**Abstract** Take Fujian Province of China as an example to study the influence of preschool teachers' competence characteristics on subjective well-being. A survey of 302 preschool teachers in Fujian Province found that the preschool teachers' competency characteristics were generally above the middle level; the expert preschool teachers were significantly higher than the novice preschool teachers in the overall competency, organizational management, sense of accomplishment and professional knowledge. The expert preschool teachers are significantly higher than the skilled preschool teachers in the interpersonal communication dimension of competency; the preschool teachers with different academic qualifications have no significant difference in competency characteristics and dimensions; the preschool teachers' competency characteristics directly affect the teacher's subjective well-being. Psychological capital plays a partial intermediary role between preschool teachers' competence and subjective well-being.

**Key words** preschool teachers; competency; subjective well-being; psychological capital; mediating

**Introduction**

Competency was first proposed by the famous American psychologist McClelland (1973), which refers to personal characteristics that can distinguish performance levels in specific jobs and organizational environments (McClelland 1973). Once proposed, it quickly became a research hotspot, and many researchers re-declared the concept of competency. For example, Spencer (1993) redefined the competency characteristics and considered that the competency is the potential trait of an individual who can distinguish between a good performer and a performer in a job (Spencer 1993). Although the concept of the researcher is different, the essence is the same: first, the competency feature refers to the characteristics possessed by a group of individuals; secondly, the set of features and performance are causal, leading to high performance or high satisfaction. McClelland also put forward the idea that "deep-level features mean that competency is deep in personality and can be maintained for the individual for a long time. It shows the individual's behavior and way of thinking, has stability, and can predict people in multiple situations. Behavioral performance (McClelland 1998).

Teacher competency is a teacher's skills, knowledge, and values ​​that help teachers successfully implement instruction (Olson 2000). In pre-school education activities, the teacher's competency is the ability of teachers to possess knowledge, teaching skills and empathy, which can help teachers to carry out the potential characteristics of teaching work smoothly. In China, researchers have compiled a questionnaire for preschool teachers from the perspective of competency, and identified the factors of the preschool teacher's competency structure as four dimensions: educational ability, attitude, psychological traits and motivation (Zhu 2007). The competency of preschool teachers has its particularity compared with the competency of primary and secondary school teachers. Preschool education is the beginning of children leaving dependents and entering school for education. Due to attachment, young children will have separation anxiety when they enter the school. In addition, it is the period of continuous development of children's cognitive, intellectual, emotional, and moral abilities. The task of education is to actively guide the transition of children's cognition from concrete image to abstract logic, from non-discretion to randomness, so as to prepare children for formal learning in school (Lin 2008), this obviously puts higher demands on the competency of preschool teachers. Some researchers conducted a survey of 400 preschool teachers using the self-edited Self-Assessment Questionnaire for Preschool Teacher Competency. The survey results show that there is no significant difference in the qualifications and titles of preschool teachers (Li 2017).

With the rapid development of preschool education, more and more kindergartens require teachers to pay attention to the expression of their emotions during the process of education. Even if they are exhausted and depressed, they must treat their children with full emotion. This obviously puts higher requirements on the teacher's competency characteristics, not only has professional knowledge, but also has good communication skills, responsibility and emotional management skills. However, teachers will encounter various emotional problems at work. Maslach et al. (1982) point out that emotional exhaustion is the loss of emotion (Maslach and Jackson 1978). This emotional instability and emotional disorders can seriously affect work enthusiasm and reduce work well-being. In addition, teachers will face job burnout at work. Job burnout is a gradual weakness of individual physiology, enthusiasm for work, decline in creativity, and so on (Stevenson 1994). In the long-term fatigue state, employees' attitudes and behaviors will deteriorate (Allen 2002). If these problems are artificially suppressed, the accumulation of many problems will eventually threaten the teacher's happiness experience. At present, researchers have studied the relationship between preschool teachers' competence and happiness. Taking the professional identity and job burnout as the medium, the research has studied the influence of kindergarten teachers' competence on professional happiness. It is found that preschool teachers' professional identity is an intermediary for competing to enhance professional happiness. Preschool teachers' job burnout and professional identity are the mediators of occupational stress to reduce occupational well-being (Wang et al.2017).

Subjective well-being is a positive emotion that exceeds negative emotions and becomes a dominant emotional experience, thus enabling individuals to be satisfied with their overall psychological state of life (Diener 1984). Ryff and Corey (1995) explains subjective well-being in terms of psychological development. He believes that happiness is not only to be happy, but also to achieve a perfect experience by giving full play to their potential. People's self-acceptance, life purpose, self-growth, autonomy and people's ability to adapt to the environment and grasp the ability are the main content of people's happiness (Ryff and Corey 1995). Diener (2000) further proposed that subjective well-being refers to the individual's physical and mental pleasure, an important indicator for evaluating individual mental health, and a subjective evaluation and emotional experience of personal life satisfaction (Diener 2000). The subjective well-being of teachers feels the influence of various factors such as socioeconomic status, social support, life events, competency, occupational stress, self-efficacy and mental health (Anusic et al. 2014). In real life, the overall happiness index of teachers is not high (Cui 2016). The definition of psychological capital is “a positive psychological state manifested by the individual in the process of growth and development”, which includes four core components: self-efficacy, optimism, resilience and hope. Self-efficacy means that when an individual performs a task under certain circumstances, he has strong confidence in his ability to recognize resources, motivate the engine, and take action and ultimately achieve success. Hope means that individuals can stick to their goals and choose new ways to achieve them when necessary; optimism means that individuals can positively attribute current and future successes and failures; resilience means that individuals can quickly recover from adversity, frustration and failure, and even actively change and grow (Luthans et al. 2007). Studies have shown that the four parts of psychological capital are positive psychological forces similar to the state (Luthans et al. 2005). Other studies also have shown that psychological capital has a positive effect on teachers' subjective well-being (Zhang et al. 2014).

