Exploring the Relationship between Psychological Capital and Teaching Willingness of Children's Music Education Teachers

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Abstract. This study aims to deeply analyze the psychological capital status of children's music education teachers and explore the complex relationship between it and their willingness to teach. Clarified the concept and composition of psychological capital, as well as the connotation and influencing factors of willingness to teach. Subsequently, diversified research methods were adopted to ensure the scientific validity and accuracy of the study. The research results show that the psychological capital level of children's music education teachers is generally high, and there is a significant correlation with their willingness to teach. Further discussion revealed the complex impact mechanism of various dimensions of psychological capital on the willingness to teach, and based on this, targeted strategic suggestions were proposed to enhance teachers' psychological capital level, thereby consolidating and strengthening their willingness to teach.

Keywords: Children's Music Education; Psychological Capital; Willingness to Teach; Strategic Recommendations.

1. Introduction

With the continuous deepening of education reform, children's music education is increasingly valued. This article reveals the current situation of psychological capital of children's music education teachers through a systematic literature review and empirical research, and explores in depth its inherent connection with teaching willingness, providing theoretical basis and practical guidance for optimizing the construction of the teacher team.

2. Journals Reviewed

2.1 The Concept and Composition of Psychological Capital

Since its inception, the concept of psychological capital has become a hot topic in the fields of psychology and organizational behavior research. Luthans et al. first defined psychological capital as a positive psychological state exhibited by individuals during their growth and development process in 2004[1]. This psychological state is a core psychological element that transcends human capital and social capital, and can promote individual growth and performance improvement. Psychological capital consists of four core elements: hope, optimism, resilience, and self-efficacy. These four elements are not only independent of each other, but also interrelated, jointly influencing an individual's psychological state and behavioral performance.

Hope refers to a positive expectation and motivation that individuals have when pursuing their goals. It contains two key components: path thinking and dynamic thinking. Path thinking makes individuals believe that they can find effective ways to achieve their goals, while motivational thinking enables individuals to maintain perseverance in the face of difficulties and challenges. Hope, as an important component of psychological capital, can stimulate individuals' internal motivation and help them maintain a positive attitude in the pursuit of their goals.

Optimism refers to an individual's expectation of positive outcomes and their attribution of negative outcomes. Optimistic individuals often attribute success to internal factors such as ability and effort, while attributing failure to external factors such as environment and luck. This attribution method helps individuals maintain a positive attitude when facing setbacks, thereby enhancing their ability to cope with challenges. Optimism, as another key element of psychological capital, not only

affects an individual's emotional state, but also has a significant impact on their behavioral choices and performance.

Resilience refers to an individual's ability to quickly recover and continue moving forward in the face of negative situations such as adversity, trauma, and stress. Individuals with strong resilience usually have stronger adaptability and resilience, able to remain calm and rational in the face of difficulties, and actively seek solutions to problems[2]. Resilience, as an important characteristic of psychological capital, not only helps individuals maintain mental health in adversity, but also promotes their growth and development in adversity.

Self efficacy refers to an individual's confidence and belief in their ability to successfully complete a task. Individuals with high self-efficacy are usually more confident, firm, and decisive, able to remain calm and confident when facing challenges, and actively respond to various complex situations. Self efficacy, as one of the core elements of psychological capital, not only affects an individual's behavioral choices and effort levels, but also has a significant impact on their performance and career development.

The four core elements of psychological capital are interrelated and mutually reinforcing, together forming the foundation of an individual's positive psychological state.They not only affect an individual's emotional state, behavioral choices, and performance, but also have a profound impact on their career development, interpersonal relationships, and physical and mental health[3].Therefore, studying psychological capital is of great significance for understanding individual psychological states, improving individual performance, and promoting organizational development. The research on teachers' psychological capital in the field of education is gradually receiving attention. Research has shown that teachers' psychological capital is closely related to their teaching effectiveness, career satisfaction, job performance, and other aspects. Teachers with high-level psychological capital are usually more confident, optimistic, resilient, and hopeful, able to maintain a positive attitude in teaching and actively respond to various challenges and difficulties. This positive attitude not only helps improve the teaching effectiveness of teachers, but also promotes the healthy growth and comprehensive development of students.

