

A Literature Review on Factors Affecting Teachers' Occupational Well-being

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Abstract

Teachers are engaged in a fulfilling profession. However, a number of studies have proved that a considerable number of high -vocational colleges teachers are facing huge teaching pressure. Under the heavy teaching work and huge teaching pressure, the well-being of teachers in higher vocational colleges feels damage, and it will have a negative impact on teaching quality, work satisfaction and physical and mental health. Teachers' well-being is critical to the development of students and the development of education. Higher vocational colleges are an integral part of the national higher education system, and their teachers play a vital role in the teaching workforce. This paper aims to study the relevant literature on teachers' occupational well-being and summarize the factors that influence teachers' well-being.

Keywords: Factors, Literature review, Teacher's occupational well-being

1. Introduction

Teachers are the primary resource for educational development and bear the responsibility of national prosperity, national rejuvenation, and people's well-being. They directly influence the implementation of educational policies and the achievement of curriculum objectives, and they have a significant impact on students' development (Huang, 2021). The materialist philosopher Feuerbach once said, "Life and happiness are actually the same thing, all pursuits, at least all sound pursuits, are pursuits of happiness" (Ludwig, 1984). As engineers of the human soul, teachers have always been regarded as one of the noble professions, and teacher well-being is crucial for students' development and the advancement of the education profession. Higher vocational colleges are an integral part of the national higher education system, and their teachers play a vital role in the teaching workforce (Cheng & Chen, 2023; Liu, 2023; Huang & Zhang & Chen, 2023; Zhao, 2022).

In 2018, "Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of the Teacher Team Building in the New Era" (referred to as "Opinions") pointed out that by 2035, a culture of respecting and valuing teachers will be established. Teachers will have a sense of happiness in their positions, a sense of accomplishment in their careers, and a sense of honor in society, making teaching a coveted profession. In 2019, "China's Education Modernization 2035" emphasized the need to increase the recognition of teachers, strive to enhance their political, social, and professional status. In 2020, the Organization for Economic Co-operation and Development (OECD) published "Teachers' Well-being: A Framework for Data Collection and Analysis," incorporating the

assessment of teachers' well-being as an important aspect of the Programme for International Student Assessment (PISA). For the first time, the assessment of teachers' well-being was included as a significant component of PISA 2021, providing a comprehensive explanation of the background, conceptual framework, and sample questions related to measuring teachers' well-being. This report serves as a theoretical reference and practical guide for research on teacher well-being in China, and it is worthy of further study and reference (Li & Lu, 2020).

2.Literature Review

2.1 Teachers' Occupational Well-being

There are rich studies on the teachers' at home and abroad. Many scholars have different definitions on teachers' occupational well-being, as shown in the figure below:

Definition of well-being		
Author	Time	Definition
Diener E.	1984	Well-being is a psychological experience, which involves both an objective assessment of life's conditions and current circumstances, and a subjective evaluation of life's meaning and satisfaction. It is of utmost importance for every individual's life, work, and social interactions.
Ryff	1995	Occupational well-being refers to the experience of individuals in their work, where they exert their potential and strive to achieve a sense of perfection. It also includes the feelings related to their profession and personal growth, representing a psychological state when the need for self-fulfillment is fulfilled.
Alan Waterman	1995	Well-being not only encompasses the fulfillment of self-needs but also the realization of self-worth.
Warr	1999	Occupational well-being refers to people's psychological feelings in work. He turned the concept of work well-being into three coordinate axes, which were unpleasant -pleasant, anxiety -comfort and depression -enthusiasm.
Wright & Cropanzano	2000	Occupational well-being is the best way to enhance individual and organizational performance. They point out that positive emotions can lead employees to have a better understanding of the meaning of their work. The purpose of work is not just to obtain rewards and promotions but also to achieve personal fulfillment.
Miao Yuanjiang	2003	well-being is the unity of joy and meaning, enjoyment and development, subjectivity, and objectivity.
Horn J. E.	2004	Occupational well-being is when people utilize their abilities to complete designated tasks and acquire the necessary resources for life, experiencing a sense of fulfillment throughout this process.
Lyubomirsk y S.& Diener DIENER E.&King L.	2005	Occupational well-being is the reflection of subjective well-being in the workplace, referring to employees' positive and negative emotional experiences and cognitive evaluations related to their work.

