Stress Reduction Program Design for High School Teachers in a Private School in Jiangsu Province

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Abstract. With the continuous development of the times, the reform of China's education system is deepening, and science and technology are gradually penetrating into education, which brings certain challenges to the teaching work of high school teachers. At the same time, since 1977, the college entrance examination has been given important significance by the society as a whole and is recognized as an important breakthrough point in life. Under the influence of the college entrance examination system, high school teachers have to bear more pressure compared to teachers in other basic education levels. Therefore, based on reviewing the literature, this study used the questionnaire survey method and interview method to investigate the stressors of high school teachers by taking high school teachers of a private school in Jiangsu Province as the research object, and designed a stress reduction program for high school teachers of this private school in response to the findings of the study. Through the study, it was found that high school teachers in this school mainly have the pressure of teaching work, the pressure of work other than teaching, the pressure of interpersonal communication, the pressure of school management, and the pressure of the society, and finally, the stress reduction program for teachers was designed to alleviate the pressure of teachers' work, so as to promote the physical and mental health development of teachers and serve the cause of education in a better way.

Keywords: High school teachers, teacher stress, curriculum design.

1. Introduction

High school teachers are the backbone of education, and the quality and status of their work directly affects the improvement of education quality. However, with the acceleration of educational reform and development, high school teachers are facing more and more tasks and challenges, such as the new curriculum reform, diversified assessment, and education informatization, which have increased the workload and pressure of high school teachers [1]. At the same time, the continuous changes and development of social economy and culture have brought about new educational needs and educational forms, which have also led to the increasing work pressure of high school teachers. In addition, changes and adjustments in policies, regulations and management systems have affected and pressurized the work of high school teachers, such as teacher assessment and evaluation and title promotion. Moreover, the characteristics of high school teachers' profession determine that they need to bear a lot of psychological pressure in their work, such as the sense of responsibility for students, the sense of mission for the educational cause, and the self-requirement for the subject and teaching. Therefore, the study and solution of high school teachers' stress problems have considerable research value and are worth exploring in depth.

High school teachers have the important task of training the future pillars of society, and they play a decisive role in students' learning and development. Studying high school teachers' stress and designing stress reduction programs for them is significant from the national, social, and individual perspectives.

From the national perspective, ensuring the quality of education is one of the top priorities in education, and high school teachers are the main contributors to the quality of education. Studying high school teachers' stress can help the government understand teachers' working conditions, so that it can take measures to protect teachers' physical and mental health, improve teaching effectiveness, and enhance the quality of education, thus contributing to the cultivation of the nation's pillars [2].

From the social point of view, education is an important guarantee of social stability, and high school teachers are an important part of education [3]. If high school teachers work under too much pressure, it will affect their work motivation and efficiency, which will affect the quality of education and may even trigger social instability. From the perspective of individual high school teachers, high school teachers not only need to master solid subject knowledge and teaching skills, but also need to have excellent educational concepts and educational sentiments, and be able to guide students' thinking and independent learning [4]. Therefore, high school teachers need to bear high work pressure, which is a normal occupational phenomenon. However, if high school teachers' work pressure is too high, it will have a negative impact on their physical and mental health, thus affecting their work efficiency and work quality [5].

Therefore, it is of great significance to study high school teachers' stress and design a curriculum to reduce high school teachers' stress [6]. Through in-depth research on the causes, effects and alleviation methods of high school teachers' stress, corresponding curricula for reducing high school teachers' stress can be designed in a targeted manner, which not only helps to improve the work efficiency and quality of high school teachers [7] and alleviate the work pressure of high school teachers, but also enhances high school teachers' occupational satisfaction and sense of well-being, which in turn promotes the healthy development of the education cause, cultivates more and better talents, promote social stability and prosperity, and be more beneficial to the harmonious development of the country. At the same time, this study is also expected to serve as a reference for education departments and organizations to formulate more scientific education policies and reforms.

2. Literature review

2.1. Review of national research literature

In recent years, teachers' occupational stress has received widespread attention, and more and more scholars are committed to the study of teachers' stress and exploring strategies to alleviate teachers' stress.In 2016, Gong Qiuhua investigated the sources of high school teachers' occupational stress and alleviation countermeasures by means of a questionnaire survey [8]. The results of the study showed that the main sources of high school teachers' professional stress include teaching tasks, subject competition, workload, parents and students. In terms of relieving stress, teachers can take some countermeasures and measures, such as strengthening self-regulation, improving the working environment and conditions, improving work efficiency, and enhancing the sense of teamwork. In addition, the article also proposes that the education administration should pay more attention to teachers' professional stress, provide corresponding help and support, and promote teachers' professional development and improve teaching quality.In 2017, Tang Fengmei put forward some strategies and measures to alleviate teachers' professional stress in view of the status quo of teachers' professional stress in secondary schools, including strengthening self-management, improving psychological resilience, improving the working environment, and increasing social support aspects, aiming to help teachers alleviate occupational stress and improve work efficiency and quality[9].In 2017 Wang Jianhua, Fan Xi investigated the current situation and main influencing factors of high school teachers' occupational stress, and also put forward some countermeasures and measures to alleviate the stress, and also explored the roles and strategies of mental health education in alleviating the occupational stress of teachers[10].In 2018 Guo Li, Liu Shuhua investigated the current situation and main influencing factors of high school The current situation and main influencing factors of teachers' occupational stress, and also put forward some countermeasures and measures to reduce stress, including improving psychological resilience, improving the working environment, and increasing social support, etc.[11].In 2019, Chen Xiaobin, and Ma Lihua investigated the current situation of secondary school teachers' occupational stress, and analyzed the main sources of teachers' stress and influencing factors. At the same time, a series of stress reduction strategies and measures were put forward in combination with the actual situation of teachers, including the aspects of whole mind, improving work efficiency, etc.[12].2020 He Li, Li Hua investigated the status quo of junior

