

Study on Occupational Stress and Control Strategies of Public High School Teachers

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Abstract: In recent years, public high school teachers have received widespread attention from all walks of life because of their particularity, and occupational stress is also one of the key issues. Public high school teachers' widespread professional pressure will affect their own development and work efficiency, and will also have a negative impact on the development of students. This paper investigates the current situation of professional pressure of public high school teachers, and analyzes it from the aspects of teachers' professional pressure, interpersonal relationship pressure, professional burden pressure, professional development pressure, student management pressure and family pressure. The results show that teachers in public high schools generally have occupational stress. In view of this situation, we can improve from the aspects of school, society, teachers themselves and families to relieve the professional pressure of public high school teachers.

Keywords: Teacher's professional pressure, Public high schools, Mitigation strategy.

1. The Present Situation of Teachers' Professional Pressure in Public High Schools

From the current overall situation, public teachers are recognized by the whole society. They believe that public teachers are not only an "iron rice bowl", but also have very generous working conditions and are respected by all walks of life. However, in fact, the outside world only pays attention to the bright side of public teachers, but knows little about the professional pressure of public teachers. The occupational stress of public teachers has a negative impact on the physical and mental health of teachers, the level of work and the development of the whole education industry.

Li Qing (2021) believes that the physical and mental health of teachers is not only the demand of school teacher construction, but also an important content of school teaching. On this basis, the school should pay special attention to the physical and mental health of teachers, understand the psychological state of teachers, strengthen the research on Countermeasures in the psychological investigation and stress relief of high school teachers, and take effective measures according to the actual psychological state of high school teachers to maintain the physical and mental health of teachers.

Jerem and Sims (2021) pointed out that teachers' personal psychological conditions have a great impact on their behavior cognition in teaching activities, which will have a direct impact on students. If a teacher is affected by personal psychological factors in actual teaching activities, it is easy to produce various bad words and deeds, which will cause psychological impact on students. For example, sometimes in class, the teacher's stern eyes and loud reprimands will make the students pale and tremble. The consequences of these behaviors may cause the students to gradually lose interest in learning and show inferiority complex. If teachers have great professional pressure, it is easy to cause their own emotional problems and lack of timely relief methods, which will anger the students. Zhang Huiping, Yao Weijia and Liu Shixiang (2020) believe that teachers' professional pressure will have

an impact on teaching work. In order to relieve the professional pressure of teachers, it is necessary to conduct an in-depth investigation and understanding of the current professional pressure of teachers and find out the important factors that affect the professional pressure of teachers, so as to find effective countermeasures to relieve the professional pressure. Through the analysis and research of teachers' professional stress, teachers can effectively avoid mental health problems and devote themselves to education and teaching work, so as to maximize the education and teaching effect and level.

This article mainly carries out the analysis and research on the professional pressure of public high school teachers. In the actual research process, the article combined with the questionnaire survey to investigate the occupational stress of public high school teachers. Carry out corresponding research from the perspective of public high school teachers' professional pressure to reduce teachers' professional pressure, so as to maintain teachers' physical and mental health and ensure the stable and orderly development of teaching work. On the other hand, the investigation and analysis of public high school teachers' occupational stress can also enrich the construction system of the whole high school teachers' occupational mental health to a certain extent.

The contents of the questionnaire are shown in Table 1. A total of 150 copies were distributed, and 124 copies were actually recovered, with an effective recovery rate of 83%. From the perspective of gender, there were 75 males and 49 females; From the age perspective, there were 52 people under 30 years old, 36 people between 31 and 40 years old, 33 people between 41 and 50 years old, and 3 people over 51 years old; From the perspective of teaching age, there are 49 people under 5 years, 36 people from 6 to 10 years, 30 people from 11 to 15 years, and 9 people from 16 to 20 years; From the academic level, there are 89 undergraduates and 35 masters and above. The questionnaire surveys and makes statistics on the occupational stress of public high school teachers as a whole, as shown in Table 2. Among them, 15.85% thought that the occupational pressure was very high, 31.04% thought that the occupational pressure was high, and only 3.42% thought that the pressure was very low. From the

perspective of the distribution of various professional pressures, the major ones are "family pressure", "teachers' professional pressure" and "student management pressure".

Table 1. Contents of public high school teachers' occupational stress test questionnaire

The serial number	Type	Content
1	Teachers' professional pressure	The requirements of the new curriculum are getting higher and higher
2		The working environment is very depressing
3		Teaching life is very boring
4		Work is not recognized and respected
5		Lack of sense of achievement in Teaching
6		Too much responsibility
7		Society has higher and higher expectations for teachers
8		I'm worried that I can't keep up with the development of teachers
9	Interpersonal relationship pressure	I think the superior leaders do not value themselves
10		Conflicts often arise between work and colleagues
11		Feel isolated by colleagues
12		Parents of students have too high requirements for teachers
13	Professional burden pressure	Parents do not understand the teacher's work
14		The teaching time is too long every day
15		The workload is heavy and I am tired in teaching
16		Too much work in preparing lessons and correcting homework
17		Need to sacrifice personal rest time to work
18		Sometimes I am at a loss in my work
19		The teaching work consumes a lot of energy
20	Professional development pressure	The pressure of linking the student's enrollment rate, examination results and wages and bonuses
21		There are many assessments
22		There are too few opportunities to continue learning
23		Lack of opportunities for promotion
24		The school reward and punishment system is unreasonable
25	Student management pressure	High pressure of job competition
26		The student's attitude is not respectful enough
27		It is difficult to communicate effectively with students
28		Students have many bad behaviors
29		Students are difficult to discipline
30		The effect of improving students' performance is low
31		Students lack interest in learning
32		I'm worried about students' problems
33	Family pressure	Small teacher-student ratio
34		I have no time to take care of my family
35		Low salary
36		Family members do not understand their work
37		Children's education

