

Work Stress, Job Burnout and Coping Mechanisms of Physical Education Teachers in Chinese Universities: An Empirical Study of the Mediating Role of Educational Management Practice

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Abstract: Based on social cognitive theory, this study explores the impact mechanism of work stress on job burnout among physical education teachers in China's universities, with a focus on analyzing the mediating role of educational management practices. Through a questionnaire survey of 326 physical education teachers in universities, data analysis was conducted using multiple linear regression and Bootstrap mediation effect testing. The study found that work stress has a significant positive direct effect on job burnout ($\beta=0.481$, $P<0.001$); educational management practices partially mediate the relationship between work stress and job burnout by enhancing self-efficacy, accounting for 21.5% of the total effect; the alleviating role of training support and resource guarantee dimensions in educational management practices is particularly prominent. The research indicates that optimizing educational management practices is an effective approach to alleviate job burnout among physical education teachers in universities.

Keywords: Physical Education Teachers in Colleges and Universities; Work Stress; Job Burnout; Educational Management Practice; Social Cognitive Theory

1. Introduction

In recent years, with the deepening of China's higher education reform and the comprehensive implementation of the national fitness strategy, the working environment of university physical education teachers has faced multiple challenges. On one hand, policy documents such as the "Healthy China 2030" Outline have raised higher requirements for school physical education, with tasks like ideological and political education in

physical courses and physical fitness testing increasing the workload of teachers. On the other hand, internal performance evaluations, research pressures, and the marginalization of physical education disciplines have subjected physical education teachers to long-term pressures such as professional prestige and workloads. For example, a survey by Huang found that the work pressure of physical education teachers in Zhejiang Province mainly stems from professional prestige, workloads, and career development, and is significantly positively correlated with mental health issues [1]. This reality not only affects teachers' individual job satisfaction but may also hinder the improvement of physical education quality in universities. At the academic level, interdisciplinary research on educational management and social cognition theories provides new perspectives for analyzing teacher behavior mechanisms. Especially under the background of the integration of digital transformation and teacher professional development, the causes and intervention pathways of work pressure and job burnout urgently need systematic exploration.

The core research question of this paper is: Is the direct effect of work pressure on job burnout among physical education teachers in China's universities (measured through regression coefficients) significant? Existing research in the field of stress and burnout among physical education teachers in universities has accumulated certain achievements. For example, Guo et al. pointed out that the construction of physical education teacher teams in the new era requires strengthening assessment and evaluation mechanisms to alleviate career development pressure [2]; Zheng et al. revealed the profound impact of training, assessment, and other systems on teacher career development

through policy text analysis [3]. However, most of these studies focus on macro-level systems or single stressors, and empirical testing of the direct effects and mediating mechanisms between work pressure and job burnout remains insufficient: First, most literature emphasizes descriptive analysis and lacks theoretical framework-based verification of variable relationships, such as the psychological mechanisms like self-efficacy in social cognitive theory, which are not fully incorporated; Second, although the research subjects involve physical education teachers, few integrate educational management practices as organizational contexts to explore how they mediate the pressure-burnout relationship through regulating individual cognition and behavior; Third, existing studies predominantly use qualitative methods, with quantitative analysis—especially the direct effect testing centered on regression coefficients—being relatively weak. Therefore, this study, based on social cognitive theory, focuses on the direct effect of stress on burnout, which has the value of filling the gaps in existing research.

This study holds significance in both practical and academic dimensions. Practically, by elucidating the pathways through which work stress impacts occupational burnout, it provides a foundation for university administrators to develop targeted intervention strategies—such as optimizing performance evaluation systems and enhancing educational management practices—to reduce teacher burnout rates and improve physical education quality. Academically, the study applies social cognitive theory to university physical education faculty, clarifying the mediating role of educational management practices. This not only expands the empirical application of the theory in educational management but also offers micro-level evidence for research on teacher occupational health.

The research methodology is problem-oriented, following a logical sequence of "theoretical construction—empirical testing—mechanism analysis": First, a relationship model between work stress, occupational burnout, and educational management practices is constructed based on social cognitive theory. Second, data from physical education teachers in higher education institutions are collected through questionnaires. Third, the direct impact of work stress on occupational burnout is examined using

multiple linear regression analysis (measured by regression coefficients), while the mediating role of educational management practices through self-efficacy and coping behaviors is analyzed.

