



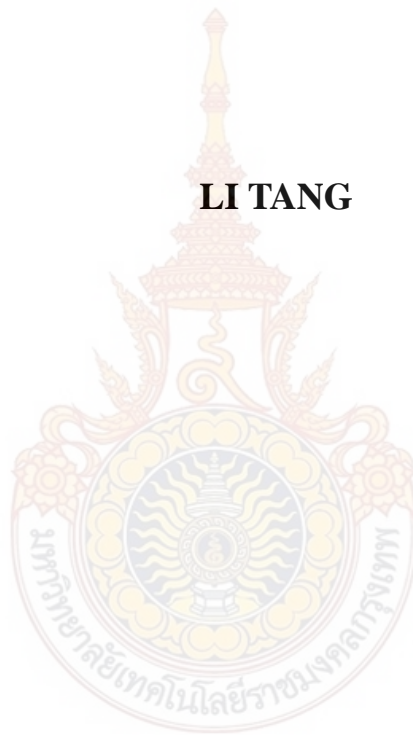
**EFFECT OF THE OCCUPATIONAL STRESS AND
PSYCHOLOGICAL PROBLEMS OF SPECIAL POST TEACHERS
IN ZUNYI CITY, GUIZHOU PROVINCE**

LI TANG

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION AND SOCIETY
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP
ACADEMIC YEAR 2024
COPYRIGHT OF RAJAMANGALA UNIVERSITY OF
TECHNOLOGY KRUNGTHEP, THAILAND**

**EFFECT OF THE OCCUPATIONAL STRESS AND
PSYCHOLOGICAL PROBLEMS OF SPECIAL POST TEACHERS
IN ZUNYI CITY, GUIZHOU PROVINCE**

LI TANG



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION AND SOCIETY
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHAP
ACADEMIC YEAR 2024
COPYRIGHT OF RAJAMANGALA UNIVERSITY OF
TECHNOLOGY KRUNGTHAP, THAILAND**

Thesis EFFECT OF THE OCCUPATIONAL STRESS AND
PSYCHOLOGICAL PROBLEMS OF SPECIAL POST TEACHERS
IN ZUNYI CITY, GUIZHOU PROVINCE

Author Li TANG

Major Master of Arts (Education and Society)

Advisor Assistant Professor Dr. Wannaporn Siripala

THESIS COMMITTEE

.....Chairperson
(Assistant Professor Dr. Pongpatchara Kawinkoonlasate)

.....Advisor
(Assistant Professor Dr. Wannaporn Siripala)

..... Committee
(Dr. Yudhi Arifani)

Approved by the Institute of Science Innovation and Culture
Rajamangala University of Technology Krungthep in Partial Fulfillment
of the Requirements for the Master's Degree

.....

(Assistant Professor Dr. Yaoping LIU)
Director of the Institute of Science Innovation and Culture
Date.....Month.....Year.....

Thesis EFFECT OF THE OCCUPATIONAL STRESS AND
PSYCHOLOGICAL PROBLEMS OF SPECIAL POST TEACHERS
IN ZUNYI CITY, GUIZHOU PROVINCE
Author Li TANG
Major Master of Arts (Education and Society)
Advisor Assistant Professor Dr. Wannaporn Siripala
Academic
Year 2024

ABSTRACT

The investigation of the current status of occupational stress and psychological problems among special post teachers in Zunyi City is crucial. This study provides insights into improving their working environment and promoting their well-being. This study aimed to 1) assess the level of occupational stress among teachers in special post teachers in Zunyi City, 2) study the status of psychological problems among teachers in special post teachers in Zunyi City, and 3) analyze the influence of occupational stress on psychological problems. This study used questionnaire surveys and interviews. Three hundred twenty-four (324) special post teachers answered the questionnaires. They served as a valid sample for this study, using the "Special Post Teacher Occupational Stress Questionnaire" as the research tool and supplemented by the "Self-Psychological Harmony Scale" for psychological problems data collection. Statistical methods such as frequency, percentage, average, standard deviation, independent sample t-test, and multiple regression analysis were employed for data analysis. The results revealed a significant positive correlation between occupational stress and psychological problems among special post teachers, indicating that higher levels of occupational stress are associated with an increased likelihood of psychological problems. Additionally, notable differences in occupational stress and psychological problems were observed among special post teachers from different backgrounds. This study provides valuable insights into the relationship between occupational stress and psychological problems among special post teachers. It offers important implications for improving their work environment, reducing occupational stress, and promoting mental health.

Keywords: Special Post Teachers, Occupational Stress, Psychological Problems

ACKNOWLEDGEMENTS

During my master's degree program at UTKISIC, I received immense support and assistance from various individuals with whom I am deeply grateful.

First, I would like to express my heartfelt gratitude to my supervisor, Asst. Prof. Dr. Wannaporn Siripala set an example for me regarding her academic rigor and profound attainments. She provided me with careful guidance and patiently reviewed my thesis during the writing process.

I would also like to thank all the UTKISIC faculty members for their expertise and selfless dedication to creating a quality academic environment for me.

In addition, I am grateful to my classmates for the stimulating academic conversations and companionship they have provided me in university life. I thank the special post teachers for their enthusiastic participation and valuable suggestions that proved helpful in my research.

Finally, I would like to thank my family and friends, whose unwavering support and selfless love have motivated me to complete my thesis.

Once again, I would like to express my heartfelt gratitude to all those who have helped and supported me in one way or another. I will continue to work hard to repay your expectations and trust in me.

Li TANG

CONTENTS

APPROVAL PAGE	i
ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
CONTENTS.....	iv
LIST OF TABLES.....	viii
LIST OF FIGURES	ix
CHAPTER I INTRODUCTION	1
1.1 Background and Rationale	1
1.1.1 Background	1
1.1.2 Rationale	3
1.1.3 Insufficient Research.....	6
1.2 Research Questions	8
1.3 Research Objectives.....	8
1.4 Research Hypothesis	9
1.5 Scope of Research.....	9
1.6 Research Framework	10
1.7 Significance of the Research.....	11
1.7.1 Theoretical Significance	11
1.7.2 Practical Significance.....	12
1.8 Definition of Key Terms	13
1.8.1 Special Post Teachers Plan.....	13
1.8.2 Special Post Teachers.....	13
1.8.3 Occupational Stress.....	14
1.8.4 Psychological Problems	14
CHAPTER II LITERATURE REVIEW	16
2.1 Related Theories	16
2.1.1 Self-Efficacy Theory	16
2.1.2 Maslow's Motivation Theory	18
2.1.3 Result	21

2.2 Related Studies.....	22
2.2.1 International Research Status.....	22
2.2.2 Domestic Research Status.....	24
2.2.3 Teacher Occupational Stress Research	26
2.2.4 Teacher Psychological Problems Research.....	27
2.2.5 Relationship between Self-harmony and Psychological Problems.....	30
2.3 Empirical Studies	31
CHAPTER III RESEARCH METHODOLOGY	35
3.1 Research Design.....	35
3.2 Research Population and Samples	37
3.2.1 Population	37
3.2.2 Samples	38
3.2.3 Sampling Methods	38
3.3 Data Collection	39
3.3.1 Questionnaire Survey.....	39
3.3.2 Interview	40
3.4 Research Instrument.....	41
3.4.1 Questionnaire Survey.....	41
3.4.2 Interview	43
3.5 Content Reliability and Validity.....	44
3.5.1 Reliability Test.....	45
3.5.2 Validity	46
3.6 Data Analysis	49
3.6.1 Descriptive Statistics.....	49
3.6.2 Inferential Statistics	49
3.6.2.1 Difference Analysis.....	49
3.6.2.2 Correlation Analysis.....	49
CHAPTER IV ANALYSIS RESULT	50
4.1 Descriptive Statistics.....	50
4.1.1 Questionnaire Survey Component Population Factors	50
4.1.2 Description Statistics of the Occupational Stress of Special Post Teachers	52

4.1.3 Descriptive Analysis of the Psychological Problem of Special Post Teachers	54
4.2 Inferential Statistics	55
4.2.1 Analysis of the Differences in the Current Status of Occupational Stress	55
4.2.1.1 Analysis of Occupational Stress Differences of Different Genders...55	
4.2.1.2 Analysis of Occupational Stress Differences in Different Majors Matching Situation.....	56
4.2.1.3 Analysis of Occupational Stress Differences Across Different Work Locations.....	57
4.2.1.4 Analysis of Differences in Occupational Stress Among Special Post Teachers with Different Wages and Benefits	59
4.2.1.5 Analysis of Occupational Stress Differences with Different Workloads	61
4.2.2 Analysis of the Mental Problems of Special Post Teachers	62
4.2.2.1 Analysis of differences in different gender psychological problems .62	
4.2.2.2 Analysis of Psychological Problems Differences in Different Majors Matching	63
4.2.2.3 Analysis of Differences in Psychological Problems in Different Salary Treatments.....	64
4.3 Related Analysis.....	66
4.3.1 Relation between Occupational Stress and Psychological Problems ...66	
CHAPTER V CONCLUSION AND DISCUSSION	69
5.1 Conclusion	69
5.2 Discussion	70
5.2.1 In-depth Discussion on the Current Status of the Occupational Stress of Special Post Teachers.....	70
5.2.2 In-depth Discussion of the Current Status of the Psychological Problems of Special Post Teachers	71
5.2.3 In-depth Discussion of the Correlation between Occupational Stress and Psychological Problems of Special Post Teachers	73
5.3 Implementation for Practice to Research Future	74

5.3.1 Practice Implementation	74
5.3.2 Future Research	74
5.4 Recommendation for Research	75
5.5 Limitations of the Study.....	76
REFERENCES.....	78
APPENDICES.....	83
Appendix 1	83
Special Post Teachers' Occupational Stress Questionnaire.....	83
Appendix 2.....	87
Self -Harmonious Psychology Scale.....	87
BIOGRAPHY.....	91



LIST OF TABLES

Table 3.1 Research and Design Content	37
Table 3.2 Stratified Random Sampling	38
Table 3.3 Questionnaire Score and Analysis and Interpretation Standards	44
Table 3.4 Special Post Teachers' Occupational Stress Reliability Test.....	45
Table 3.5 Self-Psychological Harmony Scale Reliability Test	46
Table 3.6 Validity Testing of Questionnaire Items	47
Table 3.7 Questionnaire KMO and Bartlett Test.....	47
Table 3.8 Validity Testing of Scale Items.....	48
Table 4.1 Classification of Sample (N=324).....	51
Table 4.2 Number, Average, Standard Deviation, and Occupational Stress	53
Table 4.3 Descriptive Analysis of the Psychological Problem	55
Table 4.4 Analysis of Occupational Stress Differences of Different Genders	56
Table 4.5 Analysis of Occupational Stress Differences in Different Majors Matching Situations.....	57
Table 4.6 Analysis of Occupational Stress Differences Across Different Work Locations.....	58
Table 4.7 Ex-Post Facto Tests (Different Work Locations)	59
Table 4.8 Analysis of Occupational Stress Differences in Different Salary Benefits ..	60
Table 4.9 Ex-Post Facto Tests (Different Salary Benefits)	60
Table 4.10 Analysis of Occupational Stress Differences with Different Workloads ...	61
Table 4.11 Ex-Post Facto Tests (Different Workloads).....	62
Table 4.12 Analysis of Differences in Different Gender Psychological Problems	62
Table 4.13 Analysis of Psychological Problems Differences in Different Majors Matching	64
Table 4.14 Analysis of Differences in Psychological Problems Based on Different Salary Treatments.....	65
Table 4.15 Ex-post Facto Tests (Different Salary Treatments)	65
Table 4.16 Relation Between Occupational Stress and Psychological Problems	66

LIST OF FIGURES

Figure 1.1 Structure Diagram of the Relationship between Independent and Dependent Variables	11
Figure 2.2 Maslow's Motivation Model (Maslow, 1954)	20



CHAPTER I

INTRODUCTION

This part of the thesis aims to discuss the inherent connection between occupational stress and psychological problems among special post teachers by utilizing several research objects from Zunyi City, Guizhou Province, as a source of information. It intends to reveal these two conditions' correlations through a systematic investigation and analysis. As an introduction to this chapter, the paper provides the background and significance of the research, the research problems, the research goals, the research assumptions, the research scope and restrictions, the research framework, the research significance, and the definition of key terms.

1.1 Background and Rationale

1.1.1 Background

The balance and high-quality development of education—the core driving force of national development—are essential for the overall progress of society. However, in remote areas such as the southwestern part of the researcher's country, the People's Republic of China (PRC), the uneven distribution and shortage of educational resources are particularly prominent. This condition seriously restricts the potential of academic development in these places. To alleviate this problem, the Chinese government launched the "Special Post Teachers Program for Rural Compulsory Education School" (also referred to as the "Special Post Plan") in 2006. According to the notice of the State Council's "Administrative Measures for the Teachers of Rural Compulsory Education Schools" (Document No. 162019 of the State Council), the policy aims to guide college graduates to rural education in rural areas and strengthen the construction of the rural education talent pool (Chen et al., 2004). This measure aims to recruit college graduates to teach in rural schools, optimize the allocation of rural teachers' resources, reduce the gap between urban and rural education, and improve the quality of rural education (Sang and Li, 2010).

The unique post teachers plan mainly aims to recruit and deploy fresh college and university graduates and personnel with specific education and teaching

experience. It requires them not only to have the corresponding teacher qualifications but also to be willing to teach in rural areas for a long time. Through strict public recruitment, qualification review, and interview assessment, qualified special post teachers can enjoy the national unified wage system and welfare benefits and obtain certain living subsidies and job allowances from the government.

Zunyi City in Guizhou Province, PRC, is a distant, economically backward place with an inconvenient transportation system and limited education resources, and the problem of teacher shortage is prominent. In 2018, Zunyi City began introducing and developing hundreds of special post teachers, deploying these educators to different remote and rural areas of the city. These teachers were mainly deployed in primary and secondary schools in Xi Shui County, Tongzi County, Fenggang County, and Nanbai County. Their working period is usually three (3) years. Upon expiration of their teaching stint, they can choose to renew their employment or transfer to another place, depending on their preferences. This plan's active promotion and implementation has injected new vitality into local education. It effectively relieves the dilemma of teacher shortage and promotes a balanced development between urban and rural education.

Teachers play a pivotal role in the development of rural education. They bring fresh educational concepts and vitality to rural areas. Using diverse teaching methods and strategies, they stimulate students' learning interests and potential and significantly contribute to rural education. However, social support and resources in rural areas may ignore their occupational stress and mental health problems (Li, 2011). Compared to teachers in urban areas, special post teachers face occupational stress and psychological challenges due to the unconducive working environment and limited social support (Zhang & Liu 2010). Many recent studies have shown that such an educational atmosphere could lead to low degrees, high work stress, and outstanding psychological problems among teachers (Liao, 2010).

In rural areas such as Zunyi City, special post teachers must face a difficult working environment, complex and challenging teaching management, and multiple challenges from social expectations, primarily from parents pressuring them. Such stress and related concerns negatively impact their physical and mental health, affecting their teaching effectiveness and occupational development. The research on

their psychological problems mainly focuses on the general aspects of teachers' health instead of an in-depth study of the psychological challenges they are confronting (Wu, 2013). Within this context, we see the need to investigate the unique psychological problems these educators face.

Moreover, adding special post teachers has also promoted the updating and optimization of rural teachers. Their arrival makes the structure of rural teachers more reasonable and diversified and improves the overall quality of education and teaching. At the same time, their existence has also inspired other teachers regarding learning strategies and progress and formed an atmosphere of benign competition.

Although research on the remarkable post teachers' plan has achieved specific results in China and abroad, research on occupational stress and psychological problems among special post teachers is still insufficient. Therefore, this study aims to address these concerns thoroughly and comprehensively understand the challenges and dilemmas these special post teachers face. Scientific research methods and data analysis provide empirical support to improve their working environment, work satisfaction, and happiness and promote occupational development. This study also further intends to determine essential references for the balanced development of local education and provide strong support for the overall development of rural education. This study can also offer a beneficial decision-making basis for policymakers, promote the further improvement and optimization of the special post teachers plan, and contribute to educational and social fairness and equality.

1.1.2 Rationale

Special post teachers align with the current stage of China's educational development and certainly fit into the educational reality of the central and western regions of the country. However, significant regional disparities exist due to differences in academic history and development. For example, Sichuan Province, located in the underdeveloped southwestern region of China, has been the most researched site in terms of the psychological problems of special post teachers. Sang Qingsong and others conducted the first study on the psychological problems of special post teachers in the southwestern region in the "Survey of Psychological Problems Status of Special Post Teachers in Middle Schools in Earthquake-Stricken

Areas” (Li, 2013). A survey of rural middle school special post teachers in Sichuan Province using the SCL-90 scale found that overall psychological problems were not optimistic, suggesting early intervention was needed. A previous study, “Investigation and Countermeasure Research on the Psychological Condition of Special Post Teachers in Sichuan Province,” was also conducted to determine the psychological problems of special post teachers in Sichuan Province using the SCL-90 tool (Mo, 2013; Xiao and Guo, 2014). The study revealed that 56.68% of special post teachers had varying degrees of psychological problems. Chen Qiuyan and others have analyzed the psychological problems status and the influencing factors in teachers teaching in 321 schools in Aba Prefecture, Sichuan Province, in "Analysis of the Psychological Problems Status and Influencing Factors of Teachers in Western Ethnic Areas." The results indicated that teachers' psychological problems in western ethnic areas were worse compared to the national average. Zhang Yaqin and others who wrote the “Investigation and Analysis of the Psychological Problems Status of Primary and Middle School Teachers in Rural Western China: A Case Study of Qu County, Sichuan Province” (Yang, 2008) found that the awareness of psychological problems knowledge among rural primary and middle school teachers in western China was insufficient, and their psychological problems were poor. Liao Chaohua and others, on the other hand, chose special post teachers in Ludian City, Yunnan Province, as the survey subjects in their "Survey Report on the Occupational Status of Special Post Teachers in Western Rural Areas," analyzing their occupational status (Sun and Du, 2023). Most special post teachers believed that their occupational treatment was low and their improvement could only be determined by themselves. These studies provide empirical support for research on the psychological problems of rural special post teachers.

