $\eta=0.032$; discipline and motivation, $F(4,1630)=0.665$, $p=0.616$, $\eta=0.045$ did not achieve significant differences.

In summary, the different age range of children's kindergarten teachers in occupational stress is not achieved significant differences. The reason for this statistic kindergarten teachers with different age range of children's children is a kind of work environment that can be used to assess the current status of the basic and occupational stress is likely to be due to working conditions, requirements or personal capabilities, resources or needs do not match the physical and emotional responses. This means that the different age range of children, young children and teachers do not have the physical and emotional do not match, and, therefore, did not show a difference.

B. Different age range of children in the kindergarten teacher psychological capital of the variability analysis

Table 4.47 Summary of variation analysis of psychological capital of kindergarten teachers at different age range of children

	Source of Difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Age range of children	1.438	4	0.360	1.254	0.286	0.055	
	Error	467.225	1630	0.287				
	Total	468.663	1634					
Hope	Age range of children	4.876	4	1.219	2.676	0.030	0.084	there are no significant differences among all groups
	Error	742.629	1630	0.456				
	Total	747.505	1634					
Optimism	Age range of children	2.654	4	0.663	1.690	0.150	0.063	
	Error	640.027	1630	0.393				
	Total	642.680	1634					
Self-efficacy	Age range of children	0.434	4	0.108	0.284	0.888	0.032	
	Error	621.975	1630	0.382				
	Total	622.408	1634					
Resilience	Age range of children	0.870	4	0.217	0.476	0.753	0.032	
	Error	744.365	1630	0.457				
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological Capital, 1. 0-3ys;2. 3-4ys;3. 4-5ys;4. 5-6ys;5. mixed age.

Table 4.47 shows that a single factor ANOVA analysis of independent samples of different age range of children in psychological capital and its four

dimensions - hope, optimism, and resilience of the self-efficacy outcome. The results show that:

a. The different age range of children's kindergarten teachers in the overall psychological capital is not reached, $F(4,1630)=1.254$, $p=0.286$, $\eta=0.055$.

b. The breakdown of the dimensions, in the hope that $F(4,1630)=2.676$, $p=0.030$, $\eta=0.084$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.991$, $p=0.411$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore the different age range of children's nursery school teachers in the hope of the specific differences. The results show that there is no significant difference between the groups. on the optimism, $F(4,1630)=1.690$, $p=0.150$, $\eta=0.063$; aimed on the self-efficacy, $F(4,1630)=0.284$, $p=0.888$, $\eta=0.032$; on the resilience, $F(4,1630)=0.476$, $p=0.753$, $\eta=0.032$ did not achieve significant differences.

In summary, the different age range of children's nursery school teachers in the hope there is a significant difference between the dimensions. The reason, according to the questionnaire and that items with different age range of children's kindergarten teachers could be very confident in their expertise in the age group of young children, Setting work objectives. But as the child of the parents of young children, communication and understanding longer, they have the confidence to grasp the different characteristics of parents and children to their homes and child-bearing. This allows them to be seen in the work of hope, and toward the set itself the goal to make continuous efforts to succeed.

C. Different age range of children in the kindergarten teacher social support of the variability analysis

Table 4.48 Summary of variation analysis of social support of kindergarten teachers at different age range of children

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social Support	Age range of children	0.453	4	0.113	0.296	0.880	0.032	
	Error	622.459	1630	0.382				
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. 0-3ys;2. 3-4ys;3. 4-5ys;4. 5-6ys;5. mixed age.

Table 4.48 shows that a single factor ANOVA analysis of independent samples of different age range of children for social support of the outcome. The results show that: the different age range of children's kindergarten teachers in social support, $F(4,1630)=0.296$, $p=0.880$, $\eta=0.032$ has not yet reached the significant differences.

In summary, the different age range of children's kindergarten teachers in social support, there is no significant difference between the reach. The reason is that on the basis of questionnaires that social support is the kindergarten teachers in the face of pressure, you may be able to help. While the different age range of children shows the kindergarten teachers' work environment is a major factor in the face of pressure and different age range of children is not a kindergarten teachers' social support. Therefore, the results of the study showed no significant differences.

D. Different age range of children in the kindergarten teacher coping styles
of the variability analysis

Table 4.49 Summary of variation analysis of coping styles of kindergarten teachers at
different age range of children

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
CS	Age range of children	1.982	4	0.495	1.925	0.104	0.071	
	Error	419.520	1630	0.257				
	Total	421.502	1634					
Active-cognitive	Age range of children	2.510	4	0.628	2.227	0.064	0.071	
	Error	459.287	1630	0.282				
	Total	461.797	1634					
Active-behavioral	Age range of children	1.696	4	0.424	1.350	0.249	0.055	
	Error	511.965	1630	0.314				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles, 1. 0-3ys;2. 3-4ys;3. 4-5ys;4. 5-6ys;5. mixed age.

Table 4.49 shows that a single factor ANOVA analysis of independent samples of different age range of children on coping styles and their two dimensions - active-cognitive, active-behavioral effect results. The results show that:

The different age range of children's kindergarten teachers in the overall coping styles, $F(4,1630)=1.925$, $p=0.104$, $\eta=0.071$ has not yet reached the significant differences. To further subdivide the dimensions to the active-cognitive, $F(4,1630)=2.227$, $p=0.064$, $\eta=0.071$, on the active-behavioral, $F(4,1630)=1.350$, $p=0.249$, $\eta=0.055$ did not achieve significant.

In summary, the different age range of children's kindergarten teachers in coping styles and dimensions, has not yet reached the significant differences. Based on

the study of coping styles is constantly changing cognitive and behavioral efforts for the management are assessed to occupy or exceeds the resources of a specific external and/or internal service. The different age range of children did not show whether occupied or over teachers' resources. This may result in a different age range of children's kindergarten teachers in coping styles, there was no significant difference.

E. Different age range of children in the kindergarten teacher well-being of the variability analysis

Table 4.50 Summary of variation analysis of well-being of kindergarten teachers at different age range of children

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Well-Being	Age range of children	2.288	4	0.572	1.581	0.177	0.063	
	Error	589.930	1630	0.362				
	Total	592.218	1634					

Source: This table is from the researcher.

Note: 1. 0-3ys;2. 3-4ys;3. 4-5ys;4. 5-6ys;5. mixed age.

Table 4.50 shows that a single factor ANOVA analysis of independent samples of different age range of children for the well-being of the outcome. The results show that: the age range of children different kindergarten teachers on the well-being of $F(4,1630)=1.581$, $p=0.177$, $\eta=0.063$ has not yet reached the significant differences.

In summary, the different age range of children's kindergarten teachers on the well-being has not yet reached the significant differences. The reason for the well-being of the work of the teachers teaching in their own educational work, teachers work in the well-being experience and the environment's interpersonal atmosphere. While the

different age range of children and enhance teachers' enthusiasm, mobilize the enthusiasm of their work, and has no effect. Therefore, there is no significant difference between the two.

A. Different average daily working hours in the kindergarten teacher occupational stress of the variability analysis

Table 4.51 Summary of variation analysis of occupational stress of kindergarten teachers at different average daily working hours

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS	Average daily working hours	14.296	3	4.765	11.813	0.000	0.145	
	Error	657.918	1631	0.403				1<2;1<3;
	Total	672.213	1634					1<4;2<3
PPS	Average daily working hours	26.401	3	8.800	15.329	0.000	0.164	
	Error	936.320	1631	0.574				1<2;1<3;
	Total	962.721	1634					2<3
DP	Average daily working hours	14.484	3	4.828	8.354	0.000	0.122	
	Error	942.588	1631	0.578				1<2;1<3;
	Total	957.072	1634					1<4;2<3;2<4
DM	Average daily working hours	7.356	3	2.452	4.307	0.005	0.089	
	Error	928.553	1631	0.569				1<4
	Total	935.910	1634					

Source: This table is from the researcher.

Note: PPS: Personal/Professional Stressors, DP: Professional Distress, DM:

Discipline and Motivation. 1. Below 8hs; 2. ≥ 8 hs, <10hs; 3. ≥ 10 hs, <12hs; 4. Over 12hs.

Table 4.51 shows that a single factor ANOVA analysis of different independent sample average daily working hours of occupational stress and its three

dimensions - personal/professional stressors, professional distress, discipline and motivation of the outcome. The results show that:

a. Different average daily working hours of kindergarten teachers in the overall occupational stress, $F(3,1631)=11.813$, $p=0.000$, $\eta=0.145$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=2.287$, $p=0.077$, p -value greater than 0.0500, variance homogeneity, so the use of Scheffé post comparison to further explore different average daily working hours of kindergarten teachers in occupational stress to the specific differences. The results showed: 8 hours following significantly less than ≥ 8 , <10 hs ($p=0.008$) ≥ 10 , <12 hours, ($p=0.000$), over 12 hours ($p=0.008$); ≥ 8 hour, <10 hours significantly less than ≥ 10 , <12 hs ($p=0.006$), other groups no significant differences.

b. The breakdown of the dimensions to the personal/professional stressors, $F(3,1631)=15.329$, $p=0.000$, $\eta=0.164$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.178$, $p=0.911$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different average daily working hours of kindergarten teachers in the personal/professional stressors on specific differences. The results showed: 8 hours following significantly less than ≥ 8 , <10 hs ($p=0.001$), ≥ 10 , <12 hs ($p=0.000$); ≥ 8 hour, <10 hours significantly less than ≥ 10 hours <12 hours ($p=0.000$), other groups no significant differences.

On the professional distress, $F(3,1631)=8.354$, $p=0.000$, $\eta=0.122$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=4.522$, $p=0.004$, p -value is less than 0.050, that is, the variance of different, hence the use of Dunnett's T3 post a further exploration of different average

daily working hours of kindergarten teachers in the professional distress, significantly differences. The results showed: 8 hours following significantly less than ≥ 8 hour, <10 hs ($p=0.043$); ≥ 10 hours, <12 hours, ($p=0.000$); over 12 hours ($p=0.000$); ≥ 8 hour, <10 hours significantly less than ≥ 10 hours, <12 hours, ($p=0.023$); 12 hours and above all other groups ($p=0.002$), no significant differences.

In the discipline and motivation, $F(3,1631)=4.307$, $p=0.005$, $\eta=0.089$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.984$, $p=0.399$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different average daily working hours of kindergarten teachers in the discipline and motivation to the specific differences. The results showed: 8 hours following significantly less than over 12 hours ($p=0.032$), other groups were not significantly different.

In summary, the average daily working hours of occupational stress and personal/professional stressors, professional distress, discipline and motivation on all three dimensions vary significantly. Specifically, in occupational stress and professional distress, dimension, ≥ 10 hours, <12 hours and 12 hours and above, the work of the highest ≥ 8 hour, <10 hours and work 8 hours minimum. The personal/professional stressors, ≥ 10 hours, <12 hours max, min ≥ 8 hours, <10 hours, and work 8 hours minimum. In the discipline and motivation to work over 12 hours and the score greater than 8 hours. ≥ 10 hours, <12 hours and over 12 hours kindergarten teachers occupational stress. The reason for this is that it might as work time is longer, the teachers' manual of teacher's health is threatened, that their rights cannot be guaranteed, the result of the work stress.

B. Different average daily working hours in the kindergarten teacher psychological capital of the variability analysis

Table 4.52 Summary of variation analysis of psychological capital of kindergarten teachers at different average daily working hours

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Average daily working hours	2.857	3	0.952	3.335	0.019	0.077	
	Error	465.806	1631	0.286				3<1
	Total	468.663	1634					
Hope	Average daily working hours	4.140	3	1.380	3.028	0.028	0.077	
	Error	743.365	1631	0.456				3<1
	Total	747.505	1634					
Optimism	Average daily working hours	2.882	3	0.961	2.449	0.062	0.063	
	Error	639.799	1631	0.392				
	Total	642.680	1634					
Self-efficacy	Average daily working hours	2.132	3	0.711	1.869	0.133	0.055	
	Error	620.276	1631	0.380				
	Total	622.408	1634					
Resilience	Average daily working hours	5.010	3	1.670	3.680	0.012	0.084	
	Error	740.225	1631	0.454				3<1
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological Capital. 1. Below 8hs;2. ≥ 8 hs, <10hs;3. ≥ 10 hs, <12hs;4. Over 12hs.

Table 4.52 shows that a single factor ANOVA analysis of different independent sample average daily working hours of psychological capital and its four dimensions - hope, optimism, and resilience of the self-efficacy. The results show that:

a. Different average daily working hours of kindergarten teachers on the psychological capital $F(3,1631)=3.335$, $p=0.019$, $\eta=0.077$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that the $F=5.558$, $p=0.001$, p -value is less than 0.050, that is, the variance of different, hence the use of Dunnett's T3 post a further exploration of different average daily working hours of kindergarten teachers in the psychological capital on specific differences. The results showed: 8 hours following significantly greater than ≥ 10 hours, < 12 hour ($p=0.027$); other groups were not significantly different.

b. The breakdown of the dimensions, in the hope that $F(3,1631)=3.028$, $p=0.028$, $\eta=0.077$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.703$, $p=0.550$ p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different average daily working hours of kindergarten teachers to give hope to the specific differences. The results showed: 8 hours following significantly greater than ≥ 10 hours, < 12 hour ($p=0.045$), other groups were not significantly different.

On the resilience, $F(3,1631)=3.680$, $p=0.012$, $\eta=0.084$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that the $F=1.642$, $p=0.178$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different average daily working hours of kindergarten teachers on the resilience of the specific differences. The results showed: 8 hours following significantly greater than ≥ 10 hours, < 12 hour ($p=0.012$), other groups were not significantly different. On the optimism, $F(3,1631)=2.449$, $p=0.062$, $\eta=0.063$, on the self-efficacy, $F(3,1631)=1.869$, $p=0.133$, $\eta=0.055$ has not yet reached the marked differences.

In summary, the average daily working hours of psychological capital and its hope, resilience of two dimensions, there are significant differences. Ways to work 8 hours of kindergarten teachers' psychological capital is higher than ≥ 10 hours, < 12 hours of kindergarten teachers. The Working Hours of kindergarten teachers less psychological capital high. The reason for this may be because the right time to protect the lives of kindergarten teachers, rest and work side by side in harmony, when they encounter problems and stress, the time and the strength to resist pressure and may even have to work ever more full of hope, which go beyond the success.

C. Different average daily working hours in the kindergarten teacher social support of the variability analysis

Table 4.53 Summary of variation analysis of social support of kindergarten teachers at different average daily working hours

	Cause of difference	SS	df	MS	F	<i>p</i>	η^2	Post Hoc Tests
Social Support	Average daily working hours	9.356	3	3.119	8.291	0.000	0.122	2<1;3<1;
	Error	613.555	1631	0.376				4<1
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. Below 8hs;2. ≥ 8 hs、 < 10 hs;3. ≥ 10 hs、 < 12 hs;4. Over 12hs.

Table 4.53 shows that a single factor ANOVA analysis of different independent sample average daily working hours for social support of the outcome. The results show that different average daily working hours of kindergarten teachers in

social support, $F(3,1631)=8.291$, $p=0.000$, $\eta=0.122$, aimed to achieve significant differences.

Using the Levene test for homogeneity test, the results show that $F=0.285$, $p=0.837$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore the age range of children different kindergarten teachers in social support to the specific differences. The results showed: 8 hours following significantly greater than ≥ 8 hours, <10 hs ($p=0.009$); ≥ 10 hours, <12 hours ($p=0.000$), 12 hours and above all other groups ($p=0.023$), no significant differences.

D. Different average daily working hours in the kindergarten teacher coping styles of the variability analysis

Table 4.54 Summary of variation analysis of coping styles of kindergarten teachers at different average daily working hours

	Cause of difference	SS	df	MS	F	p	η	Post Hoc Tests
CS	Average daily working hours	1.544	3	0.515	1.999	0.112	0.063	
	Error	419.958	1631	0.257				
	Total	421.502	1634					
Active-cognitive	Average daily working hours	1.248	3	0.416	1.473	0.220	0.055	
	Error	460.549	1631	0.282				
	Total	461.797	1634					
Active-behavioral	Average daily working hours	2.146	3	0.715	2.281	0.077	0.063	
	Error	511.515	1631	0.314				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles, 1. Below 8hs;2. ≥ 8 hs, <10 hs;3. ≥ 10 hs, <12 hs;4. Over 12hs.

Table 4.54 shows that a single factor ANOVA analysis of different independent sample average daily working hours of coping styles and their two dimensions - active-cognitive, active-behavioral effect results. The results show that:

a. Different average daily working hours of kindergarten teachers in the overall coping styles, $F(3,1631)=1.999$, $p=0.112$, $\eta=0.063$ has not yet reached the significant differences.

b. The dimensions of the active-cognitive, $F(3,1631)=1.473$, $p=0.220$, $\eta=0.055$, on the active-behavioral, $F(3,1631)=2.281$, $p=0.077$, $\eta=0.063$ did not achieve significant differences.

In summary, the average daily working hours of kindergarten teachers in coping styles and their dimensions, has not yet reached the significant differences. The reason for this may be related to the kindergarten teachers' own capacity to cope with the stress and experience temporarily unable to adapt to the current job requirements, has not been affected by the length of time.

E. Different average daily working hours in the kindergarten teacher well-being of the variability analysis

Table 4.55 Summary of variation analysis of well-being of kindergarten teachers at different average daily working hours

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Well-Being	Average daily working hours	12.132	3	4.044	11.371	0.000	0.141	2<1;3<1;
	Error	580.086	1631	0.356				4<1;3<2
	Total	592.218	1634					

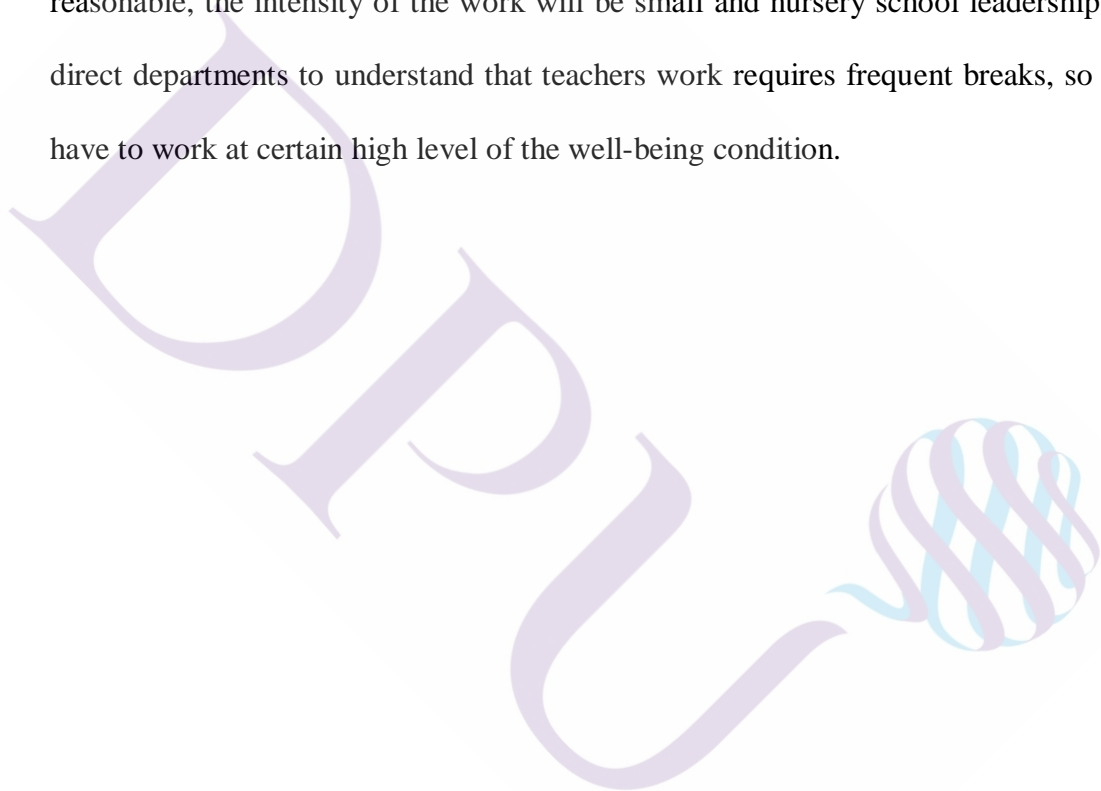
Source: This table is from the researcher.

Note: 1. Below 8hs;2. ≥ 8 hs, < 10 hs;3. ≥ 10 hs, < 12 hs;4. Over 12hs.

Table 4.55 shows that a single factor ANOVA analysis of different independent sample average daily working hours for the well-being of the outcome. The results show that different average daily working hours of kindergarten teachers on the well-being, $F(3,1631)=11.371$, $p=0.000$, $\eta=0.141$ achieve significant differences.

Using the Levene test for homogeneity test, the results show that $F=2.484$, $p=0.059$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different average daily working hours of kindergarten teachers on the well-being of significant differences. The results showed: 8 hours following significantly greater than ≥ 8 hours, < 10 hs ($p=0.005$); ≥ 10 hours, < 12 hours ($p=0.000$); over 12 hours ($p=0.002$); ≥ 8 hours, < 10 hours significantly greater than ≥ 10 hours, < 12 hour ($p=0.031$), other groups no significant differences.

In summary, the average daily working hours of kindergarten teachers on the well-being of significant differences, depending on the performance of work 8 hours maximum well-being, ≥ 8 hour, <10 hours and 12 hours and above the well-being of ≥ 10 hours, <12 hours of kindergarten teachers' well-being. The average daily working hours and the well-being of basic rendering anti-ratio, that is, the longer the well-being; lower the shorter working hours, and well-being. The reason for this may be a time reasonable, the intensity of the work will be small and nursery school leadership and direct departments to understand that teachers work requires frequent breaks, so they have to work at certain high level of the well-being condition.



A. Different marital status in the kindergarten teacher occupational stress of the variability analysis

Table 4.56 Summary of variation analysis of occupational stress of kindergarten teachers at different marital status

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS	Marital status	0.575	4	0.144	0.349	0.845	0.032	
	Error	671.639	1630	0.412				
	Total	672.213	1634					
PPS	Marital status	8.429	4	2.107	3.599	0.006	0.095	
	Error	954.292	1630	0.585				5<1
	Total	962.721	1634					
PD	Marital status	1.536	4	0.384	0.655	0.623	0.045	
	Error	955.536	1630	0.586				
	Total	957.072	1634					
DM	Marital status	5.179	4	1.295	2.267	0.060	0.077	
	Error	930.731	1630	0.571				
	Total	935.910	1634					

Source: This table is from the researcher.

Note: OS: Occupational Stress, PPS: Personal/Professional Stressors, DP: Professional Distress, DM: Discipline and Motivation. 1. marriage; 2. divorced or widowed; 3. Separation; 4. have boyfriend or girlfriend; 5. single.

Table 4.56 shows that a single factor ANOVA independent sample analysis of different marital status of occupational stress and its three dimensions- personal/professional stressors, professional distress, discipline and motivation. The results show that:

a. Different marital status of kindergarten teachers in the overall occupational stress, $F(4,1630)=0.349$, $p=0.845$, $\eta=0.032$ has not yet reached the significant differences.

b. The breakdown of the dimensions to the personal/professional stressors, $F(4,1630)=3.599$ $p=0.006$, $\eta=0.095$ achieve significant differences. Using the Levene test for homogeneity test, the results show that $F=1.881$, $p=0.111$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different marital status of kindergarten teachers in the personal/professional stressors on specific differences. The results show: Normal marriage significantly greater than the single ($p=0.031$), other groups were not significantly different. While the professional on the distress, $F(4,1630)=0.655$, $p=0.623$, $\eta=0.045$; on the discipline and motivation, $F(4,1630)=2.267$, $p=0.060$, $\eta=0.077$ did not achieve significant differences.

In summary, the different marital status of kindergarten teachers in the personal/professional stressors dimension to achieve significant differences. The normal marriage of kindergarten teachers from personal or professional pressure is higher than the single kindergarten teachers. Analyze the reasons for the factors scored high on the married kindergarten teachers, and may increase the number of family life, but unmarried single kindergarten teacher also does not have a home, living a single. The married kindergarten teachers at certain age are capable of dealing with their work independently even though their workload is increased. This may make them feel a personal priority being reduced, there is much work to be done, and make their occupational stress to increase.

B. Different marital status in the kindergarten teacher psychological capital
of the variability analysis

Table 4.57 Summary of variation analysis of psychological capital of kindergarten
teachers at different marital status

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Marital status	4.895	4	1.224	4.301	0.002	0.100	
	Error	463.768	1630	0.285				4<1
	Total	468.663	1634					
Hope	Marital status	4.017	4	1.004	2.202	0.067	0.071	
	Error	743.488	1630	0.456				
	Total	747.505	1634					
Optimism	Marital status	2.859	4	0.715	1.821	0.122	0.063	
	Error	639.821	1630	0.393				
	Total	642.680	1634					
Self- efficacy	Marital status	7.377	4	1.844	4.888	0.001	0.110	
	Error	615.032	1630	0.377				4<1
	Total	622.408	1634					
Resilience	Marital status	7.010	4	1.753	3.870	0.004	0.095	
	Error	738.225	1630	0.453				4<1
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological Capital, 1. marriage; 2. divorced or widowed; 3. separation;
4. have boyfriend or girlfriend; 5. single.

Table 4.57 shows that a single factor ANOVA independent sample analysis
of different marital status of psychological capital and its four dimensions-hope,
optimism, and resilience of the self-efficacy outcome. The results show that:

a. different marital status of kindergarten teachers on the psychological capital $F(4,1630)=4.301$, $p=0.002$, $\eta=0.100$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.719$, $p=0.579$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different marital status of kindergarten teachers in the psychological capital on specific differences. The results show: Normal marriage significantly greater than have a boyfriend or girlfriend ($p=0.019$), other groups were not significantly different.

b. On the self-efficacy, $F(4,1630)=4.888$, $p=0.001$, $\eta=0.110$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.185$, $p=0.946$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different marital status in the kindergarten teachers on the self-efficacy specific differences. The results show: Normal marriage significantly greater than have a boyfriend or girlfriend ($p=0.015$), other groups were not significantly different.

In terms of resilience, $F(4,1630)=3.870$, $p=0.004$, $\eta=0.095$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.308$, $p=0.872$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different marital status of kindergarten teachers on the resilience of the specific differences. The results show: Normal marriage significantly greater than have a boyfriend or girlfriend ($p=0.010$), other groups were not significantly different. In the hope that $F(4,1630)=2.202$, $p=0.067$, $\eta=0.071$ in the optimism that $F(4,1630)=1.821$, $p=0.122$, $\eta=0.063$ did not achieve significant differences.

In summary, the different marital status of kindergarten teachers in the psychological capital and the self-efficacy and resilience to vary significantly. The normal marriage of kindergarten teachers scores high, and men and women have a friend's kindergarten teachers to score low. The reason for the men and women of kindergarten teachers' friend emotions are unstable and may affect their psychological capital. And the good of marriage and the family is the kindergarten teachers' work, and to their work. This enables them to have the confidence and put in a lot of effort to successfully complete the work tasks or challenges, when experiencing stress, unable to cope with, or even to work with greater effectiveness.

C. Different marital status in the kindergarten teacher social support of the variability analysis

Table 4.58 Summary of variation analysis of social support of kindergarten teachers at different marital status

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social support	Marital status	3.205	4	0.801	2.108	0.078	0.071	
	Error	619.706	1630	0.380				
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. marriage; 2. divorced or widowed; 3. Separation; 4. have boyfriend or girlfriend; 5. single.

