



GRADUATE SCHOOL OF
**BUSINESS AND ADVANCED
TECHNOLOGY MANAGEMENT**



ABAC ODI JOURNAL Vision. Action. Outcome

ISSN: 2351-0617 (print), ISSN: 2408-2058 (electronic)

Designing Job Stress Management Strategies for Primary School Teachers

Kai Chen

ABAC ODI JOURNAL. Vision. Outcome VOL 10 (1) pp. 251-269

[www.http//www.assumptionjournal.au.edu /index.php/odijournal](http://www.assumptionjournal.au.edu/index.php/odijournal)

Published by the

Organization Development Institution
Graduate School of Business and Advanced Technology Management
Assumption University Thailand

ABAC ODI JOURNAL Vision. Action. Outcome
is indexed by the Thai Citation Index and ASEAN Citation Index

Designing Job Stress Management Strategies for Primary School Teachers

Kai Chen

MMOD , Graduate School of Business and Advanced Technology Management
Assumption University, Thailand Email:2198295331@qq.com

Received: 30 January 2022

Revised: 23 May 2022

Accepted: 26 May 2022

Abstract

This study focuses on the factors that influence the work stress of primary school teachers and recommends strategies to relieve the work stress. In this study, 294 primary school teachers in the Tianfu New Area in Sichuan China were surveyed using an online questionnaire. The quantitative results of descriptive and inferential statistical analysis show that ambiguity of role, workload, lack of autonomy and relationship with others have significant influence on primary school teachers' work stress. Based on the results of this study strategies for organizations and individuals to deal with teachers' stress were recommended.

Keywords: job stress, role ambiguity, workload, autonomy, stress management interpersonal relationship at work

Introduction

The World Health Organization recently reported an increase in psychological stress at work. Occupational stress has a negative impact on personal health and on society, as work quality and productivity decline when employees experience high levels of occupational stress (WHO, 2019).

In the past, teaching was considered a low-stress profession, but this situation has changed. Many studies show that being a teacher is the most stressful occupation compared to other occupations. Nowadays, primary school teachers experience high demands on their physical, teaching ability and emotional health. In addition, the stress of various work-related emotions and teaching ability may disturb teachers' personal work efficiency (Xiao, 2015).

According to a survey on the workload of primary and secondary school teachers by the Teacher Development Research Center of The Chinese Academy of Education Sciences, Chinese primary and secondary school teachers are generally overloaded (Li, 2016). Less than a quarter of teachers' working time is devoted to teaching and related preparation, with the remaining three quarters being more time-consuming and demanding non-teaching tasks, according to the New Education Research Institute's Report on reducing Teachers' Non-teaching duties released in July 2017. When more than half of a teacher's job is taken up by non-teaching tasks, it is not only time that is sacrificed, but also mood and even sense of identity of the teacher profession (Li, 2017).

Tianfu New Area in Sichuan province is undergoing education reform, creating a new teacher employment system wherein teachers will be paid according to their ability and workload to promote high-quality development of the school. The old teacher recruitment system is that teachers pass the exam, have an interview, and the permanent position is fixed. Teachers recruited this way will not be fired for inefficiency or slacking.

With the new teaching system, teachers are employed temporarily and need to make continuous efforts to adapt to the development needs of the school. This system has a good incentive effect on teachers, but it also has more work requirements, which also brings certain work pressure on teachers.

As the 11th state-level new area was approved by The State Council, Tianfu New Area has made continuous development in education since it was divided into districts in 2014. New schools are springing up. According to the data in 2021, there are 36 primary schools in Tianfu New Area, and more will be opened in the future.

Due to the new education system reform of Tianfu New Area, more younger teachers are getting hired. Through the introduction of policy, Tianfu New Area continuously attracts excellent talents from all over the country to join the ranks of teachers in Tianfu New Area.

Table 1

The Number of Administrators in a School

School Administrator	Incomplete Statistics for 2020 (and increasing)
The Headmaster	1 person
The Vice President	3 persons
The Director of the School	8 persons

Table 1 shows the number of administrators in each school. They are responsible for the management of the school and have a clear division of labor. They teach a small number of classes in their respective schools, usually two classes.

Table 2

Statistics on the Number of Teachers of Major Subjects

Major Disciplines	Incomplete Statistics for 2020 (and increasing)
Language teachers	1528 persons
Teachers of mathematics	764 persons
English teachers	383 persons

New schools have been built in Sichuan TF New Area, and the number of teachers is also increasing. Most of them are Chinese teachers and class leaders, who are responsible for various things in the class and mainly responsible for communication with parents. Each math

teacher is responsible for the daily teaching of two classes, and each English teacher in the school is responsible for about four classes. The teachers participate in grading homework every day.

