

The Effects of Recovery Experience of Kindergarten Teachers on Job Satisfaction: The Mediating Role of Occupational Well-being

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Abstract: To explore the effect of kindergarten teachers' recovery experience on job satisfaction and to examine the mediating effect of occupational well-being in this relationship. A total of 338 kindergarten teachers from one province completed a questionnaire survey using the Recovery Experience Scale, the Occupational Well-Being Scale, and the Job Satisfaction Scale. Descriptive statistics, correlation analysis, and regression analysis were conducted using SPSS 26.0, and the mediating effect was tested using the Bootstrap method. The results showed that recovery experience was significantly and positively correlated with occupational well-being and job satisfaction, and occupational well-being was significantly and positively correlated with job satisfaction. Furthermore, recovery experience significantly and positively predicted job satisfaction and occupational well-being. Occupational well-being played a significant partial mediating role between recovery experience and job satisfaction. These findings suggest that recovery experience not only directly enhances kindergarten teachers' job satisfaction but also further improves their job satisfaction by enhancing occupational well-being.

1. Introduction

1.1 Research Background

Early childhood education constitutes the starting point of the national basic education system. Kindergarten teachers undertake multiple responsibilities, including the integration of care and education, home-kindergarten communication, and supervision of children's safety, which makes this profession a typical high emotional labor occupation. Existing studies have indicated that emotional labor of kindergarten teachers is characterized by its persistence and multi-target nature. In daily work, teachers need to suppress negative emotions over a long period and consistently display gentle, patient positive emotions. Long-term emotional exhaustion tends to exacerbate physical and mental fatigue and diminish positive occupational experiences[4]. Imbalance between labor input and rewards is often accompanied by higher levels of occupational burnout and lower occupational well-being, which in turn affects teachers' job satisfaction and exacerbates turnover[12].

With the widespread adoption of digital office tools, home-kindergarten communication groups, online lesson planning, and various kindergarten records and logs have extended the boundaries of work indefinitely. Handling work matters during non-working hours has become the norm for kindergarten teachers, making psychological detachment difficult to achieve and resulting in a severe lack of recovery experience. Most kindergarten teachers in China belong to the "involuntary recovery" group[2] with their scores on the psychological detachment dimension being the lowest. After work, their minds are continuously occupied by work-related thoughts, preventing effective replenishment of physical and mental resources. This long-term resource depletion cannot be compensated, which in turn negatively affects teachers' overall evaluation of their job. Against this background, focusing on the group of kindergarten teachers and clarifying the logical relationships among recovery experience, occupational well-being, and job satisfaction holds significant practical value.

1.2 Research Questions

Existing studies have separately verified the pairwise correlations among recovery experience, occupational well-being, and job satisfaction. Studies based on workplace employees has confirmed that job demands negatively predict occupational well-being, while recovery experience mediates and buffers this relationship. Adequate recovery can offset the negative impact of work depletion on well-being perception[9]. Surveys focusing on kindergarten teachers have found that salary, workload, and psychological resource reserves are core factors influencing teacher job satisfaction, and that a lack of positive psychological experience can significantly reduce teachers' job identification[11]. Additional research has shown that internal positive psychological resources (such as occupational identity and occupational well-being) can mediate the relationship between external environmental variables and job satisfaction, and individuals' subjective occupational perceptions act as a critical bridge in determining job evaluation[3].

Research focusing on the kindergarten teacher has confirmed that recovery experience can significantly and positively predict teachers' thriving at work, reduce the negative mental depletion caused by rumination, and improve teachers' positive occupational states[6]. However, there is a relative lack of empirical research that uses kindergarten teachers as the exclusive sample and simultaneously examines the mediating role of occupational well-being between recovery experience and job satisfaction. The complete mechanism linking these three variables remains to be verified. Although existing research targeting primary and secondary school teachers has verified the serial mediating roles of emotional intelligence and self-efficacy between recovery experience and occupational burnout[1], primary and secondary school teachers differ significantly from kindergarten teachers in work patterns and the intensity of emotional labor, so such findings cannot be directly transferred to the early childhood education settings.