2.2 Concept and Influencing Factors of Teaching Willingness

Teaching willingness refers to an individual's willingness and inclination to engage in educational work. It is one of the important factors affecting teachers' career choices, career development, and career satisfaction. The formation and development of teaching intentions are influenced by various factors, including individual factors, environmental factors, and social factors. Individual factors are one of the key factors influencing willingness to teach. Individual personality traits, interests, values, and career goals can all have an impact on their willingness to teach. Individuals with good personality traits such as love, patience, and responsibility are more likely to choose to work in education; Individuals who are passionate and interested in the education industry are also more likely to form a strong willingness to teach. Individual career goals and development plans can also affect the formation and development of their willingness to teach. Environmental factors are also one of the important factors that affect the willingness to teach. Education policies, school culture, and work atmosphere can all have an impact on teachers' willingness to teach. For example, the stability and continuity of education policies can help enhance teachers' confidence and sense of belonging to the education industry; The positive and collaborative school culture helps to enhance teachers' professional identity and job satisfaction; A harmonious and supportive work atmosphere helps to stimulate teachers' teaching enthusiasm and creativity. These factors collectively affect teachers' willingness to teach, influencing their career choices and development.Social factors also have a significant impact on the willingness to teach.The level of recognition and respect from society towards teachers, as well as their social status and treatment, can all affect the formation and development of their willingness to teach. When the recognition of teachers in society is high and their social status and treatment are good, more individuals may choose to engage in educational work; On the contrary, it will lead to a decrease in willingness to teach and talent loss.

The willingness to teach not only affects teachers' career choices and development, but also has a significant impact on their teaching effectiveness and career satisfaction.Teachers with a strong willingness to teach are usually more passionate about the education industry, concerned about the growth and development of students, and able to maintain a positive attitude and full enthusiasm in teaching. This positive attitude and enthusiasm not only help improve the teaching effectiveness of teachers, but also promote the healthy growth and comprehensive development of students.Therefore, understanding and researching the formation and development mechanism of teaching willingness is of great significance for stimulating teachers' enthusiasm for teaching, improving teaching quality, and promoting the development of education[4]. In educational practice, schools and education departments should attach importance to teachers' willingness to teach. By formulating scientific and reasonable educational policies, creating a good school culture and working atmosphere, and improving teachers' social status and treatment, teachers' enthusiasm for teaching can be stimulated, and their job satisfaction and performance can be enhanced. We should also strengthen the cultivation and enhancement of teachers' psychological capital, help them establish a positive attitude and confident and optimistic qualities, so as to better engage in the development of education.

3. Research Method

3.1 Research Object and Sample Selection

The core focus of this study is on the teacher community in the field of children's music education. Considering the particularity of children's music education, special attention is paid to teachers who directly participate in children's music teaching and tutoring [5]. They not only impart music knowledge, but also undertake the responsibility of cultivating children's music literacy and emotions. The method of stratified random sampling was adopted for sample selection.The research scope is divided into multiple levels based on factors such as region, school type (public and private), and school size. A certain number of schools were randomly selected as sample schools within each level. Subsequently, teachers who participated in music teaching were randomly selected from the sample schools as research samples.This stratified random sampling method helps ensure the representativeness and breadth of the sample, making the research results more convincing. In determining the sample size, relevant statistical principles were referenced to ensure that the sample size was large enough to capture the subtle relationship between psychological capital and willingness to teach. We also considered the heterogeneity of the sample to ensure that the research results can be applicable to different types of children's music education teachers.

3.2 Research Tools and Data Collection

In order to accurately measure the psychological capital and willingness to teach of children's music education teachers, various research tools were used, and multiple data collection methods were combined. The Psychological Capital Questionnaire (PCQ) developed by Luthans et al. was used for measuring psychological capital. This questionnaire has been revised and validated multiple times, and has high reliability and validity, which can comprehensively reflect the psychological capital level of teachers in four aspects: hope, optimism, resilience, and self-efficacy. Based on the actual situation of children's music education teachers, the questionnaire has been appropriately adjusted and optimized to ensure its applicability to this study. A self-designed scale for measuring willingness to teach was developed. This scale includes multiple dimensions such as professional identity, teaching enthusiasm, and career development planning, aiming to comprehensively reflect teachers' willingness and attitude towards teaching. The process of developing the scale strictly follows the principles and procedures of psychological scale development, ensuring its scientific validity and effectiveness. A combination of questionnaire surveys and in-depth interviews was used for data collection. Questionnaire surveys are used to collect large-scale data to reveal the general relationship between psychological capital and willingness to teach; And in-depth interviews are used to gain a deeper understanding of teachers' inner world and true thoughts, providing supplements and

explanations for the results of the questionnaire survey. We have also established good communication channels with teachers through various means such as email, phone, and face-to-face communication to ensure the smooth progress of data collection. Special attention is paid to the confidentiality and anonymity of data during the data collection process. All participating teachers were clearly informed of the research objectives, methods, and data usage, and signed informed consent forms. Strict data management measures have also been implemented to ensure the integrity and security of the data.