Table 3

Statistics on the Number of Teachers in Other Subjects

Other Disciplines	Incomplete Statistics for 2020 (and increasing)
Teachers of fine arts	192 persons
Music teachers	190 persons
Physical education teachers	288 persons
Science teachers	180 persons
Information Technology teachers	92 persons

Table 3 shows that most of the teachers of other subjects teach arts and physical education. Art teachers and music teachers are responsible for the daily teaching of 8 classes every week, a total of 16 lessons. A physical education teacher is responsible for the daily teaching of 6 classes per week, a total of 12 lessons. A science teacher is responsible for the daily teaching of 8 classes for a total of 16 lessons per week. An information technology teacher is responsible for the daily teaching of 16 classes per week for a total of 16 lessons. Instead of correcting homework every day, these teachers tutor students in activities and competitions.

Current Situation

According to survey data (Xue, 2015), nearly 80% of teachers in China are under great pressure and heavy work. They are not only responsible for personal professional teaching, but also need to shoulder a lot of non-teaching work. Nearly 30% of the teachers are in a state of long-term fatigue and poor health; More than 90 percent of teachers are not satisfied with their actual salary. More than 90% of teachers think that their work pay and actual income do not match. About 40% of teachers have not had a pay rise in three years. Nearly 70% of teachers believe that society does not respect the teaching profession. More than 80% of teachers think teachers have low social status (Xue, 2015). Although the above data cannot fully represent the current state of work pressure of teachers in China, it is sufficient to show that teachers in China are now under very serious pressure. Education administrative departments should also pay attention to teachers' work stress and take appropriate measures to bring teachers' work stress at bay to help teachers grow healthily and optimize school management.

SWOT Analysis (At the Teacher Level)

Strengths:

- Clear job responsibilities and roles: through teacher pressure management, clear job responsibilities of teachers are defined for more efficient work; clear personal role

positioning so that the future personal professional development runs more smoothly.

- Good interpersonal relationship: a good interpersonal relationship can create a harmonious working atmosphere, achieve efficient communication, and improve work efficiency.
- Work efficiency: provide teachers with experiences that promote self-regulation, career growth, self-efficacy, and career success, and improve work efficiency.

Weaknesses:

- Teachers don't take their work seriously enough: some teachers do not recognize their work and do not have high enthusiasm. They are afraid to face difficulties and are unwilling to try stress management.
- Obstacles to the implementation of organizational stress management: If workers with inertia fear, and difficulties are encountered, they will affect the role of self-management and the implementation of organizational stress management.

Opportunities:

- Clear role orientation: Through stress management, clear role orientation and work efficiency are improved.
- Personal professional development: Organizations plan personal professional development through stress management to create more space for development.
- Improve performance: the improvement of individual working ability will inevitably bring about the improvement of work efficiency and performance.

Threats:

- Non-recognition of teachers' role: teachers do not have a clear understanding of their own abilities, so they will not recognize their role. Through stress management, they need to recognize their role to achieve effective stress management.
- Change the way performance is measured: For the efficient implementation of pressure management, it is necessary to adjust the performance appraisal system.
- Career Crisis: Facing system reform, can older teachers accept it? It can also cause a career crisis for some teachers.

Research Objectives

- (1) To determine the factors that influence job stress among primary school teachers.
- (2) To design strategies for job stress management based on the findings.

Research Questions

- (1) What are the factors that influence job stress among primary school teachers?
- (2) What strategies for job stress management can be designed based on the findings?

Review of Literature

Maslow's Hierarchy of Needs

Maslow's hierarchy of needs plays an important role in modern behavioral science. Maslow's hierarchy of needs theory is one of the five pillars of interpersonal relationship theory, group dynamics theory, hierarchy of needs theory and social measurement theory in management psychology. It can be seen from Maslow's hierarchy of needs theory that the problems related to primary and secondary school teachers belong to the category of self-actualization needs, which exist on the premise that the four needs of physiology, safety, social contact (belonging and love) and respect are basically satisfied. Therefore, the satisfaction of these four needs is an important factor for teachers to improve their personal ability and realize their personal needs (Zhang, 2018).

Job Demands-Control Model

Karasek's (1979) job demand-control model is one of the most widely studied models of occupational stress. The key idea behind the job needs-control model is that controlling the impact of job demands on stress can help improve employees' job satisfaction and opportunities to take on challenging tasks and learn new skills. It is mainly combined with different job positions, job requirements and support levels to influence the trend of work pressure and learning motivation of organization members. Organizational stress management theory has brought very important guiding significance (Zhang, Wen, & Pan, 2017).

