The Influencing factors of professional well-being of university educators: Qualitative analysis of NVIVO based on 36 literatures

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ABSTRACT

The well-being of educators on the job is crucial to educators' personal development. The level of well-being experienced by educators at work has a direct impact on the well-being of students and teaching quality, but it is influenced by many factors. Summarizing the main influencing factors can find specific directions for effective improvement of educators' professional well-being. However, there is currently a lack of systematic literature review on this aspect. The influencing factors of university educators' professional well-being are the basis and premise of studying well-being. Based on the qualitative analysis of 36 literatures on well-being, to summarize the research conducted by researchers from 2018 to 2022 on the influencing factors of career happiness among college educators. Qualitative research was used and Nvivo, a qualitative analysis tool, was used for coding. The article found that the influencing factors of university educators' professional well-being are composed of six aspects: organizational management, work ecology, individual characteristics, emotional perception, value realization and external environment. Among them, organizational management, work ecology and emotional perception are the core categories, and individual characteristics are support categories; Organizational management, work ecology and external environment belong to external factors, which are dominant. Individual characteristics, emotional perception and value realization belong to internal factors; Organizational management and work ecology are directly controllable factors, emotional perception is indirectly controllable factors, and individual characteristics are uncontrollable factors. To improve the level of university educators' professional well-being, internal and external factors should be considered at the same time, and external factors are the key concern; core categories should be paid key attention, support categories need special attention; to adjust direct controllable factors, pay attention to indirect controllable factors and distinguish uncontrollable factors.

Keywords: individualized instruction, intellectual disability, personal-social

INTRODUCTION

Professional well-being refers to the satisfaction of an individual's subjective experience in terms of their own needs, emotions, and sense of achievement in the process of engaging in a certain occupation. His/her subjective experience can obtain a continuous happy experience. Having occupational well-being can promote own career development and is conducive to a good state of work and life (Wang, 2019). Educators' well-being refers to the continuous happy experience that educators need to be satisfied, their professional ideals can be realized, they can give full play to their potential and achieve their own harmonious development (Chen & Yang, 2017). As the disseminator of knowledge and culture, university educators' values, life pursuit and education level will directly affect teaching activities and the quality of higher education (Zhao, 2013). University educators with a high level of well-being can devote themselves to work

with a more positive attitude, deal with various problems in their work optimistically, and constantly pursue career development and personal growth. However, studies in China and abroad show that the psychological imbalance and lack of well-being of university educators are not optimistic (Guo & Xiao, 2019). Especially with the enrollment expansion of Chinese colleges and universities, the number of students has increased and increased year by year. University educators are often faced with greater work pressure and survival challenges in the face of intensified competition in scientific research, teaching, and job promotion (Chen, 2015). At present, China is carrying out a series of educational reforms. In the reform, university educators not only bear the pressure of work, multiple roles and professional reputation caused by the particularity of higher education, but also face the reflection and reconstruction of the whole educational concept, professional consciousness, and professional behavior. These factors and cumulative effects make college educators face unprecedented career crisis and survival challenges, and the problem of job burnout is becoming more and more serious. Foreign studies have shown that educators are a high incidence group of job burnout, and those with high education are more likely to suffer from job burnout than those with low education (Huberman, 1993). In China, teachers' physical and mental health problems caused by job burnout are becoming more and more frequent (Wang, 2019). Past studies show that 97% of educators feel stressed, of which 38% are very stressed, and 66% feel disrespected. The results of this survey indicate that urgent attention to educators' well-being needs be given (TE & MRI, 2016). In recent years, various media reports and universities have reported many cases of suicide and overwork death of college educators. This proves that many people suffer from severe depression, serious job burnout and serious psychological lock-in because of abnormal physical and mental health. The root cause of the above problems is the frequent psychological conflicts of college educators and the lack of well-being brought by educators' occupation (Wang, 2019). Therefore, research on college educators' mental health problems, well-being and positive experience is imminent. In addition, reports of sudden death of university educators due to work pressure have increased year by year. These reflect that college educators are experiencing overload tasks such as scientific research, teaching and student affairs, which makes them overdraft their energy and health. Case warning should pay more attention to college educators and care for college educators. If educators' well-being and positive emotions are not adequately explored, educators under extreme pressure will always use negative strategies such as escape, avoidance, and negative waiting to solve problems, which will exacerbate educators' job burnout and negative experience, reduce their well-being, and even cause educators to leave their jobs. In the long run, this will be detrimental to education (Wang, 2023). Therefore, the purpose of the study is to summarize the main influencing factors proposed by researchers based on the current literature research status, whether there is sufficient evidence, and how to provide a basis for further research. The article breaks free from the influence of conventional factors such as teaching experience, educational background, age, and family, aiming to extract the comprehensiveness of influencing factors from various literature and form key and effective conclusions. And a comprehensive investigation of the characteristics of university educators' well-being and analysis of the factors affecting well-being are of positive and far-reaching significance to improve the level of university educators' well-being, promote their physical and mental health, stimulate their work enthusiasm, and improve the teaching quality of universities and stabilize the team of educators.