In summary, existing related research still has three shortcomings: First, there is a lack of research that uses kindergarten teachers as the exclusive sample and specifically examines the mediating role of occupational well-being between recovery experience and job satisfaction; second, most studies have separated the internal logic of these three variables and have not constructed a unified model of their effects; Third, prior research does not explain the transmission paths between variables in light of the occupational characteristics of kindergarten teachers, such as high emotional labor and blurred work boundaries. Accordingly, this study puts forward the core research questions: Can kindergarten teachers' recovery experience positively predict their job satisfaction? Does occupational well-being mediate the relationship between recovery experience and job satisfaction?

Based on the Conservation of Resources Theory and the Effort-Recovery Model, combined with

empirical findings from existing literature, this study proposes the following hypotheses:

H1: Kindergarten teachers' recovery experience significantly and positively predicts job satisfaction.

H2: Kindergarten teachers' recovery experience significantly and positively predicts their occupational well-being.

H3: Kindergarten teachers' occupational well-being significantly and positively predicts their job satisfaction.

H4: Occupational well-being mediates the relationship between kindergarten teachers' recovery experience and job satisfaction.

2. Literature Review

2.1 Definition of Core Variables

2.1.1 Recovery Experience

The concept of recovery experience was proposed by Sonnentag and Fritz[14] and its structure has been validated by domestic scholars based on local samples[8]. It comprises four dimensions: psychological detachment, relaxation experience, mastery experience, and control experience. Its core mechanisms can be summarized into two pathways. The first is the "detachment experience" centered on psychological detachment and relaxation experience, which relies on the Effort-Recovery Model to interrupt continuous resource depletion caused by work. The second is the "mastery experience" centered on mastery experience and control experience, which relies on the Conservation of Resources Theory to achieve psychological resource gain[8]. Specifically, psychological detachment refers to individuals cognitively and emotionally disengaging from work during non-work hours and ceasing to think about care and education, home-kindergarten communication and other work-related matters, which is the prerequisite for recovery. Relaxation experience manifests as a leisure state with low physiological arousal and no emotional depletion, which can alleviate work-related stress. Mastery experience refers to individuals gaining a sense of competence and achievement through participating in interest-based activities during non-work hours, thereby replenishing internal psychological resources. Control experience refers to individuals being able to autonomously arrange their non-work activities, thereby satisfying their need for psychological autonomy.

2.1.2 Occupational Well-being

Occupational well-being refers to stable and comprehensive positive psychological experiences generated by individuals during their professional practice. It integrates dimensions including work-related emotions, value identification and professional fulfillment, and acts as a core indicator for measuring teachers' occupational well-being. The sources of kindergarten teachers' occupational well-being are concentrated in the positive emotions from teacher-child interactions, the sense of achievement from professional growth, as well as fair remuneration and social respect. In contrast, the draining factors are concentrated in high-intensity emotional labor, cumbersome administrative tasks, and low professional treatment[12].

2.1.3 Job Satisfaction

Job satisfaction refers to individuals' overall affective evaluation of multiple work dimensions, including job content, remuneration, management, career development opportunities and interpersonal environment. Surveys targeting kindergarten teachers have found that the

shortcomings of their job satisfaction are concentrated in the dimensions of salary, benefits, and opportunities for further education and promotion, while their satisfaction mainly stems from the intrinsic emotional rewards gained through interactions with children[11].

2.2 Research on Relationships among Variables

2.2.1 Recovery Experience and Occupational Well-being

Studies validated with samples of corporate employees have confirmed that job demands continuously deplete individuals' psychological resources, thereby reducing occupational well-being, while recovery experience can mediate this relationship[9]. The dual-path model clarifies that detachment experience reduces negative emotions through stress relief, and mastery experience increases positive emotions through resource gain; both can significantly and positively predict work-related well-being[8]. Conversely, insufficient recovery leads to the continuous accumulation of negative emotions, thereby weakening individuals' experience of well-being.