In the above research, the research on the three characteristics of teachers' competence, subjective well-being and positive psychological capital has been quite rich, and the influence of teacher competence on subjective well-being and the influence of teachers' positive psychological capital on happiness have also been studied. In China, the mental health of teachers has become a focus of attention of many scholars. The study found that the mental health of teachers is not optimistic, and teachers have mild or severe psychological problems (Yang 2013). From the previous research on teachers' mental health, more emphasis is placed on the discussion of “sub-health” or negative factors, while the discussion of positive mental health (such as happiness) is still lacking. Positive psychology points out that mental health should focus on the exploration of individual potential, the acquisition of individual happy life, and the development of individual positive mental function and quality (Linley and Joseph 2004; Gable and Haidt 2005). In addition, with the implementation of *Outline of the National Medium- and Long-Term Education Reform and Development Plan* (2010-2020) and *the State Council's Several Opinions on Current Development of Pre-school Education*, vigorously developing preschool education in various places is becoming a beautiful landscape for the development of education in China. Moreover, in recent years, Kindergarten child abuse incidents such as “red, yellow and blue” have occurred frequently, causing widespread concern in society. On the one hand, it reflects the loopholes in the management of kindergartens; more importantly, it reflects the need to improve the competency of kindergarten teachers. The development of pre-school education is not only to build a group of solid and safe kindergartens, but also to build a team of preschool teachers with high morality and excellent work. The core of eliminating the "child abuse" incident is the improvement of the quality of the teaching staff, and clarify the basic professional qualities and competency of preschool teachers (Cheng and Sun 2019).

This study believes that while improving the teacher's competency, it is necessary to strengthen the construction of teachers' psychological capital, so that teachers maintain a good attitude, and then control their emotional emotions to improve their own happiness. At present, no empirical research has been found on the impact of positive psychological capital on the subjective well-being of preschool teachers' competence characteristics. However, the relationship between the three can be mapped from the above empirical research, or more directly from the relevant theory.

**Study**

In view of this, this study explores the intrinsic influence mechanism of positive psychological capital and preschool teachers' competence characteristics on subjective well-being from the perspective of positive psychology, in order to provide theoretical and practical reference for the maintenance and promotion of preschool teachers' mental health.

**Method**

Using convenient sampling methods, preschool teachers were selected as survey subjects in various cities and districts (counties) in Fujian Province. A total of 303 questionnaires were distributed and 303 questionnaires were collected, with a recovery rate of 100%. 302 valid questionnaires, the effective rate was 99.67%. Among them, there are 8 male teachers and 294 female teachers. There are 187 novice kindergarten teachers with a teaching age of 1-2 years, 49 preschool teachers with a mature age of 3-9 years, and 66 expert preschool teachers with a teaching age of 10 years or more. There are 7 preschool teachers with master's degree or above, 205 preschool teachers with bachelor's degree, and 90 preschool teachers with specialties and below. The SPSS23.0 software was used to analyze and analyze the data. The AMOS22.0 software was used to construct the mediation model.

In order to ensure the reliability and reliability of the measurement, we use a ready-made, high-reliability scale, such as the self-assessment questionnaire for preschool teachers' competencies, Positive Psychological Capital Scale (PPQ), Subjective well-being scale.

The self-assessment questionnaire for preschool teachers' competencies compiled by Li (2017) was used. The questionnaire consisted of 32 items, including organizational management, interpersonal communication, responsibility, achievement and professional knowledge. Using Likert's 5-point scoring, from “completely non-conformity” to “completely consistent”, the higher the score, the better the competency. The research shows that the internal consistency coefficient of this questionnaire and each dimension is between 0.77 and 0.96. The confirmatory factor analysis (CFA) shows that the questionnaire has good structural validity (, RMSEA=0.04, CFI=0.84, NNFI=0.85). All indicators are in line with the measurement standards, so this study chose to use the questionnaire. In this study, the Cronbach's α coefficient of the questionnaire was 0.95. Among them, the Cronbach’s α coefficients of organizational management, interpersonal communication, responsibility, achievement and professional knowledge were 0.87, 0.74, 0.87, 0.78 and 0.70.