In the model, the work requirement is the work task, which reflects the number and difficulty of the work task, the uncertainty of the work content, the time requirement, and the conflict. Teachers generally face the pressure of heavy teaching tasks, increased workload, fierce competition in scientific research, and difficulty in obtaining professional titles.

In the work control mode, employees tend to form fixed patterns and work like machines in the process of pursuing interests, lacking autonomy in work. The work content becomes monotonous and repetitive, which is not conducive to personal career development, so that employees are tired of work, have work pressure, and have no sense of belonging.

Robbins Theory Model

Robbins proposed the model of "stressors, stress experiences and stress outcomes" in 1997, which has been widely recognized by many scholars, especially stressors. He divided potential stressors into environmental factors, organizational factors, and personal factors. As a pressure source at macro level, environmental factors have a potential impact on employees' stress, while organizational factors and personal factors have a more direct impact on employees' stress (Xu, 2014).

Robbins stress theory model states that the demands of organizational factors such as job responsibility, employee role, organizational leadership, and relationship with others in the

organization and the demands of personal factors such as work-family balance, personal characteristics and personal economic problems are closely related to the stress of employees (Xu, 2014).

Job stress refers to the influence of the working environment, excessive work burden, excessive job responsibilities, job changes that cause a state of mental and physical health reaction. The ultimate purpose of the studying the impact of work stress on employees is to support individuals to better adapt to the environment (Griffith, 1999).

Role ambiguity refers to the lack of a clear understanding of the responsibilities or expectations of one's role. Employees need information about their role expectations, how the role was acquired, what the result of the role is, and so on. Role ambiguity occurs at work when information about roles is not available or there is no effective communication and understanding of roles (Beehr & Franz, 1987).

Workload pressure is defined as the stress caused by employees' efforts to complete their work tasks, including working long hours and being forced to take on work demands beyond the employee's capacity (Bliese & Castor, 2000). They believe that overwork is the result of the interaction between work requirements and psychological pressure, and the pressure generated by employees' efforts to meet the work requirements. In addition, this stress becomes even greater when employees perceive that the actual demands of the job are beyond their capabilities.

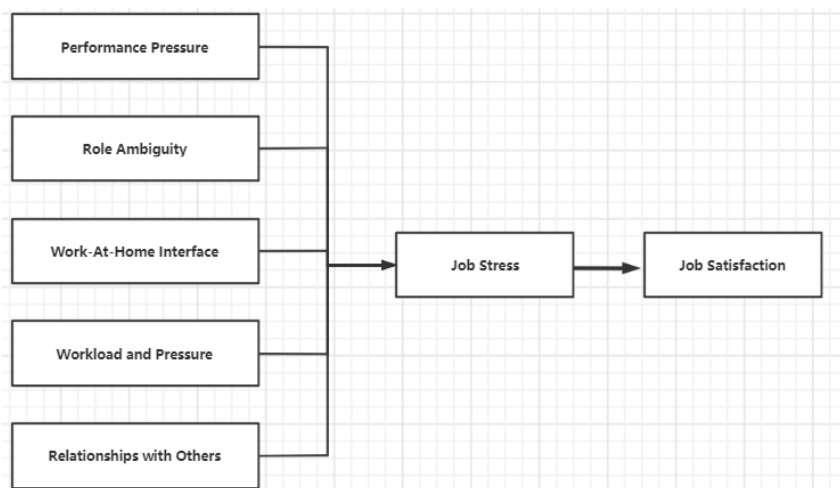
Autonomy is the character of human being and the core of human basic quality. Lack of autonomy means that employees are unable to act according to their own will and thus lack enthusiasm for work (Ye, 2017).

The occurrence, development, and establishment of the relationship with others is a process of mutual influence and interaction. The quality of the relationship with others in work directly affects one's own mood and work, and has a great impact on organizational atmosphere, organizational communication, organizational operation, organizational efficiency and the relationship between individuals and organizations (Wen, 2009).