Studies focusing on preschool teachers have directly verified that recovery experience can continuously improve teachers' thriving at work and occupational well-being by reducing rumination[6]. Kindergarten teachers need to constantly regulate their emotions on a daily basis; without sufficient recovery, emotional exhaustion will rapidly erode their positive occupational affect.

2.2.2 Occupational Well-being and Job Satisfaction

Internal positive psychological variables represented by occupational identity and occupational well-being can significantly and positively predict kindergarten teachers' job satisfaction[3]. Even if some kindergarten teachers face disadvantages in salary and promotion opportunities, their overall job satisfaction can remain at an upper-middle level when they possess high occupational well-being and gain emotional satisfaction from care and education work. In contrast, teachers lacking occupational well-being tend to exaggerate external drawbacks such as remuneration and workload, report lower job satisfaction[11], which in turn increases their turnover intention[5].

2.2.3 Recovery Experience and Job Satisfaction

Existing research confirms that recovery experience has a direct positive predictive effect on job satisfaction. Studies of managers have found that the dual variables of self-efficacy and recovery experience jointly improve individuals' job satisfaction[10]. A latent profile analyses focusing on kindergarten teachers reveal that teachers with high recovery levels achieve significantly higher job satisfaction scores than those with low recovery levels. Teachers experiencing insufficient recovery are more prone to negative emotions such as work complaints, which further raise their turnover intentions[2].

2.2.4 The Mediating Logic of Occupational Well-being

Based on the literature reviewed above, it can be inferred that recovery experience, as an important psychological restoration mechanism. It replenishes the cognitive and emotional resources continuously depleted during kindergarten teachers' care and education work and enhances their occupational well-being. As stable internal positive psychological perceptions, occupational well-being can positively affect teachers' comprehensive evaluations of salary and benefits, care and education work, kindergarten management, interpersonal interactions and other dimensions, ultimately improving job satisfaction. Nevertheless, existing studies have not fully

verified this mediating path using samples of kindergarten teachers. The present study aims to address this research gap.

2.3 Synthesis of Relevant Literature

A review of existing literature reveals abundant independent research on recovery experience, occupational well-being, and job satisfaction, yet three notable research gaps remain. First, there is limited sample applicability. Most studies on recovery experience recruit enterprise employees, primary and secondary school teachers, or managers as participants. Few empirical studies examine the mediating mechanism among the three variables specifically for kindergarten teachers. Given kindergarten teachers' unique characteristics of intensive emotional labor and blurred work boundaries, the mechanisms identified from other occupational groups cannot be directly applied to this group. Second, the research perspectives are fragmented. Existing studies mostly analyzes of pairwise relationships and have not constructed a complete mediating model of "recovery experience-occupational well-being-job satisfaction." Third, there is insufficient practical applicability. Current theoretical research has not been integrated with the real-life childcare and education contexts of kindergartens, nor has it proposed tiered and implementable psychological support strategies for teachers based on the mediating model. Based on the above review, this study selects a sample of kindergarten teachers from urban and rural public and private kindergartens, conducts questionnaire surveys using validated scales, tests the transmission effect of occupational well-being through mediating effect analysis, and puts forward the four research hypotheses mentioned above.

3. Methodology

3.1 Participants and procedures

This study surveyed kindergarten teachers from a certain province in China, using convenience sampling to conduct the questionnaire survey. To enhance the breadth of the sample, the questionnaire was distributed to cover kindergarten teachers of different ages, educational backgrounds, years of teaching experience, and types of kindergartens as broadly as possible. The participating teachers came from both urban and rural areas, and their kindergartens included both public and private institutions.

