

Study on the Relief Scheme of Depressive Symptoms under Work Pressure

-- A Case Study of Middle School Physical Education Workers

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Abstract: Introduction: In China, with the further deepening of educational reform, the professional pressure of Middle School Physical Education Workers has gradually attracted social attention. If the pressure on work cannot be handled correctly, it may have a serious impact on the physical and mental health of Middle School Physical Education Workers, and then bring adverse consequences to the education work they are engaged in. Based on this, this paper puts forward the research on the solution to the depression symptoms of Middle School Physical Education Workers under work pressure. Research objects and methods: The research method is to conduct statistical analysis with the help of research tools such as Job Stress Scale and Symptom Checklist. Results: From the returned questionnaires, we can know that bad work pressure will have a negative impact on the physical and mental health and work attitude of Physical Education Workers in Middle School and Middle School, resulting in the imbalance of teachers' physical and mental functions and the decline of social adaptability. Moreover, male teachers showed significantly higher total stress and workload than female teachers. Conclusion: In today's society with accelerated development and fierce competition, with the accelerated pace of life, the uncertainties of work and life are increasing. Middle School Physical Education Workers are facing contradictions from work and life, and challenges and pressures are increasing. Therefore, Middle School and Middle School should formulate countermeasures to alleviate the psychological pressure of Middle School Physical Education Workers, and Middle School Physical Education Workers should actively face the work pressure, learn the correct way to cope with the pressure, be good at relieving their own pressure, so as to better engage in work and embrace life enthusiastically.

Keywords: Work pressure, Depressive symptoms, Middle School Physical Education Workers.

1. Introduction

In recent years, the phenomenon of "death from overwork", suicide and premature death has repeatedly occurred among Middle School teachers. Although this cannot absolutely represent the stress situation of teachers in China, it at least indicates that there is excessive stress among Middle School teachers in China. Work stress refers to the process of forming a series of physical, mental and behavioral reactions due to differences in personality and coping ability under the long-term and continuous effect of the stressors that affect personal performance and work goals in a certain work environment (Zeng Xiaojuan et al. 2011). Bad work pressure will have a negative impact on teachers' physical and mental health and work attitude, resulting in teachers' physical and mental dysfunction and decreased social adaptability (Pan Yueyang et al. 2004). Literature search found that there are many domestic and foreign researches on work pressure in the field of education, among which Lu Heli et al. The research object of (2011) is primary and secondary school teachers, and Middle School teachers are relatively ignored (Zhou Xihua et al. 2009); Cui Qien et al. The research content of (2011) is also about the relationship between teachers' stress and burnout, stress and mental health. Few studies have examined the relationship between stress and physical health (Li Qiong et al. 2009). Therefore, this study comprehensively discusses the relationship between work stress and physical and mental health of Middle School teachers from the perspective of stressors, and provides some reference for

improving the health level of Middle School teachers.

2. Subjects and Methods

2.1. Study setting

This research adopts questionnaire survey and literature method. Through the use of questionnaires, case studies, observations, lists and other scientific methods to conduct research, collect data, so as to find countermeasures to alleviate the depression symptoms of Middle School Physical Education Workers under work pressure. First of all, the subjects were tested with relevant questionnaires. The questionnaire was compiled based on the actual situation of Middle School and Middle School. Five dimensions were set up in terms of work pressure and depression, somatization and gender, and whether there were administrative positions, including job security factors, teaching security factors, interpersonal factors, workload factors, and work fun factors. The use of survey method can better ensure the authenticity and reliability of material sources and enhance the persuasiveness, because the research opinions or conclusions must be fully supported by authentic and reliable data. In addition, the latest research progress in this field is also known through the use of literature methods such as searching and tracking citations of national data statistics database, Chinese and foreign electronic journal database and other literature retrieval tools; In order to better understand the relationship between work stress and physical and mental health of moral educators in Middle School and Middle School, this paper provides a reference and support for this

study, and systematically inquires, collects and analyzes the relevant works and discussions on the occupational stress of moral educators in Middle School and Middle School.