The positive psychology capital scale compiled by Zhang et al. (2010) was used for measurement. The scale contains 26 items, including self-efficacy, resilience, hope, and optimism. Using Likert 7 points, 1 means "completely inconsistent" and 7 means "completely in conformity". The higher the score, the higher the individual's psychological capital. Studies have shown that the internal consistency coefficient of this scale and each dimension is between 0.76 and 0.90. Confirmatory factor analysis (CFA) shows that the questionnaire has good structural validity (, RMSEA=0.05, CFI=0.94, NNFI=0.93). All indicators are in line with the measurement standards, so this study chose to use the questionnaire. In the study, the scale of the Cronbach's α coefficient was 0.90. Among them, the Cronbach’s α coefficients of self-efficacy, resilience, hope and optimism are 0.73, 0.73, 0.71 and 0.88.

The subjective well-being in *the Handbook of Mental Health Rating Scale* prepared by Wang (1999) is measured by a quantitative table, which is used to measure the happiness experienced by preschool teachers, including the overall emotional index and life satisfaction. The overall sentiment index consists of 8 items, and there is only one item in life satisfaction. At the time of scoring, the overall sentiment index was divided into the life satisfaction score (weight 1.1), and the score ranged from 2.1-14.7. The higher the score, the higher the subjective well-being index. Studies have shown that the retest consistency of this scale is 0.85 (p0.001), and the consistency between the overall sentiment index and life satisfaction is 0.55. In this study, the scale of the Cronbach's α coefficient was 0.88 and the split-half reliability was 0.83.

In order to obtain real and reliable data and ensure the reliability of the measurement results, before the formal measurement. First of all, after explaining the purpose of the study to the kindergarten side and obtaining the consent of the head of the kindergarten, the kindergarten teachers will be summoned to conduct on-site testing and centralized answering. To ensure that teachers fill out the questionnaire carefully, the importance and confidentiality of the data is emphasized before the measurement. Then, the researchers will issue questionnaires and small gifts on the spot to improve the coordination of the teachers' questions and ensure that the kindergarten directors and other leaders are not present to relieve the teachers' psychological pressure. Finally, the kindergarten teacher completed the questionnaire and returned the questionnaire. It is worth noting that this questionnaire survey is a survey of voluntary participation of kindergarten teachers with the consent of the kindergarten teachers themselves. This study was completed under the joint supervision of professors of psychology at Fujian Normal University and teachers of the College of Education and does not require the approval of the institutional review committee. However, the supervision of professors played a role in moral and ethical constraints.

**Results**

In order to reduce the error caused by the artificial covariation on the research results, the common method deviation test was performed by Harman single factor test (Zhou and Long 2004). The traditional approach is to put all variables into an exploratory factor analysis (EFA), test the results of non-rotating factor analysis, and determine the minimum number of factors necessary to explain the variation of the variable. If only one factor or a factor is extrapolated, the explanatory power is particularly large, it can be determined that there is a serious common method bias (Livingstone 1997). It is now more common to use a confirmatory factor analysis (CFA) with a common factor of 1, which allows for a more accurate test of the hypothesis that “a single factor explains all mutations” (Harris and Mossholder 1996). The greatest advantage of the Harman one-factor test is that it is simple and easy to use, but it is only a diagnostic technique for assessing the severity of the common method variation, and it is an insensitive test method that does not have any control method effect (Podsakoff et al. 2003). The results showed that there were 14 factors with eigenvalue greater than 1, of which the maximum factor interpretation rate was 30.92%, which was less than 40%. This indicates that there is no serious common method bias in this study.

*The overall status of preschool teachers' competency*

It can be seen from the Table 1 that the preschool teachers' competency characteristics are above average, which is similar to the existing research results (Li 2017). Among the five dimensions, interpersonal communication scored the highest and organizational management scored the lowest.

**Table 1**

Overall characteristics of preschool teachers' competency characteristics

|  |  |  |
| --- | --- | --- |
| Dimensiona | *M* | *SD* |
| Competency characteristics | 4.57 | 0.37 |
| Organization management | 4.48 | 0.47 |
| Interpersonal communication | 4.70 | 0.33 |
| Responsibility | 4.49 | 0.46 |
| Sense of accomplishment | 4.59 | 0.39 |
| Professional knowledge | 4.59 | 0.47 |

*Note.* an=302.

*Difference Analysis of Preschool Teachers' Competency Characteristics*

It can be seen from Table 2 that male kindergarten teachers have significantly higher organizational management dimensions and sense of accomplishment in terms of competency than female preschool teachers. Because there are few male preschool teachers in China, it is a common phenomenon, and Fujian Province is no exception. There are only 8 male preschool teachers in this study, and 294 female preschool teachers, there is a big gap, so there is a certain systematic error.

**Table 2**

Analysis of gender differences in preschool teachers' competency characteristics

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gender | Competency characteristics | | | Organization management | | | Interpersonal communication | | | Responsibility | | | Sense of accomplishment | | | Professional knowledge | | |
| *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* |
| male | 8 | 4.66 | 0.23 | 8 | 4.72 | 0.80 | 8 | 4.57 | 0.46 | 8 | 4.54 | 0.33 | 8 | 4.79 | 0.19 | 8 | 4.69 | 0.44 |
| female | 294 | 4.56 | 0.38 | 294 | 4.47 | 0.48 | 294 | 4.71 | 0.33 | 294 | 4.49 | 0.46 | 294 | 4.58 | 0.40 | 294 | 4.59 | 0.47 |
| *t* | 1.13 | | | 3.27\* | | | -0.82 | | | 0.35 | | | 2.93\* | | | 0.61 | | |

\**p*.05, two-tailed.