Wu Xiaowei and others conducted a baseline survey in Weining County, Guizhou Province, on the remarkable post teachers plan project and offered suggestions in "Reflections on the 'Special Post Plan' in Rural Schools in Western China: A Case Study of Weining County, Guizhou Province (Luo et al., 2023). Li Yanqin and others used interviews and questionnaires to analyze the occupational development status of mathematics special post teachers in Guizhou Province in “Investigation and Research on the Occupational Development Status of Special Post

Teachers in Guizhou Province: A Case Study of Mathematics Special Post Teachers” (Zhu, 2012). Mo Guiquan and others focused on the training needs of junior high school mathematics special post teachers in Zunyi, Guizhou Province, in “Investigation and Analysis of the Training Needs of Junior High School Mathematics Special Post Teachers” (Reinhardt et al., 2011). Xiao Qian and others conducted a research study on the characteristics of happiness among special post teachers in rural middle schools in western China based on a survey of a rural middle school in Guizhou Province, analyzing the causes of potential happiness inadequacy from the perspective of insufficient policies (Zhang and Fan, 2013). Yang Chengwei and others conducted an empirical study on the selection and development of rural special post teachers in D County and W County, Guizhou Province, focusing on the psychological problems of these teachers (Kyriacou and Sutcliffe, 1978).

Researchers such as Jia Tao and colleagues from Anhui Normal University have conducted research from various perspectives, including implementing the special post teachers plan, the psychological problems of special post teachers, and their living conditions. They pointed out that the psychological problems of special post teachers are concerning, and early psychological interventions should be implemented. Yi Haihua, a professor at the Hunan Institute of Education Sciences, researched the occupational quality of special post teachers and published results on how exceptional post teachers can better establish themselves. Ouyang Liu, a professor at Jiangxi Normal University, conducted research from the perspective of education policy and analyzed the "Special Post Teacher Plan" in China. Luo Jia and colleagues from Sichuan Normal University analyzed problems in implementing the special post teachers plan, identifying issues and suggesting corresponding measures. Xie Guoxiu, a professor at Guizhou Normal University, studied the relationship between interpersonal relationships and the self-esteem of rural special post teachers. Zhao Lu, a professor at Zhengzhou University, suggested solutions to the occupational stress of special post teachers from the perspectives of law, teaching, organization, personnel, and individual aspects.

Guizhou Province has consistently lagged behind other provinces in economic development, leading to a significant educational resource gap due to its unique financial and regional characteristics. Since 2006, Guizhou Province has been

a key province for implementing the "Special Post Teacher Plan." Over 80,000 special post teachers have been recruited, making it a representative case (Schwarzkopf et al., 2011). The influx of many special post teachers inevitably brings about various problems. However, research on the issues faced by special post teachers in Guizhou Province only began in 2013. There is currently a scarcity of research findings in this area, and the depth of research is inadequate, leaving the topic of special post teachers' psychological problems in the province practically unexplored.

In the past, rural special post teachers in Guizhou might teach multiple subjects, leading to teachers specializing in Mathematics teaching Chinese, Physics graduates teaching English, and Physical education graduates teaching Mathematics. This has resulted in significant occupational and psychological stress among special post teachers.

In conclusion, educational resource distribution is uneven in China's central and western regions. While urban areas have concentrated educational resources, rural areas lack them, resulting in considerable stress for special post teachers. This phenomenon is particularly pronounced in Zunyi City, Guizhou Province. Therefore, investigating the current status of occupational stress and psychological problems among special post teachers in Zunyi City is necessary and imperative.

1.1.3 Insufficient Research

Previous research has been conducted on special post teachers' occupational and psychological problems (Sun and Du, 2023; Luo et al., 2023). However, there are still several problems that require further in-depth investigation, such as the following:

(1) Regarding research content: There is a scarcity of research on special post teachers' occupational stress and psychological problems, with minimal available literature and relatively shallow research depth. Most studies have focused on policy, survival conditions, occupational identity, and occupational development of special post teachers. However, research on their occupational stress, psychological changes, and health status is significantly lacking. Even within the entire southwestern region, similar research is relatively scarce. There are only two studies on psychological problems in the southwest area of China, both from Sichuan Province (Stoeber et al.,

2008; Dick & Wagner, 2001; Sultan et al., 2010).

Although Zhu Yanli's study on occupational stress is titled "Questionnaire for Investigating Occupational Stress of Special Post Teachers," the process of questionnaire development and the examination of its validity and reliability are not reported in the paper, and the participants were chosen from a particular province in central China.

(2) Regarding group characteristics: Special post teachers have developed rapidly over the past decade as an emerging group. However, their problems have not received widespread attention compared to other groups of regular teachers. Nonetheless, this group's growth rate far exceeds societal expectations, and thus, their various problems urgently need to be addressed.

(3) Regarding regional differences, Guizhou Province, a major province for implementing the "Special Post Plan," has recruited over 80,000 special post teachers in the past decade. However, research on occupational stress, psychological problems, and related problems among special post teachers is nearly nonexistent. Even within the entire southwestern region, similar research is severely lacking.

(4) Regarding the selection of research subjects: The shortage of teachers in rural grassroots areas of Guizhou Province, particularly in Zunyi City, is significant. In the 2014 Guizhou Province special post teachers Teacher Recruitment Plan, the total planned positions were 14,000, with Zunyi City alone requiring 6,000 positions (Xishui County alone required 1,600 positions), accounting for 42.8% of the entire province (Serdar et al., 2018; Fernandez et al., 2021). Therefore, this study selects Zunyi City in Guizhou Province as an example. However, there is hardly any relevant literature available in previous studies.

(5) Regarding research methods: Previous research methods were mostly speculative theoretical analyses. Even if surveys were conducted, they were based on simple descriptive statistical data. Few researchers combined scientific theories, empirical methods, and multidimensional statistical analysis to conduct their studies.

1.2 Research Questions

In 2006, the Chinese government introduced the Western Region "Special Post Plan," which recruits university graduates to teach in rural compulsory education schools, promoting balanced educational development between urban and rural areas. Since implementing the plan, special post teachers in rural areas have become a focus of research attention. In Guizhou Province, over 80,000 special post teachers have been recruited for this plan within a decade, making it a representative case. The influx of special post teachers from rural to impoverished rural areas has brought about significant environmental changes, leading to numerous psychological problems. However, research perspectives on the psychological problems of rural special post teachers have been lacking. Most studies primarily focused on educational policies, education funding, teacher occupational qualities, living conditions, interpersonal relationships, and management of special post teachers. Therefore, there is a pressing need to investigate the occupational stress and psychological problems of this group, particularly in underdeveloped western regions such as Guizhou, where limited social support and resources might neglect their psychological problems.

Given this background, this paper aims to address the following questions:

1. What is the current level of occupational stress among special post teachers in Zunyi City?
2. How do special post teachers in Zunyi City cope with psychological problems resulting from their occupation?
3. How can we effectively address the correlation between occupational stress and psychological problems among special post teachers?

1.3 Research Objectives

This study aims to understand better the occupational stress and psychological problems of special post teachers in Zunyi City, Guizhou Province. It also aims to provide references and guidance for rural special post teachers' occupational development and psychological problems.

The specific research objectives include:

1. To assess the level of occupational stress among teachers in special post teachers in Zunyi City;
2. To study the status of psychological problems among teachers in special post teachers in Zunyi City; and,
3. To analyze the influence of occupational stress on psychological problems.

1.4 Research Hypothesis

This thesis offers the hypothesis that Occupational stress has a direct correlation with psychological problems.

1.5 Scope of Research

The scope of this study focuses on the occupational stress and psychological problems of special post teachers in Guizhou Province. It aims to describe and examine the group occupational stress sources, the specific performance of psychological issues, and their influencing factors. Through systematic literature combing and empirical analysis, this study reveals the current status, characteristics, and interrelationships of special post teachers' occupational stress and psychological problems. It provides theoretical support and practical guidance for improving the psychological health of the target group.

The scope of research includes the following aspects:

1. Occupational stress source analysis: Through questionnaire surveys and interviews, comprehensively collect the occupational stress data facing special post teachers and analyze its primary sources and expression forms;
2. Diagnosis and evaluation of psychological problems: Use psychological quantity tables and evaluation tools to quantify and qualitative analysis of psychological issues of special post teachers to clarify the type and degree of their psychological problems;
3. Inquiry of influencing factors: comprehensively consider various factors such as individual characteristics, working environment, and social support,

and explore their influence mechanisms for the occupational stress and psychological problems of special post teachers;

4. Strategy and suggestions proposed: Based on the research results, strategies and suggestions to alleviate occupational stress, improve psychological problems among special post teachers, and provide a reference value for the sustainable development of rural education will be proposed.

1.6 Research Framework

Analysis of occupational stress factors: Identify and evaluate sources of stress for special post teachers, including work environment, salary, occupational planning, and teaching abilities.

Assessment of psychological problems: Utilize psychological questionnaires to assess teachers' psychological health, focusing on anxiety, depression, and stress levels.

Exploration of stress-psychology relationship: Analyze collected data to understand the correlation between occupational stress and psychological problems among special post teachers.

This research covers the following **Research Variables**:

Independent variables: Occupational stress sources such as work environment, benefits, teaching ability, occupational development, and interpersonal relationships

Dependent variables: Psychological problems, including anxiety, depression, occupational burnout, and decreased life satisfaction

This framework aims to simplify the complexity of the research while maintaining its core objectives, which are to understand the factors that contribute to occupational stress among special post teachers and its impact on their psychological problems. By focusing on these key aspects, the research can provide insights into effective stress management strategies for this population.

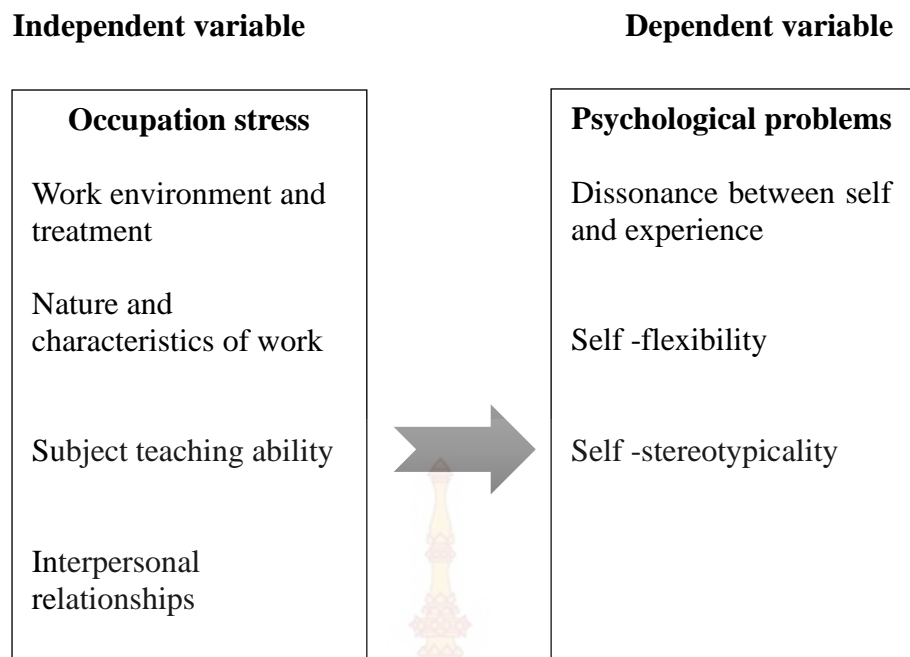


Figure 1.1 Structure Diagram of the Relationship between Independent and Dependent Variables

1.7 Significance of the Research

1.7.1 Theoretical Significance

An in-depth exploration of the occupational stress and mental health status of special post teachers in Zunyi City holds significant theoretical importance:

1. Addressing Research Gaps: This study aims to bridge the gap in research on special post teachers in Zunyi, particularly in occupational stress and mental health. It will contribute to the body of knowledge by providing comprehensive reports on psychological problems and exploring the general and specific characteristics of these problems among this unique post teacher population.

2. Localized Theoretical Framework: By conducting a localized measurement, the study intends to identify the primary sources of occupational stress among special post teachers in Zunyi, providing a theoretical framework tailored to the local context for future research in this area.

3. Theoretical Support and Advancement: A thorough analysis of special post teachers' occupational stress and mental health status will provide theoretical support for related research in Zunyi and advance relevant theories.

4. Empirical Validation and Theoretical Innovation: Given the complexity of the causes of psychological problems among special post teachers, this study aims to examine the partial roots of these problems from the perspective of occupational stress, using empirical data to validate corresponding theoretical hypotheses.

1.7.2 Practical Significance

Special post teachers are crucial in rural education despite their typically limited three-year term. The practical significance of this study is multifaceted:

1. Comprehensive Understanding of Mental Health Problems: This research aims to comprehensively understand special post teachers' mental health problems in Zunyi. Based on this understanding, it explores strategies to help improve their psychological issues, promote the integration of their personal and occupational lives, and align their social and individual values.

2. Development of Localized Instruments: The study contributes to creating a locally relevant and applicable questionnaire, such as the "Occupational Stress Questionnaire for Special Post Teachers in Guizhou Province," to support future investigations into related problems.

3. Enhanced Psychological Support for Teachers: Beyond addressing individual psychological problems, this research aims to provide broader psychological assistance to special post teachers, ensuring the sustained and effective implementation of the "Special Post Plan." This, in turn, contributes to providing better educational resources in rural areas and the positive development of rural education.

4. Policy Decision-making Support: By approaching the issue from occupational stress and mental health perspectives and considering practical circumstances, this study explores practical and actionable suggestions and measures that can inform policy decisions by relevant departments.

5. Reference and Inspiration: This study's findings can serve as a valuable reference for addressing the occupational stress and mental health problems faced by special post teachers in rural areas across China, contributing to the overall improvement of their well-being and the quality of rural education nationwide.

1.8 Definition of Key Terms

1.8.1 Special Post Teachers Plan

The "Special Post Plan" is "Special Post Plan for School Teachers in the Rural Compulsory Education Stage." It is a unique design plan for education teachers supporting teachers in remote areas in China's central and western regions since May 2006. It aims to encourage and publicly recruit college graduates to teach in rural primary and secondary schools in the "two foundations" to alleviate the current situation of lack of teachers in poverty-stricken areas in the West and to promote the balanced development of urban and rural education. It intends to gradually solve the problem of insufficient rural teachers and unreasonable structures and improve the quality of the overall teaching sector.

1.8.2 Special Post Teachers

"Special Post Teachers" is the collective name for teachers formally hired through the "Special Post Plan." The full name is "special post teachers in the school in rural education stages." Specifically, it refers to college students who have entered the poverty-stricken areas of China's central and western regions every year to conduct a three-year rural compulsory education stage. During the appointment period, the salary of special post teachers shall be implemented according to national unified standards, and the central and local governments shall jointly bear the required funds.

The "Special Post Teachers" service system adopts a voluntary policy. After three years of employment, a teacher can look for other occupations or stay in the original deployment site. The state encourages retention and is responsible for implementing the preparation of posts. At the same time, special post teachers can obtain preferential employment policies. For example, school recruitment will give priority to special post teachers, and eligible special post teachers can get the opportunity to be recommended for exemption from master education.

1.8.3 Occupational Stress

Under Bandura's theory of self-efficacy, "Occupational stress" stems from the tasks, responsibilities, and expectations faced by the individual in the occupational environment. This non-matching may be caused by changes in the external working environment, task complexity, occupational development expectations, and organizational culture. At the same time, it is affected by self-awareness, ability assessment, and the individual's emotional state. When the task's difficulty exceeds the self-efficacy evaluation of the individual, it will cause inner tension and stress, affect psychological problems, emotional experience, and behavior performance, and even have long-term adverse effects on physical and mental health. To cope with occupational stress, individuals need to improve their sense of self-efficacy, such as cultivating the skills of active self-awareness, seeking social support, and learning to cope with stress.

Moreover, adjusting one's mentality and actively facing challenges is crucial. Organizations should also play a role in improving the working environment, reasonably allocating tasks, establishing effective communication, and creating a supportive culture to reduce employees' stress and promote work satisfaction, performance, and occupational development.

In short, occupational stress involves multiple aspects, and individuals and organizations need to work together to respond effectively by improving self-efficacy, adjusting mentality, improving the environment, and promoting individual occupational development and improvement of work outputs.

1.8.4 Psychological Problems

From the perspective of Maslow's demand theory, "Psychological Problems" refer to difficulties and obstacles individuals encounter in meeting their basic needs. These include physiological, safety, social, respect, and self-actual needs. When these demands cannot be met or threatened, it may lead to psychological discomforts such as emotional instability, difficulty in adapting, and failure of stress management. Understanding and satisfying the needs of individuals is the key to maintaining mental health. For specific groups, such as special post teachers, it means paying attention to and meeting the needs in their work environment, occupational development, and social support, which are critical in preventing and addressing their

psychological problems. In other words, psychological problems are difficulties and discomforts encountered by individuals when they are pursuing basic needs, affecting their mental health and, from basic physiological needs to advanced self-actualization needs.



CHAPTER II

LITERATURE REVIEW

2.1 Related Theories

2.1.1 Self-Efficacy Theory

The famous psychologist Albert Bandura proposed the theory of self-efficacy (1977). The core concept of this theory, the “theory of self-efficacy,” holds that individuals can complete a particular behavior in a specific situation. This expectation will affect not only the individual's behavior choice, degree of effort, and durability when facing difficulties but also their emotional response and psychological problems. Factors affecting self-efficacy include personal observation and evaluation of their abilities (Bandura, 1994).

In the occupational development of special post teachers, the self-efficacy theory provides a framework for understanding how these teachers deal with occupational stress and how it affects their psychological problems.

In the context of special post teachers, self-efficacy is critical to deal with work stress and maintaining psychological problems. High self-efficacy can lead to confidence in challenges, and low self-efficacy can cause insufficient sense and increase psychological stress. Self-efficacy theory shows that individuals with high self-efficacy can better cope with various challenges and stress (Bandura, 1997). On the other hand, people with low self-efficiency may find it challenging to deal with occupational stress, thereby increasing psychological stress.