2.2. Design

This study collected relevant data through questionnaire survey, and analyzed the data with the help of research tools. The subjects of the study are teachers from Middle School in a province of China as a whole. In order to ensure the representativeness of the sample size and the distribution of sample Middle School, two provincial comprehensive Middle School and two local Middle School are selected, and 350 people are selected for the study by random sampling. After eliminating invalid questionnaires, 320 valid questionnaires were recovered, with an effective rate of 91.4%. Among them, 194 were male (60.6%) and 126 were female (39.4%) 272 married (85%), 48 unmarried (15%); 105 (32.8%) were under 30 years old, 139 (43.4%) were between 30 and 40 years old, and 76 (23.8%) were over 40 years old; 60 (18.8%) with junior professional titles, 183 (57.2%) with intermediate professional titles, and 77 (24.1%) with senior professional titles; 6 (1.9%) had Middle School degrees, 80 (25%) had bachelor's degrees, 215 (67.2%) had master's degrees, and 19 (5.9%) had doctor's degrees; 85 persons (26.6%) held administrative posts, 235 persons (73.4%) did not; 116 (36.3%) had less than 5 years of teaching experience, 100 (31.3%) had 5 to 10 years of teaching experience, and 104 (32.5%) had more than 10 years of teaching experience. Li Hong et al (2005). It includes five subscales: job security, teaching security, interpersonal relationship, workload and work fun. There are a total of 24 questions. The higher the score, the greater the pressure. The internal consistency and retest reliability of the total work pressure scale and its subscales meet the standards of measurement, and the validity is reliable. The SCL-90 used somatization and depression to measure physical and mental health (Wang Xiangdong et al 1999). Somatization factor mainly reflects physical discomfort, including 12 items; Depression factors mainly reflect the symptoms represented by depressed emotions and mood, including 13 items. The scale uses 5 points for scoring. The symptom level is expressed by dividing the total factor score by the number of items. The higher the score is, the more serious the symptom is. It has good reliability and validity. For statistical analysis, Foxpro6.0 is used to manage all data and Spss18.0 is used for statistical analysis, including t-test, analysis of variance, correlation analysis and regression analysis.

3. Results

The data were analyzed from the questionnaires collected, and the differences between work stress, depression and somatization were analyzed in detail. First, through independent sample t-test and analysis of variance, the differences of Middle School teachers' job stress, depression and somatization in gender, whether they have administrative positions and professional titles are investigated. The results are shown in Table 1 and Table 2. It can be seen from Table 1 that except for job security factors, there are significant differences in the work pressure of teachers of different genders, and the scores of men are higher than those of women. In addition to the factors of job security and work fun, there is a significant difference in the work pressure between teachers with and without administrative posts. The scores of

teachers with administrative posts are higher than those without administrative posts; There is a significant difference in depression between teachers with and without administrative posts. The scores of teachers with administrative posts are higher than those without administrative posts. It can be seen from Table 2 that teachers with different professional titles have significant differences in total work pressure and various factors. The results of post test showed that in terms of teaching guarantee factors, the junior professional titles had the greatest pressure, which was significantly higher than the intermediate professional titles ($P<0.05$); In terms of workload, the pressure of intermediate and senior professional titles was significantly higher than that of primary professional titles (both $P<0.001$); In terms of work fun, the higher the professional title is, the greater the pressure is (all $P<0.05$). In addition, Pearson correlation method was used to analyze the correlation between work pressure, depression and somatization, and the correlation between work pressure, teachers' physical and mental health and various factors was analyzed. It was found that work pressure and various factors had a strong relationship with depression and somatization.

Table 1. The differences of job stress depression and somatization in gender and with or without administrative position ($\bar{X} \pm S$)

dimensionality	sex		t	With or without administrative position		t
	Man (n=194)	Woman (n=126)		Yes (n=85)	NO (n=235)	
Job security factor	14.93±4.69	14.14±3.91	1.570	14.98±4.40	14.49±4.41	0.865
Teaching guarantee factor	10.20±2.96	8.99±2.00	4.344...	10.32±2.31	9.51±2.78	2.406.
Interpersonal relationship factor	7.03±2.12	6.33±1.69	3.254...	7.49±1.88	6.49±1.97	4.083...
Work load factor	6.60±2.32	5.47±2.00	4.487...	7.22±2.21	5.77±2.16	5.294...
Work pleasure factor	7.73±2.94	5.63±1.61	8.226...	7.19±1.97	6.80±2.91	1.148
Work pressure total	46.48±10.55	40.56±9.50	5.097...	47.20±9.09	43.05±10.83	3.153..
somatization	1.69±0.67	1.67±0.55	0.276	1.75±0.65	1.66±0.61	1.189
depressed	1.68±0.63	1.63±0.47	0.775	1.75±0.62	1.62±0.55	1.706.