Berliner (1988) believes that all teachers start from novice teachers. After 1-2 years of accumulation, they develop into excellent novice teachers. After 3-4 years, they enter the competency stage, which is what most teachers can achieve. After 5-6 years, only a certain number of teachers can enter the proficiency level. This stage is not achieved by all teachers, and teachers who have been proficient for more than 10 years will gradually become expert teachers (Berliner 1988). Sternberg (1995) proposed that novice teachers refer to teachers or normal university graduates with 1-2 years of teaching experience (Sternberg 1995). From Table 3, it can be seen that the preschool teachers of different teaching ages have significant differences in organizational management, interpersonal communication, sense of accomplishment, professional knowledge and overall competency, but the difference in the level of responsibility is not significant. After the post-mortem examination, it is found that in terms of organizational management, sense of accomplishment, professional knowledge and overall, proficient Teachers are higher than novice preschool teachers. In the interpersonal communication dimension, expert preschool teachers are significantly higher than proficient Teachers. Starting from the focus of teachers' attention at different stages of development, novice teachers will experience several stages of development and teachers will show key characteristics in the corresponding stages. The teacher's career development process can be divided into three stages: focus on survival; focus on situation; pay attention to students. Novice teachers are generally concerned with the survival stage to meet individual needs; expert teachers are more concerned about how to devote their enthusiasm to education (Meng 2002). Therefore, expert preschool teachers perform better in competency than novice and proficient teachers.

**Table 3**

Analysis of the differences in the preschool teachers' competency characteristics in teaching age

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Competency characteristics | | | Organization management | | | Interpersonal communication | | | Responsibility | | | Sense of accomplishment | | | Professional knowledge | | |
| Teaching age | *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* |
| 1-2 years novice teachers | 187 | 4.53 | 0.04 | 187 | 4.44 | 0.51 | 187 | 4.70 | 0.33 | 187 | 4.47 | 0.49 | 187 | 4.54 | 0.41 | 187 | 4.54 | 0.51 |
| 3-9 years Proficient teachers | 49 | 4.56 | 0.34 | 49 | 4.47 | 0.42 | 49 | 4.61 | 0.35 | 49 | 4.52 | 0.42 | 49 | 4.59 | 0.35 | 49 | 4.65 | 0.34 |
| More than 10 years of expert teachers | 66 | 4.66 | 0.30 | 66 | 4.60 | 0.38 | 66 | 4.77 | 0.31 | 66 | 4.56 | 0.39 | 66 | 4.71 | 0.34 | 66 | 4.68 | 0.41 |
| *F* | 2.83\* | | | 2.97\* | | | 3.28\* | | | 1.06 | | | 4.61\* | | | 2.90\* | | |
| Post hoc test |  | | |  | | |  | | | — | | |  | | |  | | |

\* *p*<.05, two-tailed.

As can be seen from Table 4, there is no significant difference in organizational management, interpersonal communication, responsibility, achievement, professional knowledge and overall in kindergarten teachers of different academic qualifications. Some scholars in China have interpreted the "*Professional Standards for Kindergarten Teachers (Trial)*". They believe that the introduction of "*Professional Standards for Kindergarten Teachers (Trial)*" has adapted to the current demand for the construction of preschool teachers and the development of preschool education. In the "*Professional Standards for Kindergarten Teachers (Trial)*", the qualifications for kindergarten teachers are more detailed and stricter, so that kindergartens can build teachers according to standards and promote the quality of kindergarten teaching (Wu and Yuan 2012). As preschool teachers, although there are differences in academic qualifications, preschool teachers have received certain academic education and practice before they are employed. In addition, the strict standards for the qualifications of kindergarten teachers in the "*Professional Standards for Kindergarten Teachers (Trial)*" make the difference in the competency characteristics of kindergarten teachers not significant. And studies have found that the impact of educational background on early childhood teachers is not decisive (Li 2017).

**Table 4** Analysis of the differences in the preschool teachers' competency characteristics in academic qualifications

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Academic level | Competency characteristics | | | Organization management | | | Interpersonal communication | | | Responsibility | | | Sense of accomplishment | | | Professional knowledge | | |
| *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* | *n* | *M* | *SD* |
| Master's degree or above | 7 | 4.52 | 0.60 | 7 | 4.39 | 0.76 | 7 | 4.63 | 0.48 | 7 | 4.55 | 0.56 | 7 | 4.60 | 0.51 | 7 | 4.43 | 0.72 |
| Undergraduate degree | 205 | 4.57 | 0.36 | 205 | 4.49 | 0.46 | 205 | 4.69 | 0.34 | 205 | 4.51 | 0.43 | 205 | 4.59 | 0.38 | 205 | 4..59 | 0.47 |
| College degree or below | 90 | 4.56 | 0.39 | 90 | 4.47 | 0.48 | 90 | 4.74 | 0.29 | 90 | 4.46 | 0.51 | 90 | 4.57 | 0.42 | 90 | 4.59 | 0.46 |
| *F* | 0.06 | | | 0.15 | | | 0.86 | | | 0.32 | | | 0.14 | | | 0.41 | | |

*Correlation Analysis of Preschool Teachers' Competency, Subjective Well-being and Positive Psychological Capital*

It can be seen from Table 5 that there is a significant positive correlation between the overall competency characteristics of the preschool teachers and the overall dimensions, subjective well-being and overall dimensions and positive psychological capital (p<.01).

