

Analysis of the Causes of University Instructors' Pressure and Countermeasures: A Case Study of a University in Jiangsu Province

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Abstract

This paper adopts a sample survey with the 'Stress Survey Form of a University Instructor in Jiangsu Province' to investigate the instructors of the whole school, taking a university in Jiangsu as an example to analyze the reasons for the pressure of instructors. It shows that the main reasons of pressure formation for instructors are the heavy workload, the promising prospects and the unregulated school management. Finally, the paper puts forward some policy measures for the pressure relief of university instructors from both external environment and internal individuals.

Keywords: universities; instructors; stress; countermeasures

Due to their unique work content and professional orientation, university instructors bear various pressures, social pressure, work pressure and self-pressure, etc. Their work is mainly to help students establish a correct ideological and moral outlook, but they neglect the instructors' their own mental health. The source of stress for instructors is not single but from all aspects, and these pressures are generated for a variety of reasons. In order to reduce the instructor's psychological stress and create a better environment for the instructor's life and work, we conducted this survey.

I. QUESTIONNAIRE DESIGN AND SURVEY OBJECTS

Instructors from one of Jiangsu universities investigated the research object. The survey method adopted a sample survey. A total of 150 questionnaires were distributed and 142 valid questionnaires were returned, with an effective rate of 94.7%. Among the respondents, there were 64 males, accounting for 45.1%, and 78 females, accounting for 54.9%. There were 85 people under the age of 30, accounting for 59.9%, and 57 people aged 30 and above, accounting for 40.1%. 66 were unmarried, accounting for 46.5%, and 76 were married, accounting for 53.5%. There were 37 undergraduates with a bachelor's degree, accounting for 26.1%, and 105 with a master's degree or above, accounting for 73.9%. 42 had not achieved lecture titles, accounting for 29.6%, and 100 lecturers or above, accounting for 70.4%. 44 people worked for 4 years or less, accounting for 31%, and 98 people for more than four years, accounting for 69%.

The 'Stress Survey Form of a University Instructor in Jiangsu Province' used in this survey is self-developed. The main contents are as follows: 1. Basic information of the survey object: age, gender, education, professional title, work years, marital status, etc. 2. The status of the pressure of the respondents: stress performance, work status, and their own feelings. 3. Reasons for the pressure of the respondents: family and marriage, personal ability, income level, work intensity, school management, etc.

II. SURVEY RESULTS AND ANALYSIS

2.1 The status quo of pressure on instructors in a university in Jiangsu

2.1.1 Analysis of the overall situation of instructor pressure

It can be seen from Table 1 that among the 142 instructors surveyed in a university in Jiangsu, the number of people without stress is 0, and 26 people feel moderate pressure. The two together account for 18.17% of the total number; There are 116 people, feel great or extreme stress, accounting for 81.83% of the total number, and 80 people feel great stress, accounting for 56.08% of the total. In summary, more than 80% of surveyed instructors felt great stress, and about 30% of the instructors felt extreme stress. Even if statistical analysis is carried out according to different sub-items such as gender, age, marriage, education, professional title, and work years, every sub-item has a 80% of instructors feel great stress.

2.1.2 Analysis of the instructor's stress situation

This can be illustrated from Table 1, the instructors who are elder, unmarried, highly educated, have no professional titles, and have a long work years are relatively stressed. Among the instructors who felt great and extreme pressure, 47 instructors were aged 30 and above, accounting for 83.4%, 2.2% more than 30 years old; 91 graduate students, accounting for 86.6%, 12.5% more than the undergraduate and below; 56 unmarried, accounting for 85.5%, 4.7% higher than married; 34 people with titles below the lecturer, accounting for 84.2%, 0.1% lower than the teacher's title; 85 people work for 4 years and above, accounting for 85.8%, 10.1% higher than 4 years.

Table 1 Statistics of the status quo of instructors in a university in Jiangsu

Sub option		Total	Extreme stress		Great stress		Moderate stress		No stress	
			NUM	%	NUM	%	NUM	%	NUM	%
Gender	Male	64	19	30.2%	34	52.4%	11	17.4%	0	0%
	Female	78	19	24.3%	44	56.7%	15	19%	0	0%
Age	Under 30 years old	85	23	26.5%	46	54.7%	16	18.8%	0	0%
	Over 30 years old	57	16	28.2%	31	55.2%	10	16.6%	0	0%
Marital Status	unmarried	66	16	24.2%	40	61.3%	10	14.5%	0	0%
	married	76	24	31.2%	38	49.6%	14	19.2%	0	0%
Education	Undergraduate and below	37	4	9.8%	24	64.3%	9	25.9%	0	0%
	Postgraduate	105	35	33.4%	56	53.2%	14	13.4%	0	0%
Job Title	Under the lecturer	42	8	18.5%	28	65.7%	6	15.8%	0	0%
	Lecturer or above	100	35	34.7%	49	49.4%	16	15.9%	0	0%
Work Years	4 years or less	44	8	17.8%	25	57.9%	11	24.3%	0	0%
	4 years and above	98	31	31.2%	54	54.6%	13	14.2%	0	0%

2.2 The current cause of pressure on a university instructor in Jiangsu

2.2.1 External pressure

2.2.1.1 Stress analysis on instructor workload

The stress of the workload brings the body's exhaustion to the instructor. According to the relevant survey data, the number of students counseled by each instructor in this university in Jiangsu is more than 300, and the number for some of the instructors is more than 400. Instructors need to be responsible for a lot of work, generally including: group organization activities guidance, student psychological education, scholarships, bursaries, loans, and student party building activities, enrollment work. The current situation of the instructor's work is: all things related to students are the instructor's business. The proportion of instructors working overtime is as high as 80% or more, and the average number of daily calls is about 20, which is more indicative of the stress of the instructor's work.

