

# Relationship between Resilience and Happiness of Young Private College Teachers: A Moderated Mediation Model

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**Abstract:** Objective: To investigate the mechanism of occupational pressure and perceived social support on resilience and happiness of young teachers in private colleges. Methods: 183 young teachers under 40 in a university were investigated by questionnaire with resilience, occupational pressure, perceived social support and happiness. Results : (1) After controlling for gender, age and academic title, the resilience of young teachers in private colleges can significantly predict their happiness; (2) Occupational pressure played a mediating role in the relationship between resilience and happiness of young college teachers; (3) Perceived social support played a moderating between resilience and occupational stress.

**Keywords:** young teachers in private colleges; resilience; perceived social support; occupational stress; happiness

## 1. Introduction

As an important part of institutions of higher learning, the situation of young teachers in private universities should be taken seriously [1]. Young teachers in institutions of higher learning are in the period of career development, and they are the main force of schools and families. They shoulder not only the responsibility of supporting families, but also shoulder the burden of supporting schools [2]. University teachers undertake the dual task pressure of teaching and research, and they become the key group of occupational mental health services [3]. However, the real living conditions and psychological pressure of college teachers aren't be understood, and the social pressure and psychological burden that they may bear aren't paid attention to [4]. Therefore, the subjective happiness induction of young teachers in universities and colleges attracts much attention [5]. It is of great social practical value to study the happiness of young teachers in private colleges and universities.

Happiness is the ultimate motivation for human life goals and actions [6]. Happiness is an important factor affecting young teachers' work attitude, behavior and performance [7]. Subjective well-being is the subjective experience and cognitive evaluation of an individual's life

state according to the standards set by the individual, and it is an important comprehensive psychological index to measure the quality of an individual's life [8]. Some studies have found that subjective well-being is the result of the interaction between internal and external factors [9]. Resilience is an internal influencing factor of subjective well-being [10]. Relevant studies have shown that resilience can predict individual subjective well-being [11]. Other relevant studies have shown that resilience is significantly negatively correlated with work pressure, that is, college teachers with high resilience experience lower work pressure [12]. Vocational pressure of college teachers is an unpleasant and negative emotional experience caused by physical and mental fatigue, mental stress, excessive mental burden and frustration caused by difficult and threatening situations or events faced by college teachers in the teaching and research process [13]. Previous studies have shown that the greater the occupational pressure is, the worse the individual's work feeling and psychological experience will be [14]. In addition, social support is an important external factor of subjective well-being [10], which can relieve psychological burden [15], meet emotional needs, and make individuals happy and satisfied with life [16]. Perceived social support is an important personal resource. Individuals perceive that the greater perceived social support is, the less anxiety and depression will be generated and the higher happiness will be felt [17].

To sum up, based on the relationship among resilience, occupational stress, perceived social support and happiness discussed in existing studies, this study proposes two research hypotheses: (1) occupational stress plays a mediating role between resilience and the happiness of young teachers in private colleges and universities; (2) Perceived social support plays a moderating role between resilience and occupational stress.

## 2. Methods

### 2.1. Research Subjects

The method of random sampling was adopted. 400 questionnaires were issued, 386 were recovered, with a recovery rate of 96% and 366 valid questionnaires, with an effective rate of 88.6%. From the distribution of

marital status, 122 married teachers and 61 unmarried teachers; In terms of professional titles, there are 72 teaching assistants, 70 lecturers, 36 associate professors and 5 professors.

## 2.2. Measures

### 2.2.1. General Well-being Scale, GWBS

The Chinese version of the overall well-being Scale revised by Duan Jianhua [18] was adopted, which has 33 items. The first 18 questions were used to test the subjects, and the subjects mainly assessed their subjective well-being in the past six months. A score of 7 points is used from 0 = totally inconsistent to 4 = completely consistent. The higher the total score, the higher the subjective well-being. In this study, the Cronbach 'coefficient of the scale was 0.75, with good reliability.

### 2.2.2. Connor-Davidson Resilience Scale, CD-RISC

The Chinese version of Connor Davidson Mental Toughness Scale (CD-RISC) revised by Xiao Nan and Zhang Jianxin [19] was adopted. This scale has 25 items, and is scored with 5 points from "0= inconsistent to 4= very consistent". The higher the score, the stronger the trait. In this study, the Cronbach 'coefficient of the scale was 0.85, with good reliability.

### 2.2.3. Occupational Stress Scale, OSS

The occupational stress scale developed by Li Hong [20] was adopted, with a total of 24 items, including 5 dimensions of job security, teaching security, interpersonal relationship, workload and work pleasure. Score from "1 = no stress" to "4 = severe stress". The higher the score, the greater the occupational stress. In this study, the Cronbach 'coefficient of the scale was 0.911, with good reliability.

### 2.2.4. Perceived Social Support Scale, PSSS

Using the Chinese version of perceived social support scale revised by Jiang Qiankun [21], there are 12 items in total, including family support, friend support and other support (mainly including leaders, relatives and

colleagues). There were 4 items in each dimension. The scale used a 7-point score of "1= very disagree to 7= completely agree". The total score of the items was calculated, and the higher the total score was, the higher the individual perceived social support was. In this study, the Cronbach 'coefficient of the scale was 0.970, with good reliability.

### 2.2.5. Statistical Methods

After the questionnaire was recovered, the data of this study were obtained by removing the questionnaire with obvious rules and a large number of blanks. SPSS22.0 software was used for data processing, descriptive statistics and correlation analysis. Under the condition of controlling gender, age and academic title, the boot-strap test was performed using model 7 of THE SPSS macro program PROCESS of Hayes [22].