Application of Self-Efficacy Theory in Special Post Teachers

In Zunyi City, Guizhou Province, special post teachers face many occupational stresses, such as heavy teaching tasks and difficulty in student management. For special post teachers, the theory of self-efficacy has essential application value. Improving special post teachers' self-efficacy can help them better cope with occupational stress and reduce psychological problems. To enhance the self-efficiency of special post teachers, reduce occupational stress, and improve psychological issues, you can improve the self-efficacy of special post teachers through the following ways:

1. Provide occupational training: To provide occupational training and learning opportunities, incentive mechanisms such as a reward system and promotion opportunities for occupational titles, stimulate the work enthusiasm of special post teachers and organize various teaching seminars, training courses, and other activities. Teachers will improve their teaching skills, enhance their self-confidence, and improve their sense of self-efficacy.

2. Encourage and recognize: Strengthen the support of companions, encourage special post teachers to establish mutual assistance groups, share teaching experiences, and solve teaching problems. The encouragement and recognition of leaders and colleagues can also enhance the self-confidence of special post teachers and improve their self-efficacy.

3. Establish a support network: Establish a supportive working environment so that special post teachers can get the help and support of colleagues and leaders when facing difficulties, thereby improving their self-efficacy.

The Main Point of Self-Efficacy Theory:

1. Source and influencing factors: The source of self-efficacy mainly includes personal successful experience, alternative experience (such as the success or failure of others), speech persuasion, physiological problems, and emotional state (Li, 2014). Special post teachers' self-efficacy may come from their past teaching experience, the successful experience of colleagues, the encouragement of leadership, and their emotional status.

2. The formation of self-efficacy: The self-efficacy of special post teachers mainly comes from their teaching practice experience, evaluation of others, and self-reflection. Successful teaching experience can enhance their self-confidence, and the positive review of others can also improve their sense of self-efficacy.

3. Self-efficacy and occupational stress: When faced with occupational stress, special post teachers with a high sense of self-efficacy are more likely to believe that they can deal with these stresses and adopt positive response strategies (Gibson & Dembo, 1984). On the contrary, teachers with low self-efficacy may feel helpless and frustrated, leading to psychological problems.

4. Self-efficacy and psychological problems: Self-efficacy is closely related to the mental health of special post teachers. High self-efficacy can help them

better cope with occupational stress and reduce psychological problems such as anxiety and depression (Robert & Stenberg, 2003). Low self-efficacy may cause them to have mental health problems, such as occupational burnout and a decline in work satisfaction.

5. Impact on behavior: Individuals with high self-efficacy are more confident when facing challenges, more likely to choose challenging tasks, and more likely to persevere when facing difficulties (Woolfolk & Hoy, 1990). For special post teachers, high self-efficacy may make them more willing to accept new challenges, such as trying new teaching methods or participating in education reform.

By studying the relationship between occupational stress and psychological problems of special post teachers, we will find that the theory of self-efficacy is critical in explaining this phenomenon. In the future, we can further study the application strategies and methods of self-employed teachers in-depth and provide more theoretical support and practical guidance for improving the mental health and teaching quality of the special post teachers. This theoretical and empirical research provides a critical perspective and reference for an in-depth understanding of the relationship between occupational stress and psychological problems of special post teachers. By improving the self-efficacy of special post teachers, they can effectively alleviate their occupational stress and promote their mental health. At the same time, we also hope that more scholars and practitioners can pay attention to the special group of special post teachers and jointly promote them to achieve better occupational development and social value.

2.1.2 Maslow's Motivation Theory

Maslow's motivation theory (Maslow, 1943) is a theory about the hierarchy of human needs put forward by the psychologist Abraham Maslow. According to the theory, human needs can be divided into five levels: basic physiological and higher-level self-actualization. Currently, Mallow's (1943, 1954) five-stage model has been extended to eight stages, including cognitive and aesthetic needs (Maslow, 1970a) and later *a priori* needs (Maslow, 1970b; Fig 2.1).

The eight stages, in order of importance, are:

1. Physiological needs: These include food, water, sleep, air, and other necessary items and conditions. They are the most important and most potent of

human needs.

2. Safety needs: This includes safety, stability, and protection, such as housing work safety. People need stability, safety, security, order, and freedom from fear and anxiety.

3. Belongingness and love needs: These include belonging, friendship, love, and social acceptance—a person asking for an emotional connection or relationship with another person.

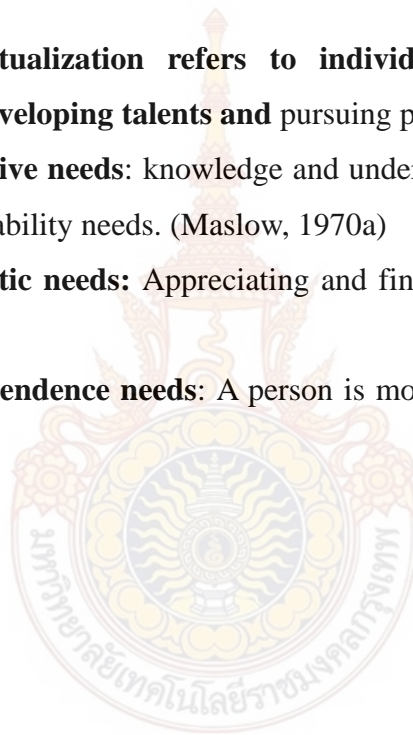
4. Esteem needs: Self-esteem, respect from others, achievement, and recognition needs.

5. Self-actualization refers to individuals' needs to realize their potential, such as developing talents and pursuing personal goals and values.

6. Cognitive needs: knowledge and understanding, curiosity, exploration, meaning, and predictability needs. (Maslow, 1970a)

7. Aesthetic needs: Appreciating and finding beauty, balance, and form. (Maslow, 1970a)

8. Transcendence needs: A person is motivated by values that transcend one's self.



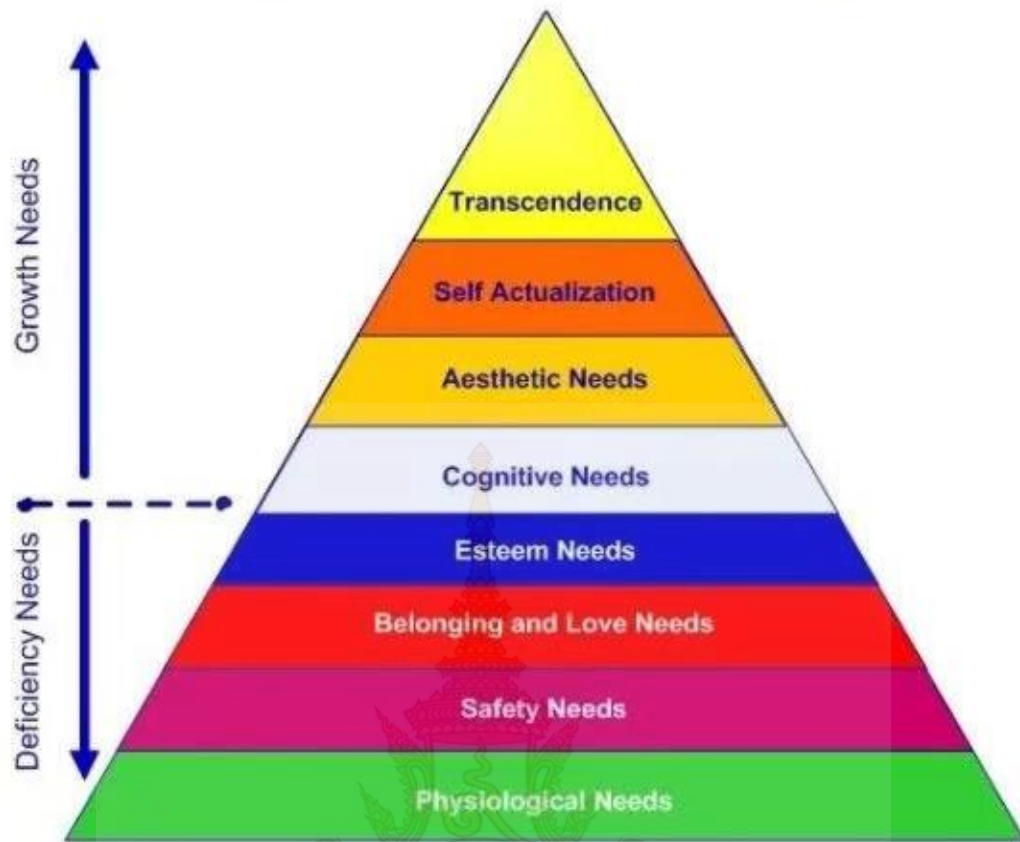


Figure 2.2 Maslow's Motivation Model (Maslow, 1954)

According to Maslow's motivation theory, when individuals' higher-level needs are met, they will turn to higher-level needs. For example, material needs are met, social and spiritual needs become more critical. This theory can provide enlightenment in the following aspects when studying the occupational stress and mental health of special post teachers:

1. To meet basic needs: Special post teachers may face insufficient living conditions, economic benefits, and other aspects of stress; therefore, to meet the special post teachers' physiological and safety needs, providing a stable working and living environment is to reduce their occupational stress and maintain—the key to mental health.

2. Social support: The particularity of special post teachers' work may lead to unmet social needs. Therefore, providing a good teamwork atmosphere and support network can help special post teachers establish good interpersonal relationships and gain social identity, helping reduce their occupational stress.

3. Respect and recognition: special post teachers face various stresses and challenges in their educational positions, and they need respect, recognition, and a sense of accomplishment to meet their respect needs. Providing suitable training and development opportunities for special post teachers, recognizing their work results, and giving them appropriate incentives and support will help maintain their mental health.

4. Self-realization: Special post teachers must also pursue personal growth and development. Please provide them with an appropriate occupational development path, help them realize their individual potential and life goals, and improve their occupational satisfaction and mental health.

In conclusion, according to Maslow's motivation theory, research on occupational stress and mental health of special post teachers should consider factors such as meeting their basic needs, providing social support, respect and recognition, and opportunities for self-realization. These measures help reduce occupational stress and improve the psychological problems of special post teachers.

2.1.3 Result

Two critical psychology theories, self-efficacy and Maslow's demand have a profound enlightenment effect on revealing the relationship between occupational stress and the psychological problems of special post teachers.

1. Self-efficacy theory emphasizes the belief in individuals' ability to complete specific tasks. This belief directly affects the individual's motivation, behavior, and emotional response. In the occupational development of special post teachers, the strength of self-efficacy is directly related to their stress when facing teaching challenges. When specially-tier teachers have a high sense of self-efficacy, they are more likely to respond to teaching problems actively, thereby reducing occupational stress. On the contrary, lower self-efficacy may exacerbate their stress and even cause psychological problems.

2. Maslow's demand theory pointed out that human demand is arranged according to the hierarchical structure, from basic physiological to high-level self-actual needs. Special post teachers also need to meet these needs in occupational development. If their fundamental demand is not met, such as low salary and poor working environment, their occupational stress and psychological problems may

become increasingly severe. When their high-level demand, such as respect and self-realization, is met, their occupational stress will be reduced accordingly, and their psychological problems will improve.

The theory of self-efficacy and Maslow's demand provide us with a framework for understanding the relationship between occupational stress and psychological problems of special post teachers and provide theoretical support and guidance for solving these problems. It revealed the complex relationship between occupational stress and psychological issues of the special post teachers and provided necessary theoretical support for solving these problems. To better understand the relationship between occupational stress and the psychological problems of special post teachers and psychological issues, we also need to conduct more empirical research. This includes investigations and research on special post teachers in different regions, different schools, and different teachings to understand their specific needs and sources of stress. At the same time, we also need to pay attention to the individual differences of special post teachers and conduct more in-depth research and practice to provide them with more targeted support and help.

2.2 Related Studies

2.2.1 International Research Status

The "special post teachers" system is an essential innovation in education in China. It aims to solve the problem of teachers in rural education and promote fairness and balanced education development (Li, 2011; Xiao & Guo, 2014). Although there is no research on the "special post teachers" system abroad, this is not surprising considering various countries' educational backgrounds and national conditions.

In the context of global education, governments of various countries are committed to improving the quality and quantity of grassroots education to cope with the challenges of unequal education and the shortage of teachers. Foreign countries also have similar measures and research results in supporting the development of rural teachers. These are significant for the in-depth understanding of the "special post teachers" system and its impact.

In addition, some countries have implemented measures such as selective teacher certification programs, providing bonuses and allowances to specific areas or disciplines to encourage teachers to teach in rural schools. These measures, in terms of purpose and method, are similar to China's "special post teachers," providing valuable comparison and reference opportunities.

First of all, it is necessary to point out that although no policies directly correspond to the "Special Post Teachers" system abroad, many countries have taken similar measures to support the development of rural teachers. For example, in the 1980s, the United States launched the "Teacher Supply Model" to address the shortage of teachers in rural areas. This model is similar to China's "special post teachers" in terms of goal quality. In addition, the United States has also implemented the "Alternative Teacher Certification Program" plan, "Teacher for Americans," and the "New Teacher Program." The cooperation between the government and civilian social organizations attracted and retained high-level teachers. These measures usually include increasing wages, providing welfare and bonuses, and improving infrastructure and teaching environment to ensure teachers work under good conditions (Yang, 2019).

Secondly, foreign countries have rich research on teachers' occupational stress and psychological problems. Although there is no direct research on the psychological psychology of special post teachers, these results have important reference significance for understanding their psychological issues. For example, research by Steinhardt et al. (2011) revealed the intermediary relationship between teachers' work burnout and chronic working stress and depression symptoms, reminding us to pay attention to the psychological problems of "special post teachers" under high-stress work environments.

In addition, other studies have also discussed the source of teachers' work stress, influencing factors, and response strategies. These research results provide clues to the occupational stress and psychological problems of "special post teachers." Elise's (2019) research further pointed out that there is a relationship between emotional anxiety in work burnout and depression symptoms, which provides a basis for understanding the psychological problems of special post teachers in a high-stress working environment.

In addition, research on teachers' resource allocation has also provided us with essential inspiration. For example, some countries have attracted more outstanding teachers to teach in rural schools by improving infrastructure and teachers' treatment and welfare measures. These measures not only help solve the problem of shortage of teachers in rural schools but also enhance teachers' teaching enthusiasm and work satisfaction. For China, we can learn from these experiences and further improve the incentive mechanism and support system of "special post teachers" to improve the overall quality of grassroots education.

In summary, although there is no research on the "special post teachers" system abroad, the policies and measures adopted by countries in the field of education to improve the quality of grassroots education and research related to the occupational stress and psychological problems of teachers have provided us with rich data to enrich our knowledge about teacher occupational stress and psychological issues. Reference to these experiences and research results can help us understand the significance and influence of the "special post teachers" system and provide necessary reference and revelation for improving the system.

2.2.2 Domestic Research Status

The study of Chinese teachers' psychology began in the 1990s. Although it started relatively late, with its unique research perspective and practical value, it developed rapidly. In 2006, the Chinese government launched a "special post teacher" policy to alleviate the teacher shortage in rural and remote areas. The policy aims to teach by selecting college graduates in rural areas. Their educational practice, living conditions, and occupational development have become the focus of attention. Especially with the growth of the "Teacher Teachers," occupational development and psychological problems have gradually received widespread attention from society.

The retrospective of the existing Chinese literature shows that starting around 2010, the research on special post teachers has shown explosive growth. These studies involve many aspects, such as policy interpretation, training models, living conditions, occupational identity, occupational development path, and mental health. Policies research and focus on the implementation effect and improvement of the implementation of special post teachers policies; training model research discusses how to improve the teaching ability of special post teachers; research on living

conditions, focus on the workload, living environment, and benefits of special post teachers; occupational identity and occupational development path studies try to find the direction and motivation for occupational development for the special post teachers.

Although the research fields of special post teachers are widely studied, there is relatively little research on their occupational stress and psychological problems. In the existing literature, only about 15 articles are related to the occupational stress of special post teachers, and three of them are empirical research on choice and development. These studies mainly discussed the occupational stress of special post teachers in terms of work stress, living stress, and occupational development stress. At the same time, about ten articles focus on the psychological problems of special post teachers, which mainly involve investigations and research on psychological issues and discussions from the perspective of self-harmony and role adaptation. These studies reveal the psychological problems such as anxiety and depression facing special post teachers, as well as the impact of these problems on their physical and mental health and work efficiency.

However, despite these studies, the researcher's country research on occupational stress and psychological problems in special post teachers is still relatively insufficient. This may be related to the particularity of the teachers' group. The occupational stress and psychological issues they face are unique and complex. Therefore, more research is needed to explore the psychological health problems of special post teachers and provide adequate support and help for them.

It is worth noting that the psychological problems of special post teachers have attracted widespread concern in society. At the 16th National Psychological Problems Work Conference in 2013, Zhang and others reported the research results of the "survey of the current situation of psychological problems in rural special post teachers" (Zhang & Fan, 2017). This study reveals the universality and severity of the psychological problems of teachers in rural areas and calls on society to give more attention and support. At the same time, with the continuous development of rural special post teachers, their psychological problems and measures to solve problems have become social problems that need to be addressed and solved.

In summary, although Chinese teachers have achieved specific research

results on special post teachers' occupational stress and psychological problems, there are still many shortcomings and challenges. In the future, we need to strengthen relevant research further and explore the causes and solutions of the psychological problems of special post teachers. At the same time, we must establish a comprehensive psychological intervention mechanism and support system to provide timely and effective psychological help and support for special post teachers. In addition, we also need to improve the social status and welfare benefits of special post teachers through various channels and methods and enhance their sense of occupational belongingness. Through these efforts, we expect to create a better condition and environment for special post teachers' physical and mental health and occupational development.

2.2.3 Teacher Occupational Stress Research

Occupational stress affects the future social pillar as teachers are related to the growth of students' psychological problems and occupational development and the stability and development of the entire education system. Therefore, it has important practical significance and theoretical value for researching teachers' occupational stress.

(1) Early studies of teachers' occupational stress

In the early days, British scholars keenly captured the presence of teachers' occupational stress and conducted in-depth research on it. Among them, Kyriacou Sutcliff (1978) of Cambridge University defines teachers' occupational stress as an unpleasant negative emotional experience. Their meaning laid the foundation for subsequent studies and triggered the in-depth discussion of scholars' sources, influence, and response strategies for teachers' occupational stress.

