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Research status of primary and secondary school teachers in work pressure and its relationship to personality dimensions

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ABSTRACT

This paper studied 26 schools in basic education for primary and secondary teachers in Xi'an and Xianyang in Shaanxi Province. Used questionnaire of primary and secondary school teachers work pressure and occupational burnout survey for research. The survey found that (1) Contemporary society of primary and secondary school teachers work pressure is very great. (2) Interpersonal relationship pressure is less accomplishment and emotional exhaustion has positive prediction function. Interpersonal relationship pressure on depersonalization is also have positive prediction effects. Employment pressure on emotional exhaustion also has positive prediction function. But relatively speaking, the backward prediction depersonalization is occupational prestige pressure. (3) Primary and secondary school teachers' professional development, workload, examination, interpersonal communication, roles, responsibilities, and employment will have a certain amount of pressure, stress and emotional exhaustion which has a very significant positive correlation. Ultimately come to the conclusion: Three important reasons for teachers occupational burnout are predicted by different environmental pressure, so teachers work pressure and occupational burnout is a very significant correlation. Teachers things for different stages of coping style and social support have their own characteristics. The focus needs to reflect the subjective support and utilization of objective support.

KEYWORDS

Primary and middle school teachers; Work pressure, Occupational burnout; Personality dimensions.



INTRODUCTION

Teacher professional looks easy, but essentially pressure has much source and not weak career. Earlier some scholars defined the teaching profession into a definition as anxious, frustrated, angry and irritable, and so negative, unpleasant feelings or emotions, which are caused by the teaching profession itself. This model emphasizes because of teachers feel that their own working environment on their health and even a threat to self-esteem generated. The term pressure in the field of educational research has been expanded for teachers in work pressure. Work pressure status of teachers in physical and mental health is good or bad contact individual teachers but also contact with the object of education high school students, who can complete their mission. In other words, it is tightly linked with the development of the basic education. Based on this, this study focuses on the investigation of secondary school teachers, using a questionnaire survey research methods, etc.. Using a variety of methods for data collection do a reasonable deal, compare different demographic variables in each work pressure different kinds of degrees. Reasonable investigate the specific circumstances of the teaching profession pressures, while also investigated teachers' professional pressure contact with a variety of environments. Hoping the final results by causing work pressure for teachers find a reasonable solution, provide more effective education management policies to optimize the psychological quality of teachers.

Occupational burnout refers to the main case because of work pressure caused by the phenomenon of the situation physically and mentally fatigued. Many lack of resources primary and middle school teachers are faced with tremendous pressure and affect the physical and mental health. Teachers corporal punishment student even commit suicide because of mental illness. Teachers and other professional workers in primary and secondary schools are under the same pressure, external pressure, such as the burden of work and their professional reputation. At the same time, teachers need to bear no other occupations such as teaching brought, as well as respect from students and even parents pressure and so on. Up to now, the state implemented the appropriate school personnel system reform, primary and secondary school teachers' professional staff full contract system let change the past, though impoverished but stable condition. Teachers and on the basis of the pressure on again adds another lot of pressure. Later, in order to control the population, country also implemented a family planning policy, which would make an annual enrollment of students appear to slowly reduce the students number. So the school would have to based on the need to reduce the power of some teachers. The cumulative effect of all the pressures caused by the above will allow teachers to face some problems, such as they have to face unprecedented social crisis and some of the challenges of his career. However, these tremendous work pressure will cause some teachers occupational burnout problems, last seen the worst results. On the current situation it seems, the research on the working pressure of teachers are not fruitful. Some concepts about occupational burnout in our country does not have any empirical research area. This article is to explore work pressure status and its relationship with teachers personality dimensions. By investigating some of teachers in the senior high school, middle school, elementary school, kindergarten coping style, social support data, the living conditions of teachers have a certain understanding. This article for primary and secondary school teachers work pressure status whether can more directly caused occupational burnout, which also conducted some research. Through extensive research, confirmed coping style and social support are important factors that stress the role of the system directly. In order to better design more effective social support system to deepen the curriculum reform, teacher health security, promote professional growth and promote sustainable development of our education has important practical significance.