METHOD
Research method
This study adopts the qualitative research, draws on research method of content analysis, selects the literature as the material source of qualitative research, codes, analyzes, compares, and transforms the literature to form different levels of concept, scope, and category, and finds out the core influencing factors and the structural relationship of each factor.

Collection and acquisition of research data
To obtain the original data of the influencing factors of university educators' professional well-being, the literatures related to the research topic are selected on China National Knowledge

Infrastructure (CNKI), WanFang Database. China National Knowledge Infrastructure (CNKI) is the largest academic electronic resource database in China, which includes over 95% of officially published Chinese academic resources. It provides the most abundant knowledge information resources and the most effective knowledge dissemination and digital learning platform for the efficient sharing of knowledge resources throughout society. CNKI has developed into an internationally online publishing platform integrating journals, doctoral theses, master's thesis, conference papers, newspapers, reference books, yearbooks, patents, standards, Chinese studies, and overseas literature resources. Wanfang Database covers a large online database of journals, conference minutes, papers, academic achievements, and conference papers, as well as academic data from CNKI.

This article focuses on the theme of "University Educators' professional well-being", with a search period of 2018-2022, and a total of 311 references were retrieved. The research method of content analysis can achieve a concise and comprehensive description of phenomena. To focus on research quality, researchers conducted a secondary screening of 311 articles based on download volume and journal impact factors, resulting in 135 articles. To reflect the influencing factors of current university educators' professional well-being s more centrally, manual screening was conducted again. The selected literature topics are: literature directly studying the influencing factors of university educators' professional well-being (Yao, 2019; Zu, 2021); literature on the current status of university educators' professional well-being based on the influencing factors of university educators' professional well-being (Chen, 2019; Guo, 2018); literature on the relationship between one factor and university educators' professional well-being (Wang, Zhang & Wu, 2020; Qian, 2019); literature on educators' professional well-being in a specific stage of education or group of teachers (Wu, Shi & Gao, 2019; Zhao & Chen, 2022). Finally, 36 pieces of literature are collected as the research object (by January 2022).

Data coding analysis and model building

According to Strauss' grounded theory, the data analysis process is divided into three stages. The coding process is assisted by Nvivo12. Through the bottom-up induction process, the nodes at all levels belonging to the subordinate relationship from the bottom to the top are finally formed.

Open coding: Direct influencing factors of university educators' professional well-being

The concept category of open coding comes from the literature collected earlier. Based on the localization principle of grounded theory, the naming of concept category is completely based on the original text in the literature. Through sorting out and coding the contents of 36 literatures, 124 three-level nodes are obtained. These nodes are located at the bottom of the subordination relationship and are the direct factors affecting the professional well-being of university educators.

Axial coding: A structural model of influencing factors of university educators' professional well-being

Using NVIVO12 software encodes the literature information and summarizes 124 tertiary nodes into 23 secondary nodes. The secondary node is the further induction and integration based on the qualitative analysis of the tertiary nodes. It is in the middle layer of subordination and is the intermediate factor affecting the professional well-being of university educators, further summarizes and integrates the 23 secondary nodes, and gets six primary nodes, namely organization management, work ecology, individual characteristics, emotional perception, value realization and external environment. The primary node is the result of qualitative analysis of the secondary nodes, which are located at the top of the subordination relationship and is the macro factor affecting the professional well-being of university educators. So far, through the information extraction and node coding of the collected 36 literatures, the node structure of the influencing factors of university educators' professional well-being has been obtained, forming a structural model of the influencing factors of university educators' professional well-being, as shown in Figure 1.

