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Teacher's Well-Being profiles: Associations with Teachers' Sense of Efficacy among High Middle School Teachers in Yinchuan

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Abstract
Teacher' s well-being (TWB) plays a central role in schools and society. Objective in this study is to determine the influence of teachers' sense of efficacy (TSE) as the predictor to teacher well-being among Chinese high middle school teachers in Yinchuan. Instruments involved are Teacher Well-being Scale and Teacher Sense of Efficacy Scale. Survey data were gathered from of 458 teachers in 12 schools then analysed by Smart-PLS 4.0 and IBM SPSS 27.0. A regression analysis was employed to confirm the influence of TSE on TWB. The research result indicates that there is a significance in the linear regression analysis, presenting a positive correlation between teachers' well-being and teachers' self-efficacy. Findings yielded that teachers' self-efficacy ($t=5.811$, $p<0.01$) has positive relationship on the TWB among high middle school teachers in this region.

Keywords: Teacher's well-being, teacher's self-efficacy, middle school teachers.

1. Introduction

Teacher' s well-being refers to positive evaluations of and healthy functioning in teacher' s work related environment (Collie,2015). Teachers' self-efficacy is a belief of teacher's capabilities to produce expected results of their students in achievement and engagement (Hussain, 2022). Currently, teacher well-being (TWB) is a curial issue both for schools and future society (Bardach,2022). However, situation about teacher well-being is not so optimistic in general. High job demands and long-term chronic stress, can lead to ever increasing rates of burnout or attrition which influence of teacher's work-related well-being (Herman et al. 2018). High occupational stress may cause unpleasant psychological state in workplace which may damage teachers' sense of well-being.

TWB has been studied in multiple overlapping domains. However, there has been relatively little attention to the influence of self-efficacy on TWB of high middle school teachers. Despite aspects of TWB having been extensively explored or examined by practitioners on some aspects, little is known about strategies for promoting TWB, among high middle school teachers, especially those in less developed countries and regions. Few previous researches have examined the relationship between the TWB and individual psychological capital such as self-efficacy. This study briefly proposes corresponding hypotheses among high middle school teacher in northwest China.

1.1 Research questions

(1) What is the level of SE and TWB of this region?
(2) What is reliability and validity of the scales among the sample?
(3) What is the relationship between teacher's well-being and teacher's self-efficacy among high middle school teachers in Yinchuan?
Ha1: There is a positive relationship between self-efficacy on teacher's well-being among Chinese high middle school teachers.

2. Material and Methods

Teacher Well-being Scale (Collie 2015) and Teacher Sense of Efficacy Scale (Tschannen-Moran 2001) were employed in this study. TSE scale is a 9 Likert scale and TWB is a 7 Likert scale. For data collection researcher adopted simple random sampling method, and data were analyzed in SPSS &PLS-SEM with the sample size of 458 teachers in the northwestern region of China---Yinchuan. For survey research, a response rate above 80% is expected (Fincham, 2008). Therefore, the sample size fully meets standards for survey research.

3. Results

3.1 The level of SE and TWB

After KS test, data revealed test distribution is normal. SPSS and SEM were performed in the data analysis (n = 458). Table 1 is the descriptive statistics of variables TSE and TWB. We found profiles of TSE and TWB in middle schools' sample of teachers. Based on the data, the SE as well as TWB of high middle school teachers is quite high. Besides the data in the table, the mode was also tested. The mode of TSE is 7, while the mode of TWB is 4, which means the largest proportions of options on these two scales were 4 and 7, respectively.

As for TSE, the range is quite high (almost 6). The TWB level is not slight high for most teachers because the mode is 4.00, which means the largest group of teachers can feel a slightly higher level of well-being. The median is 4.93 and mean is 4.85 indicates half of teachers can feel a good level of TWB. Therefore, most teacher can perceive above middle level well-being (from the value of mean 4.93 and mode of 4.00). Although the overall level is not particularly high, 4 is a little above the median on a seven-point scale. Similarly, most people have a high level of perceived TSE with the mode of 7. Since the largest number of teacher choses 7, it suggests that the largest proportion of teachers can feel a high level of TSE.

Table 1: Descriptive Statistics of TSE.