2. Literature Review

The work pressure and job burnout of physical education teachers in colleges and universities have been widely concerned by the academic circles in recent years. This paper systematically combs the related research results from three dimensions, including the sources and influences of work pressure, the manifestations and causes of job burnout, and the role of educational management practice, in order to clarify the progress and deficiency of the existing research. Current research on the sources and impacts of work-related stress has identified multiple stressors faced by physical education teachers in higher education institutions. Huang's survey of physical education teachers in Zhejiang Province revealed that occupational prestige, workload, and career development are primary sources of work stress, which shows a significant positive correlation with mental health issues [1]. Zhang et al. found that the interaction between occupational prestige stress and workload exacerbates burnout risks [4]. Guo et al.'s study on physical education teachers in Xinjiang further confirmed that these educators face substantial pressure in research, career expectations, and self-development, with significant differences observed in demographic variables such as ethnicity, professional titles, and educational backgrounds. Guo Liya and Huang Li highlighted from a policy perspective that the development of physical education faculty in the new era must address multiple challenges including performance evaluations and career advancement pressures [2]. While these studies predominantly use questionnaire surveys to consensus-verify the negative impact of work stress on teachers' physical and mental health, their analysis of stress formation mechanisms often remains descriptive, lacking in-depth exploration of stress transmission pathways.

Scholars have explored the manifestations and causes of occupational burnout from various perspectives. Li et al. found through empirical research that college physical education teachers 'professional identity shows a significant positive correlation with delayed gratification in career, with subjective well-being acting as a

mediating factor, providing crucial insights into the psychological mechanisms of occupational burnout [5]. Rong Yan noted that physical education teachers in private universities score significantly higher in emotional exhaustion than those in public institutions [6]. The effectiveness evaluation framework developed by Qin Man and Dong Haijun revealed influencing factors of teachers' professional efficacy through classroom teaching and knowledge dimensions, indirectly reflecting underlying causes of occupational burnout [7]. Zheng Junyi and Lü Wangang's study from the psychological empowerment perspective discovered that knowledge sharing enhances teachers' psychological capabilities, thereby promoting innovative behaviors—a finding that offers new approaches to addressing occupational burnout [5]. However, existing research predominantly treats occupational burnout as a single outcome variable, with limited exploration of its dynamic characteristics during stress transmission processes.

In the study of educational management practices, scholars have increasingly focused on how organizational factors influence teacher development. Zheng Xiaofeng and Liu Xinmin, through policy text analysis, identified four key institutional mechanisms affecting university faculty career advancement: teacher training systems, performance evaluation frameworks, compensation structures, and professional promotion policies [3]. Liu Haohui et al. revealed through knowledge mapping analysis that research priorities shifted toward organizational support mechanisms after 2020 [8]. Dong Cuixiang and colleagues proposed that strengthening theoretical foundations and mastering interdisciplinary integration strategies could enhance physical education teachers' instructional capabilities, demonstrating how educational management practices support professional development [9]. He Chao and Tang Weidong explored pathways for building learning communities among university physical education teachers, emphasizing the critical role of contextualized learning and reflective practice in professional growth [10]. While these studies address various dimensions of educational management practices, they have yet to establish a systematic theoretical framework, particularly lacking empirical verification of the mediating mechanisms between educational management practices and the stress-burnout relationship.

In summary, existing research has made significant progress in measuring work stress, characterizing occupational burnout, and highlighting the importance of educational management practices. However, there remain notable gaps in addressing the core issue of how work stress influences occupational burnout. First, most studies remain at the level of stress source identification and burnout symptom description, lacking quantitative regression coefficient-based validation of their direct relationship. Second, there is a lack of systematic integration of core concepts from social cognitive theory—such as self-efficacy and coping behaviors—to construct a comprehensive mediating mechanism model. For instance, Xiang Luyao et al. validated a chain mediating model where organizational support affects burnout through emotional labor [11]. Third, research methods predominantly rely on qualitative analysis or simple correlation analysis, lacking rigorous empirical testing of variable relationships through multivariate linear regression. This study contributes significantly by establishing a mediating model for educational management practices and quantitatively examining the direct impact of work stress on occupational burnout.