Wang Jiayi & Anan	2006	Occupational well-being refers to the subjective well-being in the work domain, which can expand and develop employees' physical, intellectual, and social resources, promote organizational behavior, improve employee job performance, and reduce absenteeism and turnover rate.
Kidd J M.	2008	Occupational well-being refers to the positive emotional experiences and satisfaction that individuals obtain while engaging in their professional activities, representing a specific form and manifestation of happiness.
Deng Jiangyang	2009	Teachers' subjective well-being generally refers to the mental satisfaction that teachers obtain during the process of education and teaching. It is an emotional experience that arises from the pursuit and realization of their ideals.
Feng Ji	2009	Employees' perceptions, motivations, evaluations, and emotions related to various aspects of their work, that is, the degree of achievement or satisfaction associated with negative or positive emotions, arising from individuals' self-assessment regarding their self-worth, career development, interpersonal relationships with others, and life improvement in the organizational context.
Efraty & Sirgy	2011	Occupational well-being refers to the subjective experience of employees feeling that their work meets their personal ideals and life standards.
Seligman	2012	"Well-being is a construct; and well-being, not well-being, is the topic of positive psychology. Well-being has five measurable elements (PERMA) that count toward it: Positive emotion (of which well-being and life satisfaction are all aspects), engagement, relationships meaning and purpose, accomplishment"
Zhu Lina	2013	Teachers' well-being is that teachers can set up occupations that are consistent with social axioms and self-worth and experience the inner tranquility and lasting well-being brought by the profession with the support of goals and abide.
Miret	2014	Well-being can be divided into two categories. One is evaluated well-being, and the other is to experience well-being. The well-being that can be evaluated refers to a person's overall evaluation of his quality of life and can also express life satisfaction (including work satisfaction, financial satisfaction, health satisfaction, etc.); experience well-being means positive and negative emotions are also called subjective well-being.
Zheng Xiaoming	2015	The sense of well-being is not only the understanding and perception of the teacher's satisfaction at the level of work and life, but also the mental experience and satisfaction of the emotional experience shown at the working level and non-working level. It mainly includes three elements: life well-being, work well-being, and psychological well-being.

Wang Xia	2017	Teachers' subjective well-being refers to the continuous and happy experience that teachers need to meet and freely realize their career ideals in life and work, exert their potential, and accompany the growth of strength.
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Table 1 the definition of well-being

In summary, well-being is a psychological state where the individual needs to be satisfied, the potential is exerted, and the ability is improved. This psychological experience integrates the factors of ourselves and society, which is formed under the influence of diverse factors interaction.

Focusing on the influencing factors of teachers' career well-being, a large number of research has been carried out at home and abroad, and it is found that there are mainly personal factors (personal personality, psychological toughness, adaptability, self-efficacy, etc.) (Li, 2022; Loren & Salanova & Martinez et. al, 2008; Ren & Li, 2008), school factors (such as school culture, workload, work autonomy, student foundation, assessment evaluation, leadership support, professional development opportunities, etc. (Cai, 2016; Skaalvik & Skaalvik, 2018), the educational system factors (such as wage income, social insurance, career development, related legislation, etc. (Imazeki J, 2005; Zhang & Jin, 2013), social and cultural factors (Li, 2022; Wang & He, 2014). Existing research is mainly aimed at primary and secondary school teachers, and relatively few research on the professional well-being of higher vocational teachers.