Table 4.58 shows that a single factor ANOVA independent sample analysis of different marital status to the social support of the outcome. The results show that: different marital status of kindergarten teachers in social support, $F(4,1630)=2.108$, $p=0.078$, $\eta=0.071$ has not yet reached the significant differences.

In summary, the different marital status of kindergarten teachers in social support, there is no significant difference. The reason for this may be a different marital status affect the kindergarten teachers in the family support from partners, but from relatives, friends and colleagues from the organization and leadership, and support from the parents of young children, and other important people's support is not because of the marital status affect the kindergarten teachers did not show a clear difference between these two.

D. Different marital status in the kindergarten teacher coping styles of the variability analysis

Table 4.59 Summary of variation analysis of coping styles of kindergarten teachers at different marital status

	Cause of difference	SS	df	MS	F	<i>p</i>	η^2	Post Hoc Tests
CS	Marital status	0.709	4	0.177	0.687	0.601	0.045	
	Error	420.793	1630	0.258				
	Total	421.502	1634					
Active-cognitive	Marital status	0.772	4	0.193	0.682	0.604	0.045	
	Error	461.025	1630	0.283				
	Total	461.797	1634					
Active-behavioral	Marital status	0.712	4	0.178	0.566	0.688	0.032	
	Error	512.949	1630	0.315				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping styles, 1. marriage; 2. divorced or widowed; 3. Separation; 4. have boyfriend or girlfriend; 5. single.

Table 4.59 shows that a single factor ANOVA independent sample analysis of different marital status of coping styles and their two dimensions - active-cognitive, active-behavioral effect results. The results show that:

a. Different marital status of kindergarten teachers in the overall coping styles, $F(4,1630)=0.687$, $p=0.601$, $\eta=0.045$ has not reached the significant differences.

b. The breakdown of the dimensions to the active-cognitive, $F(4,1630)=0.682$, $p=0.604$, $\eta=0.045$ and active-behavioral, $F(4,1630)=0.566$, $p=0.688$, $\eta=0.032$ did not achieve significant differences.

In summary, the different marital status of kindergarten teachers in coping styles, there was no significant difference between the reach. The reason that the coping styles of individual efforts to deal with the stress in context. The marital status may only be in the consideration of the status of the individual life has not risen to the social, economic and psychological dimensions, not to experience the kindergarten teachers should activate. As a result, they showed no obvious relationship.

E. Different marital status in the kindergarten teacher well-being of the variability analysis

Table 4.60 Summary of variation analysis of well-being of kindergarten teachers at different marital status

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Well-Being	Marital status	2.097	4	0.524	1.448	0.216	0.063	
	Error	590.121	1630	0.362				
	Total	592.218	1634					

Source: This table is from the researcher.

Note: 1. marriage; 2. divorced or widowed; 3. Separation; 4. have boyfriend or girlfriend; 5. single.

Table 4.60 shows that a single factor ANOVA independent sample analysis of different marital status for the well-being of the outcome. The results show that: different marital status of kindergarten teachers on the well-being of $F(4,1630)=1.448$ $p=0.216$, $\eta=0.063$ has not reached the significant differences.

In summary, the different marital status of kindergarten teachers on the well-being has not yet reached the significant differences. Explore the reasons for this may be due to a marital status will have a direct impact on the kindergarten teachers' subjective well-being (Diener, Gohm, Suh, & Oishi, 2000; Wei, 2013). Does not have a direct impact on the kindergarten teachers to work in the well-being of different marital status on the well-being does not demonstrate a clear difference between the two.

A. Different number of children in the family in the kindergarten teacher occupational stress of the variability analysis

Table 4.61 Summary of variation analysis of occupational stress of kindergarten teachers at different number of children in the family

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS	Number of children in the family	0.215	3	0.072	0.174	0.914	0.000	
	Error	671.998	1631	0.412				
	Total	672.213	1634					
PPS	Number of children in the family	5.414	3	1.805	3.075	0.027	0.077	4<1
	Error	957.307	1631	0.587				
	Total	962.721	1634					
DP	Number of children in the family	0.101	3	0.034	0.058	0.982	0.000	
	Error	956.971	1631	0.587				
	Total	957.072	1634					
DM	Number of children in the family	4.894	3	1.631	2.858	0.036	0.071	4<1
	Error	931.015	1631	0.571				
	Total	935.910	1634					

Source: This table is from the researcher.

Note: OS: Occupational Stress, PPS: Personal/Professional Stressors, DP:

Professional Distress, DM: Discipline and Motivation. 1. 1; 2. 2; 3. 3 and above; 4. no.

Table 4.61 shows that a single factor ANOVA analysis of independent samples a different number of children in the family of occupational stress and its three dimensions - personal/professional stressors, professional distress, discipline and motivation of the outcome. The results show that:

a. Different number of children in the family's kindergarten teachers in occupational stress, $F(3,1631)=0.174$, $p=0.914$, $\eta=0.000$ has not reached the significant differences.

b. The breakdown of the dimensions to the personal/professional stressors, $F(3,1631)=3.075$, $p=0.027$, $\eta=0.077$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=2.166$, $p=0.090$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different number of children in the family's kindergarten teachers in the personal/professional stressors on specific differences. The results showed: one child significantly greater than the no child ($p=0.032$), other groups were not significantly different.

In the discipline and motivation, $F(3,1631)=2.858$, $p=0.036$, $\eta=0.071$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=3.038$, $p=0.028$, p -value is less than 0.05, that is, the variance of different, hence the use of Dunnett's T3 post a further exploration of different number of children in the family's kindergarten teachers in the discipline and motivation to the specific differences. The results showed: one child significantly greater than the no child ($p=0.035$), other groups were not significantly different. On the professional and distress, $F(3,1631)=0.058$, $p=0.982$, $\eta=0.000$ has not yet reached the significant differences.

In summary, the number of children in the family's kindergarten teachers in the personal/professional stressors and discipline and motivation dimensions, there are significant differences. As the family has one child's kindergarten teacher is significantly higher than the pressure had no children of kindergarten teachers. Analysis

of the reasons for that may be. These teachers will often think that they lack the teaching time for preparation, their personal priorities is reducing the workload is too big and too fast-paced (Tahseen, 2015). Without their children's teachers home affairs takes less time to work out the problems of the time and energy to deal with. The family has one child's kindergarten teachers' work stress is relatively large.

B. Different number of children in the family in the kindergarten teacher psychological capital of the variability analysis

Table 4.62 Summary of variation analysis of psychological capital of kindergarten teachers at different number of children in the family

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Number of children in the family	3.119	3	1.040	3.643	0.012	0.084	4<1
	Error	465.544	1631	0.285				
	Total	468.663	1634					
Hope	Number of children in the family	3.098	3	1.033	2.262	0.079	0.063	
	Error	744.408	1631	0.456				
	Total	747.505	1634					
Optimism	Number of children in the family	1.179	3	0.393	0.999	0.392	0.045	
	Error	641.501	1631	0.393				
	Total	642.680	1634					
Self-efficacy	Number of children in the family	4.864	3	1.621	4.282	0.005	0.089	4<1
	Error	617.545	1631	0.379				
	Total	622.408	1634					
Resilience	Number of children in the family	5.561	3	1.854	4.087	0.007	0.084	4<1
	Error	739.674	1631	0.454				
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological Capital, 1. 1; 2. 2; 3. 3 and above; 4. no.

Table 4.62 shows that a single factor ANOVA analysis of independent samples a different number of children in the family of psychological capital and its four dimensions - hope, optimism, and resilience of the self-efficacy outcome. The results show that:

a. Different number of children in the family's kindergarten teachers in the overall psychological capital, $F(3,1631)=3.643$, $p=0.012$, $\eta=0.084$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.360$, $p=0.782$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different number of children in the family's kindergarten teachers in the psychological capital on specific differences. The results showed: one child significantly greater than the no child ($p=0.029$), other groups were not significantly different.

b. The breakdown of the dimensions to on the self-efficacy, $F(3,1631)=4.282$, $p=0.005$, $\eta=0.089$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.970$, $p=0.406$, p -value greater than 0.05, variance homogeneity, so the use of Scheffé post comparison to further explore different number of children in the family's kindergarten teachers on the self-efficacy specific differences. The results showed: one child significantly greater than the no child ($p=0.007$), other groups were not significantly different.

On the resilience, $F(3,1631)=4.087$, $p=0.007$, $\eta=0.084$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that the $F=0.852$, $p=0.465$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different number of children in the family's kindergarten teachers in the resilience of the specific differences. The results

showed: one child significantly greater than the no child ($p=0.035$), other groups were not significantly different. In light of hope perspective, $F(3,1631)=2.262$, $p=0.079$, $\eta=0.063$; on the optimism, $F(3,1631)=0.999$, $p=0.392$, $\eta=0.045$ did not achieve significant differences.

In summary, the number of children in the family of psychological capital and the self-efficacy and resilience of the two dimensions are significantly different, the family has one child's kindergarten teachers score higher than the no child of kindergarten teachers. Analysis of the reasons for, it may be because the kindergarten teachers are mostly female, as the mother of the child's pay is both tiring and be happy. Give your child the mother's strengths and needs and enable them to work in more subjective initiative, with the pressure to be motivated and capable of better work to give their children a better life, they will continue to re-establish confidence and better to complete the work, so the psychological capital levels are relatively high.

C. Different number of children in the family in the kindergarten teacher social support of the variability analysis

Table 4.63 Summary of variation analysis of social support of kindergarten teachers at different number of children in the family

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social support	Number of children in the family	1.233	3	0.411	1.078	0.357	0.045	
	Error	621.678	1631	0.381				
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. 1; 2. 2; 3. 3 and above; 4. no.

Table 4.63 shows that a single factor ANOVA analysis of independent samples a different number of children in the family to social support of the outcome. The results show that: different number of children in the family's kindergarten teachers in social support, $F(3,1631)=1.078$, $p=0.357$, $\eta=0.045$ has not yet reached the significant differences.

In summary, the number of children in the family's kindergarten teachers in social support, there is no significant difference between the reach. Analysis of the reasons for, it may be because your child can be given to the kindergarten teachers from their children's support, but the family as well as the spouse of this important he was not reflected in the number of children in the family this. The kindergarten teachers and social support from friends, colleagues, leadership, and many other supports. Therefore,

a different number of children in the family's kindergarten teachers in social support is no different.

D. Different number of children in the family in the kindergarten teacher coping styles of the variability analysis

Table 4.64 Summary of variation analysis of coping styles of kindergarten teachers at different number of children in the family

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
CS	Number of children in the family	0.963	3	0.321	1.244	0.292	0.045	
	Error	420.539	1631	0.258				
	Total	421.502	1634					
Active-cognitive	Number of children in the family	1.101	3	0.367	1.299	0.273	0.045	
	Error	460.696	1631	0.282				
	Total	461.797	1634					
Active-behavioral	Number of children in the family	1.262	3	0.421	1.339	0.260	0.045	
	Error	512.399	1631	0.314				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles, 1. 1; 2. 2; 3. 3 and above; 4. no.

Table 4.64 shows that a single factor ANOVA analysis of independent samples a different number of children in the family of coping styles and their two dimensions - active-cognitive, active-behavioral effect results. The results show that:

a. Different number of children in the family's kindergarten teachers in coping styles, $F(3,1631)=1.244$, $p=0.292$, $\eta=0.045$ has not yet reached the significant differences.

b. The breakdown of the dimensions to the active-cognitive, $F(3,1631)=1.299$, $p=0.273$, $\eta=0.045$, on the active-behavioral $F(3,1631)=1.339$, $p=0.260$, $\eta=0.045$ did not achieve significant differences.

In summary, the number of children in the family's kindergarten teachers in coping styles and their dimensions, has not yet reached the significant differences. The reason for this may be due to different number of children in the family are part of the family, if the family has a conflict would bring to the work of the plague, family harmony and help to work smoothly. However, a number of family children to kindergarten teachers to bring about changes in family structure, family structure does not have to work with, as well as will not be able to form a distress or help, and thus does not reflect a response to pressure. It is a different number of children in the family's kindergarten teachers in coping styles that did not show a clear difference between the two.

E. Different number of children in the family in the kindergarten teacher well-being of the variability analysis

Table 4.65 Summary of variation analysis of well-being of kindergarten teachers at different number of children in the family

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Well-Being	Number of children in the family	1.227	3	0.409	1.128	0.336	0.045	
	Error	590.992	1631	0.362				
	Total	592.218	1634					

Source: This table is from the researcher.

Note: 1. 1; 2. 2; 3. 3 and above; 4. no.

Table 4.65 shows that a single factor ANOVA analysis of independent samples a different number of children in the family for the well-being of the outcome. The results show that: different number of children in the family's kindergarten teachers, on the well-being, $F(3,1631)=1.128$, $p=0.336$, $\eta=0.045$ has not yet reached the significant differences.

In summary, the number of children in the family's kindergarten teachers on the well-being has not yet reached the significant differences. The reason for this one, it may be because the building a happy family to lift the kindergarten teachers' well-being, but the number of children in the family, not to mention enhance family well-being and that will not affect the kindergarten teachers' subjective well-being. Secondly, it may be because the well-being of the study refers to the kindergarten teachers to work in the well-being of families, the number of children will not be representative of the

quality of the family, but does not directly affect the well-being of the work of the teachers.

A. Different household annual income in the kindergarten teacher occupational stress of the variability analysis

Table 4.66 Summary of variation analysis of occupational stress of kindergarten teachers at different household annual income

Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS Household annual income	1.993	4	0.498	1.212	0.304	0.055	
Error	670.220	1630	0.411				
Total	672.213	1634					
PPS Household annual income	17.745	4	4.436	7.652	0.000	0.134	1<4;2<4;3<4;1<5;2<5;3<5
Error	944.976	1630	0.580				
Total	962.721	1634					
DP Household annual income	2.578	4	0.645	1.101	0.355	0.055	
Error	954.494	1630	0.586				
Total	957.072	1634					
DM Household annual income	5.400	4	1.350	2.365	0.051	0.077	
Error	930.510	1630	0.571				
Total	935.910	1634					

Source: This table is from the researcher.

Note: OS: Occupational Stress, PPS: Personal/Professional Stressors, DP: Professional Distress, DM: Discipline and Motivation. 1. 30,000 yuan and below; 2. >30,000, ≤50,000 yuan; 3. >50,000, ≤100,000 yuan; 4. >100,000, ≤200,000 yuan; 5. over 200,000 yuan.

Table 4.66 shows that a single factor ANOVA independent sample analysis of different household annual income of occupational stress and its three dimensions - personal/professional stressors, professional distress, discipline and motivation of the outcome. The results show that:

a. Different household annual income of kindergarten teachers in the overall occupational stress, $F(4,1630)=1.212$, $p=0.304$, $\eta=0.055$ has not yet reached the significant differences. On the professional distress, $F(4,1630)=1.101$, $p=0.355$, $\eta=0.055$; on the discipline and motivation, $F(4,1630)=2.365$, $p=0.051$, $\eta=0.077$ has not yet reached the significant differences. There is no significant difference between the reach.

b. The breakdown of the dimensions to the personal/professional $F(4,1630)=7.652$ stressors, $p=0.000$, $\eta=0.134$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=2.707$, $p=0.029$, p -value is less than 0.050, that is, the variance of different, hence the use of Dunnett's T3 post a further exploration of different household annual income of kindergarten teachers in the personal/professional stressors on specific differences. The results show: $>100,000$, $\leq 200,000$ significantly greater than the $>30,000$, $\leq 50,000$ ($p=0.000$); $>50,000$, $\leq 100,000$ ($p=0.007$); $>100,000$, $\leq 200,000$ ($p=0.003$); more than 200,000, significantly greater than the $>30,000$ $\leq 50,000$ ($p=0.000$), $>50,000$ $\leq 100,000$ ($p=0.005$); $>100,000$, $\leq 200,000$ ($p=0.003$), other groups no significant differences.

In summary, different household annual income of kindergarten teachers in the personal/professional stressors there is a significant difference between the dimensions. The form of the household annual income $>100,000$, $\leq 200,000$; and over 200,000 kindergarten teacher personal/professional stressors. Analysis of the reasons

for, it may be because the higher the income, the more responsibility, work in important affairs is more also may be more difficult to deal with, so we need to work harder. That is why household annual income of kindergarten teachers' personal or professional at maximum stress.



B. Different household annual income in the kindergarten teacher psychological capital of the variability analysis

Table 4.67 Summary of variation analysis of psychological capital of kindergarten teachers at different household annual income

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Household annual income	1.114	4	0.278	0.971	0.422	0.045	
	Error	467.549	1630	0.287				
	Total	468.663	1634					
Hope	Household annual income	2.785	4	0.696	1.524	0.193	0.063	
	Error	744.720	1630	0.457				
	Total	747.505	1634					
Optimism	Household annual income	1.456	4	0.364	0.926	0.448	0.045	
	Error	641.224	1630	0.393				
	Total	642.680	1634					
Self-efficacy	Household annual income	1.869	4	0.467	1.228	0.297	0.055	
	Error	620.539	1630	0.381				
	Total	622.408	1634					
Resilience	Household annual income	6.499	4	1.625	3.585	0.006	0.095	
	Error	738.736	1630	0.453				5<2;
	Total	745.235	1634					5<3

Source: This table is from the researcher.

Note: PC: Psychological Capital, 1. 30,000 yuan and below; 2. >30,000, ≤50,000 yuan; 3. >50,000, ≤100,000 yuan; 4. >100,000, ≤200,000 yuan; 5. over 200,000 yuan.

Table 4.67 shows that a single factor ANOVA independent sample analysis of different household annual income of psychological capital and its four dimensions - hope, optimism, and resilience of the self-efficacy outcome. The results show that:

a. Different household annual income of kindergarten teachers in the overall psychological capital, $F(4,1630)=0.971$, $p=0.422$, $\eta=0.045$ has not yet reached the significant differences.

b. The breakdown of the dimensions of resilience, $F(4,1630)=3.585$, $\eta=0.095$. and $p=0.006$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.872$, $p=0.480$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different household annual income of kindergarten teachers on the resilience of the specific differences. The results showed significantly over 200,000 less than >30,000, $\leq 50,000$ ($p=0.024$); >50,000, $\leq 100,000$ ($p=0.014$), other groups were not significantly different. On the hope, $F(4,1630)=1.524$, $p=0.193$, $\eta=0.063$; on the optimism, $F(4,1630)=0.926$, $p=0.448$; $\eta=0.045$; on the self-efficacy, $F(4,1630)=1.228$, $p=0.297$, $\eta=0.055$ has not yet reached the significant differences.

In summary, the different household annual income of kindergarten teachers in resilience dimension, there are significant differences. Household annual income >30,000, $\leq 50,000$ and >50,000, $\leq 10\ 000$ kindergarten teachers, with the highest scores in the household annual income over 200,000 scores of kindergarten teachers. The reason for this resilience is the kindergarten teachers to change the environment outside of the psychological and behavioral response status. May be because the state is a dynamic form, with its scalable space. Resilience will vary with changes in the environment, the household annual income >30,000, $\leq 50,000$

and >50,000, $\leq 10,000$ kindergarten teachers belong to middle-income levels, as a result of stress from work is relatively small, the resilience of high performance. The household annual income over 200,000 of kindergarten teachers who belong to the high income, as a result from the work of the stress is relatively large, the resilience of performance will degrade. Therefore, different household annual income of kindergarten teachers in resilience, there are obvious changes.

C. Different household annual income in the kindergarten teacher social support of the variability analysis

Table 4.68 Summary of variation analysis of social support of kindergarten teachers at different household annual income

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social support	Household annual income	6.246	4	1.561	4.127	0.002	0.100	
	Error	616.666	1630	0.378				1<4;2<4
	Total	622.911	1634					

Source: This table is from the researcher.

Note: 1. 30,000 yuan and below; 2. >30,000, $\leq 50,000$ yuan; 3. >50,000, $\leq 100,000$ yuan; 4. >100,000, $\leq 200,000$ yuan; 5. over 200,000 yuan.

Table 4.68 shows a single factor ANOVA independent sample analysis of different household annual income for social support of the outcome. The results show that:

Different household annual income of kindergarten teachers in social support, $F(4,1630)=4.127, p=0.002, \eta=0.100$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=3.013, p=0.017, p$ -value is less than 0.050, that is, the variance of different quality, hence the use of Dunnett's T3 post a further exploration of different household annual income of kindergarten teachers in social support to the specific differences. The results show: $>100,000, \leq 200,000$ significantly greater than 30,000 ($p=0.031$), $>30,000, \leq 50,000$ ($p=0.017$), other groups were not significantly different.

In summary, the different household annual income of kindergarten teachers in social support, there are significant differences. The specific form of household annual income $>10,000, \leq 20,000$ social support, household annual income $30,000$ and $>30,000, \leq 50,000$ kindergarten teachers' social support. Explore the reasons for the household annual income $>100,000, \leq 200,000$ kindergarten teachers in the higher income, the household living conditions are relatively high, this might give the family's expenditures are relatively high. The material is based on the well-being of the family life, so the resulting from the family support would be high.

D. Different household annual income in the kindergarten teacher coping styles of the variability analysis

Table 4.69 Summary of variation analysis of coping styles of kindergarten teachers at different household annual income

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
CS	Household annual income	1.985	4	0.496	1.929	0.103	0.071	
	Error	419.517	1630	0.257				
	Total	421.502	1634					
Active-cognitive	Household annual income	2.044	4	0.511	1.812	0.124	0.063	
	Error	459.753	1630	0.282				
	Total	461.797	1634					
Active-behavioral	Household annual income	2.014	4	0.504	1.604	0.171	0.063	
	Error	511.647	1630	0.314				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles. 1. 30,000 yuan and below; 2. >30,000, \leq 50,000 yuan; 3. >50,000, \leq 100,000 yuan; 4. >100,000, \leq 200,000 yuan; 5. over 200,000 yuan.

Table 4.69 shows that a single factor ANOVA independent sample analysis of different household annual income of coping styles and their two dimensions - active-cognitive, active-behavioral effect results. The results show that:

a. Different household annual income of kindergarten teachers in coping styles, $F(4,1630)=1.929$, $p=0.103$, $\eta=0.071$ has not yet reached the significant differences.

b. The dimensions to the active-cognitive, $F(4,1630)=1.812$, $p=0.124$, $\eta=0.063$, on the active-behavioral, $F(4,1630)=1.604$, $p=0.171$, $\eta=0.063$ has not yet reached the significant differences.

In summary, the different household annual income of kindergarten teachers in coping styles and their dimension, there is no significant difference. Explore the reasons, one of which, it may be because the household annual income is not a kindergarten teacher a person's income, which is income per family member, it is likely to be the other members of the family, the high wages and, therefore, the kindergarten teachers individual work ability is not affected, and this will not affect the kindergarten teachers for the work of the individual pressure response. Secondly, it may be because high-income families, family members are quite busy, and kindergarten teachers' individual attention and help would be appropriate. This will cause the kindergarten teachers in the face of pressure, is not active. As a result, different household annual income of kindergarten teachers in coping styles that did not show a clear difference between the two.

E. Different household annual income in the kindergarten teacher well-being of the variability analysis

Table 4.70 Summary of variation analysis of well-being of kindergarten teachers at different household annual income

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Well-Being	Household annual income	4.843	4	1.211	3.360	0.010	0.089	
	Error	587.375	1630	0.360				5<3
	Total	592.218	1634					

Source: This table is from the researcher.

Note: 1. 30,000 yuan and below; 2. >30,000, \leq 50,000 yuan; 3. >50,000, \leq 100,000 yuan; 4. >100,000, \leq 200,000 yuan; 5. over 200,000 yuan.

Table 4.70 shows a single factor ANOVA independent sample analysis of different household annual income for the well-being of the outcome. The results show that:

Different household annual income of kindergarten teachers on the well-being $F(4,1630)=3.360$, $p=0.010$, $\eta=0.089$ has reached significant differences. Using the Levene test for homogeneity test, the results show that $F=1.188$, $p=0.314$, p -value greater than 0.050, variance homogeneity, and therefore the Scheffé post comparison, further exploration of different household annual income of kindergarten teachers on the well-being of specific differences. The results show >50,000, \leq 100,000 significantly greater than over 200,000 ($p=0.028$), other groups were not significantly different.

In summary, the different household annual income of kindergarten teachers

on the well-being of significant differences. The household annual income $>50,000$, $\leq 100,000$ kindergarten teachers' well-being high, the household annual income over 200,000 kindergarten teacher well-being low. The reason for this may be that household annual income, work harder, and for their efforts more and more tired. If mediation is not able to participate actively in the work of the happiness index is lower. The household annual income is low, would be relatively easy, in the work of the happiness index will increase.



A. Different average monthly income in the kindergarten teacher occupational stress of the variability analysis

Table 4.71 Summary of variation analysis of occupational stress of kindergarten teachers at different average monthly income

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
OS	Average monthly income	2.896	4	0.724	1.763	0.134	0.063	
	Error	669.317	1630	0.411				
	Total	672.213	1634					
PPS	Average monthly income	34.332	4	8.583	15.069	0.000	0.190	1<4;2<4; 3<4;2<3
	Error	928.390	1630	0.570				
	Total	962.721	1634					
DP	Average monthly income	3.484	4	0.871	1.489	0.203	0.063	
	Error	953.588	1630	0.585				
	Total	957.072	1634					
DM	Average monthly income	6.502	4	1.626	2.851	.023	.084	there are no significant differences among all groups
	Error	929.408	1630	0.570				
	Total	935.910	1634					

Source: This table is from the researcher.

Note: OS: Occupational Stress, PPS: Personal/Professional Stressors, DP:

Professional Distress, DM: Discipline and Motivation. 1. 1,500 yuan and below; 2.

1,501-3,000 yuan; 3. 3,001-5,000 yuan; 4. 5,001-10,000 yuan; 5. over 10,000 yuan.

