

GUIDELINE TO SOLVE TEACHER'S ACADEMIC PROCRASTINATION
OF PUBLIC UNIVERSITIES IN YUNNAN

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A Thesis Paper Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy Program in Educational Administration


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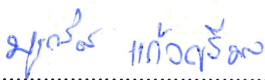
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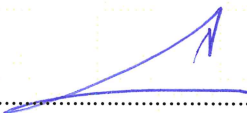
Thesis Title Guideline on the Factors Effect on Academic Procrastination of Chinese Yunnan Public Universities' Students Based on TPB Model

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ABSTRACT

The objectives of this research were: 1) to study the level of solving teacher's academic procrastination of public universities in Yunnan 2) to study the factors effect to academic procrastination among teachers at public universities in Yunnan Province and 3) To develop guideline to solve teacher's academic procrastination of public universities in Yunnan. The sample group of this research was 440 teachers in Kunming Yunnan. Research instruments were questionnaire. Data analysis by using percentage, mean and standard deviation.

The results were: 1) the current situation of academic procrastination which are widely appeared in the teachers' group in Yunnan Kunming. 2) there is a significant relationship between supervisor's support, employment pressure, psychological capital, self-control, self-efficiency, academic motivation, and academic procrastination and 3) Guideline to Solve Teacher's Academic Procrastination of Public Universities in Yunnan also provided much suggestions to academic procrastination for universities' teachers. Academic procrastination refers to the behavior in that people consciously delay starting or ending academic tasks in the academic context. Academic procrastination is widespread in public universities teachers' academic life, while public universities teachers have a weak cultural foundation, lack of self-management ability, terrible habits academic, vague life goals, lack of academic goal, motivation, and boredom in academic. The ways of solving academic procrastination can be increasing supervisor's support, reducing employment pressure, increasing psychological capital and increasing self-control, increasing self-efficiency with making a good study planning, build a multi-party

support network to enhance positive self-awareness, to endow academic with value and significance, and to rebuild psychological success beliefs, and strengthen self-academic ability and improve academic behavior habits.

Keywords: Guideline to Solve, Academic Procrastination, Public Universities in Yunnan

ชื่อเรื่อง	แนวทางการแก้ไขปัญหาการผัดวันประกันพรุ่งทางวิชาการ ของอาจารย์มหาวิทยาลัยรัฐบาลในมณฑลยูนนาน
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาระดับการแก้ปัญหาการผัดวันประกันพรุ่งทางวิชาการของอาจารย์ในมหาวิทยาลัยของรัฐบาลในมณฑลยูนนาน 2) เพื่อศึกษาปัจจัยที่มีผลต่อการผัดวันประกันพรุ่งทางวิชาการของอาจารย์ในมหาวิทยาลัยของรัฐในมณฑลยูนนาน และ 3) เพื่อพัฒนาแนวทางการแก้ปัญหาการผัดวันประกันพรุ่งทางวิชาการของอาจารย์ในมหาวิทยาลัยของรัฐในมณฑลยูนนาน การผัดวันประกันพรุ่งทางวิชาการของมหาวิทยาลัยของรัฐในมณฑลยูนนาน กลุ่มตัวอย่างของการวิจัยประกอบด้วย อาจารย์ 440 คน ในเมืองคุนหมิง มณฑลยูนนาน เครื่องมือในการวิจัย คือแบบสอบถาม ผู้วิจัยได้วิเคราะห์ข้อมูลโดยใช้ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัย พบว่า 1) สถานการณ์การผัดวันประกันพรุ่งทางวิชาการในปัจจุบันซึ่งปรากฏอย่างกว้างขวางในกลุ่มอาจารย์ ในเมืองคุนหมิง มณฑลยูนนาน 2) มีความสัมพันธ์ที่มีนัยยะสำคัญระหว่างการสนับสนุนของผู้บังคับบัญชา ความกดดันในการจ้างงาน ทักษะจิตวิทยา การควบคุมตนเอง ประสิทธิภาพในตนเอง แรงจูงใจทางวิชาการ และการผัดวันประกันพรุ่งทางวิชาการ และ 3) แนวทางส่งเสริมการผัดวันประกันพรุ่งทางวิชาการของอาจารย์ในมหาวิทยาลัยของรัฐบาลในมณฑลยูนนาน มีข้อเสนอแนะหลายประเด็นเกี่ยวกับการผัดวันประกันพรุ่งทางวิชาการของอาจารย์มหาวิทยาลัย โดยที่การผัดวันประกันพรุ่งทางวิชาการ หมายถึง พฤติกรรมที่ผู้คนมีสติชะลอการเริ่มต้นหรือสิ้นสุดงานวิชาการในบริบททางวิชาการ การผัดวันประกันพรุ่งทางวิชาการแพร่หลายในชีวิตการทำงานของอาจารย์ในมหาวิทยาลัยของรัฐบาล อีกทั้งอาจารย์ในมหาวิทยาลัยของรัฐบาลมีพื้นฐานทางวัฒนธรรมที่อ่อนแอ ขาดความสามารถในการจัดการตนเอง พฤติกรรมทางวิชาการที่ไม่ดี เป้าหมายชีวิตที่คลุมเครือ ขาดเป้าหมายทางวิชาการ แรงจูงใจ และความเบื่อหน่ายในด้านวิชาการ วิธีการแก้ปัญหาการผัดวันประกันพรุ่งทางวิชาการ ได้แก่ การเพิ่มการสนับสนุนจากหัวหน้างาน การลดแรงกดดันในการจ้างงาน การเพิ่มทักษะจิตวิทยา และการเพิ่มการควบคุมตนเอง รวมถึงการเพิ่มประสิทธิภาพในตนเองด้วยการวางแผนการศึกษาที่ดี สร้างเครือข่ายสนับสนุนที่หลากหลายยิ่งขึ้น เพื่อเพิ่มการตระหนักรู้ในตนเองเชิงบวก เพื่อมอบคุณค่าและความสำคัญทางวิชาการ และเพื่อสร้างความ

เชื่อความสำเร็จทางจิตวิทยาขึ้นมาใหม่ ตลอดจนเสริมสร้างความสามารถทางวิชาการด้วยตนเอง
และปรับปรุงนิสัยพฤติกรรมทางวิชาการ

คำสำคัญ: แนวทางการแก้ไข, การผลัดวันประกันพรุ่งทางวิชาการ, มหาวิทยาลัยรัฐบาลใน
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Yang Yuanni

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Chapter 1

Introduction

Rationale

Academic procrastination refers to the conscious act of people delaying the start or end of academic tasks in an academic environment (Cheng, 2017). Research conducted by Ma in 21st century reveals that procrastination of academic tasks is a frequent occurrence among public university teachers, who are often characterized by a lack of cultural support, inadequate self-control, poor learning habits, unclear life objectives, inadequate academic ambitions, disinclination to learn, and intellectual tedium. It's more common for teachers to not have passion in class, and no passion for academic research also. Among them, academic procrastination has become the most prominent and common problem among public universities teachers when it comes to academic problems. According to research, 85 percent of public universities teachers have problems with academic procrastination. At present, this problem is deepening, and even attracts the attention of the whole society (Cheng, 2017). The procrastination of academics not only has a detrimental impact on academic performance, but also gives public university teachers, who constitute a large portion of the educated population, an unfulfilled outlook on life, potentially resulting in long-term mental health harm. Therefore, it is necessary to study the characteristics, causes, and intervention strategies of academic procrastination among public universities teachers (Li and Fang, 2017).

Li (2019) pointed out that among those factors that affect teachers' academic problems, family and university have the greatest impact on environmental factors. Bronfenbrenner (1979)'s ecosystem theory divides the ecosystem into four parts: Micro-system, intermediate system, appearance system, and macro system according to the degree of impact on individual physical and mental development. Of these, ecosystems have the greatest impact on the development of individuals. On the one hand, public universities teachers are already separated from their home environment and spend most of their time academic independently. on the other hand, they have not entered the social work environment (Huang, 2017). The relationship between teachers and their students, as well as the attitudes they hold

towards one another and how it is perceived by them, can have a profound effect on physical and mental health development, academic success, career planning, and other aspects (Li, 2019). University serves as an important microsystem for individual growth in which teachers are integral. Supervisor's support, a branch of social aid, is the nurturing behavior that teachers receive from their instructors in both academic and personal life - spiritual backing, counsel and direction during studies, and help in everyday life. This type of teacher-perceived supervisor's support occurs when a teacher feels supported by an educator in terms of intellect, capability, and feeling in academics and life. If teachers can perceive more supervisor's support in their academic life, they will be more active in their academic, which will also help teachers' mental health growth (Liu, 2018). Therefore, as an important concept in teachers' teaching activities, supervisor's support has received extensive attention (Huang, 2017).

Self-control involves the development of individual Self-efficiency, coordination of cognition and behavior, individual Self-efficiency, etc. Self-control also involves whether an individual can well complete the planned plan and achieve personal ideals, which is an indispensable factor for individuals to maintain emotional stability, psychology, and health (Chen, 2019). In his paper, Liu (2016) highlighted the concept of self-control as a capacity for individuals to regulate their mental and physical states, which is usually demonstrated through the achievement of predetermined objectives. It requires a certain amount of willpower on the part of the individual to eliminate temptations and distractions and ultimately ensure the achievement of the goal. Mischel and Ayduk (2002) proposed the theory of the "cognitive-emotional dual system model" to explain the success and failure of self-control. At the same time, Gifford (2002) regards the essence of self-control as a kind of choice behavior, that is, individuals choose among different value things, which are often conflicting. The working system of the lobes presupposes the existence of cognitive and emotional systems, as well as memory systems and emotional motives. The cognitive system is a cold system, which adopts the rational principle, while the emotional system is a hot system, which adopts the emotional principle (Mischel & Ayduk, 2002). The success of self-control is largely dependent on the activation and inhibition of both cognitive and emotional systems. When feeling

positive, it is effortless to maintain control; however, when in a negative or pessimistic mood, individuals are more prone to relinquish their authority (Wei, 2013)..

Zhang et al. (2017) showed that individuals with low self-control ability of teachers have poor academic performance and are prone to academic procrastination. public universities teachers have poor self-control, are tired of their studies, and have a serious tendency to procrastinate (Ma et al., 2020). In particular, public universities teachers have a lot of free time and a certain financial foundation. If they do not have good self-control ability (Li et al., 2020), academic procrastination will become more serious. Supervisor support also has an important effect on self-control. The more autonomous support people perceive, the more they tend to self-control, and their state of self-control is improved (Xu, 2011). Self-control is also often used as a mediating variable to study the impact of other variables on academic procrastination (Wang, 2018). For example, the study by Chao et al. Therefore, this study is based on Mischel and Ayduk's (2002) dual model theory of cognition and emotion, taking self-control as a mediator variable, to explore the impact of teachers' perceived supervisor's support on academic procrastination.

In recent years, higher education in Yunnan has developed rapidly and the scope of education has been continuously expanding. As of June 20, 2021, there are a total of 52 ordinary higher education institutions in Kunming, including 20 public universities. Therefore, the issue of higher education in Kunming has received more and more research. With the arrival of the epidemic, more and more teachers are experiencing academic procrastination (Zhang, 2020).

Due to online teaching, more and more teachers have lost their enthusiasm for teaching. With the extension of prevention and control time, various academic problems of public university teachers have been exposed, resulting in poor performance in effective and active participation, difficulty in maintaining academic status, low academic efficiency, inability to solve problems encountered, academic psychological setbacks, and procrastination (Fu et al., 2021). Especially, some teachers from public universities.

Yang (2009) found in his research that the employment situation of society is one of the reasons why teachers have low academic motivation and low academic mood. Employment pressures are high these days. Many teachers and public universities teachers fail to find the jobs they want in time to graduate and even face

a post-graduation unemployment crisis. These social realities are a big stimulus for public universities teachers at university. Competing for jobs, graduates and public universities alike are vying; the number of public university graduates increasing exponentially annually as doctors and masters vie for positions in the talent market. Society's prejudice against public universities and their teachers, combined with the lack of substantial social investment, renders them feeling inferior to one another in terms of education and academics. At the same time, because of the low threshold, society generally considers them to be at a disadvantage among public universities teachers in terms of their academic ability and overall quality. These factors add to the psychological burden on public universities teachers. At the same time, they dampened enthusiasm among public universities teachers.

At the same time, Ning (2009) mentioned academic Self-efficiency research in his research. Through his research on public universities teachers, he found that their Self-efficiency was strongly correlated with their academic performance. Zhang (2006) conducted an exploratory study on the relationship between public universities teachers' academic Self-efficiency and achievement motivation. A positive relationship between Self-efficiency in academic aptitude and Self-efficiency in developmental capacity has been demonstrated by studies. Both factors of academic Self-efficiency were positively associated with motivation to pursue success.

However, in the general context of the result-oriented education that prevails in China, the success and failure of teachers are generally determined by their academic achievements in society, universities, and families. However, they have no choice but to move into a university-based academic environment. A vast disparity between the academic milieu and the standard public universities and universities has been a major factor in the lack of enthusiasm and drive among public university teachers to pursue studies at such institutions. As a result, their self-perception is low, their self-assessment of themselves is low, they lack confidence in academic and subsequently have feelings of loss and inferiority, and their motivation to do academic work is inadequate. Therefore, the Self-efficiency of public universities teachers under the influence of the social environment is lower than that of ordinary public universities teachers (Yang, 2012).

Meanwhile, Gu et al. (2014) The study highlighted the connection between Self-efficiency and adaptation, which can cause maladjustment and thus stress. Thus,

it was hypothesized that Self-efficiency could be a negative factor in perceived stress levels. To investigate the effect of job pressures on academic motivation among public university teachers, and to determine the role of Self-efficiency as an intermediary variable, this was chosen as the mediator variable. To provide useful data and theoretical support for improving public universities education.

In summary, this study selected teachers from public universities in Yunnan Province as the research subjects and analyzed the relationship between mentor support, variables such as teacher self-efficacy, self-control, and academic procrastination. Based on the cognitive affective dual system model theory proposed by Michel and Ayduk (2002), this study further explores the impact of perceived mentor support on academic procrastination among public university teachers in Yunnan Province under self-control regulation after returning to school during the epidemic, in order to understand how to help teachers solve the problem of academic procrastination and make public universities in Kunming better.

Research Questions

With the above background and purpose, the following question is posed to the researcher:

1. Are there the level of Solve Teacher's Academic Procrastination of Public Universities in Yunnan?
2. What are the factors effect to academic procrastination among teachers in public public university public universities in Yunnan Province?
3. What are the Guideline to Solve Teacher's Academic Procrastination of Public Universities in Yunnan?

Objectives

1. To study the level of Solve Teacher's Academic Procrastination of Public Universities in Yunnan
2. To study the factors effect to academic procrastination among teachers at public universities in Yunnan Province.
3. To develop Guideline to Solve Teacher's Academic Procrastination of Public Universities in Yunnan

Scope of the Research

Population

Yunnan Province, chosen as the research area for this study, cannot be overlooked when considering its higher education matters. Public higher education in Yunnan has grown rapidly in recent years, especially since the size of public university public universities has expanded year by year. As enrollment has expanded, however, so has the quality of teachers. This study selected teachers from the last ten public public university public universities to be studied. These public university public universities have diverse teacher populations and diverse teacher bases. The teachers in these universities, due to their lack of quality and weak self-control, are not particularly impressive. They are prone to academic procrastination in the academic process.

The Sample Group

Adopting a convenient sampling method, all the data required for the study are from questionnaire surveys. The estimated quantity of participants, based on the perceived level of mentor assistance from educators, is three to five times that of the questions posed (Wu, 2006), and this data is mainly gathered through online questionnaires. This scale has a total of 19 questions, taking 5 times 95. In order to assess the dependability and efficacy of the questionnaires, 154 will be distributed during the pre-testing phase, taking into account the likelihood of invalid questionnaires.

Gorsach (1990) believes that in terms of the number of formal respondents, it is recommended that the sample size be at least five times the maximum number of questions on the scale and should be greater than 100. The scale with the highest number of questions in the study is the self-control scale, which consists of 10 questions and uses 10 times more questions, so the questionnaire will be more than 100 is appropriate to study the level of Solve Teacher's Academic Procrastination of Public Universities in Yunnan, and then to study the factors effect to academic procrastination among teachers at public universities in Yunnan Province. Researcher considered that there will be invalid questionnaires during distribution, and based on previous experience, it is generally better to have more than 400 questionnaires, so this study is expected to distribute 500 formal questionnaires. In this study, three background variables were established

for public university teachers in the study sample: gender, teaching grade, and major. This teaching level only includes teachers. Therefore, when distributing the official questionnaire, 500 questionnaires were distributed to university teachers.

Interview Object

Face-to-face interviews shall be conducted for the purpose of interviewing. Purposive sampling will be conducted based on the results of the questionnaire. A sample size of 30 is expected to be invited.

Assessment team of development model adaptability and feasibility

According to elite education and elite education development theory, the experts to evaluate the adaptability and feasibility of the model must meet the following conditions: 1) the more the teachers who worked in Yunnan universities more than 5 years; 2) Must be a PhD professor 3) there are 12 universities in Kunming Yunnan, and will selected 2 or 3 professor from those universities, and there are total 30 from those universities.

The Variable

According to the TPB model, the theory can showed the relationship between those variables which are showed with following:

1. Academic Procrastination
2. Self-Control
3. supervisor support
4. Employment Pressure
5. Academic Motivation
6. Academic Self-efficiency
7. Psychological Capital

Contents

Academic Procrastination

Procrastination, also known as procrastination, refers to the purposeful delay of public university teachers in completing academic tasks and starting or carrying out target activities (Wang, 2018). When teachers at public universities engage in procrastination behavior, they often defend themselves by saying, 'This is a boring task' or 'I will do it later'. According to the components of cognition, emotion, or behavior, procrastination has different manifestations, including academic procrastination, decision-making procrastination, neurotic procrastination, or

compulsive procrastination. Academic procrastination is a problem that restricts teachers in public universities from unleashing their educational potential in academic life (Ma, 2020).

- **Supervisor Support.** As an important part of social support, supervisor's support refers to teachers who can get emotional, academic, and live help from teachers in the process of academic and life at all stages (including primary university to university) (Huang, 2017). Brewster and Bowen (2004) defined mentor support as the degree to which teachers can listen, encourage, and respect them. Zhang (2012) believes that the support of mentors refers to various types of help that teachers receive from teachers, including emotional and informational assistance.

- **Self-Control.** The capacity to modify one's conduct autonomously and make it conform to their values and societal standards is referred to as self-control. In the face of temporary and more attractive choices, it is the ability to restrict impulsive behavior and keep their thoughts, feelings, and actions consistent with lasting value goals. In this review, we investigated the role of self-control in scholastic achievement. Researchers first define self-control and distinguish it from relating structures. Next, the researchers summarized some evidence that almost all teachers have experienced a conflict between their long-term academic goals and more satisfactory non-academic goals. Turning to longitudinal evidence, the researchers studied course achievement, academic success and standardized test results. Utilizing a model of self-control, they sought to explain the sources of impulse and how to control it. At the same time, it also emphasizes that the teacher union intends to strengthen the impulse that is consistent with the hypothetical goal, and restrain the impulse that is inconsistent with the academic goal. Finally, it is concluded that both self-control and academic motivation can affect teachers' academic performance, and there is a definite correlation between them.

- **Employment Pressure.** Li et al. (2011) defined employment pressure as the internal feelings caused by external events and stimuli that teachers judged to have an impact on their employment through evaluation under the employment stimulus situation. Huiyan and Dai (2014) postulated that psychological pressure from internal and external stimuli, due to employment-related factors experienced by individuals, was the source of employment stress. While different scholars have

different specific definitions of employment stress, they all agree that stress is an individual's negative response to a stimulus. Based on the definition of Li (2011), this study defines employment pressure as the psychological or physiological disorder caused by public universities teachers' employment difficulties in the academic environment.

- **Academic Motivation.** Academic motivation can also be divided into internal motivation and external motivation, and academic motivation also has three characteristics of motivation, directivity, and emotionality. Therefore, according to the above literature, this study believes that academic motivation is a kind of multi-characteristic psychological reaction caused by internal and external incentives. The division of academic motivation is mainly between internal and external. Internal motivation refers to a kind of academic motivation caused by teachers' interest in academic activities. It is the internal motivation generated by teachers themselves, mainly including teachers' competitiveness, firm beliefs, academic interests, lofty ideals, and so on. Internal motivation can stimulate and motivate teachers to study autonomously and consciously. Enable teachers to take the initiative to do academic work, the academic process is full of fun. It is a process in which teachers do academic work and want to do academic work, not under external pressure. A type of scholarly impetus produced by external influences is referred to as external motivation. It is the external motivation generated by external incentives, mainly including motivation, praise, recognition, and reward. Motivation can be influenced by many factors, including external and internal forces.

- **Academic Self-efficiency.** For Academic Self-efficiency, Nurlita et al. (2022) believed that academic Self-efficiency is the expression of Self-efficiency in teachers' academic and exploration, which represents people' reasoning and evaluation of whether they can achieve the expected results by successfully handling academic lessons, and it is people' personal to feel about their academic ability and behavior. After continuous exploration and research, scholars point out that an important part of Self-efficiency also includes academic Self-efficiency, which can be divided into academic ability Self-efficiency and academic behavior Self-efficiency. Among them, the Self-efficiency of academic ability is a judgment of whether people can complete their studies and achieve good results in the process of completing studies. Self-efficiency of academic behavior is a judgment of whether

individuals can flexibly adopt certain academic methods to achieve their own goals in the academic process, to complete their own academic goal and tasks (Nurlita et al., 2022). Kim and Seo (2018) found that teachers' academic performance is closely related to their academic performance. Through experiments, some researchers also clearly pointed out that academic Self-efficiency is inseparable from mental health (Matos et al., 2021). For more details, researcher also found that above information fully proves that academic self-efficacy and mental health are a complete and organic overall structure, and also provides a way for public university teachers to prevent academic procrastination, mental illness, and improve mental health.

- **Psychological Capital.** Early in the exploration of economics and sociology, the notion of mental capital was frequently employed. For example, the economist Goldsmith et al. On this basis, mental capital is regarded as a special mental mechanism formed by the individual under the influence of an early environment.

Advantages

1. Scholars of the past have investigated seven factors - perceived supervisor support, job pressure, psychological capital, self-control, self-efficiency, academic motivation and procrastination - as well as their associated elements (Fu, 2018; Wang, 2020; Zhang, 2016), or the association between two of these variables (Wang, 2018; 2020). At the same time, relatively little work has been done on these seven variables. Based on Mischel and Ayduk (2002)'s perception and emotion dual system model theory, this study will take academic motivation as a mediator variable to explore the relationship between teachers' perception of supervisor's support, employment pressure, psychological capital, self-control, sense of self efficiency, academic motivation and academic procrastination in public universities in Yunnan Province, and also explore the intermediary role of academic motivation. Further, enriching research in this direction, filling the gap for private public university teachers in this field, and supporting future research.

2. At present, China still has a traditional teacher-centric model of education and teaching, but this model has been greatly challenged. The phenomenon of teachers getting tired of academic, working hard, and studying for teaching grades is very prominent. Research into motivational design is essential to ensure the

successful implementation of high-quality education that motivates teachers academically and encourages them to engage in their work with enthusiasm and creativity. This research can be applied to practice, aiding instructional designers and teachers in refining their instructional designs and activities. Further clarifying what factors are associated with academic procrastination in public university teachers can effectively improve teacher academic attitudes, enhance their ability to do academic work independently, and promote overall healthy teacher development. Providing a psychological theoretical basis for teaching and teacher management, it serves as an essential guide in the instruction of public universities. Enhancing education and teaching effectiveness within these institutions, while simultaneously enhancing their teachers' comprehensive quality, furthers their overall growth. and provides specific guidance for the teaching of public university public universities and universities (Zhang, 2012). A model is employed in this study to explore the interconnection between seven variables - perceived supervisor's support, employment pressure, psychological capital, self-control, sense of self efficiency, academic motivation and academic procrastination - and their internal influence mechanism. and deeply understands the changing law of public university teachers' academic motivation under the environment of increasing employment pressure, At the same time, adding academic motivation as the intermediary variable adds more meaningful research changes to the research. Suggestions of significance are offered to augment the academic enthusiasm and improve the excellence of public university instructors.

3. Academic procrastination is widespread, particularly among public universities. The physical and mental health, life, and academic well-being of teachers are detrimentally impacted by procrastination in the classroom (Cheng, 2017). Zhang (2018) pointed out that by perceiving supervisor's support, teachers can meet their psychological needs, gradually enhance their interest in academic, and can actively face difficulties encountered in academic. Teachers' backing and motivation can significantly diminish academic procrastination, enabling them to finish their studies more effectively. Xing (2018) research shows that individuals with high self-control ability can effectively use their academic time, consciously resist various temptations, inhibit emotional interference to avoid affecting their academic performance, and thus have less academic procrastination. That is, self-control training can reduce individual academic procrastination (Wang, 2016). Thus, in practice, this research

rationalizes supervisor's support behavior, motivates universities and teachers to improve teaching methods, strengthens positive self-control in teachers, increases academic engagement, and effectively improves academic procrastination.

4. The employment of public universities teachers is the most critical factor in the nation's human resources, and thus, it is paramount to ensure their smooth employment for all groups. The question of how to employ these educators surpasses that of how to hire the general workforce. The issue of university teacher employment must be addressed to ensure the nation's overall quality, keep its issues alive, advance the economy, and bolster its national power. With the introduction of Academic Motivation, we hope to provide theoretical support and recommendations for reducing employee stress and improving academic motivation. Consequently, this research is essential to augment the comparative advantage of public university educators and enhance the excellence of public university instruction.

5. This study has made innovations in the research topic. This study mainly investigated seven variables of perceived mentor support, employment pressure, psychological capital, self-control, self-efficacy, learning motivation, and procrastination among primary and secondary school teachers (Tan, 2021; Duan, 2020; Wang, 2020) or private university educators (Xing, 2019), as long as the previous research followed. There is relatively little research on the relationship between public university teachers and ninth grade students. Sun (2018) pointed out that the academic quality of teachers has become a major concern for the development of public universities and higher education. This article will select educators from Kunming Public University to conduct more comprehensive research on this topic, in order to contribute to future research.

6. This study has innovative research variables. In the past, many scholars have discussed the relationship between leadership support, employment pressure, psychological capital, self-control, self-efficacy, learning motivation, and academic procrastination (Ji, 2016; Higher Education, 2020). Few studies have investigated the impact of leadership support on teachers' academic procrastination. However, Liu (2020) largely focused on the role and impact of leadership support on educators, emphasizing the impact of leadership support on their academic performance. Therefore, this study is based on the cognitive emotional dual system model and

TPB model theory, combining seven elements: perceived boss support, work pressure, psychological capital, self-control, self-efficacy, learning motivation, and academic procrastination. I hope to fill in the theoretical and practical significance of these seven variational equations.

7. Research on academic procrastination in China rarely focuses on public university teachers, and China has a short history of research on the employment pressure of public university teachers (Hu, 2014). Through literature research, we found that there are few types of research on academic procrastination and motivation in public universities. The competition between graduates from public universities and other public institutions may not be as fierce, and they are not the main participants in the talent market in terms of professional abilities, personal abilities, and social awareness. This study takes public universities as the research object to explore the correlation between mentor support, employment pressure, psychological capital, self-control, self-efficacy, learning motivation, and academic procrastination, providing theoretical support for improving the quality of education.

8. This study selected current social hotspots and the employment pressure that public university teachers must face as independent variables, and selected the basic factor that affects the quality of public university teachers - academic motivation - as the dependent variable. Most studies on self-efficacy view it as either an independent or dependent factor; however, this research utilizes it as a mediator, aiming to investigate the connection between academic enthusiasm and job pressure in greater detail. At the same time, there are also more possibilities for discovering the impact of self-efficacy.

Research Benefits

1. This study will take academic motivation as a mediator variable to explore the relationship between teachers' perception of supervisor's support, employment pressure, psychological capital, self-control, sense of self efficiency, academic motivation and academic procrastination in public universities in Yunnan Province, and also explore the intermediary role of academic motivation. Further, enriching research in this direction, filling the gap for private public university teachers in this field, and supporting future research.

2. Suggestions of significance are offered to augment the academic enthusiasm and improve the excellence of public university instructors.

3. This research rationalizes supervisor's support behavior, motivates universities and teachers to improve teaching methods, strengthens positive self-control in teachers, increases academic engagement, and effectively improves academic procrastination.

4. Enhancing the competitiveness of public university teachers and improving the quality of their education is a paramount objective of this research.

5. For this paper, teachers from public universities of the public sector will be chosen to delve into the subject matter in greater depth, thus aiding future research.

6. It is desirable to fill in the theoretical and practical implications of these seven variational relations mediated by academic incentives.

Definition of Terms

Inheriting the Theory of Reasoned Action (TRA), the Theory of Planned Behavior (TPB) provides insight into how individuals modify their behavior. Five dimensions comprise TPB: attitude, which is an individual's sentiment towards behavior, subjective norms, which are the social pressures experienced when deciding whether to act, and perceived behavioral control, which is a person's past experiences and expectations. The subjective probability of an individual taking a certain action is referred to as their behavioral intention, while the actual behavior taken by them is known as their behavior (Ajzen, 1985).

The teacher's capacity to become emotionally charged, complete academic tasks, and coexist with assistance from teachers in the course of their educational and life journey (from primary school to college) is referred to as supervisor's support. This is a crucial element of social aid, as well as the teachers' faith in the teachers and their aptitude for forming interpersonal relationships (Ouyang, 2005).