Table 2. The difference analysis of job stress, depression and somatization in professional title ($\bar{X} \pm S$)

dimensionality	elementary (n=60)	intermediate (n=183)	advanced (n=77)	F	P
Job security factor	15.80±4.15	14.15±4.55	14.82±4.11	3.302	3.302
Teaching guarantee factor	10.40±3.29	9.50±2.56	9.73±2.39	2.581	0.077
Interpersonal relationship factor	6.60±1.58	6.93±2.05	6.45±2.12	1.810	0.165
Work load factor	5.00±1.56	6.48±2.46	6.27±1.97	10.368	0.000
Work pleasure factor	5.50±2.03	6.93±2.64	7.91±2.86	14.570	0.000
Work pressure total	43.30±9.52	44.00±11.72	45.18±8.08	0.581	0.560
somatization	1.80±0.44	1.68±0.69	1.61±0.56	1.621	0.199
depressed	1.68±0.37	1.65±0.61	1.65±0.61	0.085	0.919

4. Discussion

The first is to analyze whether the work pressure of Middle School Physical Education Workers is related to the differences in depression and somatization. From the results of the study, it can be seen that male teachers are significantly higher than female teachers in terms of total stress, workload and other factors. We usually think that this is related to traditional gender role expectations. Men need to bear more economic and social responsibilities, while men's expression of emotion is considered as a sign of weakness and incompetence, which leads to men's unwillingness to seek social support when facing pressure. Without timely "venting" of pressure, negative experiences are easy to accumulate and accumulate, resulting in psychological anxiety and physical symptoms, such as fatigue, depression and fatigue. This is consistent with the existing research results (Liu Legong et al. 2011). And female teachers' profession has been recognized and praised by the society more, especially female teachers in Middle School and Middle School, who feel more fun and secure in their work.

From the results of this study, it can be seen that teachers who hold administrative posts have significantly higher levels of work stress and depression than those who do not hold administrative posts. Psychological research shows that the more roles an individual assumes, the greater the possibility of psychological conflict caused by uncomfortable role conversion (Cheng Junling et al. 2004). Teachers who hold administrative posts should not only do a good job in teaching, but also handle various administrative affairs and complex interpersonal relationships. The diversity of roles makes them work hard, which is easy to cause stress and health problems. This study proves this again.

As far as the factors of teaching security are concerned, those with junior professional titles are under the greatest pressure. This is because those with junior professional titles are generally new to their jobs, lack of interpersonal experience in the teaching society, and the reality puts forward many new requirements for them, so the pressure will be greater. Therefore, we should pay more attention to their pressure and create a good environment for their growth; As far as the workload factor is concerned, the pressure of people with intermediate and senior professional titles is significantly higher than that of people with primary professional titles. This is because they are in the middle age. They not only have teaching tasks and scientific research topics, but also have family problems such as children going to school and elderly support. Therefore, the workload of these groups is relatively large; As far as the fun factor of work is concerned, the higher the professional title is, the greater the pressure is. This is because Middle School and Middle School have a lot of requirements for scientific research, topics, and teaching lectures for teachers with senior professional titles. Generally speaking, those with senior professional titles are also older. They are engaged in higher education work for a long time. Sometimes they lose their fun without innovative and repetitive work. Middle School and Middle School can help teachers adjust teaching subjects appropriately, avoid the pressure of no fun in work caused by teaching the same course for many years, and at the same time, carry out more collective activities for teachers to make them happy.

Secondly, it analyzes the relationship between work stress,

depression and somatization of Middle School Physical Education Workers. The correlation analysis shows that there is a significant positive correlation between various factors of work pressure and depression and somatization, which indicates that work pressure is closely related to physical and mental health. Regression analysis also shows that work stress has a significant impact on Middle School teachers' physical and mental health. The stressors that have a significant predictive effect on somatization are workload, work security, and work fun. The five factors of work stress all have a significant predictive effect on depression.

Among them, workload has the largest explanatory effect on somatization. Workload factor refers to the stressors related to workload, including too many things to do every day, long working hours and high work requirements. From the perspective of the nature of work, the work of Middle School teachers is a complex mental work to cultivate talents. It is highly creative. It requires both teaching and scientific research. Some teachers also need to manage their work. There is no clear boundary between working time and living time, resulting in high consumption of brain and physical strength. In addition, it is easy to have some physical symptoms, such as dizziness, muscle soreness, stomach discomfort, etc., due to the long time spent talking, standing, sitting at a desk, and less exercise.