Theoretical framework

Figure 1

A Theoretical Framework for Employee Job Satisfaction

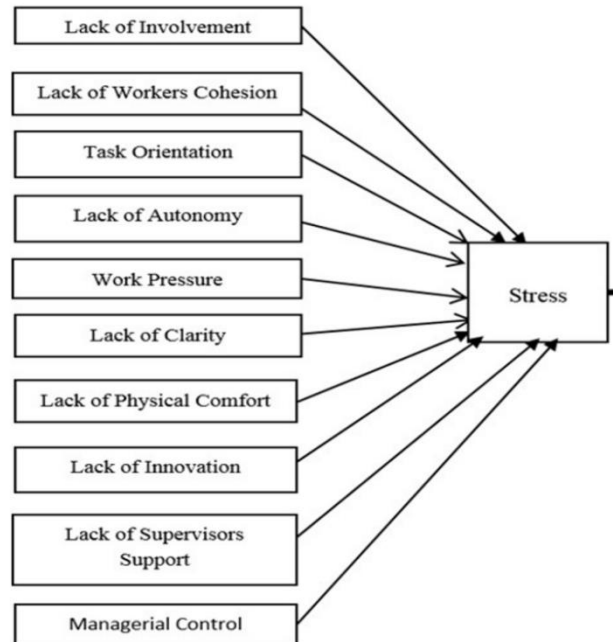


Source: (Iqbal & Waseem, 2012)

Figure 1 shows a model of job satisfaction. The independent variables of this study are performance pressure, role ambiguity, work-at-home interface, workload pressure, and relationship with others. The intermediate variable is job stress, and the dependent-variable is employee job satisfaction. Performance pressure mainly includes teachers' evaluation of teaching quality and performance, while role ambiguity mainly includes teachers' unclear job responsibilities and job requirements. Work-from-home interface refers to the extra time an employee needs to work from home without completing their workload outside normal working hours. Workload pressure includes teachers' work outside professional teaching, such as festival activity planning and non-teaching work arranged by the school. The relationship with others includes the relationship between employees and organizations, and the interpersonal relationship between employees. Research shows that work pressure has an impact on employees' job satisfaction. (Iqbal & Waseem, 2012).

Figure 2

Pressure Model Framework



Source: Badawy, 2015

Figure 2 shows the independent variables of the study are lack of participation, lack of employee cohesion, task orientation, lack of autonomy, work pressure, lack of transparency, lack of physical comfort, lack of innovation, lack of supervision and management control, and the dependent variable is stress. Pressure comes from different aspects, such as the pressure of organizational development, including the lack of employee participation and cohesion, which brings pressure to the operation and development of the company, the lack of organization control over employees, and the lack of mutual supervision between employees and the organization will also bring pressure to the organization. For example, personal work pressure, unclear work direction, lack of autonomy and not active enough to do things will cause personal pressure. (Sahar & Badawy, 2015).

Figure 3

Conceptual Framework

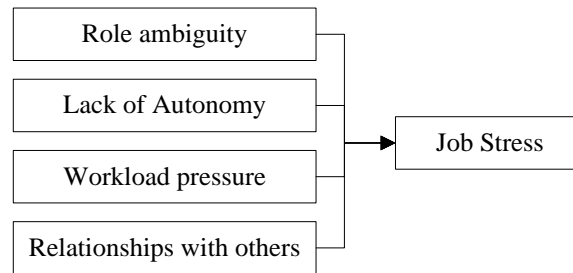


Figure 3 shows the four independent variables in this study namely, teacher role ambiguity, lack of autonomy, workload pressure, and the dependent variable job stress.

Research Hypotheses

- H1: Role ambiguity has a significant influence on job stress.
- H2: Lack of autonomy has a significant influence on job stress.
- H3: Workload pressure has a significant influence on job stress.
- H4: Relationships with others have a significant influence on job stress.

Research Methods

Population, Sampling, Technique and Sample Size

The object population of this study is primary school teachers in Tianfu New District, Sichuan Province. At last count, there were 3,671 primary school teachers in the district. According to the proportion of sample survey, 294 questionnaires were distributed to different teachers in different schools through the Internet.

Data Analysis Method

Descriptive statistics (mean and standard deviation, frequency, and percentage) and multiple linear regression were used to test the hypotheses.

Pilot Testing

Prior to the survey, 30 people were selected for preliminary testing of the questionnaire. A pilot test was used to test Cronbach’s alpha. Results shown in table 4 indicate that all the values were above 0.70 and therefore all the questions in the research instrument were reliable.

Table 4

Cronbach Alpha Results (n=30 Respondents)

Variables	Number of Items	Cronbach’s Alpha	Reliability
Job Stress	4	0.810	Good
Role ambiguity	4	0.814	Good
Workload pressure	4	0.796	Acceptable
Lack of Autonomy	4	0.818	Good
Relationships with others	4	0.810	Good

Cronbach’s alpha score higher than 0.6. 0.6-0.7 indicates acceptable reliability, 0.8 or higher indicates good reliability (Griethuijsen, 2014). According to the Cronbach’s alpha results above, the results of every variable was higher than 0.70 This means that questions are reliable.