The capacity to modify one's psychology and conduct in order to satisfy social demands and objectives, the subjectively self-regulating behavior of an individual, and the aptitude for drawing oneself nearer to personal values and societal expectations - all constitute Self-Control. This is when people control their actions, feelings, concentration, and other impulsive activities so as to restrain themselves from achieving long-term ambitions (Tan and Guo, 2008).

Employment Stress: Under the employment stimulus scenario, teachers were able to assess the external events affecting their employment and the internal

feelings caused by the stimulus. The psychological repercussions of the factors of employment an individual experiences can be seen in the stress of employment, both internally and externally. While different scholars have different specific definitions of job stress, they all agree that stress is an individual's negative response to a stimulus (Zhang et al., 2007).

Motivation for academic pursuits: the impetus behind educational endeavors. It refers to the process of mental activity that motivates and guides a teacher's academic activities and enables them to perform academic activities in accordance with pre-designed goals. Academic motivation is a complete system composed of different dynamical factors (Amabile et al.,1994).

Self-efficiency: According o Liang and Zhou (2000), It refers to the teacher's reasoning and assessment of whether the successful handling of a academic lesson will achieve the desired effect, and it is the teacher's personal feelings about their ability to do academic work and their academic behavior. After continuous exploration and research, scholars have pointed out that an important component of Self-efficiency also includes academic Self-efficiency, which can be divided into academic capacity Self-efficiency and academic behavior Self-efficiency. Among them, academic capacity Self-efficiency is a judgment of a teacher's ability to complete his or her studies and achieve good results in the process.

The concept of psychological capital, as amended and interpreted by Zhang (2010), has been frequently used by many scholars in the early stages of economic and sociological research. They found that psychological capital is an internal driving force that reflects personal perceptions and emotions, and that different behaviors triggered by this concept may have positive or negative effects on their own labor efficiency. On this basis, psychological capital is considered to be a special psychological mechanism formed by individuals under the influence of early environment. And many scholars also believe that psychological capital may affect teachers' behavior to some extent, including academic procrastination.

Academic procrastination: According to Guan (2006), it refers to the behavior of public university teachers purposefully delaying the completion of academic goals when starting or conducting targeted activities. Based on the cognitive, emotional, or behavioral components of public university teachers, procrastination has different manifestations, including academic procrastination, decision-making procrastination,

neurotic procrastination, or compulsive procrastination. Academic procrastination is one of the problems that restrict the educational potential of teachers in their academic careers, and academic procrastination may also greatly affect the development of universities.

Research Framework

In previous studies, scholars have mostly conducted research on the influencing variables of primary and secondary school teachers (Tan, 2021; He, 2020; Wang, 2020) or university teachers in ordinary private universities (Xing, 2019), and few have conducted research on the academic procrastination behavior of public university teachers and its relationship with other variables (Sun, 2018). To further explore this topic, this article will select teachers from public universities in these institutions for more in-depth research, which can serve as a driving force for future investigations.

In the past, many scholars have discussed the relationship between teachers' perceptions of mentor support, academic procrastination, and self-control at various levels (Ji, 2016; Higher Education, 2020). Liu (2020) conducted a study on the impact of mentor support on academic performance of teachers, mainly examining the role and effectiveness of mentor support. However, few studies have explored the impact of mentor support on teachers' academic procrastination. Therefore, based on the cognitive-affective dual system model theory, this study combines three variables: teachers' perception of mentor support, self-control, and academic procrastination. I would like to add some theoretical and practical implications of the relationship between these three variables mediated by self-control.

The research on employment pressure in China mainly focuses on private university teachers, while the research on employment pressure of public university teachers in China has a short history (Hu, 2014). Through literature research, we found that there are few types of research on employment pressure and academic motivation in public universities. Competition between graduates of public universities and other public institutions may not be as intense, as they are not the main players in the talent market in terms of professional competence, personal ability, and social awareness. This study aims to explore the correlation between

employment pressure, academic motivation, and self-efficacy in public universities, providing theoretical support for improving educational quality.

This study selected current social hotspots and the employment pressure faced by public university teachers as independent variables, and academic motivation, which is a fundamental factor affecting the quality of these educators, as the dependent variable. Most studies on self-efficacy regard it as an independent or dependent factor; However, this study takes it as an intermediary to study the link between academic passion and work pressure in more detail. At the same time, there are more possibilities for the influence of self-efficacy.

The theory of planned behavior developed by Ajzen (1985) is based on the theory of rational action (TRA) developed by Fishbein & Ajzen in 1975, and is primarily used to predict and understand human behavior. The TRA model assumes that individuals' performance of specific behaviors is influenced by their behavioral intentions, which are determined by their attitudes and subjective norms. At the same time, research has shown that attitudes and subjective norms also influence each other. Due to the assumption that individuals are fully voluntary in controlling whether to take specific actions, TRA ignores the ethical decisions made by core users, especially their personal characteristics. Therefore, Ajzen (1985) added a third element: cognitive behavioral control. The intention of individual behavior is the foundation of behavior, while the attitude towards behavior and subjective norms are the factors that determine behavior.

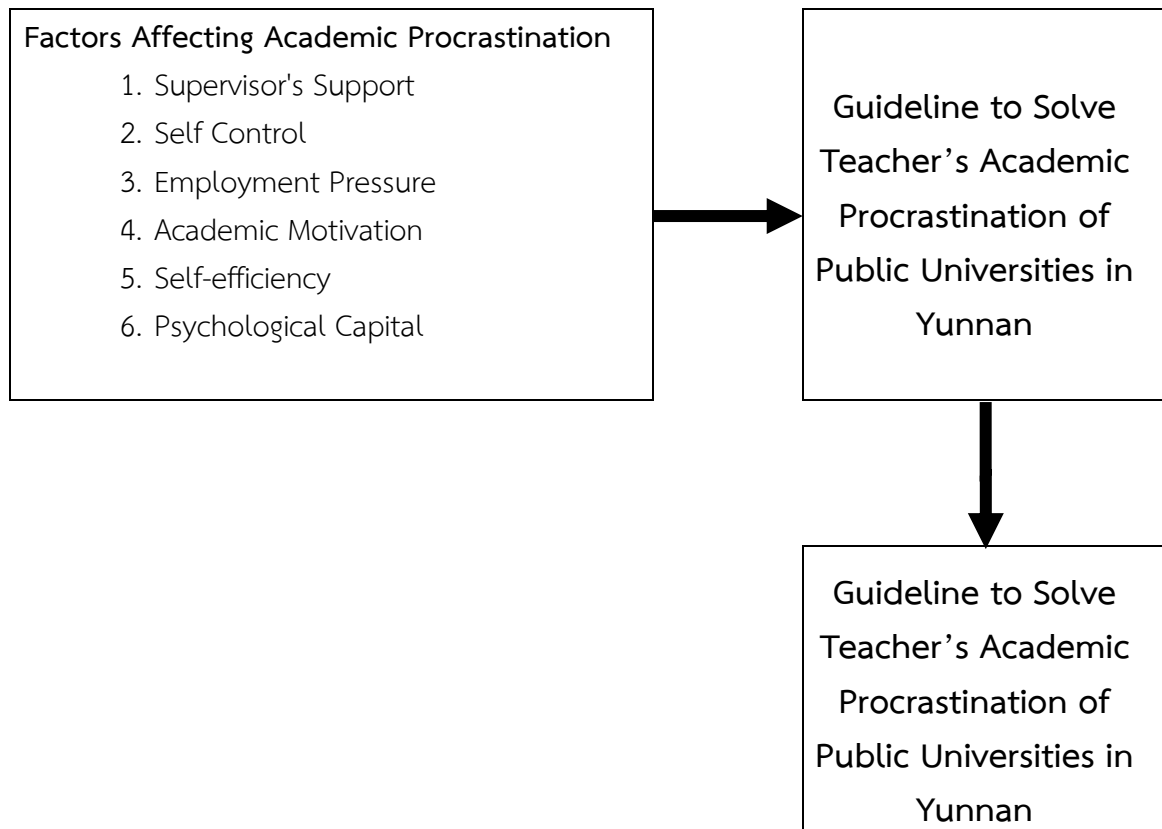


Figure 1.1 Research Framework

Chapter 2

Literature Review

In this chapter, the 7 variables were presented in detail, along with their related research and background theory. To illustrate the correlation between supervisor's support, employment pressure, psychological capital, self-control, self-efficiency, academic motivation, and academic procrastination, suitable theory was used to analyze potential predictors of such procrastination among teachers at Yunnan universities. A literature review can provide researchers with insight into the nuances of supervisor support, job strain, psychological capital, self-control, self-efficiency, academic motivation, and procrastination, as evidenced by prior studies.

The detailed were showed with following.

1. Background Theory
 - (1) TPB Theory
 - (2) Reinforcement Theory
 - (3) Two Factors Theory
 - (4) The Iceberg Model
2. Academic Procrastination
3. Supervisor's Support
4. Employment Pressure
5. Psychological Capital
6. Academic Motivation
7. Self-efficiency
8. Self Control

The details are as follows.

Background Theory

TPB Theory

Rational behavior theory is Gary's push-pull theory, which is the earliest theory to study travel destination choice behavior. The theory believes that the push of traveler's motivation and the pull of travel destination affect travelers' choice of travel destination. The Theory of Reasoned Action (TRA) proposed by Icek Ajzen and

Fishbein is mainly utilized to examine how attitudes shape behavior. It is thought that individuals possess rational thinking, can utilize various existing data, and through the analysis and manipulation of such information, make decisions to address issues, while also considering the significance and effects of their conduct - these are the primary elements influencing travelers' selection of travel destinations. Rational behavior theory postulates that human conduct can be deduced from behavioral intentions to a certain degree, and subjective norms and attitudes towards behaviors have an effect on these intentions and are directly responsible for the production of such behaviour. This concept is highly relevant in many areas and has been extensively employed to forecast various social actions. The theory's application is limited by its supposition that individuals possess absolute authority over their conduct.

TPB include five dimensions, they are showed with following:

1. The individual's perception of the behavior is what defines their attitude, which can be either positive or negative. This concept of attitude is based on the individual's evaluation of the behaviour itself, thus making it a result of their key beliefs about its outcome.

2. The social pressure an individual experiences when predicting the behavior of others, particularly those individuals or groups that have a major effect on their decision-making (salient individuals or groups), is referred to as Subjective Norm. This pressure can determine whether someone takes a certain action.

3. The individual's perception of behavioral control is determined by the hindrances they face, which are based on their prior experiences and expectations. When they believe that more resources and opportunities will lead to fewer obstacles, their perceived behavior control becomes even stronger. There are two ways of its influence. Motivating behavioral intentions, as well as directly predicting behaviors - these are the two implications of this.

4. The individual's inclination to take a certain action is reflected in their evaluation of the likelihood of doing so, which is known as Behavior Intention.

5. The action taken by an individual is referred to as their behavior.

Ajzen holds that all elements which may influence behavior, in turn, have an indirect effect on the execution of said behavior through its intention. This intention is impacted by three distinct factors; one being derived from the individual's own

"attitude" - the attitude held to adopt a certain action. From external sources, the "subjective norm" of today is a concept that impacts people's decisions to act in certain ways; this notion is derived from the idea of "perceived behavioral control".

Generally, the more favorable an individual's outlook on a particular action is, the greater their behavioral intention will be. The higher the subjective norm for that behavior and the stronger perceived control of it, the more powerful the individual's behavioral intention becomes. Ajzen proposes that the individual's volitional control over behavior is a continuum, with one end completely under the sway of their will and the other entirely under the same control. Most human conduct lies somewhere in between these two extremes, which stands in stark contrast to the fundamental beliefs of rational action theory. Consequently, to anticipate behaviors that are not wholly under volitional control, it is essential to augment the behavioral perceptual control variable. Nevertheless, when the individual's control of behavior is at its most powerful or when the control issue is not taken into account by the person, the predicted outcome of the theory of planned behavior is comparable to that of the theory of rational behavior.

The following principal components are included in the theory of planned conduct:

(1) The behavior intentions of individuals are not the only factor that influences their lack of full control over it; actual control conditions, such as personal ability, opportunities and resources, also play a role in restraining them from carrying out the behavior. When actual control conditions are sufficient, behavior intentions directly determine behavior;

(2) Accurate perceptual behavioral control reflects the actual control conditions, so it can be used as a substitute measurement index for actual control conditions to directly predict the possibility of behavior (as shown by the dotted line in the figure below). The precision of prognostication hinges on the perception of the genuine magnitude of behavioral control.

(3) The three primary determinants of behavioral intention are attitude, subjective norm and perceived control. Positive attitudes tend to be bolstered by the backing of significant others, while a stronger sense of perceived control is associated with greater intentions; conversely, negative attitudes can also lead to higher levels of behavior intent.

(4) A vast array of behavioral convictions can be held by people, yet only a limited number can be obtained in an exact moment and atmosphere. These accessible beliefs are referred to as salient beliefs; they encompass behavioural attitudes, subjective standards, views on behavioral control, and emotional foundations.

(5) The influence of individual, social and cultural elements (e.g., personality, intellect, experience, age, gender, culture background) on behavioral attitudes, subjective norms and perceived control is indirect; these effects are further compounded by the impact they have on beliefs, which in turn shape behavior intentions and behaviors.

(6) The concept of behavioral attitudes, subjective norms and perceived behavioral control may be disparate; however, they can sometimes have a shared belief system, thus making them both separate yet connected.

The theory of planned behavior in psychology is widely used in academia, and this research proposes a link between personal beliefs and behavior. Through this theoretical hypothesis, researchers have found that self-control, attitudes, subjective norms, and perceived behavior all shape individuals' behavioral intentions and actions.

The concept of Ajzen's theory of action through incorporating perceived behavioral control to enhance the predictive power of action theory has been used to analyze the correlation between the beliefs, attitudes, intentions, and behaviors of practitioners or employees in industries such as advertising, public relations, marketing activities, healthcare, sports management, and sustainable development. The application of this theory is beneficial to promoting the research on teachers in Kunming public universities in China and the development of public universities.

History

Expanding from the Theory of Reasonable Action

In his article "From Intention to Action: The Theory of Planned Behavior," Icek Ajzen (1985) put forth the concept of planned behavior. Martin Firth and Icek Ajen's 1980 theory of rational behavior in developed countries serves as the foundation for this concept. Additionally, various theories of attitude - such as learning theory, expected value theory, Heider's balance theory, Osgood and Tannenbaum's consistency theory, Festinger's disharmony theory, and attribution theory - have been

incorporated into it. Theory of rational action suggests that when individuals view the suggested behavior as positive (attitude) and feel their important others want them to do it (subjective norm), this will result in higher intentions (motivation). This, in turn, increases the probability of doing so. Studies have demonstrated a strong correlation between attitudes and subjective norms with behavioral intention and subsequent behaviour.

Proposing a refutation, some research results suggest that the intention of opposing behavior does not always result in actual behavior due to environmental constraints; however, there is still a high correlation between the two. Ajzen proposed the theory of planned behavior, incorporating a new element known as "perceived behavioral control", in order to explain why individuals with incomplete control over their actions cannot be determined by behavioral intention alone. This extension of rational action was intended to forecast both intentions and actual behaviour.

Perceived behavioral control, the third factor recently added, is a measure of how much one believes they can influence any behavior (classroom notes). The theory of planned behavior suggests that when people feel that they can successfully implement certain behaviors, they are more likely to plan to implement certain behaviors. A combination of two components, self-efficacy and controllability (170), is what enables enhanced perceptual behavioral control. Self efficacy denotes the level of difficulty needed to carry out a behavior, or an individual's conviction in their capability to execute it effectively. Controllability, meanwhile, involves external factors and the notion that one can personally manage the performance of behavior, or if controlled by outside forces, they cannot command it.

Afterwards, the theory was improved and renamed as a reasonable method of action by Ajzen and his colleague Martin Fishbein.

Bandura's 1977 self-efficacy theory (SET) is the basis of the concept of perceived behavioral control, which adds to attitudes and subjective norms - a reasonable theory of action. This notion was derived from social cognitive theory, with Bandura suggesting that expectations such as motivation, performance, and frustration due to repeated failures are what determine outcomes and behavior. Bandura delineates expectations into two distinct categories: self-efficacy and outcome expectations. He characterizes self-efficacy as the conviction that

individuals can execute the actions necessary to generate outcomes effectively, while the expected result is a person's estimation that a certain action will bring about specific results. He highlighted that self-efficacy is the most essential requirement for behavioral transformation, since it decides when coping behavior begins. Surveys conducted in the past have demonstrated that one's conduct is strongly impacted by their assurance in their behavioral capabilities. Self-efficacy theory, which elucidates the interplay between convictions, outlooks, aims, and actions, has been widely utilized in areas of health such as pre-adolescent physical activity and mental well-being and exercise.

One's comprehension of the social normative pressures or convictions associated with others regarding whether they ought to or should not act in such a manner is known as normative beliefs.

The judgments of significant others (e.g. parents, spouses, friends, teachers) shape an individual's outlook on a certain action, which is known as subjective norms.

Behavioral control of controlling beliefs and perceptions

The conviction that certain elements can either foster or impede behavioral performance is known as Control Belief. The concept of perceptual behavioral control is conceptually related to self-efficacy.

The magnitude of one's sense of the difficulty of carrying out a certain action is what we call perceived behavioral control, which is determined by the entire set of available control convictions.

Intention and Behavior

An individual's willingness to perform a given behavior is indicated by behavioral intention, which assumes it as an absolute requirement for such action. This concept is based on attitudes towards the activity, subjective standards and perceived control over the behaviour; its significance depends upon its correlation with both the behavior itself and the population in question.

Ajzen declared that the behavior of an individual in relation to a particular goal and its associated situation is contingent on their compatible intention and perception of behavioral control. He further asserted that good intention will only be effective when perceived behavioral control is strong, since expected control tends to lessen the influence of intention on behavior.

Concept/Operation Comparison

Perceived behavioral control and self-efficacy

Bandura's concept of self-efficacy, as noted by Ajzen (1991) in the behavioral theory of planning, is what gives us an understanding of perceived behavioral control. Fishbein and Cappella recently suggested that this same notion applies to their integrated model. In previous studies, self-efficacy was also measured through self-efficacy.

Previous research has revealed that the amount of perceived behavioral control and project lists are contingent on each health theme. For instance, when it comes to smoking topics, 'I am not addicted because I cannot smoke nor do I desire it' or 'I really quit smoking quickly' is commonly used as a measure.

Rooted in Bandura's social cognitive theory, self-efficacy is a notion of the capacity to execute the necessary actions for successful results. This concept is also known as perceived behavioral control - meaning that it can be hard to recognize certain behaviors. It has an association with control beliefs, which are convictions about what could either help or impede behavior performance.

These items are usually measured using the self reporting tool starting with the item 'I am confident I can...'. The questionnaire seeks to gauge the assurance in the likelihood, practicality, or probability of carrying out a certain action (e.g. exercising, quitting smoking, etc.).

The expected outcomes' correlation to attitude towards behavior.

The relationship between beliefs and attitudes is elucidated by the theory of planned behavior. This model suggests that people's appraisal or attitude towards a certain action is determined by their understandable convictions regarding it, which are defined as the subjective likelihood that the activity will bring about an expected result. The subjective likelihood of individuals whose attitudes and behaviors generate pertinent outcomes directly affects the assessment of each result.

From the expected value model, the anticipated values of the outcomes are derived; this is a variable comprising belief, attitude, insight, and expectation. The notion of "perceived benefits" is analogous to the theory of planning behavior in order to appraise self-expression of certain behaviors favorably, which implies faith in the potency of suggested preventive actions in diminishing susceptibility to adverse results. Conversely, negative appraisals of these behaviors are comparable to

perceived impediments to self-expression, which alludes to the evaluation of potential detrimental effects that may result from established health habits.

Social influence

Through rational action theory and planned behavior theory, the concept of social impact has been evaluated through social norms and normative beliefs. An individual's assessment of subjective norms is their perception of whether they are expected to adhere to recommended behaviors by friends, family, and society; this influence can be measured by examining various social groups - for instance, smoking:

Peer groups' subjective norms may include musings such as 'Most of my acquaintances smoke', or 'I am embarrassed to puff in the presence of a group of non-smokers'.

The family's subjective standards encompass ideas such as 'my whole clan smokes, so it seems natural to start' or 'my parents were extremely irate when I began smoking.'

Society or culture's subjective norms encompass notions such as 'everyone is against smoking' and 'we simply assume that everyone abstains from it'.

Planned behavior theory takes into account social influence, based on collective cultural factors such as norms and normative beliefs, rather than conceptualizing models within individual cognitive spaces. It is likely that a person's behavior, such as dieting, condom use, quitting smoking and drinking alcohol, is reliant on social networks and organizations (e.g., peers, family, school and workplace). Therefore, social influence should be embraced.

Type

Three considerations shape human behavior: behavioral beliefs, normative beliefs, and control beliefs. These sets generate either positive or negative attitudes towards conduct; normative beliefs create subjective norms; while control beliefs result in perceived behavioral control.

The amalgamation of attitude towards behavior, subjective standards and assumed behavioral control can result in the formation of behavioral intentions. Particularly, the perceived perceptual behavioral control not only directly impacts actual behavior but also indirectly influences it through behavioral intention.

The greater the attitude, subjective norms and sense of control towards behavior, usually the more intent a person has to carry out their actions. Finally, as long as there is sufficient practical control over behavior, people will achieve their intentions when opportunities arise.

Theoretical evaluation

Advantage

The theory of planned behavior can account for involuntary conduct, while rational action fails to explain this.

When an individual's control over behavior is incomplete, their behavioral intention cannot become the xxx determining factor of behavior. Planned behavior theory, by incorporating 'perceived behavioral control', can elucidate the association between behavioral intention and real conduct.

Studies have demonstrated that TPB is more effective in forecasting health-related behavioral intentions than the theory of reasonable action. The urban planning committee has augmented the predictability of such goals, including condom use, leisure activities, exercise and dieting.

Planned and rational behavior theory can elucidate individual social conduct by taking into account "social norms" as essential elements.

Limitations

Scholars have discussed the theory of planned behavior, and believe that cognitive processes are its foundation. Recently, some scholars have criticized this theory because it ignores the needs of a person before taking certain actions, which can affect behavior and have nothing to do with expressed attitudes. For example, a person may have a very positive attitude towards steak, but cannot order it because they are not hungry. Alternatively, when seeking to join a group, people may have a very negative attitude towards alcohol consumption, almost not wanting to drink, but still participating in it.

Despite being related to models, emotions during interviews or decision-making processes are still neglected because emotions can affect the beliefs and other structures of models. Despite the lack of external validity in internal experiments, prioritizing internal validity, previous health studies have been found to be insufficient in predicting health-related behaviors because they did not fully

utilize models, relevant methods, and measures. Therefore, further evidence based on experimental research is strongly recommended.

In fact, experimental research has challenged the view that intentions and behaviors are only the result of attitudes, social customs, and perceptual behavior regulation. To illustrate this point, in one study, participants were asked to form a willingness to support a specific environmental organization, such as signing a petition. The formation of this intention leads to a shift in attitudes, social norms, and perceived behavioral control. Participants are more likely to express positive emotions towards the organization and believe that their peers will have similar views. These findings suggest a link between attitudes, social norms, and perceived behavioral control, suggesting a bidirectional relationship with intentions.

Ajzen (1985) proposed the theory of behavioral relationships, known as the theory of planned behavior. This theory introduces a new perception-behavior control variable based on the original rational behavior theory, and also incorporates some elements of the expected behavior theory. The theory of planned behavior suggests that the main factor determining actions or behaviors is a person's intention, which is the motivation for individuals to achieve desired behaviors through deliberate planning, decision-making, or self-help. Perceived behavioral control, personal attitudes, and subjective norms jointly influence behavioral intentions.

In China, the theory of planned behavior has been widely explored and applied. The most common research is to increase its applicability or combine it with other model theories, or introduce new variables to increase the fit of the research, expand it to a certain extent, and then conduct empirical research.

The theory of planned behavior has been proven to have strong adaptability in the field of users' willingness to use Yu'eobao. Luo Changli and Zhu Xiaodong (2015) conducted an empirical study on this issue using data analysis and hypothesis testing methods. The results show that the two variables regulated in the theory of planned behavior can have a positive impact on users' propensity to use Yu'eobao. Peng Zeyu and Liu Congjia (2018) found in their empirical study on the usage of Apple Pay that factors such as social norms have a considerable beneficial impact on users' willingness to use it. In addition, Fu Suyun (2020) constructed a willingness analysis model based on the theory of planned behavior. Through online and offline questionnaire surveys and interviews, we collect real feedback to determine the

factors that affect people's willingness, with subjective paradigms being an important factor.

Teaching design and athlete performance on the field. Scholars such as Fang Min and Sun Ying (2010) have demonstrated that the exercise behavior model based on planned behavior theory has high universality for the youth population. Xue Ling (2015) pointed out that the three factors of behavioral attitude, subjective norms, and perceptual behavior control interact with each other and have a positive impact on the overall design of physical education teaching behavior. Wu Kexiang and Yao Rao (2020) have demonstrated a positive correlation between golf players' subjective norms and perceived behavioral control, and have a significant impact on their communicative rationality and self-discipline intention. The theory of planned behavior is being increasingly explored in relation to the burgeoning development of sports, and research into its utilization habits and willingness has been steadily growing. Chen Luosong and She Zihang (2019) highlighted that utilizing sports software can significantly alter college students' attitudes towards goals, intentions, behaviors, and practices. Zhang Mingxin and Liao Jingwen (2018) verified that the use of fitness apps can strengthen users' subjective norms about running and promote a more positive attitude towards running behavior.

The theory of planned behavior abroad has progressed through three distinct stages: the formation and revision, continual enhancement, and thorough growth. During the formation and revision phase, the primary emphasis is on proposing and initial testing of the theory; in the continuous improvement period, it is essential to further define and elucidate the concept and significance of variables, as well as carry out thorough tests to investigate and introduce fresh mediating and moderating variables. During this comprehensive development period, the scholarly community has given powerful backing for it. The theory of planned behavior, a powerful tool for understanding human conduct, has been applied extensively to anticipate and modify behaviour, including that related to technology, even today. Many foreign scholars have demonstrated that the theory of planned behavior is a reliable predictor of individual behavior, and George (2003) corroborated this by demonstrating in his research that it can be employed to gain insight into consumer involvement Reinforcement Theory.

Reinforcement Theory

The limited effects media model of reinforcement theory, applicable to communication, postulates that people are inclined to seek out and recall information which bolsters their pre-existing attitudes and convictions. This hypothesis is based on the notion that individuals tend not to be wrong and often feel uneasy when confronted with a challenge to their beliefs.

This ABC model's behavior-to-result connection is the focus of this theory. In management, it can be referred to as operant conditioning or the law of effect; essentially, it states that a certain frequency of behavior will persist depending on whether it produces positive or negative results. The law of effect dictates that a person's current actions, which are based on the effects of prior ones, are not of great significance in terms of their internal desires and drives. This means that behaviors can be altered or manipulated over time.

Two Factors Theory

Frederick Herzberg, a psychologist, formulated the two-factor theory (also known as Herzberg's motivation-hygiene and dual-factor theories). This hypothesis postulates that job satisfaction is caused by certain elements in the workplace while dissatisfaction is brought about by distinct sets of factors, each acting independently.

Abraham Maslow's theory of motivation has had a profound effect on attitudes towards administration, both theoretically and practically. Herzberg postulates that people are not content with the satisfaction of lower-order needs in their work environment - such as those related to minimum salary or secure and enjoyable working conditions - which is linked to feelings, opinions and their association with industrial mental health. Individuals seek gratification in higher-level psychological needs, such as achievement, recognition, responsibility, advancement and the work itself; this appears to be consistent with Maslow's theory of a need hierarchy. Herzberg's two-factor model of motivation, which postulates that one set of job characteristics or incentives leads to worker satisfaction in the workplace and another distinct set causes dissatisfaction, added a novel element to this theory. Thus, it is not true that satisfaction and dissatisfaction are on a continuum with one increasing as the other decreases; rather, they are independent phenomena. Administrators must be cognizant of both sets of characteristics in order to enhance

job attitudes and productivity, not presuming that a rise in contentment will result in a decline in dissatisfaction.

Herzberg's two-factor theory was formulated from the interviews of 203 engineers and accountants in Pittsburgh, chosen due to their increasing significance within the corporate world. The collection procedure:

In a nutshell, we posed the question to our participants: when did they experience periods of extreme joy and dissatisfaction in their occupations? Every respondent provided as many "sequences of events" that met certain criteria - such as a marked alteration in sentiment, a commencement, and an end, and included some meaningful description apart from emotions and interpretations... Verification of the hypothesized hypothesis appears to be confirmed. The factors that resulted in satisfaction (achievement, intrinsic interest in work, responsibility and advancement) are mostly unipolar; meaning they have little effect on job dissatisfaction. Conversely, those who do not feel content (company policy and administrative practices, supervision, interpersonal relationships, working conditions, and salary) contribute very little to job satisfaction.

He discovered, through analyzing the interviews, that job characteristics related to an individual's work - such as achievement, competency, status, personal worth and self-realization - could bring about contentment and gratification. However, if these qualities were not present, it did not appear to result in discontent or dissatisfaction. Rather than dissatisfaction arising from unfavorable appraisals of job-related elements such as corporate regulations, oversight, technical difficulties, remuneration, interpersonal relations in the workplace and working conditions, management should be focused on the nature of their work itself - its potential for attaining prestige, assuming accountability, and achieving self-actualization. If management desires to abate discontentment, it must concentrate on the work atmosphere - regulations, protocols, oversight, and working conditions. If both are of equal importance to management, then managers should give consideration to both sets of job elements.