Data were collected through an online questionnaire platform. The questionnaire links were mainly distributed via teacher work communication groups and other channels. Before the survey, the researchers explained the research purpose, completion instructions and confidentiality principles to participants. All participants completed the questionnaire voluntarily on the basis of informed consent. After questionnaire collection, invalid questionnaires including incomplete responses and responses with obvious patterned answering were excluded. Finally, 338 valid questionnaires were obtained, which met the requirements for subsequent statistical analysis.

3.2 Instruments

This study adopted the questionnaire survey method for data collection. The questionnaire mainly consisted of three scales: the Recovery Experience Scale, the Occupational Well-being Scale, and the Job Satisfaction Scale. All items were rated on a 5-point Likert scale, where 1 represented "strongly disagree" and 5 represented "strongly agree". Higher scores indicated higher levels of the corresponding variables.

3.2.1 Recovery Experience Scale

This study employed the Recovery Experience Questionnaire developed by Sonnentag and Fritz (2007)[14], and refer to the measurement applications by relevant scholars among the group of kindergarten teachers in China[2], comprising 16 items in total. The scale mainly examines individuals' conditions of psychological detachment, relaxation experience, mastery experience and control experience outside working hours. In this study, the Cronbach's α coefficient of this scale was 0.949, indicating good internal consistency of the scale.

3.2.2 Occupational Well-being Scale

Occupational well-being was measured using the revised Kindergarten Teacher Occupational Well-Being Scale[15], comprising 15 items in total. The scale mainly examines positive emotions, sense of occupational value, occupational identity and satisfaction experienced by kindergarten teachers in professional activities. In this study, the Cronbach's α coefficient of the scale was 0.941, demonstrating good reliability.

3.2.3 Job Satisfaction Scale

Job satisfaction in this study was measured using the Kindergarten Teacher Job Satisfaction Scale revised by Li Xinmin and Zheng Bozhen(2014)[16], comprising 8 items in total. The scale mainly examines teachers' satisfaction with their current work itself, working environment and overall occupational status. In this study, the Cronbach's α coefficient of the scale was 0.890, demonstrating good reliability.

3.3 Data Analysis

In this study, SPSS 26.0 software was used for statistical analysis of the data. First, common method bias test, descriptive statistics, and Pearson correlation analysis were conducted for all variables to examine the relationships among recovery experience, occupational well-being, and job satisfaction. Second, regression analysis was used to test the predictive effects of recovery experience on occupational well-being and job satisfaction. Finally, the Bootstrap mediation effect test method was used to analyze the mediating effect, with recovery experience as the independent variable, job satisfaction as the dependent variable, and occupational well-being as the mediating variable. The number of Bootstrap resamples was set to 5,000. If the 95% confidence interval did not include zero, the mediating effect was considered significant.

4. Results

4.1 Common Method Bias Test

To examine whether common method bias was present in this study, Harman's single-factor test was conducted by performing an exploratory factor analysis (EFA) on all measured variables. The results showed that six factors were extracted using principal component analysis, with the first factor accounting for 38.42% of the cumulative variance explained, which is below the critical threshold of 40%. This indicates that there was no significant common method bias in the data.

4.2 Descriptive Statistics and Correlation Analysis of Variables

Descriptive statistics and Pearson correlation analysis were performed on recovery experience,

occupational well-being and job satisfaction, with the results presented in Table 1. The results revealed that the mean values of recovery experience, occupational well-being and job satisfaction were 3.579, 4.243 and 3.921, respectively, with standard deviations of 0.735, 0.611 and 0.618. Correlation analysis demonstrated that recovery experience was significantly and positively correlated with occupational well-being ($r=0.381$, $p < 0.001$) and with job satisfaction ($r=0.390$, $p < 0.001$). Occupational well-being was also significantly and positively correlated with job satisfaction ($r = 0.421$, $p < 0.001$). These results indicate that higher levels of recovery experience are associated with higher levels of occupational well-being and job satisfaction among kindergarten teachers, and higher levels of occupational well-being are associated with higher levels of job satisfaction. The direction of the relationships among the variables is consistent with theoretical expectations, providing a foundation for further testing the mediating role of occupational well-being.