(2) Empirical research on teachers' occupational stress

With the deepening of research, more and more scholars have begun to pay attention to teachers' occupational stress. Through empirical research, scholars have found that teaching is often considered stressful. For example, Ralf Schwarzer (2008) believes that teachers generally face various psychological problems, which may lead to depression, low sense of accomplishment, occupational burnout, and even significant personality changes (Wang & Huang, 2007). The results of these studies reveal the profound impact of teachers' occupational stress on teachers' psychological

problems and occupational development.

(3) Effect of the relationship between occupational stress and personality characteristics of teachers

In addition to the actual situation of teachers' occupational stress, some scholars have begun to discuss the impact of teachers' occupational stress from a personality characteristic. For example, Stoeber & Rennert (2008) explain the relationship between teachers' stress, burnout, and perfection (MA & Wang, 2011) from the perspective of personality characteristics. These studies deepen our understanding of teachers' occupational stress and provide new ideas and methods for preventing and intervening in teachers' occupational stress.

(4) Effect of the relationship between occupational stress and teaching workload

In addition, some scholars have begun to pay attention to the relationship between teachers' occupational stress and teaching workload. For example, Dick and Wagner (2001) use structural equation models to study the teaching stress of teachers. The results show that excessive workload is the primary source of stress, and the support of schools or students can emotionally affect teachers' workload. The results of this study provide a new reference for our understanding of teachers' occupational stress and specific strategies and measures for reducing teachers' occupational stress.

In summary, teachers' occupational stress research has achieved rich results. However, with the continuous deepening of educational reform and teachers' continuous improvement in society, teachers' occupational stress is still an important issue that needs to be solved. In the future, we need to further strengthen the research on teachers' occupational stress and explore its sources, influence, and response strategies in depth. At the same time, we must pay attention to teachers' psychological problems and occupational development to create a better working environment and conditions for them.

2.2.4 Teacher Psychological Problems Research

The research on psychological problems among school teachers originated in the early 20th century, primarily from the mental health perspective. Consequently, research on teacher psychological problems is relatively advanced and mature abroad. While the term "Specialized" teacher is not used internationally, similar policies target

teachers in rural areas. For example, Japan introduced the "Law for the Promotion of Education in Remote Areas" in 1954, and the United States implemented the "Race to the Top Program" in 2009. Overseas research on teacher occupational psychological problems spans nearly 60 years and has yielded abundant results. Through reviewing and compiling foreign literature, overseas scholars' research on teacher psychological problems can be summarized as follows:

(1) Studies on the Origins of Teacher Psychological Problems

Sultan et al. (2010), among others, researched the relationship between teachers' self-efficacy and occupational anxiety using an occupational stress scale. They found a significant negative correlation between teachers' self-efficacy and occupational anxiety levels. Higher self-efficacy was associated with lower levels of occupational anxiety, while lower self-efficacy was linked to higher levels of occupational anxiety (Zhang, 2012; Zhang & Zheng, 2011). Serdar Akbulut, among others, explored the relationship between future teachers' lifelong learning tendencies and occupational stress using the "Lifelong Learning Tendency Scale" and the "Future Teacher Occupational Stress Scale." They found a strong positive relationship between teachers' psychological problems and the establishment of their lifelong learning perspective (Lu, 2011). Previous discovered that teachers' use of educational technology during instruction could impact their mental well-being. The use of modern educational technology tended to increase teacher occupational stress to some extent, hindering improvements in teaching quality (Fernandez et al., 2021). Mehmet Ozcan studied the relationship between occupational stability and psychological problems, identifying occupational stress stability as a crucial factor in the emergence of psychological problems (Mehmet, 2020).

(2) Studies on the Impact of Teacher psychological problems

Peele Morgan and Sharon Wolf studied the relationship between absenteeism behavior and teacher occupational stress, identifying occupational stress as a factor leading to teacher absenteeism behavior (Peele & Wolf, 2021). Juniata D and others investigated the relationship between teacher occupational anxiety and the academic performance of their classes, finding that teacher occupational anxiety negatively impacted student performance (Guniati & Budayasa, 2020). Elise Dizon-Ross explored the relationship between teacher occupational anxiety and their

tendency to leave their jobs, discovering that teacher occupational anxiety could lead to decisions to leave their positions (Elise, 2019). Park Ji Hyun researched the relationship between teachers' occupational anxiety and their pre-service teaching experiences, revealing that teachers with no prior teaching experience were more prone to occupational anxiety compared to those with teaching experience (Park et al., 2016).

(3) Research on Coping with Teacher Psychological Problems

Janet Tasseller found that enhancing occupational competence and self-efficacy effectively copes with teacher occupational anxiety. It emphasized that teachers should increase their occupational awareness and provide themselves with more positive psychological suggestions or recognition (Ganet, 2020). Lazarus R.S.'s research suggested that addressing teacher occupational anxiety could be achieved by reducing uncertainty stimuli. Teachers should minimize the impact of external uncertainties during educational activities, helping them alleviate occupational anxiety and enhance their occupational stress. Elise Dizon-Ross believed that improving the working environment for teachers was also a crucial approach to tackling teacher occupational anxiety (Elise, 2019).

In conclusion, domestic and international scholars have analyzed teacher occupational anxiety from various angles, yielding substantial results that can inspire and guide this study. However, existing research still has certain shortcomings. Firstly, most existing research has focused on teacher occupational anxiety, leaving a scarcity of studies specifically addressing the psychological problems of special post teachers. Amid the backdrop of rural revitalization strategies, fostering intelligence is a prerequisite for poverty alleviation. As the backbone of education in central and western rural areas, special post teachers have unique characteristics that necessitate broad societal and scholarly attention. Specialized research on the difficulties they encounter in occupational development is vital. Secondly, when exploring the causes of specialized teacher psychological problems, there has been insufficient consideration of factors such as the obstruction of their occupational development and the impact of educational management concepts in rural schools. Lastly, in proposing strategies to alleviate specialized teacher psychological problems, most scholars have sought solutions from a societal and material satisfaction perspective while

overlooking the needs of special post teachers themselves.

Enhancing special post teachers' ability to cope with stress, boosting their resilience, and improving their occupational development capabilities have been overlooked. In summary, these are the areas where the previous scholars' research falls short and where this study needs to break through and refine its approach. Although a minority of studies suggest that teachers' psychological problems conditions are better than those of other occupational groups, overall, the mental health of teachers is not optimistic, and many problems require attention and resolution from society. The occupational stress of this group also remains a topic worthy of in-depth research. However, current research on this matter is limited to Zhu's (2012) "Research on Occupational Stress of Rural Special Post Teachers." Targeting special post teachers in central provinces, she surveyed their occupational stress. Generally speaking, compared to foreign research, domestic research on teacher occupational stress is mainly based on summaries of general experience and lacks application support.

2.2.5 Relationship between Self-harmony and Psychological Problems

From a semantic and etymological analysis, self-harmony refers to the alignment between an individual's performance in various aspects and their expectations. Wang and Huang (2007) pointed out that while individuals might have varying degrees of satisfaction with different aspects of their performance, this satisfaction can be maintained within an acceptable range, which is the core of individual psychological problems. In research on the relationship between self-harmony and psychological problems, domestic scholar Wang Dengfeng found that there were significant positive and negative correlations between the disharmony of self and experience, self-flexibility, and various indicators of the SCL-90. On the other hand, self-rigidity showed a significant positive correlation with delusions. The research results of Zhao Bingjie and Chen Youzhen also demonstrated that the degree of self-harmony significantly influences psychological problems. Previous studies have explored the relationship between college students' psychological problems and self-harmony. The results indicated that the disharmony between self and experience had a highly significant positive correlation with various symptom factors and the total score on the SCL-90 scale, suggesting a close connection between college

students' psychological problems and disharmony between self and experience (Lu, 2011; Ma & Wang, 2011; Peele & Wolf, 2021). As a result, this study employed the self-harmony scale developed by Wang Dengfeng to measure the psychological problems of special post teachers.

2.3 Empirical Studies

A review of existing literature reveals that since the "Specialized Teacher Program" implementation in 2006, relevant research has flourished since 2010. Representative studies include:

(1) Specialized Teacher Policy Problems

The Specialized Teacher Program has delivered substantial educational resources to rural areas. The reasonable intention behind policy implementation is based on educational equity, optimizing educational resource allocation, and aligning individual and societal values. However, this rural education policy also faces specific challenges in its implementation. Many studies have deeply explored these problems and put forth corresponding improvement suggestions. As previously pointed out in the article "Implementation of the Rural 'Specialized Teacher' Policy: Problems and Strategies," the existing Specialized Teacher Program policy system faces problems in recruitment implementation, educational orientation, formalized policy support, and challenges in teacher specialization (Zhang, 2012). Zhang believed that the direct impact of pursuing higher teacher education levels was the unreasonable loss of talent—true talents who were willing to commit to rural areas could not be retained. However, due to regional differences, implementation ambiguities, and formalization, preferential policies theoretically led to special post teachers not receiving necessary guarantees, leading to feelings of job insecurity.

Furthermore, three years of service could not support the complete occupational growth of young teachers. Zhang and Zheng (2011) proposed in "Problems and Improvements in the Policy for Rural Special Post Teachers" using long-term supplementation, occupational alignment, and execution supervision mechanisms to improve the policy's complete implementation process. Moreover, problems in policy execution have broader implications and can easily undermine the

initial policy intentions. For example, Lu's (2011) "Analysis of the Predicament of Rural Special Post Teachers" included an analysis of the dilemmas faced by special post teachers, covering both survival and teaching aspects. The most immediate and practical teaching predicaments were that "teaching is not learning" and "teaching is not selecting," both highly detrimental to improving the quality of basic education. Although some talents have been attracted and retained, they cannot fully utilize their knowledge and maximize educational value. All work becomes perfunctory; the "Specialized Teacher Program" has not achieved the core goal of popularizing basic compulsory education in rural areas.

(2) Studies on the Living Conditions of Special Post Teachers

Research in this category focuses on analyzing teachers' actual living conditions and exploring problems through detailed and accurate descriptions. This approach, grounded in teachers' real lives, is more suitable for resolving group predicaments and conflicts, carrying strong practical significance. Liu (2011) studied the living conditions of special post teachers in County LQ, Anhui Province, finding that newly hired special post teachers faced difficulties in teaching and occupational development. Their motivations for entering the profession were diverse and directly impacted retention decisions. Yang Chengwei and Wen Yi analyzed the living problems of special post teachers. The results indicated that special post teachers could not fulfill Maslow's five-level hierarchy of needs, revealing their most immediate difficulties in survival and life. Liu and Li (2013) also found that the work and life of special post teachers in Xinjiang were less than optimistic. Additionally, teachers' living conditions encompass integrating living and teaching activities. This represents the value of teachers' teaching lives and their pursuit of spiritual fulfillment based on material life. However, compared to regular teachers, the uniqueness of special post teachers includes their youth, uniform treatment, restricted work areas and hours, and more. These characteristics are prone to lead to homogenization and psychological problems in their teaching lives. Therefore, even though there may be a standardized and guaranteed treatment level, it might still be another root cause of psychological issues for special post teachers in terms of integrating real-life aspects, such as subjective deviations, limitations on autonomy, and personality extinction.

(3) The primary purpose of the Specialized Teacher Program is to address

the educational resource problems in underdeveloped areas of the western region of China. Nationwide, while the variety of research on special post teachers is not extensive, the quantity has been increasing yearly. The "Specialized Teacher Program" is a national policy for providing educational support to rural grassroots areas. As a result, most research efforts have been concentrated in underdeveloped provinces such as Yunnan, Sichuan, Guizhou, Gansu, Ningxia, Xinjiang, Guangxi, and Anhui. For instance, Yang et al. (2010) surveyed the self-harmony of newly hired special post teachers in Fuyang, Anhui Province. They found that the psychological problems level of frontline teachers was relatively low. Similarly, Zhang and Fan (2013) investigated the psychological problems of rural special post teachers in Anhui using the SCL-90 scale and reached similar conclusions.

Even in central provinces of China, it is not difficult to imagine that in underdeveloped areas in the West like Guizhou, the social support and resources available to special post teachers may be relatively limited, and the societal attention may be insufficient, making their psychological problems prone to being overlooked and urgently in need of resolution.

In the southwestern region, Sichuan Province holds the majority of research results regarding the psychological problems of special post teachers. The earliest study that focused on the psychological problems of special post teachers in the southwestern region is the research by Sang and Li (2010), titled "Survey of the Psychological Problems Status of Special Post Teachers in Earthquake-stricken Middle Schools." They used the SCL-90 to survey special post teachers in Sichuan middle schools one year after the earthquake. They found that the overall psychological problems status was not optimistic, suggesting early intervention was needed. Li (2011) also used the SCL-90 in "Survey and Countermeasure Study on the Psychological Status of Special Post Teachers in Sichuan Region," revealing that 56.68% of teachers had varying psychological problems.

Apart from the aforementioned two studies, it is challenging to find literature directly related to "psychological problems of special post teachers." However, other domestic scholars' research on the psychological problems of teachers in Western regions can also reflect some psychological issues teachers face in the southwestern area. For example, in the article "Analysis of Psychological Problems

Status and Influencing Factors of Teachers in Western Ethnic Regions" by Chen et al. (2004), a study was conducted on 321 teachers in Aba Prefecture, Sichuan Province using the SCL-90 scale and a self-developed questionnaire on factors influencing psychological problems status. The results showed that the psychological issues of teachers in Western ethnic regions were poorer than the national average. Zhang and Liu (2010) authored "Investigation and Analysis of the Psychological Problems Status of Primary and Middle School Teachers in Western Rural Areas of China: A Case Study of Qu County, Sichuan," revealing that the level of psychological problems knowledge among primary and middle school teachers in western rural areas was insufficient, leading to poorer psychological problems status.

In other regions such as Yunnan Province, Liao's (2010) "Investigation Report on the Occupational Status of Special Post Teachers in Western Rural Areas" selected special post teachers from Ludian City, Yunnan Province as the pilot and analyzed their occupational status. It was concluded that most special post teachers believe their occupational benefits are low and their abilities can only be improved by themselves. Their motivation for job selection is related to employment stress and personal development. Zhang's (2003) study "Analysis of the Causes of Low Occupational Identity of Special Post Teachers and Improvement of Countermeasures" also selected pilot projects from Yunnan, Guangxi, and Guizhou provinces as the main targets. Although these studies did not directly examine the mental health status of special duty teachers, they also provide relevant empirical support for the study of their mental health.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the study's research framework, design, and instrument. It also explains the applicability of the "Special Post Teachers Occupational Stress Questionnaire" as the official questionnaire for this study and for conducting the follow-up research.

3.1 Research Design

This study aims to explore the relationship between occupational stress and psychological problems through qualitative and quantitative methods (Figure 3.1).

First, the study is based on the occupational stress of special post teachers as the independent variable. In the first part, the mean value was calculated to gain some understanding of the occupational stress and psychological problems of special post teachers in Zunyi City, Guizhou Province, by analyzing the results of descriptive statistics. In the second part, the psychological problems of special post teachers are the dependent variables, and semi-structural equation modeling is established to study the interrelationship between them and the occupational stress of special post teachers.

Secondly, this study takes special post teachers in Zunyi City, Guizhou Province, as the research object and online questionnaires are distributed through Questionnaire Star. It can ensure that there is no missing data to improve the reliability and validity of the questionnaire.

Finally, this study used the self-designed "Special Post Teachers Occupational Stress Questionnaire" (see Appendix 1) and the "Self-psychological Harmony Scale" (see Appendix 2) compiled by Wang and Huang (2007). The questionnaire is divided into three parts: Part 1: Basic Survey; Part 2: Work Satisfaction and Occupational Development; Part 3: Openness Problem. The items in the second part are mainly based on work environment and treatment, nature and characteristics of work, subject teaching ability, and interpersonal relationships, and

they are compiled based on these four dimensions. The "Self-Harmony Psychological Scale" is a scale developed by Wang Dengfeng, an expert in the field of psychological research, based on research needs to ensure the reliability and validity of the scale.

1. Selection of the research topic

After discussing it with the supervising professors, the researcher selected the research theme based on the study's background, purpose, and significance: the Effect of Occupational Stress and Psychological Problems of Special Post Teachers—Take Zunyi City, Guizhou Province.

2. Literature Review

According to the research theme, the research questions and hypotheses were formulated, and the related literature was collected and analyzed. Literature was collected mainly from domestic and foreign journals, books, and master's and doctoral dissertations and accessed through China Knowledge Network, the university library, and other channels. It provides the theoretical foundation and reference basis for the subsequent research.

3. Completion of research design

4. Questionnaire design

A stratified random sampling method was used to ensure that the samples were representative regarding gender, teaching age, school type, and workplace. Questionnaire interviews, including demographic variables, an occupational stress questionnaire, and a self-harmonization psychological scale, were designed, and relevant data were collected from the special-purpose teachers through the Questionnaire Star online platform.

5. Release questionnaires for testing

A convenient and random sampling method was adopted to test the special post teachers in Zunyi City.

6. Statistics and results analysis of data finishing

After the questionnaire was obtained and sorted, the SPSS software was introduced to complete the statistical analysis and analyze the results.

7. Put forward conclusions and suggestions

Based on the research results, conclusions can be reached, and suggestions can be made.

8. Writing research report

Table 3.1 Research and Design Content

Number	Research Report	Content
1	Research purposes	Explore the positive relationship between occupational stress and psychological problems of the special post teachers.
2	Research object	Special post teachers in Zunyi City, Guizhou
3	Data collection method	Questionnaire survey (online question volume distribution), interview (semi-structured method)
4	Questionnaire	Basic information of population variables, Special Post Teachers' Occupational Stress Questionnaire
5	Interview	Self -Self-psychological Harmony Scale
6	Data analysis method	Descriptive statistical analysis, correlation analysis, regression analysis
7	Ethical consideration	Privacy protection, consent participation, psychological support
8	Research schedule	Preparation (20 days), data collection (15 days) Data analysis (15 days) and report writing (30 days)
9	Expected results	It reveals the positive relationship between occupational stress and psychological problems of the special post teachers.