Two-factor theory distinguishes between:

Motivating factors, such as hard work, recognition for accomplishments, accountability, the chance to do something meaningful, engagement in decision-making, and a sense of significance to an organization, can bring about positive

contentment from intrinsic job conditions, like acknowledgment, success, or personal growth.

Though maintenance factors such as status, job security, salary, fringe benefits, work conditions, good pay, paid insurance and vacations may not bring positive satisfaction or higher motivation due to their absence, they are still essential for hygiene. These external aspects of the work include company policies, supervisory practices and wages/salary. Often, Herzberg referred to hygiene factors as "KITA" - an acronym for "kick in the ass", a technique of offering incentives or warning of punishment to induce someone to do something.

Herzberg claims that the lack of hygiene elements engenders discontentment among personnel in the workplace. However, their presence does not ensure satisfaction entirely. To reduce dissatisfaction, several methods can be employed; however, the most critical are to provide reasonable wages, guarantee job security for employees and cultivate a positive atmosphere in the workplace. Herzberg ranked hygiene factors from highest to lowest importance: company policy, supervision, employee-boss relationship, work conditions, salary, and relationships with colleagues. The two factor theory's mission is not limited to eliminating dissatisfaction; it also seeks to enhance satisfaction in the workplace. This can be achieved by enhancing motivating factors, which are essential for inspiring an employee to reach their highest potential. Classifying our actions and the reasons behind them, Herzberg deemed movement as when we do something due to necessity and motivation as when we do it because of desire. He believed that job dissatisfaction should be eradicated before creating conditions for contentment, since these two would be mutually detrimental. The organization can reap a multitude of advantages from the contentment of its personnel. For example, when the employees share their knowledge, they satisfy their social needs and gain cohesion within the group. Also, sharing knowledge helps others to create new knowledge, which also can reinforce the motivating factors. The employees' satisfaction is increased by the sharing of knowledge, which can then be utilized to boost the organization's innovation activities.

The Two-Factor Theory proposes four potential combinations: High Hygiene and High Motivation (the ideal state of affairs where employees are highly motivated yet have few grievances), Low Hygiene and Low Motivation (where the job is seen as

a mere salary but not high motivation); Low Hygiene and High Motivation (employees who are driven, yet have many complaints). In a situation of high excitement and difficulty, yet inadequate salaries and working conditions, coupled with poor hygiene and motivation - the most detrimental of all - employees are left feeling disheartened and disgruntled.

The Iceberg Model

The iceberg model normally applied as a way to change people's perception toward different things and focus on points that others may not have noticed. The iceberg model can help researchers discover the root causes of these events. This can be achieved by observing the deeper abstractions in the system that are less obvious.

The four levels of the iceberg model are events, patterns, structures, and psychology. They systematically analyzed the characteristics and content of the iceberg model.

From a single event in the iceberg model, you can see the trend over time - the pattern - and know how to make changes. They are clues to understanding the system structure behind these patterns. The relationships and feedback loops in the system constitute the structure. These structures, in turn, are built on people's underlying mental models. This will help researchers further understand the truth of the matter. It shows that the deeper the research into icebergs, the more discoveries can be made, which in turn illustrates that events and patterns show researchers what is happening, and structural and psychological models can tell researchers why this is happening..

Academic Procrastination

Definition of academic procrastination

Procrastination, also known as procrastination, refers to the purposeful postponement of completion when starting or carrying out a target activity (Wang, 2018). Procrastinators often defend themselves by saying, "This is a boring task" or "I'll do it later.". According to Guan (2006), it refers to the behavior of public university teachers purposefully delaying the completion of academic goals when starting or conducting targeted activities. Based on the cognitive, emotional, or behavioral components of public university teachers, procrastination has different

manifestations, including academic procrastination, decision-making procrastination, neurotic procrastination, or compulsive procrastination. Academic procrastination is one of the problems that restrict the educational potential of teachers in their academic careers, and academic procrastination may also greatly affect the development of universities. One of the problems that restrict teachers' educational potential in their academic life is academic procrastination (Ma, 2020).

First, academic procrastination is typically classified as idiosyncratic procrastination in a scholarly context; secondly, its most conspicuous external manifestation is the postponement of educational tasks. Lastly, this irrational behavior has a detrimental effect on task completion. (Wang, 2020).

The related notion of academic procrastination first emerged around the 1980s. Solomon and Rothblum (1984) defined academic procrastination as the continuous postponement of the formulated academic tasks so that the tasks were completed or failed to be completed within the specified deadline. Milgram et al. Wang Guoyan (2008) defined academic procrastination as procrastination in academic situations, which has three characteristics: the behavior performance on academic tasks does not conform to the intention, the academic results do not conform to the standard, and the negative emotional experience. Li (2008) believed that academic procrastination was the inconsistency between academic tasks and actual actions caused by poor time allocation. Zhang et al. (2009) proposed that academic procrastination is an emotional expression of anxiety and self-confidence caused by individuals' failure to complete their academic plans on time. Pan and Wang (2012) referred to the phenomenon that individuals have no reasonable and sufficient reasons to postpone a task until the deadline for completing the task as academic procrastination. Believing academic procrastination to be a postponement in the commencement or completion of an intended educational task, which can lead to its failure to meet expectations or of substandard quality, and thus cause negative emotional states such as unease and self-condemnation, Zuo (2010) and Hao and Guo (2018) postulated this.

This study defines academic procrastination as a delay in the commencement or finishing of academic tasks, leading to an inability to finish them on time or at a low standard, and with accompanying negative emotional reactions such as anxiety and self-condemnation - this is according to Hao and Guo (2018).

From the perspective of factors influencing academic procrastination, Steel and Konig (2006) systematically put forward the Temporal Motivation Theory (TMT), which can comprehensively explain the causes of academic procrastination. Its basic formula is:

$$\text{Utility} = \text{expectation} \times \text{Susceptibility to value/procrastination} \times \text{delay}$$

Temporal motivation theory, as per the formula, encompasses five components: utility is a measure of the worth of an assignment or job when it is being done or finished by someone; procrastination susceptibility is mirrored in individual personality traits. These factors greatly influence the occurrence of procrastination, such as low self-control, self-regulation, etc. Advice is an important cause of individual differences in academic procrastination; latency is defined as the cutoff time. The distance of the deadline directly affects an individual's motivation to complete the task; Molecular expectation refers to the likelihood or probability that we will complete the job; The value is the outcome of the task. The individual's likelihood of finishing the job increases with a higher value (Xing, 2019).

According to this formula, academic procrastination is significantly related to self-control. Self-control is an important part of individual personality traits, and higher self-control will reduce academic procrastination (Xing, 2019). Xing (2018) demonstrated that the self-control system negatively predicted academic procrastination. Teachers and individuals with less self-control tend to be less able to withstand multiple temptations from the outside world and to flexibly use multiple academic strategies to effectively adjust their academic behavior during academic, and thus are more prone to academic procrastination; however, individuals with high self-control ability can complete academic tasks on time, effectively use academic time, choose appropriate courses, restrain emotional interference and avoid affecting their academic performance, so academic procrastination is less likely to occur (Xing, 2018).

Measurement of academic procrastination

Aitken et al. created the Aitken Procrastination Inventory (API for short). (1982) is mainly used to evaluate public universities teachers' long-term persistent procrastination behavior. Nine of the 19 events were scored in reverse. Using Likert 5 points for scoring, "completely inconsistent" will get 1 point, and so on, "completely

consistent" will get 5 points. The higher the overall score, the higher the teacher delay. The scale's internal consistency coefficient is satisfactory, 0.82.

Solomon and Rothblum's (1984) Program for Academic Survival Skills (PASS) is composed of two components. In the first section, subjects reported on the frequency of procrastination in six academic task situations, whether they considered this to be a problem, and whether they wished to reduce procrastination in this task subjectively. The first and second questions of the task are added for scoring. The subject's academic procrastination is correlated to the score on their task; from 6 to 30, a higher score indicates greater desire for reducing delay. Additionally, points range from 12 to 60 and are added to each task in order to determine a "desire" score. The second part is a concrete simulation case. There are 13 possible causes of delay and two issues make up one cause. You can find out what's causing your procrastination by testing a five-point scale. The questionnaire's initial portion had a retest reliability of 0.81, with a split-half reliability of 0.26; the second part of the scale's retest reliability was 0.56 and its split-half reliability was 0.74.

In 1986, Lay devised the General Procrastination Scale or GP short. It is used to describe behaviors and feelings associated with academic procrastination, primarily to assess specific procrastinators. The scale includes 20 items of procrastination tendencies, such as academic activities, daily life behaviors, etc. The measure is whether to postpone the mission. Scoring from "completely inconsistent" to "completely consistent", the scale utilizes five points. Of these, ten are scored inversely. The scale's test-retest reliability is 0.60, and its internal consistency coefficient is 0.89.

The time-based Positioning Scheme prepared by Tuckman (1991) is called TPS for short. The scale was originally set at 72 questions, and the revised scale includes 16 questions, all of which are based on the time it takes to choose whether to postpone the implementation of the task. Participants were asked to choose the most appropriate option based on the actual situation. Four rating levels are employed by the scale, with an internal consistency coefficient of 0.86.

Zhang and Zhang (2007) delved into the practicality of the Chinese version of the Tuckman Procrastination Scale, which consists of 20 queries and comprises three elements: procrastination attribution, motivation for procrastination, and propensity. The internal consistency coefficients for the three factors are 0.81, 0.85 and 0.78,

respectively. After the pre- and post-test analysis, it was determined that the TPS delay scale is also suitable to study the characteristics of the delay preferences of Chinese university teachers.

Han (2008) prepared the Academic Procrastination Questionnaire for public universities teachers (APQC for short) on the basis of PASS. A Likert 5-point scale was employed to score the 37 questions that made up the questionnaire. The purpose of this questionnaire is to investigate the extent of academic delays and their impact on public universities teachers in three settings: academic work completion, revision for exams, and autonomous academic. The total score of the questionnaire caused a rise in the subjects' academic lag, as demonstrated by the Cronbach's coefficient of 0.87, which is highly dependable.

Guan (2006) compiled and revised the Academic Procrastination Scale PASS of Solomon and Rothblum (1984). Revised into Task I, the term paper was to be completed by public university teachers, with Task II for review and preparation of the exam. Task III was to finish the weekly academic work, Task IV for participation in the task, Task V for academic management, and Task VI to act in university at regular times. These six tasks are very close to the normal life of academic and allow public universities teachers to consider their procrastinating behavior in the six academic tasks from their own perspective. The scale uses a five-point scale for scoring: 1 Never; 5 Always. This scale has a reliability factor of 0.849, indicating the high reliability of the corrected scale. Therefore, this study adopted the Academic Procrastination Scale PASS compiled and revised by Guan (2006).

Research on academic procrastination

The effects of academic procrastination, its influencing factors and the research status thereof - these are all matters to be considered.

The research objects of academic procrastination are mostly public universities teachers (Ji, 2016), and a study shows that 95% of public universities teachers have academic procrastination (Ellis & Knaus, 1997). Ferrari (2000) found that the degree of academic procrastination of public universities teachers was roughly 20%-50%. Rabin et al. (2011) discovered that between 30-60% of public universities are prone to procrastination in the execution of regular academic tasks, such as weekly reading, writing papers, and exam preparation. Xue (2006) explored the influence of Self-efficiency on teachers' situational procrastination; Gan (2007) then

delved into the correlation between academic procrastination, academic performance, and the character of public university instructors. Xu (2009) studied the comparison and intervention methods among different types of academic procrastination of public universities teachers; Shi (2009) concluded from the research on academic procrastination behavior of Chinese public universities teachers that compared with nonacademic tasks, Chinese public universities teachers are prone to procrastination when facing required academic tasks. Han (2009) found that academic procrastination is common among public universities teachers.

Internal and external elements are among the determinants of academic procrastination (Wang, 2019). Internal factors mainly include personality traits, emotions, self-regulation, Self-efficiency, achievement motivation, time management, etc. (Wang, 2019). Gan (2007) found that public universities teachers with high neurotic personalities are more likely to have academic procrastination. Ferrari (1994) and Steel (2007) showed that public universities teachers with low self-esteem were more likely to procrastinate. Solomon and Rothblum (1984) revealed that academic procrastination was positively correlated with anxiety. Ferret et al. (2012) found that individuals who could not effectively control their self-academic behaviors usually showed academic procrastination. The higher the teachers' ability to control their own behaviors, the lower their academic procrastination level (Robert, 2012). Haycock et al. (1998) showed that there was a significant negative correlation between individual Self-efficiency and procrastination. teachers who can experience high Self-efficiency also have more perseverance to face difficult academic tasks, rather than choose to postpone (Chu & Ghahramani, 2005). Chen (2007) revealed that public universities teachers academic procrastination were negatively related to their self-determination of academic motivation. The research of Pan et al. (2010) shows that the higher the teachers' time management level is, the less likely they are to procrastinate in academic, and the more likely they are to complete the academic task within the planned time.

External factors mainly include target task nature, environmental factors, family factors, etc.(Wang, 2020). teachers' aversion to academic tasks and the difficulty of the tasks themselves will have an impact on procrastination (Xu, 2017). People generally avoid stimuli that make them unhappy, but if they cannot avoid them, they try to delay facing them. Fear of failure and the difficulty of tasks can

also cause academic procrastination (Onwuegbuzie, 2004). Schouwenburg and Groenewud (2001) showed that academic procrastination was related to the time pressure when completing tasks and the temptation from outside leisure and entertainment. When time pressure is low, individuals are more likely to procrastinate; the greater the external temptation, the easier it is for individuals to shift their attention to activities unrelated to the task (Dewitte&Schouwenburg, 2002). Schraw et al. The university environment can also affect teacher procrastination behavior. Good workmate communication and fierce competition play an important role in reducing academic procrastination, and a good academic atmosphere and a class environment that is active and eager to do academic work can effectively reduce teachers' procrastination behavior (Pan, 2009). Guo (2015) found that parental rearing patterns are closely related to academic procrastination.

Huang (2020) discovered that the repercussions of academic procrastination mainly encompass two facets in his research. Primarily, it has an impact on educational achievement. Solomon and Rothblum (1984) highlighted that teachers who habitually exhibit academic procrastination believe that it has had a considerable effect on their academic standing, capacity to master university materials, and quality of life; additionally, it has an influence on the teacher's emotions. Clark's (1994) research reveals that a lack of educational progress can result in a variety of negative feelings, including depression, anxiety, and low self-esteem.

In summary, academic procrastination is common among public universities teachers, and both external and internal causes contribute to teacher procrastination in their studies. At the same time, the consequences of academic procrastination are primarily academic and emotional.

Research on academic procrastination and background variables

Zhang (2016) discovered no noteworthy disparity between male and female public university educators in terms of academic procrastination, with the latter slightly exhibiting a higher level than the former, implying that gender had no bearing. However, there were considerable disparities in academic procrastination between teachers of varying teaching grades; seniors exhibited the most extreme level of procrastination, followed by teachers. teachers had the lowest level of academic procrastination compared to the other teaching grades, and the difference was significant compared to the other three teaching grades.No significant distinctions

were observed in the academic procrastination of public university teachers, according to Wang (2018), regardless of gender, teaching grade, residence, or if they were an only child. This further demonstrated that such procrastination is a widespread occurrence among public universities teachers, similar to Han Guining's (2008) research on the current state of public universities teachers' academic procrastination. At the same time, it should be noted that academic procrastination is close to a significant difference in teaching majors, and science and engineering teachers show a higher degree of procrastination than liberal arts teachers, which is similar to the research results of Xu (2017). Xu (2017) highlighted the noteworthy disparities in academic procrastination between teachers of different genders, with boys exhibiting more procrastination than girls. Girls are typically more conscious of the importance of obtaining and executing academic instructions than boys, who do not invest as much time or energy in their studies; teachers pay greater heed to the consequences of academics, and there is a marked disparity in academic procrastination between educators from various fields. Engineering and liberal arts teachers had significantly higher levels of procrastination than their liberal arts counterparts.

In 2016, Ji investigated the correlation between public university teachers' self-control and their procrastination of academic tasks. No noteworthy disparity was observed in the aggregate score of academic procrastination between public university educators of different genders and fields, yet a marked divergence in the total score of academic procrastination among public university teachers of varying teaching grades was discovered; moreover, graduate teachers exhibited less procrastination than their public university counterparts. It is possible to argue that graduate teachers may be better able to schedule their own academic tasks independently than public university teachers and that they are more compliant with their own schedules. So academic procrastination may have something to do with self-control. However, Xing (2019) said that the academic procrastination level of science teachers was significantly lower than that of liberal arts teachers. This may be since the academic works of liberal arts public universities teachers are mostly for writing papers and other tasks, which are not easy to quantify and have no clear provisions, which is consistent with the research results of Li (2008).

Li and Li (2017) found that there were significant differences in overall academic procrastination among public university teachers of different teaching grades, and teachers were higher than teachers and juniors. No significant differences were found between boys and girls in terms of overall academic procrastination at public universities, yet there was a slight difference. When it came to teaching major disparities in academic procrastination among public university teachers, no noteworthy distinctions existed regardless of the teaching majors they held.

Supervisor's Support

Definition of teachers' perception of supervisor's support

As an important part of social support, supervisor's support refers to teachers who can get emotional, academic, and live help from teachers in the process of academic and life at all stages (including primary university to university) (Huang, Patrick et al. Supervisors' support, as defined by Brewster and Bowen (2004), is the capacity to hear, motivate and esteem teachers. Zhang (2012) believes that supervisor's support is all kinds of help teachers get from teachers, including emotional help and information help.

Supervisor support can be a single-dimensional variable, such as in the study of Patrick et al. (2001). Meanwhile, supervisor's support can also be a multidimensional variable. Malecki and Demaray's (2003) research revealed that supervisor assistance encompasses a variety of components, such as emotional aid, data aid, tool aid, and assessment support. Wentzel et al.'s study corroborated this. (2010) The research of Wentzel et al. (2017) reveals that supervisor's support encompasses four dimensions: communicating expectations and values, offering help, advice, and directions, creating a secure environment, and providing emotional support. Moreover, teachers' expectations of mutual aid behavior, attention to teaching content, teacher assistance, and emotional care are also taken into account. Mitchell and Della (2011) believed that the performance of supervisor's support was to provide help for academic tasks, express concern for teachers, and care for teachers' interests and happiness. Dan (2005) held the conviction that supervisor assistance encompassed academic, aptitude and psychological backing.

The analysis of supervisor's support should be based on the support that teachers can perceive, and analyze the specific situation of teachers' academic and

life in university (Fu, 2018). Ouyang (2005) put forward a concept in his literature, which is the concept of Perception of supervisor's support that teachers will perceive to some extent. The teacher's attitude and conduct towards their supervisor's backing in their educational life, including academic aid, proficiency aid, and emotional assistance, is referred to. Supportive academic mainly refers to the support teachers feel from their teachers in their academic, such as guidance when they encounter difficulties in their academic, and reminders when a teacher answers a question in class; supervisor's support refers to the support teachers feel from their teachers for participating in activities and competitions. For example, teachers often refer me to various activities or competitions. Teachers recommended me to be elected class leader, etc. The emotional backing teachers receive from their instructors is referred to as emotional support. For instance, after a failed exam, teachers will provide prompt encouragement and are usually very generous with me (Pan, 2017). Liu (2020) defined teachers' perception of supervisor's support as that teachers feel supervisor's support for their academic activities, academic attitudes, academic abilities, and other aspects of their academic life inside and outside the university, including attention and support behaviors in terms of speech and behavior. Yu (2020) believes that teachers' perception of supervisor's support is that when teachers encounter some difficulties or obstacles in campus life, they can feel the help and care from teachers.

This paper primarily focuses on Ouyang's (2005) definition of teachers' perceived supervisor's support, which is the behavior and attitude that teachers will experience from their primary university to university academic life. This encompasses three main components: academic aid, ability assistance, and emotional aid.

Chi (2017) studied supervisor's support based on the basic psychological needs theory. Li (2015) posited that individuals typically possess three fundamental psychological needs: autonomy, relationships and ability. Sheldon and Filak (2008), however, argued that these three essential requirements are a requisite for the healthy growth of all biological beings - similar to how plants require adequate sunlight, soil and water to flourish.

Some scholars believe that individuals must be able to act autonomously, free from any control by others, and have their own will and autonomy, thus forming

self-control (Chi, 2017). In the context of academic research, the need for autonomy is the need for individuals to make self-determining decisions about academic activities (Li, 2015). The basic psychological needs theory suggests that humans are naturally inclined towards self-directed behavior, and autonomy is necessary for healthy functioning. When individuals feel that they are the initiator and decision-maker of their own choices and decisions, and their actions are consistent with their feelings, they satisfy their need for autonomy. The satisfaction of autonomy often stimulates autonomous motivation and adaptive behavior; On the contrary, a decrease in autonomy can lead to control motivation and maladaptive personal behavior (Deci & Ryan 1985).

The desire to establish and maintain a certain number of positive and lasting interpersonal relationships is often referred to as relationship needs. This sense of belonging can be expressed through establishing close relationships with others, caring for others, and being cared for by others (Ryan, 1995). Baumeister and Leary (1995) further proposed that humans also have the same desire for interpersonal relationships. In an academic context, belongingness refers to the need for individuals to feel connected to significant others and receive recognition and support in the academic setting (Li, 2015). Besides, teachers need interpersonal relationship. The satisfaction of relational needs is the foundation for achieving optimal levels of development, as good interpersonal relationships can effectively alleviate stress and stimulate positive emotional states. Legault et al. (2006) pointed out that when teachers establish harmonious interpersonal relationships with individuals around them and feel the care of key interpersonal subjects, their relationship needs can be met. The satisfaction of relational needs can stimulate motivational behaviors, such as effort, persistence, and active participation in teachers, and can also encourage individuals to pursue socially recognized goals. Goodenow (1993) believed that a sense of belonging can promote teachers' understanding of their expectations for success and their inherent academic values.

Competency needs, also known as capacity needs, refer to the individual's need to effectively practice their actions and expand their existing capabilities. In academic settings, competency needs refer to the need for individuals to exert their potential to effectively adapt during interactions with academic settings (Li, 2015). Street et al. (2013) pointed out that competence needs to provide dynamic support

for individual academic development. When individuals feel that their actions have been effectively implemented, their ability needs are met.

At any stage of education, the satisfaction of basic psychological needs can lead to a range of beneficial academic outcomes, such as intrinsic motivation, academic self-regulation, and curriculum performance. This is because it encourages teachers to focus on their studies and fulfill their educational responsibilities (Chi, 2017). Ryan and Deci (1985) hypothesized that the satisfaction of basic psychological needs can affect the internalization of individual behavior, thereby promoting the development of internal academic motivation; On the contrary, those who are driven by intrinsic motivation will show excellent academic performance. The study of Jang et al. (2009) found that the satisfaction of teachers' basic psychological needs can lead to enjoyable learning experiences and significant academic achievements; However, when social circumstances hinder or prevent these basic psychological needs, individuals' behaviors are mainly driven by non-autonomous motives. The failure of psychological needs can lead to many adverse developmental outcomes, such as poor academic performance, emotional instability, and physical discomfort (Deci & Ryan, 1985). Therefore, the realization of basic psychological needs can enhance the subjective vitality of research subjects; However, the lack of autonomous needs can lead to harmful consequences of emotional and physical exhaustion (Adie, 2008).

The satisfaction of basic psychological needs can be either supported or thwarted by the social environment, thus influencing individual motivation (Chi, 2017). If this environment is conducive to satisfying these needs, it will foster autonomous behavioral regulation and increase the pleasure of involvement. In the academic setting, teachers find greater autonomy, a feeling of inclusion and proficiency in their studies when the university environment meets their fundamental psychological requirements. In the social atmosphere of universities, teachers are the most influential factor in influencing teacher motivation and conduct (Stroet et al., 2013). The requirement for supervisor assistance has the most immediate and significant effect on the gratification of the fundamental psychological needs of educators. Zhang and Chen (2013) suggested that teachers' independent support is a critical factor in satisfying their psychological needs, exploring the correlation between public university educators' view of such assistance and fundamental

mental requirements. The findings indicated that providing more independent aid made it simpler for teachers to satisfy their psychological needs. At the same time, Niemiec and Ryan (2009) and Demir et al. (2011) Bois et al. discovered that the backing of supervisors can satisfy the three fundamental psychological requirements of educators and have a beneficial effect on their scholastic accomplishment. (2006) also said that the self-supporting university environment created by teachers can predict teachers' competence. All these indicate that the level of supervisor's support teachers feel can better predict and meet their satisfaction with their psychological needs (Li, 2015).

The psychological needs of teachers, to some degree, are shaped by the emotional and cognitive experiences they experience; these feelings can have an effect on academic interest and performance, as well as reduce procrastination (Li, 2015). This is due to the fact that both academic, emotional and competency support provided by teachers has a certain impact.

Measurement of teachers' perception of supervisor's support

At present, supervisor's support is mostly measured by questionnaires (Liu, 2018). The Teacher as Social Context Questionnaire, compiled by Wellborn and Connel (1988), allows teachers to evaluate themselves through a self-assessment questionnaire, which is used to measure teachers' self-perceived self-support, structure, and participation. The scale has 24 questions in total and is scored at seven levels. The self-support subscale Cronbach's α 0.76, structured component Cronbach's α 0.70, participating in the subscale Cronbach's α is 0.74.

Since teachers are the primary object of perceived supervisor's support, many questionnaires use other evaluation methods to measure perceived supervisor's support behavior from the teacher's perspective. Williams and Deci (1996) developed the Academic Climate Questionnaire (LCQ) that teachers perceive in academic situations. The scale has 15 questions in total and uses a test form with a 7-point scale. Cronbach's α is 0.96.

Qian (2007) viewed supervisor's support as a form of independent teachers' support, and revised Williams and Deci's (1996) questionnaire. To gauge the level of support Chinese primary and secondary university teachers receive, he created the Self-support Perception: Mathematics Academic Situation Questionnaire, which is composed of one factor and six items. These questions express the teacher's

perception of the teacher's autonomy support. The questionnaire was used to measure teacher perception of the autonomous support provided by the mathematics teacher during the teaching process. General Questionnaire Cronbach's α is 0.83.

Chai and Gong (2013), in their paper, used the Mathematics Supervisor's Support Questionnaire Perceived by Middle university teachers, which is mainly used to measure the mathematics supervisor's support perceived by junior high university teachers. The questionnaire has been examined in numerous ways, comprising three distinct aspects: autonomy aid, intellectual assistance, and emotional backing. There are 17 questions in all three dimensions. A five-point scoring system was used. From 1 to 5, it represents the transition from complete nonconformity to full conformity. The higher the sum of scores in each dimension, the more support the teacher perceives from the teacher. General Questionnaire Cronbach's α is 0.92.

Dan (2005) revised and compiled the Questionnaire of Supervisor's Support based on the teacher behavior questionnaire prepared by Babad (1990) to measure the supervisor's support behavior perceived by teachers. The questionnaire, comprising 19 items, encompasses academic support (9 of which are "the teacher often requests I answer questions in class"), emotional support (6 of which are "the teacher has always been very kind towards me"), and ability support (4 projects) - such as "teachers frequently let me take charge of the classroom". Six points shall be used for scoring, and 1~6 points shall be scored, respectively, from "completely inconsistent" to "completely consistent". The higher the average score of each dimension, the more supervisors' support teachers perceive α is 0.87.

This research adopts the questionnaire on teachers' perception of supervisor's support behavior compiled by Ouyang (2005). Revised and compiled to reflect the actual state of education and teaching in China, the questionnaire is mainly suitable for university teachers and has been extensively employed in related research in the same country.

Research on teachers' perception of supervisor's support

The perception of supervisor support by teachers has been the subject of research.

teachers perceive that supervisor's support and individual development interact in a variety of ways, with psychological well-being, academic motivation,

beliefs, and values, coping styles, academic status, and other factors having a greater impact. Teachers' support behavior will have a positive impact on teachers' academic development (Ouyang, 2019). Ouyang (2005) pointed out that the teacher expectation effect has an impact on teachers' perception of supervisor's support, and teachers who are highly expected by teachers have a higher sense of support. Tang Qin et al. (2013) The importance of supervisor's backing in the academic, career, and social growth of teachers was demonstrated.

Chen and Guo (2016) also found that teachers perceived supervisor's support as closely related to their self-control. Should teachers encounter academic challenges and require assistance, they can gain the fortitude and assurance to surmount any hindrances and setbacks, then become self-motivated and strive for self-control (Wentzel, 2010). This is due to the teacher's respect, understanding, encouragement, and support. teachers' sense of justice also has an impact on their perceived supervisor's support. For teachers with a high level of justice belief, they believe that teachers treat every teacher in the class fairly and objectively, and they believe that the class atmosphere is also fair and just (Ren et al., 2017). Du (2015) pointed out that the more junior high university teachers perceive supervisor's support, the more positive their coping styles and ways of seeking help when encountering academic setbacks.