RESEARCH OBJECT AND METHOD

Research object

In 2013 March to July, studied 26 schools in basic education for primary and secondary teachers in Xi'an and Xianyang in Shaanxi Province. Based on the principles of random stratified sampling questionnaires are distributed 1000 volumes. There is the actual content of the questionnaire have 725 volumes, effective recycling rate of 72.5%. There are 176 senior high school, 179 junior middle school, 184 elementary school, 186 kindergartens. Under the age of 26 is 136 people. 26 years old to 30 years old is 158 people. 31 to 40 years old is 227 people. 41 to 50 years old is 113 people, more than 50 years old is 91 people. 303 male teachers, 422 female teachers.

Research method

Simplified coping style questionnaire (SCSQ)

Using Xie Yaning compiled "Simplified Coping style Questionnaire" to assess the coping style. The questionnaire lists the attitudes and practices that may be taken or when the life of the setbacks encountered difficulties, a total of 20 entries. "Do not take" is 0, "occasionally taken" is 1, "sometimes take" is 2, and "often take" is 3. The questionnaire used to examine individual situations in life treats a variety of relatively stable solution. The questionnaire is divided into two dimensions, namely a positive coping and negative coping, use the scoring methods, respectively. Criteria for a positive coping score minus the negative coping score. Active and positive ways to cope with the overall rating is divided into direct proportion.

Social support rating scale (SSRS)

Use "Social Support Rating Scale." Theory of the scale scores range from 24 to 96, a total of 10 entries, including three subscales, respectively, support utilization, objective support, support for the utilization, which were used to calculate the total score and subscales score. Scoring criteria is subjective and objective support plus support plus utilization of support. Social support level is proportional to the quality and condition score.

Primary and secondary school teachers work pressure questionnaire

The questionnaire surveyed work pressure source, pressures size and work pressure intensity of teachers. It specifically composed by 16 questions, problems scoring five points, mainly Likert amount table form.

Primary and secondary school teachers occupational burnout questionnaire

The questionnaire is self-made questionnaire. After several tests, the overall reliability of this questionnaire is 0.8345. After Spearman - Brown formula corrected split-half reliability is 0.8656. Exploratory factor analysis presented three characteristics root more than one, the cumulative variance contribution rate is 49.717%. Scoring five points, from 15 project components, using Likert scale forms, from "5- very much meet" to "1 - very not meet". That is less achievement, depersonalization and emotional exhaustion of these three factors.

Statistic analysis

Use SPSS11.0 software single-factor correlation analysis (Pearson correlation coefficient) and single-factor analysis of variance (One Way ANOV).

RESEARCH RESULTS AND ANALYSIS

The present situation of the primary and secondary school teachers work pressure

The source of the primary and secondary school teachers work pressure

Through an open-ended question to investigate stressful events of the primary and secondary school teachers in the most recent work, the results of the survey have 327 teachers given the answer to this question. As apparent from TABLE 1. Teachers faced the greatest source of pressure is the pressure of examinations, and parents of students cited pressure by western teachers are ranked behind.

TABLE 1 : The source of the primary and secondary school teachers' work pressure

examination pressure	select number (frequency)	selection percentage (%)
workload pressure	102	31.2
occupational prestige pressure	58	17.7
employment pressure	48	14.7
parents and students pressure	41	12.5
role duty pressure	33	10.1
interpersonal pressure	21	6.4
other pressure	15	1.6
other pressure	6	1.8
	3	0.9

The intensity of the primary and secondary school teachers work pressure

The group of teachers work pressure intensity is 3.81 ± 0.91 . Examination pressure is 3.94 ± 0.98 . Occupational prestige pressure is 3.81 ± 1.24 . Workload pressure is 3.5 ± 1.04 . Employment pressure is 3.47 ± 1.20 . Career development pressure is 3.24 ± 1.16 . Parents and students pressure is 3.10 ± 1.05 . Role duty pressure is 3.03 ± 1.04 . Interpersonal pressure is 2.4 ± 1.11 . In the eight aspects of the working pressure, the average pressure less than 3 is only interpersonal relationship. While the pressure intensity more than 3 are the values of 7.

Differences analysis in coping styles and social support of teachers at different stages

Different stages the condition of teachers' coping styles and social support is shown as TABLE 2. From TABLE 2, in the coping style, kindergarten teachers was significantly higher than other stages teachers in positive coping style. Differences between groups of teachers in four stages subjective support, positive coping and support utilization are statistically significant ($p < 0.01$). It illustrates the different stages of teacher support in the objective dimension of social support are basically the same situation.