In addition, some studies have studied the influencing factors of teachers' career well-being through the following three aspects. First aspect is internal factors: self-efficacy (Li & Gai, 2022; Long, 2021; Mu, 2016; Nepsund, 2022; Yang, 2021; Zhu, 2021; Zhao, 2022), career identity (Chen & Guo, 2023; Chi, 2019; Yue, 2020; Zhang, 2022), positive traits (Heather, 2020; Liu & Zeng, 2021), income (Guo & Xiao, 2022; Hu & Yuan, 2022; Li & Gai, 2022), work engagement (Li, Gu & Lin, 2021; Ning, 2022; Pei et al., 2022; Shea Crider, 2021), career development (Cheng & Chen, 2023; Deng & Li, 2021; Irene, María & Jesús, 2022). Second aspect is external factors: school management mechanism (Gao, 2019; Long & Zhang, 2023; Li & Gai, 2022; Wei & Gou, 2022; Li, 2020), transformational leadership (Abolnasser et al., 2023; Cui, 2019; Hao, 2017; Lindert et al. 2023), job stress (Dai, 2020; Jiang & He, 2021; Wang & Wang, 2020; Zhang, Fu & Shen, 2019), social support (Fang, 2023; Huang, Zhang & Chen, 2023; Zhang, 2022; Wang, 2022), working environment (Cheng & Chen, 2023; Nwoko et al., 2023; Zhong, 2018), interpersonal relationships (Ma & Huang & Chen, 2017; Sun, 2019; Wu, 2021; Yang, 2020). The third aspects is geography factors: gender, age, professional title, marriage status, regional differences, etc. (Zu, 2021; Zong, Li & Jiang, 2019)

In summary, by studying the factors that affect teachers' occupational well-being, it can be summarized the following five factors that are the most important factor in teachers' occupational well-being: job stress, interpersonal relationships, transformational leadership, social support, and self-efficacy.

2.2 Determinants of Teachers' Occupational Well-being in Empirical Studies

2.2.1 Job Stress

Teachers' job stress is an unpleasant emotional experience caused by teachers due to their own quality and external reasons, such as anger, anxiety, nervousness, and depression (Li, 2008). Teachers' job stress is a negative and emotional experience. It is caused by physical and mental fatigue, nervous tension, frustration, torture, etc. because of too long working time, excessive workload, excessive number of students, and student behavior (Lan, 2003).

Teacher occupational stress refers to an unpleasant emotional experience, such as anger, anxiety, tension, and frustration, caused by both internal factors related to the teacher's own qualities and external factors from the surrounding environment (Li, 2008). It is a negative emotional experience that results from work-related issues, such as excessive working hours, heavy workload, large class sizes, and disruptive student behavior, leading to physical and mental exhaustion, nervousness, frustration, and distress (La, 2003).

According to the survey, teachers' occupational well-being is generally not high (Cai, 2015; Yao, 2018), they have a high degree of professional burnout and emotional failure (Yan & Zhou, 2018), teacher's general job stress is greater (Hu & Yuan, 2022; Jiang & He, 2022; Li, Gu & Lin, 2021; Luo, 2017; Wang, 2022; Zhu et al., 2022).

A meta-analysis examining the relationship between teacher stress and well-being found a significant negative correlation between job stress and overall well-being. High levels of job stress were associated with increased emotional exhaustion, reduced job satisfaction, and diminished overall well-being.

Many scholars studied the relationship between job stress and well-being. Teachers' job stress is one of the important factors for teachers' subjective well-being. Specifically, some researchers have found that job stress is significantly negatively related to the subjective well-being of teachers, and it directly affected the subjective well-being of teachers (Wang & Wang, 2020).

Job stress can indirectly influence teacher well-being through other factors. For example, in Li Yanlan's study on the relationship between primary and secondary school teachers' self-efficacy, occupational stress, and teacher well-being, the results showed that occupational stress not only directly affects subjective well-being but also indirectly affects it through self-efficacy (Li, 2010). Fu Qiaoqiao's research found that emotional exhaustion partially mediates the relationship between occupational stress and well-being among primary and secondary school teachers (Fu & Ye, 2016). Jiang Chunhong's investigation and analysis concluded that teacher psychological capital partially mediates the relationship between occupational stress and subjective well-being (Jiang & He, 2022). Furthermore, researchers discovered that other variables can influence teacher well-being by first affecting occupational stress, such as Li Sa's findings that coping strategies have a weakening moderating effect between occupational stress and subjective well-being (Li, 2010). Additionally, some researchers found that elementary school teachers' occupational stress partially mediates the relationship between psychological capital and subjective well-being (Zhang, Hu & Song, 2014).