Xing (2018) found that supervisor's support has a greater impact on teachers' sense of inferiority. teachers feelings of inferiority also decreased when they perceived more supervisor's support. Liu (2019) took rural junior middle university teachers as the research object to investigate and analyze the relationship between perceived teachers' caring behavior and the university's sense of belonging. The results showed that the more rural junior high teachers felt cared for by their teachers, the more they felt they belonged. Bao (2019) determined that the degree of university adaptation was significantly linked to the perceived supervisor's support behavior. Examining the dimensions of this support, he discovered that academic and emotional backing had the most profound effect on teacher university adjustment, with a slight influence on the university atmosphere and teacher self-evaluation. Ye et al. (2017) discussed the impact of perceived teacher care behavior on teenagers' online behavior. The study found that teacher care behavior indirectly influenced

teens' online behavior. The more teachers are perceived to support teens, the easier it will be to develop good online habits and reduce the probability of addiction.

Based on the above studies, it is not difficult to see that supervisor's support has a large impact on a teacher's mental health, beliefs, values, coping style, academic status, etc. The teacher's academic motivation, self-control and more are closely linked to the supervisor they perceive as providing support. When teachers feel supported and cared for by their instructors, they become more motivated and engaged in their studies, have the courage and assurance to surmount obstacles and setbacks, thus inspiring themselves and striving for self-discipline.

Research on teachers' perception of supervisor's support and background variables

Tan (2021) discovered that, in terms of supervisor's overall, academic, and ability support dimensions, junior high university teachers had no noteworthy gender disparity; however, a marked distinction was observed in emotional support dimensions, with girls at the junior high university perceiving more than boys. However, the academic support dimension, sentiment support dimension, and capacity support dimension differ significantly across teaching grades. No distinction was observed between first- and third-teaching graders in terms of the least amount of aid from instructors that second-grade students felt. Zhang (2019) pointed out that there was no significant difference in supervisor's support among junior high university teachers of different teaching grades and genders. Wang (2018) found in her research on senior high university teachers that the average score of teachers' independent support perceived by teachers from senior one to senior three increased in turn. No noteworthy disparity in the perception of teacher autonomy support between first and second-year instructors was observed, yet a considerable divergence in perceived teacher autonomy support between first and second-year teachers and third-year educators was discernible; female perceived teacher autonomy support was greater than male perceived teacher autonomy support, and there was a noteworthy distinction between male and female perceived teacher autonomy support scores.

Pan (2017) concluded from his research on the relationship between the academic emotions of private public university teachers and supervisor's support that, in terms of gender, male public universities' teacher emotional support and the

total score of supervisor's support are significantly higher than female public universities; At teaching grade level, teachers in all three teaching grades had significant differences in total scores for academic support, emotional support, ability support, and supervisor's support, with lower teaching grades having significantly lower levels of supervisor's support than teachers. Yao and Tao (2020) did research on public universities teachers' supervisor's support, academic gains, and enterprising spirit, and found that teachers of different teaching grades had statistically significant differences in supervisor's support scores. teachers scored higher in supervisor's support and academic outcomes than teachers, juniors, and seniors. The reason is that incoming teachers remain wary of the new university life and system. Many public universities teachers are far from home and need emotional support and care from their teachers in the face of unfamiliar surroundings. As a result, teachers will be eager for the emotional support of their teachers as they adjust to their new academic environment and strive to quickly settle into a new life. Familiarity with the university's management system and academic methods typically reduces the need for faculty support among teachers, juniors, and seniors.

At the same time, Huang (2017) said that there was a significant difference in perceived supervisor's support among public universities teachers of different genders, and public universities girls perceived supervisor's support significantly higher than boys, which was consistent with the research results of Chai and Gong (2013). It may be that a disparity in the attention and backing given by public university teachers between genders exists, with girls receiving more assistance from their instructors. Girls, on the other hand, are much more sensitive and responsive to supportive teachers than boys. However, there was no significant difference in perceived supervisor's support among public universities teachers in different teaching majors.

Employment Pressure

Concept of employment pressure

The human body undergoes a physical and psychological transformation due to stress. It comes from within or outside the individual and is accompanied by individual reaction processes. For public universities teachers, employment pressure ranks first (Qiao, 2010). The strain of too much work can cause stress, psychological

and physical ailments, with dire repercussions on the mental and physical wellbeing of teachers at public universities. Employment pressure is the pressure public universities teachers feel when faced with choosing a career after graduation. The pressure here refers to those events or stimuli that make people feel nervous (Wang, 2012). The definition of the concept of pressure has become relatively mature in domestic and international research. Lazarus (1984) proposed a more cited definition of pressure from a cognitive perspective, that is, pressure is a process in which individuals evaluate environmental events related to it and respond to stimuli that are evaluated to be beyond their tolerance. According to the research of domestic scholars on stress, public university teachers regard employment pressure and life adaptation pressure as the main sources of stress in their evaluation of the sources of stress that affect themselves (Wang and Lu, 2009).

Li et al. (2011) defined employment pressure as the internal feelings caused by external events and stimuli that teachers judged to have an impact on their own employment through evaluation under the employment stimulus situation. Qiu and Dai (2014) postulated that the psychological repercussions of internal and external influences, due to job-related factors, were what they termed employment pressure.

While different scholars have different specific definitions of employment stress, they all agree that stress is an individual's negative response to a stimulus. This study draws on the definition of Li (2011) and defines employment pressure as the psychological or physiological disorder caused by public university teachers' employment difficulties in the academic environment.

The theory of pressure refers to the rational cognition of pressure and its system of knowledge. After the 19th century, people conducted systematic and in-depth research on the pressure with different disciplines as the research orientation, and gradually formed a knowledge system of pressure awareness (Hu, 2014).

In his book, "Stress Response in a Changing World," Richard Bruner asserted that the theory of stress response is a physiological-based stress research concept. It posits that "stress is the physical stimulation and reaction to sustain the body's internal equilibrium."

Stress is a progression of physiological responses an organism experiences in order to adjust to a new environmental alteration, with three stages: alertness, resistance, and exhaustion. The theoretical model is shown in Figure.

The social stimulus theory of pressure is a sociological theory of pressure studies. The relationship between life events and physical and mental illness is the focus of this study. It is widely believed that stress causes people to have nervous psychological reactions in the face of external environmental stimuli. Thus, in most scholars' studies, the pressure would become an independent variable in the model, primarily to demonstrate whether there is a quantitative and causal relationship between the generation of tension and the search for stimulation (Hu, 2014).

Thomas Holmes and Richard were pioneers in exploring the correlation between life pressures and strain, referring to life events as life-altering occurrences. In both work and life, there are joyous occasions such as matrimony, the birth of a child, and a new job; however, some of these happenings include the passing of a grieving partner and joblessness. They believe that these events, whether quick or sad, cause the body to lose its balance and force it to adapt again. The theoretical assumptions are illustrated in the figures below. (Richard, 2008)

Measurement of employment pressure

Hu (2014) sought to identify the origin of job-related pressure, as well as assess its current magnitude, intensity, and reaction. In the stress cognitive assessment model proposed by Lazarus (1984), stress can also be called "stress", which is based on whether an individual can form pressure on himself or herself for a certain source of pressure and evaluate his or her ability to cope with the source of pressure. This creates stress if an individual feels psychologically or physically threatened after a cognitive assessment.

Graduates of public universities, though distinct from the typical public university graduate, are also a branch of those who have graduated. Therefore, we can refer to the following related study on measuring the scale of employment pressure for public universities teachers. Zhu Kunpeng et al. The preliminary questionnaire compiled by Shu Xiaoli and Tang Fuqiu (2007) of 45 items, which was used to analyze the projects, revealed that the employment pressure of public university teachers is reflected in six components: the guidance of the university on employment. The most pressing factor in the employment climate of public universities, including teachers' personal and familial connections, university level and teaching major, is the guidance provided by the university.

Lu's (2011)'s public university graduates' employment pressure questionnaire includes 26 items, including five dimensions: self-evaluation of employment competitiveness, self-evaluation of employment mentality, evaluation of employment competition situation, evaluation of employment assistance channels, and evaluation of job-seeking frustration. It can effectively measure the employment pressure of graduates, but the dimensions of this questionnaire may have inconsistent levels, which need further improvement (Liu, 2015).

Zhang et al. There are 26 items in the questionnaire, which are divided into four dimensions: subjective psychological experience (12 items), employment emotional distress (8 items), physiological reaction (3 items), and behavior performance (3 items). The questionnaire employed Likert's five-point scale, with an overall and factor reliability ranging from 0.64 to 0.73, as well as an internal consistency reliability of 0.65 to 0.93. It has good reliability and effectiveness. It can be used as an assessment tool for the job pressures of public universities graduates. After a thorough process, the questionnaire was crafted to ensure its dependability and accuracy in meeting the measurement criteria. The description of the project is simple and clear. The pressure on graduates to secure employment is aptly gauged by this. Hence, this study uses this scale to collect data.

Research on employment pressure

Hu (2014) investigated 750 graduates from three different public university public universities in Changsha, Hunan Province, using the questionnaire method, and found that the employment pressure of public universities graduates is less than that of public universities teachers. Employment pressure among public universities graduates comes primarily from the competitive environment for professional quality assessment and employment, followed by psychological expectations of employment, lack of job help, Self-efficiency and positioning, and the contradiction between professional supply and demand. At the same time, there were significant differences in gender and teaching major among the demographic variables of employment pressure among public universities graduates, but no significant differences among the sources of teachers, whether they were only children, whether they had work experience, and how they were raised in their families.

Xu (2010) informed that male liberal arts teachers experience higher employment pressures in both personal and professional factors. Yi Ming and Wei Yu

(2019) conducted a survey of 650 teachers from five vocational and technical public universities - Shenzhen Vocational and Technical, Jieyang Vocational and Technical, Sichuan Construction Vocational and Technical, Dazhou Vocational and Technical, and Nanchong Vocational and Technical - utilizing the questionnaire method. and found that the employment pressure of public universities teachers was at a medium level, and there was no significant difference in gender and specialty. This result is different from other studies. Han (2018) took 1035 teachers from three universities in Taiyuan as the research object through a questionnaire survey. Employment pressures on graduates were found to vary significantly by gender and teaching major category, with female teachers experiencing higher employment pressures than their male counterparts. Employment pressures are greater for liberal arts teachers than for science teachers.

In summary, the employment pressure on public university teachers is at a moderate level due to the strong purpose of their professional training on campus. Significant disparities were revealed in the outcomes of both genders and teaching majors.

Psychological Capital

Definition of psychological capital

Early in the exploration of economics and sociology, psychological capital was frequently employed as a concept. For example, the economist Goldsmith et al. On this basis, mental capital is regarded as a special mental mechanism formed by the individual under the influence of his early environment.

In the 1990s, with the emergence of positive psychology, psychological capital was gradually incorporated into psychological research. Luthans and Youssef (2004) postulated that psychological capital is an individual's state of mental health which can encourage them to carry out a series of beneficial and advantageous actions. Luthans and Youssef (2004) and other scholars have provided a more precise definition of psychological capital: that individuals can possess positive psychological elements beyond the scope of human and social capital through intentional motivation, as elucidated by Luthans et al. (2005) revised the definition of psychological capital, specifically as follows: A Self-efficiency refers to the confidence that individuals have to work hard and successfully complete challenging tasks; B.

Hope means that individuals stick to their goals and can adjust the way they achieve them if necessary to succeed; C. An individual's optimism, which is their positive view of present and future triumphs, contrasts with resilience - the capacity to persist in difficult situations and confront difficulties, swiftly recover from them, and resolve issues for success.

Currently, there are three views in the academic community on the nature of psychological capital. The first is the trait theory, which holds that psychological capital is a trait of people. This trait includes multiple aspects. For example, Letcher (2004) mentioned in his research that psychological capital includes five major personality traits, and explained that psychological capital itself is also a very important personality trait; Secondly, some scholars also believe that psychological capital is a specific and positive psychological state. For example, Luthans et al. view psychological capital as a very important psychological quality from a comprehensive perspective, and it belongs to the category of particularly important psychological qualities. For example, in the study of Luthans et al. (2008), it was found that more and more scholars believe that psychological capital is not a psychological characteristic or state variable, but a psychological state that continuously develops upward on the characteristic state. This view is supported by some research examples, which suggest that psychological capital can be developed and strengthened through state-specific, stable, and unique interventions. Therefore, it is increasingly common to examine psychological capital from a comprehensive theoretical perspective.

The composition and measurement of psychological capital

There are four main views on the structure of psychological capital: First, some scholars believe in a two-dimensional theory. For example, Goldsmith et al. (1997) believed that psychological capital consists of two factors: self-esteem and locus of control. The second is the three-dimensional theory suggested by some scholars. For example, Avey et al. (2008) believed that psychological capital consists of three dimensions: self-efficacy, optimism, and resilience; The third is the four-dimensional theory suggested by some scholars. For example, Boudreau et al. (2001) believe that psychological capital consists of four components: self-esteem, efficiency, locus of control, and emotional stability; The fourth is the multidimensional hypothesis suggested by some scholars. For example, Cao (2006)

believed that psychological capital includes six dimensions: hope, optimism, subjective well-being, emotional intelligence, resilience, and civic organizational behavior; Ke Jianglin et al. (2008) found through cross-cultural research that localized psychological capital includes a two-dimensional two-factor content structure, namely transactional psychological capital and interpersonal psychological capital; Wu Weijiong et al. (2012) added new psychological capital structures such as gratitude and modesty through research on teachers' psychological capital. Mao and Xie (2013) conducted a study on the psychological capital of primary and secondary school teachers and found that their psychological capital consists of two types of emotional resources: task-oriented and interpersonal.

Measurement of psychological capital

The variety of ideas regarding the structure of mental capital has resulted in a range of tools for measuring it. Goldsmith et al. (1997) developed the Psychological Capital Scale, Cole (2006) created the Core Self Assessment Construction Scale, Letcher (2004) constructed the Big Five Personality Assessment (Psychological Capital) Assessment Scale, and Larson et al. (2001) provided an example. The Positive Mental State Scale was formulated by Luthans et al. in 2007, followed by the Psychological Capital Status Scale from Avey et al. in 2008 and finally, the PCQ-24 from Luthans et al. in 2008.

In addition, Chinese scholars have studied measures related to mental capital. For example, Ke (2008) prepared the Scale of Local Psychological Capital; Qingshan (2009) developed a psychological capital scale with 16 topics. Developed by Zhang (2010), the Psychological Capital Scale encompassed 19 topics, four of which were self-confidence, hope, optimism and resilience. The questionnaire was evaluated using a Likert 6-point scale; on this scale, one signified disagreement, six indicated agreement, and seven signified agreement. Cronbach's of the questionnaire The coefficient is 0.822, and the split-half reliability is 0.711, with good reliability; the Chinese version of the questionnaire in the appendix of Psychological Capital: Building People's Competitive Advantage translated and revised by Li (2008) was prepared by Luthans (2007). The questionnaire was teaching graded on five levels, with 24 items and three inverse-rated questions. The questionnaire included four dimensions: Self-efficiency, hope, tenacity, and optimism. The validity score is 0.935 and the reliability and validity scores on the sub-scales are between 0.686 and 0.900.

Mao and Xie (2013) crafted the Questionnaire on Psychological Capital of Primary and Secondary university Teachers, which split psychological capital among primary and secondary university teachers into two dimensions and nine elements: task-based (Self-efficiency, optimism, hope, resilience, enterprising spirit) and interpersonal emotional (enthusiasm, humor, fairness and integrity, love and gratitude). In all, there were 35 questions. The higher the score, the higher the psychological capital. The results of confirmatory factor analysis RMSEA=0.026, GFI, AGFI, TLI, and CFI are 0.969, 0.960, 0.991, 0.992 respectively, which is the value of interpersonal emotional psychological capital RMSEA=,0.023, GFI, AGFI, TLI, CFI is 0.984, 0.977, 0.999, 0.999 respectively, and the fitting index is good. The former has a reliability factor of 0.823 and the latter 0.809. The two dimensions of mental capital possess a high degree of reliability and validity.

To sum up, the broadening of mental capital metrics mirrors the swift growth of mental capital research, its perpetual expansion and deepening of disciplines and areas of study, as well as certain cultural and group disparities in mental capital.

Research on Psychological Capital

The concept of psychological capital, gaining ever-increasing popularity and development, has made the present state and features of psychological capital among teachers and other professional groups a highly sought-after subject of research. Wu et al. (2012) Research conducted on the psychological capital of primary and secondary university teachers in China revealed that, generally speaking, their overall level was at a moderate level; this is evidenced by low scores in optimism and hope. At the same time, the results show significant differences in demographic characteristics such as gender, educational background, teaching age, marital status, and university type for each dimension. Wang et al. (2015) took the primary university teachers in Chongqing and Henan as the research objects. The results of surveys on mental capital among primary university teachers have revealed that the overall score is in the upper middle range, with no noteworthy disparity between genders, ages, educational backgrounds or disciplines. However, primary and secondary teachers were found to have the lowest overall optimism factor scores in the survey, the results showed. I want this factor to score the highest.

Effect model of psychological capital

The psychological capital effect model refers to the mechanism by which psychological capital affects outcome variables. Existing research divides them into three categories:

A. The moderating effect model indicates that psychological capital has a moderating effect. For example, Zhao et al. (2012) and Li (2014) found that psychological capital has a considerable impact on the link between work stress and burnout, with special education teachers being the focus of their attention. At the same time, Walumbwa et al. (2011) determined that the same psychological capital can reduce the impact of work stress on job burnout. The study found that employee psychological capital plays a moderating role between leadership psychological capital and employee job performance; Sun et al. (2015) Tang et al. (2019) revealed a strong correlation between the emotional labor strategies of university teachers and their emotional exhaustion levels, and that interpersonal psychological capital plays an important role in controlling the link between deep-level behaviors and emotional exhaustion, as well as the link between surface-level behaviors and emotional exhaustion. In addition, psychological capital has a significant moderating effect on the organizational climate of universities and teachers' job burnout.

Some scholars believe that the psychological capital effect model refers to the mechanism by which psychological capital affects outcome variables. Existing research divides them into three categories:

The moderating effect model of the psychological capital effect model indicates that psychological capital has a moderating effect. For example, Zhao et al. (2012) and Li (2014) found that psychological capital has a considerable impact on the link between work stress and burnout, especially among school teachers, which is their focus of attention. Meanwhile, Walumbwa et al. (2011) determined that the same psychological capital can reduce the impact of work stress on job burnout. The study found that employee psychological capital plays a moderating role between leadership psychological capital and employee job performance; Sun et al. (2015) and Tang et al. (2019) revealed a strong correlation between the emotional labor strategies of university teachers and their emotional exhaustion levels. Interpersonal psychological capital plays an important role in controlling the link between deep-

level behaviors and emotional exhaustion, as well as the link between surface-level behaviors and emotional exhaustion. In addition, psychological capital has a significant moderating effect on organizational climate and teacher burnout in universities.

The buffering effect model of the psychological capital effect model suggests that psychological capital indirectly affects outcome variables through a number of variables. For example, Zhang et al. (2014) conducted a study on primary school teachers and found that psychological capital can reduce teachers' perception of work pressure and burnout, thereby enhancing their sense of well-being. Psychological capital can reduce stress response and improve subjective well-being; Li (2016) found that the occupational psychological capital and various dimensions of public university teachers have an indirect impact on job performance through the mediating variable of social support, which to some extent illustrates the influence of psychological capital on human behavior. Liu and Zhou (2016) found through research on rural college teachers that psychological capital can indirectly affect the job engagement of college teachers through emotional regulation, which to some extent illustrates the influence of psychological capital on human behavior. (2008) found that organizational identification has a moderating effect on psychological capital, organizational commitment, and employee deviant behavior, which to some extent illustrates the influence of psychological capital on human behavior.

The direct effect model of the psychological capital effect model suggests that psychological capital directly affects the emergence of individual attitudes and behaviors (Luthans et al., 2006). Many studies have shown that there is a significant relationship between employees' psychological capital and job performance. Psychological capital can improve people's job satisfaction, reduce teachers' burnout and boredom, and enhance teachers' subjective well-being, which to some extent illustrates the influence of psychological capital on human behavior. In addition, it is well known that it has a positive impact on organizational citizenship behavior, and its dimensions are positively correlated with individual commitment to the organization.

Li et al. (2014) pointed out through a review of psychological capital research that there is a dynamic effect model of the mechanism of psychological capital on outcome variables, that is, psychological capital has a positive impact on individuals'

work or life status, which in turn improves their psychological capital level, which to some extent explains the influence of psychological capital on the behavior of public university teachers.

Exploring psychological capital is a positive psychological state exhibited by individuals during their growth and development, which is particularly important for teachers. This chapter explores the psychological capital that focuses on the individual psychological state in positive psychology. It also discusses other variables that need to be addressed in this study, such as work stress and job burnout, to further discuss how psychological capital can affect the behavior of public university teachers to a certain extent.

Academic Motivation

The concept of academic motivation

Motivation originates from the ancient Latin - *Movere*, and later evolved into Motivation, which means the direction that promotes or guides the generation, development, and implementation of behaviors. Motivation is closely related to human behavior and is usually used to explain the motivation and causes of human behavior. However, due to its complexity and the difference in scholars' perspectives, there is no unified definition of the concept so far (Steel & König, 2006).

Yuan et al. (2020) pointed out in their study on teachers' behavior that motivation is an internal state that directly drives the body to satisfy certain needs, and is the direct cause and intrinsic driving force of behavior. According to Hutmacher et al. (2020) research on teacher behavior, motivation (or motivational function) is an internal pathway that guides individual activities, maintains self-induced activities, and guides activities toward goals.

Jiang et al. (2021) found that external stimuli can be divided into two categories: positive stimuli and negative stimuli in their study on teachers' behavior. Positive stimulation will make teachers satisfied, while negative stimulation will make teachers satisfied by escaping from the stimulation. So intentions will affect behavior to some extent.

Pavelescu and Petric (2018) declared that academic motivation is the impetus of academic activities, in a nutshell. It alludes to the psychological process of motivating and directing teachers' educational endeavors, and making them execute

their studies in accordance with pre-established objectives. Academic motivation is a complete system composed of different dynamic factors.

Ryan and Deci (2020) declared that academic motivation is mainly composed of internal and external motivations. Internal motivation refers to a kind of academic motivation caused by teachers' interest in academic activities. It is the internal motivation generated by teachers themselves, mainly including teachers' competitiveness, firm beliefs, academic interests, lofty ideals, and so on. Internal motivation can stimulate and motivate teachers to study autonomously and consciously. Enable teachers to take the initiative to do academic work, the academic process is full of fun. It is a process in which teachers do academic work and want to do academic work, not under external pressure. A type of scholarly impetus produced by external influences is referred to as external motivation. It is the external motivation generated by external incentives, mainly including motivation, praise, recognition, and reward. Motivation can be influenced by many factors, including external and internal forces.

Zinchenko et al.. (2020) believe that under the action of internal self-regulation, each individual coordinates its internal requirements (such as instinct, need, motivation, etc.) with the external incentives of behaviors (goals, rewards, punishments, etc.), thus forming dynamic factors to motivate and maintain behaviors. The effect of the machine on behavior is mainly reflected in the following three aspects : (1) motivation, namely the stimulation, maintenance, or suspension of specific behavior. (2) directivity, so that the behavior points to a specific goal. (3) Emotional. When behavioral goals are aligned with needs, people have positive emotional experiences. On the contrary, they will show negative or even resistant emotions to behavioral activities.

In conclusion, the writer ascertains that academic motivation can be divided into internal and external motivations, as well as possessing three distinct traits: motivation, directivity, and emotionality. Therefore, according to the above literature, this study believes that academic motivation is a kind of multi-characteristic psychological reaction caused by internal and external incentives.

Due to the diversity of motivation, there are not many theories derived from it. The scientific research on motivation began around 1930. After more than 30 years of research development, after 1960, the academic circle began to introduce

cognitive regulatory factors as a key variable under the influence of cognitive tendency. Since then, achievement motivation, attribution motivation, and self-worth theory have all exerted an important influence on the study of academic motivation (Hattie et al., 2020).

Tripathi (2018) proposed the hierarchy of needs theory, which has been widely applied to different fields. The hierarchy of needs theory posits that human needs can be broken down into five categories: physiological, safety, belonging and love, respect, and self-actualization. This could explain why teachers' academic motivation is lacking; some of their missing needs have not been fulfilled, thus hindering the progress towards both academic success and personal fulfillment. The hierarchy of needs theory scientifically expounds on the motivation source of human behavior from the perspective of needs.

Divided into six categories, Ogórek and Biedro (2020) discovered that attributing success to stable factors can boost individual motivation more than when individuals attribute it to unstable ones: ability, effort, the difficulty of work, luck, physical condition, and other reasons. In addition, he also made a new interpretation of human motivational behavior from the perspective of cognitive psychology, emphasizing the importance of individual success or failure behavior to future behavior. The development of attribution theory is based on the university teaching situation, which is one of the most noticeable theories in the field of motivation research and has become one of the most important theoretical bases for discussing academic motivation in recent years.

Exercise is seen as a key factor in the motivational foundation of late-life proactivity, and this was confirmed by 453 researchers who conducted a study. They found that exercise has an effect on future orientation, thus making it essential for active activity during later life. According to the research results of the hierarchical linear model, the change of motion in the next four years can be predicted according to the future baseline direction. Exercise behavior often declines over time, while future orientation and female gender are associated with smaller declines. The findings demonstrate that a lack of orientation has an enduring influence on health-promoting conduct. Therefore, the future orientation represents the success of the propensity precedent of preventive active behavior proposed in our aging model.

Two primary causes of university withdrawal are the misjudgment of educational decisions (identity allegiance) and a lack of academic enthusiasm. This study investigated whether the identity formation and academic motivation of prospective teachers in choosing bachelor's degree courses (n =8723) can predict their first-year academic performance. The participants were divided into four achievement groups. The researchers assess whether their academic success can be forecasted based on their identity and motivation, if the two aspects of identity and motivation can be amalgamated into novel and distinct forms, and if these new forms can forecast educational accomplishment. The results show that there is a close correlation between academic motivation and academic achievement, while identity has nothing to do with academic achievement. In addition, the research results also found a new combination pattern of motivation and identity of species that can predict academic performance. A significant positive correlation between academic achievement and moderate enthusiasm is generally observed, while control and problem diffusion and initiative have a notable negative effect.

Measurement of academic motivation

The academic motivation scale developed by Amabile et al. (1994) is widely accepted as the most effective way to measure teachers' motivation, comprising 30 items and two subscales of endogenous and exogenous motivation to investigate both internal and external motivation. Their research scale adopts a 4-level scoring method. Motivation level is bolstered by a higher score. The sampling theory takes 1323 teachers from two universities in the central and western regions of developed countries on the other side of the ocean as the research objects. According to the data obtained, their scholars measured Cronbach coefficients of 0.79 and 0.78. One year later, the reliability was tested again and the results were 0.79 and 0.84. The testing of other indicators was also in the ideal range, and their Cronbach coefficients were greater than 0.7, Finally, Cronbach coefficient can be used as a useful and reliable tool to distinguish and measure endogenous motivation and exogenous motivation. The internal consistency adjustment coefficients of the two subscales of the scale in test samples from Taiwan, China and China respectively were 0.75 and 0.70. In 2012, Chi Liping and Xin Ziqiang (2006) issued and implemented the academic motivation scale compiled by Amabile et al. Two subscales of endogenous and exogenous motivation can be assessed and evaluated through the utilization of

a revised academic motivation scale or differentiation. The two subscales' internal consistency construct validity is 0.80 and 0.78, respectively; the macro indicators' measurement was 0.79 and 0.78, both surpassing 0.7, suggesting their potential for research. Additionally, Qiu Haozheng's revised scale technical indicators were 0.75 and 0.70 when a few negative item types were removed. Therefore, it should be said that the technical indicators of the reliability and validity of Peng Zhenming and Xin Ziqiang's revised two subscales are very ideal and can be used for direct correlation research (Ning Liangqiang, 2009).

Chi and Xin (2006) were used to collect data from the revised Academic Motivation Scale compiled by Amabile et al. (1994).

Research on academic motivation

Yang (2012) randomly selected 300 teachers from a vocational and technical university in Beijing and Tianjin to study the causal relationship between academic motivation and Self-efficacy of public university teachers in Beijing and Tianjin. The results show that teachers with different genders, teaching grades and teaching majors have different academic motivations. Finally, she found that the academic motivation of male teachers in this vocational and technical university in Beijing Tianjin region was generally lower than that of female teachers, and that the academic motivation of science teachers in this vocational and technical university in Beijing Tianjin region was generally lower than that of liberal arts teachers.

In Shanghai, Guo (2011) conducted a study to assess the academic enthusiasm of 1200 educators from four public universities and two private ones. The results show that the level of public university teachers' academic motivation is low, and the level of public university teachers' academic motivation is lower than that of public universities teachers. Significantly higher academic motivation was achieved by female teachers than male teachers concurrently. The scores of academic motivation in different teaching majors are as follows:

Foreign language>art>management>medical
health>business
trade>computer>news
communication>mechanical engineering.

The academic motivation of educators who teach literature and art is more pronounced than that of those teaching science and engineering.

In conclusion, the author discovered that, in comparison to teachers at regular public universities and universities, public university educators have a lower academic motivation level. Moreover, there are considerable distinctions between genders and teaching majors. Furthermore, female public university instructors demonstrate higher academic motivation than their male counterparts. Liberal arts teachers at public universities demonstrate a greater academic drive than their science counterparts.