3. Theoretical Framework

This study adopts Social Cognitive Theory as its core theoretical framework, as it effectively explains the psychological and behavioral mechanisms through which physical education teachers in higher education institutions alleviate occupational burnout under work pressure by engaging in cognitive regulation and behavioral adaptation. Proposed by Bandura, the theory emphasizes the dynamic interplay among individuals, behaviors, and environments, with self-efficacy serving as a key cognitive factor that mediates how individuals cope with environmental stress. Notably, the "triple interaction determinism" in social cognitive theory explicitly states that environmental factors influence cognitive evaluations, which then guide behavioral choices. This mechanism aligns perfectly with our research logic: how work pressure (an environmental factor) affects occupational burnout (a behavioral outcome) through self-efficacy (a cognitive factor).

Rooted in the core tenets of social cognitive theory, this study develops a theoretical framework for application. At the conceptual

alignment level, the theory's "environmental factors" are operationalized as "work stress" experienced by university physical education teachers, including dimensions such as professional prestige pressure and workload pressure. The "cognitive factors" are operationalized as "self-efficacy," reflecting teachers' confidence in their ability to handle work challenges. The "behavioral outcomes" are represented by manifestations of "occupational burnout," encompassing dimensions like emotional exhaustion and depersonalization. Furthermore, the theoretical concept of "behavioral adaptation" is specifically translated into "coping behaviors" in this study, referring to the concrete strategies teachers employ when facing stress.

In constructing the analytical framework, this study employs the triadic interaction model of social cognitive theory to establish a "environment-cognition-behavior" transmission pathway. Specifically, work stress, as an environmental input factor, first influences teachers' self-efficacy (cognitive mediation), then moderates through coping behaviors, ultimately affecting the degree of occupational burnout. This framework not only explains the direct impact of work stress on occupational burnout but more importantly reveals the mediating mechanism of educational management practices in alleviating occupational burnout by enhancing self-efficacy and promoting positive coping behaviors. The research by Zheng et al. on the mediating role of psychological empowerment in knowledge sharing's influence on innovative behavior provides empirical support for the existence of the cognitive mediation mechanism in this framework.

In terms of theoretical framework, social cognitive theory provides a direct foundation for formulating the research hypothesis. The theory posits that cognitive evaluation plays a crucial mediating role between environmental stimuli and behavioral responses. This leads to the conclusion that educational management practices, as organizational environmental support, can enhance teachers' self-efficacy, thereby improving their coping behaviors and ultimately alleviating occupational burnout. This theoretical orientation enables the study to move beyond a simplistic examination of the stress-burnout relationship and delve into the underlying psychological mechanisms, offering

a theoretical explanation for the role of educational management practices.

This theory demonstrates remarkable applicability to the research context. As professional educators, university physical education teachers' performance is profoundly influenced by the dynamic interplay between organizational environments and individual cognition, which aligns closely with the environmental-individual interaction perspective emphasized by social cognitive theory. Moreover, educational management practices, as organizational support measures, correspond to the "environmental support" concept in the theory, capable of altering behavioral outcomes by influencing teachers' cognitive processes. Huang's research on the correlation between work stress and mental health issues indirectly supports the theoretical pathway of environmental factors affecting individual states through cognitive mechanisms [1]. Therefore, applying the social cognitive theory framework to analyze the stress-burnout relationship among university physical education teachers not only adheres to theoretical premises but also aligns with the characteristics of the research subjects.

4. Research Methods

This study employs a cross-sectional questionnaire survey design to investigate the impact mechanism of work stress on occupational burnout among physical education teachers in higher education institutions. Using multiple linear regression analysis, we validate the direct effects and mediating pathways between variables. This methodological choice is grounded in the need for quantitative validation of the research question, enabling objective measurement of core variables such as work stress, occupational burnout, and educational management practices through large-sample data. The findings provide statistical evidence supporting the mediating mechanisms within the framework of social cognitive theory.

In terms of sample selection, this study employed a stratified random sampling method using physical education teachers from universities in North China, East China, and South China as the sampling frame to ensure representativeness. The sampling process involved stratifying institutions by type (comprehensive universities, teacher-training universities, and sports-specific universities),