**Table 5**

Results of correlation analysis of preschool teachers' competency, subjective well-being and positive psychological capital

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1 | — |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | .94\*\* | — |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | .85\*\* | .72\*\* | — |  |  |  |  |  |  |  |  |  |  |  |
| 4 | .90\*\* | .80\*\* | .70\*\* | — |  |  |  |  |  |  |  |  |  |  |
| 5 | .93\*\* | .83\*\* | .75\*\* | .84\*\* | — |  |  |  |  |  |  |  |  |  |
| 6 | .72\*\* | .63\*\* | .58\*\* | .48\*\* | .61\*\* | — |  |  |  |  |  |  |  |  |
| 7 | .51\*\* | .46\*\* | .45\*\* | .47\*\* | .47\*\* | .37\*\* | — |  |  |  |  |  |  |  |
| 8 | .47\*\* | .45\*\* | .37\*\* | .42\*\* | .43\*\* | .36\*\* | .73\*\* | — |  |  |  |  |  |  |
| 9 | .35\*\* | .29\*\* | .33\*\* | .33\*\* | .33\*\* | .28\*\* | .75\*\* | .30\*\* | — |  |  |  |  |  |
| 10 | .44\*\* | .37\*\* | .43\*\* | .42\*\* | .42\*\* | .30\*\* | .88\*\* | .56\*\* | .56\*\* | — |  |  |  |  |
| 11 | .37\*\* | .35\*\* | .33\*\* | .35\*\* | .33\*\* | .23\*\* | .83\*\* | .49\*\* | .48\*\* | .72\*\* | — |  |  |  |
| 12 | .37\*\* | .35\*\* | .31\*\* | .32\*\* | .37\*\* | .26\*\* | .47\*\* | .36\*\* | .35\*\* | .43\*\* | .37\*\* | — |  |  |
| 13 | -.07 | -.06 | -.01 | -.10 | -.08 | -.08 | -.19\*\* | .03 | -.25\*\* | -.19\*\* | -.19\*\* | .20\*\* | — |  |
| 14 | .40\*\* | .38\*\* | .32\*\* | .36\*\* | .40\*\* | .29\*\* | .54\*\* | .35\*\* | .45\*\* | .50\*\* | .44\*\* | .93\*\* | .18\*\* | — |

*Note.* 1 = overall competency, 2 = organizational management, 3 = interpersonal communication, 4 = responsibility, 5 = sense of accomplishment, 6 = professional knowledge, 7 = overall psychological capital, 8 = self-efficacy, 9 = resilience, 10 = optimism, 11 = hope, 12 = overall subjective well-being, 13 = overall emotional index, 14 = life satisfaction.

\*\* *p*<.01, two-tailed.

*The Influence of Positive Psychological Capital and Preschool Teachers' Competency on Subjective Well-being*

According to the results of relevant analysis, the competency, subjective well-being and positive psychological capital of preschool teachers are significantly correlated. The structural equation model (SEM) was used to model the AMOS22.0 software to verify the mediating role of positive psychological capital in the relationship between preschool teachers' competence and subjective well-being. Among them, the competency of preschool teachers is predictive variable, subjective well-being is the effect variable, positive psychological capital is the mediator variable, the results show that the fitting degree is good. The specific results are shown in the Table 6.

**Table 6** Intermediary model fitting index of positive psychological capital

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Fitting indicator |  | GFI | NFI | IFI | CFI | RMSEA |
| Fitting index | 3.08 | .93 | .94 | .96 | .96 | .08 |

Firstly, according to the methods of Baron and Kenny, the regression characteristics of preschool teachers' competency, positive psychological capital and subjective well-being of preschool teachers are analyzed (Baron and Kenny 1986). The first step is to use the preschool children's competency as the independent variable and the subjective well-being as the dependent variable to show the regression analysis. Subjective well-being has a significant predictive effect (); In the second step, the regression analysis of the preschool teacher's competency as the independent variable and the positive psychological capital as the dependent variable shows that the preschool teacher's competency has significant predictive effect on positive psychological capital (). In the third step, regression analysis with positive psychological capital as the independent variable and teacher's subjective well-being as the dependent variable shows that positive psychological capital has significant predictive effect on the subjective well-being of preschool teachers (). The specific results are shown in Table 7.

**Table 7** Regression analysis of preschool teachers' competency, subjective well-being and positive psychological capital

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Regression equation | | Significance test | | |
| Predictor | Result variable |  | *t* | *p* |
| Preschool teacher competency  Preschool teacher competency | Preschool teachers subjective well-being  Positive psychological capital | （）.37  （）.51 | 6.96\*\*\*  10.31\*\*\* | .00  .00 |
| Positive psychological capital | Preschool teachers subjective well-being | （）.47 | 9.22\*\*\* | .00 |

\*\*\* *p*<.00, two-tailed.