TABLE 2 : Different stages the condition of teachers' coping styles and social support ($\bar{x} \pm s$)

group	People number	coping style		social support		
		positive	negative	objective	subjective	utilization
senior middle school	176	30.99 ± 6.89	12.92 ± 4.79	9.70 ± 8.21	22.27 ± 4.67	7.53 ± 4.44
junior middle school	179	32.07 ± 5.27	12.86 ± 3.87	9.67 ± 7.35	24.56 ± 5.18	9.78 ± 5.13
primary school	184	25.48 ± 5.36	12.07 ± 3.14	9.50 ± 3.25	17.15 ± 4.36	6.18 ± 4.25
kindergarten	186	34.41 ± 4.35	12.21 ± 3.31	9.48 ± 2.92	21.60 ± 4.72	4.17 ± 3.87

Differences analysis in coping styles and social support of teachers at different gender (TABLE 3)

TABLE 3 shows that female teachers in social support and subjective support are significantly lower than male teachers. Female teachers in a positive coping, total score of coping style and support utilization are significantly lower than male teachers.

TABLE 3 :Different gender the condition of teachers' coping styles and social support ($\bar{x} \pm s$)

group	total score of coping style	positive coping	negative coping	total score of social support	objective support	subjective support	support utilization
male teacher n=303	20.14 ± 3.97	31.93 ± 4.65	11.79 ± 3.12	42.79 ± 4.33	9.68 ± 3.31	24.11 ± 4.35	9.02 ± 3.29
male teacher n=422	17.86 ± 2.99	28.07 ± 4.04	12.21 ± 3.48	32.75 ± 4.06	9.47 ± 3.42	18.13 ± 3.04	5.15 ± 3.56
Value <i>t</i>	3.74	3.65	2.39	4.08	2.76	3.18	2.54

Correlation analysis in coping and social support of teachers at different stages (TABLE 4)

Different stages the correlation analysis of teachers' coping styles and social support is shown as TABLE 4. From TABLE 4, there is significant correlation between coping level and support utilization in 4 groups. Relevant data in each group, the junior high school coping level and their subjective support supported the highest correlation.

TABLE 4 : Different stages the correlation analysis of teachers' coping styles and social support

group	coping level -objective	coping level -subjective	coping level -utilization
senior middle school	0.084	0.090	0.201 ^a
junior middle school	0.091	0.309 ^b	0.269 ^b
primary school	0.079	0.291 ^b	0.215 ^b
kindergarten	0.093	0.289 ^b	0.188 ^a

where : a $p < 0.05$, b $p < 0.01$

Teachers relationship between work pressure and occupational burnout work pressure related to occupational burnout

TABLE 5 shows Work pressure related to occupational burnout. From TABLE 5, for three reasons interpersonal pressure and occupational burnout have a very positive relationship. There are six areas have a significant positive relationship between work pressure and occupational burnout in eight aspects.

TABLE 5 : Work pressure related to occupational burnout

	emotional exhaustion	less accomplishment	depersonalization
examination pressure	0.126*	0.031	-0.036
workload pressure	0.172***	0.077	0.027
role duty pressure	0.147**	-0.017	0.035
employment pressure	0.199***	0.039	0.030
career development pressure	0.154**	0.055	0.056
occupational prestige pressure	0.051	0.035	-0.076
parents and students pressure	0.050	-0.041	-0.001
interpersonal pressure	0.299***	0.144**	0.168**

Where:* $P < 0.05$,** $P < 0.01$,*** $P < 0.001$

Multiple regression analysis of occupational burnout

As apparent from TABLE 6, investigated the predict role of eight aspects of work pressure for emotional exhaustion, less accomplishment and depersonalization. It can find that interpersonal pressure factors caused less accomplishment. Interpersonal pressure and employment pressure are the factors of emotional exhaustion. Interpersonal pressure and occupational prestige pressure are the factors of depersonalization.