Figure 1. The Structure Model of Influencing Factors of University Education Professionals' Well-being

(Note: due to the large number of tertiary nodes, only primer, and secondery notes are listed in the figure)

The model presents a ring structure with the center spreading around. The center is the theme of the model, that is, the influencing factors of university educators' professional well-being. The multi-layer ring shows the specific hierarchical structure of the influencing factors of university educators' professional well-being, the internal node division of each layer of the ring reflects the dimensional category of the influencing factors of university educators' professional well-being. According to the model, the influencing factors of college educators' occupational well-being are composed of 6 primary nodes and 23 secondary nodes, the vertical structure of the circle in each sector reflects the hierarchical relationship of the influencing factors of university educators' professional well-being, due to the large number of tertiary nodes, only the primary and secondary nodes encoded by NVivo software are listed in the figure, the size of the circular sector area of each layer is determined by the number of coding reference points, which represents the number of literatures supporting this node, and reflects the influence level of a factor in all influencing factors of this layer. Among all primary nodes, the organization management node occupies the most reference points and has the most important impact. The three nodes of work ecology, individual characteristics and emotional perception also have more reference points and play an important role in the whole. The two nodes of value realization and external environment occupy the least reference points and have a weak impact. In all secondary nodes, the salary treatment has received the most reference point support, which shows that this basic demand is still an important factor affecting the professional well-being of university educators, which is also an important embodiment of the work value of educators. Future development, leadership and management, interpersonal relationship, basic conditions, demographic characteristics, occupational characteristics, stress and other nodes have many reference points and have attracted much literature attention. These nodes are also very typical influencing factors of well-being.

Selective coding: The core category of influencing factors of university educators' professional well-being (External factors and internal factors)

To determine the core category, firstly, the six nodes obtained from the axial coding are abstracted at a higher level, and the factors affecting the professional well-being of university

educators are divided into two aspects: internal factors and external factors. Internal factors are defined as subjective factors such as personality traits, emotions, and values of educators. The impact of these factors on educators' professional well-being reflects the characteristics of personality differences. These factors are greatly influenced by the individual subjective tendency of educators, and it is difficult for external intervention. They are regarded as factors that are not easy to change directly. External factors are defined as external objective factors that are not controlled by the educator. These factors are not different due to the individual differences of the educator and have great management flexibility. The impact of these factors on the educator's professional well-being can be adjusted through management ways. To sum up, the three primary nodes of individual characteristics, emotional perception and value realization can be classified as internal factors, and the three primary nodes of external environment, organization management and work ecology can be classified as external factors. The coding reference points of external factors account for 73% of the whole, which occupies a dominant position in the influencing factors of university educators' professional well-being and belongs to the main factor. The main body of the core category should come from external factors. The reference points of internal factor code account for 27% of the overall factor, which is a secondary factor. Therefore, in the management of colleges and universities, to improve the level of educators' professional well-being, both internal factors and external factors should be considered. External factors need to be paid more attention, especially the factors with many reference points.

Selective coding: The core category of influencing factors of university educators' professional well-being (Core categories and supporting categories)

The external factors include three primary nodes: organization management, work ecology and external environment, which have a direct impact on the emotional perception and value realization of the internal factors. From the coding reference points, these five nodes account for 87% of all nodes and have overall leadership. Further consider the role of nodes in the whole and remove the external environment nodes (3%) and value realization nodes (4%), which account for the smallest proportion. The core categories of influencing factors of university educators' professional well-being can be determined as organization management, work ecology and emotional perception. The following analysis will focus on these three core categories. In addition, the individual characteristic node accounts for 13% of the whole. As an indispensable supplement to the core categories, it also plays a very important role. However, because it does not have a direct relationship with other nodes and belongs to the inherent characteristics of educators, it cannot be controlled and changed by management ways. Therefore, the impact of core categories such as organization management, work ecology and emotional perception on the professional well-being of university educators will be given priority consideration, special attention is paid to the role of individual characteristics in supporting categories.

FINDING AND DISCUSSION
Finding

This study will mainly explain and analyze the organization management, work ecology, emotion perception and personality characteristics of these four high-frequency nodes of the core and supporting categories in the model. The two factors of value realization and external environment belong to low-frequency nodes, only a few researchers pay attention to this perspective, so this study does not give in-depth explanation.