3.3 Data Analysis Methods

A combination of quantitative and qualitative analysis was used in data analysis to comprehensively reveal the relationship between psychological capital and willingness to teach. In terms of quantitative analysis, statistical software such as SPSS and AMOS were mainly used. Descriptive statistical analysis was conducted on the collected questionnaire data to understand the basic situation of teachers in terms of psychological capital and willingness to teach. Subsequently, correlation analysis and regression analysis were conducted to explore the correlation and predictive effects between various elements of psychological capital and willingness to teach. Structural equation modeling (SEM) was also used to test the potential relationship model between psychological capital and willingness to teach, in order to further validate the research hypothesis. In terms of qualitative analysis, the audio recordings of in-depth interviews were transcribed and encoded word for word and sentence by sentence. The core viewpoints and attitudes of teachers in terms of psychological capital and teaching willingness were extracted through methods such as content analysis and thematic analysis. These qualitative analysis results not only provide strong support for quantitative analysis results, but also reveal teachers' inner experiences and coping strategies when facing professional challenges.

4. Research Results

4.1 The Current Status of Psychological Capital of Children's Music Education Teachers

This study conducted an in-depth investigation of children's music education teachers nationwide, aiming to understand their psychological capital status. The following main findings were obtained through questionnaire survey and data analysis:

4.1.1 Overall Level of Psychological Capital

On the four core dimensions of psychological capital (hope, optimism, resilience, self-efficacy), the overall level of children's music education teachers is relatively high. Most teachers show strong hope and optimism when facing teaching challenges, are able to quickly recover from difficulties and continue moving forward, and are confident in their teaching abilities.

4.1.2 Specific Manifestations of Each Dimension

Hope: 87% of teachers believe they can find effective ways to achieve teaching goals and maintain perseverance when facing teaching difficulties.

Optimism: 91% of teachers attribute success to internal factors such as their own teaching ability and effort, while viewing failure as external factors or temporary setbacks.

Resilience: 85% of teachers indicate that they are able to quickly adjust their mindset, remain calm and rational, and actively seek solutions to problems when facing teaching pressure, student issues, or career challenges.

Self efficacy: 93% of teachers express confidence in their teaching abilities, believing that they are capable of performing their current teaching duties and continuously learning and growing in their teaching.

4.1.3 Factors Influencing Psychological Capital

Through further analysis, it was found that the psychological capital of children's music education teachers is influenced by various factors, including personal experiences, school environment, and social support. Specifically, as follows:

Personal experience: Teachers with rich teaching experience and good teaching results usually have higher levels of psychological capital.

School environment: School culture, leadership style, and colleague relationships can all affect teachers' psychological capital. A positive and collaborative school environment helps to enhance teachers' psychological capital level.

Social support: The support of family, friends, and colleagues has a significant impact on teachers' psychological capital. Teachers who receive social support are more likely to maintain a positive attitude and confidence.

Table 1. Current Status of Psychological Capital of Children's Music Education Teachers

Dimension of psychological capital	average value	standard deviation	minimum value	Maximum value
hope	4.5	0.6	3.0	5.0
optimistic	4.6	0.5	3.5	5.0
toughness	4.4	0.7	3.0	5.0
Self efficacy	4.7	0.4	4.0	5.0

4.2 Analysis of the Relationship Between Capital and Willingness to Teach

In order to gain a deeper understanding of the relationship between psychological capital and willingness to teach, correlation analysis and regression analysis were conducted. The following are the main findings:

4.2.1 Correlation Analysis

By calculating the correlation coefficients between various dimensions of psychological capital and willingness to teach, it was found that there is a significant positive correlation between psychological capital and willingness to teach.

Hope and willingness to teach: The correlation coefficient is 0.72, indicating that the higher the level of hope of teachers, the stronger their willingness to teach.

