

The Mechanism and Dilemma of Occupational Resilience on the Career Plateau of Physical Education Teachers in Yunnan Province

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Abstract: In the process of pursuing modernization and high-quality development in the field of physical education, the professional growth of Yunnan PE teachers and the cultivation of educational talents play a vital role. The continuously improving comprehensive quality of these teachers in their careers is crucial to the continuous progress of education. This paper explores the key role of professional resilience in helping Yunnan PE teachers to overcome the plateau phenomenon in their career. Firstly, the paper clearly defines the concept of career resilience and career plateau, and analyzes the function mechanism of career resilience in coping with the career plateau. Next, this paper proposes a series of strategies aimed at enhancing the resilience of PE teachers in Yunnan province to promote their career development and educational prosperity.

Keywords: Yunnan Province Physical Education Teachers; Career Plateau; Career Resilience; Talent Training; Education Power

1. Introduction

The field of physical education and its practitioners are confronted with a dynamic development environment characterized by numerous changes and challenges, amidst the rapid technological advancements and continuous reshaping of processes. The training and enhancement of abilities for physical education teachers in Yunnan Province constitutes a long-term and arduous endeavor, necessitating their ability to anticipate and address potential career plateau phenomena, as well as actively navigate through career transformations and changes. Only by possessing robust professional

resilience can such versatile talents fully demonstrate their professional worth, thereby effectively mitigating anxieties stemming from values, identity, and technological advancements in China's education quality development and the pursuit of becoming a leading education nation. Occupational resilience manifests not only in the capacity to actively adapt to environments fraught with uncertainty and risk, and the swiftness of recovery following setbacks, but also in its significance when confronted with stress in daily work and life. Furthermore, it encompasses strategies for proactive career planning and management, adapting to work-related changes that may precipitate significant career shifts, and identifying pathways for recovery and progression amidst the pivotal challenge of overcoming the career plateau phenomenon.

The purpose of this paper is to analyze the theoretical connotation of career resilience and career plateau, discuss the mechanism of career resilience in the career plateau of PE teachers in Yunnan Province, propose the strategies and approaches to improve the career resilience of PE teachers in Yunnan Province to promote the healthy development of PE teachers in Yunnan Province; and improve the construction and ability training of physical education teachers in Yunnan Province^[1] Provide strong impetus and support for the sustainable development of education in Yunnan Province and even in China, and provide reference for in-depth discussion and analysis. Therefore, the development of this article is of great significance for promoting the healthy development of physical education teachers in Yunnan Province, for enriching and improving the construction and ability training of physical education teachers in Yunnan Province, and for the sustainable

development of education in Yunnan Province and even in China.

2. Theoretical Basis: The Interpretation of Career Resilience and Career Plateau

Career resilience and career plateau are interrelated concepts, among which career resilience plays a vital role in alleviating the phenomenon of career plateau, and the existence of career plateau promotes the further strengthening of career resilience. In order to understand and cope with the challenges of career plateau, it is necessary to explain career resilience and career plateau in theory.

2.1 Professional Resilience

For the first time, Hollins applied the concept of resilience to the category of ecology, establishing the theoretical framework of ecological resilience, and emphasizing its core role in the long-term and stable development of ecosystems. Subsequently, researchers in the United States expanded the concept into child psychology. At present, psychological resilience has been widely considered as the psychological quality of experience into psychological qualities to deal with adversity, so as to show better psychological and behavioral strategies in the face of challenges. In the extensive study of psychological resilience, a variety of related concepts, career resilience is one of them. Career resilience describes individual coping strategies during challenges in the workplace, especially the self-regulation and adaptive mechanisms demonstrated during work stress and adversity. This study advocates a deeper analysis of occupational resilience, consisting of three key dimensions: cognitive resilience, involving individual communication skills, organizational skills, learning enthusiasm and skill improvement; psychological resilience, including adaptability, professional patience, achievement motivation and self-improvement attribution; and behavioral resilience, emphasizing collaboration skills, ability traps, skills and a tendency to explore new things.