Table 4.71 shows a single factor ANOVA analysis of different independent sample average monthly income of occupational stress and its three dimensions -

personal/professional stressors, professional distress, discipline and motivation of the outcome. The results show that:

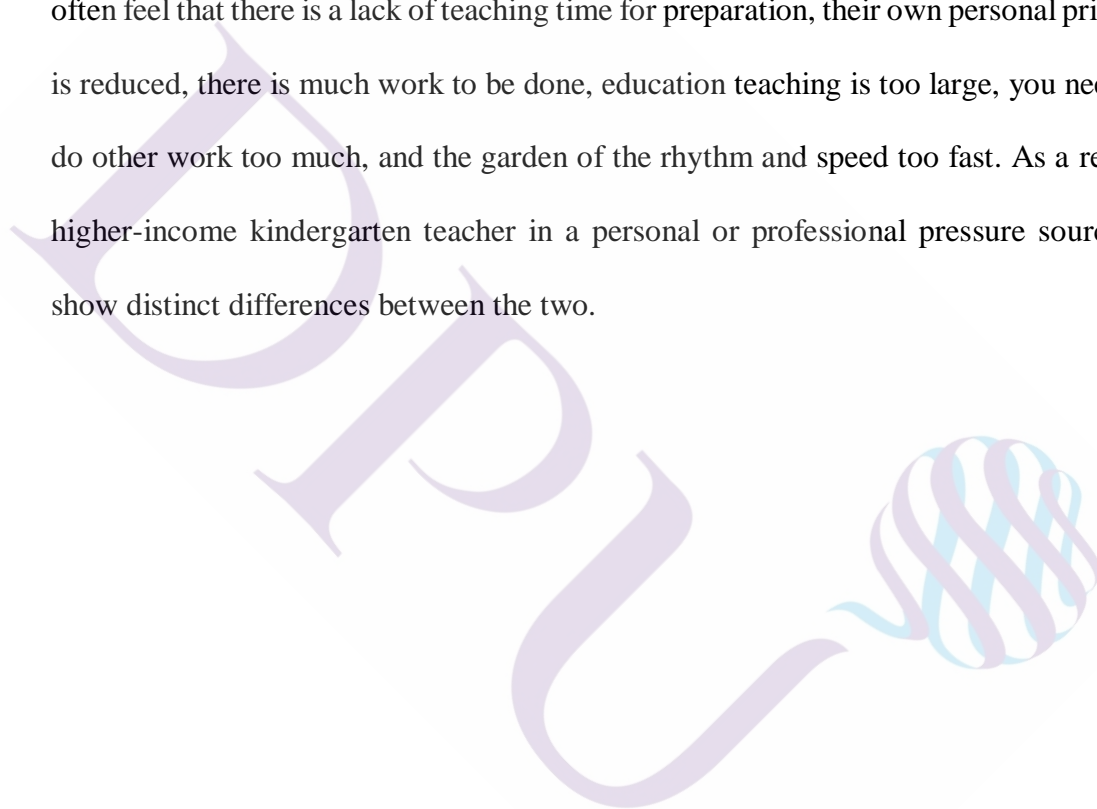
a. Different average monthly income of the kindergarten teachers in the overall occupational stress $F(4,1630)=1.763$, $p=0.134$, $\eta=0.063$ has not yet reached the significant differences.

b. The dimensions to the personal/professional stressors, $F(4,1630)=15.069$, $p=0.000$, $\eta=0.190$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=1.299$, $p=0.268$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different average monthly income of the kindergarten teachers in the personal/professional stressors on specific differences. The results show: 3,001-5,000 was markedly greater than 1,501-3,000 ($p=0.001$); 5,000-10,000 significantly greater than 1,500 yuan and below, 1,501-3,000 ($p=0.000$) ($p=0.000$), and 3,001-5,000 ($p=0.003$), other groups were not significantly different.

In the discipline and motivation, $F(4,1630)=2.851$, $p=0.023$, $\eta=0.084$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=1.372$, $p=0.241$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different average monthly income of the kindergarten teachers in the discipline and motivation to the specific differences. The results show that there is no significant difference between the groups. On the professional distress, $F(4,1630)=1.489$, $p=0.203$, $\eta=0.063$ has not yet reached the significant differences.

In summary, the average monthly income of the kindergarten teachers in the personal/professional stressors and discipline and motivation dimensions, there are

significant differences. The personal/professional stressors, average monthly income 5,001-10,000 worth of kindergarten teachers who score the highest, followed by the average monthly income 3,001-5,000 kindergarten teachers, and finally to below 1,500, 1,501-3,000 of kindergarten teachers. The reason for this is that kindergarten teachers' income may be related to the workload is directly proportional to the expression of more pay for more work. However, in doing the work, it would be too tiring, so they often feel that there is a lack of teaching time for preparation, their own personal priority is reduced, there is much work to be done, education teaching is too large, you need to do other work too much, and the garden of the rhythm and speed too fast. As a result, higher-income kindergarten teacher in a personal or professional pressure source to show distinct differences between the two.



B. Different average monthly income in the kindergarten teacher psychological capital of the variability analysis

Table 4.72 Summary of variation analysis of psychological capital of kindergarten teachers at different average monthly income

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
PC	Average monthly income	1.412	4	0.353	1.232	0.295	0.055	
	Error	467.251	1630	0.287				
	Total	468.663	1634					
Hope	Average monthly income	3.764	4	0.941	2.062	0.083	0.071	
	Error	743.741	1630	0.456				
	Total	747.505	1634					
Optimism	Average monthly income	2.566	4	0.641	1.633	0.163	0.063	
	Error	640.115	1630	0.393				
	Total	642.680	1634					
Self-efficacy	Average monthly income	2.943	4	0.736	1.936	0.102	0.071	
	Error	619.466	1630	0.380				
	Total	622.408	1634					
Resilience	Average monthly income	2.180	4	0.545	1.196	0.311	0.055	
	Error	743.055	1630	0.456				
	Total	745.235	1634					

Source: This table is from the researcher.

Note: PC: Psychological Capital, 1. 1,500 yuan and below; 2. 1,501-3,000 yuan; 3. 3,001-5,000 yuan; 4. 5,001-10,000 yuan; 5. over 10,000 yuan.

Table 4.72 shows a single factor ANOVA analysis of different independent sample average monthly income of psychological capital and its four dimensions - hope, optimism, and resilience of the self-efficacy outcome. The results show that:

a. Different average monthly income of the kindergarten teachers in the overall psychological capital, $F(4,1630)=1.232$, $p=0.295$, $\eta=0.055$ has not yet reached the significant differences.

b. The breakdown of the dimensions, in the hope that $F(4,1630)=2.062$, $p=0.083$, $\eta=0.071$; on the optimism $F(4,1630)=1.633$, $p=0.163$, $\eta=0.063$, on the self-efficacy $F(4,1630)=1.936$, $p=0.102$, $\eta=0.071$, on the resilience, $F(4,1630)=1.196$, $p=0.311$, $\eta=0.055$ did not achieve significant differences.

In summary, the average monthly income of the kindergarten teachers' psychological capital and their dimensions, has not yet reached the significant differences with the results of the study were consistent (Avey, Luthans, & Youssef, 2010). Explore the reasons for, on the one hand, this may be related to the kindergarten teachers are in their own small groups of low status, work on the treatment is not high, so that they do not have access to self-confidence and optimism, tough, emotional and quality. Second, the psychological capital is a long-term growth, accumulation of optimism and hope, self-efficacy, resilience and self-confidence of the individual personality attributes. The kindergarten teachers whose monthly income is more likely to be the areas of the economy, whether or not the teachers in this type of objective factors or academic qualifications such mental factors, showing that the average monthly income and the kindergarten teachers' psychological capital will not show a noticeable difference.

C. Different average monthly income in the kindergarten teacher social support of the variability analysis

Table 4.73 Summary of variation analysis of social support of kindergarten teachers at different average monthly income

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Social support	Average monthly income	5.184	4	1.296	3.420	0.009	0.089	
	Error	617.727	1630	0.379				1<3; 1<4
	Total	622.911	1634					

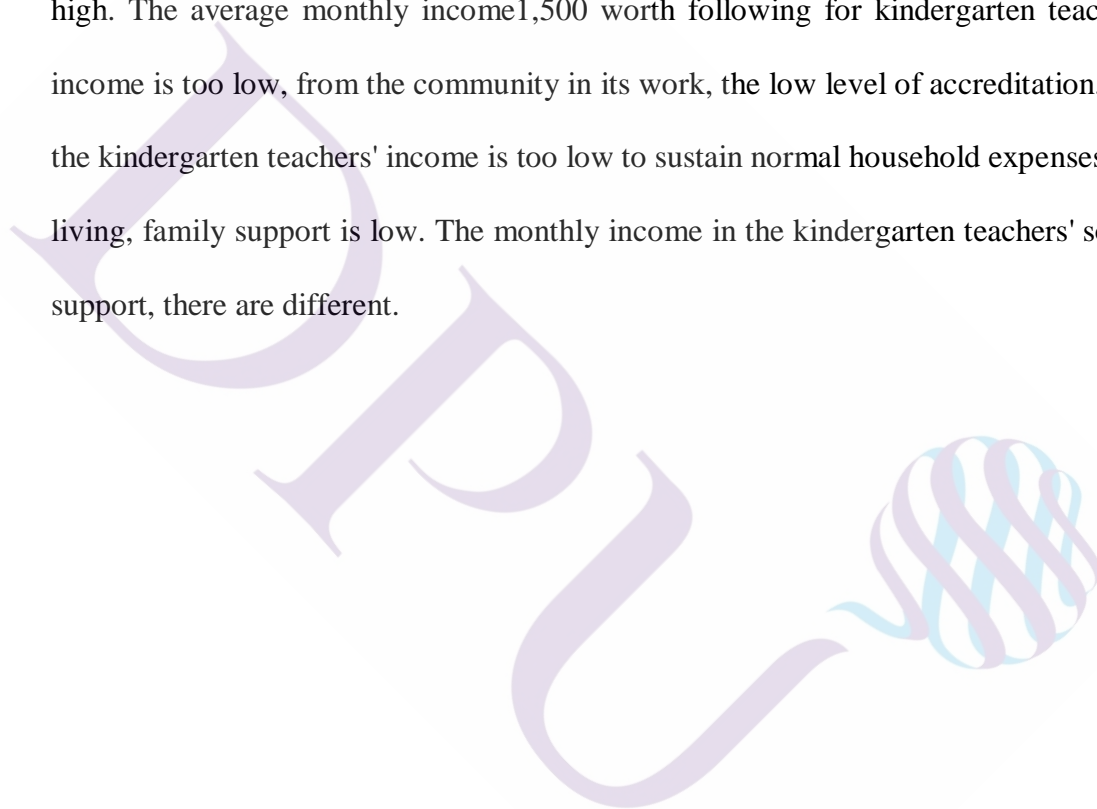
Source: This table is from the researcher.

Note: 1. 1,500 yuan and below; 2. 1,501-3,000 yuan; 3. 3,001-5,000 yuan; 4. 5,001-10,000 yuan; 5. over 10,000 yuan.

Table 4.73 shows a single factor ANOVA analysis of the independent sample average monthly income for the social support of the outcome. The results show that:

Different average monthly income of the kindergarten teachers in social support, $F(4,1630)=3.420$, $p=0.009$, $\eta=0.089$ has reached the significant differences. Using the Levene test for homogeneity test, the results show that $F=0.599$, $p=0.663$, p -value greater than 0.050, variance homogeneity, so the use of Scheffé post comparison to further explore different average monthly income of the kindergarten teachers in social support to the specific differences. The results show: 1,500 yuan and below significantly less than 3,001-5,000, 5,001-10,000 ($p=0.020$) ($p=0.040$), other groups were not significantly different.

In summary, the difference in average monthly income of the kindergarten teachers in social support, there are significant differences. In average monthly income 3,001-5,000, 5,001-10,000 for the kindergarten teachers' social support, average monthly income 1500 of kindergarten teachers and social support. Analyze the reasons for this may indicate that the average monthly income 3,001-5,000, 5,001-10,000 for the kindergarten teachers receive from society in the work of the authorized levels are high. The average monthly income 1,500 worth following for kindergarten teachers' income is too low, from the community in its work, the low level of accreditation. But the kindergarten teachers' income is too low to sustain normal household expenses and living, family support is low. The monthly income in the kindergarten teachers' social support, there are different.



D. Different average monthly income in the kindergarten teacher coping styles of the variability analysis

Table 4.74 Summary of variation analysis of coping styles of kindergarten teachers at different average monthly income

	Cause of difference	SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
CS	Average monthly income	0.486	4	0.122	0.471	0.757	0.032	
	Error	421.016	1630	0.258				
	Total	421.502	1634					
Active-cognitive	Average monthly income	0.589	4	0.147	0.520	0.721	0.032	
	Error	461.208	1630	0.283				
	Total	461.797	1634					
Active-behavioral	Average monthly income	0.552	4	0.138	0.439	0.781	0.032	
	Error	513.109	1630	0.315				
	Total	513.661	1634					

Source: This table is from the researcher.

Note: CS: Coping Styles, 1. 1,500 yuan and below; 2. 1,501-3,000 yuan; 3. 3,001-5,000 yuan; 4. 5,001-10,000 yuan; 5. over 10,000 yuan.

Table 4.74 shows a single factor ANOVA analysis of different independent sample average monthly income of coping styles and their two dimensions - active-cognitive, active-behavioral effect results. The results show that:

Different average monthly income of the kindergarten teachers in coping styles, $F(4,1630)=0.471$, $p=0.757$, $\eta=0.032$ has not yet reached the significant differences. On the active-cognitive, $F(4,1630)=0.520$, $p=0.721$, aimed on the active-behavioral, $F(4,1630)=0.439$, $p=0.781$, $\eta=0.032$ did not achieve significant differences.

In summary, between the average monthly income of the kindergarten teachers in coping styles and their dimension, there is no significant difference. The reasons for this, on the basis of the questionnaire and that, this may not be the problem through personal income to influence the draw on similar things in the past experience to cope with the stress or more relevant learning and training to cope with the stress, and a spouse or other relatives, professionals such as doctors, lawyers, etc.)how to better cope with stress. As a result, the average monthly income in the kindergarten teachers coping styles, showed no impact.

E. Different average monthly income in the kindergarten teacher well-being of the variability analysis well-being

Table 4.75 Summary of variation analysis of well-being of kindergarten teachers at different average monthly income

Cause of difference		SS	df	MS	F	<i>p</i>	η	Post Hoc Tests
Well-Being	Average monthly income	1.412	4	0.353	0.974	0.421	0.045	
	Error	590.806	1630	0.362				
	Total	592.218	1634					

Source: This table is from the researcher.

Note: 1. 1,500 yuan and below; 2. 1,501-3,000 yuan; 3. 3,001-5,000 yuan; 4. 5,001-10,000 yuan; 5. over 10,000 yuan.

Table 4.75 shows that a single factor ANOVA analysis of different independent sample average monthly income for the well-being of the outcome. The results show that: Different average monthly income of kindergarten teachers on the well-being $F(4,1630)=0.974$, $p=0.421$, $\eta=0.045$ has not yet reached the significant differences.

In summary, the average monthly income of the kindergarten teachers in the well-being, there is no significant difference. The wage is indeed kindergarten teachers to work in well-being one of the contributing factors. However, on the basis of the questionnaire, and that, Your recent work in the normal working day-to-day activities? You will be able to face up to the problems encountered in the work? And these problems would probably not be affected by the kindergarten teachers' salaries. But in Chinese contemporary society, high wages and living standards will increase accordingly, and may have a variety of living expenses are higher than that of well-being. In the general population, is likely to have the money to the crowd. The higher wages would like to earn more money. In order to money, you might forget the heart for life and work has become more complex and not simple. Therefore, the results of the study did not show the average monthly income of kindergarten teachers on the well-being of different.

4.4 Relevant Analysis of Kindergarten Teachers' Occupational Stress, Psychological Capital, Social Support, Coping Styles and Well-being

This study to validate the research question 2, explore the kindergarten teachers in occupational stress and well-being if there is a direct relationship between? Thus, the use of the difference related (product-moment correlation) this statistical methods, to explore the relationship between the five variables.

The product difference correlation is also called Pearson correlation, and the Pearson linear coefficient, that is, the Pearson product difference correlation coefficient is r . Is a statistical indicator that quantitatively describes the closeness and related direction of the linear relationship between two consecutive variables (Li & Luo, 2015).

Occupational stress, psychological capital, social support, coping styles, and well-being are all continuous variables. Therefore, the relevant method used in this study is related to the difference, which was created by statisticians (Hinkin, 1998). The correlation coefficient value is positive, indicating a positive correlation between the two variables, and a negative correlation coefficient indicates a negative correlation between the two variables, and the absolute value of the correlation coefficient indicates the coefficient size.

The larger the absolute value of the correlation coefficient is, the stronger the correlation between the two variables is. The smaller the absolute value of the correlation coefficient is, the weaker the correlation between the two variables is. The value of the correlation coefficient is between -1 and 1 (Benesty, Chen, Huang, & Cohen, 2009). A detailed analysis is as follows:

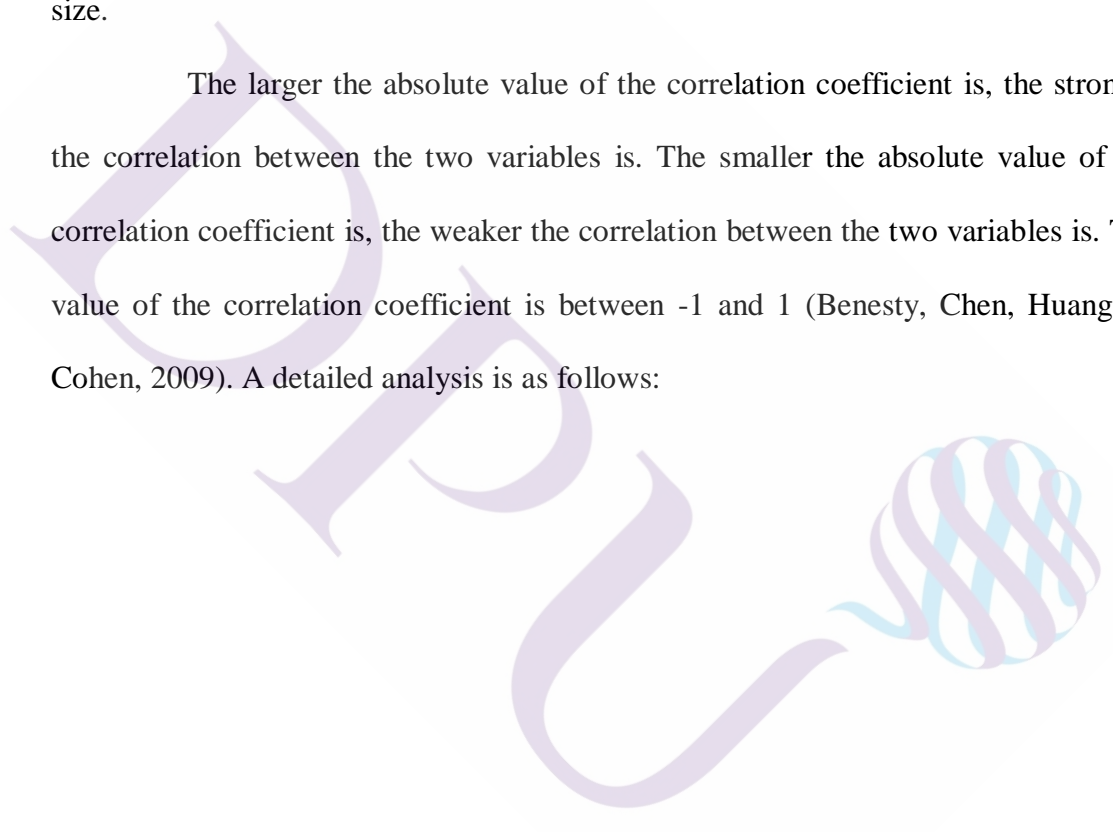


Table 4.76 Correlation matrix of occupational stress, psychological capital, social support, coping styles, and well-being

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.OS	1													
a.PPS	.768**	1												
b. PD	.919**	.571**	1											
c.DM	.794**	.397**	.628**	1										
2.PC	-.413**	-.320**	-.370**	-.340**	1									
a. hope	-.279**	-.191**	-.268**	-.228**	.755**	1								
b. optimism	-.349**	-.286**	-.305**	-.283**	.881**	.584**	1							
c. SE	-.357**	-.282**	-.312**	-.301**	.898**	.519**	.721**	1						
d. resilience	-.402**	-.313**	-.362**	-.325**	.745**	.402**	.545**	.637**	1					
3. SS	-.350**	-.251**	-.339**	-.269**	.435**	.270**	.363**	.414**	.389**	1				
4.CS	-.364**	-.232**	-.350**	-.312**	.517**	.314**	.450**	.466**	.492**	.561**	1			
a.AC	-.344**	-.218**	-.331**	-.298**	.534**	.331**	.462**	.477**	.511**	.515**	.926**	1		
b. AB	-.332**	-.214**	-.320**	-.282**	.431**	.256**	.377**	.392**	.408**	.528**	.934**	.729**	1	
5.WB	-.414**	-.309**	-.380**	-.339**	.452**	.270**	.384**	.411**	.446**	.362**	.436**	.419**	.392**	1

Source: This table is from the researcher.

Note: ** $p < 0.010$, OS: Occupational Stress PC: Psychological Capital, SS: Social Support, CS: Coping Styles, WB: Well-Being, PPS: Personal/Professional Stressors, PD: Professional Distress, DM: Discipline and Motivation, SE: Self-Efficacy, AC: Active-Cognitive, AB: Active-Behavioral.

According to Table 4.76 shows that the results of the study are as follows:

4.4.1 Kindergarten Teachers' Occupational Stress and Correlation Analysis Between Dimensions and Other Variables and Dimensions

A. Kindergarten teachers occupational stress and other variables and dimensions of the relevant analysis

a. Occupational stress and psychological capital[r (1633)=-0.413, $p<0.010$] and its dimension: hope[r (1633)=-0.279, $p<0.010$], optimism[r (1633)=-0.349, $p<0.010$], self-efficacy[r (1633)=-0.357, $p<0.010$], resilience[r (1633)=-0.402, $p<0.010$] also showed a significantly negative. When the employment stress, psychological capital will be smaller. Explore the reasons, this study found that when the pressure increases, based on past literature Avey et al. (2008) and Riolli, Savicki, and Richards (2012), the hope and optimism, self-efficacy and resilience will decrease. It is found that the current teacher pressure increases, based on a questionnaire that: for example, kindergarten teachers working capacity will not be recognized by superiors and sometimes cause the mood is not high; the kindergarten teacher job performance is high, wages are high as a result of the enthusiasm of the lowering of the future work; a lack of confidence in the kindergarten teachers personal capacity is very young parents make things difficult and sometimes lead to emotional anxiety; in the work experience difficulties, but could not find a solution, the degree of optimism will decline; heavy workload of kindergarten teachers and personal priorities to reduce and sometimes lead to enormous pressure and found themselves in difficulties, self-efficacy is reduced resulting in burnout delay; the daily workload is too much, every child has to take care of the kindergarten teachers could not maintain the attitude of optimism, etc. will not be good.

b. Occupational stress and social support is significantly negative related [$r(1633) = -0.350, p < 0.010$]. According to Salami (2011) the literature of the past, when the teachers occupational stress increases, teachers of social support would be reduced. In fact, on the basis of the survey also found that a daily, such as: There is too much work to do, it may also work to address does not end when the need help, it is very difficult to find other colleagues or friends to assist in the completion of these performance is not good, so that social support.

c. Occupational stress and coping styles [$r(1633) = -0.364, p < 0.010$] and its two dimensions - active-cognitive [$r(1633) = -0.344, p < 0.010$], active-behavioral [$r(1633) = -0.332, p < 0.010$] also showed a significantly negative. When the occupational stress increases, the kindergarten teachers' coping styles will be reduced. Based on past literature Hung (2012) research, the active-cognitive and active-behavioral will be reduced. It is found that the current teacher pressure increases, based on a questionnaire that: for example, parents with young children because kids in the garden of the other companions hurt, but consecutive days to kindergarten teachers accused of misconduct; the kindergarten teachers have the parents do not understand that the work could not be positive, active, young children may have resentment; the kindergarten teachers encounter difficulties, parents do not know how to step-by-step action to solve the problem, but also to the spouse or other relatives who share these problems, more than friends, and the performance is not very good.

d. Occupational stress and well-being is significantly negative related [$r(1633) = -0.414, p < 0.010$]. Based on past literature Mearns and Cain (2003) when the teachers occupational stress rises, the well-being of teachers will be reduced. In fact, on

the basis of the survey also found that, for example, kindergarten teachers are not widely accepted by society, and feel that the kindergarten teachers are to see a child's nanny, many teachers will feel that their jobs are not so valuable. Therefore, the study and the results of the study were consistent. Occupational stress and its three-dimensional, psychological capital and its four dimensions, social support and coping styles and two dimensions, the well-being are related to negative (mearns & cain, 2003).

B. Kindergarten teacher personal/professional stressors and other variables and dimensions of the relevant analysis

a. Personal/professional stressors and psychological capital [$r(1633) = -0.320$, $p < 0.010$] and its four dimensions - hope [$r(1633) = -0.191$, $p < 0.010$], optimism [$r(1633) = -0.286$, $p < 0.010$], self-efficacy [$r(1633) = -0.282$, $p < 0.010$], resilience [$r(1633) = -0.313$, $p < 0.010$] also showed a significantly negative. The personal/professional larger stressors, psychological capital will be smaller. Explore the reasons, this study found that when the personal/professional stressors becomes larger, based on past literature Wang (2014), the hope and optimism, self-efficacy and resilience will decrease.

In fact, on the basis of the questionnaire also revealed that items such as kindergarten teachers and the role related to the preparation of teaching materials, too much work, since the very young age, in particular intuitive thinking, teachers need to have teaching aids, such as within plus or minus 10 law, every young children need 10 cartoon characters, each class of about 30 students, teachers need to make 300 teaching aids, kindergarten teachers' individual positive psychological development status is reduced; the daily to deal with important matters too much, of the kindergarten

development strategies and objectives; the loss of confidence in the daily rhythm is too fast, to deal with important matters, there is too much work to do, find themselves in deep trouble, kindergarten teachers do not know how or cannot think of too many ways to escape; the completion of the work of the spirit of the goal is not to be able to focus or do not complete kindergarten teachers' set objectives; when the kindergarten teachers to work in the setbacks, it is difficult to maintain the calm and continue working; unable to cope with difficulties and find solutions to difficult; the work will not be able to deal with a lot of things; for the present and future work is negative, could not maintain the attitude of optimism, performance is not very good.

b. Personal/professional stressors is significantly negatively correlated with the support [$r(1633) = -0.251$, $p < 0.010$]. To explore the reasons for this, according to the past literature Fimian (1986b), when the teacher personal/professional stressors rise, the teacher's all-in-time will be reduced. In practice, it is also found that, according to the questionnaire items, such as: teachers in need of help or face pressure, it is difficult to find people who can rely on, seek help or provide a sense of security, such as performance will not be good.

c. Personal/professional stressors and coping styles [$r(1633) = -0.232$, $p = 0.010$] and its two dimensions--active-cognitive [$r(1633) = -0.218$, $p < 0.01$], active-behavioral [$r(1633) = -0.214$, $p < 0.010$] are significantly negatively correlated. when the personal/professional stressors rise, the coping styles decreases. To explore the reasons, this study found that when the Personal/Professional Stressors, according to the past literature Austin et al. (2005), it shows that active-cognitive, Active-behavioral will be reduced.

In fact, it is also found that the greater the current teacher personal/professional stressors, according to the questionnaire items: for example, the daily pace of work is too fast, both for young children to attend classes and to arrange meals and outdoor activities; The fast pace of work brings anxiety to kindergarten teachers, So that they do not want to face the work or work enthusiasm is greatly reduced, the pace of work so that kindergarten teachers not be patient, gradual, orderly to work, the pace of work so that kindergarten teachers do not want to try to understand more about the development of young children special or detailed situation will not be good performance.

d. Personal/professional stressors is significantly negatively correlated with well-being [$r(1633) = -0.309$, $p = 0.010$]. Explore the reasons for this, according to the past literature Dunn, Arnetz, Christensen, and Homer (2007), when kindergarten teachers Personal/Professional Stressors rise, well-being will be reduced. According to the topic, the specific performance is: such as the daily work complex and upset, coupled with the park activities, teachers not always maintain work confidence in the work and so on will not be good performance.