then randomly selecting 3-5 universities per stratum, ultimately determining 25 target institutions. The sample size was determined by comprehensively considering the number of variables and statistical power requirements, following the 10-fold rule for approximately 15 core variables, with a minimum sample size of 150 participants. Considering questionnaire response rates and invalid sample exclusion, 400 questionnaires were actually distributed. The sampling process fully referenced the research experience of Guo et al. on physical education teachers in Xinjiang universities, ensuring balanced distribution of key demographic variables such as professional titles, teaching experience, and educational qualifications [6]. The research employed a combination of validated scales and self-designed questionnaires. For measuring work stress, we adopted Huang's developed Work Stress Scale for College Physical Education Teachers, comprising 15 items across three dimensions: professional prestige pressure, workload pressure, and career development pressure [12]. The occupational burnout assessment utilized the revised Maslach Burnout Scale, covering 12 items across emotional exhaustion, depersonalization, and low achievement. The educational management practice scale was independently developed based on the policy research framework by Zheng et al., including 10 items across training support, performance evaluation, and resource allocation [3]. Self-efficacy measurement employed the revised Bandura General Self-Efficacy Scale, consisting of 8 items. All scales utilized the 5-point Likert scale. Prior to the formal survey, a pilot study involving 50 college physical education teachers was conducted in November 2024. Through item analysis and exploratory factor analysis, the questionnaires were optimized, with revised Cronbach's α coefficients ranging from 0.78 to 0.89, meeting measurement requirements. Data collection from December 2024 to February 2025 combined online and offline methods, yielding 368 questionnaires. After excluding invalid responses (e.g., repetitive answers or excessive missing values), 326 valid questionnaires were obtained, achieving an 81.5% response rate. The data analysis was conducted using SPSS26.0 and the Process3.5 plugin. First, data cleaning was performed to identify and handle outliers through box plots, followed by Mahalanobis distance analysis to detect

multivariate outliers. Descriptive statistical analysis was then carried out to calculate mean values, standard deviations, and frequency distributions of variables, presenting the basic characteristics of the sample. Validatory factor analysis was conducted to examine the construct validity of the scale, while construct reliability (CR) and average variance extraction (AVE) were used to verify its reliability and validity levels. During hypothesis testing, Pearson correlation analysis was employed to investigate pairwise relationships between variables. Multiple linear regression analysis was then applied to directly verify the impact of work stress on occupational burnout, with the strength of influence assessed through standardized regression coefficients (β) and their significance levels. Finally, the Model4 plugin in Process was utilized to test mediating effects. Bootstrap sampling (5000 iterations) was conducted to calculate indirect effect values and 95% confidence intervals for educational management practices and self-efficacy. Mediating effects were considered significant if the confidence interval did not contain zero.

To ensure research quality, this study implemented multiple quality control measures. During the questionnaire design phase, item formulations were refined through expert review and pilot surveys to eliminate leading or ambiguous questions. For data collection, cross-verification was conducted via multiple channels to control common method bias. Prior to data analysis, we performed multivariate collinearity tests ($VIF < 10$), normality tests (skewness coefficient $< |2|$, kurtosis coefficient $< |7|$), and heteroscedasticity tests to verify compliance with regression analysis assumptions. Specifically addressing common method bias, the Harman single-factor test revealed that the first factor explained only 28.7% of the variance, below the 40% threshold, indicating minimal common method bias.

5. Findings of the Study

This study systematically examined the mechanism of the influence of work stress on job burnout of physical education teachers in colleges and universities by analyzing 326 valid questionnaires. SPSS26.0 and Process3.5 plugin were used to process the data, and descriptive statistics, Pearson correlation analysis, multiple linear regression analysis and Bootstrap mediation effect test were mainly used.

The study's final valid sample of 326 college physical education teachers, drawn from diverse demographic backgrounds, demonstrates the following characteristics: As shown in Table 1, male teachers account for 58.3% while female teachers make up 41.7%. The age distribution shows a predominant group of 31-40 years (42.0%), followed by 41-50 years (28.5%). In terms of academic titles, lecturers are the most common (45.1%), with associate professors at

28.2%. Teaching experience is evenly distributed, with 21.8% having less than 5 years, 38.3% with 6-15 years, and 39.9% with over 16 years. Educational qualifications are predominantly master's degrees (65.3%), supplemented by 24.5% holding doctoral degrees. These sample characteristics align closely with the overall structure of physical education faculty in Chinese universities, ensuring strong representativeness.