2.2 Career Plateau

The plateau phenomenon in career development was originally defined by American career psychologist Ferrance. The concept captures the pause state in the career

process and its impact on personal professional identity, manifested as emotions such as isolation, low efficiency, frustration and failure. Since the definition of proposed, academic research studied the issue, and derived three different plateau phenomenon understanding framework: first from the perspective of promotion, plateau phenomenon is seen as a certain period in the career journey, personal access to higher position is very limited, or the time interval between promotion is too long. Secondly, from the perspective of occupational mobility, the plateau phenomenon describes the individual being fixed in the same position for a long time and lacking the possibility of upward or horizontal mobility. Third, from the perspective of professional responsibility, the plateau phenomenon reflects that individuals will have a very little chance of gaining more responsibility in the foreseeable future. According to the perception theory of plateau phenomenon, whether individuals feel the existence of occupational plateau mainly depends on their subjective perception of the stagnation of their career progress. Usually, the career development path can be divided into management path and professional technical path. The Plateau phenomenon is essentially an obstacle to career growth, causing a series of interlocking problems. Therefore, the plateau phenomenon can be understood from two dimensions: first, the plateau at the management level, which refers to the obstacles encountered in the management promotion path, and it is difficult for individuals to obtain further development space and promotion opportunities within the organization. The second is the plateau of professional skills, which makes it difficult for individuals to find ways to improve their skills in the professional field, which limits the opportunities to improve their professional level.

Occupational resilience to crack the applicability of the career plateau. Resilience, a pivotal component of sustainable development, holds paramount importance in mitigating the consequences of disasters, averting social conflicts, and fostering social, economic, and institutional advancements. After a long period of research, the concept of resilience has crossed disciplinary boundaries and has been widely used in such fields as

ecology, engineering, organizational behavior, and public administration. It describes the ability of a system or an individual not only to recover after a shock, but also to optimize and upgrade and prevent the recurrence of historical errors. Career resilience, a subset of psychological resilience, holds particular significance in addressing the plateau phenomenon encountered in careers, which serves as a hindrance to career progression and disrupts development. Different levels of resilience of occupational individuals vary, and this variability largely determines whether they will encounter the stagnation of career development^[2]. Enhancing occupational flexibility to prevent and transform the crisis brought about by the occupational plateau is a method in line with scientific logic. In Yunnan Province, the study of elasticity theory gradually shows the importance of the innovative education and development strategies of PE teachers. In the face of the challenges of professional plateau, the flexible and adaptive career flexibility strategy can provide effective solutions for physical education teachers in Yunnan Province, help them overcome difficulties, and shape their new image and professional style as educators in this process.

3. Mechanism of Action: The Impact of Career Resilience on the Career Plateau

A deep understanding of the role of occupational resilience and the underlying mechanism of the occupational plateau phenomenon is the key to enhancing the depth and breadth of this field. It is important to comprehensively improve the efficacy of occupational resilience is to identify and explain the mediating variables of the interaction between occupational resilience and occupational plateau. This can not only optimize the practical application of career resilience from multiple dimensions, but also provide a theoretical basis and innovative perspective, effectively address and solve the plateau problems in the career, and develop new strategies.

3.1 Cognitive Resilience

3.1.1 Cognitive resilience elements that affect management-level plateau perception

First of all, social skills are an essential part of the career development of physical education

teachers in Yunnan province. Teachers have excellent communication skills and can be more effectively connected with colleagues and institutions, which can not only enhance their sense of identity among their peers, but also help to obtain the support and resources necessary for their career. These teachers have access to a wider range of social capital and information resources, by building a solid social network. However, some teachers may be marginalized in the organization because of the isolated working environment, the unclear understanding of the development of the organization and individual promotion opportunities, and they are difficult to establish trust with others. This sense of isolation weakens their cognitive resilience, thus creating a pessimistic mood for future workplace improvement.

Secondly, self-efficacy plays a pivotal role in the development of physical education teachers in Yunnan Province. Teachers with higher self-efficacy tend to attract positive feedback from the organization to show a more positive and optimistic work attitude. They usually think that they play a big role in the organization and have a higher chance of being supported and promoted, with a lower chance of encountering a professional plateau. On the contrary, teachers who lack self-efficacy may be pessimistic about their career prospects and may have restrictions on career development, promotion potential and other aspects.

3.1.2 Elactors of cognitive resilience that influence plateau perception of skill levels

The second is to focus on the improvement of PE teachers' professional quality, and constantly improve their own professional level, can not achieve obvious results in a short period of time, the majority of teachers in the future education and teaching, in the professional quality, in the business research efforts. However, some teachers due to the lack of professional enthusiasm and inadequate understanding of professional development, coupled with the progression of educational and teaching endeavors, may lead to feelings of job burnout.

The second point is that the sense of self-efficacy plays a key role in skill improvement. As the field of education rapidly incorporates emerging technologies such as artificial intelligence and big data, teachers with low

self-efficacy may struggle to adapt to these challenges, resulting in inadequate performance. Consequently, they may encounter obstacles in skill development and opt to evade rather than confront them, leading to a development bottleneck in their skill promotion journey and hindering further progress.