C. Correlation analysis between kindergarten teachers' professional distress and other variables and dimensions.

a. Professional distress and psychological capital [$r(1633) = -0.370$, $p < 0.010$] and its four dimensions--hope [$r(1633) = -0.268$, $p < 0.010$], optimism [$r(1633) = -0.305$, $p < 0.010$], self-efficacy [$r(1633) = -0.312$, $p < 0.010$], resilience [$r(1633) = -0.362$, $p < 0.010$] are significantly negatively correlated. When the professional distress becomes larger, psychological capital becomes smaller. To

explore the reasons, this study found that when the professional distress, according to the past literature Riolli et al. (2012), it shows that hope, optimism, self-efficacy, resilience will be reduced. In fact, it has also been found that according to the questionnaire items such as: teachers lack promotion opportunities and on-the-job training opportunities, kindergarten teachers' confidence in the development of kindergartens and the achievement of work objectives will be reduced, teachers' professional status is not recognized. Kindergarten teachers will be disappointed with their professional development prospects, although their profession is also a teacher, for early childhood education services, But not respected; kindergarten teachers' personal opinions on work are not adopted, they will feel that kindergarten work is a dark and always do not see a glimmer of light and other performance is not good.

b. Professional distress was significantly negatively correlated with social support [$r(1633) = -0.339, p < 0.010$]. Explore the reasons for this, according to the past literature Fimian (1986b), when the teacher professional distress rise, social support will decrease. In practice, it is also found that according to the questionnaire items, such as: kindergarten teachers because of trivial affairs too much, the lack of work progress in teaching work; They lack the leadership support of kindergartens, arguing that leaders are not able to understand themselves because of the delays in teaching by assigning other jobs, and that kindergarten teachers really need help when they are stressed because they have to do a lot of work every day, but no one can rely on it, so that they feel helpless and so on performance is not good.

c. Professional distress and coping styles [$r(1633) = -0.350, p = 0.010$] and its two dimensions--active-cognitive [$r(1633) = -0.331, p < 0.01$], active-behavioral [$r(1633) = -0.320, p < 0.010$] are significantly negatively correlated. When the

professional distress becomes larger, the coping styles becomes smaller. To explore the reasons, this study found that when the professional distress, according to the past literature Austin et al. (2005), it shows that active-cognitive, active-behavioral will be reduced.

In fact, it is also found that according to the scale items such as: Kindergarten teachers have too many uncontrollable, kindergarten work related matters, and feel pressure, younger children, poor living ability, need the help of teachers, sometimes there will be many young children wet trousers, especially novice teachers will be busy, completely not cope with this situation, Also worried about parents blame and emotional frustration; There are also teachers beard eyebrows catch not objectively look at the current pressure; Sometimes there are many children who have diapers and crying, teachers often because of anxiety, suddenly forget to learn and train related skills and other performance will be bad.

d. Professional distress is significantly negatively correlated with well-being [$r(1633) = -0.380, p < 0.010$]. Explore the reasons for this, according to the past literature Thomas et al. (2007), when the teacher professional distress rise, well-being will be reduced. In practice, it is also found that, according to the questionnaire, such as: Kindergarten teachers will be due to lack of promotion opportunities, and feel pressure, because some things at work are not taken into account or not controlled by kindergarten teachers' own and feel that the promotion of hopeless pessimism and depression and other performance is not good.

D. Correlation analysis between discipline and motivation of kindergarten teachers and other variables and dimensions

a. Discipline and motivation and psychological capital [r (1633)=-0.340, $p<0.010$] and its four dimensions--hope [r (1633)=-0.228, $p<0.010$], optimism[r (1633)=-0.283, $p<0.010$], self-efficacy[r (1633)=-0.301, $p<0.010$], resilience[r (1633)=-0.325, $p<0.010$] all showed significant negative correlation. When discipline and motivation become larger, the psychological capital becomes smaller. To explore the reasons, this study found that when discipline and motivation, according to past literature Herbert (2011), hope, optimism, self-efficacy, resilience will be reduced.

In fact, it has also been found that, according to the scale items, such as: Kindergarten teachers because young children lack the interest in learning, and they will think that they may have problems in teaching methods, and do not have the confidence to talk in front of other colleagues, in the kindergarten teaching activities, many young children are less disciplined, especially in open classes, Teachers not be energetic to achieve the goal of work; kindergarten teachers find that young children's learning motivation has been poor in the daily teaching activities of small classes, and they will feel unable to get through the difficulties of their work. Because kindergarten teachers have experienced such difficulties before, and the daily discipline of young children is poor, and teachers will be more negative about their present and future work. Unable to maintain optimism attitude and other performance is not good

b. Discipline and motivation are significantly negatively correlated with social support [r (1633)=-0.269, $p<0.010$]. To explore the reasons for this, according to past literature Fimian (1986b), when teachers discipline and motivation rise, the and the teacher will be reduced. In practice, it is also found that according to the questionnaire items, such as: kindergarten teachers because of the discipline of young

children to punish young children, afraid of leadership blame and feel pressured; When there is a need for help, it is difficult to find garden leaders who can rely on or seek help to perform poorly.

c. Discipline and motivation and coping styles [$r(1633) = -0.312, p < 0.010$] and its two dimensions--active-cognitive [$r(1633) = -0.298, p < 0.010$], active-behavioral [$r(1633) = -0.282, p < 0.010$] are significantly negatively correlated. When discipline and motivation become larger, coping styles becomes smaller. To explore the reasons, this study found that when discipline and motivation, according to past literature Austin et al. (2005), it shows that active-cognitive and active-behavioral will be reduced.

In fact, it has also been found that according to the questionnaire items such as: Kindergarten teachers because of the discipline of young children to punish young children, afraid of young children parents do not understand and complain and feel pressure, will bring anxiety to kindergarten teachers, the confidence of kindergarten teachers' own career doubts; Kindergarten teachers in the teaching activities, found that young children group sexual discipline is not good, they not see the positive side of the work; kindergarten teachers in outdoor activities, when they find that young children are prone to poor discipline, when they feel stressed, they do not want to communicate with their spouses or other people to perform these problems will be bad.

d. Discipline and motivation are significantly negatively correlated with well-being [$r(1633) = -0.339, p < 0.010$]. Explore the reasons for this, according to past literature Zhuang (2015), when teachers discipline and motivation rise, well-being will be reduced. In practice, it is also found that according to the scale items, such as:

kindergarten teachers in the NAP time, found that young children frequent sexual discipline and sometimes feel pressure, they will feel in the normal work is suffering and other performance is not good.

4.4.2 Kindergarten Teachers' Psychological Capital and Correlation Analysis Between Dimensions and Other Variables and Dimensions

A. Correlation analysis between the kindergarten teacher psychological capital and other variables and dimensions

a. Psychological capital is significantly positively correlated with social support [$r(1633) = 0.435, p < 0.010$]. To explore the reasons for this, according to past literature Saks and Gruman (2011), when the teacher psychological capital rises, social support will increase. In practice, it is also found that according to the scale items, such as: Kindergarten teachers have a positive state of psychological development, in the work hope to pursue good work performance and good interpersonal relations, if really need help, can get support from colleagues and so on good performance.

b. Psychological capital and coping styles [$r(1633) = 0.517, p < 0.010$] and its two dimensions--active-cognitive [$r(1633) = 0.534, p < 0.010$], active-behavioral [$r(1633) = 0.431, p < 0.010$] are significantly positively correlated. As psychological capital Rose, so did coping styles. Exploring the reasons for this, find that when the psychological capital, the greater the active-cognitive and active-behavioral, according to past literature Ding et al. (2015), active-cognitive and active-behavioral will rise.

In fact, it is also found that when the current teacher psychological capital rises, according to the questionnaire item: for example, kindergarten teachers have a positive state of psychological development, in order to pursue better job performance,

kindergarten teachers are willing to devote more time and energy to work, even taking up their own rest time. Kindergarten teachers have a positive state of psychological development, when the work encountered difficult problems, immediately withdraw from the tension situation, and can more objective view of the current pressure; kindergarten teachers have a positive state of psychological development, when the work encountered pressure, willing to chat with friends to talk to reduce stress and so on good performance.

c. Psychological capital and well-being showed significant positive correlation [$r(1633)=0.452, p<0.010$]. Explore the reasons for this, according to past literature Avey et al. (2010) and Culbertson et al. (2010), when the teacher psychological capital rises, the well-being will rise. In practice, it is also found that according to the scale items, such as: Kindergarten teachers have a positive state of psychological development, when difficulties encountered in the work, can face up to the problems encountered in the work.

B. Correlation analysis between hope of kindergarten teachers and other variables and dimensions

a. Hope is significantly positively correlated with social support [$r(1633)=0.270, p<0.010$]. Explore the reasons for this, according to the past literature Li, Yang, Liu, and Wang (2016), when the teacher hope is elevated, social support will increase. In practice also found that according to the questionnaire items, such as: Kindergarten teachers by virtue of their own professional quality, have the confidence to set goals for their areas of work, by the unanimous recognition of colleagues and leaders and so on performance.

b. Hope and coping styles [$r(1633) = 0.314, p < 0.010$] and its two dimensions--active-cognitive [$r(1633) = 0.331, p < 0.010$], active-behavioral [$r(1633) = 0.256, p < 0.010$] all showed significant positive correlation. As hope rose, so did the coping styles. To explore the reasons, this study found that when hope was older, according to past literature Henry (2004) and Susan Folkman (2010), active-cognitive and active-behavioral will rise.

In fact, it is also found that when the current teacher hope rises, according to the scale item: for example, kindergarten teachers as professionals have the confidence to communicate with parents of young children and discuss the problem of home co-education, so with the current situation of young children and different family environment, put forward a variety of educational solutions; parents will also be offered options for a variety of educational methods; kindergarten teachers will be willing to participate in discussions on the strategic development of kindergartens and are confident that this development will be achieved, communicate with professionals with a view to obtaining professional guidance, actively pay for practice and are doing well towards this goal.

c. Hope and well-being showed significant positive correlation [$r(1633) = 0.270, p < 0.010$]. Explore the reasons for this, according to past literature Avey et al. (2010), when the teacher hope rises, the well-being will rise. In practice, it is also found that, according to the scale items, such as: Kindergarten teachers have the will to participate in the discussion of the strategic development of kindergartens, and have the confidence that this development will be achieved, so they believe that in the work is doing valuable things and so on good performance.

C. Correlation analysis between kindergarten teachers' optimism and other variables and dimensions

a. Optimism is significantly positively correlated with social support [$r(1633) = 0.363, p < 0.010$]. Explore the reasons for this, according to the past literature Ekas, Lickenbrock, and Whitman (2010), when the teacher optimism rise, social support will increase. In practice, it is also found that, according to the questionnaire items, such as: Kindergarten teachers find themselves in trouble at work, will come up with a lot of ways to get rid of, so that colleagues and leaders see their own efforts, and get their unanimous recognition and so on good performance.

b. Optimism and coping styles [$r(1633) = 0.450, p < 0.010$] and its two dimensions--active-cognitive [$r(1633) = 0.462, p < 0.010$], active-behavioral [$r(1633) = 0.377, p < 0.010$] are significantly positively correlated. As the optimism rises, so does the coping styles. To explore its causes, this study find that when the optimism is larger, according to past literature Krypel and Henderson-King (2010), active-cognitive and active-behavioral will rise.

In fact, it is also found that the current teacher optimism rise, according to the questionnaire items: for example, kindergarten teachers can be energetic to achieve the goal of work, according to the development of young children in a timely manner to make educational adjustment programs, conducive to improving their future work confidence, it is easier to see the positive side; They have been able to take some positive work behavior towards their goals, and have achieved good performance, among other things.

c. Optimism and well-being showed significant positive correlation [$r(1633) = 0.384, p < 0.010$]. Explore the reasons for this, according to the past literature Avey et al. (2010), when the teacher optimism rise, the well-being will rise. In practice, it is also found that according to the questionnaire items, such as: kindergarten teachers can come up with a lot of ways to achieve the current work goals, the realization of the goal reflects the realization of self-worth, so in the work can experience happiness and satisfaction and other good performance.

D. Correlation analysis between kindergarten teachers' self-efficacy and other variables and dimensions

a. Self-efficacy is significantly positively correlated with social support [$r(1633) = 0.414, p < 0.010$]. Explore the reasons for this, according to the past literature Brouwer, Reneman, Bültmann, Van der Klink, and Groothoff (2010), when the teacher self-efficacy rise, social support will increase. In practice, it is also found that, according to the questionnaire items, such as: When kindergarten teachers are in a difficult position at work, have the desire to get out of trouble and put into work as soon as possible, which is consistent with the goal of colleagues and leaders in the completion of teachers' work, and through leadership and colleagues to help, it is easy to recover from it.

b. Self-efficacy and coping styles [$r(1633) = 0.466, p < 0.010$] and its two dimensions - active-cognitive [$r(1633) = 0.477, p < 0.010$], active-behavioral [$r(1633) = 0.392, p < 0.010$] are significantly positively correlated. As the self-efficacy rises, so does the coping styles. To explore its causes, this study found that when the self-

efficacy was larger, according to past literature Cicognani (2011) and Tan-Kristanto and Kiropoulos (2015), active-cognitive and active-behavioral will rise.

In fact, it is also found that when the current teacher self-efficacy is elevated, according to the questionnaire item: for example, when kindergarten teachers face challenging work, have confidence and can make the necessary efforts to reap success, and can carry out objective analysis and patiently step up action to solve the problem; Ask professionals for advice, Perform more relevant studies and training and so on.

c. Self-efficacy and well-being showed significant positive correlation [$r(1633)=0.411$, $p<0.010$]. Explore the reasons for this, according to the past literature Hahn, Binnewies, Sonnentag, and Mojza (2011), when the teacher self-efficacy rise, the well-being will rise. In practice, it is also found that, according to the questionnaire items, such as: Kindergarten teachers can deal with a lot of things at once in the work, which tests their work experience and ability to work, when completed will produce a sense of accomplishment, thus improving the happiness index.

E. Correlation analysis between kindergarten teachers' resilience and other variables and dimensions

a. Resilience is significantly positively correlated with social support [$r(1633)=0.389$, $p<0.010$]. Explore the reasons for this, according to the past literature Horton and Wallander (2001) and Park and Lee (2011), when the teacher resilience rise, social support will increase. In practice, it is also found that according to the questionnaire, such as: When kindergarten teachers are in a difficult position at work, always see the positive side of the work, this character will attract many people with the same attitude and faith colleagues, leaders, friends support.

b. Resilience and coping styles [$r(1633) = 0.492, p < 0.010$] and its two dimensions - active-cognitive [$r(1633) = 0.511, p < 0.010$], active-behavioral [$r(1633) = 0.408, p < 0.010$] are significantly positively correlated. As the resilience rises, so does the coping styles. To explore its causes, this study found that when the resilience was larger, according to past literature Tan-Kristanto and Kiropoulos (2015), active-cognitive and active-behavioral will rise. In fact, it is also found that the current teacher resilience rise, according to the scale items: for example, when kindergarten teachers in the work in a difficult situation, always see the positive side of the work, will constantly adjust their own mentality and behavior, in order to get out of the predicament as soon as possible; When kindergarten teachers are faced with heavy work cannot be completed, they can still firmly believe, take some positive measures and so on good performance.

F. Correlation analysis between kindergarten teachers' coping styles and other variables and dimensions

Coping styles and well-being also showed a significant positive correlation [$r(1633) = 0.436, p < 0.010$] and two dimensions of coping styles- Active-cognitive and well-being also showed significant positive correlation [$r(1633) = 0.419, p < 0.010$]; active-behavioral and well-being also showed significant positive correlation [$r(1633) = 0.392, p < 0.010$]. As the coping styles rises, so does the well-being. Exploring the reasons for this, this study found that active-cognitive and active-behavioral rise when the coping styles was greater. According to past literature Fava and Tomba (2009), the well-being also increased.

In fact, it is also found that when the current teacher coping styles rise, according to the questionnaire items: for example, when kindergarten teachers face the

pressure of work, can face up to the problems encountered in the work, and relieve the pressure at work, so that they have full confidence in the work, when kindergarten teachers seek guidance or help from professionals, And gain knowledge and experience from it, you can feel happy at work, and when kindergarten teachers acquire teaching skills through various channels and put them into practice, this process shows the realization of self-worth, so that from the work to experience happiness and happiness and so on good performance.

4.4.3 Kindergarten Teachers' Social Support and Correlation Analysis Between Dimensions and Other Variables and Dimensions

a. Social support and coping styles [$r(1633)=0.561, p<0.010$] and its two dimensions--active-cognitive [$r(1633)=0.515, p=0.010$], active-behavioral [$r(1633)=0.528, p<0.010$] were significantly positively correlated. As the coping raised, so did the styles. To explore the reasons for this, this study found that when the greater the progress of the such day, according to the previous literature Lee, Suchday, and Wylie-Rosett (2012) Wonderlich-Tierney and Vander Wal (2010), said both active-cognitive and active-behavioral will rise. In fact, it is also found that when the current teacher's support for the Chinese is elevated, according to the questionnaire: for example, when kindergarten teachers get more family and friends, they are more confident that they can cope with the changes at work at any time, and when kindergarten teachers get more support from leaders and colleagues. Be more aware of the importance of teaching reform; when kindergarten teachers get more support from work units, they are more confident to explore and learn unknown job skills and so on perform well.

b. Social support and well-being also showed significant positive correlation [$r(1633)=0.362, p<0.010$]. Explore its causes, according to past literature Cicognani (2011)和 Jeon et al. (2018), in the study, when the teacher resilience rise, the well-being will rise. In practice, it is also found that according to the scale items, such as: When kindergarten teachers get more from friends, young children parents, colleagues, leaders, family support, it is easier to get professional recognition, will improve the work of well-being.

4.4.4 Kindergarten Teachers' Coping Styles and Correlation Analysis Between Dimensions and Other Variables and Dimensions

Coping styles and well-being also showed a significant positive correlation [$r(1633)=0.436, p<0.010$] and two dimensions of coping styles--active-cognitive and well-being also showed significant positive correlation [$r(1633)=0.419, p<0.010$]; active-behavioral and well-being also showed significant positive correlation [$r(1633)=0.392, p<0.010$]. As the coping styles rises, so does the well-being. Exploring the reasons for this, this study found that active-cognitive and active-behavioral rise when the coping styles is greater. According to past literature Özbay et al. (2012), the well-being also increased. In fact, it is also found that when the current teacher coping styles rise, according to the questionnaire items: for example, when kindergarten teachers face the pressure of work, can face up to the problems encountered in the work, and relieve the pressure at work, so that they have full confidence in the work, when kindergarten teachers seek guidance or help from professionals, And gain knowledge and experience from it, you can feel happy at work, and when kindergarten teachers acquire teaching skills through various channels and put them into practice, this process shows the

realization of self-worth, so that from the work to experience happiness and happiness and so on good performance.

4.5 SEM and Research Hypothesis Verification

In order to verify the research question 3, this study explores whether there is a significant relationship between psychological capital Occupational stress and well-being of kindergarten teachers. And research questions 4, social and coping styles can regulate the relationship between kindergarten teachers Occupational stress and well-being? Therefore, this study mainly uses the AMOSS 22.0 software to use the structural equation (SEM) as a statistical method to the study of pre-conceived, tentative theory (Sekaran, 2000) and 9 hypotheses of this study are also validated. The research hypothesis is a speculative and hypothetical interpretation of the law or cause of the problem studied by the researcher on the basis of empirical facts and scientific theory, which is the causal or conclusion of the problem which is conceived on the basis of the existing facts and information (Cooper, 2003).

Through the data in the above table, the hypothesis H1 in this study can be analyzed, and the following conclusions can be drawn: of the 16 demographic variables, only Kindergarten location, kindergarten teachers with young children The status of the relationship between children and family generation 2 did not significantly affect the occupational stress of kindergarten teachers, psychological capital,, coping styles and well-being. The 14 other items had varying degrees of impact.

Therefore, H1: Occupational stress of kindergarten teachers, psychological capital, the, and the coping styles and well-being are significantly affected among

different demographic variables. This assumption is not fully established (partially established).

With regard to the information of the measurement degree of the building in this study, the advantage of SEM is to evaluate the ability of model fitting and acquisition. The aim of the study was to create a comprehensive model that would combine all identified moderations and mediations into one model. Includes independent variable occupational stress (which includes three dimensions--personal/professional stressors, Professional distress, discipline and motivation), due to variable well-being, and the role of the psychological capital intermediary (which is divided into four dimensions--optimism, hope, self-efficacy and elasticity), the well-being and coping styles (It is divided into two dimensions of--active-cognitive and active behavior) of the adjustment effect. Therefore, the main model in this study is to predict the effect of Occupational stress on well-being.

4.5.1 Structural Equation Model

The evaluation of model fitting is accomplished by creating a measurement model and examining the fitting exponent. For acceptable model fitting, significant χ^2 are required to test, but this is not readily available. If the model has a significant χ^2 value after it is tested, other indices (Preacher, Rucker, & Hayes, 2007) can be tested.

If the TLI of the model is equal to or higher than the acceptable range of 0.900, the CFI value is equal to or higher than the acceptable range of 0.930, then the RMSEA value is less than the 0.080 cutoff value, lower than the high-end 0.100 cutoff value of the 90% confidence interval, which can be claimed to be acceptable model

fitting (Bentler, 1990; Browne & Cudeck, 1993; Ma & Teasdale, 2004). If there is no acceptable model fitting, the ability to draw accurate conclusions from the structural model will be affected.

In this research model, the intermediary variables and two adjustment variables are included to explore and analyze the indirect effects of the model, and the following two methods are successfully used to observe the mediating and regulating effect models.

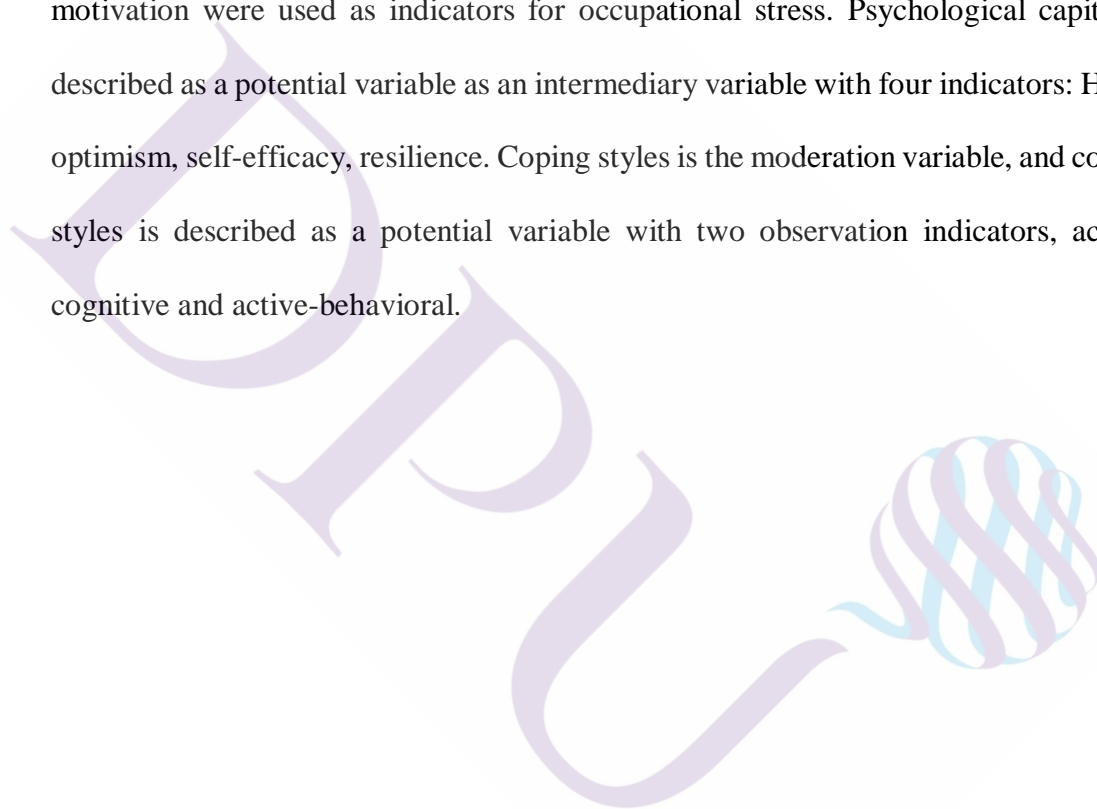
a. Fragmented approach (Edwards & Lambert, 2007) the intermediary effect and the moderation effect are analyzed respectively.

b. The interaction method (Preacher, Rucker & Hayes, 2007) (social support, coping styles) predicts the relationship between the adjustment variable and the adjustment variable (occupational stress*social support, occupational stress*coping styles). Interaction, refers to whether there is an enhanced or inverse relationship between the variable, that is, an uneven relationship in geometry, showing an "∧" or "X" type. If some of the self-variable has no independent primary effect, but can derive the interaction, it is called the adjustment variable (Moderator). Interactions are also known as regulatory Effects (Moderation). A may differ from B to Y, or there may be no difference. But A*B has a difference to Y, that is, interaction, that is, the product of an observation value and B observation value, to adjust the value of the variable, or to be called the product term.

In order to test whether the coping and the styles can regulate the relationship between work stress and well-being, and psychological capital plays an intermediary role in the relationship between work stress and well-being, this study takes the work stress as the independent variable, the well-being as the cause variable, psychological

capital as the intermediary variable, the coping styles is the adjustment variable, occupational stress*social Support, occupational stress *coping styles The structural equation model is established to adjust the interaction. Describes the correction of the measurement model and the corresponding fitting index.

In the figure 4.1 model, the independent variable occupational stress is a potential variable. Personal/professional stressors, professional distress, discipline and motivation were used as indicators for occupational stress. Psychological capital is described as a potential variable as an intermediary variable with four indicators: Hope, optimism, self-efficacy, resilience. Coping styles is the moderation variable, and coping styles is described as a potential variable with two observation indicators, active-cognitive and active-behavioral.



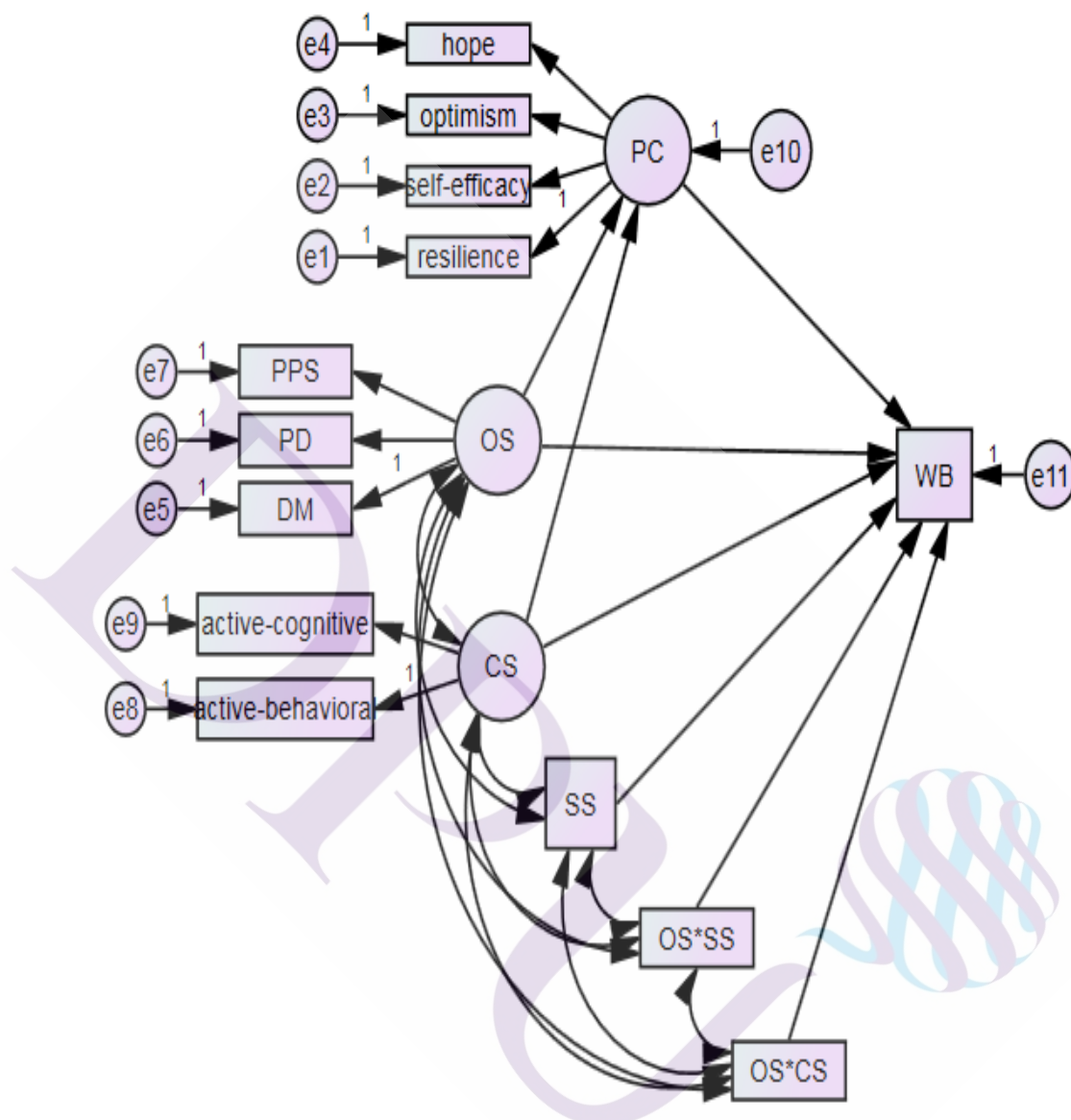


Figure 4.1 Structural equation model chart (Cohen & Wills, 1985; Susan Folkman et al., 1979; Lazarus & Folkman, 1984b; Li et al., 2015)

Source: This chart is from the researcher, using Amos software

Note: OS: occupational stress PC: psychological capital, SS: social support, CS: coping styles, WB: well-being, PPS: personal/professional stressors, PD: professional distress, DM: discipline and motivation.