Organization management: The important controllable influencing factor of university educators' professional well-being disabilities

The organization management node has the largest number of reference points among all primary nodes, which is the most important direct influencing factor. Sorted by the number of coded reference points, the organization management node includes 8 secondary nodes, including salary, future development, leadership and management, policy and regime, assessment and evaluation, democratic rights, organizational identity, and freedom, with a total of 161 reference points. Among the 8 secondary nodes included in organization management, the salary node

contains the most reference points: 43, salary can reflect the current work value of educators, from the three-level nodes, educators not only pay attention to the direct salary income and work return, but also pay great attention to other welfare treatment beside salary, and pay attention to the fairness of income distribution. So, in management work, salary incentive is still a very important way to improve professional well-being. The future development node contains 30 reference points. The future development is the expectation for the realization of the future value of educators. Educators not only care about the development space of their own career, but also pay attention to the improvement of their own ability and pay more attention to learning opportunities and engaging in advanced studies. Leadership and management include 28 reference points, reflecting educators' attention to university leadership and management style. University educators are participants in university management and are person who are managed to some extent. Different from enterprise employees, university educators have distinct knowledge autonomy and are engaged in advanced knowledge production activities, their work motivation comes more from their inner pursuit of scholarship, and the way of work under strict management is not what this group likes (Zhang, Qiu & Chen, 2017). So, the management system should support educators more than control educators and construct a beneficial organizational culture and organizational environment (Meng, Niu & Song, 2018). The three nodes of policy and regime, assessment and evaluation and democratic rights also contain many reference points. The two nodes of freedom and organizational identity contain less reference points. The nodes at all levels and code reference points included in the organization management node are shown in Table 1.

Work ecology: The direct and controllable influencing factor of university educators' professional well-being

Work ecology refers to the physical environment and humanistic state of university educators' work, including four secondary nodes: interpersonal relationship, basic conditions, work itself and humanistic environment. The interpersonal relationship node includes four three-level nodes: working relationship, working cooperation, influence of others and interpersonal relationship itself, with a total of 35 reference points. The third level node of interpersonal relationship itself includes 29 reference points, which shows that interpersonal relationship is an important factor affecting university educators' professional well-being, which is consistent with previous research conclusion (Wu, 2014). The basic condition node includes five three-level nodes, including working environment, working conditions, working stability, teaching conditions, university type and level, with a total of 25 reference points. Among them, the working environment includes 17 reference points, which shows that university educators pay more attention to the working environment. Work itself refers to university educators' interest for work and challenge in work, which mainly reflects the impact of university educators' work on well-being (Cui, Shen, Gu, Yu & Chen, 2014). This node does not include other three-level nodes, with a total of 13 coding reference points. It is also a relatively important node. The humanistic environment includes five three-level nodes: university culture, group organizational atmosphere, academic atmosphere, academic communication, and organizational culture, with a total of five reference points. Each three-level node has the same reference points and status. Although there are few reference points in this node, in the empirical research of the existing literature, this factor plays an important role in the impact of university educators' professional well-being (Wang, 2016). Among the four nodes of work ecology, in addition to the work itself, the interpersonal relationship and humanistic environment nodes represent humanistic factors beside the basic conditions, which can be further summarized and integrated into humanistic conditions nodes, with a total of 40 reference points, which is higher than the 25 nodes of the basic conditions. Therefore, from the perspective of work ecology, the humanistic conditions represented by interpersonal relations and humanistic environment are important factors affecting university educators' professional well-being, Therefore, it is unscientific to simply pay attention to the building of basic conditions and ignore the building of humanistic conditions in the management of colleges and universities. The nodes at all levels and coding reference points included in the work ecology node are shown in Table 2.