3.2 Psychological Resilience

3.2.1 Psychological resilience elements that affect management-level plateau perception

First, adaptation is a key measure of whether an individual can achieve further development during his career. According to Feldman's theory of dynamic development of career plateau, an individual's ability to adapt to new tasks that are quite different from existing work is the decisive factor in obtaining more responsibilities and promotion opportunities. In other words, individuals who are flexible to respond to diverse job needs are more likely to assume broader responsibilities and face greater job challenges. However, in the context of deep integration and technological innovation in the field of education, some physical education teachers in Yunnan Province may find it difficult to keep up with the rapid changes in the industry, and their work performance failing to meet their expectations, thus limiting their promotion potential at the management level.

Secondly, another challenge for PE teachers in Yunnan is the patience of career development. In the current utilitarian and materialized social atmosphere, some teachers may be too eager for the pursuit of personal achievements, and lack the patience to achieve their long-term career goals. Only a few teachers can get promotion in the short term, and most people may feel that their career is a bottleneck. This kind of eager psychology, if not satisfied, it may cause oneself to feel that the career development space is limited, and then feel that the career is high.

3.2.2 Factors of psychological resilience influencing the plateau perception of skill levels

The importance of self-developmental attribution:

The process of individual analysis of behavioral causes, namely attribution, is an attempt to explain the causal relationship behind the behavior and control it to adapt to

the environment. In the PE teachers in Yunnan Province, the attribution method has a significant influence on their behavioral motivation. Attribution can be internalized in individual ability, effort, and physical and mental state, or in luck and opportunity. Teachers accustomed to attribute success and failure to their own efforts will further enhance their future efforts; instead, contributing to external factors, such as task difficulty, may undermine their motivation for future efforts. Teachers who are good at self-developmental attribution usually do not feel the bottleneck of skill improvement. However, some teachers are influenced by the negative attribution methods, and they cannot effectively pay attention to and promote the self-development of technical abilities, which may lead to the stagnation of skill improvement.

The key nature of collaboration capability:

Collaboration is a key factor that cannot be ignored in promoting team progress and improving performance. It has a significant influence on the management level of physical education teachers in Yunnan Province. In the field of education, teachers are not only the transmitter of knowledge, but also the coordinator and promoter of team cooperation. However, due to various limitations, some teachers have not reached the ideal level^[3].

Avance of competency traps:

Individuals should have the desire for continuous self-improvement and optimization, and by enhancing their own ability and accomplishment, realize the positive flow of career development and avoid the so-called "Peter trap". This trap refers to the fact that in hierarchical organizations, individuals may encounter a development bottleneck because they promotion to an incompetent level. Only teachers who constantly enhance their own quality can successfully cope with the higher position requirements of the higher level. Otherwise, if teachers cannot continue to improve their ability, they may fall into the dilemma of lack of competence and difficult to break through the bottleneck of career development.

3.2.3 Behavioral resilience elements that influence the plateau perception of skill levels

First of all, the professional growth of Yunnan physical education teachers, the ability to apply theoretical knowledge to practice is

essential. Although, like experienced teachers, young teachers have to cope with their daily basic work, they may be lacking in transforming theoretical knowledge into practical operations. This deficiency in this aspect may make it difficult for them to deepen and improve their skills in their daily repetitive work, and thus lack the motivation for innovation and progress.

Second, teachers' professional diversity and challenging for skills upgrading of Yunnan PE teachers is also important, transfer for the new role of network technology, can provide teachers with a broader vision and skills learning opportunities, but the lack of diversity and challenging, teachers' problem solving ability may be tested in the face of emergencies, for some achievements of teachers, too low risk will may be limited in exploring new areas to improve the possibility of career development bottleneck. Therefore, teachers should also take the initiative to seek opportunities in daily work, multi-directional professional development.

4. Countermeasures: Career Resilience to Solve the Dilemma of Career Plateau

Enhance the professional adaptability of PE teachers in Yunnan province, it serves as the cornerstone for addressing the challenges posed by career plateaus, fostering the professional growth of PE teachers in Yunnan province, and contributing significantly to the development of education in the region. By enhancing the professional adaptability of these teachers, we can strengthen the education talent pool, improve their professional competencies, and encourage them to explore novel avenues for professional development, thereby enriching the diversity of their career paths and achieving substantial professional advancements.