As shown in Figure 4.1, adjust the variable well-being and the cause variable, as well as the occupational stress*social support, occupational stress*coping styles two adjustment interactions are used as observable variables in the model. All exogenous variables in the model are related, and the data bootstrap is carried out 2000 times.

Figures 4.1 and 4.77 describe the correction of the measurement model and the corresponding fitting index. The original model fitting is poor, the card side test is significant ($\chi^2=675.861$, $\chi^2/df=52$, $p<0.001$), the TLI value is 0.894 (does not meet the acceptable range above 0.900), the CFI value is 0.929 (does not meet the acceptable range above 0.930), The RMSEA value is 0.086 (does not meet an acceptable range of less than 0.080), and the upper limit of the RMSEA 90%, confidence interval is 0.092 (the acceptable range that meets the 90% confidence interval upper limit is less than 0.100).Based on the modified index provided by AMOS, the model is modified to add a path from coping styles to psychological capital ([MI]=191.652). Although this path was not presented in the original research hypothesis, it was found that the response support could predict psychological capital (Rabenu, Yaniv, & Elizur, 2017), so adding this path makes the model fit better.

Table 4. 77 Model fitting table

	χ^2	df	<i>p</i>	TLI	CFI	RMSEA	CI90
Original model	675.861	52	<0.001	0.894	0.929	0.086	0.080-0.092
CS→PC	351.867	51	<0.001	0.948	0.966	0.060	0.054-0.066

Source: This table is from the researcher.

As shown in table 4.77, the modified model fitting is basically up to the fitting standard, the card side test is significant ($\chi^2 = 351.867$, $\chi^2/df=51$, $p<0.001$),

the TLI value is 0.948 (reaching the standard above 0.900), the CFI value is 0.966 (up to the standard above 0.930), The RMSEA value is 0.060 (in accordance with a range of less than 0.080 acceptable), and the upper limit of the 90% confidence interval of RMSEA is 0.066 (the acceptable range that meets the 90% confidence interval upper limit is less than 0.100). Compared with the original model, the CFI value of the modified model, the TLI value, the RMSEA value and the upper limit of the 90% confidence interval all meet the standard of model fitting.

4.5.2 Verification of the Relationship Between the Variables in the Model and the Mediation and Moderation

Table 4.78 is an analysis of the Bootstrapped regression coefficients and mediating effects. The data in the table can be used to test the hypothesis H2-H9 in this study.

Table 4.78 Bootstrapped regression coefficient analysis

			Estimate	S.E.	C.R.	<i>P</i>
PC	<---	OS	-0.451	0.029	-15.615	***
WB	<---	OS	-0.109	0.018	-5.931	***
WB	<---	PC	0.138	0.021	6.588	***
WB	<---	OS * CS	-0.059	0.024	-2.453	.014*
WB	<---	OS * SS	-0.019	0.024	-0.766	.444
WB	<---	SS	0.036	0.028	1.259	.208
WB	<---	CS	0.080	0.012	6.781	***

Source: This table is from the researcher.

Note: *** = $p < 0.001$, OS: occupational stress PC: psychological capital, SS: social support, CS: coping styles, WB: well-being.

As shown in Table 4.78, the results show that:

a. The path between occupational stress to well-being is significant (Estimate=-0.450, Standardized Estimate=-0.239, $p<0.001$), which can show that There is a direct relationship between kindergarten teachers' occupational stress and well-being, that is, occupational stress negative influence well-being.

Therefore, the hypothesis in this study H2: Kindergarten teachers' occupational stress will significantly negative impact on well-being. This hypothesis gets data support.

b. Occupational stress to psychological capital was significant (Estimate=-0.224, Standardized Estimate=-0.243, $p<0.001$), That is, kindergarten teachers occupational stress negative impact psychological capital.

Hence, the hypothesis in this study H3: Kindergarten teachers' occupational stress significantly affects psychological capital. This hypothesis gets data support.

c. The path between psychological capital and well-being is significant (Estimate=0.476, Standardized Estimate=0.232, $p<0.001$), that is, kindergarten teacher psychological capital is affecting well-being.

Therefore, the hypothesis in this study H4: Psychological capital significantly affects kindergarten teachers' well-being. This hypothesis gets data support.

d. The path between social and well-being is not significant (Estimate=0.032, Standardized Estimate=0.032, $p>0.050$). That is, kindergarten teachers, the relationship between the teacher and the well-being is not significant.

Therefore, the hypothesis in this study that H5: Social support significantly affects kindergarten teacher well-being, has not been validated, and this hypothesis does not hold.

e. The path between coping styles and well-being is significant (Estimate=0.494, Standardized Estimate=0.229, $p<0.001$), which indicates that kindergarten teachers coping styles positively impacts well-being.

Therefore, the hypothesis in this study H6: Coping styles significantly affects kindergarten teacher well-being and is supported by data. This hypothesis gets data support.

f. The results of the verification of the intermediary effect of psychological capital in this study.

Therefore, H7: Psychological capital plays a mediator effect between kindergarten teachers' occupational stress and well-being. This hypothesis gets data support.

g. The path between the interaction of occupational stress*social support and well-being is not significant (Estimate= -0.010, Standardized Estimate=-0.011, $p>0.050$). Namely: social support is not significant in the moderation between kindergarten teachers' occupational stress and well-being.

Therefore, the study assumes that H8: Social support plays a moderator effect between kindergarten teachers' occupational stress and well-being. This hypothesis is not valid.

h. The path between the interaction of occupational stress*coping styles and well-being is significant (Estimate=0.0869, Standardized Estimate=-0.077, $p<0.010$). That is: coping styles have significant adjustment between kindergarten teachers' occupational stress and well-being.

This shows that the study assumes that H9: Coping styles plays a moderator effect between kindergarten teachers' occupational stress and well-being. This hypothesis is not valid.

Therefore, except for the path between social support and well-being, and the interaction between social support and occupational stress, and the path between well-being is not significant, the other paths have reached significant levels ($p < 0.050$). It shows that occupational stress can significantly predict psychological capital and well-being. Psychological capital and coping styles can significantly predict well-being in a positive direction. But social support cannot significantly predict well-being.

4.5.3 The Relationship Between the Variables in the Model and the Mediation, Direct Effects of Regulation, Indirect Effects and Total Effect Verification

Systematic validation is very important in the process of science. Psychological capital can significantly mediate the relationship between occupational stress and well-being, occupational stress the direct and indirect effects of stress on well-being are significant, indicating that psychological capital plays a part of the intermediary role in occupational stress and well-being. As shown in table 4.79, it is possible to explain 19.030% (non-standardized) and 18.98% (standardized) of the relationship between work pressure and well-being (Estimate=-0.106/-0.557, Standardized Estimate-0.056/- 0.295, 95CI-0.153-0.068).

Table 4.79 Direct effects, indirect effects, and total effect tables of bootstrapped

	Direct Effects				Indirect Effects			Total Effects			
	<u>Est</u>	<u>St Est</u>	<u>S.E.</u>	<u>P</u>	<u>Est</u>	<u>St Est</u>	<u>P</u>	<u>Est</u>	<u>St Est</u>	<u>S.E.</u>	<u>P</u>
PC <--- OS	-0.224	-0.243	0.026	***	0.000	0.000	---	-0.224	-0.243	0.026	***
PC <--- CS	0.551	0.523	0.033	***	0.000	0.000	---	0.551	0.523	0.033	***
WB <--- OS	-0.450	-0.239	0.053	***	-0.106	-0.056	0.001	-0.557	-0.295	0.054	***
WB <--- PC	0.476	0.232	0.067	***	0.000	0.000	---	0.476	0.232	0.067	***
WB <--- OS * CS	-0.069	-0.077	0.024	0.004**	0.000	0.000	---	-0.069	-0.077	0.024	0.004**
WB <--- OS * SS	-0.010	-0.011	0.024	0.670	0.000	0.000	---	-0.010	-0.011	0.024	0.670
WB <--- SS	0.032	0.032	0.028	0.266	0.000	0.000	---	0.032	0.032	0.028	0.266
WB <--- CS	0.494	0.229	0.083	***	0.000	0.000	---	0.494	0.229	0.083	***

Source: This table is from the researcher.

Note: *** = $p < 0.001$. OS: occupational stress, PC: psychological capital, SS: social support, CS: coping styles, WB: well-being.

In order to more intuitively examine the relationship between coping styles and social support for occupational stress and well-being, according to the method of Dearing and Hamilton (2006), from each of the positive and negative difference values to obtain a standard, construct interactions between coping styles and occupational stress, interactions between social support and occupational stress, simple slope analysis was performed using Amos 22.0 and Excel 2003. The interactions were plotted using the programs of Aiken and West (1991), Dawson (2013) and Dawson and Richter (2006), and the significant differences between the slopes were tested in the case of two-way interaction. Simple test slope, the worksheet used prior to analysis, the control variable standardization. Used to test the significance of specific values of the manipulated variable. Standardized variables are those with 0 as the center, and is

scaled so that they have 1 difference variable standard. Aiken and West (1991) suggest that variables be centered (but not standardized).

This study uses a non-standardized version of the Excel sheet ("Interpreting interaction effects," 2019), The variable is centered (non-standardized) and the average of the variables is entered as 0. Not only is there a standard deviation above and below the mean, but Amos 22.0 is also required to use the coefficient covariance matrix as part of the regression output.

The results show that, through table 80, it can be judged not only to verify the H2-H6 in the hypothesis of this study again, but also to verify the H7-H9 from the three aspects of direct effect, indirect effect and total effect.

This study uses Wen and Ye (2014) 'five steps' to verify the mediating effect. In the first step, the path coefficient c of the dependent variable is applied to the dependent variable. If it is significant, it is based on the mediating effect, otherwise it is based on the masking effect. However, whether it is significant or not, follow-up inspections are carried out. In the second step, the coefficient a acts on the mediator variable and the mediator variable acts on the coefficient b of the dependent variable. If both are significant, the indirect effect is significant, and the process proceeds to the fourth step; If at least one of them is not significant, proceed to the third step.

In the third step, the Bootstrap method is used to directly test $H_0: ab=0$. If significant, the indirect effect is significant, and the fourth step is performed; otherwise, the indirect effect is not significant, and the analysis is stopped. In the fourth step, after the mediator variable is considered, the independent variable acts on the path coefficient c' of the dependent variable. If it is not significant, the direct effect is not significant,

indicating that there is only a mediating effect. If it is significant, that is, the direct effect is significant, proceed to the fifth step.

In the fifth step, the symbols of ab and c' are compared. If the same number is a partial mediating effect, the ratio of the mediating effect to the total effect is reported ab/c' . If the sign, which is a masking effect, reports the absolute value of the ratio of indirect and direct effects $|ab/c'|$ (Wen & Ye, 2014).

The results of the analysis of the intermediary effect of psychological capital are shown in Table 4.79. The total path effect coefficient c' of the kindergarten teacher occupational stress acting on well-being is significant (Estimate=-0.557, Standardized Estimate=-0.295, $p<0.001$), Results according to the intermediary effect argument, occupational stress of kindergarten teachers can be significantly negative to predict their psychological capital (Estimate=-0.224, Standardized Estimate=-0.243, $p<0.001$), Psychological capital can also significantly forward predictions of its well-being (Estimate=0.476, Standardized Estimate=0.232, $p<0.001$), and further intermediary effect tests have also found that The intermediary effect of psychological capital is (Estimate=0.476, Standardized Estimate=0.232, $p<0.001$), 95% CI is [-0.153,-0.068], does not contain 0, indicating that the intermediary effect is significant; After considering the intermediary variable, occupational stress of kindergarten teachers can be significantly negative to predict their well-being (Estimate=-0.450, Standardized Estimate=-0.239, $p<0.001$), indicating that the direct effect is significant.

Occupational stress on the well-being of the direct effects and indirect effects are significant, the psychological capital in occupational stress and well-being in a part of the intermediation role, to be able to explain occupational stress and the well-being of 19.030% (non-standardization) and 18.980% (standardization).

As a result, H7: Psychological capital plays a mediator effect between kindergarten teachers' occupational stress and well-being. This hypothesis that the authentication is successful.

H8: Social support plays a moderator effect between kindergarten teachers' occupational stress and well-being. This hypothesis is not established. This may be a kindergarten teacher well-being may be affected by other factors, may also be social support affects the model other paths to be studied in depth. H9: Coping styles plays a moderator effect between kindergarten teachers' occupational stress and well-being. This hypothesis that the authentication is successful.

4.5.4 Simple Slope Analysis

Simple slope testing is used to test a specific value moderation of prominence. In the Excel sheet, select a meaningful value, enter a non-standardized regression coefficient (including the intercept/constant) and IV the mean and standard deviation to more effectively draw the interaction. The variance factor is the factor with its own covariance - that is, you can factor covariance matrix the diagonal line find (Dawson, 2014).

A simple slope tests to verify that the coping styles as a moderation variable (CS) affects the occupational stress and well-being of the relationship between variables. If the variables and arguments to the well-being(well-being) occupational stress(OS) (return to the slope of the size and orientation), coping styles((CS), it is called coping styles (CS) as a result of variables and arguments to the well-being, occupational stress (OS) the moderating role of the relationship, on the other hand, there will be no moderation effect. The model interaction is consistent with the hypothesis that the

pattern is expected, there should be an attempt to interact in the manner indicated that in order to be able to determine whether, as in the following:

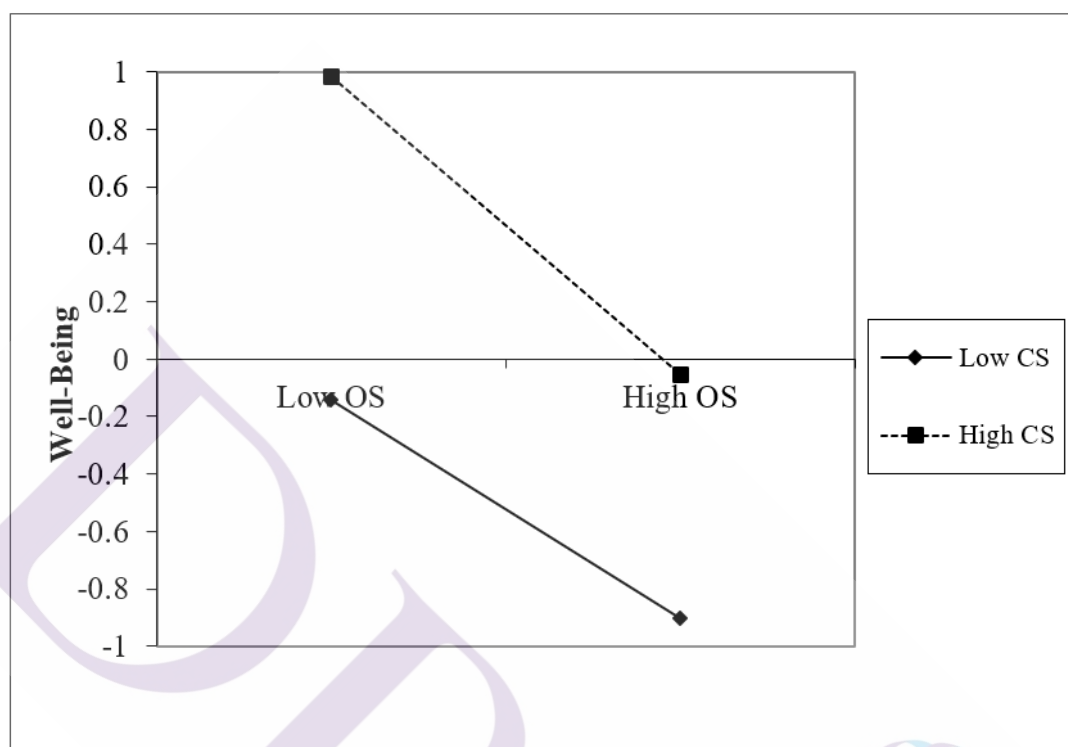


Figure 4.2 Simple slope analysis chart

Source: This chart is from the researcher, using the Excel form.

Note: OS: Occupational Stress; CS: Coping Styles

Before the test, the interaction occupational stress* coping styles interaction has a significant effect on well-being, indicating that the occupational stress*coping styles indicator affects the change of well-being. As Figure 4.2 shows, in the inspection, whether high or low coping styles coping styles, in occupational stress affect the well-being of the process, will have a significant negative impact. This means that when the kindergarten teachers' individual coping styles is low, occupational stress and coping styles in between the significant negative, and when the kindergarten teachers' individual coping styles is high, the slope is steep, the occupational stress and coping

styles in between the significant negative related to occupational stress and coping styles on the relationship between negative reinforced. That clearly demonstrates H9 attains the support.

However, the model data revealed that at the height of the coping styles, occupational stress the simple slope is not significant ($\beta=-0.519$, $t=-0.457$, $p=0.648$). In the low-coping styles, occupational stress and well-being of the relationship is not significant ($\beta=-0.381$, $t=-0.292$, $p=0.710$). p -values are >0.050 and coping styles both high and low levels, are not effectively regulate occupational stress and well-being. The reason for this may be due to the interaction of the large number of samples and significant, but simple slope inspection data is not supported. The coping styles are not the real cause of the kindergarten teachers occupational stress factors affecting the well-being of the change. Therefore, the moderation effect of the coping styles in the study failed, and did not have a significant effect.

Therefore, coping styles in this study, the moderation effect is adopted, does not have a significant effect. Two moderation effects research shows that social support and the occupational stress interactions between the well-being of the path is not significant, and coping styles and occupational stress the interaction between the well-being of the path is not significant. Note that social support is not able to moderate the occupational stress and well-being. Coping styles are not moderation effect of occupational stress and well-being.

4.5.5 Research Hypothesis Verification Summary

This form is for the nine hypothetical test summaries. As follows:

Table 4.80 Summary of research hypothesis

N	Research hypothesis	Result
H1	The difference between demographic variables has a significant effect on kindergarten teachers' occupational stress, psychological capital, social support, coping styles and subjective well-being.	Pass
H2	Kindergarten teachers' occupational stress will significantly negative impact on well-being.	Pass
H3	Kindergarten teachers' occupational stress significantly affects psychological capital.	Pass
H4	Psychological capital significantly affects kindergarten teachers' well-being.	Pass
H5	Social support significantly affects kindergarten teacher well-being.	Did not pass
H6	Coping styles significantly affects kindergarten teacher well-being.	Pass
H7	Psychological capital plays a mediator effect between kindergarten teachers' occupational stress and well-being.	Pass
H8	Social support plays a moderator effect between kindergarten teachers' occupational stress and well-being.	Did not pass
H9	Coping styles plays a moderator effect between kindergarten teachers' occupational stress and well-being.	Did not pass

Source: This table is from the researcher.

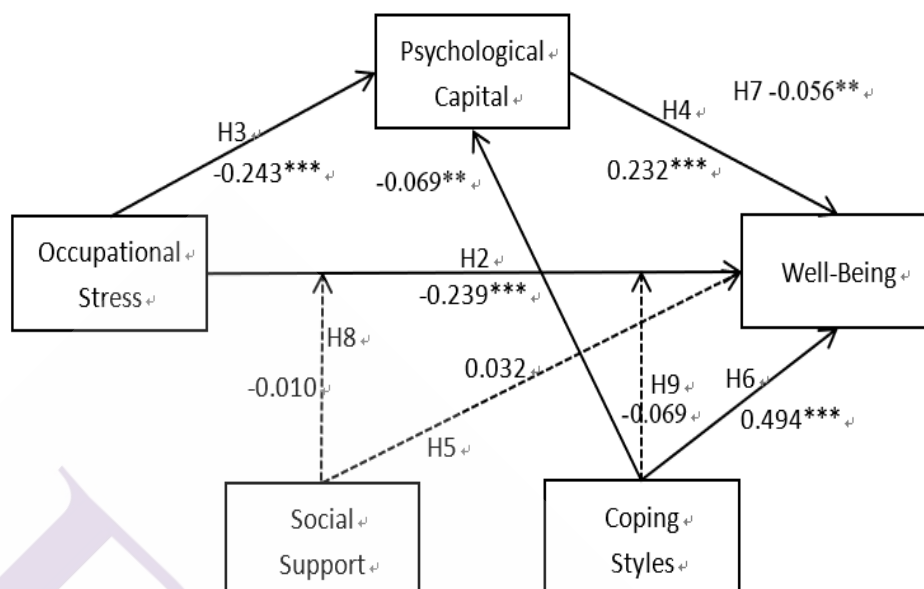


Figure 4.3 Research hypothesis framework diagram of the correlation between the study variables (Cohen & Wills, 1985; Susan Folkman et al., 1979; Lazarus & Folkman, 1984b; Li et al., 2015)

Note: $^{***}=p<0.001$; $^{**}=p<0.010$

Figure 4.3 shows the results of the study hypothesis, there are six successfully validated, three did not pass validation (dashed arrow). The moderation effects are not significant (H9: -0.069^{**} verify no sense), but the data through the previous literature and the results of this research framework to increase a new path coping styles and psychological capital's relations dramatically. In this connection, the results will be discussed in this study, an analysis of the reasons for the conclusion.

The greatest contribution to the study of the psychological stress model applications in the areas of education management, the adoption of the model construction and analysis, the study found that the model has been adjusted, adjusted model in educational management, to a certain extent, can effectively control the pressure. When the kindergarten teachers occupational stress is high, you can use the

individual's own higher psychological well-being; to raise capital through a positive response to the pressure to enhance teachers' own psychological capital. The kindergarten teachers' experience and access to higher levels of well-being so that the groups from the pressure from work toward happiness, and to promote more kindergarten teachers' mental health, the benefits to the more efficient work. With regard to the social support of the moderating effect might be able to support other paths of moderation feature for the follow-up to continue research and exploration.

4.6 Summary

This chapter completed for this study assumes that the empirical analysis of the results of the validation and data analysis. In chapter IV of the study design, complete the sample survey data collection. This chapter apply separately to the SPSS22.0 occupational stress and its various dimensions of (personal/professional stressors, professional distress,, discipline and motivation), psychological capital and its various dimensions (hope, optimism, self-efficacy and resilience) social support and coping styles (active-cognitive, active-behavioral) pre-gauge of the CFA examination; a formal gauge, visited kindergarten teachers of the Mainland China basic information related to occupational stress, psychological capital, social support and coping styles and the well-being of the status quo; analysis of demographic variables and five variables; the difference between the use of SPSS22.0, Amos 22.0 and excel2003 software occupational stress and psychological capital's relevance, psychological capital and well-being of relevance, occupational stress and well-being of relevance, social support and well-being of relevance, coping styles and the well-being of the relevance of the two variables. The effects of psychological capital intermediaries, as

well as support and coping styles, respectively, to the regulating role of data analysis to verify the model and the results are easy to explain. In order to facilitate the follow-up discussions, the study will examine the specific assumptions of the test results summarized in the Table below 4.80.



CHAPTER 5

DISCUSSION

In view of the above research results, this chapter summarizes and discusses the research hypothesis and research problems, and puts forward some concrete suggestions to provide the reference of educational policy formulation or amendment, educational practice and future research status at home and abroad. This chapter is divided into four sections, the first section for the research conclusions, the study of the conclusions and discussions; The second section is to study the limitations of the study in the study of design and results inference, the third section for research contributions to illustrate the findings of this study; the fourth section for future research recommendations, for research methods and government education policy, Kindergarten competent departments and kindergartens themselves construction, teacher management, etc., for the follow-up study to put forward feasible recommendations.

The study was carried out with the sample of 1604 kindergarten teachers in the Mainland China by means of questionnaire survey. Based on the literature, the data were analyzed through use of statistical and content analyses. Research findings were as follow:

5.1 Discussion on the Overall Status of Kindergarten Teachers in the Mainland China

The results of the study are consistent with previous studies which have also shown the relationship between the use of coping strategies and mental health.

In this study, the occupational stress of kindergarten teachers scored the highest in personal/professional stressors dimension, and professional distress dimension score was the second, discipline and the motivation dimension scored the lowest. It shows that kindergarten teachers in the Mainland China as a whole come from professional pressure, at a moderate level, not under severe pressure. Personal/professional stressors causes these teachers problems with lack preparation time, that the personal priorities are being shortchanged, that there is too much work to do, that teachers caseload is too big, that there is too much paperwork associated with teachers' roles and that the pace of the school day is too fast that leads to the greatest pressure. Meanwhile, some kindergarten teachers from the pressure turned into daily annoyance, such pressure is not too high peak, but has a serious impact on teachers' work and teachers' psychological capital, social support, coping styles, well-being are at a status of medium level or above. It shows that the psychological capital, social support, coping style and happiness of kindergarten teachers in the Mainland China are all positive on the whole, which is related to the previous studies (Fimian, 1984; Vischer, 2007). There are also studies and statistics, young children and parents (42.400%), kindergartens (33.100%), teachers themselves (10.100%) and society (14.400%) are the main sources of occupational stress for kindergarten teachers in the Mainland China, of which 109 teachers believe that the safety of young children in the kindergarten and

communication problems with parents is the biggest source of stress, accounting for 42.400%.

A study has found that kindergarten teachers' psychological capital, social support, coping styles, well-being, kindergarten teachers in the Mainland China are at status of medium level or above. It shows that the psychological capital, social support, coping style and well-being of kindergarten teachers in the Mainland China are all positive on the whole, which is related to the previous Shetageri and Gopalakrishnan (2016) to study the public secondary school teachers in Kakamega North Sub-County. Shirouzu et al. (2015) study of the working related stress among kindergarten teachers' stress levels are generally higher, or even severity to develop chronic nervous system diseases such as depression, not quite consistent. The reason for the analysis is that students' academic performance will affect the pressure of middle school teachers, and the stressor is "the boss" of this workplace (Shirouzu et al., 2015) p4.