Optimism and willingness to teach: The correlation coefficient is 0.75, indicating that the more positive a teacher's optimistic attitude is, the stronger their willingness to teach.

Resilience and willingness to teach: The correlation coefficient is 0.68, indicating that the stronger a teacher's resilience, the greater their likelihood of maintaining willingness to teach when facing teaching challenges.

The correlation coefficient between self-efficacy and willingness to teach is 0.80, indicating that the higher the self-efficacy of a teacher, the more confident they are in their teaching ability and the stronger their willingness to teach.

4.2.2 Regression Analysis

Regression analysis was conducted to further verify the relationship between psychological capital and willingness to teach. The regression analysis results show that various dimensions of psychological capital have a significant predictive effect on willingness to teach.

Hope: For every additional unit of hope level, the willingness to teach will increase by 0.45 units.

Optimism: For every additional unit of optimism, the willingness to teach will increase by 0.52 units.

Resilience: For every unit increase in resilience level, the willingness to teach will increase by 0.38 units.

Self efficacy: For every unit increase in self-efficacy level, the willingness to teach will increase by 0.60 units.

Table 2. Correlation analysis between psychological capital and willingness to teach

Dimension of psychological capital	From the willingness to teach	correlation coefficient
hope	From the willingness to teach	0.72
optimistic	From the willingness to teach	0.75
toughness	From the willingness to teach	0.68
Self efficacy	From the willingness to teach	0.80

Table 3. Regression analysis of psychological capital and willingness to teach

Dimension of psychological capital	regression coefficient	Standard error	T-value	P-value
hope	0.45	0.08	5.63	<0.001
optimistic	0.52	0.07	7.43	<0.001
toughness	0.38	0.09	4.22	<0.001
Self efficacy	0.60	0.06	10.00	<0.001

The psychological capital level of children's music education teachers is relatively high, and there is a significant positive correlation between psychological capital and willingness to teach. The four core dimensions of psychological capital (hope, optimism, resilience, self-efficacy) all have significant predictive effects on willingness to teach. Therefore, enhancing the psychological capital level of teachers can help strengthen their willingness to teach and promote the healthy development of children's music education. Schools and education departments should pay more attention to the psychological capital construction of teachers, continuously improve their psychological capital level through measures such as providing professional training, optimizing school environment, and strengthening social support, and provide strong guarantees for the sustainable development of children's music education.

5. Discussion and Analysis

5.1 The Impact Mechanism of Psychological Capital on the Willingness of Children's Music Education Teachers to Teach

This study found that psychological capital has a significant positive impact on the willingness of children's music education teachers to teach. This impact mechanism is mainly reflected in the following aspects. One is that the dimensions of hope and optimism in psychological capital can stimulate teachers' positive expectations and attitudes. When teachers believe they can overcome

difficulties and achieve teaching goals, they are more willing to devote themselves to the education industry and maintain a high willingness to teach. The second dimension is resilience, which enables teachers to maintain a tenacious spirit in the face of challenges and adversity. This spirit not only helps teachers cope with various pressures in the teaching process, but also enhances their loyalty and sense of responsibility towards the education industry, thereby strengthening their willingness to teach. Thirdly, self-efficacy, as a teacher's confidence and belief in their teaching ability, directly affects their willingness to teach. When teachers are confident in their teaching abilities, they are more willing to accept new challenges, constantly improve their teaching level, and thus enhance their willingness to teach.

5.2 Strategic Suggestions for Enhancing the Psychological Capital of Children's Music Education Teachers

One is to strengthen teacher training, enhance teachers' teaching ability and professional competence, thereby enhancing their self-efficacy. The second is to create a positive and uplifting school culture atmosphere, encourage cooperation and communication among teachers, jointly tackle teaching challenges, and enhance teachers' hope and optimism. The third is to provide psychological support and counseling services to help teachers cope with professional pressure and enhance their resilience. The fourth is to establish a sound incentive mechanism, commend and reward outstanding teachers, and stimulate their enthusiasm and initiative in teaching.

6. Summary

This study not only deepens the understanding of the psychological capital of children's music education teachers and its relationship with their willingness to teach, but also provides practical and feasible strategic suggestions for improving teachers' psychological capital level and enhancing their willingness to teach. Future research can further expand the sample size and adopt more refined data analysis methods to comprehensively and deeply reveal the complexity and diversity of this field.

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