Table 1: Descriptive Statistics and Correlation Analysis of Variables (N = 338)

Variable	M	SD	1	2	3
1. Recovery Experience	3.579	0.735	1		
2. Occupational Well-Being	4.243	0.611	0.381	1	
3. Job Satisfaction	3.921	0.618	0.390	0.421	1

Note: $p < 0.001$.

4.3 Mediating Effect Test of Occupational Well-being between Recovery Experience and Job Satisfaction

Regression analysis and the Bootstrap method were used to examine the mediating role of occupational well-being between recovery experience and job satisfaction. The results are presented in Table 2 and Table 3. The findings revealed that recovery experience significantly and positively predicted job satisfaction ($B = 0.328$, $\beta = 0.390$, $t = 7.769$, $p < 0.001$), and also significantly and positively predicted occupational well-being ($B = 0.316$, $\beta = 0.381$, $t = 7.549$, $p < 0.001$). When both recovery experience and occupational well-being were simultaneously entered into the regression equation, recovery experience ($B = 0.226$, $\beta = 0.269$, $t = 5.215$, $p < 0.001$) and occupational well-being ($B = 0.323$, $\beta = 0.319$, $t = 6.191$, $p < 0.001$) both significantly and positively predicted job satisfaction. Further Bootstrap test results showed that the indirect effect of occupational well-being was 0.102, with a 95% confidence interval of [0.055, 0.154], which did not contain zero. This indicated that occupational well-being plays a significant partial mediating role between recovery experience and job satisfaction.

Table 2: Regression Analysis of the Mediating Role of Occupational Well-Being between Recovery Experience and Job Satisfaction

Dependent Variable	Independent Variable	B	SE	β	t	p	R ²
Job Satisfaction	Recovery experience	0.328	0.042	0.390	7.769	< 0.001	0.152
Occupational Well-Being	Recovery experience	0.316	0.042	0.381	7.549	< 0.001	0.145
Job Satisfaction	Recovery experience	0.226	0.043	0.269	5.215	< 0.001	0.239
	Occupational Well-being	0.323	0.052	0.319	6.191	< 0.001	

Note: In the last regression equation, recovery experience and occupational well-being were entered into the regression model simultaneously.

Table 3: Mediation Effect Test Results for Occupational Well-Being

Effect Type	Effect Value	Boot SE	Boot 95% CI Lower Limit	Boot 95% CI Upper Limit
Total Effect	0.328	—	—	—
Direct Effect	0.226	—	—	—
Indirect Effect	0.102	—	0.055	0.154

Note: The number of Bootstrap resamples was 5,000. A confidence interval that does not include zero indicates a significant mediation effect.

5. Discussion

5.1 Analysis of the Current Status of Variables among Kindergarten Teachers

5.1.1 Discussion on the Current Status of Recovery Experience

In this study, the overall mean score of kindergarten teachers' recovery experience was 3.579, falling within the moderate range. Among the four dimensions, psychological detachment obtained the lowest score, a finding consistent with existing latent profile analysis results[2]. This finding can be explained in light of the emotional labor characteristics of kindergarten teachers[4]. Throughout their daily work, kindergarten teachers are required to sustain positive emotional displays. After work, home-kindergarten communication, lesson preparation, learning environment design, and various kindergarten records continuously encroach on their private time, leading to blurred boundaries between work and personal life. Even when physically leaving the kindergarten setting, teachers remain cognitively preoccupied with matters such as children's safety and communication with parents, making psychological detachment difficult to achieve.

The scores for mastery experience and relaxation experience were relatively higher, indicating that most teachers actively utilize leisure time and interest-based learning to replenish psychological resources. However, the deficiency in psychological detachment directly limits the overall recovery effect[8].