Self-efficiency

Concept of Self-efficiency

In 1977, the American scholar Bandura proposed the notion of self-efficiency. This concept is characterized by an individual's conviction in their capability to attain success and a feeling of aptitude. In particular, it alludes to a person's capabilities and convictions that must be fulfilled in order to reach a certain behavioral objective within a specific atmosphere (Bandura, 1977). At the Psychological Society's Outstanding Scientific Contribution Award Conference, Bandura delivered a discourse on Self-efficiency Mechanism in Human Behavior. In the speech, he proposed that individuals' judgment of their abilities played a teaching major role in their self-regulation system, and thus proposed the concept of Self-efficiency. The content of this talk further enriches the theory of Self-efficiency. Bandura posits that self-efficiency is an individual's anticipation of their capability to perform in a given circumstance.

For academic Self-efficiency, Nurlita et al. (2022) believed that academic Self-efficiency is the expression of Self-efficiency in teachers' academic and exploration, which represents people' reasoning and evaluation of whether they can achieve the expected results by successfully handling academic lessons, and it is people' personal to feel about their academic ability and behavior. After continuous exploration and research, scholars point out that an important part of Self-efficiency also includes academic Self-efficiency, which can be divided into academic ability Self-efficiency and academic behavior Self-efficiency. Among them, the Self-efficiency of academic ability is a judgment of whether people can complete their studies and achieve good results in the process of completing studies. Self-efficiency of academic behavior is a judgment of whether individuals can flexibly adopt certain academic

methods to achieve their own goals in the academic process, to complete their own academic goal and tasks (Nurlita et al., 2022). Kim and Seo (2018) found that teachers' academic performance is closely related to their academic performance. Through experiments, some researchers also clearly pointed out that academic Self-efficiency is inseparable from mental health (Matos et al., 2021). This fully proves that academic Self-efficiency and mental health are an organic whole, and also finds a way for us to prevent mental diseases and improve mental health.

Bandura (1977) use their study to summarize the research achievements of other scholars, based on in-depth studies are more systematically explore and understand Self-efficiency, it considers Self-efficiency as a person's ability to realize the goal of behavior in specific areas of faith or belief, through in-depth study and explore the form the basic framework of the theory. Scholars and experts have been captivated by the notion of Self-efficiency, leading to a plethora of psychologists conducting various studies and investigations into this concept. The research on academic Self-efficiency is also deeply studied based on the above ideas (Nurlita et al., 2022).

In other word, although most experts and scholars put forward different views on academic Self-efficiency, everyone has some common views because of academic Self-efficiency. They all realize that academic Self-efficiency plays an essential role in the process of academic, which can greatly stimulate teachers' belief in academic and improve their academic ability and academic effect. The degree of academic Self-efficiency can have a considerable influence on the consequences and results. teachers with a high sense of academic Self-efficiency can better overcome the problems encountered in the academic process than those with a low sense of academic Self-efficiency, to achieve the desired effect more smoothly.

Liu (2003) summarized the following main factors influencing the formation and change of academic Self-efficiency in the research.

(1) The success or failure experience of behavior is the teacher's own past experience. Because the knowledge about oneself obtained by relying on one's own experience is the most reliable, the teacher's own experience has the greatest impact on Self-efficiency. Continuous winning will enable people to build a stable sense of Self-efficiency, which will not be reduced due to temporary setbacks, but will be extended to similar situations. The building of Self-efficiency is impacted by a

variety of elements, including the motivation for personal evaluation of success or failure, the amount of exertion, the complexity of duties and the degree of outside help. Should the tasks be difficult to accomplish, or those who attempt them neglect their own efforts and rely on others for assistance, then success can heighten one's sense of Self-efficiency; however, failure will not diminish it. On the other hand, if what needs to be done is simple and laborious, even if winning does not have a great impact on Self-efficiency, defeat will reduce Self-efficiency.

(2) Alternative experience. The formation of Self-efficiency will be affected not only by people's indirect experience but also by personal direct experience. When people do academic work that a person with the same level as himself wins in an event, he will improve, and this person will think that he can win in the same event. On the contrary, people do academic work that when a person with the same level fails in an event, his sense of Self-efficiency will decline, and they will feel frustrated that they will fail in the same practice. Observing academic will have an impact on Self-efficiency, and this impact is judged by comparing people with presenters and referring to the performance of presenters, so as to improve the effectiveness of their behaviors and improve the quality of life.

(3) Verbal persuasion. This is a way to influence people's sense of Self-efficiency through persuasive suggestions, exhortations, explanations and self guidance. It is easy to use, so it is often used. The lack of empirical proof renders sustaining the sense of Self-efficiency in this instance a challenge, and the efficacy of this technique is also influenced by the persuader's identity and reliability.

(4) The state of emotional arousal. Under pressure, danger or a heavy load, emotions can quickly be stirred, the level of arousal contingent on the environment and individual sensitivity and acceptance of data. The greater the emotional regulation, the lower the anticipation of success; however, self-efficiency increases the impediment to behavior and the lower the expectation of accomplishment. That is, strong emotions (such as high anxiety and tension) usually hinder behavior and reduce the expectation of Self-efficiency.

Measurement of Self-efficiency

The measurement of Self-efficiency has two directions. Assessing domain relevance and gauging general Self-efficiency are two distinct processes. The latter is a measure of one's assurance in the answers to numerous queries from various areas

of production and advancement. It reflects the overall sense of control over the environment.

The measurement of Self-efficiency has two directions, one is the assessment of domain relevance, the other is the assessment of general Self-efficiency (Li, 2001). Zhou Wenxia et al. showed in their research in 2006 that general Self-efficiency reflects an individual's overall sense of control over the environment. Self-efficiency can be seen as a continuum in research. One level represents more general, and the other level represents more special. In different activities in China and Vietnam, the more special and specific sense of efficacy is different (Wang et al., 2001). Distinguishing between different purposes of denial and determining the level of Self-efficiency to comprehend is essential for gauging Self-efficacy (Zhang et al., 1999). The research and testing of Self-efficiency basically revolve around three dimensions: level, intensity and breadth. Teaching Grade indicates the difficulty of individuals in judging Self-efficiency. Generally, two-level scoring method is adopted. The intensity of a task's difficulty and complexity is measured by the individual's confidence in their ability to complete it, with teaching grade scoring being the usual evaluation technique. Breadth is to evaluate whether a person's behavior is effective only in a certain professional skill or a wide range of professional skills. In real life, what we call Self-efficiency usually refers to the degree of certainty, that is, the intensity of Self-efficiency. (Yang, 2012).

This research refers to the relevant research of Pintridge et al. (1990), and adopts the relevant dimensions of the academic questionnaire of Self-efficiency compiled by Liang (2000) of Huazhong Normal University. The scale divides academic achievement into two independent dimensions: academic ability Self-efficiency and academic behavior Self-efficiency. Each dimension summarizes the key issues, totaling 22 issues (Cronbach=0.89). The sense of efficacy increases with a higher score; the aggregate academic score, which is the combination of Self-efficiency and academic aptitude, is the highest possible result.

Research on Self-efficiency

The study of Self-efficiency has gone through a long process. The Self-efficiency was first proposed by Bandura, who believed that Self-efficiency was the inference of individuals' confidence and feelings about a certain task they could accomplish. Therefore, there were great differences in Self-efficiency in different

fields and individuals. Cen Cui, a famous scholar, found through tests that teachers' academic Self-efficiency is closely related to their academic achievements (Cen, 2005). Academic Self-efficiency is inseparable from mental health (Liang, 2000). The evidence here unequivocally demonstrates that academic Self-efficiency and mental health are a unified entity, offering us an avenue to avert psychological illness and enhance mental wellbeing. After long-term research, Wang Hongli and others also found that academic Self-efficiency was closely related to mental health (Wang, 2005).

Yang (2012) studied 300 teachers from a vocational university in Beijing and Tianjin, and drew a conclusion using the general Self-efficiency scale and the academic motivation scale. No noteworthy disparity in overall Self-efficiency was observed between public universities with distinct genders, yet there were considerable disparities in general Self-efficiency among public universities with varying teaching grades and teaching majors. Teachers' scores were notably higher than those of their peers, and liberal arts teachers' scores were significantly superior to those of science and engineering instructors.

Ning (2009) studied the relationship between Self-efficiency, academic motivation and academic performance of 600 teachers from nine teaching majors in Linyi Vocational public universities. The academic Self-efficiency of ordinary public university teachers is revealed to be superior to that of their counterparts at other universities. The difference between teachers' teaching grades and teaching majors is large, and the difference of Self-efficiency between teachers' genders is not large. The results revealed that the academic performance of teachers was inferior to that of their students, and science teachers' Self-efficiency was lower than that of liberal arts educators.

To sum up, the Self-efficiency of public university teachers is lower than that of public universities teachers. No noteworthy correlation exists between gender and Self-efficiency; yet, a noteworthy association exists between the Self-efficacy of various teaching majors and their teaching grades.

Self Control

Definition of self-control

Two aspects of self-control in academic circles can be comprehended: the first, which is based on achieving social objectives, and the second, which is focused on attaining personal ambitions (Lu, 2001).

Previous research has defined self-control in terms of achieving social goals, arguing that self-control is the ability of individuals to adjust their psychology and behavior in a timely manner to achieve social expectations and social goals. Johnson et al. (2018) believe that self-control is the subjective control of individuals (including school teachers) over their own behavior, as well as the ability to bring them closer to their own values and social expectations. People often use self-control to achieve their goals. Atance and O'Neill (2001) believe that self-control refers to the ability of individuals (including school teachers) to regulate their behavior, emotions, attention, and other impulsive behaviors in order to control themselves and achieve long-term goals. People often use self-control to achieve their goals. Through previous research, Mann et al. (2013) found that self-control refers to the active control of one's own psychology and behavior without external constraints, including school teachers. In this kind of control, individuals (including school teachers) consciously choose goals, overcome difficulties, avoid interference, and take measures to control their own behavior to achieve their goals. Milyavskaya et al. (2021) view self-control defined by some individuals (including school teachers) and others from the perspective of achieving social goals. People often use self-control to achieve their goals.

Previous research has found that scholars who define self-control from the perspective of achieving personal goals believe that self-control is the process by which individuals (including school teachers) exert influence on their psychology and behavior to achieve their beliefs and goals (Rottweiler & Gill, 2020). Smith et al. (2019) believe that self-control is the ability of individuals (including school teachers) to overcome or inhibit negative behavioral tendencies and control impulsive responses. Simons et al. (2021) proposed that self-control is the ability of individuals (including school teachers) to regulate, manipulate, and control impulsive thoughts, emotions, and behaviors. Du et al. (2021) believe that self-control is the process of individuals (including school teachers) adjusting their original habitual thinking and

behavior to control their desires. Atance and O'Neill (2001) also understand self-control from the perspective of achieving personal (including school teachers) goals, as people often use self-control to achieve their goals..

This study will learn from Du et al. (2021) Believing that self-control is a process in which one can reach their desired growth objectives by altering their usual habits and actions, restraining their pessimistic ideas, and controlling impulsive conduct, I define it as such.

Self control model theory

Early theories suggested that personality structure is composed of three different components: id, ego, and superego. Self-control is seen as a means of regulating these two parts; Individuals can control their impulses according to the requirements of the superego. It can also be understood as the process of moral development in which individuals gradually internalize their behaviors through external rules, thereby forming self-control. In behaviorism theory, cognitive theory emphasizes the role of cognition in emotional self-regulation and proposes this concept. Self-control ability is a process of moving from heteronomy to autonomy based on the development of cognitive ability (He, 2020). As Chen (2013) clarified through review, the internal factors of individuals were the focus of early psychological research on self-control in universities.

Mischel and Ayduk's (2002) study of self-control proposed the "cognitive-affective dual system model" theory to explain the success and failure of self-control, which is also applicable to the study of public university teachers. Self-control is generated by the interaction of the impulse system, self-control system, and many regulating variables (Hofmann et al., 2009). In research on self-control, some authors argue that self-control is a cognitive judgment made by individuals through willpower strategies, with the judgment criteria tending to favor immediate or long-term interests. Therefore, self-control is more like a choice behavior, and this theory is also applicable when studying public university teachers, which means that there are often conflicts between transactions (Chen, 2013). In the study of self-control, Gifford (2002) believed that the working memory system of the brain and the prefrontal lobe of the emotional motivation system are largely responsible for decision-making disagreements. When individuals need self-control, they will adjust two opposite forces according to their goals. One force motivates individuals to make

rational and logical behavioral responses, while the other forces induce individuals to abandon current actions in order to maximize their desires. This theory is also applicable when studying public university teachers. When self-control conflicts, which system determines the outcome of self-control behavior depends on the specific situation. For example, in special circumstances, it may lead to a faster and stronger activation of one system, while the other system is relatively weaker. At the same time, individual personality traits, emotional states, and so on can also affect the outcome of self-control conflicts (Liu, 2021). If individuals are more adept at rational thinking in their work and systems, they will prioritize long-term goals, while if they want to satisfy their instinctive sense of happiness, they will choose to satisfy their current psychological needs. This theory is also applicable when studying public university teachers. Therefore, if individuals want to choose behaviors to achieve long-term goals, they must be able to overcome emotional impulses (Chen, 2013).

Ayduk and Mischel's (2002) study on self-control extended the "cognitive-affective dual system model" to include the affective system as a "hot system" based on activity in the amygdala and the cognitive system as a "cold system" dependent on activity in the hippocampus. This theory is also applicable when studying public university teachers. In the study of self-control, the emotional principle is the driving force behind the "thermal system" of the emotional system, which prioritizes current needs; In turn, the rational principle is a cognitive system that drives the cooling system, thereby selecting long-term goals and requirements. The study of self-control, the success of which depends largely on the activation and inhibition of cognitive and emotional systems, is also applicable to the study of public university teachers. Emotional regulation is closely related to self-control. In a positive emotional state, self-control is easy to succeed; In a negative or passive emotional state, individuals are more likely to lose control (Wei, 2013).

Measurement of self-control

Tangney et al. (2004) published the Self-Control Scale, abbreviated as SCS. There are two versions of the scale, the full version and the simplified version. The full version includes 36 items, covering five dimensions of self-discipline, impulse control, healthy habits, reliability, and work or academic performance, with an internal consistency reliability of 0.89 and a retest validity of 0.89. The simplified version also includes five dimensions: overall self-discipline, impulse control, healthy

habits, reliability, and work or academic performance. There are 13 projects in total, all from the full version. The scale is widely used and has high reliability and validity, with an internal consistency reliability of 0.85 and a retest reliability of 0.87.

Tan and Guo (2008) revised Tangney et al.'s (2004) self-control scale SCS, which consists of five dimensions: impulse control, healthy habits, resisting temptation, focusing on work or academics, and controlling entertainment. The number of topics corresponding to each dimension is 6, 3, 4, 3, 3, for a total of 19 items. Each question is set with five options, ranging from "completely inconsistent" to "very consistent", with Likert scoring from five points. In addition, there are 15 reverse scoring questions in the scale, which are questions 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, and 19. The higher the score on the scale, the stronger the self-control ability; Its coefficient is 0.86, and its five-dimensional clone bach ranges from 0.60 to 0.76, with an impressive 0.85 reliability for retesting, which is very satisfactory. At present, Ji (2016), Hu (2017), Chen (2019) and others have used this scale to measure the self-control ability of public university teachers in their research.

Yu (2005) developed a questionnaire on self-control for public university teachers, which includes six dimensions: self-awareness, self-planning, self-execution, self-evaluation, self-motivation, and self-correction. There are 72 projects in total, using a five-point scale. Zou et al. (2005) revised the self-control questionnaire for public university teachers based on the self-control scale for junior high school teachers. The self-control scale is divided into three different dimensions using a five-point method: self-control perception, self-control tendency, and strategy. This includes a total of 40 projects.

This study used the self-control scale SCS developed by Tan Shuhua and Guo (2008). From five dimensions of entertainment control, temptation resistance, impulse control, health habits, and focus on work, the scale obtained a self-control scale for public universities teachers with 19 questions, which comprehensively evaluated public universities teachers' self-control ability, and was widely used in the measurement of public universities teachers' self-control, with good results.

Research on self-control

Self control structure

The structure of self-control is diverse, and scholars have studied it from different perspectives (Xing, 2019). Divided mainly into four distinct categories, single-

dimensional structure, two-dimensional structure, three-dimensional structure, and multi-dimensional structure, it is a complex entity.

Posner et al. (2004) first proposed the theory of single dimension structure of self-control. Comprising five essential components, Wu (2018) defines the single dimension as: control and alteration of self-behavior, utilization of self-control aptitude in the absence of guidance, and consistent execution of individual conduct in diverse circumstances.

Zhu (1990) divided self-control into internal psychological control and external behavior control. Individual behavior self-awareness and control motivation are known as internal psychological control, while external behavior control is the individual's commitment to their actions, autonomy, self-control, and other elements. Heckhausen et al. Zimmerman (2006) took Bandura's social interaction determinism as the theoretical starting point, and believed that self-control should include two aspects: self control and environmental regulation.

James and Blank (1993) proposed a typical three-dimensional structure system in their research, including actual control ability, self-control expectation, and control attribution. Lenhua et al. (2002) divided self-control into three different aspects: attention, inhibitory control, and impulsivity. Guo (2002) divided self-control into three aspects from the perspective of behavior: improvement, growth, and correction. Li Bingnan and Chen Jialin (2003) divided self-control into three dimensions: self-planning, self-monitoring, and self-regulation. Vera et al. (2004) proposed that self-control can be divided into interpersonal self-control, individual self-control, and self-evaluation. Zou Danjie et al. (2005) found through confirmatory factor analysis that self-control is divided into three dimensions: self-control, self-control tendency, and self-control ability.

Yang and Song (2003) pointed out in their study that children's self-control ability includes four components: self-awareness, self-control, persistence, and self-delay of gratification. Eisenberg et al. (2004) measured self-control and found that it can be divided into four dimensions: attention shifting strategies, attention, inhibitory control, and impulsivity. Kopp (1982) proposed that the structure of self-control can be divided into five components: inhibition of impulsive behavior, inhibition of temptation, delay of gratification, formulation and completion of behavioral plans, and adoption of behavioral styles appropriate for social situations. Xu (2006) believed

that self-control ability consists of five factors: self-control of thinking, planning of behavior, execution of behavior, calmness of emotion, and emotion. Dong (2013) found that the developmental characteristics of self-control in Chinese public university teachers can be divided into five dimensions: impulse inhibition, self-delay of gratification, planning, persistence, and self-awareness. Yu (2005) found that self-control of public university teachers includes six components: self-awareness, self-planning, self-execution, self-evaluation, self-motivation, and self-correction.

Research on self-control and background variables

Zhang (2019) studied the self-control ability of junior middle university teachers. No significant gender difference was revealed in the self-control of junior middle university teachers; however, when teaching grade three, the capacity for self-regulation is significantly greater than that of grade one. Xing (2020) said that the self-control of secondary vocational university teachers in different teaching grades was significantly different, and self-control decreased with the increase of teaching grade.

Xu (2017) made a research on public universities teachers' self-control in China, which showed that there were no gender and disciplinary differences in public universities teachers' self-control ability, but there were differences between different teaching grades. The self-control of teachers is obviously higher than that of other teaching grades, because teachers are full of self-confidence, curiosity and expression when facing new academic tasks after entering the university. Administrators and teachers alike give special consideration to the academic adjustment and habits of their educators, bolster control over their studies, and foster a strong sense of self-observation for both educational success and effectiveness. However, with the increase of teaching grade, teachers' self-control of academic tends to decline. In 2020, Wang discovered that there were considerable distinctions in the teaching grades of public university teachers' self-control, with junior and senior public university teachers and graduate teachers exhibiting a significantly higher level than their counterparts; moreover, public universities teachers' self-control had noteworthy professional disparities. The total self-control level of science, engineering, agriculture and medicine teaching majors is significantly lower than that of literature, history, philosophy, education, economic management and other teaching majors. Xing Yaping (2017) pointed out that gender variables have significant

differences in public universities teachers' self-control, specifically: male public universities teachers are significantly higher than female public universities teachers in self-control level.

Related Research

Xu (2021) pointed out that the support of teachers is particularly important for teachers, and teachers can judge their position in teachers' minds by perceiving teachers' attitudes towards themselves. Teachers' support can promote teachers to form a positive academic attitude (Wentzel et al., 2017). When teachers perceive supervisor's support, they will make more academic effort and stick to difficult academic tasks (Goodenow,1993). In academic, teachers perceive the emotional preferences and capacity support given by the teacher. The greater the academic requirement, the greater their ability to improve their own interest in academic; In meeting their inner needs, teachers become more aggressive and optimistic in their academic. Gao (2014) suggests that the more self-assured they are, the more passionate they will be about their studies and the less likely they will be to procrastinate. In turn, teachers can feel constrained if they are not given enough free space to do academic work and if controlled teaching is used. Teachers will not adopt teachers' opinions, but teach by indoctrination, without giving teachers the ability to explore and discover, teachers will have a psychological state of disgust and negativity towards their studies, which will lead to academic procrastination (Li, 2019). Pan (2009) found that the relationship between teachers and teachers is closely related to academic procrastination at the individual level. If the head teacher is amiable, reasonable, and worthy of the confidence of the pupils, the pupils will be highly receptive to the management of the teacher, and there will be less delay.

Brophy (1974) proved that supervisor's support behavior is closely related to teachers' academic performance. Perceived positive expectations from teachers can have a profound effect on their academic performance, with perceived teacher expectations having the potential to enhance it. While a large number of studies show that teachers with good academic performance do not have the bad habit of academic procrastination, which can break the perception that positive teacher expectations can improve their academic performance, while teachers with good

academic performance do not have academic procrastination behavior (Gu, 2019). Then perceived positive teacher expectations can improve teachers' academic procrastination (Gu, 2019).

Chen (2016) found that teachers perceived supervisor's support as closely related to their self-control. The support of teachers can foster their autonomy, a sense of belonging and competence in academic activities, as well as boost their pleasure in participation. This will result in an improved emotional state for the teacher (Stroet et al.), 2013). Self-control is easy to succeed in a positive emotional state (Wei, 2013). Therefore, supervisor's support has an important impact on self-control (Xu, 2011). Should teachers encounter academic challenges and require assistance, they can gain the fortitude and assurance to surmount any hindrances and setbacks, and then become self-motivated and strive for self-control (Wentzel, 2010). This is achievable through the teacher's respect, understanding, encouragement, and support. Whether it is a direct perception or an indirect perception that the other person is in a situation of autonomous self-control, it can help the subject to increase their subjective vitality and thus improve their state of self-control. That is, the more supervisor's support is perceived, the more teachers tend to self-control, and the state of self-control is improved, so supervisor's support is beneficial to self-control (Xu, 2011).

Many researchers in the field of self-control and procrastination have asserted that the latter is a consequence of the former's lack of control (Ji, 2016). Chen (2007) found that poor self-control ability is one of the main reasons for Chinese public universities teachers' academic procrastination through his preliminary exploration of public universities teachers' academic procrastination. Ding (2012) found in their research that there is a negative impact between procrastination and self-control, which reaches a significant level. Self-control had a significant predictive effect on procrastination, that is, the worse the self-control, the more severe the procrastination behavior. Li (2017) discovered that junior high university teachers' academic procrastination and self-control had a detrimental and considerable effect, as evidenced by their research on the correlation between these two factors. Those in the low procrastination group exhibited notably superior performance in self-control than those in the high procrastination group.

In temporal motivation theory, it has been mentioned that susceptibility is an important cause of individual differences in academic procrastination. As the external manifestation of susceptibility, self-control improvement directly leads to the reduction of academic procrastination (Ferrari, 1994). Ziesat et al. (1978) found in research that individual procrastination behavior can be improved through effective self-control training. Wang (2014) also found in the research that self-control group counseling can significantly improve the academic procrastination of graduate teachers.

According to the theory of basic psychological needs, in the university social environment, teachers are the most important subject to influence teachers' motivation and behavior (Stroet et al.). The most direct and significant influence on teachers' contentment with fundamental psychological requirements is the backing of educators (Li, 2015), as evidenced by 2013. Supervisor support can meet the relationship needs of teachers, so as to effectively relieve stress and stimulate a positive emotional state (Martin & Dawson, 2009). Whether teachers' independent support, emotional support, or cognitive support can promote teachers' autonomous behavior regulation, enhance the pleasure of participation (Li, 2015), and to a certain extent affect teachers' emotional experience and cognitive feelings, thereby affecting teachers' academic interests and performance.

The cognitive emotional dual system theory model of Mischel and Ayduk (2002) suggests that the success of self-control is largely dependent on the activation of the cognitive system and the inhibition of the emotional system. Emotional regulation is closely related to self-control. Self-control is easily achieved in a state of positive emotion; individuals are more likely to lose control when they are in a negative or negative emotional state. Therefore, we should be good at regulating emotions (Wei, 2013). Therefore, the more supervisor's support is perceived, the more teachers tend to self-control, and their self-control status is improved (Xu, 2011).

According to the theory of time motivation, self-control is a relevant factor affecting academic procrastination, and the improvement of teachers' self-control also means the reduction of academic procrastination (Xing, 2018).

Therefore, active teacher expectations and support can improve the problem of academic procrastination among teachers (Gu, 2019). To the extent that

supervisor's support affects a teacher's emotional experience and cognitive feelings, it can stimulate positive emotional states. Self-control is easily successful in positive emotional states, which further affects a teacher's academic interest and performance, thereby reducing academic procrastinations. Based on the cognitive-emotional dual system model theory, this study uses self-control as a mediator variable to explore the impact of teacher perception of supervisor's support on academic procrastination at a public university in Yunnan Province.

China's higher education has taken a leap forward in recent years, but it also faces the problem of unsatisfactory academic conditions for university teachers. The main purpose of current academic is subject to social, environmental, educational, and other conditions. In addition, a very small number of teachers are influenced by family and personal factors, and the academic motivation of public universities teachers presents a complex and diverse features.

Chen and Lamnin (1986) pointed out that excessive pressure will have a negative impact on teachers' academic. Yang (2004) proposed to study the factors that affect academic burnout and academic performance. The results show that academic stress directly affects a teacher's enthusiasm for academic, leading to delays in academic and a lack of motivation, which in turn reduces a teacher's sense of academic achievement. Sun (2007) passed the research on the public universities teachers' Academic Burnout Questionnaire prepared by Lian and the public universities teachers' Academic Burnout Influencing Factors Questionnaire prepared by himself, indicating that employment pressure has a very significant impact on academic burnout.

Zhao (2008) mentioned in the research that the factors that affect public universities teachers' academic motivation mainly include society, universities, and individuals. Public universities teachers are confused about their future employment. They worry that the investment and rewards of a four-year public universities will be disproportionate. They do not feel that their specialties meet the needs of society, and they have the idea that their specialties are useless, and are therefore uninterested in academic. The motivation of public university teachers to do academic work is detrimentally affected by such psychology. Overall, at this stage, due to the imperfect employment system in our country, some teachers feel that

employment prospects are not promising, which is reflected in the lack of autonomy in academic.

Zhang (2004) found in research that the strongest academic motivation of public universities teachers is the rewarding motivation, mainly to contribute to society, repay the kindness of upbringing, and the future development of the family. However, Zhang (2007) found in his research that the strongest motivation of public universities teachers has changed into the motivation for future development. The motivation for higher education, which is indirectly affected by the size and quality of universities, the employment opportunities available to university teachers, the social security system, and the potential for social work, could be due to high job pressures, more difficult jobs, a heightened rivalry between academic and access to higher learning, as well as the values held by university educators. Enrollment in higher education has seen a dramatic rise, providing access to higher education, yet this has also caused an especially swift surge in the number of public university teachers, making them acutely aware of the pressures of future employment, higher education, and life. This pressure has become a teaching major driver of academic for current public universities teachers. However, if the pressure is too great, it can easily have a negative impact and make public universities teachers overly anxious about their future employment and life, which can reduce their motivation to do academic work.

Xue (2003) investigated 508 middle university teachers in three middle universities in Shanghai by questionnaire. The results show that: (1) There are significant gender and teaching grade differences in achievement goal orientation among junior and senior high university teachers. (2) The junior and senior high university teachers with different control characteristics and achievement levels also have significant differences in the calibration of achievement goals. (3) The academic goal orientation of middle university teachers has decreased, with the exception of junior high and senior high university's second teaching grades, as teaching grades have risen. Conversely, achievement avoidance goal orientation has increased, and the shift towards achievement approach goal orientation has been relatively mild. (4) Two significant teaching grades for the directional transformation of middle university teachers' achievement goals are those of junior high and senior high universities. The

varying types and levels of achievement goal orientation have a considerable impact on the academic motivation strategies and accomplishments of these educators.

Hui (2014) investigated 750 graduates from three different public university public universities in Changsha, Hunan Province, using the questionnaire method. Significant disparities in the demographic factors of job pressure among graduates of public universities were revealed, such as gender, teaching major, whether they were teachers and their parents' educational attainment; however, no noteworthy distinctions existed in the origin of teachers, single parent status, work experience or parenting approaches.

The strong connection between employment pressure and academic motivation is evident from the above, with a multitude of studies affirming that there is a considerable inverse relationship. Overall, researchers agree that teacher employment pressures have a negative effect on academic motivation.

Bandura (1986) highlighted the significant correlation between academic motivation and Self-efficiency, with either being high or low having a major effect on individual academic drive. Higher Self-efficacy can heighten teachers' enthusiasm for academia, bolster their self-assurance in it, boost interest in it, and stimulate them to complete educational tasks. However, individuals with low Self-efficiency lack an objective understanding of their own abilities. They do not take things seriously in academic. A dearth of enthusiasm for academia and a lack of motivation to complete academic tasks is further exacerbated by the substandard performance.