According to the results of the regression analysis and the related theory of the mediating effect test of Wen et al. (2004) (Wen et al. 2004), the Bootstrap method is used for mediation test, and the mediation effect path between positive psychology and preschool teachers and subjective well-being is drawn. It can be seen from Figure 1 that the five dimensions of the kindergarten teacher's competency, the two dimensions of subjective well-being and the four dimensions of psychological capital are included in the model to mediate. Based on the model-based fitting results, the non-parametric percentile Bootstrap method with bias correction was used to test the mediating effect and estimate the confidence interval. The total repeated effect was calculated 1000 times, and the total effect, indirect effect and 95% confidence interval were calculated (Wen and Ye 2014). The total effect, indirect effect and direct effect are shown in Table 8.

.74

-.24

.93

.65

.88

.80

.90

.79

.90

.62

.62

S

E

K

A

R

C

M

H

O

R

L

.20

.67

.53

*Note.* M = organizational management; C = interpersonal relationship; R = responsibility; A = sense of accomplishment; K = professional knowledge; S = Self-efficacy; R = resilience; O = optimism; H = hope; E = overall emotion; L = life satisfaction.

**Fig.1** An intermediary model of positive psychological capital in preschool teachers' competence and subjective well-being

**Table 8**

Mediation test of Bootstrap method

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Path | Effect size | *SE* | *p* | 95% CI |
| Preschool teacher competency → The total effect of subjective well-being of preschool teachers | .55 | 0.10 | .00 | [0.40,0.75] |
| Preschool teacher competency → Positive psychological capital → Indirect effect of subjective well-being of preschool teachers | .35 | 0.08 | .00 | [0.23,0.55] |
| Preschool teacher competency → The direct effect of subjective well-being of preschool teachers | .20 | 0.08 | .01 | [0.05,0.36] |

It can be seen from Table 8 that the intermediary effect interval of the preschool teachers' competence characteristics → positive psychological capital → the subjective well-being of the preschool teachers is (0.23—0.55), does not contain 0, and the effect amount is 0.35. The competency characteristics of preschool teachers → The direct effect interval of subjective well-being of preschool teachers is (0.05—0.36), excluding 0, and the effect quantity is 0.20, indicating that positive psychological capital as a mediator variable has the characteristics of preschool teachers and the subjective well-being of preschool teachers. Partial mediating effect, the ratio of mediating effect to total effect is 64.01%.

**Discussion**

This study is to explore the impact of positive psychological capital and preschool teacher competency on subjective well-being. For this purpose, we have discussed the following.

*The preschool teachers' competency characteristics are generally at the upper middle level.*

The competency characteristics of preschool teachers are generally at a moderately upper level. On the one hand, because of the establishment of preschool teacher recognition standards in terms of ideology and morality, academic qualifications, standard of Putonghua, education and teaching ability, and physical and mental health, preschool teachers have the qualifications and accreditation procedures prescribed by law. This is due to the “*Professional Standards for Kindergarten Teachers (Trial)*” published in 2011, which puts specific requirements on the professional qualities of kindergarten teachers. On the other hand, children aged 3-6 or 7 years old can just act independently. They can just express their wishes and thoughts and emotions in words. The thinking is still in the stage of concrete image, the knowledge and experience are very poor, they are full of curiosity about the things around them, and they know each other. naive. In view of the particularity of the above-mentioned early childhood development stage, the work of preschool teachers is also unique. This makes the preschool teachers constantly improve their educational concepts. The task of understanding early childhood education is to develop education in an all-round way, not only to take care of their lives, exercise, and promotion. Children's health, do a good job in conservation, and teach them shallow knowledge and skills, develop their intelligence, and cultivate their good moral behaviors and habits to achieve full development (Cai 2015), which requires preschool teachers to have Certain competency features. The level of interpersonal communication among the preschool teachers' competency is the highest. This is because the role of the kindergarten teacher is determined. First, the role of the kindergarten teacher is the educator's role. The preschool teacher is the supporter of the child learning. And the leader, is the founder of the child learning environment, is the participant and partner of the child activity, is the role model and demonstrator of the child; secondly, the role of the kindergarten teacher as the interpersonal relationship handler determines that the kindergarten teacher is both the agent of the child's parents, Children's friends and confidants, but also other teachers' companions and collaborators, hometown communication communicators (Cai 2015), in the multi-public relations role of kindergartens, exercised the interpersonal communication skills of preschool teachers. Preschool teachers have the lowest level of organizational management. In addition, preschool teachers have a lot of work, and they need to play multiple roles in daily teaching management, so they may have less time and energy in organizational management, and kindergarten teachers interact with each other. There is a problem with the communication between parents. Since the 1980s, foreign countries have accumulated a large amount of research on the relationship between parental involvement and academic achievement of children. Among them, studies have shown that parental involvement has a positive impact on preschool children's social adaptation and learning habits (DeWar and Amanda 2011). Although the importance has been very clear, some researchers have found through investigation and analysis that there are the following problems in kindergarten home cooperation: the status of kindergarten teachers and parents is unequal, lack of cooperation, unclear responsibility; lack of deep communication between home cooperation and Communication and communication channels are narrow (Gou 2003). Therefore, kindergartens have no effective countermeasures for professional guidance and parental involvement, resulting in a low level of organizational management for preschool teachers.