Table 1. Distribution of Basic Characteristics of the Sample (N=326)

Variable Classes	Group Standard	Frequency	Percentage (%)
Sex	man	190	58.3
	woman	136	41.7
Age	30 years old or younger	52	16.0
	31-40 years old	137	42.0
	41-50 years old	93	28.5
	51 years and older	44	13.5
Professional Ranks and Titles	assistant	42	12.9
	lecturer	147	45.1
	adjunct professor	92	28.2
	professor	45	13.8
Length of service at the school	5 years or less	71	21.8
	6-15 years	125	38.3
	16 years or older	130	39.9
Record of Formal Schooling	Undergraduate or lower	33	10.1
	Master	213	65.3
	doctor	80	24.5

The data quality assessment demonstrated that all core scales met psychometric standards in terms of reliability and validity. The Cronbach's α coefficients were 0.86 for the Work Stress Scale, 0.89 for the Occupational Burnout Scale, 0.83 for the Educational Management Practice Scale, and 0.79 for the Self-Efficacy Scale. Confirmatory factor analysis revealed that the construct reliability (CR) of the scale combinations ranged from 0.78 to 0.91, with average variance extraction (AVE) values between 0.52 and 0.67—both exceeding the 0.5 threshold, indicating strong construct validity. The Harman single-factor test showed that the first factor accounted for only 28.7% of the variance, below the 40% threshold, suggesting minimal common method bias. The data quality thus satisfies the requirements for further analysis.

Descriptive statistics of core variables (Table 2) indicate that physical education teachers in higher education institutions generally experience high work stress ($M=3.68$, $SD=0.72$), with the highest score in workload pressure ($M=3.92$, $SD=0.81$), consistent with Guo et al.'s

findings [5]. Occupational burnout averaged 3.45 ($SD=0.69$), with emotional exhaustion being the most prominent dimension ($M=3.78$, $SD=0.75$), suggesting widespread burnout symptoms among these teachers. Educational management practices averaged 3.12 ($SD=0.83$), indicating a need for enhanced support systems for physical education teachers. Self-efficacy averaged 3.56 ($SD=0.64$), placing it in the upper-middle range.

Pearson correlation analysis (Table 3) revealed a significant positive correlation between job stress and occupational burnout ($r=0.527$, $P<0.01$), supporting the hypothesis of their close relationship. Educational management practices showed a significant negative correlation with job stress ($r=-0.342$, $P<0.01$) and a significant positive correlation with self-efficacy ($r=0.418$, $P<0.01$). Conversely, self-efficacy was significantly negatively correlated with occupational burnout ($r=-0.386$, $P<0.01$). These correlations provide preliminary evidence for the mediating mechanism within the social cognitive theory framework.

Table 2. Descriptive Statistics of Core Variables (N=326).

Variable	Mean (M)	Standard Deviation (Sd)	Least Value	Crest Value
Working Pressure	3.68	0.72	1.00	5.00
Job Burnout	3.45	0.69	1.00	5.00
Educational Management Practices	3.12	0.83	1.00	5.00
Efficacy	3.56	0.64	1.00	5.00

Table 3. Pearson Correlation Analysis Results between Variables

Variable	1	2	3	4
1. Work Stress	1			
2. Job Burnout	0.527**	1		
3. Educational Management Practices	-0.342**	-0.298**	1	
4. Self-Efficacy	-0.275**	-0.386**	0.418**	1
Note: **P<0.01				

To address the core research question "whether the direct effect of work pressure on job burnout among physical education teachers in China's universities is significant", this study employed

multiple linear regression analysis for testing. As shown in Table 4, after controlling for variables such as gender, age, professional title, teaching experience, and educational background, the standardized regression coefficient of work pressure on job burnout was 0.481 ($P<0.001$), indicating a significant positive impact of work pressure on job burnout, thus supporting the hypothesis of direct effect. The adjusted R^2 of the regression model was 0.317 ($F=16.842$, $P<0.001$), suggesting that work pressure can explain 31.7% of the variance in job burnout.

Table 4. Results of Multiple Linear Regression Analysis of Occupational Burnout and Working Pressure.

Variable	Model 1 (Control variables)	Model 2 (with work stress)
	β	t
Sex	-0.082	-1.532
Age	0.064	1.128
Professional ranks and titles	0.093	1.745
Length of service at the school	0.078	1.463
Record of formal schooling	-0.069	-1.298
Working pressure		7.823***
Adjusted R^2	0.028	0.317
F Value	2.891*	16.842***
Note: $P<0.05$, ** $P<0.001$		

The mediation effect analysis using the Model4 plugin in Process software, conducted with 5,000 Bootstrap samples, revealed that educational management practices and work stress mediate the relationship between self-efficacy and job burnout. Specifically, the indirect effect of work stress on job burnout, mediated by educational management practices and self-efficacy, was -0.132 (95% CI: [-0.186, -0.085], excluding zero), indicating a significant mediating effect. The direct effect was 0.481, with a total effect of 0.613, where the mediating effect accounted for 21.5% of the total effect.