Results and Discussion

Demographic Data Results

Table 5

Respondents’ Gender

Valid	Frequency	Percent	Valid Percent
male	118	40.14	40.14
female	176	59.86	59.86
Total	294	100.0	100.0

Table 5 shows that there are 176 female respondents, accounting for 59.86%, followed by 118 male respondents, accounting for 40.14%.

Table 6

Respondents Age

Valid	Frequency	Percent	Valid Percent
21—30	94	32.20	32.20
31—40	90	30.48	30.48
41—50	81	27.52	27.52
More than 50	29	10.80	10.80
Total	294	100.0	100.0

Table 6 shows that most of the respondents are teachers between the ages of 21 and 30,

accounting for 32.2 percent of the 294. This is followed by 90 teachers aged between 31 and 40, accounting for 37.19% of the total. The third is 81 teachers aged between 41 and 50, accounting for 7.44%, followed by 29 teachers aged over 55, accounting for 10.8%.

Descriptive Analysis of the Variables

Table 7

Descriptive Analysis of Job Stress

Job Stress	N	Mean	Std.Deviation
Q.1I think the better work environment can reduce my job stress .	294	5.16	0.516
Q.2 I think the effectiveness of interpersonal relationships at workplace can reduce my job stress.	294	5.14	0.580
Q.3 I think the optimum job responsibilities can minimize my job stress.	294	5.15	0.626
Q.4 My physical and mental health affect my stress at work.	294	5.26	0.502
Valid N/Total Mean and Std.Deviation	294	5.18	0.556

As can be seen from Table 7, the mean of all questions is between 5.14 and 5.26, the highest mean is 5.26, and the standard deviation is 0.556 which is “My physical and mental health affect my stress at work”.

Table 8

Descriptive Analysis of Role Ambiguity

Role ambiguity	N	Mean	Std.Deviation
Q.1 I would be assigned tasks that I didn't have the resources or materials to do.	294	5.09	0.610
Q.2 Clear role and job responsibilities can reduce job stress.	294	5.03	0.647
Q.3 I work with two or more departments that operate in different ways.	294	5.07	0.646
Q4 I know what I'm looking for in this job	294	5.09	0.647
Valid N/Total Mean and Std.Deviation	294	5.07	0.638

As shown in Table 8, all averages range from 5.03 to 5.09, indicating that ambiguity in job duties can affect job stress, with the highest average being 5.09, representing questions 1 "I will be assigned tasks that I do not have the resources or materials to do" and 4 "Most teachers know what they want to work towards."

Table 9

Descriptive Analysis of Workload Pressure

Workload Pressure	N	Mean	Std.Deviation
Q.1 Extra workloads from additional work out of teaching areas caused more job stress.	294	5.12	0.529
Q.2 Trying to get higher salary caused me stress.	294	5.13	0.520
Q.3 I am stressed when I have to work overtime to get the job done.	294	4.86	0.742
Q.4 I find that attending many organizational trainings increases my job stress.	294	5.04	0.606
Valid N/Total Mean and Std.Deviation	294	5.03	0.599

As shown in the Table 9 above, the average about workload stress ranged from 4.86 to 5.13. The mean value of question 2, “Trying to get higher salary caused me stress”.is the highest, 5.13.

Table 10

Descriptive Analysis of Lack of Autonomy

Lack of Autonomy	N	Mean	Std.Deviation
Q.1 I need more opportunity to do my work as I want to do.	294	5.08	0.529
Q.2 I need the opportunity to take on challenging tasks in the workplace.	294	5.07	0.517
Q.3 Lack of autonomy in my work affects my enthusiasm towards work.	294	4.96	0.619
Q.4 I want to get the chance to undertake work based on my preferences.	294	5.10	0.545
Valid N/Total Mean and Std.Deviation	294	5.05	0.552

Table 10 shows that questions about lack of autonomy average between 4.96 and 5.10. The highest mean value is 5.10, and the standard deviation is 0.552, indicating that primary school teachers want to get the chance to undertake work based on their preferences.

Table 11

Descriptive Analysis of Relationships with Others

Relationships with Others	N	Mean	Std.Deviation
Q.1 Cultivating good relationships among my colleagues can reduce job stress.	294	5.12	0.480
Q.2 Having effective communication in the workplace creates a harmonious working relationship.	294	5.14	0.500
Q.3 I think that collaboration that improves teamwork can help the relationships between colleagues.	294	4.91	0.707
Q.4 I think a good relationship with others at work can improve work efficiency.	294	4.93	0.735

Valid N/Total Mean and Std.Deviation	294	5.02	0.610
--------------------------------------	-----	------	-------

As can be seen in Table 11, the average of the relationship with others is between 4.91-5.14. In general, teachers attach more importance to the relationship with others at work. The mean value of question 2 is the highest, 5.14, and the standard deviation is 0.500, indicating that teachers think “Having effective communication in the workplace creates a harmonious working relationship.”