Table 1. Nodes at all levels and code reference points included in the organization management node

Secondary node	Tertiary node	Coding reference points
Remuneration (43)	Fringe benefits	13
	Return on work	1
	Fairness of income distribution	1
	Salary income	28
	Personal development	1
	Job prospects	2
	Learning and promotion	1
Future development (30)	Promotion opportunities	11
	Learning opportunities	2
	Career development	2
	Professional growth	4
	Professional development	7
Leadership and management (28)	Management style	26
	Management level	2
	Performance appraisal	9
	Educator evaluation system	5
Assessment and evaluation (21)	Teaching performance	1
	Scientific research assessment	1
	Annual assessment	4
	Teaching evaluation system	1
	University System	1
	University support	1
	Wage distribution system	2
Policy and regime (20)	Management system	3
	Incentive measures	5
	Appointment criteria of educators	3
	Promotion procedure	2
	Scientific research management system	1
	School policy	1
	Participation in decision-making	6
	Fair mechanism	4
	Teachers' Congress protects the rights and interests of educators	1
Democratic rights (13)	Democratic rights themselves	1
	Academic autonomy	1
Freedom (3)	Study time	1
	Time required for work	2
Organizational identity (3)	organizational commitment	2
	Organizational communication	1

Emotional perception: The indirect and controllable influencing factor of university educators' professional well-being

The emotion perception node includes three secondary nodes: job involvement, psychological feeling and pressure, with a total of 41 reference points. Pressure nodes occupy an important position and contain the most reference points, with 25 tertiary

nodes. Psychological feeling includes 10 reference points (including one reference point contained by itself), and the number of reference points of each three-level node is small, and the gap is small, indicating that the influencing factors of psychological feeling on educators' professional well-being pay little attention to or only care about one of them in the existing literature, and the impact of this factor on overall well-being is ignored or needs to be further studied. The job involvement includes 2 tertiary nodes, a total of 6 reference points (including 3 reference points included in itself), with less points and less impact (Chen & Yang, 2017). Generally speaking, the influencing factors such as emotion, feeling and pressure contained in the emotion perception node belong to the concept of psychology, which is difficult to measure in specific work, and the impact on educators' professional well-being is often ignored (Zhang, 2018). Among the six influencing factors identified in this study, considering the relationship between various factors, the author believes that many factors contained in the emotion perception node can be changed indirectly through the factors contained in the two nodes of organization management and work ecology, to establish a relationship between the two node scaffolds and achieve the purpose of indirect control of emotion perception factors. The nodes at all levels and coding reference points included in the emotion perception node are shown in Table 3.

Table 2. Nodes at all levels and coding reference points included in the work ecology node

Secondary node	Tertiary node	Coding reference points
Interpersonal relationships (35)	Working relationship	1
	Working collaboration	3
	Interpersonal relationship itself	29
	Influence of others	2
Basic conditions (25)	Working environment	17
	Working conditions	1
	Working stability	2
	Teaching conditions	3
	School type and level	1
Work (1)	Work itself	13
	University Culture	1
Humanistic environment (5)	Group organization atmosphere	1
	Academic atmosphere	1
	Academic communication	1
	Organizational culture	1

Individual characteristics: The uncontrollable influencing factors of university educators' professional well-being

The individual characteristic node includes three secondary nodes: demographic characteristics, occupational characteristics, and personality characteristics. Demographic characteristics contain the most points, with a total of 23 reference points. The occupational characteristic node includes four three-level nodes: administrative level, professional title, post and major. The number of reference points is the second, 17, it also plays an important role in the individual characteristic node. Among them, the professional title node contains 11 reference points, which has the greatest impact on professional well-being. The personality characteristic node includes three level nodes: hobbies and interests, fitness status and personality traits. It contains fewer reference points, indicating that it has little impact on professional well-being, or it can be considered as a specific factor of a specific object. The nodes at all levels and coding reference points contained in individual feature nodes are shown in Table 4.

Table 3. Nodes at all levels and coding reference points contained in emotion perception nodes

Secondary node	Tertiary node	Coding reference points
Pressure (25)	Development pressure	1
	Workload	3
	working pressure	9
	Scientific research pressure	9
	Life pressure	5
Psychological feeling (10)	Sense of fulfillment	2
	Sense of fairness	2
	Sense of belonging	2
	Spiritual life	1
	Happiness	1
	Psychological feeling itself	1
	respect	1
Job involvement (6)	job involvement	3
	Emotional work	2
	Emotional work strategy	1

Table 4. Nodes at all levels and coding reference points contained in individual feature nodes