3.2 Research Population and Samples

3.2.1 Population

This study focuses on special post teachers working in Xi Shui County, Tongzi County, Nanbai County, and Fenggang County, which are under the jurisdiction of Zunyi City, Guizhou Province. According to the public data of the

Zunyi City Education Bureau, about 1,100 special post teachers are currently on the job.

3.2.2 Samples

Determining the sample quantity refers to the sample volume determination method proposed by Krejcie and Morgan (1970).

This method combines statistical principles and practical experience to ensure that the sample scale is large enough and to ensure the efficiency and accuracy of research. To explore this group's occupational stress and psychological problems, this research plan was drawn from about 350 special post teachers as research samples.

3.2.3 Sampling Methods

A stratified random sampling method was used. This method creates different strata based on relevant characteristics such as Work environment and treatment, Nature and work characteristics, Subject Teaching Ability, and Interpersonal relationships. Samples were randomly selected in each stratum.

This method aims to sample special post teachers from different strata of the target population better to understand their current occupational stress and psychological problems. Thus, this method increases the validity and accuracy of the findings. It helps minimize potential bias and ensures that any particular stratification does not influence the sample.

Table 3.2 Stratified Random Sampling

Group	Population	Sample
Xi Shui County	270	85.9~86
Tongzi County	280	89.09~90
Nanbai County	280	89.09~90
Fenggang County	270	85.9~86
Total	1,100	350

3.3 Data Collection

Before the questionnaire survey, the researcher explained the purpose and significance of this survey to all potential participants to ensure that they fully understood and voluntarily participated. This study focuses on the in-service special post teachers of primary and secondary schools in Zunyi City (Tongzi County, Xi Shui County, Nanbai County, Fenggang County) in Guizhou Province as the main subject of the study. According to the public data of the Zunyi Education Bureau, the total number of special post teachers is about 1,100. This study adopts a random sampling method to ensure the sample's representativeness and the research's accuracy. About 350 special post teachers were expected to be sampled, and the recovery rate of questionnaires reached more than 90%.

The data collection process proceeded as follows:

1. Questionnaire design
2. Questionnaire prediction trial
3. Survey by questionnaire
4. Survey by Interview
5. Data Compilation and Analysis

3.3.1 Questionnaire Survey

During the questionnaire investigation stage, the researcher took the following measures to ensure the validity and reliability of the data:

1. Questionnaire design: The researcher referred to relevant literature and research results and designed a questionnaire for special post teachers' occupational stress. The questionnaire's content covers the four key dimensions of the working environment and treatment: the work's nature and characteristics, the discipline's teaching ability, and the interpersonal relationship. It aims to comprehensively understand the current situation of occupational stress and psychological problems in special post teachers.

2. Questionnaire prediction trial: To verify the questionnaire's rationality and effectiveness, the researcher conducted a prediction test before the official distribution of the questionnaire. The predicted target is 11 special post teachers (including three male teachers) familiar to the researcher who understand the questionnaire's content through in-depth interviews. According to the forecast test

results, the researcher made necessary modifications and adjustments to the questionnaire to ensure that it was closer to the actual situation of special post teachers.

3. Questionnaire distribution and collection: The researcher used the school teacher work group to distribute the QR code to the special post teachers through contacting the school teacher work group. At the same time, the researcher also contacted the familiar specialized teachers through personal relations, asked them to fill in the questionnaire, and forwarded it to colleagues around them. This method effectively expands the distribution of questionnaires and improves research coverage.

4. Data collation and analysis: The researcher paid attention to filling and revising questionnaires in real time to ensure the integrity and accuracy of the data. After the investigation, the researcher downloaded all questionnaire data to remove incomplete or logically unreasonable questionnaires and modify or supplement them. Subsequently, *Excel* was used for preliminary data, and imported SPSS20.0 software was used for statistical analysis to reveal the correlation between occupational stress and psychological problems assuming special post teachers.

3.3.2 Interview

To better understand the correlation between the psychological problems and occupational stress of special post teachers, this study also adopts the method of interview investigation.

1. Interview tools: This study used the "Self-psychological Harmony Scale" compiled by Professor Wang Dengfeng as the primary tool for the interview. After many revisions and improvements of this scale, it has good reliability and efficiency and could comprehensively evaluate the individual's self-psychological harmony. Through this scale, researchers could more accurately grasp the psychological characteristics of special post teachers and then analyzed the correlation between their occupational stress.

2. Interview objects and processes: The researcher selected some representative special post teachers to interview according to the questionnaire survey results. During the interview, the researcher first introduced the purpose and process of the interview to the respondents, then guided them to fill in the "Self-Psychological Harmony Table." In filling in the scale, the researcher communicated with the

respondents to understand their occupational stress sources, psychological conditions, and response strategies.

3. Data collation and analysis: The researcher organized and analyzed the collected meter data after the interview. The researcher used Excel for preliminary data processing and then introduced SPSS20.0 software for statistical analysis. Through the in-depth excavation of data, the researcher conducted in-depth discussions on the harmonious status of special post teachers and their relationship with occupational stress and provided a scientific basis for formulating effective intervention measures.

3.4 Research Instrument

This study adopted the research methods of questionnaires and interviews to deeply explore the relationship between occupational stress and psychological problems in special post teachers.

3.4.1 Questionnaire Survey

1. Questionnaire design process

The design of the occupational stress of special post teachers' occupational stress research was mainly based on the in-depth analysis and sorting of existing documents and materials, especially the "Special Post Teachers' Occupational Stress Questionnaire" compiled by Zhu (2012). To better understand the occupational stress of special post teachers, an open theme was added at the beginning of the questionnaire design: "What stress can you feel in the work life of special education?" This design made the questionnaire semi-open and open types. The structure aims to collect more real and personalized feedback.

Next, the researcher conducted a preliminary investigation on the group of special post teachers on the job. Participants must screen the fundamental issues in the questionnaire according to their situation, list at least five specific events related to occupational stress, and sort out the importance of these events. This step aims to ensure that the questionnaire's content is close to the work and life of the special post teachers and improves its target and practicality.

To improve the questionnaire's content further, experts familiar with the work of exceptional teachers were invited to conduct in-depth interviews. Through interviews, we screened, sorted, and supplemented some of the questions to ensure that the questionnaire fully covers the occupational stress of special post teachers.

After careful analysis and discussion, the occupational stress and psychological problems of special post teachers were divided into four dimensions: the working environment and treatment, the nature and characteristics of the work, the discipline teaching ability, and the interpersonal relationship of the discipline. These four dimensions not only comprehensively cover all aspects of the work and life of special post teachers but also help us understand their occupational stress.

The content validity index (IOC) was adopted as the evaluation tool to evaluate the questionnaire's reliability and effectiveness. IOC is an effective evaluation method. It can test the consistency of the questionnaire items and research goals and detect invalid items that need to be modified or deleted, thereby improving the questionnaire's quality.

When calculating IOC, three psychological experts were invited to evaluate the initial question of the questionnaire. Each expert scores according to the degree of fitting and research goals of the problem:

The calculation formula is provided as follows:

$$IOC = \frac{\sum R}{N}$$

Where an expert opinion of R= is scored for each question.

N= Number of experts

+ 1 means that the questionnaire is confident that it meets the objectives of this study.

0 means uncertainty about whether this question is measurable for the purpose of this study.

-1 means that the questionnaire in the purpose of this study could not be measured.

Among them, (R) is an expert in each problem, and (n) is the number of experts.

According to the calculation results of IOC, we screened the questionnaire problem. If the IOC value of a problem is more significant than 0.5, it is considered consistent with the research goals and retained; if the IOC value is less than 0.5, the problem is considered or deleted.

Through this strict screening process, we finally determined the questionnaire's problems to ensure that special post teachers' current professional pressure can be accurately and comprehensively collected. This step improved the questionnaire's credibility and validity and provides a reliable foundation for subsequent data analysis.

2. Preparation questionnaire

The questionnaire includes three parts:

The first part contains the basic information about special post teachers, such as their age, gender, and salary.

The second part is work satisfaction and career development, including the Working environment and treatment, work nature and characteristics, Discipline teaching ability, and interpersonal relationship of the four dimensions.

The third part is an open problem. The questionnaire used the Likert 5-Level Score to Evaluate the Satisfaction and Occupational Stress of the Respondents; the SCORE Requirements:

5 = Strongly Agree;

4 = Agree;

3 = Neutral;

2 = Disagree;

1 = Strongly Disagree;

Participants choose the most consistent options based on their actual situation. The higher the dimension Score, the greater the occupational stress they feel in that dimension.

3.4.2 Interview

The interview adopted the Chinese teachers Wang and Huang's (2015) "Self-Psychological Harmony Scale" evaluated the psychological harmony level of special post teachers. The psychological problems of special post teachers were divided into three dimensions: self-harmony, self-flexibility, and self-stereotype. The

study included 35 questions and comprehensively measured the psychological problems of special post teachers.

The Measuring Table uses the Likert 5-Level Score to Evaluate the Respondents' Satisfaction. The SCORE Requirements:

5 = Strongly Agree;

4 = Agree;

3 = Neutral;

2 = Disagree;

1 = Strongly Disagree;

Participants chose the most consistent options based on their actual situation. The higher the dimension score, the lower the level of self-psychological harmony of the special post, which may reflect the more significant the psychological problems of the special post.

Table 3.3 Questionnaire Score and Analysis and Interpretation Standards

Teacher's Answer	Score	Range of Average	Interpretation
Strongly Agree	5	4.51 ~ 5.00	Very high
Agree	4	3.51 ~ 4.50	High
Neutral	3	2.51 ~ 3.50	Medium
Disagree	2	1.51 ~ 2.50	Low
Strongly Disagree	1	1.00 ~ 1.50	Very Low

3.5 Content Reliability and Validity

This study uses data related to occupational stress and psychological problems faced by special post teachers, which were collected through questionnaires and interviews. This chapter tests the reliability and validity of the content structure of the questionnaire and the interview.

3.5.1 Reliability Test

1. Questionnaire Reliability Test

To ensure the stability and reliability of the measurement results of the occupational stress questionnaire of the special post teachers, Cronbach's α coefficient is used to test the internal consistency of the questionnaire. Cronbach's α coefficient is an essential indicator for measuring the credibility of the questionnaire. The closer its value is, the higher the internal consistency of the questionnaire. It is generally believed that Cronbach's α coefficient is better than 0.7-0.8, and 0.8-0.9 means high trust.

As illustrated in Table 3.4, the internal consistency coefficient for the overall questionnaire is 0.822, while the coefficients for each dimension are 0.906, 0.848, 0.920, and 0.877, respectively. These coefficients indicate that the questionnaire exhibits relatively high reliability regarding its overall consistency and internal coherence within each dimension.

Table 3.4 Special Post Teachers' Occupational Stress Reliability Test

Dimension/Variable	Number of Projects	Cronbach's Alpha Area
Work environment and treatment	9	0.906
Nature and characteristics of work	6	0.848
Subject Teaching Ability	3	0.920
Interpersonal Relationships	7	0.877
General questionnaire	25	0.822

2. Interview Reliability Test

This study adopted the "Self-Psychological Harmony Scale" compiled by Professor Wang Dengfeng of Chinese Teachers as the primary tool for interviews. In the SPSS26.0 analysis, the Cronbach's α coefficient value at 0.65-0.70 represents the minimum acceptable trust level, 0.70-0.80 represents the trust degree. Generally,

0.80-0.90 means the trust is better, and more than 0.9 represents good reliability. The coefficient of self-and experience is 0.910, the coefficient of self-flexibility is 0.930, the coefficient of self-stereotype is 0.934, and the expression coefficient of self-psychological harmony is 0.924, which is greater than 0.9, indicating that the overall content structure of the interview table is the reliability degree is very good. See Table 3.5 for details:

Table 3.5 Self-Psychological Harmony Scale Reliability Test

Dimension/Variable	Cronbach's Alpha Area
The dissonance between self and experience	0.910
Self -flexibility	0.930
Self -stereotype	0.934
Overall scale	0.924

3.5.2 Validity

In this part, the appropriate method was used to evaluate the validity of questionnaires and interviews.

1. Questionnaire Validity Test

a. Content Validity: This questionnaire used IOC (Item Objective Congruence) to analyze the validity of the content of the inspection questionnaire.

First, the researchers invited three experts in education psychology to score the question volume questions with IOC and calculate the IOC index, that is, the correlation coefficient of the question score and target concept score. When the IOC value is greater than or equal to 0.5, the question volume item and the target are highly consistent, and the questionnaire content is highly valid.

IOC scoring method, the specific standards are as follows:

There is a view that "corresponds to the content/measurement objectives."

Rating is +1. There is an opinion that "corresponds to content."

The rating is 0. There is an operation that is "not sure it corresponds to content."

The rating is -1. There is an operation that is "inconsistent with content."

IOC > 0.5 Use; IOC < 0.5 cannot use.

In this study, the occupational stress of the special post teachers is subdivided into four dimensions: working environment and treatment, the nature and characteristics of the work, the subject's characteristics, the discipline teaching ability, and the interpersonal relationship, with a total of 25 questions. After the IOC analysis, the IOC values of the topic were higher than 0.5, indicating that the content questionnaire was highly valid. (Table 3.6)

Table 3.6 Validity Testing of Questionnaire Items

Items	Sum			IOC	Interpret
25	Exp1	Exp2	Exp3	0.7	Use
	1	1	0		

Note: 1 is the question related to the objective; 0 is the question that is uncertainly associated with the objective; -1 is the question that is not related to the objective.

b. Structure Validity: Used factor analysis to test the structural validity of the questionnaire; statistical scientist Kaiser believes that the KMO value is more significant than 0.6, which is suitable for factor analysis. Before the factor analysis, the KMO and Bartlett test is performed. The KMO value is 0.858, which is greater than 0.8. The Bartlett test is significant (P small 0.05), and the standard indicates that the factor analysis can be performed. That is, the overall degree of correlation is good, indicating good structural validity of the questionnaire (Table 3.7)

Table 3.7 Questionnaire KMO and Bartlett Test

KMO Sampling Appropriate Amount Number		0.858
Bartlett spherical test	Approximation	3060.575
	Degree of freedom	350
	Significant	0.000

2. Interview Validity Test

In this study, the researchers used the "Self-Psychological Harmony Table" compiled by Professor Wang Dengfeng as the primary tool for interviews. The current status of the job teachers' occupational stress and psychological problems has 35 questions. Use IOC to test the validity of the interview table.

First, the researcher invited three experts in the field of psychology to use IOC to score the quotient topic items to calculate the IOC index, that is, the correlation coefficient of the question score and the target consistent score. When the IOC value is greater than or equal to 0.5, the scale and the target are highly consistent, and the validity of the meter table is high.

IOC scoring method, the specific standards are as follows:

There is a view that "corresponds to the content/measurement objectives".

Rating is +1. There is an opinion that "corresponds to content."

The rating is 0. There is an operation that is "not sure it corresponds to content."

The rating is -1. There is an operation that is "inconsistent with content."

$IOC \geq 0.5$ Use; $IOC < 0.5$ Cannot use.

After the IOC test, the IOC value of the topic is higher than 0.5, indicating that the validity of the interview scale table is high. (Table 3.8)

Table 3.8 Validity Testing of Scale Items

Items	Sum			IOC	Interpret
	Exp1	Exp2	Exp3		
35	1	1	0	0.8	Use

Note: 1 is the question related to the objective; 0 is the question that is uncertainly associated with the objective; -1 is the question that is not related to the objective.

In short, the letter and validity test of the questionnaire and interview table show that these research tools provide reliable data support in collecting special post teachers' occupational stress and psychological problems.

3.6 Data Analysis

In this study, after using questionnaires and interviews to investigate the occupational stress and psychological problems of special post teachers in Zunyi City, the downloaded data were sorted out in Excel software, sifted out of the problematic questionnaires, edited the variables, and then imported into SPSS20.0 to complete the descriptive statistics, analysis of variance, and correlation analyses.

3.6.1 Descriptive Statistics

The data's mean (平均值) and standard deviation (SD) can be used to understand the current situation of Zunyi City special post teachers' occupational stress.

3.6.2 Inferential Statistics

3.6.2.1 Difference Analysis

t-tests and One-way ANOVA were used to analyze the differences in occupational stress and psychological problems among Zunyi City, special post teachers of different genders, occupational matches, workplaces, salaries, and class hours.

(1) A t-test was used to analyze the differences in occupational stress and psychological problems among Zunyi City, special post teachers of different genders, occupational matches, workplaces, salaries, and class hours.

(2) A one-way ANOVA was used to analyze the differences in occupational stress and psychological problems among Zunyi City special post teachers with different workplaces, salaries, and class hours.

3.6.2.2 Correlation Analysis

Pearson correlation analysis was conducted to test the relationship between different variables. The correlation between the occupational stress and psychological problems of special post teachers in Zunyi City was explored by calculating the Pearson or Spearman correlation coefficients.

CHAPTER IV

ANALYSIS RESULT

This chapter discusses the statistical analysis of questionnaires and interview table data. Given that the questionnaires and tables have been strictly screened, there is no need to perform additional factors and dimensional analysis. In this study, the "Special Post Teachers Occupational Stress Questionnaire" was used (see Appendix 1) to investigate the current status of the occupational stress of the special post teachers. Accordingly, the higher the dimension score, the greater the stress it feels in this dimension; "Self-Psychological Harmony Scale" (see Appendix 2) to investigate the psychological problems of special post teachers. Refer to the scoring results to explain the table. The higher the total score on the scale, the lower the level of self-psychological harmony and psychological health. Assume that the career stress of special post teachers in Zunyi City is positively correlated with psychological problems, and psychological issues depend on significant occupational stress.

4.1 Descriptive Statistics

4.1.1 Questionnaire Survey Component Population Factors

First, descriptive variables analysis describes the gender, age, teaching experience, work location, and salary. Research randomly selected in the same job survey of special post teachers in Junior and Middle Schools in Zunyi City (Tongzi County, Xi Shui County, Nanbai County, and Fenggang County) in Guizhou Province to conduct questionnaires in primary and secondary schools, requiring participants to fill in the answers carefully according to the requirements of the questionnaire. Three hundred fifty questionnaires were distributed, 324 valid questionnaires were issued, and the effective rate was 92.57%.