## 3. Results

### 3.1. Descriptive Statistics and Correlation Analysis

The results of correlation analysis of all variables showed that resilience was negatively correlated with occupational stress ( $r=-0.50$ ,  $p<0.01$ ), and positively correlated with perceived social support and happiness ( $r=0.29$ ,  $p<0.01$ ;  $r=0.55$ ,  $p<0.01$ ). Occupational stress was positively correlated with perceived social support and happiness ( $r=-0.54$ ,  $p<0.01$ ;  $r=-0.41$ ,  $p<0.01$ ).

### 3.2. The Relationship between Resilience and Happiness: A Moderated Mediation Model

First of all, the mediating effect test results of occupational stress are shown in Table 1. Resilience on happiness direct prediction effect significantly ( $B=0.50$ ,  $t=7.80$ ,  $p<0.001$ ), and when in the intermediary variable occupational stress, the direct prediction effect significantly ( $B=0.38$ ,  $t=6.37$ ,  $p<0.001$ ), while resilience prediction effects of occupational stress ( $B=0.29$ ,  $t=4.05$ ,  $p<0.01$ ), occupational stress effect is also significant for the forecast of happiness ( $B=0.42$ ,  $t=7.05$ ,  $p<0.001$ ).

**Table 1.** Mediation model test of occupational stress

outcome variable	predictor variable	overall fitting index			significance of regression coefficient	
		R	R <sup>2</sup>	F	B	t
happiness		0.52	0.27	17.78***		
	gender				-0.15	2.41*
	age				0.02	-0.24
	academic title				0.06	0.63
occupational stress	resilience				0.50	7.80***
		0.42	0.17	6.19***		
	gender				0.12	-1.75
	age				0.10	-0.96
	academic title				0.07	0.68
	resilience				-0.29	-4.05**

happiness		0.66	0.43	27.01***		
	gender				-0.10	-1.78
	age				0.02	0.24
	academic title				0.03	0.36
	resilience				0.38	6.37***
	occupational stress				-0.42	-7.05***

Notes. \*p <0.05, \*\*p<0.01, \*\*\*p<0.001, (two-tailed),all variables in the model were centralized.

Secondly, the test results of the moderating effect of perceived social support are shown in Table 2 and Table 3. When the perceived social support was put into the model, the product of resilience and perceived social support had

a significant effect on the prediction of occupational stress (B=-0.04, T =-2.97, P <0.01), indicating that perceived social support could play a regulatory role in the prediction of occupational stress by resilience.

**Table 2.** Mediation model test with regulation

outcome variable	predictor variable	overall fitting index			significance of regression coefficient	
		R	R <sup>2</sup>	F	B	t
occupational stress		0.42	0.18	5.19***		
	gender				0.07	-1.13
	age				0.04	-0.76
	academic title				0.05	0.63
	resilience				0.06	-2.88**
	perceived social support				0.14	2.05*
	resilience×perceived social support				-0.04	-2.97**
happiness		0.66	0.43	27.01***		
	gender				0.05	-1.78
	age				0.03	0.24
	academic title				0.03	0.36
	resilience				0.03	6.37***
	occupational stress				-0.05	-7.05***

Note:\*p <0.05, \*\*p<0.01, \*\*\*p<0.001, all variables in the model were centralized.

**Table 3.** Mediating effects of occupational stress at different levels of perceived social support

Perceived social support	Effect	SE	BootLLCI	BootULCI
M-1SD	-0.06	0.06	-0.17	0.05
M	-0.17	0.06	-0.29	-0.06
M+1SD	-0.26	0.07	-0.41	-0.12

**4. Discussion**

The results of this study show that resilience is significantly positively correlated with happiness, indicating that resilience can positively predict happiness, which is consistent with the research results of Wang Yong and Wang Zhenhong [23] on college students and Wang Zhonghui [24] on floating children. That is, individuals with high resilience can adapt well to adversity, and these individuals tend to have high

happiness [25]. Intermediary effect analysis shows that, on the one hand, resilience of young teachers in private universities has a direct effect on the happiness, on the other hand, resilience of young teachers in private universities has an indirect effect on the happiness through professional pressure, namely the occupational stress plays a mediating role relationship between resilience and happiness in private colleges and universities young teacher. This study found that resilience was significantly negatively correlated with occupational stress, which was consistent with the research results of Lin Xiaojiao [12]. That is to say, young teachers in private colleges and universities with a high level of resilience experience lower work pressure. This study also found that occupational stress was significantly negatively correlated with happiness, which was consistent with the research results of Zhang Hui et al. [14]. In other words, the young teachers is an important part of university teachers run by the local [1], in the face of work tasks, and ask the old man to take care

of a family so that they faced multiple pressures, such as the heavy pressure will cause the young teachers in the mood be agitated, depressed, depression, nervous, irritable, depression and other negative emotions, and even depressive disorder, anxiety disorders, mental diseases such as neurasthenia, affect mental health and work efficiency [26], obviously, will reduce happiness index.

Perceived social support, as an effective protection, has a significant promoting effect on the development of individual positive psychology [27]. As an important external resource, it positively affects the happiness of adults in their lifetime [28]. Perceived "relatives, teachers, classmates, friends, colleagues, and other aspects of the spirit of the individual or organization support and material assistance [29]" of social support, and powerful, rich humanistic care can provide teachers with the leadership of one of the most important support [23], run by the local people believe they are young university teachers are cared and accepted, so as to alleviate their psychological pressure. Even individuals with a low level of resilience, if they can perceive a high degree of social support, their occupational stress will be relatively reduced. Therefore, perceived social support plays a regulating role in resilience and occupational stress. Specifically, in the relationship between resilience and occupational stress, with the improvement of perceived social support, the higher the resilience of young teachers is, the lower the occupational stress is.

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