*The competency characteristics of preschool teachers are significantly different in teaching age, and the difference in academic qualifications is not significant.*

Preschool teachers of different teaching ages have significant differences in organizational management, interpersonal communication, sense of accomplishment, professional knowledge and overall competency. Specifically, expert preschool teachers are significantly higher than the novice preschool teachers in terms of competency overall, organizational management, sense of accomplishment and professional knowledge. This may be because the expert preschool teachers have accumulated a large amount of knowledge and experience in daily teaching activities due to the increase of working years, so that the preschool teachers' competence characteristics, organizational management, sense of accomplishment and professional knowledge are higher than the novice preschool teachers. The expert kindergarten teachers are significantly higher in the interpersonal communication dimension than the proficient Teachers. On the one hand, research suggests that preschool teachers at different stages have different emotional controls (Gao 2014). As the number of years of work increases, the task is single, and burnout often occurs. It has also been found that preschool teachers need to pay more attention to the care, naughty, low self-control ability and weak self-protection, which can easily lead to physical and mental fatigue of preschool teachers (Wang 2017). Proficient preschool teachers are more complicated in emotional problems, mainly in irritability, boredom, and so on, and their ability to control and regulate emotions is not strong. Such emotional problems can make it difficult for long-term preschool teachers to deal well with interpersonal communication. Xi (2008) shows that there is a certain degree of emotional exhaustion in proficient Teachers (Zuo and Xi 2008); in the dimension of responsibility, there is no significant difference between novice, proficient and expert preschool teachers. The laws and regulations on preschool teachers have been formulated to stipulate the responsibilities and obligations of preschool teachers, so that preschool teachers have the responsibility and obligation to perform their duties.

There is no significant difference in the competency characteristics of preschool teachers with different academic qualifications. On the one hand, although the preschool teachers have different academic qualifications, they have acquired certain theoretical knowledge and operational skills through academic education, and on-the-job training has continuously improved the competency of preschool teachers. The on-the-job training of preschool teachers has a positive effect on the educational benefits and enhances the ability of preschool teachers (Liu 2008). On the other hand, the "*Professional Standards for Kindergarten Teachers (Trial)*" puts strict requirements on the competency characteristics of all levels of kindergarten teachers in China.

*Positive psychological capital plays a partial intermediary role between preschool teachers' competence characteristics and subjective well-being*

The results of correlation analysis show that the preschool teachers' competency, subjective well-being and psychological capital are significantly related. The preschool teachers' competency characteristics affect the teacher's subjective well-being through direct path and indirect path. On the one hand, the preschool teachers' competence characteristics directly affect the teacher's subjective well-being. Waterman (1993) argues that happiness occurs when people engage in activities that best match deep values ​​(Waterman 1993). The subsequent " Flow theory " also believes that the improvement of ability can make individuals feel self-fulfilling happiness, while happiness can increase individual's ability and enhance individual's self-esteem and connotation. On the other hand, subjective well-being is an overall assessment of the quality of life of an individual according to his or her defined criteria. As an important comprehensive psychological indicator, it can weigh the individual's quality of life and reflect the individual's social ability and adaptation (Diener 1984). Waterman and Diener's views and theories provide a theoretical basis for the preschool teachers' competence characteristics to directly affect subjective well-being. In addition, the preschool teachers' competence characteristics indirectly affect the subjective well-being of preschool teachers through the intermediary role of positive psychological capital, and the mediating effect accounts for 64.01% of the total effect. The positive psychological capital of preschool teachers refers to the positive psychological state of preschool teachers in educational activities. It mainly includes self-efficacy, hope, optimism and resilience; subjective well-being is a holistic affirmative assessment of the state of self-existence, a continuous happy experience that needs to be satisfied, the potential is exerted, and the strength is increased. Studies have shown that positive psychological capital has a positive effect on outcome variables such as positive emotions (Avey et al. 2011). Subjective well-being is more about happiness, focusing on the psychological experience brought about by the satisfaction of real material needs (Lü 2010). These external material resources have a stimulating effect, which can increase work input and improve subjective well-being. In essence, similar to external material resources, intrinsic resources such as competency are equally motivating. Individuals with organizational management, interpersonal communication, sense of accomplishment, sense of responsibility, and strong professional knowledge are more confident and motivated, and more likely to be sustained active experience. In addition, the sense of teaching efficacy is the perception and belief of teachers in their ability to effectively complete teaching and achieve teaching goals in their teaching activities (Yu and Luo 2000). Studies have shown that the sense of teaching efficacy as an important part of teachers' positive psychological capital is the intermediary of competing characteristics affecting happiness (Zhao 2011). Based on the above theories and research, the kindergarten teacher's competency characteristics positively regulate the influence of psychological capital on subjective well-being through the promotion of internal resources such as organizational management and interpersonal communication.