5.1.2 Discussion on the Current Status of Occupational Well-being

The mean score of occupational well-being among sampled teachers was 4.243, which the highest among the three variables. This result is consistent with previous research indicating that the core intrinsic driving force of kindergarten teachers' occupational well-being originates from emotional rewards gained through teacher-child interactions[12]. Despite shortcomings in extrinsic conditions such as salary and promotion opportunities, the pure and positive emotional experiences gained from getting along with young children can sustain their favorable occupational feelings. The significant positive correlation between recovery experience and occupational well-being found in correlation analysis also corroborates the view that recovery experience can reduce rumination and consolidate occupational well-being.

5.1.3 Discussion on the Current Status of Job Satisfaction

The mean score of kindergarten teachers' job satisfaction was 3.921, which is at a moderately high level, with obvious differentiation across internal dimensions. Teachers reported high satisfaction with care and education practice itself yet low satisfaction regarding salary, further education and promotion. Such differentiated characteristics are consistent with the structural theory of job satisfaction evaluation. Sufficient satisfaction from intrinsic emotional dimensions together with inadequate extrinsic material and developmental support jointly contribute to moderate overall

evaluations of work[13].

5.2 Discussion on Correlations among Variables

The present study confirmed that recovery experience, occupational well-being and job satisfaction are all significantly and positively correlated with each other, which is consistent with findings from existing sub-sample studies. First, the higher the recovery experience, the stronger the occupational well-being. Based on the Effort–Recovery Model and Conservation of Resources Theory, under a high recovery state, teachers are able to mitigate the resource depletion caused by daily emotional labor. They replenish positive psychological resources through relaxation and mastery activities, experience fewer negative emotions, gain more positive feelings, and accordingly achieve elevated occupational well-being. Second, recovery experience positively predicts job satisfaction, which is directly corroborated by data from the four recovery profiles[2]. Teachers in the high-recovery group are less likely to express work complaints or turnover intentions, and hold more positive evaluations of kindergartens and their professional work. Third, the higher the occupational well-being, the higher the job satisfaction. Intrinsic positive emotions can modulate individuals' criteria for evaluating external objective conditions[3]. Teachers with sufficient occupational well-being are more tolerant of objective limitations such as salary and workload, thereby forming a higher overall satisfaction evaluation.

5.3 Discussion on the Partial Mediating Mechanism of Occupational Well-being

The mediation test results confirmed that occupational well-being plays a partial mediating role between recovery experience and job satisfaction. Recovery experience can directly improve teachers' job satisfaction. Meanwhile, it can indirectly improve job evaluations by strengthening occupational well-being. These findings fully verify all four hypotheses proposed in this study.

This transmission mechanism can be explained from the perspective of the dual-path model[8]. In the direct path, sufficient detachment experience alleviates daily emotional stress, while mastery experience replenishes internal resources. Such processes keep teachers in physical and mental balance, directly reduce negative evaluations of work, and improve job satisfaction. In the indirect path, recovery experience first enhances occupational well-being through stress relief and resource gain. Stable intrinsic positive perceptions further shape positive work attitudes, ultimately improving job satisfaction. The emotional labor theory of kindergarten teachers[4] can account for the necessity of this mediating role: kindergarten teachers experience substantial daily emotional depletion. Short-term recovery alone cannot directly alter long-term work evaluations, it must be transformed into a stable sense of occupational well-being to continuously and positively regulate work attitudes. Therefore, occupational well-being serves as an indispensable core mediating bridge.