In conclusion, the literature review demonstrates a consistent link between job stress and teacher well-being. High job stress can lead to negative outcomes, including emotional exhaustion, reduced job satisfaction, and potential health issues. However, the previous literature mainly

studied the relationship between job stress and teachers' occupational well-being in primary and secondary schools, few literatures studied the relationship between job stress and teachers' occupational well-being in higher vocational colleges. This study discusses the relationship between job stress and teachers' occupational well-being in higher vocational colleges.

2.2.2 Interpersonal Relationship

Interpersonal relationship refers to the emotional connection formed through direct interactions between individuals (Huang, Han & Zhang, 2016). It involves direct and tangible psychological connections that occur during social interactions, representing a special relationship formed within social connections, specifically the psychological connections between individuals (Wang & Li, 2009). Individuals with good interpersonal relationship skills are capable of influencing others in appropriate ways from the beginning of their acquaintance, thereby achieving their personal goals. Additionally, it enhances the individual's adaptation to the social environment (Górska, 2011).

The relationship between interpersonal relationships and well-being has been extensively studied in domestic and foreign literature. Numerous scholars have explored the connection between interpersonal relationships and well-being, and many studies indicate that interpersonal relationships can predict an individual's sense of well-being (Ma, Huang & Chen, 2017; Sun, 2019; Wu, 2021; Yang, 2020). Some researchers have found that a strong indicator of an individual's level of well-being is having positive interpersonal relationships.

Positive teacher-student relationships have been linked to higher levels of teacher well-being, job satisfaction, and decreased burnout. Teachers who experience positive and supportive interactions with their students tend to feel more connected to their work and experience lower levels of stress (Koomen, Spilt & Oort, 2011).

Wu Xiaoyan conducted a study with 183 Inner Mongolian teachers as participants, and the results showed that interpersonal relationship difficulties were significantly negatively correlated with psychological safety and subjective well-being. Psychological safety and subjective well-being had a direct predictive effect on interpersonal relationships (Wu, 2014). There is a significant positive correlation between interpersonal relationships and subjective well-being, and each dimension of interpersonal relationships has a significant predictive effect on subjective well-being (Wu, 2012). Zhang Chen and colleagues' research results confirmed this point, indicating that healthy and harmonious interpersonal relationships have a positive predictive effect on individual well-being (Zhang, 2009); there is a significant positive correlation between interpersonal relationships and well-being, and this relationship is mediated through positive emotional experiences to predict subjective well-being (Wu, 2021). In a collectivist cultural background, individual subjective well-being is more influenced by interpersonal factors, while in individualistic cultures, it is more associated with self-expression and pursuit of self-goals (Julia, 2011). By studying the well-being of 212 employees in companies, the research results found that interpersonal relationships had a significant positive impact on well-being (Sun, 2019).

The above literature examines the direct relationship between interpersonal relationships and well-being. However, many scholars have also used interpersonal relationships as a mediator

variable to study the relationship between other factors and well-being (Karen & Uta & Oliver & Richard & Ulrich 2018; Tian & Mao & Mao & Tian & Du, 2021; Zhang & He & Mao & Pang & Tian, 2023).

Many scholars both domestically and internationally have researched the relationship between interpersonal relationships and teachers' occupational well-being. Long Zaibo and Zhang Shanshan, from an ecological perspective, investigated the factors influencing the happiness of college English teachers. The research findings revealed that teacher job satisfaction is influenced by the teacher-student relationship, colleague relationships, and family motivation and support (Long, Zhang, 2023). Ma Jun and others conducted a survey at J University and found that the job satisfaction of young teachers mainly comes from positive interpersonal relationships, a sense of achievement in their work, and relatively good physical and mental health (Ma, Huang & Chen, 2017).