Table 4.1 Classification of Sample (N=324)

Variable	Classification	Tongzi County	Xishui County	Nanbai County	Fenggang County	Total	Percentage
Gender	Male	33	35	32	43	143	44.14
	Female	47	41	37	56	181	55.86
	Total	80	76	69	99	324	100
Age	20-25 years old	25	18	25	23	91	28.08
	26-30 years old	44	40	35	51	170	52.47
	Over 30 years old	11	18	9	25	63	19.45
	Total	80	76	69	99	324	100.0
Teaching experience	1-3 years	25	38	31	47	141	43.51
	4-10 years	33	27	30	37	127	39.20
	Over 10 years	22	11	8	15	56	17.29
	Total	80	76	69	99	324	100.0
Work location	Primary school	32	41	39	54	166	51.23
	Middle school	35	25	20	27	107	33.02
	Other	13	10	10	18	51	15.75
	Total	80	76	69	99	324	100.0
Salary	Less than 3,000RMB	40	42	37	45	164	50.62
	3,000~5,000RMB	30	29	29	45	133	41.05
	More than 5,000RMB	10	5	3	9	27	8.33
	Total	80	76	69	99	324	100.0

From Table 4.1, it can be concluded that the target of this survey is female, 181 people, accounting for 55.86%, and 143 men, accounting for 44.14%.

There are 91 people aged 20-25, accounting for 28.08%; 170 are 26-30 years old, accounting for 52.47%; 63 people are over 30 years old, accounting for 19.45%.

There are 141 people with Teaching Experience of 1-3 years, accounting for 43.51%; 127 people with 4-10 years, accounting for 39.20%; and 56 with over 10 Years, accounting for 17.29%.

One hundred sixty-six people work in primary school in work location, accounting for 51.23%; 107 people work in middle school, accounting for 33.02%; and 51 people work in other schools, accounting for 15.75%.

There are 164 people with less than 3,000RMB in Salary, accounting for 50.62%; 133 people with 3,000 ~ 5,000RMB, accounting for 41.05%; and more than 27 with more than 4,000RMB, accounting for 8.33%.

4.1.2 Description Statistics of the Occupational Stress of Special Post Teachers

Table 4.2 shows that the nature and characteristics of work have a high average of 4.09, with a standard deviation of 0.69. It can be initially inferred that special post teachers in Zunyi City generally experience considerable stress in their work. The stress value reached the highest in the dimension of "Nature and characteristics of work," indicating that the occupational stress of special post teachers largely stems from multiple factors such as unique assessment and evaluation methods, workload, and non-teaching tasks associated with their work.

Table 4.2 Number, Average, Standard Deviation, and Occupational Stress

Items (25)	N	\bar{x}	SD
Work environment and treatment	324	3.02	1.01
1. Heavy workload in daily lesson preparation or grading	324	-	-
2. Uncertainty in dealing with school leadership	324	-	-
3. Lower income of special post teachers compared to other industries	324	-	-
4. Too many non-teaching meetings and activities	324	-	-
5. School assesses teachers' performance based on students' grades	324	-	-
6. Low work benefits and welfare	324	-	-
7. Poor living conditions and environment	324	-	-
8. Students' grades are linked to personal work bonuses	324	-	-
9. Long distance between school and home, inconvenient commuting	324	-	-
Nature and characteristics of work	324	4.09	0.67
10. Boring and lonely daily life	324	-	-
11. Responsibility to teach courses for more than two different grades	324	-	-
12. Concern about the enrollment rate of the taught class or students	324	-	-
13. Coping with various inspections and assessments from the school and higher authorities	324	-	-
14. Concern about not obtaining a formal job position after the three-year contract expires	324	-	-
15. Feeling lost about career choices after the three-year contract expires	324	-	-

Table 4.2 Number, Average, Standard Deviation, and Occupational Stress (continued)

Items (25)	N	\bar{x}	SD
Subject Teaching Ability	324	3.16	1.08
16. Insufficient subject expertise to handle teaching duties	324	-	-
17. Lack of occupational knowledge in education and psychology	324	-	-
18. Obligation to undertake courses outside of occupational expertise	324	-	-
Interpersonal Relationships	324	3.00	0.69
19. Conflicts with one or several colleagues	324	-	-
20. Feeling disconnected from the outside world and poor information flow	324	-	-
21. Feeling unable to integrate into the work community	324	-	-
22. No one to consult or communicate with when facing difficulties at work	324	-	-
23. Poor learning attitude among students, making them difficult to manage	324	-	-
24. Strong competitiveness and distant relationships among colleagues	324	-	-
25. Lack of opportunities to convey one's occupational teaching philosophy	324	-	-
Total Score	324	3.40	0.43

4.1.3 Descriptive Analysis of the Psychological Problem of Special Post Teachers

From Table 4.3, the mental health of special post teachers is not optimistic. Regarding total scores, Dissonance between self and experience 46.1% of special post teachers exceeded the high score critical value, Self-flexibility 11.7% of special post teachers, and Self-stereotype 42.2% of special post teachers. In the "discord of self

and experience" and "self-stereotype," the special post teachers score more than the high score critical value; the Self -flexibility special post teachers test only 11.7%. Therefore, it can be inferred that a large number of special post teachers have a poor level of psychological health.

Table 4.3 Descriptive Analysis of the Psychological Problem

Items (35)	N	\bar{x}	SD	Percentage
Dissonance between self and experience (1-16)	324	48.47	13.74	46.1
Self-flexibility (17-27)	324	32.82	12.93	11.7
Self-stereotype (28-35)	324	22.79	6.87	42.2

4.2 Inferential Statistics

4.2.1 Analysis of the Differences in the Current Status of Occupational Stress

An analysis of the differences in occupational stress among special post teachers based on demographic variables revealed significant disparities in occupational stress among special post teachers in terms of gender, major, work location, salary, and workload. However, there were no significant differences in age and teaching tenure. A detailed analysis is provided in the following text.

4.2.1.1 Analysis of Occupational Stress Differences of Different Genders

The independent samples t-test results were used to examine differences in occupational stress between male and female special post teachers, as shown in Table 12. There is a significant difference in interpersonal relationships between male and female teachers ($p < 0.05$), with the average stress score for female teachers being significantly higher than that of male teachers. It can be seen that among special post teachers, female teachers experience more significant stress in interpersonal

relationships.

Table 4.4 Analysis of Occupational Stress Differences of Different Genders

Dimension/Variable	Genders	N(324)	$\bar{x} \pm SD$	t	p
Work environment and treatment	Male	143	3.03 \pm 1.02	0.195	0.846
	Female	181	3.01 \pm 1.02		
Nature and characteristics of work	Male	143	4.01 \pm 0.70	-1.846	0.066
	Female	181	4.15 \pm 0.64		
Subject Teaching Ability	Male	143	3.16 \pm 1.07	0.099	0.921
	Female	181	3.15 \pm 1.09		
Interpersonal Relationships	Male	143	2.90 \pm 0.68	-2.374	<0.05
	Female	181	3.08 \pm 0.69		
Total Score	Male	143	3.36 \pm 0.48	-1.467	0.143
	Female	181	3.43 \pm 0.41		

4.2.1.2 Analysis of Occupational Stress Differences in Different Majors Matching Situation

An independent sample t-test was used to compare the differences in occupational stress of special post teachers with different professional matching situations. As shown in Table 4.5, the differences in "Subject Teaching Ability" and total score are highly significant ($p < 0.01$). It can be seen that among the special post teachers, special post teachers who do not match their occupational and posts have higher scores on the "Subject Teaching Ability" and total scores; that is, the stress it feels is more significant.

Table 4.5 Analysis of Occupational Stress Differences in Different Majors Matching Situations

Dimension/Variable	Specialty	N(324)	$\bar{x} \pm SD$	t	p
Work environment and treatment	Match	126	2.94±1.09	-1.099	0.273
	Mismatch	198	3.07±0.96		
Nature and characteristics of work	Match	126	4.11±0.64	0.51	0.661
	Mismatch	198	4.07±0.69		
Subject teaching ability	Match	126	2.79±0.98	-0.5139	<0.01
	Mismatch	198	3.39±1.08		
Interpersonal relationships	Match	126	2.93±0.67	-1.468	0.143
	Mismatch	198	3.05±0.70		
Total Score	Match	126	3.30±0.41	-3.263	<0.01
	Mismatch	198	3.43±0.43		

4.2.1.3 Analysis of Occupational Stress Differences Across Different Work Locations

Use a one-way analysis of variance to test the differences in occupational stress faced by special duty teachers in different work locations. As shown in Table 4.6, there were highly significant differences ($p < 0.01$) in "Work environment and treatment," "Nature and characteristics of work," and overall scores. It can be seen that there are regional differences in occupational stress levels in variables such as work environment, salary, nature, and characteristics, and the occupational stress levels of special position teachers in different work locations are not the same.

Table 4.6 Analysis of Occupational Stress Differences Across Different Work Locations

	Primary School	Middle School	Other	Primary School	Middle School	Other	t	p
Work environment and treatment	166	107	51	3.10±0.72	3.10±0.99	3.10±0.72	53.351	<0.01
Nature and characteristics of work	166	107	51	3.98±0.74	3.10±0.63	3.10±0.73	10.153	<0.01
Subject teaching ability	166	107	51	3.15±1.12	3.02±0.96	3.10±0.74	2.223	0.110
Interpersonal relationships	166	107	51	3.03±0.65	2.99±0.79	3.10±0.75	0.200	0.819
Total Score	166	107	51	3.39±0.42	3.49±0.44	3.10±0.76	5.888	<0.01

From Table 4.7, the participants' evaluation of the "Nature and characteristics of work" significantly differed. Teachers in special post teachers at middle schools faced the highest level of stress, including the assessment of work performance, workload, and the handling of non-work-related matters. This analysis suggests that it is related to the characteristics of working in middle schools, where there are higher demands for graduation rates, teaching quality, and inspections at various levels. Moreover, many of these special post teachers are recent graduates from universities, and thus, they inevitably face more significant multi-faceted stress.

Table 1 Ex-Post Facto Tests (Different Work Locations)

Occupational Stress Levels	
Work environment and treatment	Primary school>Middle school>Other
Nature and characteristics of work	Other>Middle school>Primary school
Score	Middle school>Primary school>Other

4.2.1.4 Analysis of Differences in Occupational Stress Among Special Post Teachers with Different Wages and Benefits

A one-way ANOVA was used to analyze the differences in occupational stress among special post teachers with different salary benefits. Mark the salary and benefits as low, medium, and high, as shown in Table 4.8. There are highly significant differences ($p<0.01$) in "Work environment and treatment" and "Nature and characteristics of work." There was a substantial difference in the total score ($p<0.05$). The results indicate that special post teachers with different salary benefits experience different occupational stress regarding objective differences and total scores in their job positions.

Table 4.8 Analysis of Occupational Stress Differences in Different Salary Benefits

Dimension	N(324)			$\bar{x} \pm SD$			f	p
	Low	Medium	High	low	Medium	High		
Work environment and treatment	164	133	27	3.34 \pm 0.94	3.18 \pm 0.86	2.39 \pm 1.12	24.447	<0.01
Nature and characteristics of work	164	133	27	4.06 \pm 0.77	4.00 \pm 0.68	4.29 \pm 0.52	5.415	<0.01
Subject Teaching Ability	164	133	27	3.17 \pm 1.01	3.14 \pm 1.10	3.17 \pm 1.12	0.026	0.975
Interpersonal Relationships	164	133	27	2.93 \pm 0.66	3.03 \pm 0.74	3.01 \pm 0.60	0.546	0.58
Total Score	164	133	27	3.47 \pm 0.45	3.42 \pm 0.46	3.28 \pm 0.39	4.17	<0.05

Note: Low-less than 3,000RMB; Medium-3000~5000RMB; High-more than 5,000RMB

From Table 4.9 Ex-post Facto Tests, special post teachers with higher salaries reported less stress regarding work environment and treatment but more stress regarding the nature and characteristics of work. Conversely, special post teachers with lower wages, facing income disparities, tend to be more stressed about their work environment and treatment, perceiving these areas as significant stress factors. Overall, special post teachers with lower salaries experience more significant stress, although high-salary special post teachers face considerable stress due to heavier workloads and evaluation stress.

Table 4.9 Ex-Post Facto Tests (Different Salary Benefits)

Occupational Stress Levels	
Work environment and treatment	Low, Medium > High
Nature and characteristics of work	High > Low, Medium
Score	Low, Medium > High

4.2.1.5 Analysis of Occupational Stress Differences with Different Workloads

The differences in job stress perception among special post teachers with different workloads were tested using one-way ANOVA. The results are shown in Table 4.10. There is a highly significant difference in the dimension of "Nature and characteristics of work" among special post teachers with different workloads ($p < 0.01$). The results indicate that different workloads lead to various job stress, while the differences in other dimensions are insignificant.

Table 4.10 Analysis of Occupational Stress Differences with Different Workloads

Occupational Stress	$\bar{x} \pm SD$			F	p
	little	moderate	more		
Work environment and treatment	3.10 \pm 0.83	2.97 \pm 1.05	3.08 \pm 1.00	0.555	0.575
Nature and characteristics of work	3.76 \pm 0.78	4.13 \pm 0.64	4.13 \pm 0.67	4.931	<0.01
Subject teaching ability	2.93 \pm 1.09	3.26 \pm 1.07	3.05 \pm 1.08	2.011	0.135
Interpersonal relationships	3.06 \pm 0.79	3.01 \pm 0.68	2.97 \pm 0.68	0.25	0.779
Total Score	3.28 \pm 0.42	3.42 \pm 0.43	3.40 \pm 0.43	1.484	0.228

After conducting a post-hoc test on the differences in the "Nature and characteristics of work" (Table 4.11), it was found that special post teachers with less workload generated significantly less stress in work assessment and workload than teachers with more and moderate workloads. Special post teachers often hold multiple positions or are simultaneously responsible for various courses or grades. Special post teachers with less workload feel less stress from workload and assessment. In practical research, it has been found that this stress may come from the workload of routine teaching and the hidden workload brought about by overtime nonwork tasks and assessment systems linked to enrollment rates.

Table 4.11 Ex-Post Facto Tests (Different Workloads)

Occupational Stress Levels	
Workloads	More, Moderate > Little

4.2.2 Analysis of the Mental Problems of Special Post Teachers

Analysis of the differences in population variables of the psychological problems of special post teachers shows that the level of special post teachers' mental health is significantly different in gender, occupation, and wages. The following was carried out for specific analysis.

4.2.2.1 Analysis of Differences in Different Gender Psychological Problems

An independent sample t-test was used to understand the difference in the mental health status of post teachers of different genders. As shown in Table 4.12, the difference in self-flexibility between men and women is highly significant ($p < 0.01$). The Self-flexibility score of male teachers is significantly higher than that of female teachers; that is, the self-concept of male teachers is more flexible.

Table 2 Analysis of Differences in Different Gender Psychological Problems

Dimension	Genders	N (324)	$\bar{x} \pm SD$	t	p
The dissonance between self and experience	Male	143	3.04 \pm 0.85	0.06	0.952
	Female	181	3.03 \pm 0.87		
Self -flexibility	Male	143	2.93 \pm 1.11	2.888	<0.01
	Female	181	2.59 \pm 1.03		
Self-stereotype	Male	143	3.19 \pm 0.99	-1.013	0.312

Table 3 Analysis of Differences in Different Gender Psychological Problems
(continued)

Dimension	Genders	N (324)	$\bar{x} \pm SD$	t	p
Total Score	Female	181	3.31 \pm 0.97	-1.739	0.083
	Male	143	3.10 \pm 0.79		
	Female	181	3.25 \pm 0.75		

The study results show that male special post teachers perform better in the "Self-flexibility" concepts. They are more inclined to respond to changes in the living environment based on the inherent body evaluation rather than external value conditions. They can explain the environmental changes more autonomously, which is not vulnerable to external influence. Therefore, in a bad teaching environment, they are more likely to adjust their mentality and adapt to the environment. It is not easy to evaluate self-ability and value due to environmental differences.

In contrast, female teachers are susceptible to environmental changes, producing negative evaluations and negative emotions, affecting their mental health. Its dilemma mostly comes from the physiological and psychological discomfort of the external living environment. Some female teachers expressed being unaccustomed to rural life and willing to change jobs.

4.2.2.2 Analysis of Psychological Problems Differences in Different Majors Matching

Using the independent sample t-test, the psychological problems of special post teachers across various professional matching conditions were examined, with the results presented in Table 4.13. Regarding "Dissonance between self and experience," "Self-flexibility," and an overall score, majors matching status influence the psychological problems among special post teachers.

Table 4.13 Analysis of Psychological Problems Differences in Different Majors Matching

Dimension	Specialty	N (324)	$\bar{x} \pm SD$	t	p
The dissonance between self and experience	Match	126	2.89±0.83	-2.520	<0.05
	Mismatch	198	3.13±0.87		
Self-flexibility	Match	126	2.94±1.11	2.801	<0.01
	Mismatch	198	2.60±1.04		
Self-stereotype	Match	126	3.18±1.00	-1.122	0.263
	Mismatch	198	3.31±0.97		
Total Score	Match	126	3.04±0.74	-2.714	<0.01
	Mismatch	198	3.28±0.78		

The results show that special post teachers who do not match their professional and posts are more likely to have discord of "Dissonance between self and experience," leading to psychological conflicts, especially when reality and Self-flexibility are contrary to themselves. The unique post teachers who match academic majors and work generally show a better mental health state. The difference between this non-matching from the requirements of individuals and jobs leads to cognitive deviation and psychological conflict, which will negate self-worth and affect psychological health. Professional matching teachers have performed well in actual work and personal development and have high psychological flexibility and adaptability. In general, professional matching is essential for the mental health of special post teachers, especially for college students who have just graduated and should conduct a stable psychological assessment.