Compared with the chain mediation study on primary and secondary school teachers[1], the mediating variables for primary and secondary school teachers are emotional intelligence and self-efficacy, whereas the mediating variable for kindergarten teachers is occupational well-being. The root cause of this group difference lies in the core source of emotions: the sense of achievement for primary and secondary school teachers primarily stems from students' academic performance, while kindergarten teachers obtain their primary positive feelings from teacher-child emotional bonds. Therefore, occupational well-being becomes a unique transmission mediator for the kindergarten teacher as a group. This mediation model clarifies the complete chain of effects among the three variables, providing a precise direction for mental health interventions targeting kindergarten teachers.

5.4 Limitations and Future Research

Although this study has yielded certain findings, several limitations remain. First, convenience sampling was adopted and the sample sources were concentrated in a single province, resulting in limited geographical coverage. The external validity of the conclusions still requires cross-validation with more regionally diverse samples. Second, this study employed a cross-sectional design, which cannot reveal longitudinal causal changes among the variables. Future research could adopt longitudinal tracking studies or diary methods to further examine the dynamic influence mechanism of recovery experience on job satisfaction. Finally, this study only included occupational well-being as a single mediating variable. Future studies could introduce variables such as emotional intelligence and social support to construct chain mediation or moderated mediation models, thereby more comprehensively revealing the multiple pathways and boundary conditions through which recovery experience influences job satisfaction.

6. Implications and Recommendations

6.1 Research Implications

This study is the first to validate the mediating pathway through which recovery experience influences job satisfaction via occupational well-being among kindergarten teachers. The findings reveal that recovery experience not only directly enhances kindergarten teachers' job satisfaction but also further improves it by strengthening occupational well-being. Psychological detachment is currently the greatest obstacle to kindergarten teachers' recovery, with emotional labor and blurred work boundaries serving as core underlying causes. Enhancing teachers' recovery experience and consolidating their occupational well-being can bidirectionally improve teachers' job satisfaction. Coordinated intervention involving kindergartens, teachers, and society can effectively alleviate professional burnout in early childhood education and stabilize the teaching workforce.

6.2 Recommendations

Based on the empirical findings of the mediating model in this study, the following recommendations are proposed from three levels: the kindergarten organization, the individual teacher, and social policy.

6.2.1 Kindergarten Organizational Level

Administrators should reduce the push of mandatory work-related information for kindergarten teachers during non-working hours through institutional guidance, streamline after-hours home-kindergarten communication and unnecessary documentation, and strip away redundant tasks to lower teachers' level of recovery need[7], so as to create objective conditions for psychological detachment. On this basis, drawing on the dual-pathway intervention approach[8], a 15 to 20 minutes exclusive relaxation period for teachers should be set during the workday, along with rest facilities. For high-risk teachers suffering from emotional exhaustion, one-on-one psychological counseling should be provided to promptly alleviate the psychological depletion caused by emotional labor. In addition, improving salary incentives and professional development support can consolidate the material foundation of occupational well-being from the external security dimension [11].

6.2.2 Individual Teacher Level

Teachers should consciously establish a habit of psychological detachment, actively disconnect from unimportant work information pushes after work hours, divert attention through exercise or hobbies, reduce ruminative thinking about work before sleep[6], to consolidate recovery effects, and simultaneously focus on the intrinsic value of teacher-child interactions, fully explore the emotional gains from spending time with children, accumulate professional achievement by recording children's growth moments, rely on stable occupational well-being to buffer the impact of external negative factors, and strengthen professional value identification through positive self-evaluation. When encountering stress and work difficulties, they should proactively communicate with colleagues and principals, and reduce the rate of resource depletion through social support[3].

6.2.3 Social Policy Level

Education authorities should strictly implement the salary guarantee policy for kindergarten teachers, balance the welfare benefits between the public and the private kindergarten teachers[11], to mitigate the decline in occupational well-being caused by material imbalance, mainstream media should strengthen positive publicity on the professionalism of kindergarten teachers to enhance social respect. Meanwhile, the allocation of teaching staff should be rationally adjusted to reduce occupational depletion caused by insufficient recovery at the macro level, stabilize the early childhood education workforce, and lower the turnover rate.

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