Table 2. Overall situation of teachers' professional pressure

Teachers' professional pressure		Very low pressure	Less pressure	Average pressure	High pressure	Very high pressure
Population	man-time	157	634	1646	1424	727
	percentage	3.42%	13.82%	35.88%	31.04%	15.85%
Teachers' professional pressure	man-time	16	132	352	321	171
	percentage	1.61%	13.31%	35.48%	32.36%	17.24%
Interpersonal relationship pressure	man-time	28	121	217	175	79
	percentage	4.52%	19.52%	35.00%	28.23%	12.74%
Professional burden pressure	man-time	31	136	317	266	118
	percentage	3.57%	15.67%	36.52%	30.65%	13.59%
Professional development pressure	man-time	43	86	209	193	89
	percentage	6.94%	13.87%	33.71%	31.13%	14.35%
Student management pressure	man-time	21	103	355	344	169
	percentage	2.12%	10.38%	35.79%	34.68%	17.04%
Family pressure	man-time	18	56	196	125	101
	percentage	3.63%	11.29%	39.52%	25.20%	20.36%

2. Cause Analysis

2.1. Social aspects

The social and economic status of public high school

teachers is not high. 28.23% of the teachers think that the salary is low and the living burden is heavy. And engaged in a very heavy teaching task, the community has high expectations for public high school teachers, which brings

great professional pressure to teachers. On the other hand, the new curriculum reform also puts forward new requirements for the development of teachers, resulting in increased professional pressure.

2.2. School

The school's management system for teachers is lack of effectiveness. It mainly uses frequent inspection and teaching evaluation to assess and supervise teachers. The management mode of shift system also increases the workload of teachers. 41.13% of the teachers thought that the school assessment was too much, and the students' performance was excessively regarded as the assessment standard for teachers, ignoring the efforts of teachers in daily teaching work, resulting in great psychological pressure on teachers. The singleness of assessment indicators is easy to affect the teaching methods of teachers, neglect the attention on the comprehensive development of students, and is not conducive to the promotion of quality education.

2.3. Teachers

Some teachers are easily affected by personal personality characteristics when facing teaching problems, and have bad emotions. They do not adjust their own mentality and control their emotions in time, which will increase their professional pressure from the psychological level. Moreover, public high school teachers have high expectations of themselves. Once they fail to meet expectations in their actual work, they will bring frustration and pressure.

2.4. Family

Many married teachers think that the work pressure is great. They not only have to face all kinds of teaching work in the school, but also have to deal with household chores, which increases the pressure on teachers. For public high school teachers, the teaching task is more onerous, so the energy invested in the family is limited. As an ordinary person, teachers also have family chores and personal troubles. However, they can't bring personal emotions into the teaching, and can only suppress themselves. For a long time, the negative emotions of teachers will increase.

3. Control Strategies of Teachers' Professional Stress

3.1. Improving the Social and Economic Status of Public High School Teachers

Improving the social and economic status has a positive effect on Teachers' self-development, and also reflects the recognition of public high school teachers by the whole society. Therefore, teachers can be given certain economic incentives. On the other hand, various media should not exaggerate the negative behaviors of individual teachers. They need to vigorously promote positive models, reasonably and objectively publicize the image of teachers, stimulate teachers' sense of honor and pride, and improve teachers' ability to withstand pressure.

3.2. Improve the People-oriented Management System

Public high schools can appropriately implement flexible work system in daily teacher management, and build a people-oriented teacher management system in combination with the optimization of teaching environment, so that

teachers can concentrate on teaching work and stimulate their work potential. The school also provides teachers with further training and other benefits to help them improve their professional teaching ability, better cope with teaching problems and reduce professional pressure.

3.3. Strengthen Self-improvement

Teachers need to treat occupational stress correctly, summarize and reflect on it in order to improve themselves. On the one hand, we should continue to learn, improve our comprehensive quality level, strive to become a reflective teacher, and better achieve professional development. On the other hand, teachers also need to strengthen emotional management, learn to adjust pressure, stimulate their potential through moderate pressure, turn pressure into power, and improve their ability to withstand pressure.

3.4. Stable Family Relations

Teachers should actively communicate with their families, analyze interesting and difficult issues in work, face work and life together with their families, and build stable family relations. Family members should also understand the nature of teachers' work and try to avoid pressure from family factors. Only when teachers and their families understand and support each other, can they reduce the extra professional pressure that family chores bring to teachers.

4. Epilogue

The professional pressure of public high school teachers is affected by many factors, including society, schools, teachers and families. This article further explores the causes of the professional pressure of public high school teachers through the investigation and analysis of the current situation of the professional pressure of public high school teachers. This paper expounds the adverse effects of teachers' professional pressure on Teachers' professional development and teaching quality, and then puts forward countermeasures and suggestions to alleviate teachers' professional pressure. It is hoped that combining with the actual situation of public high school teachers, we can help them improve their professional pressure resistance and self-regulation ability, and further reduce the professional pressure of teachers.

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