In his research, Zhao (2015) determined that Self-efficiency has a considerable impact on academic motivation. In teacher academic activities, teachers with high Self-efficiency showed higher levels of academic enthusiasm, focused on dealing with difficulties encountered in academic and life, and went to great lengths to solve problems. When difficulties in the academic process are successfully resolved through effort, the individual's sense of Self-efficiency is satisfied, thus generating positive academic incentives and further stimulating interest in academic. In the long run, individual Self-efficiency and academic motivation reach a perfect combination, which increases academic confidence, helps improve teacher problem-solving, overcomes the effects of adverse factors, and enhances academic motivation. Conversely, if the individual's academic Self-efficiency is low, it will affect the individual's enthusiasm for academic. Faced with academic difficulties, they often

adopt a passive avoidance approach, resulting in a significant decline in academic performance and a reduction in the individual's academic Self-efficiency.

Chi (2006) pointed out in their research that the level of teachers' academic Self-efficiency determines their internal academic motivation. Teachers with high levels of academic Self-efficiency have sufficient confidence in their academic, as well as high levels of academic ability and performance, which are rarely affected by external factors. Noels (2001) also proved that teachers with high internal academic motivation have strong academic Self-efficiency and are less affected by external influences. To conclude, Academic Self-efficiency has a noteworthy influence on Academic Motivation and its facets.

Leng (2012) found in research that the higher the Self-efficiency of public universities teachers, the less employment pressure they experience; in turn, the lower the Self-efficiency of public universities teachers, the greater the employment pressure they experience. The research of Zhuang et al. (2008) Zhao (2008) discovered a positive correlation between general Self-efficiency and positive coping styles, as well as an appreciable association with positive coping styles but a negative one. This suggests that the higher the Self-efficiency of public universities teachers, the more they tend to have a positive coping style and the less stressed they are.

Chen (2009) discovered a negative relationship between employment pressure and positive coping styles, as well as a positive one with negative coping styles. However, when teachers feel very stressed, they are more likely to adopt a negative coping style. In turn, when they felt less job pressure, they were more likely to adopt a positive coping style.

A negative relationship exists between Self-efficiency and job pressure; those with a high level of self-efficacy may experience less stress, thus favoring positive coping strategies such as problem-solving. Conversely, individuals with low Self-efficacy could be subject to greater employment strain, resulting in more pessimistic coping styles like blaming oneself, fantasizing, withdrawing from reality, and rationalization.

In summary, Self-efficiency is significantly related to employment stress. The higher the Self-efficiency, the less stress the individual feels, and the more positive the coping style. The less Self-efficiency one has, the more pressure they experience and the easier it is to resort to a negative coping strategy.

Scarcely any research exists in the current body of writing on the association between job pressure, Self-efficiency and educational motivation. Most studies address pairwise or other intervention effects. Zhuang et al. (2008) A significant positive relationship between general Self-efficiency and positive coping styles was discovered; Zhao (2008) further noted that a strong correlation exists between general Self-efficiency and both positive and negative coping styles. This suggests that the higher the Self-efficiency of public universities teachers, the more they tend to have a positive coping style and the less stressed they are.

Teachers with strong Self-efficiency have higher ability beliefs and success expectations, which can stimulate people to form higher academic motivation (Cetin, 2016). Chi studied the academic motivation and academic Self-efficiency of public universities teachers in 2006. They found that the stronger the sense of Self-efficiency, the stronger the endogenous motivation, while the exogenous motivation was not. Those with a strong sense of capability who took the test at public universities were sure they could manage the queries and outcomes of the task. They dare challenges, take an interest in them and enjoy them without succumbing to external factors. Jia Ning et al. (2014) found that Self-efficiency indirectly affected the depression dimension of academic burnout through internal motivation, and internal motivation played a mediating role. It can be seen from the study that teachers with high Self-efficiency have higher intrinsic motivation.

In summary, the employment pressure of public universities teachers is negatively correlated with their Self-efficiency. Self-efficiency was lower in teachers with high employment stress and lower in teachers with high Self-efficiency. At the same time, teachers with high Self-efficiency, who are confident in their abilities and activity outcomes, are able to generate stronger internal motivation and have more positive academic motivations.

Chapter 3

Research Methodology

The objective of the Research Methodology was to discover methods to answer two queries: 1) To investigate the degree of Academic Procrastination among Public Universities in Yunnan by their Teachers. 2) To study the factors effect to academic procrastination among teachers at public universities in Yunnan Province; 3) To develop Guideline to Solve Teacher's Academic Procrastination of Public Universities in Yunnan, in order to know more detail about the relationship between supervisor's support, employment pressure, psychological capital, self-control, self-efficiency, academic motivation, and academic procrastination, and the detail are showed with following, the researchers have the following procedures;

1. Type of the research methodology
2. The population/the sample Group
3. Research Instruments
4. Data Collection
5. Data Analysis

Type of the research methodology

Exploratory sequential mixed method (Quantitative-qualitative) is the scientific investigation process employed in this paper. The quantitative approach seeks to identify the primary cause and effect, while the qualitative technique bolsters the theory.

1. Qualitative Research Method

The researcher employed the In-Depth Interview technique to acquire data for qualitative research. Through Purposive Sampling, they visited the area and gathered information from both population and sample in order to analyze and construct a causal model of the field visit's outcomes.

2. Quantitative Research Method

Questionnaires were utilized by the researcher to collect data on variables, which was then used for Structural Equation Modeling (SEM) and statistical analysis with SPSS (Diamantopoulos & Sigauw, 2000), in order to conduct quantitative research.

The population/ Sample Group

The Population

The population of this study are those university teachers who are study in Kunming, Yunnan of China. There are 12 public universities in Kunming, Yunnan of China, and they have around 31435 teachers, and located in different areas.

For this study, Yunnan Province was selected as the research area, and the higher education issues in Yunnan cannot be ignored. Private higher education in Yunnan has grown rapidly in recent years, especially since public university public universities have expanded in size year by year. As enrollment has expanded, however, so has the quality of teachers. teachers from the last ten public public universities were selected for the study. These public university public universities have diverse teacher populations and diverse teacher bases. As a result, the quality of the teachers in these universities is relatively poor, and their self-control is weak. They are prone to academic procrastination in the academic process.

Table 3.1 The detail information of population

NO.	Name	No. of Teachers	Area
1	Yunnan University	2582	WUHUA
2	Kunming University of Science and Technology	2643	WUHUA
3	Yunnan Normal University	2731	WUHUA
4	Yunnan Agricultural University	2583	PANLONG
5	Southwest Forestry University	2720	PANLONG
6	Kunming University	2342	GUANDU
7	Yunnan University of Finance and Economics	2566	WUHUA
8	Kunming Medical University	2781	CHENGONG
9	Yunnan Minzu University	2591	WUHUA
10	Yunnan University of Chinese Medicine	2732	CHENGONG
11	Yunnan Police Officer Academy	2643	WUHUA
12	Yunnan Arts University	2521	CHENGONG

The Sample Group

The convenient sampling method was used and the data required for the study was taken from the questionnaire survey. Distribution and collection methods are mainly based on collecting data by asking questions in the form of online questionnaires. In terms of the number of subjects in the pre-test, the number of samples is three to five times the number of questions according to the scale of teachers' perceived supervisor's support (Wu Minglong, 2006). The scale has 19 questions in total and takes 5 times 95. Considering that there will be invalid questionnaires, 154 questionnaires are planned to be distributed in the pre-test phase to test the reliability and validity of the questionnaires.

Gorsach (1990) believed that in terms of the number of formal respondents, it was recommended that the number of samples should be at least five times the number largest number of questions on the scale, and should be greater than 100. The scale with the largest number of questions in the study was the self-control scale, which had 19 questions in total and took 10 times as many questions as the 190-question scale. Given that there will be invalid questionnaires, it is expected that 400 formal questionnaires will be issued. Basic information about public universities teachers in the study sample included three background variables that were set in this study: gender, teaching grade, and teaching major. And that teaching grade only includes teachers, since juniors face graduation and typically practice outside the university, not as a research subject. So when the official questionnaire was distributed, 200 copies were given to teachers at A University, and 100 copies were given to boys and girls in each teaching grade.

Questionnaires Data collection: The questionnaire will be distributed online and offline together, and it is expected that 400 questionnaires will be distributed.

Interview Data collection: Interviews will be conducted using face-to-face interviews. Purposive sampling will be conducted based on the results of the questionnaire. A sample size of 30 is expected to be invited.

Research data by randomly inviting 30 workmates to participate in interviews on campus

Taro Yamane , in a previous study, in order to get a better approximation and better results, the researchers had to adjust the initial research range in real time to better serve the overall research purpose. In this paper, the researcher staff designed a sample size of 384, in order to avoid invalid questionnaires, researcher planed to distributed 500 questionnaires.

Table 3.2 The detail number of sample groups

NO.	Area	Name	Teachers	Teachers
			Population	Sample
1	WUHUA	Yunnan University	2582	
2	WUHUA	Kunming University of Science and Technology	2643	
3	WUHUA	Yunnan Normal University	2731	
4	PANLONG	Yunnan Agricultural University	2583	
5	PANLONG	Southwest Forestry University	2720	
6	GUANDU	Kunming University	2342	
7	WUHUA	Yunnan University of Finance and Economics	2566	
8	CHENGONG	Kunming Medical University	2781	
9	WUHUA	Yunnan Minzu University	2591	
10	CHENGONG	Yunnan University of Chinese Medicine	2732	
11	WUHUA	Yunnan Police Officer Academy	2643	
12	CHENGONG	Yunnan Arts University	2521	
Whole Kunming		Total Teachers	31435	384

Research Instruments

The study used a questionnaire as a research tool and the study variables were teacher perceptions of supervisor's support, academic procrastination, and self-control. The teacher perception supervisor's support scale, academic procrastination scale, and self-control scale were all measured using questionnaires. In this study, well-established questionnaires widely used in academia were selected and tested for reliability and validity through a pre-test to form the final questionnaire used in this study.

Questionnaire Survey Method

Researcher of this research used questionnaire to make a survey toward respondents, the questionnaire is designed only through offline, researcher distributed questionnaires into several Yunnan Universities. The respondents should be Chinese teachers. Consequently, the questionnaires crafted in Chinese were translated into English and included in the Appendix. The questionnaire are going to text the relationship between those variables.

Teacher Supervisor's Support Measurement

This research adopts the Questionnaire on Perceptual Supervisor's Support, which was compiled by Ouyang (2005). The questionnaire, comprising 19 items, encompasses academic support (9 of which are "the teacher often requests I answer questions in class"), emotional support (6 of which are "the teacher has always been very kind towards me"), and ability support (4 projects)-such as "teachers frequently let me take charge of the classroom". Six points shall be used for scoring, and 1~6 points shall be scored, respectively, from "completely inconsistent" to "completely consistent". The teacher's perception of support increased in proportion to the average score in each dimension. Cronbach's questionnaire α Is 0.87.

Academic Procrastination Measurement

Guan's (2006) PASS scale, revised and compiled, was employed in this research. This scale takes public universities teachers as the subjects and revises the six tasks in the Academic Procrastination Scale (PASS) compiled by Solomon and Rothblum (1984) into Task I to complete the term paper, Task II to review and prepare for the exam, Task III to complete the weekly academic work, Task IV to participate in the task, Task V to manage the academic work, and Task VI to conduct in university at ordinary times. These six tasks are very close to everyday academic life. It allows public universities teachers to consider their procrastinating behavior on these six academic tasks from their perspective. A five-point scale is employed to rate the scale, with 1 indicating Never and 5 implying Always. the reliability factor of the scale is 0.849, which indicates that the revised scale has high reliability and meets the test requirements. Table 3.2 furnishes the Academic Procrastination Scale's dimensions and components.

Self Control Measurement

This study adopted the Self Control Scale (SCS) revised by Tan Shuhua and Guo (2008). The 5-point scoring method is used to score the 19 items, excluding 1,5,11 and 14; these are divided into five dimensions of self-control: impulse control (7,9,10,16,17,18), healthy habits (2,3,6), resisting temptation (1,5,11,15), concentrating on work or academic pursuits (12,13,14) and controlling entertainment (4,8,19). "1" represents very in conformity, "2" represents relatively in conformity, "3" represents an average, "4" represents relatively consistent, and "5" represents very consistent. The higher a subject's score, the stronger their self-control. The scale's internal consistency reliability is 0.862, and its retest reliability is 0.850 - demonstrating both good reliability and validity. This study will adjust certain items of the scale to reflect the current state of public university teachers, while attempting to abstain from using negative words or overly-expressed expressions that are more appropriate for life but have no bearing on the overall concept. For example, the item "4. I will do something that can bring happiness to myself but is harmful to me" is revised to "4. I will do something that can make me happy but is not conducive to myself", the item "7. People say I am impulsive" is revised to "7. People think I am not impulsive", and the item "11. People say I have steel like self-control" is revised to "11. People say I have strong self-control". The dimensions and terms of the self-control scale are given in Table 3.3.

Employment Pressure Measurement

Zhang et al.'s (2007) "Employment Pressure Questionnaire for Graduates of University" is the basis of this study. The questionnaire includes 26 items, which are divided into 4 dimensions, namely subjective psychological experience (including 12 items); employment emotional distress (including 8 items) physiological reaction (including 3 items); behavior (including 3 items). Likert's five-point scale was employed to evaluate the questionnaire. This study further examined its reliability and validity, with a Bartlett test showing a significant difference in results that indicated it had good dependability and accuracy, thus making it suitable for research. The reliability coefficient was 0.9 and the validity coefficient 0.883 respectively. Meet the level of surveying.

Academic Motivation Measurement

Amabile et al. assembled the academic motivation scale. (1994) and revised again by Chi and Xin (2006). The academic motivation scale is divided into two sub-scales: endogenous motivation sub-scale and exogenous motivation sub-scale. The endogenous motivation subscale includes two dimensions: challenge and enthusiasm, and the exogenous motivation subscale include four dimensions: relying on other people's evaluations, choosing simple tasks, focusing on interpersonal competition, and seeking rewards. The internal consistency reliability is 0.80 and 0.78 for the two sub-scales, respectively. In this survey, the Cronbach of the endogenous motivation scale α Coefficient is 0.78, the Cronbach of the exogenous motivation scale α The coefficient is 0.79, and the total table is 0.86.

Academic Self efficacy Measurement

The questionnaire was compiled by Liang and Zhou (2000) of Huazhong Normal University according to the relevant dimensions of the academic Self-efficiency questionnaire compiled by Pinrich and DeGroot (1990). The scale divides academic achievement into two separate dimensions: Self-efficiency in academic ability and Self-efficiency in academic behavior. Each dimension summarizes the key issues, totaling 22 issues (Cronbach=0.89).The sense of efficacy increases with a higher score; the aggregate academic score, which is the combination of Self-efficiency and academic aptitude, is the amalgamation of Academic ability, Self-efficiency, and Academic conduct.

Teacher Psychological Capital Measurement

Revising the Psychological Capital Questionnaire, Zhang (2010) drew upon Luthans et al. The higher the score, the more it tends to favor features represented by this dimension. Of the four dimensions of hope, 6, 10, 14 and 18 have a total of four questions; confidence is represented by 7, 11, 15 and 19 with four queries; resilience has six inquiries in 1, 2, 4, 8, 12 and 16; optimism has five inquiries in 3, 5, 9, 13 and 17. Additionally, there are six inverse fractions: 2,3,5,7,9 and 10. The Cronbach's test for this questionnaire yields an coefficient of 0.822 and a split-half reliability of 0.711, both exhibiting good dependability.

Data Collection

The questionnaire survey was utilized to obtain the data necessary for the study, utilizing a convenient sampling method. The distribution and collection of data is mainly based on posing questions via online questionnaires. In terms of pre-test subjects, Wu (2006) determined that three to five times the amount of questions were needed in order to measure teachers' perceived supervisor's support. The scale has 19 questions in total and takes 5 times 95. In order to assess the dependability and accuracy of the questionnaires, 154 will be distributed during the pre-test phase, taking into account that some may be inaccurate.

Gorsach (1990) believes that in terms of the number of formal respondents, it is recommended that the sample size be at least five times the maximum number of questions on the scale and should be greater than 100. The scale with the highest number of questions in the study is the self-control scale, which consists of 10 questions and uses 10 times more questions, so the questionnaire will be more than 100 is appropriate to study the level of Solve Teacher's Academic Procrastination of Public Universities in Yunnan, and then to study the factors effect to academic procrastination among teachers at public universities in Yunnan Province. Researcher considered that there will be invalid questionnaires during distribution, and based on previous experience, it is generally better to have more than 400 questionnaires, so this study is expected to distribute 500 formal questionnaires. In this study, three background variables were established for public university teachers in the study sample: gender, teaching grade, and major. This teaching level only includes teachers. Therefore, when distributing the official questionnaire, 500 questionnaires were distributed to university teachers.

Data Analysis

In personal research, most data analysis uses the Social Science Statistical Package (SPSS). It can be considered the world's leading statistical software. A descriptive analysis is the initial component of this study, with an inference analysis following in its second. Researchers collect data from respondents and then perform descriptive analysis. Graphs and summaries of data are transformed to aid in the comprehension of the process. The general information calculated includes meaning percentage and frequency. The researchers collected geographical data, and the next

step was to analyze the inferences. To Zikmund (2003), each is defined as a hypothesis to explain the determination. The researchers eventually used Pearson's Correlation to aggregate the data. Data was collected, collated, and categorized according to the study design and the questions posed. Encoding, counting, and tabulating it for ease of presentation, the following results will be interpreted:

1. PERCENTAGE

A percent is any proportion relative to a population. This was used to determine the ABM for 21st-century skills and competencies for high university graduates. The formula for computing the percentages of these items was to divide the total number of participants in the survey by the quantity of responses.

Where:

% = Frequency Distribution Percentage

2. FREQUENCY DISTRIBUTION

The count of values within a group, or a certain interval, is summarized by the numbers and values that signify the frequency of certain outcomes. This representation displays the number of observations in a given interval, thereby demonstrating an observation of the demographic profile of those surveyed.

3. THE WEIGHTED MEAN

The weighted average statistical tool will be used to interpret the data and test the null hypothesis. It is used to determine the use of different parts of the questionnaire provided by different choices of average responses. The statistical method used in Equation is the following.

WHERE:

\bar{X} = Weighted mean

$\sum fx$ = the sum of the products of f and x f = the frequency of each weight

x = the scale value of each

4. Thematic Analysis

Gaining insights and knowledge from the collected data, a method known as thematic analysis allows researchers to gain a greater understanding of groups or situations. It aims to analyze and identify a wide range of patterns that will allow for analysis. Data from semi-structured interviews will be transcribed. Key quotes are highlighted, coded, and sorted into statements. The researcher must finally identify

and write a description with some quotations or statements from the original text to help convey its meaning to the reader.

5. The ONE-way ANOVA (Analysis of Variance)

Variance analysis was employed to contrast the means through F distribution, and it is also utilized to ascertain if there is a statistically noteworthy divergence between the mean of two or more unrelated groups.

6. The PEARSON Correlation Coefficient (r)

The strength of the bond between two variables is quantified through correlation, thus making it a viable method for examining their relationship. If this value is close to +1, then it is considered to be completely related: when one variable increases, another variable also tends to increase (if it is positive) or reduce (if negative). A coefficient of 0.50 mm to +/-1 is indicative of a strong correlation.

Chapter 4

Results of Analysis

The research was to study resource sharing management in universities in the Data Era. The data analysis result can be presented as follows, which have answer the research questions, which are With the above background and purpose, the following question is posed to the researcher: 1) Are there the level of Solve Teacher's Academic Procrastination of Public Universities in Yunnan? 2) What are the factors effect to academic procrastination among teachers in public public university public universities in Yunnan Province? 3) What are the Guideline to Solve Teacher's Academic Procrastination of Public Universities in Yunnan?

1. Symbol and Abbreviations
2. Presentation of Data Analysis
3. Results of Data Analysis

Symbol and Abbreviations

\bar{X}	=	Weighted mean
$\sum fx$	=	the sum of the products of f and x
f	=	the frequency of each weight
x	=	the scale value of each

Presentation of Data Analysis

Part 1, Personal Information of Respondent.

Part 2, An Examination of the Present State and Existing Challenges of Resource Sharing in Universities.

Part 3, Analysis of Interview Content on University Resource Sharing.

Part 4, An exhaustive assessment of the efficacy of resource sharing in universities has been conducted, with Part 4 providing an analysis of its results. The following are the specifics. The details are as follows.

Results of Data Analysis

Personal Information of Respondent

A total of 440 valid samples were gathered from the 500 questionnaires distributed in this research, with gender, age and teaching grade level as its background variables.

According to Table 2 below, there are 220 female teachers (55%) and 180 male teachers (45%) in Kunming's public universities, based on gender. As shown in the table below, the gender of individual research gives priority to women, with female teachers accounting for 55% of public universities in Kunming and male teachers accounting for 45%.

As shown in Table 2 below, the main age group of respondents from Kunming's public universities is 41-50 years old, with 140 people, accounting for 34%. The second group is aged between 30 and 40, with 140 people, accounting for 32%. The last group is over 50 years old, with 60 people, accounting for 14% in total.

As shown in Table 2 below, the main teaching majors of respondents from Kunming's public universities are business teaching majors, with 180 of them, accounting for 41%. The second group of respondents is the art teaching profession, with 140 people, accounting for 32%. The last group of respondents, who came from other teaching majors, totaled 60, accounting for 9% of the total.

As shown in Table 2 below, the main teaching grade level of respondents from Kunming's public universities is sophomore year, with 150 respondents, accounting for 34%. The second group is the freshmen, with 120 students, accounting for 27%. The last group is the elderly, with 60 people, accounting for 14% in total.

The Demographic Information of Samples Variable Category N Percentage is presented in Table 4.1

Table 4.1 Demographic Information of Samples

Variable	Category	N	Percentage
Gender	Male	198	45%
	Female	242	55%
	Total	440	100%
Age	Less than 30 years old	90	20%
	30-40 years old	140	32%
	41-50 years old	150	34%
	More than 50 years old	60	14%
	Total	440	100%
Teaching Major	Business	180	41%
	Arts	140	32%
	Communication Arts	80	18%
	Others	40	9%
	Total	440	100%
Teaching Grade	Freshman year	120	27%
	Sophomore year	150	34%
	Junior year	110	25%
	Senior year	60	14%
	Total	440	100%

The Current Situation of Academic Procrastination

This part aims to analyze the open questions based on the questionnaires, and those questions are showed with following:

1. Can you share your Academic Procrastination experience?
2. What is your feeling about Academic Procrastination?
3. Do you think what is the most important factors caused your Academic Procrastination?
4. Do your fear Academic Procrastination?
5. What is the results of your Academic Procrastination?
6. Do you think how to improving Academic Procrastination?

Then, based on the questionnaires, the results are showed with following.

The Reasons and Experience of Academic Procrastination

1.1 Immature Self-Awareness

public universities teachers with academic procrastination have immature self-awareness, mainly manifested in self denial, lack of confidence, and negative attribution.

Answer:

“To some extent, it can affect the establishment of one's self-confidence, and sometimes there may be behaviors of self abandonment.”

“I always think of something in my heart. I feel very tired, so I reflect on myself and don't follow my plan. What should we do? Finally, I feel that I may not be able to do this well, I cannot.”

“When academic work or assigned tasks are difficult, there will be resistance.”

During the communication with the interviewees, it can be felt that these teachers, after completing each task perfunctorily, are accompanied by an extreme desire for change. However, when they encounter similar situations next time, they are unable to change, forming a vicious cycle. Such repeated negative experiences can cause individuals to constantly suffer psychological blows, weaken willpower, and gradually weaken their sense of Self-efficiency. And they have doubts about their own abilities, feeling that they are just like this, giving up and feeling discouraged. When people look at something, they focus on the negative or frustrating aspects, ignoring their own strengths. Most of these teachers exhibit a state of self denial and lack of confidence. Perception of self-denial as negative can cause them to feel inadequate, creating a divide between themselves and their peers that leads to feelings of inadequacy. This can eventually detrimentally affect both physical and mental health, as well as the capacity to adjust to society in the future.

Answer:

“I can't keep up with my studies anymore. I always feel like I'm too stupid, and the pressure of studying is also increasing.”

“Because I am a science and engineering teaching major, some of our courses are really difficult. As my senior brother mentioned before, the XX exam is particularly difficult every year.”

“I think it's over when I hear half the people who have to hang up. I'm definitely the one who hung up.”

Subsequently, a negative attribution exists. Attribution of past success or failure experiences can have an impact on individuals' ability beliefs and also affect their predictions of future actions. When attributing failure behavior to internal, stable factors, an individual's Self-efficiency is heightened; however, if external and unstable negative factors are more commonly attributed, the individual's Self-efficiency is diminished. These educators often attribute their failures to intelligence deficiency, inadequate capabilities, or too much work. They usually give low evaluations of their talents and potential. When faced with difficult tasks, they like to categorize failures as uncontrollable factors, further absolving themselves of responsibility and finding excuses. This will invisibly limit the development of their own potential and hinder personal development. From this, it can be seen that correct self-awareness and attribution are areas that this group of teachers needs to improve.

1.2 Poor Physical And Psychological Condition

Answer:

“Stay up late, Look at my black eye circles, I don't think it's over”

“I often stay up late. I have become accustomed to staying up late, but I want to get up and go to bed on time, so if I can't, I won't do it.”

Due to the lack of awareness of time planning, arbitrariness in doing things, and time management issues in their academic and daily lives, the most prominent physiological reflection is the lack of sleep and lack of energy caused by staying up late. Due to the individual's lack of planning and goals, they tend to waste their time recklessly, resulting in unhealthy habits such as irregular routines and prolonged staying up late. These bad habits may lead to a decrease in individual immunity, difficulty in resisting the invasion of viruses, susceptibility to diseases, and inability to support the normal functioning of daily academic and life without a healthy physique.

Answer:

“It particularly affects one's academic pace and mood.”

“Mainly due to psychological anxiety, I feel like I can't do it well and I can't start.”

“Negative emotions can swiftly overwhelm me, and I am unable to modify my outlook quickly enough to finish educational assignments. Over time, it becomes a common occurrence and also brings me psychological burden and pressure.”

They are always in a negative mood, and as the interview progresses, the interviewee's emotions gradually become anxious, leading to a sense of powerlessness and frustration later on. As time goes by, these teachers are constantly experiencing negative emotions such as anxiety, irritability, and unease, which are difficult to alleviate and affect their normal academic and life. A positive psychological state and good physical health are the foundation of public universities teachers' academic and life, so timely attention to these two points is of great significance for improving their Self-efficiency.

1.3 Vulnerable To The Influence Of The Surrounding Environment

Answer:

“The impact of the university environment is also particularly significant. I really hope someone can regulate me.”

‘Especially if my workmate doesn't start taking action, I won't be able to move anymore.’

“Some teachers often place their hopes on others. "If they want to hold onto their academic dominance and place their hopes on others, they always feel like they can't do anything on their own.”

Cognitive behavior theory necessitates that, in the initial assessment phase, service objects must be situated within their environment and evaluated for any issues they may encounter. To gain a full understanding of their growth potential, it is essential to amalgamate the living space and environment of the service object. At public universities, teachers of the service object are situated within the campus environment and often have contact with colleagues in their dormitory. From the questionnaire results, academic procrastination among public universities teachers is common, with most teachers experiencing moderate procrastination and a few experiencing high procrastination. In the university environment, academic procrastination does indeed affect many teachers. Based on interviews, the same holds true. In a procrastination-prone atmosphere, one's own behavior will be more or less impacted, thus making this group of individuals more vulnerable to the sway of their environment. How to avoid being influenced by the negative surrounding environment is also a problem that low Self-efficiency public universities teachers need to solve.

1.4 Lack of academic motivation

In an interview with a teacher, it can be seen that some teachers are not interested in their teaching major and lack academic motivation, making it difficult to take action.

“Some teachers may not be able to go to their desired university or study their favorite teaching major due to certain reasons, so they may not be so proactive in their studies and may experience some psychological changes. They believe that they are here to get a diploma, so they find it difficult to actively engage in academic. Especially for non mandatory tasks, they will not take action.”

“One aspect is the difficulty, and there is another aspect that I am not interested in at all.”

“To be honest, there is a lot of employment pressure nowadays, with public universities teachers and even graduate teachers grabbing a lot of money. What's the difference after we go to public universities? It's still easy to not find a job or make money.”

Interviews have revealed a correlation between teachers' lack of interest in academic matters, their absence of vision for the future and their incapacity to motivate themselves towards achieving their goals. This is likely due to both their ignorance of this area as well as the general social atmosphere. This group of teachers may fail in the public universities entrance examination and ultimately fail to choose their desired teaching major based on their scores. In an effort to gain a competitive edge in the job market, they blindly pursue diplomas and certificates without consideration of the actual environment., and have to give up and choose a teaching major at will to pursue. It may also be influenced by the long-standing belief that reading is useless, such as the extreme and one-sided views of "making big money without reading" and "unable to find a job even after reading", which hinder and stimulate teachers' motivation for academic. However, in the questionnaire, the expected results of reducing academic procrastination showed that regardless of the severity of the procrastination, the vast teaching majority of teachers hope for change, but in the end, there are still many people who cannot get rid of it. So most teachers are actually aware of the need to make changes and look forward to making them.

1.5 Poor academic behavior

Answer:

“When I often read literature, I don't know where I've seen it. I do an academic work for 5 minutes, play with my phone for an hour, and I don't even get to know what I've learned.”

“Write a schedule and occasionally implement it. Many plans are well written, but they don't work when implemented. Also, if the teacher doesn't focus on the key points in class, I won't be able to take notes, and then I often get distracted during class.”