4.2.2.3 Analysis of Differences in Psychological Problems in Different Salary Treatments

Using the one-way ANOVA, the researcher conducted a difference test on the mental health status of special post teachers with different salary treatments. As shown in Table 4.14, there are significant differences in the dimension of "Dissonance between self and experience" among the subjects with different salaries ($p < 0.05$), indicating that teachers with different salaries have significantly different responses

and attitudes towards the conflicts between self and experience.

Table 4.14 Analysis of Differences in Psychological Problems Based on Different Salary Treatments

Psychological Problems	$\bar{x} \pm SD$			F	p
	Low	Medium	High		
The dissonance between self and experience	3.09±0.82	2.80±0.91	3.17±0.85	4.478	<0.05*
Self-flexibility	2.71±1.06	2.89±1.19	2.63±0.98	1.254	0.287
Self-stereotype	3.29±0.93	3.18±1.11	3.27±0.96	0.356	0.701
Total Score	3.22±0.76	3.03±0.83	3.27±0.73	2.349	0.097

Note: p<0.05 indicates a significant difference

Ex-post facto tests on the differences in "Dissonance between self and experience" (see Table 4.15) found that special post teachers with higher salary income also scored lower in terms of "Dissonance between self and experience." This implies that higher-income teachers can maintain a stable self-evaluation due to their relatively high salary level, thereby coping with conflicts between self and experience. On the other hand, teachers with lower incomes are likely to experience an inner sense of imbalance due to the discrepancies between income and effort in their exceptional post-work or the differences among their peers. This can affect their perception and evaluation of self-value. Additionally, when individuals encounter conflicts between their high standards for self and the experience of low achievement and are unable to resolve them, it can easily lead to "Dissonance between self and experience," thereby causing psychological problems.

Table 4.15 Ex-post Facto Tests (Different Salary Treatments)

The dissonance between self and experience	
Salary treatment	Low, Medium > High

4.3 Related Analysis

4.3.1 Relation between Occupational Stress and Psychological Problems

Table 4.16 shows the related analysis of the correlation between occupational stress and psychological problems in Zunyi City, Guizhou Province.

Table 4.16 Relation Between Occupational Stress and Psychological Problems

Psychological problems	Occupational stress				Total Score
	X ₁	X ₂	X ₃	X ₄	
y ₁	0.330**	0.176**	0.384**	0.051	0.515**
y ₂	0.309*	0.337*	0.343**	0.364**	0.666**
y ₃	0.225**	0.349**	0.178**	0.445**	0.553**
Total Score	0.376**	0.369**	0.361**	0.376**	0.734**

Note: *p<0.05 **p<0.01

This study conducted a thorough correlation analysis between the occupational stress and psychological problems of special post teachers in Zunyi City, Guizhou Province, and arrived at the following conclusions:

x₁ related with y₁ = 0.051 mean 0.051 insignificant.

x₁ related with y₁ = 0.330**, ** mean 0.330 significant at level .01

x₁ related with y₂ = 0.309*, * mean 0.309 significant at level .05

(1) There is a significant positive correlation between the level of occupational stress and unhealthy psychological problems.

A significant positive correlation exists between the total score of occupational stress and the total score of unhealthy psychological problems among special post teachers, with a correlation coefficient as high as 0.734. This indicates

that the greater the occupational stress experienced by special post teachers, the higher the level of their unhealthy psychological problems.

(2) All dimensions of occupational stress are positively correlated with unhealthy psychological problems.

The four dimensions of occupational stress among special post teachers, namely work environment and remuneration, subject teaching ability, nature and characteristics of work, and interpersonal relationships, all exhibit a significant positive correlation with the total score of unhealthy psychological problems, with correlation coefficients of 0.376, 0.369, 0.361, and 0.376, respectively. This further suggests that the greater the stress felt in different dimensions, the higher the level of unhealthy psychological problems among special post teachers.

(3) The dissonance between self and experience positively correlates with occupational stress.

The study found a significant positive correlation between the "Dissonance between self and experience" and the total occupational stress score among special post teachers, with a correlation coefficient of 0.515. This factor also exhibits a significant positive correlation with three dimensions of occupational stress: work environment and remuneration, nature and work characteristics, and subject teaching ability, with correlation coefficients of 0.330, 0.176, and 0.384, respectively. Especially in the dimensions of "work environment and remuneration" and "subject teaching ability," where the correlation coefficients exceed 0.3, it indicates that the greater the stress felt by special post teachers in these two dimensions, the more disharmonious their self and experience become, leading to a lower level of mental health.

(4) Self-flexibility is positively correlated with occupational stress.

There is a significant positive correlation between "Self-flexibility " and the total score of occupational stress and its four dimensions among special post teachers, with correlation coefficients of 0.309, 0.337, 0.343, 0.364, and 0.666, respectively. In other words, the greater the stress felt by special post teachers, the lower their level of self-flexibility and, correspondingly, their level of mental health.

(5) The Self-stereotype is positively correlated with occupational stress.

The "Self-stereotype" among special post teachers exhibits a significant positive correlation with the total occupational stress score and its four dimensions, with correlation coefficients of 0.225, 0.349, 0.178, 0.445, and 0.553, respectively. Overall, the greater the stress experienced by special post teachers, the stronger their self-stereotype becomes. Especially in the dimensions of "nature and characteristics of work" and "interpersonal relationships," where the correlation coefficients exceed 0.3, it suggests that the greater the stress felt by special post teachers in these two dimensions, the more evident their self-stereotype becomes, leading to a lower level of mental health.

This study validates the significant positive correlation between occupational stress and psychological problems among special post teachers in Zunyi City, Guizhou Province, consistent with the research hypothesis H. As occupational stress increases, psychological issues also increase.

To enhance the mental health of special post teachers, it is necessary to focus on reducing their occupational stress, particularly in the four dimensions of work environment and remuneration, subject teaching ability, nature and characteristics of work, and interpersonal relationships. Strengthening the cultivation of self-flexibility and reducing self-stereotypes are effective ways to alleviate psychological problems and enhance mental health.

CHAPTER V

CONCLUSION AND DISCUSSION

5.1 Conclusion

Objective 1: To assess the level of occupational stress among special post teachers in Zunyi City.

Conclusion 1: There are significant differences in occupational stress among special post teachers in variables such as gender, professional background, workplace, salary and benefits, and workload, while there are no significant differences in variables such as age and teaching experience.

Objective 2: To study psychological problems among special post teachers in Zunyi City.

Conclusion 2: There are significant differences in the level of psychological problems among special post teachers regarding gender, professional background, salary, and benefits, but no significant differences were observed in variables such as age, teaching experience, workplace, and workload.

Objective 3: To analyze the influence of occupational stress on psychological problems.

Conclusion 3:

(1) In the variable of "discord between self and experience," there is a high correlation between the stress variable between "working environment and treatment" and "discipline teaching ability."

(2) The "self-stereotype" variable shows a significant correlation with the "work nature and characteristics" and "interpersonal relationship" stress variables.

(3) The "self-flexibility" and occupational stress variables significantly correlate.

Research Hypotheses: Occupational stress has a positive influence on psychological problems.

Conclusion 4: A significant positive correlation exists between occupational stress and psychological problems among special post teachers in Zunyi City, Guizhou Province. This indicates that the greater the professional pressure on special

post teachers, the higher their psychological issues may also increase, and there is a close correlation between the two.

5.2 Discussion

5.2.1 In-depth Discussion on the Current Status of the Occupational Stress of Special Post Teachers

This study comprehensively analyzed the occupational stress of special post teachers in Zunyi City. The results showed that the overall occupational stress level of the special post teachers in Zunyi City was high, and it was presented that gender, majors, working location, salary, workload, and other variables had significant differences. This discovery emphasizes the multi-dimensional complexity of the occupational stress of the special post teachers, and it shows that when formulating its response strategy, it is necessary to consider the specific needs of different groups.

The "Special Post Teachers' Occupational Stress Questionnaire" covers four dimensions: the working environment and treatment, the nature and characteristics of the work, the characteristics and characteristics of the discipline, and the interpersonal relationship. This multi-dimensional analysis framework not only helps to fully understand the current situation of the occupational stress of special post teachers; it also helps to understand the interaction between different occupational stress sources.

Specifically, the two dimensions of the working environment and treatment, as well as the nature and characteristics of the work, mainly reflect the impact of objective environmental factors on the occupational stress of special post teachers. Special post teachers in backward regions such as Zunyi City often face difficult living conditions and relatively low wage income, increasing their survival stress. At the same time, non-teaching tasks such as the school's management system and workload are also an important source of occupational stress for special post teachers. There may be differences between these factors between different work locations, but they generally exist in the work and life of special post teachers.

On the other hand, the two dimensions of discipline teaching ability and interpersonal relationships reflect the subjective stress feelings of special post teachers

more. For example, female special post teachers may face more significant stress in interpersonal relationships, which may be related to gender character expectations and social and cultural backgrounds. In addition, the degree of matching of majors and working positions will also affect the occupational stress of special post teachers. Majors-matching individuals are more likely to adapt to the teaching environment and reduce occupational stress caused by insufficient central ability.

Regarding the rationality of the questionnaire design, although the correlation coefficient between each dimension is lower or even negative, this does not directly mean that there is a problem with the questionnaire. This negative correlation may reflect the stress differences that special post teachers feel at different work locations. The multi-dimensional design of the questionnaire aims to comprehensively reflect the current status of the occupational stress of the special post teachers, and the low correlation between the dimensions between each dimension is the embodiment of this design goal.

5.2.2 In-depth Discussion of the Current Status of the Psychological Problems of Special Post Teachers

This study conducted an in-depth analysis of the status quo of the psychological problems of special post teachers in Zunyi City. The "Self-Psychological Harmony Table scoring results," except for the "self-flexibility" dimension, showed a higher psychological problem tendency. This discovery highlights the seriousness of the mental health of special post teachers in Zunyi City and urgently needs to attract attention from all walks of life.

When exploring the differences in population variables in the psychological problems of special post teachers, this study found significant differences in psychological problems such as gender, majors, and wages, and factors such as age, work location, teaching experience, and workload have not presented significant differences. This discovery provides a new perspective to solve the psychological problems of special post teachers, indicating that it is necessary to comprehensively analyze the factors influencing them from multiple dimensions and multi-factor perspectives.

In this study, the "Self-Psychological Harmony Table," highly related to SCL-90 as an interview tool, is designed to thoroughly analyze the main

psychological problems and core mechanisms facing special post teachers. The study results show that special post teachers' occupational stress is mainly derived from the dimensions of "Working environment and treatment" and "Nature and characteristics of the work." These stresses are closely related to the specific conditions of the objective environment. The three dimensions of the "Self-Psychological Harmony Table" can reveal the ability of special post teachers to understand the real environment and ideal self-objective gaps and provide essential clues to solve the psychological problems caused by the conflict between the objective environment and its value.

Based on the above analysis, it is speculated that the core mechanism of the psychological problems of special post teachers may be the objective difference between how the individual handles the actual situation and the ideal situation. Given the lack of rural work and life experience before work and lack of systematic professional teaching and training, when facing long-term rural life, if they have strong self-stability and adaptability, psychological problems will be relatively compared with few. However, when there is a significant gap between self-expectation and reality and the individual cannot reconcile, psychological issues are easy to appear. Especially for those who enter teaching directly after graduating from universities, they may be more likely to become a high-incidence of psychological problems.

However, based on preliminary discussions of existing materials, the conclusions of the income need to be further studied and verified. The psychological problems of the special post teachers are not only about the healthy development of individual teachers but also profoundly impact the healthy growth of students and the quality of teaching. Considering special post teachers' "Special Post Plan" policy characteristics and unique identity, they may face different psychological challenges from other teachers. Therefore, researchers have called on all sectors of society to pay attention to the psychological health problems of special post teachers and take practical and effective measures to improve and create a better environment for their career development.

5.2.3 In-depth Discussion of the Correlation between Occupational Stress and Psychological Problems of Special Post Teachers

This study analyzed the relationship between occupational stress and psychological problems of special post teachers and found a significant positive correlation. Specifically, the greater the career stress special post teachers face, the more psychological problems occur. Further, this study reveals the correlation between different stress dimensions and the dimensions of psychological issues.

(1) In the dimension of "discord between self and experience," there is a high correlation between the stress dimension between "working environment and treatment" and "discipline teaching ability." This reflects that when faced with a low working environment and wages in the face of the low working environment and wages, and under the challenge of teaching ability, they need to adjust their cognition and experience to cope with the conflict between reality and ideals. When special post teachers cannot effectively deal with these conflicts, their psychological problems will increase.

(2) In terms of the "self-stereotype" dimension, it shows a significant correlation with the "work nature and characteristics" and "interpersonal relationship" stress dimension. This reveals that special post teachers must have certain flexibility and adaptability when dealing with the nature and characteristics of work and interpersonal relationships. However, when the self-concept of special post teachers is too rigid, they may find it difficult to cope with changes and challenges in work, and they cannot effectively deal with interpersonal relationships, which will cause psychological problems to increase.

(3) It is particularly noteworthy that the "self-flexibility" dimension and the dimensions of the occupational stress variable show a significant positive correlation. This further indicates that "self-flexibility" plays a key role in dealing with occupational stress in special post teachers; special post teachers with higher self-flexibility can better adapt to changes in the working environment, deal with complex interpersonal relationships, and challenge the challenges of discipline teaching ability, thereby reducing the occurrence of psychological problems in occupational stress.

In summary, there is a close positive correlation between the occupational

stress of the special post and psychological problems. For the mental health of special post teachers to lower their career stress, future research and practice should pay attention to the following aspects:

First of all, improve the self-cognitive ability and self-flexibility of special post teachers through vocational training;

Secondly, improve the working environment and salary of special post teachers to provide better working conditions;

Finally, strengthen the psychological health guidance of special post teachers, help them establish effective response strategies, and reduce the emergence of psychological problems.

5.3 Implementation for Practice to Research Future

5.3.1 Practice Implementation

In response to the occupational stress and psychological problems of special post teachers, this study proposes the following practical strategies:

1. Optimize treatment and environment: Improve the salary of special post teachers and ensure that it is equivalent to local public teachers; improve work and living conditions, especially in rural areas; and establish a comprehensive welfare system, such as medical insurance and housing subsidies.
2. Adjust workload: Reduce the workload of special post teachers, arrange teaching and non-teaching tasks reasonably, and avoid excessive work.
3. Professional development support: Provide continuous professional development opportunities and training support and enhance special post teachers' teaching ability and professional literacy.
4. Psychological care: Establish a psychological counseling service to provide necessary psychological support and counseling for special post teachers; encourage participation in social activities and enhance interpersonal communication skills.

5.3.2 Future Research

Future research can be carried out in the following directions:

1. Vertical tracking: Long-term tracking of dynamic changes in the occupational stress of special post teachers to reveal its development trend.
2. Comparative research: Explore the occupational stress of the special post teachers with different regions, different school types, and different teaching skills, and provide a basis for policy formulation.
3. Analysis of influencing factors: An in-depth study of the sources of occupational stress and psychological problems affecting special post teachers reveals their complexity.
4. Intervention measures: Design and implement effective intervention measures and evaluate their effects to provide strong support for practice.

5.4 Recommendation for Research

This study conducted in-depth discussions on the occupational stress and psychological problems of special post teachers in Zunyi City, Guizhou Province. It was found that these special post teachers were facing issues with education development and working environmental conditions in rural areas. The problem also increased. Based on this discovery, the following suggestions are made in this study:

(1) Improve infrastructure construction in rural areas: Given the living stress of special post teachers in remote rural areas, the government should further increase investment in these areas, accelerate the establishment, and improve basic living security facilities, such as improving living conditions and traffic convenience, optimizing teaching equipment. This measure helps reduce the burden on life and promotes improving the quality of education and teaching.

(2) Optimize special post teachers' recruitment and training mechanism: The current recruitment mechanism should focus more on teachers' professional ability and practical work experience rather than pursuing a high degree of education. Therefore, it is recommended that the recruitment mechanism be transformed from the "education system" to the selection model of "professional ability and practical experience." At the same time, the pre-job training of special post teachers should be strengthened to ensure that they have professional literacy and teaching skills that match their jobs, and career stress should be reduced because of inadequate

professionalism.

(3) Establish a comprehensive psychological guidance system: Given the psychological problems faced by special post teachers, it is recommended to establish a psychological assistance mechanism, regularly conduct psychological guidance and establish files for special post teachers, and continue to pay attention to changes in their psychological conditions. For teachers with psychological problems, timely psychological counseling and intervention services should be provided to prevent further increased psychological problems. In addition, special assistants should be encouraged to establish mutual assistance groups to deal with difficulties and challenges in life and work together.

(4) Strengthen policy implementation and supervision: To ensure the effective implementation of the policies of special post teachers, the supervision and inspection of policy implementation should be strengthened. Especially in rural areas with complex conditions, the conditions for preferential treatment of the policy should be implemented, such as the salary being paid on time and the treatment being increased. To this end, it is recommended that a unique regulatory agency be set up to conduct regular evaluations and feedback on policy implementation.

(5) Improve society's awareness and support for special post teachers: Through extensive publicity and educational activities, society will enhance the understanding of society's policies and actual work conditions. At the same time, actively advocate the attention and support of specialty teachers from all walks of life, such as establishing a public welfare fund or a donation project to provide material and spiritual help for special post teachers. This will help improve special post teachers' social status and identity and further stimulate their enthusiasm and motivation for work.

5.5 Limitations of the Study

Although this study has specific innovation and practicality in the occupational stress and psychological problems of special post teachers in Guizhou Province, there are still some limitations:

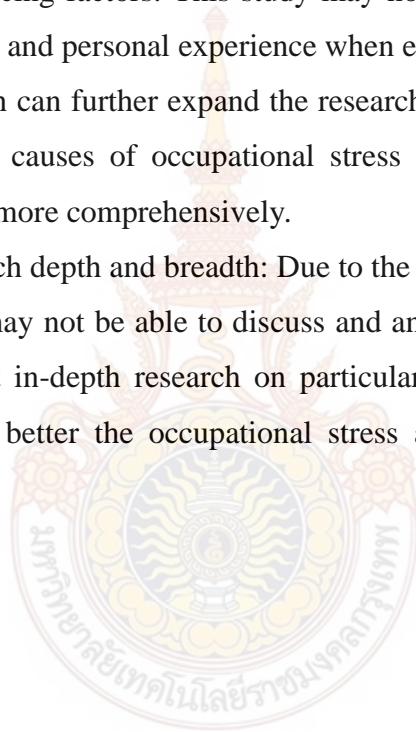
1. Sample representational: Due to the restrictions of research samples and

time, this study may not cover all special post teachers in Guizhou Province, resulting in the representational of the samples. Future research can further expand the sample size and improve the universality of research.