Secondary node	Tertiary node	Coding reference points
Demographic characteristics (23)	Marital status	1
	Health status	1
	Teaching years	2
	Age	9
	Gender	7
	Education background	3
	Administrative level	1
Occupational characteristics (17)	Professional title	11
	Post	2
	Major	4
	Hobbies and interests	1
Personality traits (4)	Fitness status	1
	Personality traits	2

Discussion

From the qualitative analysis results, there are three influencing factors of university educators' professional well-being. The first layer is the macro influencing factors of university educators' professional well-being, including six nodes: organization management, work ecology, external environment, emotional perception, individual characteristics, and value realization. Each node has a different influence degree in the whole. From the perspective of whether the influencing factors are controllable or not, organizational management and work ecology are the direct controllable factors of university educators' professional well-being, emotional perception is the indirect controllable factor, and individual characteristics are uncontrollable factors. Therefore, the author believes to adjust the direct controllable factors, pay attention to the indirect controllable factors, and distinguish the uncontrollable factors. Put forward relevant recommendations according to study conclusions.

Improve organization management.
Develop salary and welfare system and improve educators' salary and treatment. According to the incentive factors in the two-factor theory (Zhang & Niu, 2017), universities should develop a scientific salary system to ensure the standard of salary payment, giving educators enough material to ensure the needs of life can motivate educators to move forward to a higher level of

needs. Universities can try to introduce the salary management system of modern enterprises and set performance salary for educators with different post nature. Universities should also strengthen the living welfare and humanistic care of educators and provide certain care for specific groups in special festivals, such as women's day, Spring Festival, and other festivals. The setting of reward activities not only enhances the cohesion of educators, but also feels the concern of the organization.

Pay attention to educator-oriented and strengthen the humanized management of the university. Humanized management is a mode that requires people-oriented management, fully paying attention to people's needs and consideration of human nature, and then give full play to people's subjective initiative and potential (Li, Lei & Liu, 2022). The implementation of humanized management is easy to arouse educators' awareness of initiative and make them achieve sufficient emotional experience. University managers should promote the process of democratic management of universities, play fully the role of University Educators' Congress and trade unions, grasp the concept of democracy from a deep level, provide more opportunities for educators to participate in management, create a free, democratic and harmonious educational environment, optimize the university management environment, establish and improve the educator management mechanism, actively build relaxed, pleasant and harmonious interpersonal relationships, and establish the concept of serving the majority of front-line educators.

Finally, based on affirming and appreciating the existing abilities of educators, provide professional development support for educators, cultivate educators' ability to deal with work uncertainty in school-based, provincial training and national training, and lead educators to grow into high-quality educators with ability advantages in the mentoring of old to new. Focus on building a learning platform for college educators, provide them with a variety of opportunities for further study or academic training, and promote the development of educators from experience to research. Hold various forms of teaching and research activities for educators with different ability levels, lead all educators to participate in subject research, continuously improve educators' professional ability, give full play to their talents, and realize self-worth.

Improve work ecology.
What educators want most is a happy, united, happy, and efficient working culture (Mao, Gong, Chen, Li & Xie, 2017). The university should gradually improve the software and hardware facilities of schools to provide support and a loose and good working environment for educators. Create a relaxed, democratic and harmonious working environment, create more opportunities and conditions for educators to study and scientific research, and meet educators' needs for self-improvement and desire for creation; Attaching importance to the cultivation of educators' professionalism, we can set up book friends' associations, hold educational forums, create studios and other platforms to promote learning and communication; Establish a correct and reasonable incentive mechanism in many aspects, give educators opportunities to experience success, make educators feel the embodiment of my value, feel respected and cared for, and have a strong sense of belonging. Improve the teacher incentive mechanism, positively affirm, and encourage educators' work achievements, encourage educators in various ways, be objective and fair in Educators' work evaluation itself and operation, and highlight humanistic care.

Create a relaxed and happy campus culture for educators, improve educators' monotonous living conditions, encourage educators to cultivate interests and hobbies, and hold colorful educators' recreational activities to enrich their spare time life, realize the combination of work and rest, and establish a sunny attitude. Create a comfortable and living campus working environment and provide certain leisure places and equipment in the office area, such as tearoom and lounge, so as to provide space for educators to relieve and buffer pressure and emotions. Good interpersonal relationships are one of the important factors for educators to obtain happiness (Li, 2020).