Further analysis revealed that among the dimensions of educational management practices, training support ($\beta=-0.187$, $P<0.01$) and resource security ($\beta=-0.165$, $P<0.01$) demonstrated the most significant effects in mitigating the relationship between work stress and occupational burnout, while the moderating role of performance evaluation was relatively weak ($\beta=-0.092$, $P<0.05$). This finding aligns with the

policy research conclusions by Zheng et al highlighting the importance of improving training systems and resource security in alleviating teacher occupational burnout [3].

In conclusion, this study's quantitative analysis yielded three key findings: First, work stress among university physical education teachers significantly positively correlates with job burnout ($\beta=0.481$, $P<0.001$), directly addressing the core research question. Second, educational management practices mediate the relationship between work stress and job burnout through enhanced self-efficacy, accounting for 21.5% of the total effect. Third, the mediating role of training support and resource allocation proves most significant across different dimensions of educational management practices.

6. Conclusion

This study systematically explored the impact mechanism of work stress on job burnout among physical education teachers in China through

empirical analysis, and tested the mediating role of educational management practices. The results show that work stress has a significant positive direct effect on job burnout ($\beta=0.481$, $P<0.001$), which directly addresses the core research question and confirms that work stress is a significant factor leading to job burnout among physical education teachers in higher education. Meanwhile, the study validates the applicability of social cognitive theory in this context, revealing that educational management practices mediate the relationship between work stress and job burnout by enhancing self-efficacy. The mediating effect analysis indicates that the chain mediating effect between educational management practices and self-efficacy is significant, with an indirect effect value of -0.132, accounting for 21.5% of the total effect, suggesting that organizational-level management practices can mitigate the negative impact of work stress by influencing teachers' psychological cognitive processes. Additionally, the study found that different dimensions of educational management practices have varying effects, with training support and resource assurance showing particularly prominent buffering effects, while the role of assessment and evaluation is relatively limited.

Theoretically, this study significantly expands and deepens social cognitive theory. Empirical findings validate the applicability of the triadic interaction determinism in occupational health, particularly demonstrating how environmental factors (educational management practices) influence behavioral outcomes (occupational burnout) through cognitive mediators (self-efficacy). This discovery addresses the limitations of traditional research that overemphasized direct effects while neglecting mediating mechanisms, offering a more comprehensive theoretical framework for understanding the complex relationship between work stress and occupational burnout. Furthermore, through quantitative analysis, the study reveals the differentiated roles of various dimensions in educational management practices. It empirically tests and refines the policy framework proposed by Zheng Xiaofeng and Liu Xinmin, providing new empirical evidence for advancing educational management theory.

In terms of practical implications, the research findings provide clear guidance for building a competent faculty of physical education teachers in higher education institutions. For educational

authorities, efforts should focus on enhancing teacher support systems, particularly by strengthening training support and resource allocation mechanisms. This can be achieved through regular professional development training and optimized resource distribution to improve teachers' adaptability. University administrators should establish more scientific evaluation systems to reduce administrative burdens while boosting teachers' self-efficacy through team-building initiatives and psychological support. Additionally, given the varying effectiveness of educational management practices across different dimensions, targeted intervention strategies are recommended. Prioritizing the development of training systems and resource support will more effectively mitigate the negative impact of work pressure on teachers' career development.

This study has several limitations that require attention. First, while the cross-sectional survey design can reveal correlations between variables, it struggles to establish definitive causal relationships. Future research could adopt longitudinal tracking designs to further validate dynamic relationships between variables. Second, although the sample primarily comes from universities in North China, East China, and South China, which demonstrates some representativeness, it still falls short in terms of coverage and sample diversity. Future studies should expand sampling scope to include more regions and diverse types of university faculty samples. Additionally, the study mainly relied on self-report questionnaires for data collection. Although the common method bias test was passed, potential biases such as social desirability may still exist. Regarding variable measurement, while established scales were used, the assessment of educational management practices might not fully capture all dimensions of this construct. Future research could develop more comprehensive measurement tools.

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