Life can also put stress on teachers, and kindergarten teachers' work stress is generally not combined with the academic performance of young children. But it's all about preventing kindergarten teachers from resigning because of stress at work and maintaining a better education. Kindergarten teachers' psychological capital, social support, coping styles, well-being is status of medium level or above. This is consistent with previous studies Gustems-Carnicer and Calderón (2013) where almost all of the participants in the teacher are women, which may mean that the result is a group of kindergarten teachers that can be extended to this study.

5.2 Discussion of the Effects of Different Demographic Variables on Occupational Stress of Kindergarten Teachers, Psychological Capital, Social Support, Coping Styles, Well-Being

A. Male kindergarten teachers on psychological capital, self-efficacy significantly larger than female kindergarten teachers. This study, therefore, concludes that male attempt to do more things in the school, put more effort in kindergarten teachers' work, persevere longer in male kindergarten teachers' duties and recover faster when they fail to meet set targets. This is because Protheroe (2008) and Klassen and Chiu (2010) had found that teachers' self-efficacy determines levels of effectiveness, innovativeness and persistence among teachers. furthermore, teachers with high self-efficacy were found to be good in planning and organizing kindergarten teachers' work, more open to new ideas and innovative, more persistent and resilient. Therefore, male teachers who were found to have higher self-efficacies than females did in the current study might be expected to plan kindergarten teachers' work better, work harder and be more resilient than female teachers were.

B. Private kindergarten teachers in psychological capital, in particular hope, optimism, self-efficacy, resilience, overall coping styles and active-cognitive, And well-being significantly larger than the public kindergarten teachers. This is contrary to previous studies, Abbas and Raja (2015) revealed that the average level of job stress in private kindergartens was higher than the average job stress in public kindergartens. Analysis of the reasons for the public kindergarten "high Threshold" (Data Analysis of Why the Public Kindergartens in Jiangxi Are Difficult? 2015) on November 11, a number of parents of young children cannot allow children to "lose on the starting line" (Do Not Lose at the Starting Line" Is A Positive Solution or Fallacy? 2015) on January

14, do not hesitate to "find a relationship", send children into the public or even quality public kindergarten (Parents Flocked to the Kindergarten and Sighed That It's Extremely Hard to Enter Kindergarten, 2014) February 20. The number of teachers in public kindergartens in training, evaluation, assessment and so on is more frequent than that of private kindergartens, which allows public kindergarten teachers to actively prepare for and participate in evaluation activities in addition to normal educational and teaching activities. At the same time, public kindergartens have a slightly higher status in the minds of the people than private kindergartens, Therefore, the requirements for its teachers will be slightly higher than that of private kindergartens, so public kindergarten teachers generally feel greater occupational stress (Wang, Cao, & Qin, 2015). As a result, there is a lot of stress on public kindergarten teachers, while private kindergarten teachers show a high level of psychological capital, coping styles and well-being.

C. Kindergarten teachers under the age of 25 personal/professional stressors the smallest on the overall occupational stress. According to Chinese tradition, kindergarten teachers under the age of 25 are less than the age of marriage, their careers are just beginning and gradually stable, so the stress is low (Tencent, 2015). And kindergarten teachers under the age of 45 in the overall psychological capital in particular self-efficacy, the highest well-being; kindergarten teachers have the highest well-being, which are similar to previous study Yuan et al. (2017), think the work related well-being of teachers under the age of 45 is superior to that of other age teachers, because the work is interesting and meaningful, collective harmony, harmonious relationship, physical health, ease of mind, contentment, peace of mind is the five main reasons that affect teachers' well-being (Yuan et al., 2017). Sun and Gong (2010) believe

that there is a strong correlation between employees' occupational stress and the staff's age, tenure and place of work. The moderate work pressure of health care workers, mainly due to inadequate pay, unequal work, unsafe work, shortage of staff, excessive workload and lack of management support, was similar to this study and found a shortage of staff and insufficient salaries due to increased workload. There is a significant difference in stress between different age groups (Mosadeghrad, 2013). This study shows that as you get older, the stress increases, and the kindergarten teachers have the confidence to take on the necessary effort to successfully challenge the task, while other studies show that employees with many years of experience have less professional stress than their younger colleagues.

D. Concerning the overall occupational stress, the kindergarten teachers of 11-15 years of teaching experiences are the largest personal/professional stressors and discipline and motivation, And more than 15 years of teaching experiences kindergarten teachers in the overall psychological capital and self-efficacy the highest. This is consistent with previous studies to show that more than 11-15 years of teaching experiences of individual teachers, the teacher pay more attention to the director, parents, the community to their own evaluation, will affect the kindergarten and parents of their own education and teaching recognition and so on (Li et al., 2011). Hence, they come from the most stressful work. In this study, the kindergarten teachers with a less than 3 years of teaching experiences of individual teachers had the lowest styles and coping. But this is not consistent with the results of the study of the nursing profession (Ding et al., 2015). If the problem is not resolved or the external assessment is negative, it may cause them to have negative emotions (such as sadness, frustration, boredom, irritability or hopelessness) as they focus on expected success.

E. Kindergarten teachers with undergraduate degrees have the highest personal/professional stressors and professional distress in occupational stress, this is similar to (Ng et al., 2016) research, The college kindergarten teachers' optimism and well-being significantly better than the undergraduate kindergarten teachers on the whole psychological capital in educational levels. The psychological capital of college kindergarten teachers is positive on the whole, which is related to the previous researchDing (2014)和 Yang (2016) are consistent. It shows that there is room for kindergarten teachers mental capital level to rise, and that although they can be attributed to the positive aspects when they encounter problems, the kindergarten teachers can make positive ideas and list plans for the success of their present and future work, so as to promote the psychological resources of personal growth and performance improvement, so the well-being index is high. And kindergarten teachers with undergraduate degrees are lacking in self-confidence and work planning for the future.

F. Kindergarten teachers with title Junior and mediate in occupational stress and their personal/professional stressors, professional distress, discipline and motivation is the highest, while senior titles and higher titles of kindergarten teachers' psychological capital and its hope, optimism, self-efficacy the highest. Some studies have shown that kindergarten teachers with level two titles, as the highest proportion of teachers in kindergartens, will become backbone teachers, they will bear the most heavy work of the kindergarten, not only to obtain a higher level of titles, but also to teach novice teachers education and teaching business, so they get the most pressure. Age is probably with the rise in the title, so there is also a huge pressure, mainly children's education problems and parents support problems. These have put a huge strain on kindergarten teachers at this stage, making them feel the most significant occupational

stress (Wang et al., 2015). Senior titles and higher titles of kindergarten teachers individual positive psychological development status is the best. Visible in kindergarten, the higher the title, the higher the psychological capital, the years of teaching experiences of individual teachers and the title there is a certain correlation. Generally speaking, the longer the years of teaching experiences of individual teachers, the higher the title, the professional title of kindergarten teachers for 11-15 years is generally the level of small education, this part of the teachers have been in the mature stage of their careers, in the kindergarten as a more important role, in the personal career development is faced with great career promotion pressure and challenges, At the same time, teachers grasp of the role of the job and cognition, the enhancement of the ability to work and the results obtained are inseparable (Wang et al., 2015).

G. The head supervisor teacher is highest in occupational stress and personal/professional stressors, discipline and motivation, while the director is in psychological capital and its hope, optimism, self-efficacy, resilience and well-being all showed the highest; with previous studies Yuan et al. (2017). It is agreed that the professional well-being of teachers in leadership positions in schools is better than teachers in non-leadership positions.

H. Career development kindergarten teachers are the largest in occupational stress and their personal/professional stressors, professional distress, while contract teachers are employed in psychological capital has the highest level of optimism. This with the previous Lin (2012) studies agreed that the career preparation of kindergarten teachers in accordance with the public kindergarten teachers unified management, entry needs to have the corresponding qualification certificate, but also need to accept the unit regular evaluation. 78.8% of kindergarten teachers have participated in the study of

educational research topics above the kindergarten level and above the kindergarten level. Because of teachers' own reasons (such as lack of interest in scientific research, think that scientific research and their own teaching work has little relationship, too lazy to engage in, they do not have the ability to engage in scientific research, teaching tasks too heavy and no time to engage in scientific research, etc.), indicating that kindergarten teachers' self-development is still less dynamic. Also, because kindergarten teachers have a low level of professional understanding, their own lack of initiative to delve into business, self-development motivation is insufficient, so that their professional development stagnated. Therefore, the career establishment of kindergarten teachers' occupational stress.

I. Provincial Kindergarten teachers are the highest in the discipline and motivation of occupational stress, and the highest in the hope dimension of psychological capital. different from previous studies Luo, He, and Shao (2016) showed that there were significant differences in social status and development scores between provincial and urban kindergarten teachers, and that the social status and development scores of preschool teachers in cities were significantly lower than those of provincial kindergarten teachers. This may indicate that the economic income and social prestige of urban kindergarten teachers are higher than those of provincial kindergarten teachers. The study argues that teachers in preschool education settings play a key role in creating a positive learning environment and promoting the development and learning of children (Howes et al., 2013). But, Hungary (2001) study has shown that urban primary and secondary schools receive more subjective support than rural primary and secondary school teachers, Provincial kindergarten teachers may continue to monitor the behavior of young children, such as: disciplinary issues in the classroom, must teach

young children with insufficient learning motivation, etc., these are powerful sources of stress.

J. With 40 kindergarten teachers in occupational stress and personal/professional stressors the largest, while the number of class students with 31-40 is in psychological capital's hope is the biggest. And the longer the working hours, the greater the occupational pressure, especially the work ≥ 10 hours, < 12 hours and 12 hours and more in occupational stress and its personal/professional stressors, professional distress, discipline and motivation are the highest in three dimensions, while kindergarten teachers psychological capital, who work less than 8 hours, and their hope, resilience, social, well-being is the highest. This is basically consistent with the results of previous studies (Wang et al., 2015) which holds that childhood care activities are an important part of the work undertaken by kindergarten teachers, and that in the course of the childhood care activities, the number of young children, the amount of work 60 hours and the workload will cause teachers to create professional pressure. Such as the number of children in the class, long working hours per day, large workload and so on will bring pressure to teachers in all aspects, so that it produces job burnout or turnover intention.

K. Kindergarten teachers in normal marriages have the highest personal/professional stressors in occupational stress, while in psychological capital and self-efficacy and resilience are also the highest. This is the same as previous Peng (2018) studies on marital status, although according to the Mann-Whitney test, the average occupational stress of married people is higher than the single occupational stress, married teachers need to bear more responsibilities, need to balance family and work, the role is easy to confuse, professional stress is greater. One of the most

important advantages of the married is that it comes from the support and care of the spouse, and the partnership has always been the expression of the individual in spirit and material, promotes the individual's positive psychological state in the work, and is the psychological resource to promote the personal growth and performance improvement (Luthans et al., 2007; Peng, 2018).

L. Kindergarten teachers with 1 child in the family are the largest in personal/professional stressors and discipline and motivation of occupational stress, while in psychological capital and its self-efficacy and resilience are also the highest. In the Mainland China, the proportion of families with three is the highest, and having only one child is a conscious act of many households. This is basically consistent with previous (Yan, 2013) research, although raising children requires more spending and parental pay, will put pressure on work and life, but the only child can get the family's funds, time investment to maximize, to achieve adequate allocation of resources, as a positive psychological state of the individual in the process of growth and (Luthans, Avolio, Walumbwa, & Li, 2005). And through the promotion of the overall quality of the only child to obtain the best benefits, but also improve the family's ability to develop. At the same time, the one-child family is also conducive to the formation of simple family relations, reduce domestic work crowding out career development and family leisure time, reduce the risk of children's growth and personality training, so that families enjoy a simpler, more harmonious family life fun. And with the gradual improvement of urban and rural social security, one-child families can obtain more family pension, medical support, in the premise of meeting all kinds of rigid needs, reduce worries, enjoy fuller family happiness.

M. Kindergarten teachers whose household annual income $>100,000 \leq 200,000$ and more than 200,000 have the highest personal/professional stressors in psychological capital, while the kindergarten teachers of $>50,000$ and $\leq 100,000$ had the highest resilience, well-being in psychological capital, $>100,000, \leq 200,000$ and the highest. This has similarities with previous studies, such as Herodotus Said: "Many rich people are not happy, and many people with only medium property are happy" Herodotus (Scott, 2005) p14-15. An empirical study of the relationship between wealth and happiness in China shows that the growth of wealth has not led to the simultaneous growth of urban residents' happiness, nor is there a tendency for residents' happiness levels to rise with the increase of regional affluence. This cannot but prompt us to reflect on this assumption of traditional economics. Wealth cannot simply be equated with happiness'. When a social wealth accumulation reaches a certain level, without the corresponding follow-up in social, cultural, spiritual and other fields, the general happiness of the people will not be expected to rise (Xing, 2011). From the point of view of social meeting the needs of the people, Maslow's theory of need hierarchy can be explained well, but only from this point of view, it undoubtedly ignores the social spiritual supply and the individual's self-satisfaction and the role that the ego adjusts to the happiness gain. But unlike Lin (2012) studies, social status and economic income mark the social prestige of a profession. Because of the low status and treatment of kindergarten teachers, it affects teachers' investment in work, which leads to the lack of motivation of teachers' self-growth, and the loss of a large number of kindergarten teachers, which affects the stability of the early childhood Education team.

N. Average Monthly Income 5,000-10,000 Yuan kindergarten teacher in occupational stress personal/professional stressors and discipline and Motivation is the

highest. And average monthly income 1,500 under the kindergarten teachers of the lowest. This is consistent with previous research findings Avey et al., (2010) and Lin (2012) show that teachers are not paid equally everywhere, and that wages are not matched by teachers' working hours, labor intensity, and professional requirements. Average Monthly income 1,500, the income of kindergarten teachers is too low, and the recognition of teachers' work from the society is low. And kindergarten teachers earn too little to sustain normal household expenses and lives, so there will be less support from families. In particular, the establishment of such a low salary for teachers and their working hours, labor intensity, professional requirements are very different, and the establishment of teachers' equal pay for work with workers. Some teachers describe their real lives in this way: "Take the teacher's hat, do the babysitter's job, take the salary of the working Girl" (Lin, 2012) see. p54.

5.3 Discussion of Influence of Kindergarten Teacher's Occupational Stress, Psychological Capital, Social Support, Coping Styles and Well-Being

The research findings of this study were presented in chapter 4. This chapter discuss the findings, as well as general conclusions related to the empirical evidence obtained in this research. References to, and comparisons with, the relevant literature and previous research will also be presented. The study found, kindergarten teacher occupational stress can negatively predict their well-being. This is related to previous studies (Iacovides, Fountoulakis, Kaprinis, & Kaprinis, 2003; Riley, 2014) consistent. It shows the negative emotion of kindergarten teachers such as exhaustion, loneliness and exhaustion (Jeon et al., 2018; McGinty et al., 2008) is indeed associated with a long period of high-stress and high-load work, while also stating that occupational stress can

indeed explain the reduced part of individual well-being. The study also found that kindergarten teachers' psychological capital and the all-in-place can significantly predict their well-being. This is also consistent with previous research findings, suggesting that kindergarten teachers with higher psychological capital scores are more able to explain life events from a positive perspective, while also having a more positive life experience (Avey et al., 2010; Avey et al., 2010; Avey et al., 2011a; Avey et al., 2011b; Culbertson et al., 2010). According to the past literature of Austin et al., (2005) and Hung (2012) studies show that the greater the occupational pressure active-cognitive and active-behavioral will be reduced. Ding et al. (2015) study found that when the psychological capital is greater, coping styles, active-cognitive and active-behavioral will rise. In fact, it is also found that the greater the current teacher pressure, this is also consistent with the well-being of the impact factor model of the relevant views (Lyubomirsky, Sheldon, & Schkade, 2005). The model holds that the influencing factors of well-being are composed of three factors, such as setting point, living environment and intention activity, and their explanations for well-being are 50%, 10% and 40%, respectively. In this study, then, the professional pressure of kindergarten teachers can be understood as the living environment, and psychological capital can be used as an intention activity, they together on the kindergarten teacher well-being composition of the impact.

Not only that, the study also found that kindergarten teachers' occupational stress can be negative to predict their psychological capital. This is consistent with the results of previous studies (Fang & Fan, 2014) that is, long periods of intense occupational stress can seriously frustrate kindergarten teachers' work confidence, hope, tenacity and other positive psychological state, and then can damage its positive

psychological capital. This may also support the cognitive view of stress models (Lazarus & Folkman, 1986), where kindergarten teachers with more psychological capital may give optimism explanations for occupational stress, so they will perceive less stress, The psychological of kindergarten teachers with less capital is the opposite, thus forming the negative prediction of kindergarten teachers' occupational stress for psychological capital.

5.4 Discussion on Psychological Capital's the Mediating Effect of Occupational Stress on Well-Being Among Kindergarten Teacher

The study found that the psychological capital of kindergarten teachers has an mediating role in the process of well-being and occupational stress. That is, the occupational stress of kindergarten teachers on their well-being effect is partly, because their occupational stress, first effected their psychological capital. This is basically consistent with the views of the predecessors (Wang, Zhang, & Liu, 2014) and directly supports the conclusion of psychological capital as a protective factor for individual work related well-being (Pan, B., Shen, X., Liu, L., Yang, Y., & Wang, L.; Wang, G., Su, Z., & Zhang, D., 2017; Wang et al., 2014). In particular, the positive psychological state of kindergarten teachers' work confidence, hope, tenacity and so on will be bruised in the long period of occupational stress (Avey et al., 2009; Fang & Fan, 2014), and its work confidence, hope, tenacity and other positive psychological state can be in the prediction of its well-being, therefore, its well-being has been negative impacted as a result.

For kindergarten teachers with more social support, kindergarten teachers may be more likely to choose to share and share in the face of occupational stress, thus

their occupational stress is less negative impact to their well-being, and their good social support will also form well-being protection factor along with their psychological capital. Hence for kindergarten teachers, psychological capital is more predictive of well-being; and kindergarten teachers with less social support are facing occupational stress may be more inclined to bear alone, so occupational stress has a greater impact on their psychological capital and well-being, without the protection of social support, their psychological capital is naturally less predictive of well-being. This is the quality of well-being - the hypothesis pressure (Coyne & Downey, 1991) where individual intention and social backgrounds can mitigate the effects of stress events on individual health and well-being, and in this study, social as a socially contextual factor, indirectly eased the influence of kindergarten teachers' occupational stress on their well-being.

5.5 Discussion on Social Support Does Not play A Moderating Role of Occupational Stress on Well-Being Among Kindergarten Teacher

It is often argued that social support and coping behavior contribute to health and well-being. Currently, social support has two different theoretical perspectives (Boumans & Landeweerd, 1992). According to the main effect model, social support usually has a beneficial effect on the physical and mental health of the individual. When a person receives social support, this can maintain the emotional response of that person to physical and mental health in daily life, such as happiness and pain. Social support plays a vital role not only in the occurrence of psychological crisis; It can buffer the impact of negative events on individuals.

Stress can lead to a variety of negative health effects and behavioral consequences. However, response measurements in different environments have different factor structures than theoretical predictions. Studies in Jiang (2004) and

Joseph Zubin & Bonnie Spring (1977) show that the psychological stress model comes from life events. Environmental factors (stress) and opportunities in the environment are also very sensitive to individuals in psychopathology or quality stress models (Wallace, Webb, & Schluter, 2002).

A large number of studies have shown that the pressure of life events, through social support, has a strong relationship with subjective well-being, and the well-being in the study refers to work-related well-being (Liu et al., 2016; Zhu, 2011).

Social support in this study was defined as the physical and emotional comfort that teachers receive from administrator colleagues, parents, and students. For ‘the existence or usability of the people we can rely on, let us know who they care about, value and love us’ (Cutrona & Russell, 1987).

In the construction model, this study find that stressors are different from life events, careers and jobs. Models change with changes in stressful environments, so social support does not directly or indirectly affect work-related well-being. However, the path may have a mediating effects or moderate mediating effects in the model. Similar studies have been made in studies such as (Billings & Moos, 1984; Burke & Greenglass, 1996; Kenyeri, 2002; Khan & Husain, 2010). This study will continue to be studied in the future. Studies have also shown that support for specific working families is more important to individual work experience. Social support in the workplace has far-reaching implications for general and job-specific executive and organizational support (Kossek, Pichler, Bodner, & Hammer, 2011).

5.6 Discussion on Coping Styles Does Not play A Moderating Role of Occupational Stress on Well-Being Among Kindergarten Teacher

The results showed that participants were more likely to reduce stress and actively respond to strategies. However, it tends to miss reaching a significance of 0.050. This shows that teachers with higher stress are more likely to use negative coping strategies, such as avoiding avoidance. This finding is evident in the use of highly painful teacher negative strategies more frequently. These palliative or emotional expression strategies allow teachers to control situations or reduce participation (Austin et al., 2005).

Work-related stress was found to be the most prevalent stress among the teachers. The work-related stress section categorizes the causes of stress into excessive caseload, administration, preparation, parental involvement, and hours worked outside work. The other four subscales from the same questionnaire also measure work-related stress. The results of this subscale are similar to the findings by Pithers and Fogarty (1995) who found that unnecessarily large workloads and often few resources were the major cause of occupational stress for teachers. The role overload or too many tasks with too little time is the main cause of stress for teachers.

The implication that workload is the most prevalent cause of stress requires a rethinking of ways to eliminate or reduce this stress within the teacher population, especially since the measured coping strategies did not have a significant relationship with the type of work stress. Possible coping strategies that could be adopted or taught include delegating responsibility; taking up a hobby; or an activity suggested by Stein, Cutler, and Cutler (2002) that is enjoyable such as gardening, listening to music, or playing a musical instrument. Other strategies that can be used in challenging situations

include knowing your personal limitations; assertiveness, as indicated by the ability to say 'no', for example; responding appropriately; and having personal achievement values which could be used as a break from the stressful environment or when work becomes excessive.

However, Pithers and Fogarty (1995) suggested that to reduce stress associated with role overload, an on-going management strategy is needed for the education system as a whole and should not be limited to newly appointed teachers. Kenyeri (2002) found that lack of support, particular school policies, time, and money, could be contributing factors to stress, and developing and implementing strategies to improve the work environment (Hodge, Jupp, & Taylor, 1994) could contribute to reduced stress.

Borg and Falzon (1989) earlier found that, despite the high prevalence of stress, the majority of teachers regarded their profession as highly rewarding.

This study proposed that problem solving, seeking social and emotional support, noncompetitive exercise, relaxation, and an effort to create positive meaning are possible positive coping strategies. Although none of these strategies correlated significantly with the measured stress levels, planful problem solving was the most frequently used coping strategy despite its unknown effectiveness. Chan and Hui (1995) found that planful problem solving might increase personal accomplishment. The implications of not knowing the effectiveness of planful problem solving are detrimental to occupational therapists' evidence-based practice, as planful problem solving is a coping technique that is quite frequently incorporated in learning. Possible reasons for planful problem solving not correlating with distress could be the small sample size, randomized frequency usage of the coping strategy, or teacher stress being

an ongoing problem so that the teachers felt they were unable to problem solve. It is still worth highlighting that this correlation was in the right direction, suggesting that planful problem solving may reduce stress. Both escape avoidance and accepting responsibility correlated significantly with the teachers' distress scores. The use of these types of coping strategies increased with greater distress levels. Chan and Hui (1995) earlier found a similar result – teachers who employ escape avoidance techniques to cope with stressors may be prone to the three aspects of burnout (emotional exhaustion, depersonalization, and lack of personal achievement). After controlling for age and gender, Pisanti, Gagliardi, Razzino, and Bertini (2003) concluded that job control and social support at various levels contributed to teacher well-being. However, there is a dearth of evidence to suggest that people who accept responsibility are more prone to stress. A speculative explanation for this occurrence is that people who use this coping strategy blame themselves for the presenting problem and therefore increase people's degree of stress.

5.7 In the Psychological Stress Model of Kindergarten Teachers, A Discussion Different from the Expected Theory of This Study

Original research hypothesize that social support might play a role in moderating the relationship between occupational stress and well-being among Chinese kindergarten teachers. The moderating hypothesis states that social support interacts with stressors to affect strains; specifically, the relationship between stressor and strain is thought to be stronger for those individuals with low levels of support (Kirmeyer & Dougherty, 1988; LaRocco, House, & French Jr, 1980). To test for moderating effects, the most widely used data-analytic strategy involves examining the increase in R² when the interaction term (the cross-product of stressors and support) is added to the

regression equation of strain and monitor the main effects of stressors and support. However, the final data supports the mediation model. The reason for the analysis is probably because the measured object has changed. The psychological stress model is a kind of tension response State which is adapted to the environment due to the imbalance of objective requirements and coping ability of organisms under the action of some kind of environmental stimulation. A person living in a certain social environment, there will always be a variety of situation changes or stimuli to influence people, the role of stimulation is perceived or accepted as information, will certainly introduce subjective evaluation, at the same time produce a series of corresponding psychological and physiological changes. Through the information processing process, the stimulation is responded to accordingly ("Psychological stress," 2016). If stimulation requires a greater effort on the part of the person to carry out an adaptive response, or if the reaction exceeds the adaptive capacity that the person can afford, the disorder of the body's psychological and physiological balance, that is, the emergence of the stress response state as a psycho-social factor of mental stimulation, according to the scope of individual participation in social activities, often occurs, The etiology of psychological stress is related to the following factors:

- A. Love marriage and internal family problems;
- B. Problems in schools and occupational places;
- C. Changes in social life and special experiences of individuals (Jiang, 2004).

5.8 Summary

This chapter has conducted seven aspects of discussion and comparison with previous scholars or researchers on the results of this study. It is also found that in this healthy population and kindergarten occupational environment, the psychological

stress model of kindergarten teachers' management education may be improved and changed to further generate new model theory.



CHAPTER 6

CONCLUSION

This chapter of the study is based on research purposes and research hypotheses, trying to find and explain the reasons why the research results are the same or different from the inferences and hypotheses in the research, and the final conclusions, suggesting research and practice. The conclusions are as follows:

6.1 Conclusion

The main goal of this paper is to explore the relationship between variables and the application and test models to understand the application of the model in education management. The model is combined with the theory from which to study and explore. The model received six support, and the study analyzed the relationship between the two variables and the verification of the mediation effect.

A. The overall status of kindergarten teachers in the Mainland China: The overall status of kindergarten teachers' occupational stress status is at medium level. And kindergarten teachers' psychological capital, social support, coping styles and well-being are at a status of medium level or above.

B. There are significant differences in different demographic variables between occupation stress, psychological capital, social support, coping styles and well-being of kindergarten teachers.

C. Kindergarten teachers' occupational stress and each dimension and psychological capital each dimension, the coping styles and each dimension, well-being

showed significant negative correlation. Psychological capital and each dimension, and the other variables and dimensions are positive correlations (except social support is not related to well-being). There was a significant positive correlation between coping styles and its dimensions and other variables.

D. Psychological capital plays a mediator effect between kindergarten teachers' occupational stress and well-being.

E. In the original psychological stress model, social support and coping styles do not play moderator effect between kindergarten teachers' occupational stress and well-being. But there is a causal relationship between coping style and psychological capital, which should be a dual intermediary model in the psychological stress model of kindergarten teachers.

6.2 Implications

6.2.1 Theoretical Contribution

The literature reports that stress management techniques are taught in mental health, and most are adopted by occupational therapists. These techniques include relaxation, aerobic exercises, visualization, cognitive-behavior skills, assertiveness, post-traumatic debriefing sessions, lifestyle changes, and social support programmers. Relaxation with progressive elements was used by the majority of the teachers who participated in the study, whatever the level of stress. Past research has contributed a substantial amount of evidence to prove that this method is effective and should continue to be used in stress management programmers (Eppley, Abrams, & Shear, 1989).