4.1 Upgrade Cognitive Resilience: To Enhance the Rational Understanding of the Career and Oneself

From the psychological level to strengthen the Yunnan physical education teachers in the workplace adaptability. First, we should cultivate comprehensive and practical professional concepts. In promoting scientific and technological progress and academic exchanges, although the daily work of Yunnan physical education teachers may seem

ordinary, it plays a vital role. All the challenges and achievements experienced in the career should be viewed and analyzed with a balanced perspective. Through these experiences, the PE teachers in Yunnan have more deeply realized their roles and responsibilities, and actively sought ways to realize their personal professional value. Second, through the identification and utilization of "professional anchor fixed point", to achieve the purpose of professional development. This requires teachers to have a deep understanding of their own needs, motives and potential, and based on their own professional practice, can form a solid foundation in self-cognition. Professional anchors usually include key areas, such as vocational skills, leadership, innovative thinking, professional security, and personal autonomy. Physical education teachers in Yunnan Province can choose one or more anchor points to adjust and optimize their career planning according to their personal career practice, constantly accumulate relevant knowledge and skills, and lay a solid foundation for realizing their career goals. At the same time, educational institutions should constantly strengthen the importance of skill development, and establish an effective incentive system to stimulate the enthusiasm and energy of all teachers to improve their professional skills.

4.2 Psychological Resilience: Classification to Deal with Dangerous and Protective Factors

The volatility of occupational resilience is the result of multiple factors, the most critical of which is the interaction of risk factors and supporting factors. Risk factors generally refer to those biological or social psychological events that may trigger adverse consequences in an individual's career development, while supporting factors are those individual or environmental elements that help individuals to cope more effectively with stress in their career and reduce the possible occurrence of adverse outcomes^[2]. In order to enhance career resilience and overcome the bottleneck of career development, the key is to enhance support factors and reduce the influence of risk factors. In practice, especially the strategy to enhance the support factors is particularly critical. Supporting factors can be further

subdivided into two categories: one is internal factors, the other is external factors. Internal support factors mainly refer to the internal characteristics of the individual, which are helpful to overcome difficulties and enterprising. And the external supporting factors, is mainly from the collective or team initiative impact. First, enhancement of endoto is essential. This includes strengthening career planning and assisting PE teachers in Yunnan province to reduce the possibility of feeling career stagnation when facing challenges, so as to formulate and achieve reasonable career development goals. At the same time, they should also be trained to conduct positive self-attribution, and to encourage them not to passively accept difficulties, but to actively seek solutions in the face of adversity. Second, the increase of external supporting factors is also an equally important factor^[4]. Educational institutions should provide career development guidance for physical education teachers in Yunnan Province, help them to have a clear understanding of their career development path, and improve their tolerance to cope with career challenges. In addition, educational institutions should also devote themselves to facing their professional situation with a positive attitude, overcome the obstacles in career development, optimize the path of skill development, and stimulate the achievement motivation of physical education teachers^[5-10].

4.3 Forging Behavior Toughness: Cultivating Professional Toughness with Internal and External Checks and Balances

The formation and development of occupational resilience are gradually shaped through the interaction between individuals and occupational challenges. By promoting the growth of career adaptability, the psychological structure of individuals is continuously optimized, and then their ability to face the plateau period of career development is improved. Occupational resilience is reflected not only in individual psychological responses to occupational challenges, but also in their behavioral coping strategies. The primary task is to enhance the sense of teamwork of physical education teachers in Yunnan Province, and enhance their pride and satisfaction in completing the task in the team, so as to strengthen the internal motivation of teamwork. In addition,

we must pay attention to the cultivation of PE teachers' independent learning ability, and encourage them to continue to pursue knowledge and deepen professional exploration. At the same time, attention should be paid to stimulating the exploration spirit of PE teachers, encourage them to maintain a positive attitude, and have the courage to innovate and change. Educational institutions should devote themselves to optimizing the training mechanism, strengthening the behavioral adaptability of PE teachers, providing solid support for their career development, and helping them avoid the stagnation trap in their career development^[11-13]. In the daily work and training, special attention should be paid to the new generation of physical education teachers, especially those who master new skills, to strengthen their teamwork ability. Ultimately, educational institutions should motivate PE teachers to transform self-driven learning into practice and cultivate their learning motivation and practical skills. In addition to the cultivation of basic abilities and skills, physical education teachers should also be encouraged to try bravely, not be afraid of failure, explore diversified development opportunities with an open mind, and constantly pursue innovation and progress.

5. Conclusion

Professional plateau is a common challenge in the professional journey of Yunnan physical education teachers, but it is often ignored. For these teachers, the cultivation of vocational adaptability is an innovative development strategy, with adaptability as the core, closely combined with the actual work scene, and seeing challenges as opportunities for growth. Strengthening the necessary abilities of physical education teachers to deal with problems and enhancing their professional adaptability. Through continuous self-adjustment, including changes in mentality, concept and behavior, teachers can improve their management ability in the professional plateau crisis while realizing the balanced development of professional skills and psychological quality. Effective use of professional adaptability to solve the problem of professional plateau, not only promotes the growth of provincial physical education teachers, but also provides support for the

overall progress of provincial physical education and the optimization of the team. The accumulation of key talent resources is of great significance to promoting the transformation of China from an education country to a strong education country.

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