Mainly manifested in delayed actions, low academic efficiency, and inability to arrange practice reasonably. These teachers have extremely irregular academic behaviors in the university, making notes casually and even listening to lectures at will; It is difficult to concentrate during autonomous academic after class, and even in sufficient time, it is difficult to arrange time reasonably. They are accustomed to squeezing many things into the same time slot to complete, greatly reducing the effective completion of tasks. Interviewees' conviction that they are incapable of accomplishing arduous academic assignments renders it even more challenging to initiate any action. Even if delaying academic work preparation comes with risks such as failing academic works, it will still make it difficult for these teachers to start taking action within the specified time. When facing different academic tasks, teachers need to set appropriate academic goal and plans based on different situations and their own abilities. They cannot simply give up on the difficulty of the task, or tend to choose goals that they are capable of achieving while academic, avoiding tasks they believe cannot be completed.

Analysis of Factors Affecting Academic Procrastination

Employing the 5 Level Likert Scale questionnaire (Agreement), this study sought to gauge samples' attitudes towards each variable measured. To interpret the data, an arbitrary level was used to calculate the mean value for supervisor's support, employment pressure, psychological capital, self-control, self efficiency, academic motivation and procrastination.

Table 4.2 Arbitrary Level for Interpretation of Questionnaire Data

Arbitrary Level	Interpretation
1.00 – 1.79	Strongly Disagree
1.80 – 2.59	Disagree
2.60 – 3.39	Neutral
3.40 – 4.19	Agree
4.20 – 5.00	Strongly Agree

(Pimentel et al., 2010)

Based on the result from table 5, the mean is both less than 3.0, that means the perception of teachers toward supervisor's support is low or medium, that means the perception of teachers toward supervisor support is not really high.

For reliability test, a score of at least 0.6 said reliability is acceptable. As can be seen from the following table, all the reliability scores above 0.6. This means that the respondents can understand the problems of the questionnaire. Each variable is reliable in measuring the relationship between each other. The researcher must ascertain the dependability of the questionnaire to decide if it is suitable for further research. And the reliability scores of Supervisor's Support is 0.79, which are more than 0.6, it is acceptable for future research.

For validity test, the score of KMO is at least 0.65, which means the validity test is acceptable. As can be seen from the table, all the validity test scores above 0.7. This means that the problems of the questionnaire can describe the variable well. Each variable is reliable in measuring the relationship between each other. And the validity scores of Supervisor's Support is 0.82, which are more than 0.6, it is acceptable for future research.

Table 4.3 Descriptive Statistics of Supervisor's Support

Supervisor's Support Item Statement	Mean	SD	Interpretation
1. In my academic life, the supervisor is very strict with me.	2.30	.557	Disagree
2. The supervisor often puts me in charge of things in the class.	2.48	.592	Disagree
3. The supervisor has always had a gentle attitude towards me.	2.32	.468	Disagree
4. When I answer a question, whether right or wrong, the supervisor will tell me.	2.30	.557	Disagree
5. My supervisor often recommends me to participate in various activities or competitions.	2.48	.592	Disagree
6. The supervisor always extols me when I excel in class, a sentiment that I wholeheartedly disagree with.	2.30	.557	Disagree
7. The supervisor will use encouraging eyes to signal me to get up and answer questions.	2.48	.592	Disagree
8. The supervisor believes that I always have the ability to complete difficult academic works or tasks.	2.32	.468	Disagree
9. When I answer questions, the supervisor will look me in the eyes.	2.30	.557	Disagree
10. My academic work often receives praise from the supervisor.	2.48	.592	Disagree
Total	2.32	.468	Disagree

Based on the result from table 4.4, the mean is both less than 3.0, that means the perception of teachers toward Self Control is low or medium, that means the perception of supervisor toward supervisor support is not really high.

Table 4.4 Descriptive Statistics of Self Control

Self Control Item Statement	Mean	SD	Interpretation
1. It's easy for me to overcome bad habits.	2.49	.601	Disagree
2. I am not lazy.	2.27	.446	Disagree
3. I will not do things that can bring me happiness but are detrimental to myself.	2.40	.523	Disagree
4. For me, getting up in the morning is not a difficult task.	2.51	.601	Disagree
5. People think I am not impulsive.	2.38	.446	Disagree
6. I am not too capable of spending money.	2.40	.523	Disagree
7. I will not be too excited to control myself due to emotions.	2.38	.601	Disagree
8. I will not do things due to a momentary impulse.	2.49	.601	Disagree
9. Sometimes I am distracted by interesting things and able to complete tasks on time.	2.27	.446	Disagree
10. I do not have difficulty concentrating.	2.40	.523	Disagree
Total	2.30	.557	Disagree

For reliability test, a score of at least 0.6 said reliability is acceptable. As can be seen from the following table, all the reliability scores above 0.6. This means that the respondents can understand the problems of the questionnaire. Each variable is reliable in measuring the relationship between each other. The researcher must ascertain the dependability of the questionnaire to decide if it is suitable for further research. And the reliability scores of Self Control is 0.76, which are more than 0.6, it is acceptable for future research.

For validity test, the score of KMO is at least 0.65, which means the validity test is acceptable. As can be seen from the table, all the validity test scores above 0.7. This means that the problems of the questionnaire can describe the variable well. Each variable is reliable in measuring the relationship between each other. And the validity scores of Self Control is 0.83, which are more than 0.6, it is acceptable for future research.

Based on the result from table 4.5, the mean is both less than 3.0, that means the perception of teachers toward Employment Pressure is low or medium, that means the perception of teachers toward supervisor support is not really high.

For reliability test, a score of at least 0.6 said reliability is acceptable. As can be seen from the following table, all the reliability scores above 0.6. This means that the respondents can understand the problems of the questionnaire. Each variable is reliable in measuring the relationship between each other. The researcher must ascertain the dependability of the questionnaire to decide if it is suitable for further research. And the reliability scores of Employment Pressure is 0.81, which are more than 0.6, it is acceptable for future research.

For validity test, the score of KMO is at least 0.65, which means the validity test is acceptable. As can be seen from the table, all the validity test scores above 0.7. This means that the problems of the questionnaire can describe the variable well. Each variable is reliable in measuring the relationship between each other. And the validity scores of Employment Pressure is 0.86, which are more than 0.6, it is acceptable for future research.

Table 4.5 Descriptive Statistics of Employment Pressure

Employment Pressure Item Statement	Mean	SD	Interpretation
1. I will not feel anxious when I think of graduation and employment.	4.87	.779	Agree
2. The difficulty of finding a job will not influence my daily life.	4.50	.604	Strongly Agree
3. The failures at job fairs have will not disheartened me.	4.39	.554	Strongly Agree
4. There is no place to find a job, I often won't daydream in the dormitory.	4.21	.779	Strongly Agree
5. I will not feel anxious at the thought of not being able to find a job.	4.87	.779	Agree
6. The job search will not make my head spin.	4.50	.604	Strongly Agree

Table 4.5 (Continued)

Employment Pressure Item Statement	Mean	SD	Interpretation
7. I feel uncomfortable hearing that others have already found a job	4.39	.554	Strongly Agree
8. Before the interview, my heart beats faster and my hands and feet tremble.	4.21	.779	Strongly Agree
9. During my job search, my sleep did not been influenced.	4.17	.779	Agree
10. Although everyone is also looking for a job, I won't feel lonely.	4.50	.604	Strongly Agree
Total	4.48	.592	Strongly Agree

Based on the result from table 4.6, the mean is both less than 3.0, that means the perception of teachers toward Academic Motivation is low or medium, that means the perception of teachers toward supervisor support is not really high.

Table 4.6 Descriptive Statistics of Academic Motivation

Academic Motivation Item Statement	Mean	SD	Interpretation
1. I don't really care about what others think about my academic performance.	2.27	.527	Disagree
2. I prefer having someone set clear goals for me at work.	2.10	.494	Disagree
3. The more difficult the problem, the more willing I am to try to solve it.	2.43	.562	Disagree
4. I am very clear that my goal or purpose is to pursue good teaching grades.	2.47	.527	Disagree
5. I hope that the job I am engaged in can provide me with opportunities to increase my knowledge and skills.	2.31	.494	Disagree
6. For me, success means doing better than others.	2.33	.562	Disagree

Table 4.6 (Continued)

Academic Motivation Item Statement	Mean	SD	Interpretation
7. I like to think independently and solve problems.	2.23	.527	Disagree
8. No matter what the outcome of what I do, as long as I can feel that I have gained new experience, I will feel satisfied.	2.27	.527	Disagree
9. I prefer relatively simple and direct tasks or academic works.	2.10	.494	Disagree
10. I am very clear about the goals I want to achieve in my academic performance.	2.43	.562	Disagree
Total	2.32	.468	Disagree

For reliability test, a score of at least 0.6 said reliability is acceptable. As can be seen from the following table, all the reliability scores above 0.6. This means that the respondents can understand the problems of the questionnaire. Each variable is reliable in measuring the relationship between each other. The reliability is important for the researcher to check whether the questionnaire can be used for future research. And the reliability scores of Academic Motivation is 0.73, which are more than 0.6, it is acceptable for future research.

For validity test, the score of KMO is at least 0.65, which means the validity test is acceptable. As can be seen from the table, all the validity test scores above 0.7. This means that the problems of the questionnaire can describe the variable well. Each variable is reliable in measuring the relationship between each other. And the validity scores of Academic Motivation is 0.81, which are more than 0.6, it is acceptable for future research.

Based on the result from table 4.7, the mean is both less than 3.0, that means the perception of teachers toward Self-efficiency is low or medium, that means the perception of teachers toward supervisor support is not really high.

For reliability test, a score of at least 0.6 said reliability is acceptable. As can be seen from the following table, all the reliability scores above 0.6. This means that the respondents can understand the problems of the questionnaire. Each variable is

reliable in measuring the relationship between each other. The reliability is important for the researcher to check whether the questionnaire can be used for future research. And the reliability scores of Self-efficiency is 0.82, which are more than 0.6, it is acceptable for future research.

For validity test, the score of KMO is at least 0.65, which means the validity test is acceptable. As can be seen from the table, all the validity test scores above 0.7. This means that the problems of the questionnaire can describe the variable well. Each variable is reliable in measuring the relationship between each other. And the validity scores of Self-efficiency is 0.87, which are more than 0.6, it is acceptable for future research.

Table 4.7 Descriptive Statistics of Self-efficiency

Self-efficiency Item Statement	Mean	SD	Interpretation
1. I believe in my ability to achieve good teaching grades in my studies.	2.33	.563	Disagree
2. I believe I have the ability to solve problems encountered in my studies.	2.51	.490	Disagree
3. Compared to other workmates in the class, my academic ability is relatively strong.	2.12	.531	Disagree
4. I believe that I can timely grasp the content taught by the teacher in class.	2.31	.528	Disagree
5. I believe I can apply what I have done in academic work.	2.56	.490	Disagree
6. Compared to other workmates in the class, I have a broader understanding of my teaching major.	2.02	.531	Disagree
7. I like to choose challenging academic tasks.	2.20	.522	Disagree
8. I believe that I can understand the knowledge in books and the content taught by the teacher very well.	2.33	.563	Disagree

Table 4.7 (Continued)

Self-efficiency Item Statement	Mean	SD	Interpretation
9. I often choose academic tasks that are difficult but can be did from, even if they require more effort.	2.51	.490	Disagree
10. Even if my teaching grades in a certain academic work are not ideal, I can calmly analyze the mistakes I made in the academic work.	2.12	.531	Disagree
Total	2.31	.557	Disagree

Based on the result from table 4.8, the mean is both less than 3.0, that means the perception of teachers toward Psychological Capital is low or medium, that means the perception of teachers toward supervisor support is not really high.

Table 4.8 Descriptive Statistics of Psychological Capital

Psychological Capital Item Statement	Mean	SD	Interpretation
1. I will patiently handle the trivial and complicated affairs in my academic work	2.58	.592	Disagree
2. When I encounter difficulties in my academic work, I won't often feel at a loss	2.32	.468	Disagree
3. In my current academic work, I always expect good things to happen to me	2.30	.557	Disagree
4. After being criticized by the teacher, I am still able to do academic work calmly	2.48	.592	Disagree
5. If something goes wrong, even if I study wisely, it will be better	2.32	.468	Disagree
6. When encountering difficulties in academic, I will come up with various ways to solve the problem	2.30	.557	Disagree

Table 4.8 (Continued)

Psychological Capital Item Statement	Mean	SD	Interpretation
7. I never feel like I can't do academic work well	2.48	.592	Disagree
8. When academic work cannot be understood by supervisors, I will calmly respond	2.36	.513	Disagree
9. No matter how hard I try, I can't do academic work well	2.58	.592	Disagree
10. I often feel that do academic work will have future prospects	2.32	.468	Disagree
Total	2.46	0.831	Disagree

For reliability test, a score of at least 0.6 said reliability is acceptable. As can be seen from the following table, all the reliability scores above 0.6. This means that the respondents can understand the problems of the questionnaire. Each variable is reliable in measuring the relationship between each other. The reliability is important for the researcher to check whether the questionnaire can be used for future research. And the reliability scores of Psychological Capital is 0.77, which are more than 0.6, it is acceptable for future research.

For validity test, the score of KMO is at least 0.65, which means the validity test is acceptable. As can be seen from the table, all the validity test scores above 0.7. This means that the problems of the questionnaire can describe the variable well. Each variable is reliable in measuring the relationship between each other. And the validity scores of Psychological Capital is 0.84, which are more than 0.6, it is acceptable for future research.

Based on the result from table 4.9, the mean is both less than 3.0, that means the perception of teachers toward Academic Procrastination is low or medium, that means the perception of teachers toward supervisor support is not really high.

For reliability test, a score of at least 0.6 said reliability is acceptable. As can be seen from the following table, all the reliability scores above 0.6. This means that

the respondents can understand the problems of the questionnaire. Each variable is reliable in measuring the relationship between each other. The reliability is important for the researcher to check whether the questionnaire can be used for future research. And the reliability scores of Academic Procrastination is 0.83, which are more than 0.6, it is acceptable for future research.

For validity test, the score of KMO is at least 0.65, which means the validity test is acceptable. As can be seen from the table, all the validity test scores above 0.7. This means that the problems of the questionnaire can describe the variable well. Each variable is reliable in measuring the relationship between each other. And the validity scores of Academic Procrastination is 0.89, which are more than 0.6, it is acceptable for future research.

Table 4.9 Descriptive Statistics of Academic Procrastination

Academic Procrastination Item Statement	Mean	SD	Interpretation
1. Did you procrastinate in writing your term paper?	4.49	.601	Strongly Agree
2. Did the procrastination behavior in writing a term paper cause you any trouble?	4.27	.446	Strongly Agree
3. Do you want to reduce procrastination in writing term paper tasks?	4.40	.523	Strongly Agree
4. Did you procrastinate in preparing for the academic work and reviewing?	4.51	.601	Strongly Agree
5. Did the procrastination behavior during academic work preparation and review cause you trouble?	4.38	.446	Strongly Agree
6. Do you want to reduce procrastination in academic work preparation and review?	4.40	.523	Strongly Agree
7. Do you procrastinate on academic work every week?	4.38	.601	Strongly Agree
8. Did the procrastination behavior in the academic work of 8 weeks cause you trouble?	4.49	.601	Strongly Agree

Table 4.9 (Continued)

Academic Procrastination Item Statement	Mean	SD	Interpretation
9. Do you want to reduce the procrastination behavior of weekly academic work?	4.27	.446	Strongly Agree
10. Do you procrastinate on academic management tasks?	4.40	.523	Strongly Agree
Total	4.58	.592	Strongly Agree

Based on the result from table 4.10, the mean of Supervisor's Support, Self Control, Self-efficiency, Academic Motivation and Psychological Capital is lower than 3, that means the perception of teachers toward Supervisor's Support, Self Control, Self-efficiency, Academic Motivation and Psychological Capital is not good, those variable need to be improved in the future.

And the mean of Employment Pressure and Academic Procrastination is higher than 4, that means those teachers are experiencing high level Employment Pressure and Academic Procrastination, that also not good for them in the future. The lowest mean is "Psychological Capital" which is equal to 4.26, that means the Psychological Capital of teacher group is not strong enough in today's society.

Table 4.10 Descriptive Statistics of AI Digital Literacy

	Item Statement	Mean	SD	Interpretation
1	Academic Procrastination	4.58	.592	Strongly Agree
2	Supervisor's Support	2.32	.468	Disagree
3	Self Control	2.30	.557	Disagree
4	Employment Pressure	4.48	.592	Strongly Agree
5	Academic Motivation	2.32	.468	Disagree
6	Self-efficiency	2.31	.557	Disagree
7	Psychological Capital	2.46	0.831	Disagree

Analysis of Relationship Between Variables

This section demonstrates the relationship between the support of supervisors, employment pressure, psychological capital, self-control, self-efficacy, learning motivation, and academic procrastination of teachers in Kunming Public University. This study found a negative correlation between mentor support, psychological capital, self-control, self-efficacy, learning motivation, and academic procrastination, with values of -0.583, -0.352, -0.632, -0.415, and -0.533, respectively. There is a positive correlation between employment pressure and academic procrastination, with values of 0.377.

Table 4.11 Correlation Analysis

	Academic Procrastination
Supervisor's Support	-0.583***
Self Control	-0.352***
Employment Pressure	0.377***
Academic Motivation	-0.632***
Self-efficiency	-0.415***
Psychological Capital	-0.533***

The Increasing Of Supervisor's Support Can Reduce Academic Procrastination

The researcher discovered, as indicated by Table 13, a correlation between Supervisor's Support and Academic Procrastination; thus, the augmentation of Supervisor's Support can diminish teachers' Academic Procrastination.

Just as Xu (2021) pointed out that the support of teachers is particularly important for teachers, and teachers can judge their position in teachers' minds by perceiving teachers' attitudes towards themselves. Teachers' support can promote teachers to form a positive academic attitude (Wentzel et al., 2017). When teachers perceive supervisor's support, they will make more academic effort and stick to difficult academic tasks (Goodenow,1993). In academic, teachers perceive the emotional preferences and capacity support given by the teacher. The greater the academic requirement, the greater their ability to improve their own interest in academic; In meeting their inner needs, teachers become more aggressive and optimistic in their academic. Gao (2014) suggests that the more self-assured they are,

the more passionate they will be about their studies and the less likely they will be to procrastinate. In turn, teachers can feel constrained if they are not given enough free space to do academic work and if controlled teaching is used. Teachers will not adopt teachers' opinions, but teach by indoctrination, without giving teachers the ability to explore and discover, teachers will have a psychological state of disgust and negativity towards their studies, which will lead to academic procrastination (Li, 2019). Pan (2009) found that the relationship between teachers and teachers is closely related to academic procrastination at the individual level. If the head teacher is amiable, reasonable, and worthy of the confidence of the pupils, the pupils will be highly receptive to the management of the teacher, and there will be less delay.

Brophy (1974) proved that supervisor's support behavior is closely related to teachers' academic performance. Perceived positive expectations from teachers can have a profound effect on their academic performance, with perceived teacher expectations having the potential to enhance it. While a large number of studies show that teachers with good academic performance do not have the bad habit of academic procrastination, which can break the perception that positive teacher expectations can improve their academic performance, while teachers with good academic performance do not have academic procrastination behavior (Gu, 2019). Then perceived positive teacher expectations can improve teachers' academic procrastination (Gu, 2019).

Chen (2016) found that teachers perceived supervisor's support as closely related to their self-control. The support of teachers can foster their autonomy, a sense of belonging and competence in academic activities, as well as boost their pleasure in participation. This will result in an improved emotional state for the teacher (Stroet et al., 2013). Self-control is easy to succeed in a positive emotional state (Wei, 2013). Therefore, supervisor's support has an important impact on self-control (Xu, 2011). Should teachers encounter academic challenges and require assistance, they can gain the fortitude and assurance to surmount any hindrances and setbacks, and then become self-motivated and strive for self-control (Wentzel, 2010). This is achievable through the teacher's respect, understanding, encouragement, and support. Whether it is a direct perception or an indirect perception that the other person is in a situation of autonomous self-control, it can

help the subject to increase their subjective vitality and thus improve their state of self-control. That is, the more supervisor's support is perceived, the more teachers tend to self-control, and the state of self-control is improved, so supervisor's support is beneficial to self-control (Xu, 2011).

The Increasing Of Self Control Can Reduce Academic Procrastination

The researcher discovered, as indicated by Table 13, a correlation between Self Control and Academic Procrastination that is negative; thus, the augmentation of Self Control can diminish teachers' Academic Procrastination.

1. The Decreasing Of Employment Pressure Can Reduce Academic Procrastination

The researcher discovered a correlation between Employment Pressure and Academic Procrastination, which implies that decreasing Employment Pressure can lead to a decrease in teachers' Academic Procrastination. Table 13 confirms this.

2. The Increasing Of Academic Motivation Can Reduce Academic Procrastination

The researcher discovered, as indicated by Table 13, a correlation between Academic Motivation and Academic Procrastination that is negative; thus, the augmentation of Academic Motivation can lessen teachers' Academic Procrastination.

3. The Increasing Of Self-efficiency Can Reduce Academic Procrastination

The researcher discovered, as indicated by Table 13, a correlation between Self-efficiency and Academic Procrastination that is negative; thus, the augmentation of Self-efficacy can diminish teachers' Academic Procrastination.

4. The Increasing Of Psychological Capital Can Reduce Academic Procrastination

The researcher discovered, as indicated by Table 13, a correlation between Psychological Capital and Academic Procrastination that is negative; thus, the augmentation of Psychological Capital can diminish teachers' Academic Procrastination..

Chapter 5

Discussion Conclusion and Recommendation

This study selected teachers from more than ten public universities in Kunming, Yunnan Province, and based on previous theoretical and empirical research, further discussed and analyzed the current situation of academic procrastination, as well as the factors that affect academic procrastination and the relationships between various variables. Based on some basic theoretical models from the research of Mischel and Ayduk (2002), especially theories related to cognition and behavior, this study further explores the current situation of academic procrastination among teachers at public universities in Yunnan Province, as well as the factors that influence academic procrastination and the relationships between various variables. The objectives of this study include four objectives, as shown below.

1. Investigating the degree of academic procrastination among teachers at public universities in Yunnan with varying backgrounds.
2. To study the factors effect to academic procrastination among teachers at public universities in Yunnan Province.
3. To explore the ways and suggestions to solve the problem of academic procrastination among teachers in public universities in Yunnan Province.

The following are the details of the conclusion and discussion.

Conclusion

As shown in the table below, the gender of individuals researching is prioritized as female, with female teachers accounting for 55% of teachers in Kunming public universities and male teachers accounting for 45%. As shown in Table 2 below, the main age group of the respondents from Kunming public university teachers is the middle-aged group of 41-50 years old, with 140 people, accounting for 34%. The second group is aged between 30 and 40, with 140 people, accounting for 32%. The last group is over 50 years old, with 60 people, accounting for 14% in total. As shown in Table 2 below, the main teaching majors of the respondents from Kunming public universities are business teaching majors, indicating

that there are more teachers in business disciplines, with 180 teachers, accounting for 41%. The second group of respondents is the art teaching profession, with 140 people, accounting for 32%. The last group of respondents, who came from other teaching majors, totaled 60, accounting for 9% of the total. In this study, a valid sample of 440 teachers from Kunming public universities was collected. The background variables include the gender, age, and teaching grade level of teachers in Kunming public universities. According to Table 2 below, in terms of gender, there are 220 female teachers (55%) and 180 male teachers (45%) in Kunming public universities.

As shown in Table 2 below, the main teaching grade level of the respondents from Kunming public universities is sophomore, with 150 respondents, accounting for 34%. The second group is the freshmen, with 120 students, accounting for 27%. The last group is the elderly, with 60 people, accounting for 14% in total. This will enable further research into the relationship between mentor support, employment pressure, psychological capital, self-control, self-efficacy, academic motivation, and academic procrastination among teachers at Kunming public universities. The study found that there is a relationship between supervisor support, employment pressure, psychological capital, self-control, self-efficacy, learning motivation, and academic procrastination.

This study uses a 5-point Likert scale (agreement) to attempt to measure the attitudes of the sample towards each variable measured. To interpret the data, an arbitrary level was used to calculate the average values of support from teachers and supervisors, employment pressure, psychological capital, self-control, self-efficacy, learning motivation, and procrastination in Kunming public universities. This study reveals the relationship between several variables and academic procrastination, which can be further studied in the research of teachers in Kunming public universities.

The study found that the average value of all variables for teachers in Kunming public universities ranged from 4.26 to 4.58. The highest average value is "academic procrastination", which is equal to 4.58. In other words, in today's society, the phenomenon of "academic procrastination" is widespread among teachers. This study reveals the relationship between mentor support, employment pressure, psychological capital, self-control, self-efficacy, academic motivation, and academic

procrastination in the research of teachers at public universities in Kunming. The study found that there is a relationship between supervisor support, employment pressure, psychological capital, self-control, self-efficacy, learning motivation, and academic procrastination.

In the study of teachers in Kunming public universities, the lowest average value is "psychological capital", which is equal to 4.26, which means that the psychological capital of the teacher group is not strong enough in today's society. In the study of teachers in Kunming public universities, this study reveals the relationship between mentor support, employment pressure, psychological capital, self-control, self-efficacy, academic motivation, and academic procrastination. The study found that there is a negative correlation between supervisor support, employment pressure, psychological capital, self-control, self-efficacy, learning motivation, and academic procrastination, with values ranging from -0.583 to -0.533.

Discussion

Ajzen's theory of planned behavior (TPB, short for short-term) (1985) was developed on the basis of Fishbein & Ajzen's 1975 theory of rational action (TRA). This theory is primarily used to predict and understand human behavior, and has also been used to study some behaviors of teachers, academic procrastination being one of them. This theory holds that individuals' execution of actions is determined by their intention to act, which is jointly determined by their attitudes and subjective norms. It has also been used to study some behaviors of teachers, with academic procrastination being one of them. Some studies have shown that attitudes and subjective norms also influence each other. Because TRA assumes that individuals have complete voluntary control over whether to take specific actions, it ignores the ethical decisions made by core users, especially their personal characteristics. It has also been used to study some behaviors of teachers, with academic procrastination being one of them. Ajzen (1985) considered cognitive-behavioral control as the third element of TPB, mainly examining the development of behavior patterns in three stages: behavior depends on individual behavioral intentions; This intention is determined by attitudes towards behavior, subjective behavioral norms, cognitive behavioral control, or some combination thereof; External variables also have an

impact on these factors, providing a basis for the author to further understand and study the factors that affect academic procrastination.

In previous studies, scholars mostly studied the perception of primary and secondary school teachers (Tan, He, 2020; Wang, 2020) or public university teachers (Xing, 2019) of mentoring support, academic procrastination, and self-control, and these variables have also been used to study some teacher behaviors, including academic procrastination. There is little research on public universities, and as an important component of higher education, the academic quality of public university teachers has become a focus of attention. The study of academic procrastination is even more important, and many variables have been used to study some behaviors of teachers, including academic procrastination (Sun, 2018). This article will choose public universities and public university teachers to conduct in-depth research on this topic, providing assistance for future research.

In the past, many scholars have discussed the relationship between teachers' perceptions of mentor support, academic procrastination, and self-control (Ji, 2016; Li, 2020). Current research mainly focuses on the role and impact of mentor support on teachers, with a focus on its impact on teachers' academic performance (Liu, 2020). Few surveys have investigated the impact of mentorship support on teachers' academic development. Therefore, based on the cognitive-affective dual system model theory, this study combines three variables: teachers' perception of mentor support, self-control, and academic procrastination. I would like to clarify the theoretical and practical significance of the interaction between these three factors, mediated by self-control.

The research on employment pressure in China mainly focuses on public university teachers, and the history of research on the employment pressure of public university teachers in China is very short (Hu, 2014). Through literature research, we found that there are few types of research on employment pressure and academic motivation in public universities. The lack of competition between public universities and graduate schools, coupled with their low professional competence, personal abilities, and social awareness, may reduce the competitiveness of public university and graduate school graduates in the overall talent market. This study will take public universities as the research object, explore

the correlation between employment pressure, academic motivation, and self-efficacy, and provide theoretical support for improving their educational quality.

This study selects current social hotspots and the employment pressure that public university teachers must face as independent variables, while academic procrastination, which is the fundamental factor affecting the quality of public university teachers, is selected as the dependent variable. At the same time, most studies on self-efficacy regard self-efficacy as an independent variable or dependent variable, while this study regards self-efficacy as an intermediary variable, hoping to explore the relationship between academic motivation and employment pressure on a larger scale, and also hoping to discover the influence of self-efficacy in more possibilities. Self-efficacy has also been used to study some behaviors of teachers, and academic procrastination is one of them..

Recommendation

Implication

1. Plan academic work well

Based on the decomposition of academic tasks by public university teachers, it is necessary to better understand the psychological expectations of public university teachers in Kunming, Yunnan, and establish their awareness of academic planning.

Academic task analysis and academic planning are a series of reactions that occur when public university teachers in Kunming, Yunnan Province, consider and begin to engage in academic tasks. They are important components of the theory of the academic planning stage of autonomous academic work for public university teachers. At this stage, a key process is to activate and establish various forms of knowledge and beliefs required by public university teachers to complete academic tasks, including the work and off-duty time that may be required to complete academic tasks. If the teachers at Kunming Public University in Yunnan know about this academic task and it is simple, then it should take the least amount of time to work and go home. On the contrary, if academic tasks are unfamiliar to them and have certain difficulties, individuals will consider the time required to complete academic tasks and increase their work and non-work hours. In addition, the perception of academic tasks by teachers at public universities in Kunming, Yunnan

Province, also affects their work and non-work time management. If an academic task is important, or if individuals believe they can successfully complete the academic task, they will allocate more time to work and after-work for the academic task; On the contrary, if the importance of academic tasks is not that high, or if individuals feel anxiety, fear of failure, or boredom when perceiving academic tasks, this may reduce the time they are willing to spend at work and after work.