Multiple Linear Regression

Multiple linear regression was used to test the influence of the four independent variables on primary school teachers' job stress. All data came from a sample of 294 elementary school teachers.

Table 12

R Square

Model	R	R Square	Adjusted R Square
1	0.890	0.792	0.789

It can be seen from Table 12 that 78.9% of work stress can be explained by independent variables such as role ambiguity, workload load, lack of autonomy and relationship with others. Other variables not included in this study could account for 21.1% of their impact on primary school teachers' job stress.

Table 13

Results of Multiple Linear Regression

Independent Variables	P value	Stand.Estimate
1.Role ambiguity	0.001	0.579
2.Workload pressure	0.001	0.217
3.Lack of Autonomy	0.032	0.102
4.Relationships with others	0.001	0.232

P value < 0.05 is significant

Table 14

Summary of Hypothesis Testing

	Hypothesis	P value	Results
H1	Role ambiguity has a significant influence on job stress.	0.001	H1 supported
H2	Lack of autonomy has a significant influence job stress.	0.001	H2 supported

H3	Workload has a significant influence on job stress.	0.032	H3 supported
H4	Relationships with others have a significant influence on job stress.	0.001	H4 supported

Remark: based on level of p value, < 0.05 is significant

Tables 13 and 14 show that the obtained p values of role ambiguity, lack of autonomy, workload overload and interpersonal relationship are all less than p value = 0.05, which indicates that all the hypotheses stating the influence of the independent variables on the dependent variable are supported and all independent variables have a significant influence on job stress.

Summary, Conclusion and Recommendation

Demographic Results

Two hundred ninety-four primary school teachers were surveyed in the region (specify region): 118 males and 176 females. Most of them are female (59.86%). The age range of respondents is as follows: 21-30 (32.2%), 31-40 (30.48%), and 41-50 (27.52%). The proportion of teachers over 50 years old is 10.8%.

Current Situation

Through descriptive analysis of mean and standard deviation, this paper can explain the status quo of teachers' job stress from the highest mean and standard deviation.

Table 15

Variables with the Highest Mean and Standard Deviation

Role Ambiguity	N	Mean	Std.Deviation
Q.2 Clear role and job responsibilities can reduce job stress.	294	5.03	0.647
Workload Pressure	N	Mean	Std.Deviation
Q.1 Extra workloads from additional work out of teaching areas caused more job stress.	294	5.12	0.529
Relationships with Others	N	Mean	Std.Deviation
Q.1 Cultivating good relationships among my colleagues can reduce job stress.	294	5.12	0.480

Table 15 shows that, the average value of the four variables of role ambiguity, work pressure, lack of autonomy and relationship with others is above 5.0, which means that 294 teachers choose between Agree and Strongly Agree.

Hypotheses Testing

The research results show that all the hypotheses are supported because all four

independent variables have significant influence on teachers' job stress as shown in Table 16.

Table 16

Summary of Multiple Linear Regression Results

NO	Hypothesis	P value	Results
H1	Role ambiguity has a significant influence on job stress.	0.001	H1 supported
H2	Lack of autonomy has a significant influence job stress.	0.001	H2 supported
H3	Workload has a significant influence on job stress.	0.001	H3 supported
H4	Relationships with others have a significant influence on job stress.	0.001	H4 supported

Employees need to be aware of their role expectations, how the role was acquired, the actual demands of the job should not exceed their abilities, need to be given some autonomy in the job, and show a high level of work enthusiasm. When there is no information about the role in the work or no effective communication and understanding of the role, it will lead to low work efficiency and continuous work pressure.

Teachers believe that only by clarifying their job responsibilities and not being affected by work other than professional teaching, can they work more efficiently and have a better development of their own specialty. In the organization where teachers work, proper handling of the relationship between colleagues and leaders can make information transmission more effective, deal with problems in work more efficiently, and make work smoother.

Strategies as Recommendations Based on the Research Findings and Conclusions

Table 17

Findings

Hypotheses that have significant influence	Item with highest mean
Role ambiguity has a significant effect on work stress.	Clear role and job responsibilities can reduce job stress.
Workload pressure has a significant effect on work stress	Extra workloads from additional work out of teaching areas caused more job stress.
Lack of autonomy has a significant effect on work stress.	Having autonomy at work can ease job stress.
Relationships with others have a significant effect on work stress.	Cultivating good relationships among my colleagues can reduce job stress.