	N	Mean	Median	Std. Deviation	Minimum	Maximum
TSE	459	7.04	7.27	1.17	2.92	8.83
TWB	458	4.85	4.93	0.57	2.42	5.33

3.2 Reliability and validity of the scales

The scales have qualified reliability and validity. For TSE scale with all items, Composite reliability (CR) = 0.931, Cronbach's alpha= 0.940, AVE=0. 573. For TWB scale, CR=0.926, Cronbach's alpha= 0.939, AVE= 0.513. Although the overall reliability and validity of the questionnaire were good, the factor loadings of some items are not high, so researchers deleted 2 items and re-tested with new data. After deletion of the items of TSE 1(How much can you do to control disruptive behavior in the classroom?) and TWB 1(How do marking work affect your well-being as a teacher), the data changed very slightly. The new reliability and validity are as follows. For TSE scale, CR=0.951, Cronbach's alpha= 0.943, AVE =0. 641. For TWB scale, CR= 0.947, Cronbach's alpha = 0.940, AVE =0. 561.Table 2 is the cross-loading table which shows a good discriminant validity.

Table 2: Cross loading.

	TSE	TWB
TSE2	0.640	0.218
TSE3	0.730	0.290
TSE4	0.760	0.286
TSE5	0.846	0.271
TSE6	0.855	0.333
TSE7	0.823	0.297
TSE8	0.867	0.385
TSE9	0.854	0.311
TSE10	0.822	0.341
TSE11	0.764	0.243
TSE12	0.815	0.324
TWB3	0.193	0.762
TWB4	0.371	0.725
TWB5	0.288	0.774
TWB6	0.214	0.810
TWB7	0.311	0.716
TWB8	0.325	0.770
TWB9	0.231	0.755
TWB10	0.408	0.759
TWB11	0.284	0.721
TWB12	0.271	0.794
TWB13	0.302	0.781
TWB14	0.259	0.710
TWB15	0.386	0.747
TWB16	0.245	0.652

3.3 The relationship between TWB and TSE

Table 3 Result of Bootstrapping

Path coefficient	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
TSE -> TWB	0.182	0.181	0.031	5.811	0.000

Analysis of the items resulted in a correlation analysis between TWB (Teacher well-being) and TSE (Teacher self-efficacy) (see Table 3). Meanwhile, a regression analysis between TWB and TSE is also employed to confirm the influence of TWB toward TSE. The research results indicated that $P<0.01$, $t=5.811$, thus there is a significance in the data analysis.

4 Discussion

A vast number of studies has been devoted to promotion of TWB. With the flourish of positive psychology, contemporary research about well-being sprout and bloom from vary approaches. Contemporary researchers have explored multiple of variables or constructs that has impact on teacher well-being, either from subjective or psychological perspective. There is a wide range of research topics concerning well-being in recent decades, although some controversial criteria exist. However, teacher well-being varies in various regions and schools. So, more samples in different educational settings should be involved to judge the whole population more accurately.

Previous studies have found teachers with higher self-efficacy tend to be more open to new methods in teaching and more persistent facing challenges (Pressley, Roehrig, & Turner, 2018). Such teachers are more likely to expect higher for student academic achievements and be more successful in facilitating students' academic achievements (Hajovsky et al., 2020). The current study utilized TSES to measure teacher's efficacy. We sought previous studies that also used the scale. Specifically, research in Texas with more than 1000 teachers involved in Texas (Wolters and Daugherty ,2007) showed that slight differences existed between school levels (elementary teachers reported higher efficacy scores than their counterparts in middle school teachers). This study just evaluated teacher self-efficacy in one school district at a general level. They found teachers self-efficacy scores ranged from average 7. 59 to 6.86. Another study (Yoo, 2016) adopted TSES found efficacy will be improved when teachers are confronted with professional development opportunities. Its sample ranged from kindergarten to high school teachers. Causal claims could not be given because of the small sample size(n=148) and online sample collection techniques. Moreover, some of empirical findings supports the link between self-efficacy and well-being. (Zewude, G. T., & Hercz, M. et.al, 2021).

Though the previous literature has provided impactful insights into TSE and TSES, few previous studies focused on teachers during the COVID-19 global pandemic. (Pressley, 2021).

Findings in this research indicates s positive relationship between self-efficacy and teacher workplace well-being. The present study contributes to extend the literature on TSE and TWB. From the result, it is clearly shown that the independent variable self-efficacy is moderately related to the dependent variable: teacher well-being. The positive sign of coefficients of correlation predicted a positive relationship among variables.

5. Conclusion

This study presents an attempt on promoting self-efficacy with concern for TWB. To conclude, teacher-well-being can contribute to positive personal traits such as self-efficacy. The researchers hope this paper can add to the very limited literature on the teacher well-being & teacher self-efficacy, even provide reference for front-line educators and later researchers.

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