2. Data collection method: This study mainly collects data to collect data such as questionnaires and interviews. There may be questions such as answering deviations and intense subjectivity. In the future, researchers can consider adopting more diversified data collection methods, such as observation and experimental methods, to improve the accuracy and objectivity of data.

3. Influencing factors: This study may not cover possible variables, such as family background and personal experience when exploring the influencing factors. In the future, research can further expand the research perspective and consider more factors to reveal the causes of occupational stress and psychological problems in special post teachers more comprehensively.

4. Research depth and breadth: Due to the restrictions of research time and samples, this study may not be able to discuss and analyze specific problems. Future research can conduct in-depth research on particular issues or expand the research scope to understand better the occupational stress and psychological problems of special post teachers.



REFERENCES

- Ashton, P. T., & Webb, R. B. (1986). Making a difference: Teachers' sense of efficacy and student achievement. Longman.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2): 191-215.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of Human Behavior* (Vol. 4, pp. 71-81). Academic Press, Inc.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman and Company.
- Chen, Q. Y., Qian, M. & Guo, Y. (2004). Analysis on the Mental Health Status and Influencing Factors of Teachers in Western Ethnic Areas. *Journal of Southwest Minzu University (Humanities and Social Sciences Edition)*, 9: 1-10.
- Dick, R. & Wagner, U. (2001). Stress and Strain in Teaching: A Structural Equation Approach. *British Journal Psychology*, 1: 243-259.
- Elise, D. R. (2019). *Stress in Boom Times: Understanding Teachers Economic Anxiety in a High-Cost Urban District*. AERA Open, 4: 1-10.
- Fernández, B. J. M. Román, G. P. and Montenegro, R. (2021). Digital Teaching Competence in Higher Education: A Systematic Review. *Education Sciences*, 11(11): 689-689.
- Ganet, T. (2020). A study of factors impacting elementary mathematics preservice teachers: Improving mindfulness, anxiety, self-efficacy, and mindset. *School Science and Mathematics*, 120(6): 333-344.
- Guniati, D. & Budayasa, I. K. (2020). Mathematics anxiety: Prospective math teachers also experience it. *Journal of Physics Conference Series*, 1: 12-32.
- Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76(4): 569-582.
- Kyriacou, S. (1978). Teacher Stress: Prevalence, Sources and Symptoms. *British Journal of Educational Psychological*, pp. 159-167.
- Li, Y. (2011). Investigation and Countermeasure Study on the psychological problems

- Status of special post teachers in Sichuan Province. *Education Forum*, 4: 484.
- Li, Y. Q. (2013). Investigation and Research on the Current Situation of occupational Development of special post teachers in Guizhou Province-Taking the Investigation of Mathematics Special Post Teachers as an Example. *Journal of Kaili University*, 31 (6): 171-174.
- Liao, C. H. (2010). Investigation Report on the occupational Status of special post teachers in Western Rural Areas--Taking Ludian County in Yunnan Province as an Example. *Basic Education*, 7 (8): 15-20.
- Liu, C. & Li, P. (2013). Investigation and Research on the Work and Life Status of Xinjiang Special Post Teachers. *Education and Teaching Research*, 27 (5): 27-30.
- Liu, Z. (2011). *Research on the living conditions of special post teachers - Taking special post teachers in LQ County, Anhui Province as an example*. Shanghai: East China Normal University,
- Lu, A. A. (2011). Analysis of the Dilemma of Rural Special Post Teachers. *Journal of Guangxi University of Education*, 3: 31-32.
- Luo, S. M., Ren, L. H. and Li, Q. A. (2023). *Analysis of the Factors Influencing the Resignation Intention of Special Post Teachers Teaching and Management*, 3:30-33.
- Li, Hong (2014). Self-efficacy theory and its application in foreign language education. *Chinese foreign language education* (1): 3-9.
- Maslow, A. H. (1943). "A Theory of Human Motivation." *Psychological Review*, 50(4): 370-396.
- Ma, C. M. & Wang, A. A. (2011). Reflections on the Rationality of Policies for Special Post Teachers. *Education and Teaching Research*, 5 (8): 1-4.
- Mehmet, Ö. (2020). Teachers Evaluation on School Principals Supervision. *Educational Policy Analysis and Strategic Research*, 2: 303-321.
- Mo, G. Q. (2013). Survey and Analysis on Training Needs of Junior High School Mathematics Teachers in Zunyi, Guizhou Province. *Journal of Guizhou University*, 29 (9): 67-70.
- Park, J. H., Hyun, D. G. and Shin, A. K. (2016). The Effect of Observing Material on

- the Phase Change of Moon Considering the Orbits of Earth and Moon. *Journal of the Korean society of earth science education*, 9(3): 323-340.
- Peele, M. & Wolf, S. (2021). Depressive and anxiety symptoms in early childhood education teachers: Relations to occupational well-being and absenteeism. *Early Childhood Research Quarterly*, 5: 275-283.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3): 607-610.
- Ralf, S., Smith, J., Shanna, E. and Faulk, K. E. (2011). Chronic Work Stress and Depressive Symptoms: Assessing the Mediating Role of Teacher Burnout. *Stress & Health: Journal of the International Society for the Investigation of Stress*, 27(5): 420-429.
- Stenberg, R.J. & Zhang, H. (2003). *Education Psychology*. People's Post and Telecommunications Publishing House.
- Sang, Q. S. & Li, Y. (2010). Survey on the mental health of special post teachers in middle schools in earthquake-stricken areas. *Chinese Journal of Health Psychology*, 18 (1): 36-38.
- Serdar, A., Ahmet, E. and Serkan, S. (2018), *Examining the Relationship Between Lifelong Learning Tendencies and Occupational Anxiety of the Prospective Teachers*. *Eğitimve Yeni Yaklaşımlar Dergisi*, 3: 1-11.
- Song, T. & Zheng, X. R. (2017). From "Supplementary Salary" to "Supplementary Mechanism": The Implementation Effect of the Salary Subsidy Policy for "Special Post Teachers". *Peking University Teaching Review*, 15 (2): 39-52.
- Steinhardt, M. A., Smith, J. Shanna, E. and Faulk, K. E. (2011). Chronic Work Stress and Depressive Symptoms: Assessing the Mediating Role of Teacher Burnout. *Stress & Health: Journal of the International Society for the Investigation of Stress*, 27(5): 420-429.
- Stoeber, J., & Rennert, D. (2008). Perfectionism in school teachers: Relations with stress appraisals, coping styles, and burnout. *Anxiety, Stress & Coping*, 21(1) pp. 37-53.
- Sultan, A., Osman, Ç. and Gülay, E. (2010). An assessment of the factors that influence biology teacher candidates' levels of academic self-efficacy.

Procedia-Social and Behavioral Sciences, 2(2): 2377-2382.

- Sun, R. & Du, P. Job (2023). Characteristics and Turnover Tendency of New Teachers in Deep Poverty Rural Areas: An Analysis Based on Chinese special post teachers, *Educational Science Research*, 3: 46-54.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7): 783-805.
- Wang, D. F. & Huang, X. T. (2007). Self-harmony and social harmony: a psychological interpretation of building a harmonious society. *Journal of Southwest University (Humanities and Social Sciences Edition)*, 33 (1): 2.
- Wu, X. W. (2013). Reflections on the "Special Post Plan" for Rural Schools in Western China: A Case Study of Weining County, Guizhou Province. *Journal of Educational Science of Hunan Normal University*, 12 (6): 48-53.
- Woolfolk, A. E., & Hoy, A. W. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education*, 6(2): 137-148.
- Xiao, Q. & Guo, J. (2014). Analysis on the characteristics of the well-being of special post teachers in rural middle schools in western China -- based on a survey of special post teachers in a rural middle school in Guizhou. *Journal of Chongqing Electronic Engineering Vocational College*, 23 (5): 109-112.
- Xu, C. J. (1999). Research on Work Stress System: Mechanism, Coping and Management. *Zhejiang Normal University Journal (Social Science Edition)*, (5): 70-71.
- Yang, C. W. & Wen, Y. (2013). Analysis of the Survival Dilemma of Rural Special Post Teachers. *Selected Journal of Small Writers*.
- Yang, C. W. (2008). *Empirical Study on the Selection and Development of Rural Special Post Teachers - Based on the survey of some rural special post teachers in D and W counties of Guizhou Province*. Guizhou Normal University,
- Yang, Z., Zhang, J. and Liu, H. Y. (2010). Investigation and Research on the Self-Harmony Status of Newly Hired Special Post Teachers: Taking 2009

- Newly Hired Special Post Teachers in Fuyang, Anhui Province as an Example. *Contemporary Teacher Education*, 3 (3): 85-93.
- Zhang, X. & Zheng, X. (2011). Problems and Improvement of Rural special post teachers Teacher Policies. *Journal of Hubei Correspondence University*, 24 (8): 77-78.
- Zhang, J. J. (2012). Implementation of the "Special Post Teachers" Policy in Rural Areas: Problems and Countermeasures. *Education Theory and Practice*, 32 (7): 26-28
- Zhang, X. D. & Fan, X. Y. (2013). *Investigation on the psychological problems Status of Rural special post teachers in Anhui Province*. Huainan Normal University, 15 (80): 22-24.
- Zhang, X. (2003). Reason Analysis and Improvement Measures for the Low Occupational Identity of Special Post Teachers. *Teacher Education*, 9, pp. 19-21.
- Zhang, Y. Q. & Liu, H. L. (2010). *Investigation and Analysis of the Psychological Problems Status of Primary and Secondary School Teachers in Rural Areas of Western China: A Case Study of Qu County, Sichuan*. Cultural and Educational Materials.
- Zhu, Y. L. (2012). Research on the occupational stress of rural "special post teachers" - taking a province in central China as an example. *Nanchang: Jiangxi Normal University*.

APPENDICES

Appendix 1

Special Post Teachers' Occupational Stress Questionnaire

Explanation:

1. This questionnaire is a Special Post Teachers' Occupational Stress Questionnaire.

Part 1: Basic Survey

Part 2: Work satisfaction and occupational development

Part 3: Openness problem

2. This questionnaire mainly investigates your feelings and views on the post of "special post teachers." The questionnaire adopts anonymous filling, and the answer is not good or bad. The relevant data is for research and use only. We will strictly keep it secret! We hope you can cooperate with the investigation and fill it out truthfully. Your frankness will be the most significant guarantee of the reliability of this research! Finally, thank you very much for your support and help!

Part I: Basic Survey of Special Post Teachers

Please tick ☒ in the box that matches your criteria

1: What is your gender?

☐ Male

☐ Female

2: What is your age range?

☐ 20-25 years old

☐ 26-30 years old

☐ 31-35 years old

☐ 36-40 years old

☐ 41 years old and above

3: How long have you worked as a unique post teacher?

☐ Less than 1 year

☐ 1-3 years

☐ 4-6 years

☐ 7-10 years

☐ More than 10 years

4: What type of school do you currently work in?

☐ Primary school

☐ Junior high school

- ☐ High school
☐ Other (please specify)

5: What is your current monthly income?

- ☐ Less than 3000 yuan
☐ 3001-4000 yuan
☐ 4000-5000 yuan
☐ More than 5001yuan

Part II: Work satisfaction and occupational development

(Working environment and treatment, Work nature and characteristics, Discipline teaching ability, and Interpersonal relationship)

Part III: Openness problem

Please tick ☒ the box that matches your criteria, referring to the opinion rating below.

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

No.	Work Environment and Treatment	Opinion Rating				
		5	4	3	2	1
1	Heavy workload in daily lesson preparation or grading.					
2	Uncertainty in dealing with school leadership.					
3	Lower income of special post teachers compared to other industries.					
4	Too many non-teaching meetings and activities.					
5	The school assesses teachers' performance based on students' grades.					
6	Low work benefits and welfare.					

No.	Work Environment and Treatment	Opinion Rating				
		5	4	3	2	1
7	Poor living conditions and environment.					
8	Students' grades are linked to personal work bonuses.					
9	Long distance between school and home, inconvenient commuting.					
Nature and characteristics of work						
10	Boring and lonely daily life.					
11	Responsibility for teaching courses for more than two different grades.					
12	Concern about the enrollment rate of the taught class or students.					
No.	Nature and characteristics of work	Opinion Rating				
		5	4	3	2	1
13	Coping with various inspections and assessments from the school and higher authorities.					
14	Concern about not obtaining a formal job position after the three-year contract expires.					
15	Feeling lost about career choices after the three-year contract expires.					
Subject Teaching Ability						
16	Insufficient subject expertise to handle teaching duties.					
17	Lack of occupational knowledge in education and psychology.					

No.	Nature and characteristics of work	Opinion Rating				
		5	4	3	2	1
18	Obligation to undertake courses outside of occupational expertise.					
Interpersonal Relationships						
19	Conflicts with one or several colleagues.					
20	Feeling disconnected from the outside world and poor information flow.					
21	Feeling unable to integrate into the work community.					
22	No one to consult or communicate with when facing difficulties in work.					
23	Poor learning attitude among students makes them difficult to manage.					
No.	Interpersonal Relationships	Opinion Rating				
		5	4	3	2	1
24	Strong competitiveness and distant relationships among colleagues.					
25	Lack of opportunities to convey one's occupational teaching philosophy.					
Open Questions						
26	Inconvenient basic transportation in the area.					
27	Lack of entertainment and leisure options in life.					

Note: For open issues, you can also fill in specific opinions or suggestions, not just given a rating.

Appendix 2

Self -Harmonious Psychology Scale

Dear special post teachers,

Here are some people's opinions based on their views. Each item represents how much the sentence aligns with your current opinion. Everyone has unique views, so there are no correct answers to the questions. Hence, I encourage you to answer truthfully. The current table uses anonymous filling, and the answer is not good or bad. Data obtained from the survey will be used for research only. We will strictly keep them secret! I hope you can cooperate with the investigation and answer honestly. Your frankness will be the most significant guarantee of the reliability of this research! Finally, thank you very much for your support and help!

Please tick ☒ the box that matches your criteria, referring to the opinion rating given below:

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

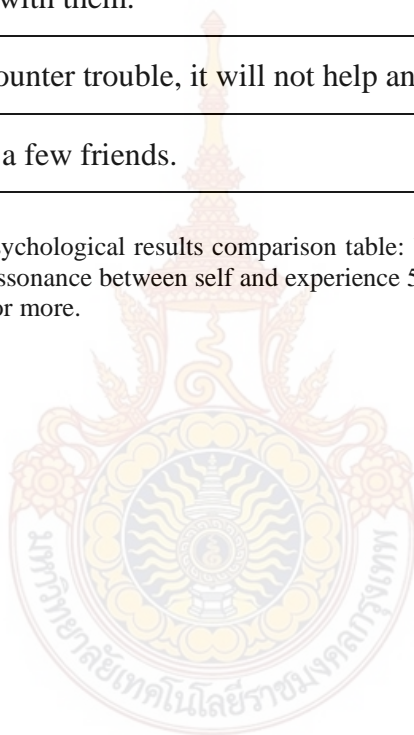
No.	The dissonance between self and experience	Opinion rating				
		5	4	3	2	1
1	In my opinion, the people around me often feel that I have contradictions.					
2	Sometimes, I am not satisfied with my performance.					
3	It is not easy to express my emotional response to others appropriately.					
4	I am often dissatisfied with my behavior.					
5	I often doubt my ability if I do not do well in something.					
6	I think that many things I do are things that I should not do.					
7	Others often misunderstand my intention for them.					

No.	The dissonance between self and experience	Opinion rating				
		5	4	3	2	1
8	In many cases, I have to doubt my ability.					
9	Too much time spent with others can easily expose their privacy.					
10	I think my current situation is too far from meeting my requirements.					
11	I have encountered many problems that I cannot solve.					
12	When I encounter a problem, I always feel that others are far from me.					
13	It is not easy to give play to the level I should have.					
The dissonance between self and experience						
14	I am worried that what I do will cause misunderstandings from others.					
15	I can always understand my feelings clearly.					
16	I know my emotions for people around me.					
Self -flexibility						
17	Whenever I encounter difficulties, I constantly analyze the causes of difficulties.					
18	I have my views on many things, but I do not want others to be like me.					

No.	The dissonance between self and experience	Opinion rating				
		5	4	3	2	1
19	Although I have to do something I am unwilling to do, I do things according to my wishes.					
20	One thing is good, evil is not good, and nothing can be vague.					
21	Some of my friends are very different from me, which does not affect our relationship.					
22	I know what kind of person I am.					
23	I can express what I want to express very freely.					
Self-flexibility						
24	If there is enough evidence, I can change my viewpoint.					
25	If I cannot change my point of view somehow, I always want to make up for it as soon as possible.					
Self-flexibility						
26	I think people with strong abilities may also encounter problems.					
27	I can always understand my feelings clearly.					
Self-stereotype						
28	Once I form a view on things, I will not change anymore.					
29	No matter what others say, my point of view will never change.					
30	I rarely think about whether everything I should be.					

No.	The dissonance between self and experience	Opinion rating				
		5	4	3	2	1
31	I rarely consider what kind of person I am.					
32	Tell others in your heart not only to get help but also to cause trouble.					
33	Everyone is busy with themselves, and it is not easy to communicate with them.					
34	Once you encounter trouble, it will not help anyway.					
35	I have at least a few friends.					

Note: Self-harmonious psychological results comparison table: big points above 103 or more; middle 75-102; low 74 below; Dissonance between self and experience 50 or more; Self-flexibility above 55 or more; Self-stereotype 23 or more.



BIOGRAPHY

NAME: Li TANG

TELEPHONE NO.: +86 18910826901

E-MAIL ADDRESS: 364698711@qq.com

EDUCATIONAL BACKGROUND:

Graduated from Central China Normal University
(Major: Language Education)

WORK EXPERIENCE: Zunyi Normal University