In the academic planning stage, goals and priorities are considered to be essential elements for successful work and off-work time management. For example, teachers at public universities in Kunming, Yunnan Province, can develop work and off-duty schedules, determine the academic tasks to be completed, and develop academic plans for completing academic tasks, even down to the shortest minute, to ensure sufficient work and off-duty time to complete an important academic task. In addition, teachers at public universities in Kunming, Yunnan, arrange each academic task according to their own situation. For example, when teachers at Kunming Public University in Yunnan know that their students are most efficient in completing papers late at night, assigning such academic tasks in the evening is more reasonable. Therefore, graduate students and teachers at public universities in Kunming, Yunnan Province, can improve their work and off-work time management skills through two different methods to reduce procrastination during the academic planning stage.

(1) Decomposing academic tasks to reduce difficulty.

For teachers at public universities in Kunming, Yunnan Province, whether it is academic tasks for the curriculum or extracurricular academic development, simple and expected academic tasks that can be completed will make them more willing to spend their work and non-work time on them. These academic tasks can be gradually decomposed to reduce the difficulty. For teachers in Kunming, Yunnan, when assigning or allocating academic tasks to them, it is possible to break down the main academic tasks of teaching in advance, guide teachers in Kunming, Yunnan to gradually complete them, and enable them to prioritize and distinguish among numerous academic tasks, sorting them according to their importance and urgency and completing them one by one.

(2) Develop daily academic plans and effectively utilize work and off-duty time.

For teachers at public universities in Kunming, Yunnan Province, effective work and off-duty time management is based on effective advance arrangements. Teachers at Kunming Public University in Yunnan Province have now fully mastered their biological clocks, making full use of their most productive working and off-duty hours. To ensure the orderly completion of daily academic tasks, they should arrange them according to the year, month, and day of the academic year to avoid unnecessary delays.

For instructors, at the beginning of the semester, they can discuss their academic plans with each teacher at Kunming Public University in Yunnan Province, provide guidance and planning for them to complete their academic tasks, and review their academic performance in a timely manner at each agreed upon work and off-duty time point, so that adjustments can be made as needed to complete subsequent academic tasks on schedule.

(3) Maintain a good psychological expectation and maintain a good mental state.

For teachers at public universities in Kunming, Yunnan Province, when academic tasks increase or become more difficult, they may feel anxious, nervous, and depressed, which can lead to immune system diseases in severe cases. To avoid procrastination caused by psychological factors, it is important to have a good psychological expectation when arranging academic tasks and academic plans, and to complete academic tasks on time according to the academic plan. Daily life can promote psychological formation, and external methods can be used to maintain physical and mental health, such as participating in sports, exercising in a timely manner, and finding ways to relax. If you feel anxious all the time, stop working immediately before continuing, reduce stress, and re-establish a balanced mental state. Otherwise, you will lose more than you gain and enter a vicious cycle of emotions, procrastination, and emotional deterioration. It is crucial for teachers in Kunming Public University in Yunnan to always pay attention to their mental health. When teachers at public universities in Kunming, Yunnan Province, express that they have too many academic tasks and too much pressure, we should attach great importance to it and give appropriate guidance and care. It is necessary to provide timely and substantive assistance to teachers at public universities in Kunming,

Yunnan, such as helping them solve current academic difficulties and alleviating their anxiety.

2. Establish a multi-party support network for teachers in public universities in Kunming, Yunnan, and enhance positive self-awareness

Due to the academic task delays and lack of self-efficacy among teachers in public universities in Kunming, Yunnan, teachers often lack confidence, are prone to negative attributions, and are influenced by their environment in terms of self-awareness. To achieve cognitive change, it is not only necessary to rely on one's own efforts, but also the support of peers, teachers at public universities in Kunming, Yunnan, and family members. Since teachers in public universities in Kunming, Yunnan, mainly live and study on campus, they are most likely to interact with peers and other teachers at public universities in Kunming, Yunnan. Social workers not only need to provide services and help public university teachers in Kunming, Yunnan, to solve difficulties, but also need to help public university teachers in Kunming, Yunnan, to establish connections with other interpersonal resources. By acquiring knowledge from the indirect experience of peers or consulting with teachers at public universities in Kunming, Yunnan, from a more professional and comprehensive perspective, we can enhance our self-awareness. When returning to the family environment, adopt a comprehensive family therapy model, place individuals in multiple dimensions, strengthen communication and exchange with family members, and obtain information that suits them based on the stories of family members of different ages. Gaining knowledge and inspiring teachers to broaden their interpersonal communication skills have a powerful guiding role in enhancing self-confidence.

3. To give teachers in public universities in Kunming, Yunnan, the value and significance of academic tasks in public universities, and to rebuild their belief in psychological success

When teachers at public universities in Kunming, Yunnan lose interest in or lack motivation for academic tasks at public universities, they often feel powerless about their own learning and are more likely to procrastinate on academic tasks at public universities, resulting in negative academic outcomes at public universities. It is particularly important to endow the academic mission value and significance of public university teachers in Kunming, Yunnan, and rebuild their psychological beliefs

about success. In order to establish a belief in the academic mission of public universities and even the success of the service recipients in group work, it is necessary to understand the uniqueness and differences of teachers in Kunming, Yunnan, public universities. Help service recipients find academic interests in public universities and stimulate academic motivation in public universities. When intervening in this issue, social workers can adopt a counseling approach that combines groups and Yunnan Kunming public university teachers. For different service recipients, they should adhere to the concept of individualization in social work, prioritize the views and emotions of Yunnan Kunming public university teachers, continuously endow Yunnan Kunming public university teachers with the value of academic tasks in public universities, clarify the importance of self-awareness in academic tasks in public universities, and empower service recipients to act autonomously. Paying attention to the problem, clarifying why you want to do academic work in a public university, providing sufficient value for your education, outlining the academic expectations and ultimate goals of a public university are all steps that must be taken during the intervention process in order to put motivation into practice.

Future Research

(1) Academic procrastination among public universities teachers may be a relatively serious group, but further research is still needed other teacher groups, even studying adult procrastination behavior.

(2) Further explore the influencing factors and mechanisms of academic procrastination to enrich our understanding of academic procrastination, and take more comprehensive measures.

(3) Further explore the theoretical and practical research of group counseling on teachers' academic procrastination. Conclusion through experiments

It can be seen that group counseling has a significant effect on improving academic procrastination behavior among public universities teachers, and it is expected to further improve the use of counseling teaching for public universities teachers. Investigation of intervention models for academic procrastination, combining renowned universities' psychological counseling approaches with group psychological counseling, and the formation of more specific and practical plans to enhance the

mental health instruction and teaching of Chinese public university teachers should be given greater consideration in future research.

(4) Strengthen case studies to explore the effect of group counseling on individual participants.

4. Enhance the self-learning ability of teachers in Kunming Public University in Yunnan Province and improve their learning behavior habits

When public university teachers in Kunming, Yunnan Province, attempt to intervene to cultivate specific academic task behaviors in public universities to improve the self-efficacy of service recipients, it is important to pay attention to the long-term impact of academic task behavior cultivation in public universities. Since the academic mission behavior of public universities is the result of long-term influence, service recipients must persistently change their behavior over the long term. Based on the idea of helping others engage in social work and self-help, we hope that our service recipients can independently solve their academic difficulties as teachers at public universities in Kunming, Yunnan, even after the intervention ends, without the need for group environments and social workers. To achieve this goal, social work can play a guiding role as a facilitator in group activities, rather than imposing their own wishes and opinions on group members, encouraging and promoting group members to propose specific ways and methods to improve academic task behavior in public universities. Based on group activities, accompanied by post-university task experience, service recipients can receive continuous and intensive training after participating in group activities, continuously enhancing their self-learning ability, and achieving the goal of improving poor learning behavior.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of Specialist

Yunnan University of Finance and Economics. Professor, Chen Fei,

Yunnan University of Finance and Economics. Professor, Lu Ning,

Yunnan University of Finance and Economics. Professor, Zhu Hai Ying.

Appendix B
Official Letter



Ref.No. MHESI 0643.14/ 934

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

18 August 2023

RE: Invitation to validate research instrument

Dear Professor Zhu Haiying

Mrs. Yang Yuanni is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guideline on the Factors Effect on Academic Procrastination of Chinese Yunnan Public Universities' Students Based on TPB Model"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.-662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI0643.14/ 935



Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

18 August 2023

RE: Invitation to validate research instrument

Dear Professor Dr. Lu Ning

Mrs. Yang Yuanni is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline on the Factors Effect on Academic Procrastination of Chinese Yunnan Public Universities' Students Based on TPB Model"

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Ref.No. MHESI 0643.14/ 936



Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

18 August 2023

RE: Invitation to validate research instrument

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Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
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E-mail: grad@bsru.ac.th

Appendix C
Research Instrument

Questionnaire

Thank you very much for your kindness to complete this questionnaire. This questionnaire is going to measure the Academic Procrastination of Chinese Yunnan Public Universities' teachers. For finish this questionnaire, you may take one to 15 minutes. This questionnaire is a part of PhD program. Please carefully read each question and make sure all answers are real idea from your mind. All of this information only to use for academic purposes.

Part 1. Background Information

1. Gender

- Male
- Female

2. Age

- Less than 30 years old
- 30-40 years old
- 41-50 years old
- More than 50 years old

3. Teaching Major

- Business
- Arts
- Communication Arts
- Others

4. Teaching Grade

- Freshman year
- Sophomore year
- Junior year
- Senior year

Part 2. Independent Variable

1. Supervisor's Support

Questions (1-Strongly Disagree ; 2-Disagree ; 3-None ; 4-Agree ; 5-Strongly Agree)					
1. In my academic life, the supervisor is very strict with me.	1	2	3	4	5
2. The supervisor often puts me in charge of things in the class.	1	2	3	4	5
3. The supervisor has always had a gentle attitude towards me.	1	2	3	4	5
4. When I answer a question, whether right or wrong, the supervisor will tell me.	1	2	3	4	5
5. My supervisor often recommends me to participate in various activities or competitions.	1	2	3	4	5
6. When I perform well in class, the supervisor always praises me.	1	2	3	4	5
7. The supervisor will use encouraging eyes to signal me to get up and answer questions.	1	2	3	4	5
8. The supervisor believes that I always have the ability to complete difficult academic works or tasks.	1	2	3	4	5
9. When I answer questions, the supervisor will look me in the eyes.	1	2	3	4	5
10. My academic work often receives praise from the supervisor.	1	2	3	4	5

2. Self Control

Questions (1-Strongly Disagree ; 2-Disagree ; 3-None ; 4-Agree ; 5-Strongly Agree)					
1. It's difficult for me to break bad habits.	1	2	3	4	5
2. I am lazy.	1	2	3	4	5
3. I will do things that can bring me happiness but are detrimental to myself.	1	2	3	4	5
4. For me, getting up in the morning is a difficult task.	1	2	3	4	5
5. People think I am impulsive.	1	2	3	4	5
6. I am too capable of spending money.	1	2	3	4	5
7. I will be too excited to control myself due to emotions.	1	2	3	4	5
8. Many of the things I do are due to a momentary impulse.	1	2	3	4	5
9. Sometimes I am distracted by interesting things and unable to complete tasks on time.	1	2	3	4	5
10. I have difficulty concentrating.	1	2	3	4	5
11. I am able to work efficiently for a long-term goal.	1	2	3	4	5
12. Sometimes I can't help but do something, even though I know it's a mistake.	1	2	3	4	5
13. I often take action without careful consideration.	1	2	3	4	5
14. I get angry too easily.	1	2	3	4	5
15. I often disturb others.	1	2	3	4	5
16. I sometimes drink (or surf the internet) excessively.	1	2	3	4	5

3. Employment Pressure

Questions					
(1-Strongly Disagree ; 2-Disagree ; 3-None ; 4-Agree ; 5-Strongly Agree)					
1. I feel anxious when I think of graduation and employment.	1	2	3	4	5
2. The hassle of finding a job often makes my tea and rice taste bad.	1	2	3	4	5
3. The failures at job fairs have disheartened me.	1	2	3	4	5
4. There is no place to find a job, I often daydream in the dormitory.	1	2	3	4	5
5. I feel anxious at the thought of not being able to find a job.	1	2	3	4	5
6. The job search has made my head spin.	1	2	3	4	5
7. I feel uncomfortable hearing that others have already found a job	1	2	3	4	5
8. Before the interview, my heart beats faster and my hands and feet tremble.	1	2	3	4	5
9. During my job search, my sleep condition has been poor.	1	2	3	4	5
10. Although everyone is also looking for a job, I often feel lonely.	1	2	3	4	5

4. Academic Motivation

Questions (1-Strongly Disagree ; 2-Disagree ; 3-None ; 4-Agree ; 5-Strongly Agree)					
1. I don't really care about what others think about my academic performance.	1	2	3	4	5
2. I prefer having someone set clear goals for me at work.	1	2	3	4	5
3. The more difficult the problem, the more willing I am to try to solve it.	1	2	3	4	5
4. I am very clear that my goal or purpose is to pursue good teaching grades.	1	2	3	4	5
5. I hope that the job I am engaged in can provide me with opportunities to increase my knowledge and skills.	1	2	3	4	5
6. For me, success means doing better than others.	1	2	3	4	5
7. I like to think independently and solve problems.	1	2	3	4	5
8. No matter what the outcome of what I do, as long as I can feel that I have gained new experience, I will feel satisfied.	1	2	3	4	5
9. I prefer relatively simple and direct tasks or academic works.	1	2	3	4	5
10. I am very clear about the goals I want to achieve in my academic performance.	1	2	3	4	5

5. Self-efficiency

Questions (1-Strongly Disagree ; 2-Disagree ; 3-None ; 4-Agree ; 5-Strongly Agree)					
1. I believe in my ability to achieve good teaching grades in my studies.	1	2	3	4	5
2. I believe I have the ability to solve problems encountered in my studies.	1	2	3	4	5
3. Compared to other workmates in the class, my academic ability is relatively strong.	1	2	3	4	5
4. I believe that I can timely grasp the content taught by the teacher in class.	1	2	3	4	5
5. I believe I can apply what I have learned.	1	2	3	4	5
6. Compared to other workmates in the class, I have a broader understanding of my teaching major.	1	2	3	4	5
7. I like to choose challenging academic tasks.	1	2	3	4	5
8. I believe that I can understand the knowledge in books and the content taught by the teacher very well.	1	2	3	4	5
9. I often choose academic tasks that are difficult but can be learned from, even if they require more effort.	1	2	3	4	5
10. Even if my teaching grades in a certain exam are not ideal, I can calmly analyze the mistakes I made in the exam.	1	2	3	4	5

6. Psychological Capital

Questions (1-Strongly Disagree ; 2-Disagree ; 3-None ; 4-Agree ; 5-Strongly Agree)					
1. I will patiently handle the trivial and complicated affairs in my studies	1	2	3	4	5
2. When I encounter difficulties in my studies, I often feel at a loss	1	2	3	4	5
3. In my current studies, I hardly expect good things to happen to me	1	2	3	4	5
4. After being criticized by the teacher, I am still able to study calmly	1	2	3	4	5
5. If something goes wrong, even if I study wisely, it will still go wrong	1	2	3	4	5
6. When encountering difficulties in academic, I will come up with various ways to solve the problem	1	2	3	4	5
7. I often feel like I can't learn well	1	2	3	4	5
8. When academic cannot be understood by teachers and parents, I will calmly respond	1	2	3	4	5
9. No matter how hard I try, I can't learn well	1	2	3	4	5
10. I often feel that academic has no future prospects	1	2	3	4	5

Part 3. Dependent Variable

Academic Procrastination

Questions (1-Strongly Disagree ; 2-Disagree ; 3-None ; 4-Agree ; 5-Strongly Agree)					
1. Did you procrastinate in writing your term paper?	1	2	3	4	5
2. Did the procrastination behavior in writing a term paper cause you any trouble?	1	2	3	4	5
3. Do you want to reduce procrastination in writing term paper tasks?	1	2	3	4	5
4. Did you procrastinate in preparing for the exam and reviewing?	1	2	3	4	5
5. Did the procrastination behavior during exam preparation and review cause you trouble?	1	2	3	4	5
6. Do you want to reduce procrastination in exam preparation and review?	1	2	3	4	5
7. Do you procrastinate on academic work every week?	1	2	3	4	5
8. Did the procrastination behavior in the academic work of 8 weeks cause you trouble?	1	2	3	4	5
9. Do you want to reduce the procrastination behavior of weekly academic work?	1	2	3	4	5
10. Do you procrastinate on academic management tasks?	1	2	3	4	5

Part 4. Open Questions

1. Can you share your Academic Procrastination experience?
2. What is your feeling about Academic Procrastination?
3. Do you think what is the most important factors caused your Academic Procrastination?
4. Do you fear Academic Procrastination?
5. What is the results of your Academic Procrastination?
6. Do you think how to improving Academic Procrastination?

Appendix D

The Results of the Quality Analysis of Research Instruments

Evaluation Form

Evaluation table of Developing on the System about Cultivation of Innovative and Entrepreneurial Talents in Chinese Higher Education

Explanation Request experts to consider the consistency, comprehensiveness and completeness of the questionnaire. with the definition and check ✓ into the actual score box The score values are as follows:

+1	mean	The question is consistent with the definition to be measured.
0	mean	Not sure if the question is consistent with the definition to be measured.
- 1	mean	The question is inconsistent with the definition of measurement.

Factors affecting the system of innovative and entrepreneurial talent.

Description: Experts are invited to comment on the factors that foster innovative and entrepreneurial talent. Put a tick (✓) in the comment box with helpful writing suggestions for improving the questionnaire.

No	Question	IOC Value	Suggestion
1	In my academic life, the supervisor is very strict with me.	1.00	
2	The supervisor often puts me in charge of things in the class.	1.00	
3	The supervisor has always had a gentle attitude towards me.	1.00	
4	When I answer a question, whether right or wrong, the supervisor will tell me.	1.00	
5	My supervisor often recommends me to participate in various activities or competitions.	1.00	
6	When I perform well in class, the supervisor always praises me.	1.00	

No	Question	IOC Value	Suggestion
7	The supervisor will use encouraging eyes to signal me to get up and answer questions.	1.00	
8	The supervisor believes that I always have the ability to complete difficult academic works or tasks.	1.00	
9	When I answer questions, the supervisor will look me in the eyes.	1.00	
10	My academic work often receives praise from the supervisor.	1.00	
11	It's difficult for me to break bad habits.	1.00	
12	I am lazy.	1.00	
13	I will do things that can bring me happiness but are detrimental to myself.	1.00	
14	For me, getting up in the morning is a difficult task.	1.00	
15	People think I am impulsive.	1.00	
16	I am too capable of spending money.	1.00	
17	I will be too excited to control myself due to emotions.	1.00	
18	Many of the things I do are due to a momentary impulse.	1.00	
19	Sometimes I am distracted by interesting things and unable to complete tasks on time.	1.00	
20	I have difficulty concentrating.	0.67	
24	I am able to work efficiently for a long-term goal.	1	

No	Question	IOC Value	Suggestion
25	Sometimes I can't help but do something, even though I know it's a mistake.	0.67	
26	I often take action without careful consideration.	0.67	
27	I get angry too easily.	1.00	
28	I often disturb others.	1.00	
29	I sometimes drink (or surf the internet) excessively.	1.00	
30	I feel anxious when I think of graduation and employment.	0.67	
31	The hassle of finding a job often makes my tea and rice taste bad.	1.00	
32	The failures at job fairs have disheartened me.	1.00	
33	There is no place to find a job, I often daydream in the dormitory.	1.00	
34	I feel anxious at the thought of not being able to find a job.	1.00	
35	The job search has made my head spin.	1.00	
36	I feel uncomfortable hearing that others have already found a job	0.67	
37	Before the interview, my heart beats faster and my hands and feet tremble.	1.00	
38	During my job search, my sleep condition has been poor.	1.00	
39	Although everyone is also looking for a job, I often feel lonely.	1.00	
40	I don't really care about what others think about my academic performance.	1.00	

No	Question	IOC Value	Suggestion
41	I prefer having someone set clear goals for me at work.	0.67	
42	The more difficult the problem, the more willing I am to try to solve it.	1.00	
43	I am very clear that my goal or purpose is to pursue good teaching grades.	1.00	
44	I hope that the job I am engaged in can provide me with opportunities to increase my knowledge and skills.	1.00	
45	For me, success means doing better than others.	1.00	
46	I like to think independently and solve problems.	0.67	
47	No matter what the outcome of what I do, as long as I can feel that I have gained new experience, I will feel satisfied.	1.00	
48	I prefer relatively simple and direct tasks or academic works.	1.00	
49	I am very clear about the goals I want to achieve in my academic performance.	1.00	
50	I believe in my ability to achieve good teaching grades in my studies.	1.00	
51	I believe I have the ability to solve problems encountered in my studies.	0.67	
52	Compared to other workmates in the class, my academic ability is relatively strong.	1.00	

No	Question	IOC Value	Suggestion
53	I believe that I can timely grasp the content taught by the teacher in class.	1.00	
54	I believe I can apply what I have learned.	1.00	
55	Compared to other workmates in the class, I have a broader understanding of my teaching major.	1.00	
56	I like to choose challenging academic tasks.	0.67	
57	I believe that I can understand the knowledge in books and the content taught by the teacher very well.	1.00	
58	I often choose academic tasks that are difficult but can be learned from, even if they require more effort.	1.00	
59	Even if my teaching grades in a certain exam are not ideal, I can calmly analyze the mistakes I made in the exam.	0.67	
60	I will patiently handle the trivial and complicated affairs in my studies	1.00	
61	When I encounter difficulties in my studies, I often feel at a loss	1.00	
62	In my current studies, I hardly expect good things to happen to me	1.00	
63	After being criticized by the teacher, I am still able to study calmly	0.67	
64	If something goes wrong, even if I study wisely, it will still go wrong	1.00	
65	When encountering difficulties in academic, I will come up with various ways to solve the problem	1.00	

No	Question	IOC Value	Suggestion
66	I often feel like I can't learn well	1.00	
67	When academic cannot be understood by teachers and parents, I will calmly respond	1.00	
68	No matter how hard I try, I can't learn well	1.00	
69	I often feel that academic has no future prospects	1.00	

Evaluating the Effectiveness of Resource Sharing Management in Universities

No	Question	IOC Value	Suggestion
1	Did you procrastinate in writing your term paper?	1.00	
2	Did the procrastination behavior in writing a term paper cause you any trouble?	1.00	
3	Do you want to reduce procrastination in writing term paper tasks?	1.00	
4	Did you procrastinate in preparing for the exam and reviewing?	1.00	
5	Did the procrastination behavior during exam preparation and review cause you trouble?	1.00	
6	Do you want to reduce procrastination in exam preparation and review?	1.00	
7	Do you procrastinate on academic work every week?	1.00	
8	Did the procrastination behavior in the academic work of 8 weeks cause you trouble?	1.00	
9	Do you want to reduce the procrastination behavior of weekly academic work?	1.00	
10	Do you procrastinate on academic management tasks?	1.00	

Appendix E
Certificate of English



This is to certify that

Mrs. Yuanni Yang

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 12th February 2022

A handwritten signature in blue ink is positioned below the date. The signature is stylized and appears to read 'Kulsirin'.

(Assistant Professor Dr Kulsirin Aphiratvoradei)
Director



Appendix F

The Document for Acceptance Research



มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๗๕-๓๕๒๘๙๘ โทรสาร ๐๗๕-๓๕๕๘๖๒

อว.๘๐๒๓๗ / ๓๑๑

๓๗ พฤศจิกายน ๒๕๖๖

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์

เรียน นางหยาง หยวนหนี่

ตามที่ นางหยาง หยวนหนี่ และ รศ.ดร.นิรันดร์ สุธีนิรันดร์, ผศ.ดร.กุลสิรินทร์ อภิรัตน์วรเดช, ผศ.ดร.พัชรา เดชโฮม และรศ.ดร.จิตตวิสุทธิ วิมุตติปัญญา ได้ส่งบทความวิจัยเรื่อง “แนวทางการแก้ปัญหาการผัดวันประกันพรุ่งทางวิชาการของครูในมหาวิทยาลัยของรัฐในมณฑลยูนนาน (GUIDELINE TO SOLVE TEACHER’S ACADEMIC PROCRASTINATION OF PUBLIC UNIVERSITIES IN YUNNAN)” เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ. ๒๕๖๒ ให้เป็น วารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๗ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่ได้กำหนดไว้ และวารสารมหาจุฬานาครทรรศน์ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้วนั้น

ในการนี้ วารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความได้ผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิเรียบร้อยแล้ว พร้อมทั้งมีมติเห็นควรรับตีพิมพ์บทความวิจัยเรื่องดังกล่าว และจะนำบทความของท่านตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ในปีที่ ๑๐ ฉบับที่ ๑๒ (ธันวาคม ๒๕๖๖) นี้ และสามารถเข้าไปดาวน์โหลดบทความความที่เผยแพร่แล้ว ได้บนเว็บไซต์ <https://so03.tci-thaijo.org/index.php/JMND>

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

(นางสาวปวงญาดา จงละเอียด)

บรรณาธิการวารสารมหาจุฬานาครทรรศน์

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

Researcher Profile

Name-Surname: Ms. Yang Yuanni

Educational background:

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2020.
- Teacher of Physical Education Department, Yunnan University of Finance and Economics, 2006.07-2009.05.
- School of Public Administration, Yunnan University of Finance and Economics, Secretary of the Youth League Committee, 2009.05-2012.10.

Work experience:

- 2012.10-2017.03 Worked in the Organization Department of the Party Committee of Yunnan University of Finance and Economics and served as the head of the Organization Section;
- 2017.03-2021.04 Yunnan University of Finance and Economics, Deputy Secretary of the Party Committee and Secretary of the Commission for Discipline Inspection;
- 2021.04-2022.04, School of Statistics and Mathematics, Yunnan University of Finance and Economics, Deputy Secretary of Party Committee and Secretary of Discipline Inspection Committee;
- 2022.04-present, Yunnan University of Finance and Economics, School of Statistics and Mathematics, the current secretary of the school Party Committee.

Hosting or participating in scientific research projects (topics):

1. Preliminary Research on College Students' Risk early Warning Model Based on Big Data, Science Research Fund for Teachers of Education Department of Yunnan Province, 2019.04-2022.06, 10,000 yuan, completed.
2. "Research on the Construction of Young Cadres in Colleges and Universities in Yunnan Province", the decision-making consulting research topic of provincial departments in Yunnan Province, 2020.11-2022.06, 150,000 yuan, completed.

3. "Research on the Mechanism of Discovery, Training and Selection of Young Cadres in Colleges and Universities in Yunnan Province", research project of Party building work in Yunnan Education System, 2020.11-2022.06, 20,000 yuan, completed.

4. Research on Ethnic Identity and National Identity of Minority College Students -- Taking Yunnan Universities as an Example, Yunnan University of Finance and Economics Research Fund, 2012.05-2013.05, 5,000 yuan, completed.

5. "Research and Practice on the Work Socialization Model of the Communist Youth League in Universities", Yunnan University of Finance and Economics Research Fund project, 2012.12-2015.11, 10,000 yuan, completed.

6. "Yunnan Rural and Urban Telemedicine Mutual Assistance Platform", Yunnan University Service Yunnan Action Plan project, 2018.08-2020.12, 150,000 yuan, completed.

7. Research on the Orientation of college Counselors' Education Based on the Group Portrait of College Students in the New Era, Special Project of Ideological and Political Education Work of Ideological and Political Education Research Association of Universities in Yunnan Province, 2022.05-2023.12, 20,000 yuan, in research.

Representative research results and academic awards

1. Research on Ethnic Identity Psychology of cross-border ethnic Middle school students -- Based on Empirical investigation of the Wa nationality in Ximeng County, Yunnan Province, CSSCI Source Journal, 2012.12

2. Analysis on Problems and Countermeasures in the construction of Grassroots Party organizations in Universities, China Economic and Social Forum Academic Edition, 2018.04

3. Innovation and Practical Exploration of the Construction of Grassroots Party Organizations in Colleges and Universities, Grassroots Construction, 2019.02

4. "Innovation and Practice of Grassroots Party Building Work in Universities with Internet + Party Building", Grassroots Construction, 2019.03

5. Research on Improving the Overall function of Grassroots Party Branches in Universities, Think Tank Times, 2021.10

6. Research on the Path of Ideological and Political Education of Minority College Students in the New Era, Knowledge Window, 2022.02

7. 《Non-Governmental Organization and Public Crisis Management》, 《Atlantis press》, 2012.08

8. Yunnan Rural and Urban Telemedicine Mutual Assistance Platform of Yunnan University, Poverty Alleviation Leading Group of Ministry of Education, China Institute of Poverty Alleviation, Beijing Normal University, 2019.12

9. Yunnan University to Build a Mutual Aid Platform for Urban and Rural Medical Education and Strive to Recommend Quality Education and Medical Resources Sharing, Poverty Alleviation Leading Group of the Ministry of Education, China Institute of Poverty Alleviation, Beijing Normal University, 2020.03