Increase the communication between educators, managers and between educators and managers, form a good group psychological atmosphere and establish harmonious interpersonal relations. Faced with the rapid development of the education industry and the high expectations of society for the teacher group, the responsibility of the teacher group is not only great and sacred,

but also heavy (Zhao, 2016). Social support refers to the influence that a person obtains through social contact, which can reduce psychological stress response, alleviate mental tension, and improve social adaptability. Effective social support can provide individuals with material or spiritual help and increase their sense of belonging and self-confidence. Good social support can help reduce stress and improve their sense of happiness (Qian, 2019). Continuously improve educators' social status and enhance educators' social pride; Respect educators' labor, face up to the talent value of college educators, establish a scientific outlook on Educators' talent, and reflect educators' labor value scientifically and reasonably.

Adjust emotional perception.

Emotion is one of the components of educators' professional well-being. Research and analysis show that cultivating educators' positive emotions is an effective way to improve educators' professional well-being (Zhu, 2019). Pressure will be faced in any work. In the face of pressure, college educators should learn to change passivity into initiative, think calmly, carefully analyze advantages and disadvantages, actively seek favorable information and resources, strive to improve their own quality, and enhance their ability to deal with pressure through various ways. Such as doing gymnastics, listening to music, watching movies and plays, traveling with friends, chatting, and participating in recreational and sports activities to enhance the experience of positive emotions.

Set up a psychological counseling room to dredge educators' psychological problems, effectively ensure educators' vital interests, adhere to prevention first and prevent combination. Educators themselves should learn to accept and use all kinds of psychological counseling to alleviate psychological pressure and get rid of bad emotions. They can also consciously force their attention to the goal of relaxation and well-being, actively participate in all kinds of beneficial social activities, cultivate a variety of interests and hobbies, cultivate sentiment in all kinds of activities, broaden their mind and eliminate bad emotions. Educators should strive to reduce depression, anxiety, and other mental states in work, correctly examine their own psychological situation and correct working attitude. Educators should maintain close relationship with colleagues and students around them; Educators should pay close attention to work, focus on education and teaching, and have a passionate attitude towards work and life.

Pay attention to emotional communication with family, friends, and colleagues to obtain more positive emotions: satisfaction, well-being, and interest. At the same time, pay close attention to the physical health of educators. Chronic pharyngitis and cervical and lumbar diseases are high-risk occupational diseases for educators. The school shall regularly organize educators to have a comprehensive physical examination every year. Organize educators to carry out scientific and effective physical exercise, improve their physical quality, and make educators physically and mentally healthier and happier.

CONCLUSION

The conclusion of this study has drawn the main factors that currently researchers are concerned about affecting the professional well-being of university educators, especially three key factors: organization management, work ecology, individual Characteristics. It is beneficial for education managers to adjust their management work based on the factors that affect the professional well-being of teachers, for society to pay attention to the group of educators, and for educators to self-regulate. After all, educators play an important role in the development of the entire education industry and the growth of students, only when the educators' well-being increases can they pay more attention to students, professional development, and education. At the same time, provide a review for future researchers to propose new research directions.

In short, educators' professional well-being is a complicated synthesis, not determined by a single factor. When analyzing the happiness of educators, we need to correctly understand the composition of happiness and grasp the reasons for the high or low happiness of educators. The limitation of the research is that the number of documents collected is not very rich, so the scope and content of the investigation are relatively limited, resulting in some deficiencies in the breadth

and depth of the research. At the same time, there is no specific analysis of the factors that have little impact in the research, such as individual characteristics, external environment, value realization, etc., and there is also a limitation that the influencing factors are not distinguished from the specific field of educators, which needs to be further explored.

Future research can be based on the research conclusions of this study and can conduct in-depth empirical research on the influencing factors of college educators' occupational well-being, which can not only verify the conclusions of this study, but also enrich the hierarchical dimensions and structural elements of the influencing factors of college educators' occupational well-being, to test the actual situation of college educators' occupational well-being. There are also different stages of Teacher Happiness (preschool education, vocational education) or a certain type of educators (special education educators, rural educators, female educators, etc.) and their differences, which also deserve our attention. We can compile a teacher happiness scale suitable for China's national conditions and put forward feasible solutions accordingly, to better promote the acquisition of educators' professional well-being.

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