2.2.1.2 Analysis of the pressure on the management of the school

The school's work requirements for instructors are too detailed and the accountability is too high, which imposes pressure on the instructors. The school does not have a performance appraisal indicator for the instructors, which is due to the special nature of the instructor's work. The particularity of the counselor's work is manifested in the intangible nature of the results, the work is too difficult to quantify, and the weight of the assessment indicators is also too difficult to accurately grasp other aspects, etc. As university links the rewards and punishments of students with the performance appraisal of instructors., such an evaluation index system brings great pressure to instructors.

2.2.1.3 Analysis of the pressure on instructors' family economy

A good family economic foundation secures that instructors can focus on their work. but most instructors have short work years, low professional titles, low income levels, and are under tremendous economic pressure. Studies have shown that 59.7% of instructors bear economic pressure, more than half of them have no real estate, and more than a quarter of them have greater pressure on marriage.

2.2.2 Internal pressure

2.2.2.1 Stress analysis of instructors' personal ability

Instructors in the new era face various problems every day. If the instructors do not enhance themselves, their career will be unsatisfactory. In the investigation, the main challenge in the instructor's work is the psychological and safety education for the students. The number of people who agree with this view is 101, accounts for 71%. The second place is the student's ideological education and daily management, with which 72 people agree. It accounts for 50.7%. Employment guidance and career planning takes the third place with 87 agreements, accounts for 61.3%. The pressure of the instructors on these three tasks also indirectly reflects the current situation of students' difficult education, employment, and management. Compared with male instructors, female instructors are more resistant to stress than male. Although the instructors with short work years are passionate in their daily work, they suffer more stress because of inexperience.

2.2.2.2 Analysis of instructor's career prospects

Studies have shown that career prospects cause the most stress for instructors. 142 instructors who participated in the survey, 85.8% of the instructors agreed that career prospects were a factor that put pressure on them. Among these instructors, there are lack of career goals, achievements and direction. More than 30% of the instructors have a feeling of shame and regret, and more than 30% have no confidence in career development. The survey shows that the instructors in a university in Jiangsu are in a non-professional and marginalized state, which makes the instructors less optimistic about the career development prospects, thus making the instructors feel more pressure.

III. THE TACTICS OF UNIVERSITY INSTRUCTORS' PRESSURE

Through the survey of school instructors, the result shows that the instructor's pressure has three main aspects: social pressure, work stress and personal pressure. The result indicates that most of the instructors felt that they lack the corresponding work ability and experience, and that the university lacks a detailed instructor-training program. In addition, the reform of the internal management system of university has also intensified the internal competition. The pressure on instructors has also

increased dramatically. The most serious problem encountered in the work is the unclear duties.

3.1 Enhance external support of instructors

3.1.1 Establishing instructor mental health protection mechanism and universities should take the instructor's mental health as the main work content. When formulating the school management system and the instructor evaluation system, it is necessary to consider the characteristics of the instructor's work, play a correct guiding role, and reduce the mental burden of the instructor. Establishing a mental health file for the instructor to facilitate timely understanding of the instructor's psychological status and changes, and to diagnose the instructor's psychological diagnosis and specific issues. The content should include the instructor's family, work, body and observation, etc.

3.1.2 Emphasize on the construction of instructors and provide various policy support
Establishing a security system for instructors' economic, political, living and work treatment and formulating a system for assessing the title of instructors, appropriately improving the welfare of instructors, and meeting the appropriate political treatment requirements of instructors to let the instructors are able to see the prospects of their future career positions and get a sense of satisfaction and accomplishment from their work and achieve a psychological balance.

3.1.3 Establish a sound mechanism of instructor training and development

Establishing corresponding instructor professional psychological maintenance guarantee mechanism, establishing and improving the instructor's incentive mechanism, forming a reasonable and effective work evaluation system and incentive mechanism, adhering to the principle of people-oriented, institutionally provide a strong guarantee for the counselor's treatment in the aspects of economy, politics, work and life in order to increase the attractiveness of the counselor's work and inspire the instructor's work enthusiasm through a long-term mechanism. Establishing a vocational qualification system and implement an industry-based system to ensure the quality of instructors. Strict select the recruitment standards, strengthen selection process to ensure the quality of instructors.

3.2.1 Strengthen theoretical study and moral cultivation

Strengthening their own theoretical study, improving their self-cultivation, enhancing their political and guidelines, improving their understanding and implementation of the Party's policy and strategy, and combining the truth and the power of personality to enable them to become a person with virtues, integrity, honesty, self-interest and truth-seeking and pragmatism. Building a reasonable knowledge framework and using their knowledge to guide students, build self-confidence, overcome unhealthy emotions such as loss and inferiority.

3.2.2 Change the daily working method

Student work is a complex work system. University instructors should actively improve their work methods in their daily work, such as summarize the valuable experiences from work, pay attention to the combination of theory and practice, esp. take some efficient technical methods to improve their work efficiency. For example, they could promote the enthusiasm and initiatives of student cadres to reduce their own workload, explore the highlights of each student, and guide them to be active in their daily learning life. Through a unified and efficient experience information sharing platform, we will jointly explore ways to deal with student problems and work experience.

3.2.3 Focus on self-improvement

Efficient instructors should develop long-, medium-, and short-term goals that are not only relevant to their own reality and their own development, but also to their future career development. According to the punctuality and primacy principle of Pareto, the daily work should be classified and optimized the daily working hours in order to improve the communication skills and enhance the interpersonal and pleasant interactions, the self-resistance ability, and reduce the working pressure caused by timely communication.

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