Job security has the greatest explanatory effect on depression. Job security factors refer to the stressors related to job security, including job competition, work not recognized, and lack of time to learn. With the further deepening of the reform of the education system in Middle School and Middle School, the "iron rice bowl" of Middle School teachers is gradually being broken. The separation of evaluation from employment, competition for posts, and students' selection of teachers and evaluation of teaching make many teachers uneasy and panic. However, year-end assessment, professional title review, and the quantity and quality of published papers are increasingly becoming rigid indicators, which put too much pressure on teachers. In school life, teachers often unconsciously suppress and deny their normal desires in order to meet their professional needs in order to be exemplary. After stepping out of the educational circle, they have to face the gap between ideal and reality. Long term psychological burden and personality conflict easily lead to depression and psychological problems.

It can be seen that the influencing factors of work stress on physical health and mental health are not the same, which reflects the complexity of the relationship between teachers' stress and physical and mental health. Obviously, this result is of great practical significance both for reducing stress and for preventing and intervening physical and mental health.

In addition to the social and school reasons, Middle School teachers' psychological pressure is also inseparable from their own situation. For example, the conflict between high career goals and low professional ability and quality, the existence of certain cognitive errors, and the lack of correct ways to deal with stress. Some teachers, especially young teachers, generally have high expectations for their professional reputation, professional returns, professional achievements, etc., and lack awareness of themselves, which leads to a large gap with their own low professional ability and quality. Once they fail, they will have a sense of fear and anxiety; Some teachers tend to overestimate the threat of stress events or situations to themselves, and even think that they are

unqualified and cannot experience the happiness of work.

Based on this, this paper puts forward several countermeasures to alleviate the psychological pressure of Middle School teachers. First, suggestions on the school level. Schools need to establish a scientific and reasonable assessment, evaluation and incentive mechanism to reduce the workload of educators. The school should set out from the actual situation, according to the nature and characteristics of the work of teachers of different majors, different posts and different professional titles, establish a developmental teacher evaluation and assessment system that combines quantitative and qualitative methods and can objectively reflect the differences in work, that is, instead of taking the evaluation results as the basis for rewards and punishments, the school should promote the development of teachers in a relatively loose environment. At the same time, in terms of scientific research management, we should try to avoid frequent statistics and publicity, unrealistic encouragement or rewards, and abandon the one-sided pursuit of the number of articles or the publication level of articles. Second, suggestions on teachers' personal level. Teachers themselves need to change their negative cognition, see the negative aspects brought by circumstances to themselves, and also see the positive aspects, learn to seize opportunities in the "crisis", and turn pressure into power. At the same time, we should correctly understand and reasonably evaluate ourselves, reduce excessive self expectations, have a correct evaluation of our own abilities, find posts matching our own abilities according to the "accessibility principle", identify our own shortcomings, and constantly narrow the gap through education, training, practice, discussion and communication, so as to achieve accurate positioning. Middle School teachers should constantly broaden their own knowledge system, master rich and diverse knowledge, and update the existing knowledge structure. In addition, teachers also need to learn the right way to deal with pressure and be good at relieving their own pressure. Fully tap their potential in stressful situations, and be good at finding happiness from work; Actively seek social support, attach importance to emotional communication with family, friends and colleagues, be good at regulating emotions, timely channel bad emotions in a reasonable way, and cultivate an optimistic attitude; Strengthen the ability of time management, make scientific and reasonable use of time, combine work with rest and relax in a proper way.

5. Conclusions

From the research, we can know that the pressure of Middle School Physical Education Workers comes from social pressure, school pressure and personal pressure. With the rapid development of society and the frequent changes in education, new knowledge and new skills put forward higher requirements for the content, ways and methods of higher education. Due to the needs of the development of the times, the maturity of new educational theories and learning technologies has triggered profound changes in higher education worldwide. On the one hand, the accelerating speed of knowledge updating and the increasingly diversified knowledge sources have greatly impacted the original knowledge structure and amount of knowledge of Middle School teachers, who are no longer the only source of knowledge for students. On the other hand, with the high

development of information technology, new technologies, new methods and new approaches such as multimedia teaching, network classroom and experiential teaching emerge in endlessly. Many Middle School teachers often have a sense of anxiety in the face of new educational requirements, educational methods, educational organizational forms, etc.

Schools also exert great pressure on teachers. At present, many Middle School and Middle School regard the number and level of scientific research projects declared and the number and level of papers published as an important indicator of professional title evaluation or teacher assessment, which has also become a hard indicator to measure personal ability. In addition, the management system of teacher evaluation and assessment adopted by some Middle School and Middle School is not reasonable. They quantify the standards that cannot be quantified. They adopt a unified management model for teachers and administrators. Teachers have few opportunities to participate in school management, which undoubtedly brings great pressure to Middle School teachers.

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