TABLE 6 : Multiple regression analysis of occupational burnout

	predictive variable	R²	Value F	Beta	Value t
emotional exhaustion	interpersonal pressure	0.089	35.797***	0.269	5.308***
	employment pressure	0.109	22.154***	0.142	2.800***
less accomplishment depersonalization	interpersonal pressure	0.021	7.707**	0.144	2.776**
	interpersonal pressure	0.028	10.620***	0.192	3.659***
	occupational prestige pressure	0.041	7.781***	-0.115	-2.198*

DISCUSSION

Research has can prove that, the impact on the coping styles in addition to personality, and the influence of the non-genetic factors such as environment. The study showed that in the coping style, kindergarten teachers are highest level groups using positive coping strategies. While high school teachers are using negative coping style, and it is more prominent than the other stages teachers. The reason for this situation is caused by a variety of factors that may be associated with different stages of teacher's life background, income level, social status, etc.. It may also be related to the entry of basic education teachers length of time. Primary school teachers' subjective social support is least, kindergarten second, junior high school most. The level of subjective support involves two factors: First is subject to the objective perception of the degree of social resources. second is real support for main body role of objective social resources. Curriculum reform in addition to improve the objective existence of support, improve teachers' awareness of social support. This study also verified the findings Hasida: for the individual, the community support it received more positive, behavior style will be more.

According to the survey can be found currently faced by our teachers work pressure, facing pressure from both students and parents, the pressure shows that the particularity of the vocational education teachers. They also have occupational pressure, pay pressures, and related study abroad rarely been reported in China but the teacher's eyes the most feeling pressure test pressure, etc. This proved that there are many causes of teachers' work pressure. It can be said of most characteristic is simply disclose the nature of the pressure out of the exam, its teachers, parents and students to their physical and mental development have a very big impact. Chinese teachers not only need to face the social system brought about by oppression, they are confronted with schools and parents exhortations and take students grow. These pressures will engender increased anxiety, which undoubtedly affected the teachers' health and work efficiency, so a vicious cycle.

The current schools and teachers face enormous contradictions, school teachers resources are abundant, but the teacher quality is not proportional to the increase, as well as school personnel and reform. These no doubt are serious problems faced by teachers, and these problems are their more great pressure to survive these challenges with them all the time. In addition, this study found that our country teachers face a new pressure. Teacher employment is through competition and bottom out as a symbol, which undoubtedly gave teachers brought new challenge. But they live and psychologically is a tremendous pressure, which is employment pressure. In the employment pressure, examination pressure and occupational prestige pressure triple pressure prevails, Chinese teachers to pressure from the students have been concealed. In the West, pressure from student is ranked first in the standings. While signs and teacher professional development pressure professional growth, such as engaging in advanced studies, promotion, education background, the title of a technical post and other aspects are also devoid of tremendous pressure to survive. This should pay more attention to school leadership, and national levels of the executive.

The research results demonstrated that work pressure and occupational burnout is a direct proportion relationship. In some ways, many teachers will inevitably feel the work pressure. This is normal. Because practitioners engaged in a casual job will face a variety of pressures. In fact, the most important issue is the intensity of work pressure. Only heavy work pressure will not meet health standards, which would have a negative impact on teachers. At this point, as evidenced by western scholars study concluded-the teaching profession is a high pressure profession. According to the study showed that the intensity of teachers working of domestic work has been greatly exceeded the intensity of the western teachers. Primary and secondary school teachers reported greater domestic pressure close to three-quarters, while western survey of local teachers have greater job proportional pressure with only one-third or even one-fourth. As can be seen from the results of this study, work pressure and emotional exhaustion relationship just to reflect the correlation between occupational burnout and work pressure. Through further analysis can be found in the other two dimensions only has a significant positive correlation with interpersonal stress. Emotional exhaustion dimension of occupational burnout but with six aspects of work pressure has a significant positive correlation. Results of it before making our general understanding of work stress and occupational burnout relatively close relationship evolved into a more complex relationship between the two. This variety of reasons must be specific to the various sources of work pressure and occupational burnout.

Generally we believe that the work pressure caused the occupational burnout, they are very simple causality. Facts have proved that the relationship between work pressure and occupational burnout more complex. From the results of multiple regression analysis, the impact of emotional exhaustion, less accomplishment and depersonalization only have one or two work pressures. Predictive power of other work pressures are not high than interpersonal stress. This also clearly shows that there may be some intermediary factors affecting the relationship between work pressure and occupational burnout, further illustrates the work pressure may be indirect impact on occupational burnout. The study did not approach this in depth. In summary, it is necessary to establish a proper social support system for teachers in the new curriculum reform. This intended to improve teachers realize subjective social support and guide teachers actively to use social support.

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