Jiang Shumei conducted a survey with 1148 randomly selected university teachers and found that professional identity, job achievement, and interpersonal relationships are three factors influencing the job satisfaction of university teachers (Jiang, 2020). Tao Guiling studied 233 middle school teachers' job satisfaction and found that teacher-student relationships and colleague relationships are among the important factors influencing middle school teachers' job satisfaction (Tao, 2021). Social capital of teachers in the school context was defined as various social relationships, including relationships with students, school leaders, colleagues, and parents, and this research suggested that the quality of social relationships directly impacts teacher's levels of happiness (Su, 2012). Yang Jinhuan's research with 340 primary school teachers found that interpersonal relationships can directly and positively predict subjective well-being, and interpersonal relationships positively predict psychological capital, which, in turn, positively predicts subjective well-being (Yang, 2020). Interpersonal relationships have become increasingly important in the study of subjective well-being. Support and emotional care in interpersonal interactions, as well as mutual trust between individuals, play a positive role in subjective well-being. Individuals with higher levels of trust tend to experience more happiness compared to those who are more defensive (Xu & Xia, 2014). Engaging in activities with friends is beneficial for relaxing one's mood and often brings relaxation and joy (Lu & Shi, 1997). Interpersonal relationships play a vital role in maintaining positive emotions, and regardless of whether individuals are exposed to stressors, social support from the surrounding environment can effectively increase their subjective well-being (Cohen & Wills, 1985).

However, some scholars in China have found that the four dimensions of interpersonal relationship distress have a certain negative predictive effect on different components of subjective well-being (Zhang, 2007).

In conclusion, the literature review highlights the significance of interpersonal relationships in contributing to teacher well-being. Positive relationships with students, colleagues, parents, and school leaders can enhance teacher job satisfaction, reduce burnout, and foster a supportive and engaging work environment. However, regarding the research on the relationship between interpersonal relationships and teacher job satisfaction, many studies have focused on primary and secondary school teachers, while there is a lack of literature exploring the relationship between interpersonal relationships and teachers' occupational well-being in higher vocational

colleges. Therefore, this study aims to investigate the relationship between interpersonal relationships and job satisfaction of teachers in higher vocational colleges.

2.2.3 Transformational Leadership

The concept of transformational leadership was first proposed by Downton in 1973 in the book "Rebel Leadership". In 1973, Burns was proposed in its classic book "Leadership Theory". He believes that leaders can be divided into two types: transaction leadership and transformational leadership (Zhu & Jin, 2014).

Transformational leadership is a leadership style that inspires and motivates followers to achieve common goals by empowering and developing them. It has been extensively studied in various organizational settings, including education, to explore its impact on teacher well-being. Below is a literature review summarizing key findings from research on the relationship between transformational leadership and teacher well-being. Tesfaw Tadele Akalu took public middle school teachers as research objects, the questioning volume investigation method was used to empirically study the relationship between transformational leadership and teacher work satisfaction (Tesfaw, 2014).

Foreign scholars, such as Kuoppala Jaana et al. (2008), conducted research on the relationship between leadership, employee job satisfaction, and health. The study results showed a significant correlation between leadership and job satisfaction (Kuoppala & Lamminpää, 2008). Another study by E. Kevin Kelloway et al. (2012) found that employees' self-efficacy and trust in their leaders partially mediated the relationship between transformational leadership and job satisfaction, and fully mediated the relationship between transformational leadership and perceived job stress and stress symptoms. Additionally, Mohammad Sadegh Sharifirad's (2013) research results revealed that leaders' active listening and psychological safety fully moderated the relationship between transformational leadership and employee innovation behavior and partially moderated the relationship between transformational leadership and employee job satisfaction (Mohammad, 2013).