The question then arises; do occupational therapists need extra funding to promote this activity? However, the coping process is complex (Folkman & Lazarus, 1988). The study concludes that evaluating strategies is difficult because what is thought of as a generally positive strategy can become disruptive. For example, humor could be considered a good coping strategy; ill-timed humor could be maladaptive (Austin et al., 2005). Therefore, although trends can be identified, it is possibly not suitable to generalize the findings of such a complex process.

Discover the new needs of traditional psychological stress models. Psychological stress refers to the process by which the body causes the change of psychophysiological function when it senses the threat of stress source through cognition and evaluation. Because the intensity and characteristics of psychological stress depend on the individual's evaluation of the environment or information and the emotional response caused by it, there is a great degree of difficulty in the design and evaluation of the model. This study has carried on the discussion and the summary from many aspects, has made some progress and the achievement.

The appropriate adjustment of psychological stress model to education management, so that the kindergarten teachers in the Mainland China out of the stress of the environment, into happiness, improve kindergarten teachers' mental health, better service to education. From the results of data processing, most of the assumptions put forward in this study are supported by data. According to the results of the literature, it is found that the model of this study is not the same as the original hypothetical psychological stress model. The inquiry literature shows that there is a causal relationship between coping style and psychological capital. For example, Ding et al. (2015) and Folkman (2010) of the study, both pointed out that coping styles and

psychological capital has a causal relationship. Therefore, the adjustment effect of the original psychological stress model hypothesis, in this study, through the analysis of the model, can be found to have a direct causal relationship effect, which may be relatively reasonable. According to past literature, the researchers found that the same situation, therefore, this study believes that in kindergarten teachers' psychological stress model, should be a dual intermediary model (MacKinnon, 2000). However, whether there is authenticity and continuity in the dual intermediary model is to be studied and discussed in depth in the future.

6.2.2 Suggestions on the Education Policy of the Mainland China Government

A. Optimization, scientific planning and layout of the structure of founding kindergarten

All localities should take full account of the development trend of population change and urbanization, combine the implementation of provincial revitalization strategy, and formulate a peak plan to deal with the demand for preschool education. To make the layout plan of kindergartens in county units, to effectively integrate the construction of inclusive kindergartens into the unified planning of urban and provincial public management and public service facilities, to clarify the scope of services, and to ensure priority construction. In urban areas with insufficient resources in public kindergarten, a new batch of public kindergarten has been expanded. Vigorously develop rural preschool education, each township in principle to run at least one public central kindergarten. Independent provincial kindergarten or set up a branch kindergarten, small provincial Joint kindergarten, the dispersed areas of the population according to the actual situation can be held mobile kindergartens, seasonal classes, etc.,

equipped with full-time roving guidance teachers, improve the county and provincial level three preschool education public service network (The Central People's Government of People's Republic of China, 2019).

To adjust the structure of the running kindergarten, all localities should take the development of inclusive preschool education as the key task, combined with the local reality, focus on the construction of inclusive resources as the main body of the kindergarten system, reversing the high-fee private kindergarten accounted for a high proportion of the situation. Vigorously develop the public kindergarten, give full play to the public kindergarten in accordance with the requirements of the realization of the goal of inclusion (The Central People's Government of People's Republic of China, 2019). This study should actively support private kindergarten to provide inclusive services, standardize the development of for-profit private kindergarten, and meet the different selective needs of parents.

B. Broadening the access to expand the supply of resources

To implement preschool education special. The state continues to implement the plan of action for pre-school education and arranges for the construction of a number of inclusive kindergartens on a yearly basis, with emphasis on expanding provincial, areas of poverty eradication and inclusive resources in areas with new population concentration (The Central People's Government of People's Republic of China, 2019).

Actively dig to expand the increment. Make full use of provincial public service facilities, provincial primary and secondary schools idle school buildings and other resources, in the form of leasing, rental, transfer and other forms of public kindergarten. Encourage support for street, provincial collectives, powerful state-owned enterprises and institutions, especially ordinary institutions of higher learning to

hold public kindergarten, but also for the community to provide inclusive services to ensure that preschool education resources are not lost.

Standardize the construction and use of residential supporting kindergartens. Provinces (autonomous regions and municipalities directly under the municipality) should carry out special management of the planning, construction and running of kindergarten in the community, and build kindergartens into the planning of public administration and public service facilities, and build them in accordance with the relevant standards and norms. Supporting kindergartens are arranged by the local government, and they can be run into public kindergarten or commissioned into inclusive private kindergarten, and they cannot be made into for-profit kindergartens.

Social forces are encouraged to run the kindergarten. The government has stepped up its support efforts to guide social forces to hold more inclusive kindergartens. The provinces (autonomous regions and municipalities directly under the municipality) should further improve the standards, subsidy standards and support policies for the identification of inclusive private kindergartens. Through the purchase of services, comprehensive awards, rent relief, the posting of public teachers, training teachers, teaching and research guidance and other means to support the development of inclusive private kindergarten, and will provide the number of inclusive degrees and the quality of the kindergarten as an important basis for the award and support (The Central People's Government of People's Republic of China, 2018b).

C. Improve the long-term mechanism of financial investment to optimize the investment structure

The State has further increased its investment in pre-school education and gradually increased the level of financial input and support for preschool education,

mainly for the expansion of inclusive resources, the replenishment of teachers, the improvement of teachers' treatment and the improvement of conditions in the kindergarten. It is hoped that the central government will continue to arrange funds to support the development of preschool education, support the expansion of inclusive resources in various forms of local areas, deepen the reform of institutional mechanisms, and improve the early childhood funding system, with emphasis on tilting towards provincial and poor areas. To study the policy of supporting the development of preschool education, such as the central special lottery public welfare fund (The Central People's Government of People's Republic of China, 2018b). Local governments at all levels can improve the investment mechanism of preschool education funds, standardize the use of management, strengthen performance evaluation, enhance the efficiency of use.

Improve the cost sharing mechanism of preschool education. All localities should proceed from the actual situation, scientifically approve the cost of running the kindergarten, in order to provide inclusive services as a measure, coordinate the formulation of financial subsidies and charging policies, and reasonably determine the share ratio. All provinces (autonomous regions and municipalities directly under the municipality) shall formulate and implement standard funding standards for financial allocations for public kindergarten students, reasonably determine and dynamically adjust the level of allocation of funds, formulate financial subsidy policies for enterprises and institutions, troops, streets and provincial in accordance with local conditions. According to the cost of running the kindergarten, the level of economic development and the affordability reasonable determination of public kindergarten charging standard mechanism. Private kindergarten charging items and standards

according to the cost of running the kindergarten, market demand and other factors reasonable determination, publicity to the community, and accept the supervision of the relevant authorities. The specific methods of charging for non-profit private kindergarten (including inclusive private kindergarten) are formulated by provincial governments. The fee standard of for-profit private kindergarten is regulated by the market, which is decided by the kindergarten. Local governments, in accordance with the law, strengthen the price supervision of private kindergarten charges and curb exorbitant charges (Shandong Provincial Department of Education, 2018).

D. Vigorously strengthening the construction of kindergarten teaching staff

Local cities need to replenish public kindergarten staff in a timely manner, strictly prohibit no supplement, long-term use of substitute teachers. The private kindergarten is equipped with staff and health care personnel in accordance with the standards.

It is no doubt to guarantee the status and treatment of kindergarten teachers according to law (National People's Congress of the People's Republic of China, 1993). Local cities need to conscientiously implement the public kindergarten teachers pay protection policy, co-ordinate the wage income policy, funds and expenditure channels, to ensure that teachers' salaries are paid in full and on time, equal pay. Where conditions are available, the rural public kindergarten teachers' living allowance policy can be piloted. In accordance with the provincials of the government's purchase of services, services such as careers, security and cooks in public kindergarten can be included in the scope of government purchase services, and the funds required are coordinated from the local budget. The private kindergarten makes reasonable determination of the salary income of the corresponding teachers by reference to the salary income level of the

local public kindergarten teachers. All kinds of kindergartens pay social insurance and Housing Provident Fund for teaching staff in full and in accordance with the law. Everywhere should be based on the characteristics of preschool education and kindergarten teachers' professional standards, improve the kindergarten teacher title evaluation and recruitment standard, smooth title evaluation and recruitment channel, improve the proportion of senior titles (The Central People's Government of People's Republic of China, 2012). To make outstanding contributions to the kindergarten director, teachers, in accordance with the relevant provisions of the State to recognize and reward, so as to improve the social status of kindergarten teachers.

Improve the teacher training system. Make a batch of early childhood teacher training college and a number of early childhood teacher college, support the establishment of teacher colleges, and do a good job in pre-school education. Secondary vocational school-related professional development focused on conservation. According to the fundamental goal of universal access to pre-school education, the development of pre-school education and professional development planning, to expand the scope of specialist level training and pre-school education, public health and professional technical college admissions. The forward development of the starting point, make great efforts to train middle school a starting point for the five-year specialist qualifications of kindergarten teachers (The Central People's Government of People's Republic of China, 2010). Boot the pre-school education graduates in the kindergarten teachers to encourage student teacher colleges, secondary repair or go to school education, expanding the supply of quality teachers. Innovative development mode, optimize the training course system, highlighting the integration of health insurance, pre-school education regulations and rules and regulations to enhance child

development and kindergarten education childcare practices such courses, and enhance the development of professionalism. The preschool teacher colleges, professional national certification process, the establishment of the training quality assurance

A sound system of teacher training must be established while coming up with a kindergarten teacher training course provides the standard for kindergarten teachers, long, regular training and crew rotation training system. The idea is to increasingly develop a national kindergarten teacher training program, in two and a half year time, through the national, provincial and district level 3 training networks, large-scale training Nursery kindergarten, teachers, and to place greater emphasis on professional ethics, the corporate training, non-professional teachers of pre-school education, training and full compensation for the protection of minors under the legal training. Innovative training, support, high quality kindergarten teacher colleges, together with the establishment of a training base, strengthen professional learning and practice with the gang, the strengthening of the pre-service training in post-integration and enhance the relevance and effectiveness of the training to enhance teachers' professionalism and scientific-teaching capacity.

The strict discipline management for teacher and staff must be completely established. To implement a teaching qualification access and regular registration system, the strict implementation of the nursery kindergarten of teachers' professional standards and adhere to the open recruitment system for the full implementation of the kindergarten teachers for the holder of the nursery kindergarten, entrance to the teachers. Non-pre-school graduates to nursery schools from teaching, must be approved by the professional training and obtain the appropriate qualifications. Strengthening the building of professional ethics division, through the strengthening of professional ethics

education, and improve the appraisal system, strengthen the supervision, establish credit history, good faith commitment and lose the trust disciplinary mechanisms and measures to improve the quality of the teaching profession, cultivate love and child education, early childhood feelings of love for the job. The breach of professional conduct, the abusive behavior, not from the education for life.

At the international level, the kindergarten teacher domination of young children imitates the object of a single issue has always been very concerned and have always attached great importance to, but has yet to find effective solutions. Occasionally go to kindergarten teachers, the majority of men are beginning or end, can really take root nursery rare. Male Teachers of early childhood development and the positive impact it goes without saying, but how to attract male teachers to kindergartens, and to be able to stay for extended periods of time, the Japanese kindergarten teacher of men and worthy of our attention ("Male teacher in Japanese kindergarten," 2008), it is our in-depth research.

E. Improving the regulatory framework of supervisory responsibility

To strengthen the party committees and governments at all levels and relevant departments of the supervisory responsibilities, establish and improve the Education Department Director, division of the departments responsible for monitoring mechanism. Fully constructing education departments at all levels of preschool education, strengthen management, pre-school education development and supervisory tasks and professional management team (The Central People's Government of People's Republic of China, 2018b).

To improved process control is essentially critical. Meanwhile, to enhance the quality of kindergarten teaching salaries and staffing, pay, safety, health, education

quality, for use as well as the financial management of the dynamic supervision and inspection system. The establishment of kindergartens throughout the basic information for the record and publicity system, making full use of the Internet and other means of informatization, to timely publish and update with the kindergarten teachers, fees, assessing the quality of information, take the initiative to accept social supervision. Education, market supervision, and other departments to improve parents' complaint channels, and to respond in a timely manner to solve the problem of parents reflect good parents to volunteer in the kindergarten unattended system, give full play to the role of the parents of pre-school and kindergarten parents to participate effectively in the matter of decision-making and day-to-day management. The construction of preschool education management information systems to improve pre-school education information management level.

F. Standardized development of private kindergarten

The provinces (autonomous regions and municipalities directly under the central government) to the development of private kindergarten category management implementation approach, a clear separation of the management policy. The existing private kindergarten in accordance with the deadline for applications for the organizers, related to non-profit private kindergarten or the for-profit private kindergarten category. During this period, the education at or above the county level, home, market supervision departments do a good job in convergence, to ensure the smooth implementation of the registry, and orderly manner.

Private kindergarten shall establish financial, accounting and asset management system in accordance with relevant state regulations, set up accounting books, the fee should be used primarily for child protection activities, the improvement

of kindergarten conditions and treatment of faculty and staff, in accordance with the regulations to local education, home or market regulators, submission of audited financial reports (Ministry of Education of the People's Republic of China, 2019a).

Social capital through mergers and acquisitions, entrusted operations, franchise chain, variable interest entities, protocol control and control of state-owned assets or the collective assets for nursery schools, non-profit kindergarten; a violation by the education department and other relevant departments to clean up and rectification, the rectification shall be carried out prior to the completion of the capital expansion unit. In mergers and acquisitions, affiliate, chain operations of for-profit kindergarten, they should be associated with the business interests of the signing of the agreement, at or above the county level shall be filed with the education sector and the community; local education departments responsible for the interests of the enterprise and the kindergarten competency, in the direction of the kindergarten, curriculum resources, quantity, size and management capabilities to carry out rigorous review of the implementation of the franchise, chain of for-profit kindergarten should in principle be a provincial demonstration kindergarten.

The kindergarten control body or brand to join the main changes must be approved by the District Education Department, the organizers of the change must be approved by the provisions of the registration procedures, according to statutory procedures asset delivery. The kindergartens in security, management, administration, quality, finance, assets, and other aspects, the organizers, the actual controller, is responsible for the operation of the kindergarten management institutions should bear corresponding responsibilities. Private kindergarten will be allowed either separately or as part of a package of assets listed. A listed company may not be able to raise funds

through the stock market investment profit kindergarten, not through the issuance of shares or pay cash to buy profit kindergarten assets. Classification treatment of undocumented office kindergarten.

All localities should be Undocumented kindergarten was fully integrated into the scope of supervision, safe and ready to troubleshoot, classification, support and governance. Increase the rectification, rectification and regulation by enabling a number of undocumented kindergartens, meet basic standards, the issuing office kindergarten. The rectification and still not reach safety, health, and other basic requirements for kindergarten, the local government to resolutely combat, as well as proper triage and placement of child care, safe and complete recreational kindergarten governance.

6.3 Recommendations

6.3.1 Future studies can attempt to conduct SEM multi-group analysis and testing on the research methods of teachers' majors, public kindergartens or private kindergartens

Multi-group analysis is to use the verification factor analysis to explore the theoretical model and observation data adaptation degree, the observation data contains samples from different groups, the need for a large sample volume, these belong to different groups, there may be considerable heterogeneity, the same theoretical model is applicable to different groups of samples, multi-group confirmatory factor analysis, MCFA) needs to be examined (Meredith, 1993; Jichuan Wang & Wang, 2012), and then carry out the theoretical model constancy test (Byrne, 2004).

Multi-group analysis and testing has certain statistical advantages: a. Whether the title of the combined special measuring tool is equivalent across different general, the group of the measurement model is invariant; b. Validation of construct validity; c. Define whether a particular path to a causal structure has a cross-overall equivalence presence; d. Assume that the potential average of the specific conformation within the model has cross-total group validity; e. In the same general, whether the factor structure of the measuring tool can be re-made in different independent general, the analysis of the stability of the measuring tool. Obviously, the 3rd function of group analysis is to test whether the model has cross-group validity and whether the whole model is suitable for the group. The theoretical basis is that the multi-group analysis model is to explore whether the group variable (usually the discontinuous variable) has the function of adjusting the theoretical model, if the model can be accepted, indicating that the model has cross validity (Byrne, 2016). By using Amos group analysis, the structure coefficient, co-variation number and measuring load of two groups were verified, and if the results were significant and the difference was indicated, the interference effect existed (Byrne, 2010).

6.3.2 Future research can try to conduct hierarchical linear modeling research methods to test teachers' different work stress

Future studies can attempt to conduct hierarchical linear modeling (Cacioppo, Berntson, Larsen, Poehlmann, & Ito, 2000) research methods to test teachers' different work pressures. Each teacher experiences different pressures in his or her career, which can have multiple levels of effect. In order to obtain a large number of samples quickly, control the quality of the test, from the model set principle, from the group and the

group of two parts, but the overall and the individual two levels of the potential structure can be the same, can also be different. Researchers generally use multi-stage sampling, in the estimation process of multilevel factor analysis, two sample observation matrices are used to estimate (Qiu, 2012). Respectively between groups and groups. For example, a sample of different schools or kindergartens is taken first, and a certain number of class children are then drawn for the class to answer or sample the school or kindergarten first, and then ask the school or kindergarten teacher to choose several answers. Under such a sampling procedure, the research data will be accompanied by a special multi-layered structure, which is not suitable for the use of traditional statistical analysis methods, but the need to using method of multilevel modeling: MLM.

6.3.3 Recommendations to the kindergarten competent department and the kindergarten self-construction and the teacher management in the Mainland China

It would also appear to be the case that future studies should focus on both individual as well as organizational factors and the interaction of these two variables. Whereas most of the studies on stress in teaching have analyzed the problem mainly from the perspective of the individual teacher, more recent studies have added an organizational dimension to this analysis. As Cox, Boot, Cox, and Harrison (1988) pointed out, there is a need to promote not only the well-being of individual teachers but also that of schools as organizations. These two approaches to the problem are reflected in the development of programmers or workshops which, typically, either aim at changing teacher behaviors in a way that reduces occupational stress (e.g. Hall et al., 1988) or view the school as an organization as the primary vehicle for the management of stress (Borg, 1990; Cox et al., 1988).

A. Improving kindergarten teaching quality assurance and overall improvements to kindergarten conditions

Nursery kindergarten care conditions, play and early childhood books with should meet the specified requirements. The State playing kindergarten teaching aids and books with guides, extensive recruitment selection in early childhood physical and mental characteristics of high-quality gaming activities and reflect the traditional Chinese culture and modern life style. All localities should strengthen the playing of teaching aids and books with the guidance and support of the boot kindergarten to make full use of local natural and cultural resources, reasonable layout space, facilities for young children to help stimulate learning exploration, secure, rich, appropriate materials and playing the game of teaching aids to prevent blind than climbing, impractical (Ministry of Education of the People's Republic of China, 2019b).

Improvement of preschool education and research system. Sound levels of pre-school education and research institutions, the enrichment of teaching and research team, the implementation of the education and research guidance system of responsibility, the strengthening of the kindergarten of the faculty, regional education and research, and the timely settlement of kindergarten teachers in educational practice the process of confusion and problems. Give full play to the towns of quality kindergarten and provincial town centers, the leading role of radiation, the weak, the professional leadership and practice guidelines. Sound quality assessment and monitoring system.

The state guarantee the quality of the kindergarten evaluation guide, the provinces (autonomous regions and municipalities directly under the central government) to improve the quality of the kindergarten assessment criteria, a sound

hierarchical classification assessment system, the establishment of a base ourselves on the practice, become familiar with the business and professional quality assessment team, to include all types of kindergarten into quality assessment, and regularly made public the results of the assessment. The strengthening of the pre-school childcare education resource monitoring, in the implementation of the kindergarten curriculum teaching resources must be approved by the provincial pre-school education expert guidance to the committee.

B. Strength organization management

The strengthening of preschool education, leadership and sound management system. Conscientiously implement the State Council leaders, provincial and city co-ordination, to county-based preschool education management system or the education administrative departments of the unified leadership and guidance of the work of the kindergarten (The Central People's Government of People's Republic of China, 2018b). Give full play to the role of the organization of kindergartens, and ensure the correct direction to kindergarten, conscientiously do a good job in ideological and political work of the faculty, the thick crop into the tree was based. Actively promote the rationalization of local institutions and enterprises of the kindergarten's kindergarten system, the imposition of territorial management. Countries improve the relevant regulatory system, the development of pre-school education development plan to promote universal access to pre-school education, build the coverage of preschool education in urban and provincial public service system.

Local government is the development of preschool education, provincial and municipal levels of government is responsible for co-coordinating the strengthening of pre-school education. To promote the introduction of local former education legislation,

the formulation of the relevant regulations and local pre-school education development planning, sound investment mechanism, a clear responsibility, improve related policies and measures; and organizing the implementation of the county government domain of pre-school education development, is responsible for the development of preschool education development plan and layout of nursery schools.

Public kindergarten building, teachers with supplementary, wages and nurseries, kindergartens for various types of supervision and management, do a good job in guiding the work of nursery insurance, etc., to the nursery to offer and support, to ensure that the county of preschool education, orderly and healthy development (People's Government of ZhaoQing Municipality, 2013; ZhaoQing Education Bureau, 2019). The office of the city streets, town, government to actively support the success of the various types of kindergarten.

Improvement of sector coordination mechanisms. The education sector to improve policies, setting standards, strengthen management, teaching and research, and the strengthening of the preschool education, scientific guidance and supervision and management. The preparation of the department is to be used in conjunction with the actual reasonable approved public kindergarten faculty and staff development.

Development and reform departments should put the pre-school education in the local economic and social development plans to support the development of a kindergarten building. The financial sector to improve the financial support policies to support the expansion of the GSP former education resources. Natural resources, housing, urban and rural construction sector to the urban area and the new rural companion kindergarten building and in related planning. The Office of Human Resources social security departments should formulate and improve kindergarten

teaching staff, wages, social security and the designation of the recruitment policy (The Central People's Government of People's Republic of China, 2018b). Prices, finance, education departments should be in accordance with the segregation of duties, strengthen the management of the kindergarten fees for regulatory supervision.

The establishment of supervisory accountability mechanisms. The preschool education for all GSP objectives and policy measures related to the implementation of the provincial government to fulfill its educational responsibilities to the supervisory assessment, and as part of the government's supervisory work focuses on incorporating the supervisory assessment and objective performance appraisal system (The Central People's Government of People's Republic of China, 2018a). The State Department of Education Steering Committee to develop universal access to preschool education steering approach to county as a unit for universal access to pre-school education, mainly at the provincial level to promote the implementation of the national audit finds. The provincial level, the establishment of a special supervisory mechanism, strengthen the GSP, allocation of resources, teachers, and of the input of funds and cost-sharing mechanisms, the implementation of the government's responsibility to supervise and check the results to the community. The development of preschool education result highlight areas of recognition awards, to discharge their responsibilities effectively, there is no complete development objectives in the areas of responsibility to be accountable.

To study of the development of pre-school education law remains essential. The acceleration of pre-school education, legislation, further clarification of pre-school education in the national education system and the welfare of the GSP properties to reinforce the government and relevant departments in pre-school educational planning,

inputs, allocation of resources, teacher team building and supervision responsibilities, clearly organized by the office of the kindergarten conditions, teacher hiring, wages, for protection, for use with financial management responsibilities, promote the health of pre-school education and sustainable development.

The intensity of the violation of the law, the punishment of preschool education to do according to the law, administer the track, the protection of child physical and mental health and growth (Ministry of Education of the People's Republic of China, 2018). To create a good atmosphere, the education department in conjunction with the publicity, radio and television departments and the media are careful selection and giving wide publicity to the local pre-school education in the typical experience, actively carry out the national pre-school education, advocacy, and public education activities, the dissemination of scientific parenting ideas and knowledge, to create a full community support for pre-school education reform and development, good atmosphere.

6.4 Limitations

This paper examines the relationship between the occupational stress of kindergarten teachers and well-being in the model of psychological stress under Chinese cultural background, as well as the role of psychological capital and the coping styles in it. This study restricts the study of regions and objects, research content and variability and research methods in three aspects, respectively, the following are described:

6.4.1 Limitations of the Study Area and the Participant

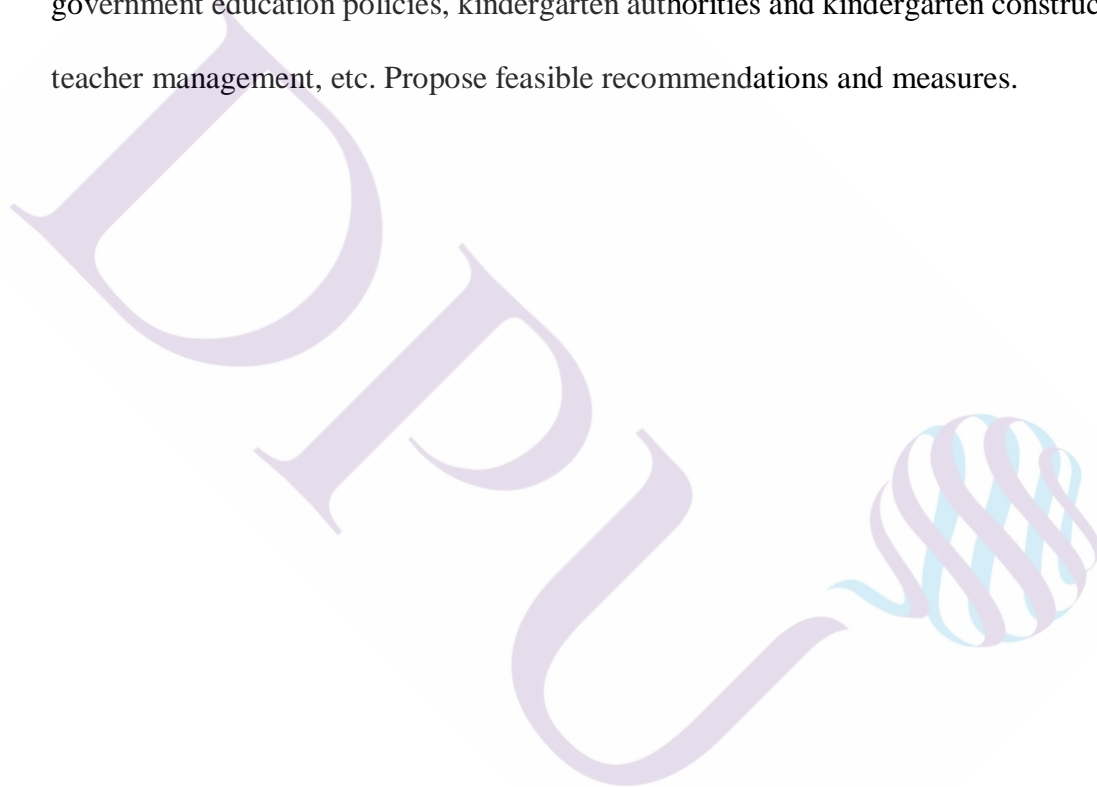
This study area and the object selected in the Mainland China kindergarten teachers, the region is broader, so this study scale is entrusted to the education authorities in the kindergarten province, city, county, (or district) in the training or concentration of meetings issued, the scale completed is anonymous, so the proportion of sampling area is limited by the region, Cannot be fully aligned with the plan, the area or kindergarten identified in the results of the study received significant restrictions, making it difficult to determine which region of the Mainland China the subjects' units were in, or whether the subjects belonged to the same unit. Therefore, the study can only understand and deduce the current situation of kindergarten teachers in the Mainland China.