Role Ambiguity.

When teachers have a clear understanding of their role expectations, it is easier to observe and understand the extent to which their working ability conforms to the role

expectations (Chung, et al., 2021). Schools can have more targeted training programs to support teachers' working roles.

The school conducts professional analysis and career planning training for new teachers, so that teachers can clearly define their job roles and responsibilities as soon as they join the school so that teachers can clearly define their development direction. Teachers should be evaluated regularly, and more precise training and guidance should be provided for problems encountered to ensure their professional development.

Workload Pressure

With the continuous reform of the education system, teachers are facing more and more challenges, accompanied by more and more work, many of which have gone beyond the scope of their teaching responsibilities. Thus, creating , reasonable work arrangement can reduce teachers' work pressure.

The school makes clear division of labor for each department and selects suitable candidates for the post setting of each department, so that the work outside professional teaching can be reasonably and effectively arranged. When teachers have enough time and energy to devote to professional development, the teaching quality of the school will also be continuously improved.

Lack of Autonomy

Teachers hope to have some autonomy to choose and arrange their own work, including work content, teaching content and time arrangement. The school should organize and form small-teams and give them some autonomy, so that they can independently manage activity plans, teaching and research activities and even some activity funds

Interpersonal Relationships

In the school organization, there are many teachers and people involved. Teachers need to communicate and coordinate with multiple departments in some work. A good interpersonal relationship can improve the effectiveness of communication. Good interpersonal relationship is also of great help to teachers' working mood. Schools can organize some activities for teachers, for example, through some outward-bound training, through interesting team competition activities, to promote the sense of cooperation among teachers.

Schools should attach importance to the relationship between teachers and others and create a relaxed and harmonious environment, especially the relationship between leading departments and teachers. Harmonious interpersonal relationship can make teachers trust managers more, can timely communicate the existing problems, to avoid the adverse development of the problem. Schools should cultivate relationships with staff, regularly survey and interview teachers to understand the problems they face and give staff a sense of belonging to the organization.

At the teacher level

(1) Have a clear self-knowledge and accurate self-evaluation of work ability.

Conducive to find their own work in the work of the project, improve work efficiency.

(2) Seek support from others and arrange time and workload reasonably. Collaboration at work can reduce individual workload, shorten working hours, and reduce workload stress.

(3) Actively participate in organizing activities, take the initiative to understand others, and establish good communication with others. Good communication skills with others at work can promote the harmonious development of the relationship with others, which is conducive to the communication of problems at work and reduce job stress.

Recommendations for Further Research

According to the findings, four variable factors account for 78.9% of teachers' job stress, and the remaining 21.1% could be used to determine other factors related to job stress. Qualitative research can be conducted through interviews that will give more data on the areas that cause pressure on primary school teachers' work, such as pressure caused by work-life balance and expectations on teaching performance.

Future research could also target teachers at different teaching stages. For example, high school teachers' work is facing a lot of pressure, in high school for teachers' evaluation management system in China, the evaluation still tend to according to the evaluation of student achievement, other aspects of the evaluation is just for reference, leading to high school teachers pay more attention to the development of student achievement, and neglect their own professional development, healthy development, and even take up too much family time, Teachers work under great pressure, affecting physical and mental health (Sun, 2017).

It is hoped that there will be more research on teachers' job stress in different education stages and find more ways to relieve teachers' job stress.

References

- Bacharach, S. B., Bamberger, P., & Mitchell, S. (1990). Work design, role conflict, and role ambiguity: The case of elementary and secondary schools. *Educational Evaluation and Policy Analysis, 12*(4), 415–432. <https://doi.org/10.2307/1164475>
- Beehr, T. A., & Franz, T. M. (1987). The current debate about the meaning of job stress. *Journal of Organizational Behavior Management, 8*(2), 5–18. https://doi.org/10.1300/j075v08n02_02
- Bliese, P. D., & Castro, C. A. (2000). Role clarity, work overload and organizational support: Multilevel evidence of the importance of support. *Work & Stress, 14*(1), 65–73. <https://doi.org/10.1080/026783700417230>
- Carmeli, A. (2009). Chapter 3 Positive work relationships, vitality, and job performance. In C. E. J. Härtel, N. M. Ashkanasy, & W. J. Zerbe (Eds.), *Emotions in groups, organizations and cultures* (Vol. 5, pp. 45–71). Emerald Group Publishing Limited.
- Chung, M., Jang, Y. H., & Edelson, S. A. (2021). The path from role clarity to job satisfaction: natural acting and the moderating impact of perceived fairness of compensation in services. *Service Business, 15*(1), 77–102.