Teachers' occupational well-being and transformational leadership are extremely important given the demands of the modern workplace, the rapid change brought on by increased digitization, and unforeseen occurrences. Employee well-being was found to lower stress among full-time telecommuters (Jamal et al., 2021) and transformational leadership was found to reduce employee burnout during organizational transition (Breevaart et al., 2014). The majority of research on transformational leadership and teachers' occupational well-being follows the JD-R model and has focused on a leader-centric perspective that emphasizes how a leader's style affects the well-being of employees. Numerous studies have shown links between transformational leadership and employees' well-being in various contexts, such as among nurses and other health-care professionals (Munir et al., 2012; Weberg, 2010;) or municipal workers (Perko, Kinnunen & Tolvanen, 2016). Strong correlations between transformational leadership and good mental health, such as well-being, were found by meta-analysis (Montano et al., 2017). In contrast, neither Nielsen nor Eisele's cross-sectional approach (Eisele, 2020) found any evidence of a direct relationship between transformational leadership and teachers' occupational well-being over time.

In conclusion, the literature supports the positive impact of transformational leadership on teacher well-being. Transformational leaders create a supportive and empowering environment, leading to higher levels of teacher job satisfaction, reduced burnout, and increased engagement. Empowered teachers who feel valued and supported are more likely to experience greater well-being and commitment to their profession. Enhancing transformational leadership practices within educational settings can contribute to a more positive and flourishing teaching and learning environment.

2.2.4 Social Support

Social support means that individuals are actively supported by the outside world, including objective material support, subjective spiritual support (Xiao & Yang, 1987).

Numerous studies have shown that social support, both from colleagues and school administrators, is positively related to teacher job satisfaction. Teachers who feel supported and valued by their peers and leaders experience higher levels of job satisfaction and overall well-being.

The research results of Liu Shiqing showed that the support from colleagues and family is beneficial for the learning engagement of secondary school teachers (Liu, 2021). Tian Hemei conducted a study with secondary school teachers and found that various dimensions of social support were significantly positively correlated with different dimensions of subjective well-being. Additionally, subjective support had a significant positive predictive effect on teachers' subjective well-being (Tian & Qin, 2017). Xue Feng discovered that social support among physical education teachers in China's western primary and secondary schools was significantly positively correlated with subjective well-being, and teacher social support could significantly positively predict teachers' subjective well-being (Xue & Zhu, 2014). Teacher social support is a positive factor in teachers' subjective well-being in the social aspect, which is consistent with the results of research on other groups and indicates that increasing the level of teacher social support is an effective way to enhance teachers' subjective well-being.

Some scholars have also taken individual factors of teachers as independent variables to explore whether there is an intrinsic correlation between teacher individual factors, social support, and subjective well-being. For instance, Ye Yinghua examined the relationship between social support, well-being behaviors, and subjective well-being among urban primary and secondary school teachers. The results indicated that urban teachers' social support was a factor influencing subjective well-being, but this influence was not direct; instead, it was indirectly mediated through well-being behaviors (Ye & Yang, 2010). Tang Zhiqiang studied primary school teachers to explore the relationship between their psychological stress, social support, and subjective well-being. It was found that social support was significantly negatively correlated with teachers' psychological stress and positively correlated with their job stress. However, further investigation on the causality among the three was not conducted (Tang, 2012). Yang Ying's survey-based research revealed that occupational burnout and social support were important factors influencing the subjective well-being of preschool teachers. Specifically, both social support and occupational burnout directly affected the subjective well-being of preschool

teachers, with social support playing a partially mediating role between occupational burnout and teachers' subjective well-being (Yang, Lu & Ban, 2015).

In conclusion, the literature suggested that social support, both from within the school community and from external sources, is a crucial factor in promoting teacher well-being. Positive social interactions, college support, and administrative support contribute to higher job satisfaction, lower burnout rates, and increased teacher resilience. Building and fostering a supportive social network within and outside of the school environment can lead to a more positive and flourishing teaching experience.