6.4.2 The limitation of Research Content and Variables

This study mainly studies the current situation of occupational stress, psychological capital, social support, coping style and well-being of kindergarten teachers in the Mainland China under the psychological stress model, and probes into the influence of psychological capital, social support and coping styles on the relationship between occupational stress and well-being. However, the concepts of teacher occupational stress, social support, coping style and happiness are very broad, and the level defined by this study cannot cover all content, which is the limitation of this research. There may be many factors and variables that affect the relationship between occupational stress and well-being in kindergarten teachers (Shen, 2016).

6.5 Summary

This chapter puts forward the conclusions of this study, and analyzes the research problems and results to explain the shortcomings of this research and the direction of future improvement. Decisively put forward the research and development of the theory and the actual contribution of the psychological stress model, and comprehensively analyze a series of results for future research, research methods and government education policies, kindergarten authorities and kindergarten construction, teacher management, etc. Propose feasible recommendations and measures.



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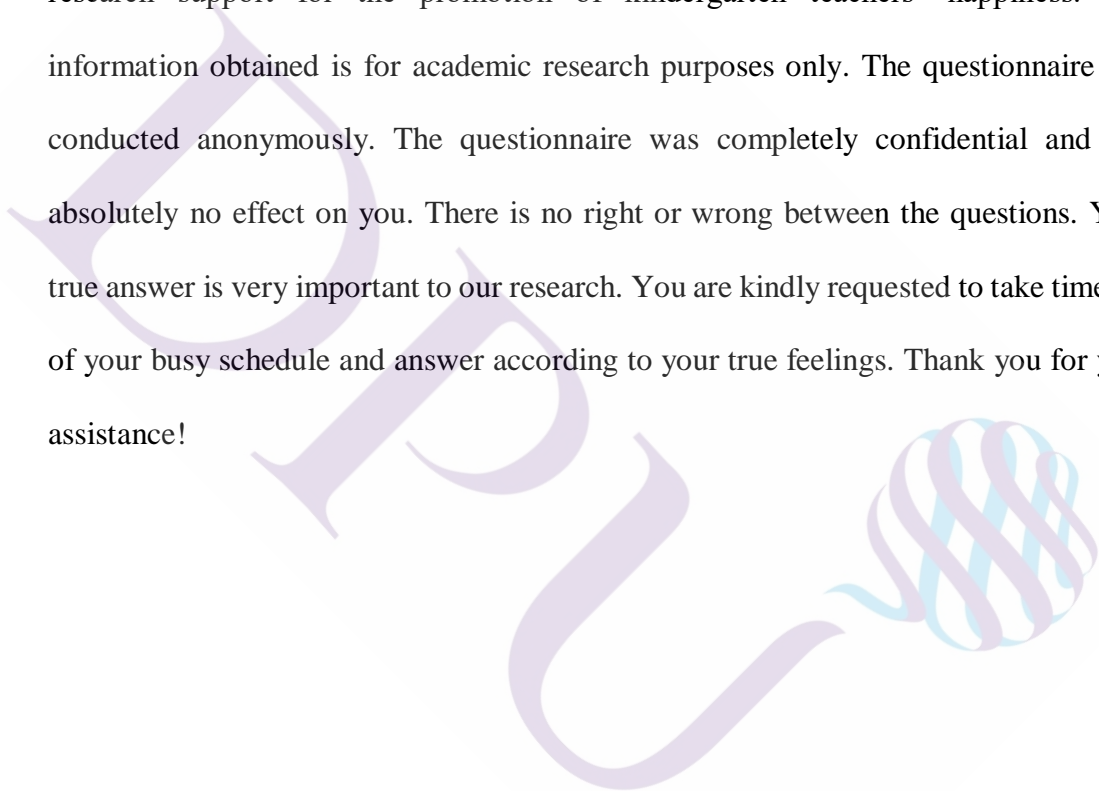
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APPENDICES

Dear Kindergarten Teacher:

Hello! We are researchers in universities. First of all, thank you for participating in this survey. The purpose of this questionnaire is to understand kindergarten teachers' well-being and related conditions and to provide relevant research support for the promotion of kindergarten teachers' happiness. The information obtained is for academic research purposes only. The questionnaire was conducted anonymously. The questionnaire was completely confidential and had absolutely no effect on you. There is no right or wrong between the questions. Your true answer is very important to our research. You are kindly requested to take time out of your busy schedule and answer according to your true feelings. Thank you for your assistance!



Appendix A Occupational Stress Scale

The Teacher Stress Inventory-Revised is used to measure the types of stressful events that teachers encounter. Please answer all of the following questions using this guide:

1 = never, 2 = rare, 3 = sometimes, 4 = often, 5 = always

1. I will feel pressure because of personal priorities short changed at work.
2. I will feel pressure because of lack of preparation time at work.
3. I will feel pressure because of pace of school day too fast at work.
4. I will feel pressure because of caseload too big at work.
5. I will feel pressure because of too much paperwork at work.
6. I will feel pressure because of lack of on-the-job emotional stimulation at work.
7. I will feel pressure because of too much work at work.
8. I will feel pressure because of lack of recognition at work.
9. I will feel pressure because of lack of promotion opportunities at work.
10. I will feel pressure because of need for enhanced status and respect at work.
11. I will feel pressure because of lack of on-the-job progress at work.
12. I will feel pressure because of lack of adequate salary at work.
13. I will feel pressure because of lack of professional improvement opportunities at work.
14. I will feel pressure because of lack of control over school-related matters at work.
15. I will feel pressure because of attitudes and opinions remain unheard at work.

16. I will feel pressure because of having to continually monitor behavior at work.
17. I will feel pressure because of lack of adequate discipline policies at work.
18. I will feel pressure because of teaching poorly motivated students at work.
19. I will feel pressure because of discipline problems in the classroom at work.
20. I will feel pressure because of teaching students who would do better if they would try harder at work.
21. I will feel pressure because of authority rejected by students or staff at work.



Appendix B Psychological Capital Questionnaire

Below are statements that describe how you may think about yourself right now. Right now Use the following scales to indicate your level of agreement or disagreement with each statement.

1= strongly disagree, 2= somewhat disagree, 3 = neither disagree/agree, 4 = somewhat agree, 5 = strongly agree

1. I feel confident analyzing a long-term problem to find a solution.
2. I feel confident in representing my work area in meetings with management.
3. I feel confident contributing to discussions about the company's strategy.
4. I feel confident helping to set targets/goals in my work area.
5. I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems.
6. I feel confident presenting information to a group of colleagues.
7. If I should find myself in a jam at work, I could think of many ways to get out of it.
8. At the present time, I am energetically pursuing my work goals.
9. There are lots of ways around any problem.
10. Right now I see myself as being pretty successful at work.
11. I can think of many ways to reach my current work goals.
12. At this time, I am meeting the work goals that I have set for myself.
13. When I have a setback at work, I have trouble recovering from it, moving on.

14. I usually manage difficulties one way or another at work.
15. I can be “on my own”, so to speak, at work if I have to.
16. I usually take stressful things at work in stride.
17. I can get through difficult times at work because I’ve experienced difficulty before.
18. I feel I can handle many things at a time at this job.
19. When things are uncertain for me at work, I usually expect the best.
20. If something can go wrong for me work-wise, it will.
21. I always look on the bright side of things regarding my job.
22. I’m optimistic about what will happen to me in the future as it pertains to work.
23. In this job, things never work out the way I want them to.
24. I approach this job as if “every cloud has a silver lining”.

Source: Luthans, Avolio, et al. (2007) Positive psychological capital: Measurement and relationship with performance and satisfaction (Working Paper No. 2006–1). Gallup Leadership Institute, University of Nebraska–Lincoln. Items adapted from Parker, 1998; Snyder, et al.,1996; Wagnild & Young, 1993; Scheier & Carver, 1985.

Note: R indicates reverse scoring. These 24 items were used in conducting reliability and validity analyses of the PCQ. If the PCQ is used for research purposes, if it is adapted or altered in anyway, permission must be obtained from the authors by writing to gli@unl.edu.

Appendix C Social Support Scale

Instructions: In answering the following questions, think about your current relationships with friends, family members, co-workers, community members, and so on. Please indicate to what extent each statement describes your current relationships with other people. Use the following scale to indicate your opinion.

1= strongly disagree, 2= somewhat disagree, 3 = neither disagree/agree, 4 = somewhat agree, 5 = strongly agree

So, for example, if you feel a statement is very true of your current relationships, you would respond with a 4 (strongly agree). If you feel a statement clearly does not describe your relationships, you would respond with a 1 (strongly disagree).

1. There are people I can depend on to help me if I really need it.
2. I feel that I do not have close personal relationships with other people.
3. There is no one I can turn to for guidance in times of stress.
4. There are people who depend on me for help.
5. There are people who enjoy the same social activities I do.
6. Other people do not view me as competent.
7. I feel personally responsible for the well-being of another person.
8. I feel part of a group of people who share my attitudes and beliefs.
9. I do not think other people respect my skills and abilities.
10. If something went wrong, no one would come to my assistance.
11. I have close relationships that provide me with a sense of emotional security and well-being.
12. There is someone I could talk to about important decisions in my life.

Appendix D Coping Styles Questionnaire

Please read the items and tick the box that applies to you. Use the following scales to indicate your level of agreement or disagreement with each statement:

1= strongly disagree, 2= somewhat disagree, 3 = neither disagree/agree, 4 = somewhat agree, 5 = strongly agree

When I encounter stress at work, I will:

1. try to see positive side.
2. Try to step back from the situation and be more objective.
3. When I encounter difficulties at work, I will pray for guidance or strength.
4. When I encounter stress at work, I will take things one step at a time.
5. When I experience stress at work, I will consider several alternatives for handling the problem.
6. When I work under stress, I will draw on my past experiences; I was in a similar situation before.
7. When I experience stress at work, I will try to find out more about the situation.
8. When I was under great stress at work, I will talk with professional person (e.g., doctor, clergy, lawyer) about the situation.
9. When I encounter stress at work, I will take some positive action.
10. When I encounter stress at work, I will talk with spouse or other relative about the problem.
11. When I encounter stress at work, I will talk with friend about the situation.
12. When I encounter stress at work, I will exercise more.

Appendix E Well-being Questionnaire

Directions: Below are 5 statements that many people would find desirable, but we want you to answer only in terms of whether the statement describes how you actually live your life. Read each one and then by using the 1-5 scale below, indicate your agreement with each item by placing the appropriate number in the line preceding that item. Please be honest and accurate!

1= strongly disagree, 2= somewhat disagree, 3 = neither disagree/agree,

4 = somewhat agree, 5 = strongly agree

Have you recently: been able to

1. Concentrate on what you're doing?
2. Lost much sleep due to worry?
3. Felt that you are playing a useful part in things?
4. Felt capable of making decisions about things?
5. Felt constantly under strain?
6. Felt you couldn't overcome your difficulties?
7. Enjoy your normal day to day activities?
8. Face up to your problems?
9. Been feeling unhappy or depressed?
10. Been losing confidence in yourself?
11. Been thinking of yourself as a worthless person?
12. Been feeling reasonably happy, all things considered?

Appendix F Basic Information (Demographic Variables)

Answer: Please draw [] within the option for your actual situation√.

1. Gender

A. female [] B. male []

2. Age

A. 25 years old and below [] B. 25-30 years old [] C.31-35 years old []

D.35-45 years old [] E. over 45 years old []

3. Years of teaching experiences of individual teachers

A. 3 years old and below [] B.3-5 years old [] C.6-10 years old []

D.11-15 years old [] E. over 15 years []

4. Educational levels

A. Junior high school and below [] B. high school or secondary vocational school

[] C. college [] D. bachelor [] E. masters and above []

5. Title

A. Junior [] B. intermedium []

C. senior [] D. senior and above [] E. no[]

6.Work status

A. master teacher [] B. head teacher [] C. grade director and director of

conservation education [] D. vice principal [] E. principal []

7. Construction

A. the career of kindergarten teachers [] B. filing system (equal pay) []

C. kindergarten teachers (the unique form of construction in the Mainland China) []

D. temporary substitute kindergarten teachers []

8. Kindergarten location

A. provincial kindergarten [] B. town kindergarten [] C. urban provincial kindergarten []

9. Kindergarten system

A. public kindergarten [] B. private kindergarten []

10. Number of children in the class

A. below 20 children [] B. 21-30 children [] C. 31-40 children []

D. over 40 children []

11. Age range of children

A. 0-3ys [] B. 3-4ys [] C. 4-5ys [] D. 5-6ys [] E. mixed age []

12. Average daily working hours

A. below 8 hours [] B. ≥ 8 hs, < 10 hs [] C. ≥ 10 hs, < 12 hs []

D. over 12 hours []

13. Marital status

A. marriage [] B. divorced or widowed [] C. separation [] D. have a boyfriend or girlfriend [] E. single []

14. How many children in your family?

A. 1 child [] B. 2 children [] C. 3 children and above [] D. no child []

15. Household annual income (RMB as the unit of calculation)

A. 30,000 Yuan and below [] B. 30,000-50,000 Yuan []

C. 50,000-100,000 Yuan [] D. 100,000-200,000 Yuan []

E. over 200,000 Yuan []

16. Average monthly income (RMB as the unit of calculation)

A. 1,500 Yuan and below [] B. 1,501-3,000 Yuan [] C. 3,001-5,000 Yuan []

D. 5,000-10,000 Yuan [] E. over 10,000 Yuan []

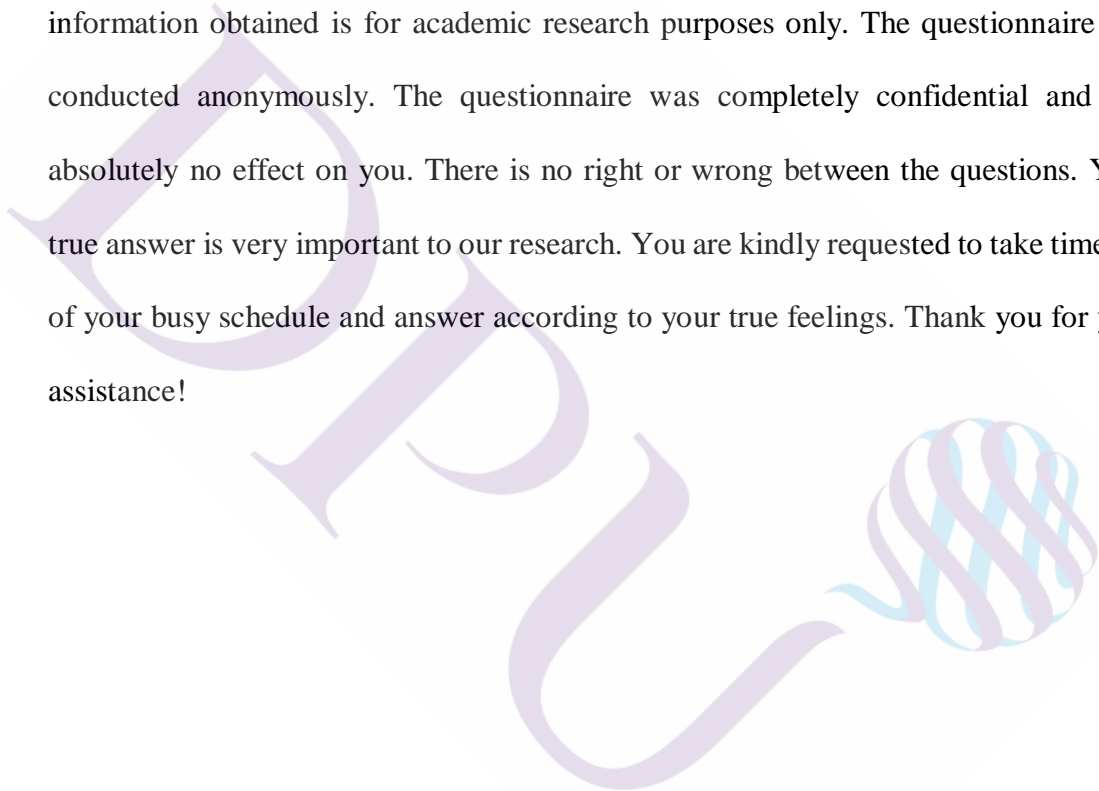
Thank you sincerely for taking the time to participate in this survey! Li You, PhD



Formal Scale

Dear Kindergarten Teacher:

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Appendix G Occupational Stress Scale

The Teacher Stress Inventory-Revised is used to measure the types of stressful events that teachers encounter. Please answer all of the following questions using this guide:

1 = never, 2 = rare, 3 = sometimes, 4 = often, 5 = always

1. I will feel pressure because of pace of school day too fast at work.
2. I will feel pressure because of caseload too big at work.
3. I will feel pressure because of too much paperwork at work.
4. I will feel pressure because of too much work at work.
5. I will feel pressure because of lack of recognition at work.
6. I will feel pressure because of lack of promotion opportunities at work.
7. I will feel pressure because of lack of on-the-job progress at work.
8. I will feel pressure because of lack of professional improvement opportunities at work.
9. I will feel pressure because of lack of control over school-related matters at work.
10. I will feel pressure because of attitudes and opinions remain unheard at work.
11. I will feel pressure because of teaching poorly motivated students at work.
12. I will feel pressure because of discipline problems in the classroom at work.
13. I will feel pressure because of teaching students who would do better if they would try harder at work.
14. I will feel pressure because of authority rejected by students or staff at work.

Note: Personal/Professional Stressors 1.2.3.4

Professional Distress 5.6.7.8.9.10.

Discipline and Motivation 11.12.13.14



Appendix H Psychological Capital Questionnaire

Below are statements that describe how you may think about yourself right now. Use the following scales to indicate your level of agreement or disagreement with each statement.

1= strongly disagree, 2= somewhat disagree, 3 = neither disagree/agree, 4 = somewhat agree, 5 = strongly agree

1. I feel confident contributing to discussions about the company's strategy.
2. I feel confident helping to set targets/goals in my work area.
3. I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems.
4. I feel confident presenting information to a group of colleagues.
5. If I should find myself in a jam at work, I could think of many ways to get out of it.
6. At the present time, I am energetically pursuing my work goals.
7. There are lots of ways around any problem.
8. I can think of many ways to reach my current work goals.
9. At this time, I am meeting the work goals that I have set for myself.
10. When I have a setback at work, I have trouble recovering from it, moving on.
11. I usually manage difficulties one way or another at work.
12. I can be "on my own", so to speak, at work if I have to.
13. I usually take stressful things at work in stride.

14. I can get through difficult times at work because I've experienced difficulty before.

15. I feel I can handle many things at a time at this job.

16. I always look on the bright side of things regarding my job.

17. I'm optimistic about what will happen to me in the future as it pertains to work.

18. I approach this job as if "every cloud has a silver lining".

Note: hope 1.2.3.4

optimism 5.6.7.8.9.

resilience 16.17.18

self-efficacy 10.11.12.13.14.15.



Appendix I Social Support Scale

Instructions: In answering the following questions, think about your current relationships with friends, family members, co-workers, community members, and so on. Please indicate to what extent each statement describes your current relationships with other people. Use the following scale to indicate your opinion.

1= strongly disagree, 2= somewhat disagree, 3 = neither disagree/agree, 4 = somewhat agree, 5 = strongly agree

So, for example, if you feel a statement is very true of your current relationships, you would respond with a 4 (strongly agree). If you feel a statement clearly does not describe your relationships, you would respond with a 1 (strongly disagree).

1. There are people I can depend on to help me if I really need it.
2. There is no one I can turn to for guidance in times of stress.
3. There are people who enjoy the same social activities I do.
4. I feel part of a group of people who share my attitudes and beliefs.
5. I do not think other people respect my skills and abilities.
6. If something went wrong, no one would come to my assistance.
7. I have close relationships that provide me with a sense of emotional security and well-being.
8. There is someone I could talk to about important decisions in my life.

Appendix J Coping Styles Questionnaire

Please read the items and tick the box that applies to you. Use the following scales to indicate your level of agreement or disagreement with each statement:

1= strongly disagree, 2= somewhat disagree, 3 = neither disagree/agree, 4 = somewhat agree, 5 = strongly agree

When I encounter stress at work, I will:

1. try to see positive side.
2. Try to step back from the situation and be more objective.
3. When I encounter difficulties at work, I will pray for guidance or strength.
4. When I encounter stress at work, I will take things one step at a time.
5. When I experience stress at work, I will consider several alternatives for handling the problem.
6. When I work under stress, I will draw on my past experiences; I was in a similar situation before.
7. When I experience stress at work, I will try to find out more about the situation.
8. When I was under great stress at work, I will talk with professional person (e.g., doctor, clergy, lawyer) about the situation.
9. When I encounter stress at work, I will take some positive action.
10. When I encounter stress at work, I will talk with spouse or other relative about the problem.
11. When I encounter stress at work, I will talk with friend about the situation.
12. When I encounter stress at work, I will exercise more.

Note: active-cognitive 1.2.3.4.5.6. active-behavioral 7.8.9.10.11.12.

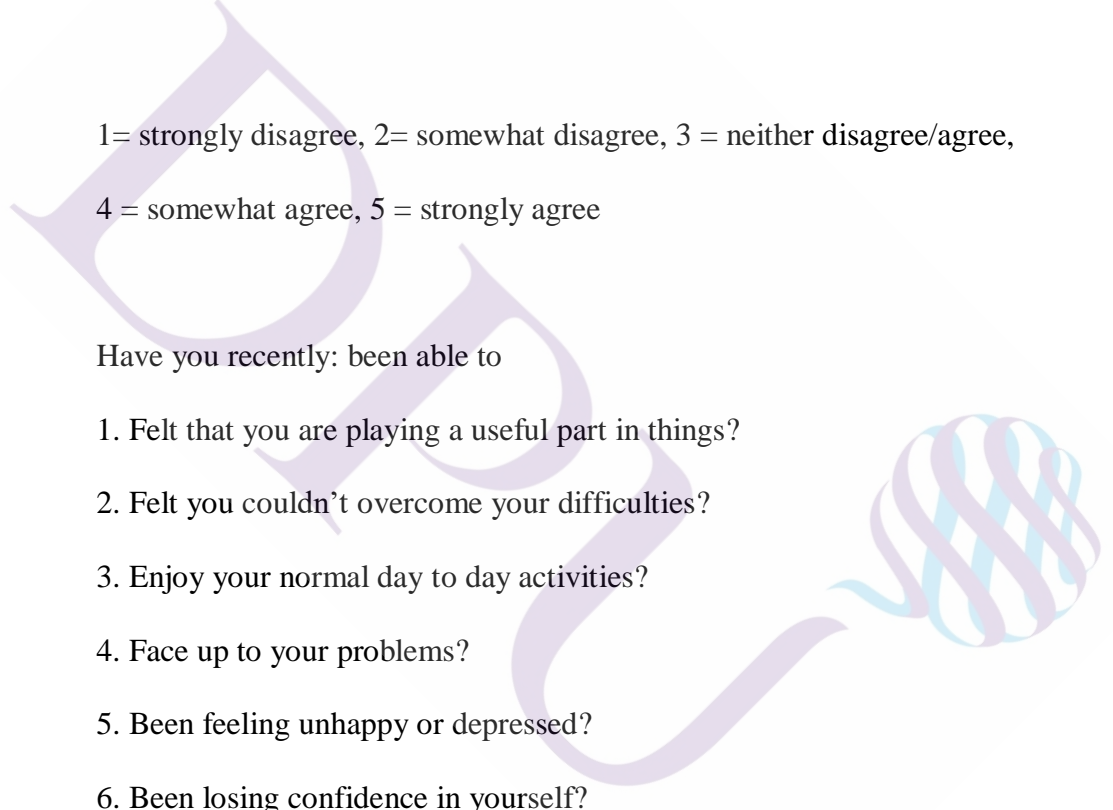
Appendix K Well-being Questionnaire

Directions: Below are 5 statements that many people would find desirable, but we want you to answer only in terms of whether the statement describes how you actually live your life. Read each one and then by using the 1-5 scale below, indicate your agreement with each item by placing the appropriate number in the line preceding that item. Please be honest and accurate!

1= strongly disagree, 2= somewhat disagree, 3 = neither disagree/agree,

4 = somewhat agree, 5 = strongly agree

Have you recently: been able to

1. Felt that you are playing a useful part in things?
 2. Felt you couldn't overcome your difficulties?
 3. Enjoy your normal day to day activities?
 4. Face up to your problems?
 5. Been feeling unhappy or depressed?
 6. Been losing confidence in yourself?
 7. Been thinking of yourself as a worthless person?
 8. Been feeling reasonably happy, all things considered?
- 

Appendix L Basic Information (Demographic Variables)

Answer: Please draw [] within the option for your actual situation√.

1. Gender

A. female [] B. male []

2. Age

A. 25 years old and below [] B. 25-30 years old [] C.31-35 years old []

D.35-45 years old [] E. over 45 years old []

3. Years of teaching experiences of individual teachers

A. 3 years old and below [] B.3-5 years old [] C.6-10 years old []

D.11-15 years old [] E. over 15 years []

4. Educational levels

A. Junior high school and below [] B. high school or secondary vocational school

[] C. college [] D. bachelor [] E. masters and above []

5. Title

A. Junior [] B. intermedium []

C. senior [] D. senior and above [] E. no []

6. Work status

A. master teacher [] B. head teacher [] C. grade director and director of

conservation education [] D. vice principal [] E. principal []

7. Construction

A. the career of kindergarten teachers [] B. filing system (equal pay) []

C. kindergarten teachers (the unique form of construction in the Mainland China)

D. temporary substitute kindergarten teachers

8. Kindergarten location

A. provincial kindergarten B. town kindergarten C. urban provincial kindergarten

9. Kindergarten system

A. public kindergarten B. private kindergarten

10. Number of children in the class

A. below 20 children B. 21-30 children C. 31-40 children

D. over 40 children

11. Age range of children

A. 0-3ys B. 3-4ys C. 4-5ys D. 5-6ys E. mixed age

12. Average daily working hours

A. below 8 hours B. ≥ 8 hs, < 10 hs C. ≥ 10 hs, < 12 hs

D. over 12 hours

13. Marital status

A. marriage B. divorced or widowed C. separation D. have a boyfriend or girlfriend E. single

14. How many children in your family?

A. 1 child B. 2 children C. 3 children and above D. no child

15. Household annual income (RMB as the unit of calculation)

A. 30,000 Yuan and below B. 30,000-50,000 Yuan

C. 50,000-100,000 Yuan D. 100,000-200,000 Yuan

E. over 200,000 Yuan

16. Average monthly income (RMB as the unit of calculation)

A. 1,500 Yuan and below [] B. 1,501-3,000 Yuan [] C. 3,001-5,000 Yuan []

D. 5,000-10,000 Yuan [] E. over 10,000 Yuan []

Thank you sincerely for taking the time to participate in this survey! Li You, PhD



Appendix M Experts List

Psychological Major

Meifang Wang (Professor and Doctor)	Capital Normal University
Xiaopei Xing (Doctoc)	Capital Normal University
Li Liu (Doctoc)	Shandong Normal University
Qing Zhang (Doctoc)	Shandong Youth University of Political Science
Youming Song (Doctoc)	Shanghai Normal University
Xiaolong Yuan (Master)	Shandong Yingcai University
Ruiqi Shi (Master)	Capital Normal University

Preschool education Major

Han Zhang (Professor and Doctor)	Suzhou Early Childhood Education College
Zhuyun Xia (Doctoc)	East China Normal University
Jin Gao (Associate Professor)	Shandong Yingcai University

English Major

Liwei Wei (Teacher)	Dhurakij Pundit University
Ajarn Erik (Teacher)	Dhurakij Pundit University
Hongyan Zhou (Doctoc)	Dhurakij Pundit University
Yuhui Sun (Master)	The University of Adelaide