<https://doi.org/10.1007/s11628-020-00434-5>

- Ford, M. T., & Jin, J. (2013). Incongruence between workload and occupational norms for time pressure predicts depressive symptoms. *European Journal of Work and Organizational Psychology*, 24(1), 88–100. <https://doi.org/10.1080/1359432x.2013.858701>
- Griffith, J., Steptoe, A., & Cropley, M. (1999). An investigation of coping strategies associated with job stress in teachers. *British Journal of Educational Psychology*, 69(4), 517–531. <https://doi.org/10.1080/1359432x.2013.858701>
- Iqbal, M., & Waseem, M. A. (2012). Impact of job stress on job satisfaction among air traffic controllers of civil aviation authority: An empirical study from Pakistan. *The International Journal of Human Resource Studies*, 2(2), 53–70. <https://doi.org/10.5296/ijhrs.v2i2.1854>
- Li, X. C. (2016). The overload and effective adjustment of primary and secondary school teachers' workload. *Journal of the Chinese Society of Education*, (2), 35–37. <https://d.wanfangdata.com.cn/periodical/ChlQZXJpb2RpY2FsQ0hJTmV3UzIwMjExMTMwEg96Z2p5eGsyMDE2MDIwMTIaCGg5dzN2aXNo>
- Muraven, M., Rosman, H., & Gagné, M. (2007). Lack of autonomy and self-control: Performance contingent rewards lead to greater depletion. *Motivation and Emotion*, 31(4), 322–330. <https://doi.org/10.1007/s11031-007-9073-x>
- Hamid, P. A., & Ahmad Suriansyah, N. (2019). *The relationship between interpersonal and emotional intelligence on teacher performance*.
<file:///C:/Users/K/Downloads/43-Article%20Text-194-1-10-20191001.pdf>
- Sahar, M., & Badawy, S. M. (2015). Egyptian teachers' burnout: The role of work environment characteristics and job stress. *Journal of Business and Management Sciences*, 3(4), 101–110. <https://doi.org/10.12691/jbms-3-4-1>
- Simões, F., & Calheiros, M. M. (2019). A matter of teaching and relationships: Determinants of teaching style, interpersonal resources and teacher burnout. *Social Psychology of Education*, 22(5), 991–1013. <https://doi.org/10.1007/s11218-019-09501-w>
- Sun, Y. S. (2017). Discussion on the causes and Countermeasures of high school teachers' working pressure -- Based on the investigation of high school teachers' working conditions in Shandong Province. *Teacher's Journal*, (16), 75–78. <https://doi.org/10.3969/j.issn.1672-2051.2017.16.021>
- Van der Want, A. C., den Brok, P., Beijgaard, D., Brekelmans, M., Claessens, L. C. A., & Pennings, H. J. M. (2017). Changes over time in teachers' interpersonal role identity. *Research Papers in Education*, 33(3), 354–374. <https://doi.org/10.1080/02671522.2017.1302501>
- Wen, Y. C. (2009). *The influence of interpersonal relationship on team effectiveness and individual effectiveness* [Unpublished Master's thesis]. Beijing Jiaotong University.
- Xiao, C. X. (2015). Investigation on current situation of work pressure of primary and secondary school teachers. *Modern Education Science*, (6), 13–14. <https://doi.org/10.3969/j.issn.1005-5843.2015.06.037>
- Xu, Y. F., & Wang, Q. (2014). Work stress source management of post-90s employees based on robbins stress theory model. *Leading Science*, (32), 40–30.

<https://doi.org/10.19572/j.cnki.ldkx.2014.32.012>

Ye, S. J. (2017). *Study on countermeasures of primary school teachers' lack of work autonomy* [Unpublished Master's thesis]. Inner Mongolia Normal University.

Ye, Y., & Xiong, J. H. (2019). Investigation and Attributes Exploration on Teacher Overload in Schools of Nanchang City, China. *ABAC ODI JOURNAL Vision. Action. Outcome*, 6(2), 18–33.

<http://www.assumptionjournal.au.edu/index.php/odijournal/article/view/3505>

Yuan, R., Zhang, J., & Yu, S. (2018). Understanding teacher collaboration processes from a complexity theory perspective: A case study of a Chinese secondary school. *Teachers and Teaching*, 24(5), 520–537. <https://doi.org/10.1080/13540602.2018.1447458>

Zhang, B., Wen, X. W., & Pan, S. T. (2017). Research on the causes and countermeasures of work stress of young teachers in universities based on Karasek model. *Exploration of Higher Education*, (10), 121–128.

<https://doi.org/10.3969/j.issn.1673-9760.2017.10.020>