**Limitations**

In this study, there is a limitation that should be noted. In the analysis of the gender differences in the preschool teachers' competence characteristics, because the gap between male and female ratios is too wide, the analysis results will have some systematic errors. This is determined by China long-standing kindergarten environment and education culture, and tends to have more female teachers among kindergarten teachers.

**Conclusions and Recommends**

This research takes positive psychological capital as the starting point and studied the influence of preschool teachers' competence on teachers' subjective well-being. The conclusion is that the preschool teachers' competence characteristics have a positive predictive effect on the teacher's subjective well-being; the positive psychological capital plays a part in mediating the influence of the preschool teachers' competence characteristics on the teacher's subjective well-being.

Therefore, we can make the following suggestions for improving the subjective well-being of preschool teachers and maintaining the mental health of preschool teachers:

*Pay attention to the improvement of the organizational management ability of preschool teachers*

First, preschool teachers should have empathy. Empathy is important for teachers in kindergartens. Empathy is an emotional experience of the perception of the inner state of others, based on an analysis of the inner thoughts and emotions of others, inferring the thoughts and feelings of others (Hogan 1969). Second, close contact and cooperation with families and communities, kindergartens must overcome their own closedness and maintain contact with families and communities through various means. For example, through the "new media" and other exchange platforms to introduce parents to childcare knowledge, feedback parents' opinions, and communicate the kindergarten's recent activities to the community; often hold children's parents and teachers to participate in the party, sports, parents, teachers as participants and children Activities to promote communication between parents and teachers; in addition, establish parent committees to help parents understand the work plans and requirements of kindergartens, assist kindergarten work, and also conduct home visits to promote communication (Cai 2015).

*Improve the competency of novice and Proficient teachers*

It is necessary to improve the competency of all aspects of novice and proficient preschool teachers. On the one hand, the apprenticeship system is a process of enlightening potential characterized by the effectiveness and accessibility of senior teachers and the acceptability of new teachers. In the process, senior teachers serve as role models, educators, and consultants for novices, whose impact is universal and long-lasting, but still respects the autonomy of new teachers (Egan 1985). Therefore, for novice preschool teachers, it is necessary to adopt the method of apprenticeship training, so that expert preschool teachers can impart knowledge and experience. In addition, it is necessary to strengthen the accumulation of theoretical knowledge and practical experience, and kindergartens should give new teachers the opportunity to train and practice (Yang and Hu 2018). On the other hand, some scholars have said that a good teacher can be integrated with a student and a teaching process like a racing driver and his own car. The important reason is that he has devoted deep feelings to teaching (Chen and Liu 2015). For proficient preschool teachers, first of all, to help teachers correctly understand their emotions. Effective emotional management of preschool teachers is conducive to improving the quality of education, is conducive to the growth of preschool teachers, and is conducive to the scientific development of kindergartens (Wang 2015).

*Enhance the positive psychological capital of preschool teachers and enhance their subjective well-being*

Psychological capital is a positive psychological state of the individual, a core psychological ability composed of self-confidence, optimism, hope, optimism and resilience (Luthans and Huang 2015). Therefore, we must actively pay attention to the status of these elements and improve the subjective well-being of teachers. First, it is necessary to establish a comprehensive pre- employment and post-employment training system to develop and enhance the competency characteristics of preschool teachers from the academic education stage and the on-the-job training process. Second, as a positive personality trait, psychological capital will provide individuals with more emotional support and positive energy. (Huang and Wu 2015). Studies have shown that when individuals face work stress, psychological capital can help individuals cope better, resulting in lower stress responses and improved individual well-being (Avey et al. 2009). Kindergartens and teachers should build resources that are conducive to the future development of teachers, including physical resources such as health, interpersonal resources such as friendship and social support, intellectual resources such as theory of mind, knowledge and executive control, and psychological resources such as psychological resilience, optimism, and creativity (Li 2015). Competency as an intrinsic psychological resource has a certain impact on psychological capital. The higher competency characteristics show higher resilience in the dilemma and easier to recover (Meng 2016). The improvement of internal psychological resources will promote teachers to respond to various tasks in educational activities with a positive attitude. Previous studies have confirmed that interventions have a positive effect on improving individual psychological capital levels (Seligmen 2005). Therefore, from the results of this study, strengthening interventions in preschool teachers' psychological capital is an important way to enhance their well-being.

**Declaration of Conflicting Interests**

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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**Footnotes**

1. Fujian Province is located in the southeast coast of China, facing Taiwan across the sea. Fujian's GDP is in the top ten, the economy is developed, and the education level is also among the best in the eastern developed regions.
2. *The National Medium-and Long-Term Education Reform and Development Plan* (2010-2020) stipulates that we must vigorously develop preschool education, developing public kindergartens, and actively supporting private kindergartens.
3. "*The State Council's Several Opinions on Current Development of Pre-school Education*" provides guidance for the establishment of a kindergarten director and teacher training system to meet the diverse learning and development needs of kindergarten teachers.
4. " *Professional Standards for Kindergarten Teachers (Trial)*" is the basic requirement of the state for the professional quality of qualified kindergarten teachers. It is the basic norm for kindergarten teachers to carry out education activities. It is the basic criterion for guiding the professional development of kindergarten teachers. It is an important basis for the training, admission, training and assessment of kindergarten teachers.

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