

Analysis on the cause and influence of the tense situation of teacher status in middle school

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Abstract: This paper explores the causes and effects of the tense status of secondary school teachers, including the educational environment, students, teachers and educational equity. Countermeasures such as increasing government investment in education and improving teachers' remuneration, adjusting the concept of education in society, and strengthening teacher training and support in schools are proposed to address the problem. These recommendations are of great significance to the development of education. This paper not only comprehensively analyses the causes and effects of tension among secondary school teachers, but also puts forward practical suggestions that are important for the healthy development of education.

Key words: middle school teachers; tense status; cause analysis; educational policy

1 Analysis on the causes of teachers' tense status

1.1 Challenges brought about by the adjustment of education policies

In recent years, China's education policy has been continuously adjusted, which has put forward higher requirements for secondary education. On the one hand, the implementation of the new curriculum reform requires teachers to constantly update their educational concepts and improve the quality of teaching; on the other hand, changes in the teacher evaluation system also make teachers face greater professional pressure. According to the "2022 National Education Development Statistics Bulletin" released by the Ministry of Education, the number of full-time teachers in secondary schools in China has continued to grow, but the work pressure of teachers has also increased. The challenges posed by such policy adjustments have left many secondary school teachers feeling tense about their status. According to the "2023 National Education Development Statistics Bulletin", the total number of full-time teachers nationwide is 18,443,700, an increase from the previous year [1].

2 High social expectations for the role of teachers

As society attaches greater importance to education, parents and society have higher expectations of the role of teachers. They hope that teachers can provide comprehensive educational services for students, focusing not only on students' academic performance, but also on students' morality, mental health and other aspects. Such high expectations put teachers under great psychological pressure when they face students and parents. In recent years, the expectations of parents and society on the role of teachers have been rising. According to a survey, more than 80 percent of parents believe that teachers should take responsibility for the overall development of their students [2].

3 The influence of educational environment on teachers' stress state

3.1 Uneven allocation of educational resources

Teacher' tense status is often closely linked to the allocation of educational resources. In the education system, the quality and quantity of available resources determine the psychological state and treatment of teachers [4]. When teachers' status is tight, they may face a lack of resources, resulting in a lag in the updating of teaching equipment and teaching materials, insufficient maintenance of teaching facilities, as well as a lack of adequate support for pedagogical research. This not only restricts teachers' professional growth, but also affects the quality of education [3].

3.2 Instability of the educational environment

Teachers' tense status may trigger instability in the educational environment. When teachers are faced with status tension, they may feel anxious, uneasy and disillusioned. This emotional state may be transmitted to the educational environment, affecting the harmony and stability of the entire educational atmosphere. Increased competition among teachers may lead to some unnecessary conflicts and contradictions, which may undermine the harmonious atmosphere of the educational environment. At the same time, teachers' dissatisfaction and complaints may also affect students' learning atmosphere and emotional state, further aggravating the instability of the educational environment [5].

To sum up, the educational environment has a wide impact on the stress state of teachers. This not only leads to unbalanced distribution of educational resources, and unstable educational environment, but may also trigger a negative atmosphere in the educational environment and limit teachers' innovative capacity. In order to improve the situation, we need to start from a number of aspects, including improving the status and treatment of teachers, optimizing the allocation of educational resources, and strengthening the management and maintenance of the educational environment [6]. Only in this way can we create a more relaxed and harmonious working environment for teachers and promote the healthy development of the educational environment.

4 Impact of status tensions on teachers themselves

4.1 Excessive workload

Teachers' status tension is often accompanied by increased work pressure and anxiety. Long-term exposure to such high-pressure situations may cause teachers to suffer from a series of psychological problems, such as anxiety and depression [7]. These problems not only affect teachers' daily emotional state, but may also interfere with their teaching decisions and behaviors, further exacerbating the tense atmosphere in the educational environment.

Based on the research content of this study, the questionnaire subscales of secondary school teachers' workload are correlated with the total scale of secondary school teachers' burden.

The research hypotheses are:

H0: There is no significant correlation between workload of secondary school teachers and teacher burden of secondary schools.

H1: There is a significant correlation between workload of teachers in lower secondary schools and teacher burden of lower secondary schools. The results of the correlation analysis are shown in Table 1:

Table 1. Correlation analysis between workload of teachers and the teacher burden in lower secondary schools

		Workload	Teacher burden
Workload	Pearson correlation	1	.944
	Significance (two-tailed)		.000
	N	139	139
Teacher burden	Pearson correlation	.954	1
	Significance (two-tailed)	.000	
	N	139	139

According to the results of the analysis presented in the table, the correlation coefficient between workload subscale for middle school teachers and the burden scale for middle school teachers is $r = 0.944$, i.e., the absolute value of the correlation coefficient r is equal to 0.954 and $r > 0.70$. Therefore, there is a significant and high degree of correlation between the variables of workload of teachers in junior secondary schools in the subscale and the scale of teacher burden in junior secondary schools as a whole. Accordingly, based on the results of the analysis, hypothesis H0 is rejected and hypothesis H1 is accepted.

4.2 Decline in career satisfaction

Teachers' status tension is often accompanied by a decline in career satisfaction. When teachers feel the instability of their status, they may become sceptical about their career prospects and development, thus losing their enthusiasm and motivation to work. This negative mood not only affects teachers' work efficiency, but may also lead to their resistance to work, further reducing career satisfaction.

5 Countermeasures to alleviate the problem of teachers' tense status

5.1 Increasing government investment and optimizing resource allocation

The government plays a crucial role in alleviating the problem of teachers' tense status. Firstly, the government should increase its investment in education to ensure that educational resources are adequately safeguarded. This includes raising teachers' salaries so that their hard work will be duly rewarded, thus enhancing the attractiveness of the teaching profession. At the same time, the government should optimize the allocation of education resources to ensure that all districts and schools have access to fair education resources, so as to reduce the problem of tensions in the status of teachers caused by uneven resources.

5.2 Society should establish a correct concept to reduce the pressure on teachers

The impact of the social atmosphere on the status of teachers cannot be ignored. In order to alleviate the problem of teachers' status tension, society should set up a correct concept on education, respect teachers, and understand and respect teachers' professional roles and contributions. At the same time, society should reduce excessive expectations of teachers, and instead of focusing excessively on single indicators such as academic performance and promotion rates, pay more attention to teachers' educational methods and the overall development of students. This will reduce teachers' psychological pressure and create a more relaxed and harmonious working environment for them.

6 Conclusion

In conclusion, alleviating the problem of teachers' tense status requires the joint efforts of the government, society and schools. Through the implementation of measures such as increasing investment, optimizing the allocation of resources, establishing correct concepts, alleviating teachers' pressure and strengthening training and support, we can create a more

relaxed and harmonious working environment for teachers and improve their social status and treatment, so as to safeguard the fairness of education and improve the quality of education.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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