2.2.5 Self-efficacy

Self-efficacy refers to the process in which individuals judge their ability to accomplish tasks and perceive their own levels of control during activities (Bandura, 1986). Viewing self-efficacy as an individual's state, it represents the unique state exhibited when facing specific environmental circumstances, and it is a subjective evaluation of one's ability to perform tasks (Zhang, 1991).

Teacher well-being has become an important focus in educational research due to its impact on teacher performance, job satisfaction, and student outcomes. Self-efficacy, a construct proposed by Albert Bandura, refers to an individual's belief in their ability to accomplish specific tasks or goals. The relationship between teacher self-efficacy and well-being has been explored in several studies. Here's a summary of key findings from the literature.

Individuals with high self-efficacy feel a sense of conquering difficulties and tasks rather than avoiding them. They set goals for themselves and strive to achieve them. Meng Hui pointed out that work self-efficacy plays a fully mediating role between learning goal orientation and subjective well-being (Meng, Liang & Shi, 2010). Huang Zhonghe and others conducted a study on special education teachers, showing that self-efficacy dimensions have an impact on dimensions of subjective well-being (Huang, Ye & Zhu, 2016). Zhong Liu found that teacher self-efficacy significantly and positively predicts subjective well-being (Zhong, 2015). Hao Muni's research on college English public teachers indicated a significant positive correlation between self-efficacy and subjective well-being factors (Hao, 2016). Han Xu's study on high school teachers in Liaoning and its surrounding areas found a significant positive correlation between self-efficacy and high school teacher's happiness (Han, 2016). Yu Jiajie's research on English teachers in higher vocational colleges showed similar results (Yu, 2018).

The research conducted among teachers demonstrates the positive relationship between self-efficacy, self-esteem, and well-being (Reilly, Dhingra & Boduszek, 2014).

In conclusion, the existing research indicates a significant relationship between self-efficacy and teacher well-being. Higher levels of self-efficacy are associated with higher well-being,

Based on the discussion and the review of literature, the research propositions are as follows:

P1: Job stress positively influences teacher's occupational well-being.

P2: Interpersonal relationship positively influences teacher's occupational well-being.

P3: Transformational leadership positively influences teacher's occupational well-being.

P4: Social support positively influences teacher's occupational well-being.

P5: Self-efficacy positively influences teacher's occupational well-being.

3.CONCLUSION

The literature review on factors affecting teachers' occupational well-being provides valuable insights into the multifaceted nature of teacher well-being and the various factors that influence teacher well-being. The comprehensive analysis of existing research highlights the importance of addressing both individual and organizational aspects to promote positive occupational well-being among teachers.

The key findings of the review are the significance of job-related factors on teachers' well-being. Factors such as job stress. Institutions should prioritize providing a supportive and conducive work environment that fosters continuous growth and acknowledges the efforts of educators.

Additionally, the review emphasizes the relevance of interpersonal relationships and social support in influencing teacher well-being. Positive social interactions, both with colleagues and students, contribute to a sense of belonging and job engagement. Creating a collaborative and respectful work culture can enhance teachers' emotional resilience and overall teachers' occupational well-being.

Furthermore, the review underscores the importance of personal factors in affecting teachers' well-being. Self-efficacy has been identified as critical individual factors that impact teachers' mental health and job fulfillment. Encouraging self-care practices and offering resources for managing stress and work-related challenges are essential steps in supporting teachers' occupational well-being.

The identified gaps in the literature also highlight the need for further research to explore less explored factors that influence teachers' well-being, such as the impact of leadership styles, organizational policies, and the integration of technology in teaching practices.

In conclusion, this literature review sheds light on the complex interplay of factors affecting teachers' occupational well-being in higher vocational colleges in Guangdong Province. It serves as a valuable resource for educators, educational policymakers, and institutional leaders to develop evidence-based strategies aimed at nurturing a positive and supportive work environment for teachers. By addressing the identified factors and implementing targeted interventions, higher vocational colleges can contribute to enhancing teacher satisfaction, motivation, and ultimately, the quality of education provided to students.

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