high school teachers' occupational stress, and analyzed the main factors affecting teachers' occupational stress. At the same time, some countermeasures and measures to reduce the pressure were put forward [13].2020 Li Yan, Hu Ailan analyzed the research results of the relationship between school leaders and teachers' pressure at home and abroad in recent years, and analyzed the influencing factors of school leaders on teachers' pressure, the mechanism of their role, and the intervention strategy, etc. [14].2021 Wang Yuanyuan, Cai Fangfang analyzed the research results of the relationship between teachers' occupational pressure and happiness at home and abroad in recent years, and analyzed the effects of teachers' occupational pressure on teachers' happiness. research results, analyzing the relationship between teachers' professional stress and happiness, influencing factors and strategies for improving happiness [15]. These studies are important references for gaining a deeper understanding of the situation of teachers' professional stress, providing effective policies and measures for relevant departments and organizations, easing teachers' work pressure, improving teachers' work efficiency and quality, and better promoting the development of education and improving the quality of education

2.2. Literature Review of Foreign Studies

There is no lack of research on teachers' stress in foreign countries.In 1998 Hargreavess explored the emotional aspects of teachers' work, including teachers' stress, emotional labor and emotional disorders [16]. The article points out that the emotional aspects of teachers' work are often overlooked, but in fact they have a profound impact on teachers' health and quality of work. The authors proposed some countermeasures to alleviate teachers' stress and promote emotional health, such as improving teachers' self-knowledge, improving the work environment and establishing support systems, etc. In 2009, American scholar Mei-Ling Zhang wrote to explore the issue of teacher burnout from the perspective of evaluation. The article suggests that teacher burnout is an emotional experience that is closely related to teachers' evaluation system and evaluation results. The authors analyzed the impact of teacher evaluation system and results on teachers' emotional health and proposed some countermeasures to alleviate teacher burnout, such as providing support and feedback, changing evaluation methods and establishing a positive evaluation culture.2013 McCarthy, Lambert and O'Donnel introduced the measurement of teacher stress and anxiety. The article pointed out that teacher stress and anxiety are common problems in teachers' work, but the measurement methods and related literature have some problems and limitations, and the authors made some suggestions to improve and refine the measurement tools and research methods to better understand and cope with the problem of teacher stress and anxiety [17].2017 Skaalvik et al. explored the effects of teacher stress and self-efficacy on teachers' work engagement , emotional fatigue and the predictive role of leaving the education profession. The article found that teacher stress and emotional fatigue had a negative impact on teachers' work engagement and willingness to leave the profession, while teacher self-efficacy had a positive impact on teachers' work engagement and emotional fatigue [18]. The authors noted that increasing teacher self-efficacy could alleviate teacher stress and emotional fatigue, thereby increasing teacher engagement and satisfaction.In 2018, Hall et al. conducted a meta-analytic study examining the role of teacher self-efficacy in the relationship between job stress and burnout [19]. The article found that teacher self-efficacy can mitigate the negative effects of job stress and burnout and improve teachers' job satisfaction and well-being. The authors also proposed some countermeasures to improve teachers' self-efficacy, such as providing support and training and establishing cooperative learning environment. The research direction of foreign scholars mainly focuses on teacher evaluation, emotional health, self-efficacy and teachers' work engagement, which is an important reference value for understanding the problem of teacher stress and proposing solutions in foreign countries.

2.3. Domestic and International Research Concerns

Combining domestic and foreign research literature, we can find that domestic studies mainly focus on the sources and influencing factors of teacher stress and some strategies to relieve teacher

stress. While foreign studies not only focus on the sources and influencing factors of teacher stress, but also focus on the relationship between teacher stress and other variables, and explore the impact of factors such as teacher self-efficacy and emotional labor on teacher stress, and then put forward some countermeasures to alleviate teacher stress [20]. However, most of both domestic and foreign studies stop at the theoretical study of teacher stress, and very few practical courses for teachers to reduce stress are actually designed through theoretical studies. Therefore, this study designs feasible stress reduction courses for high school teachers on the basis of exploring the stressors of high school teachers.

3. Definition of key concepts

1. Teacher stress

Teacher stress is a common type of occupational stress, which refers to a variety of psychological and emotional tensions, anxieties, and discomforts experienced by teachers as they engage in education and teaching [21]. The sources of stress faced by the teaching profession are very diverse and include factors such as teaching tasks, student problems, parental expectations, excessive workload, time pressure, and behavioral problems. These factors can adversely affect the physical and mental health of teachers and influence their teaching effectiveness and performance

2. Senior Teacher

Senior secondary school teachers are educators who are responsible for teaching senior secondary school students knowledge and skills in a variety of subjects, as well as student education and management at the secondary school level. High school teachers need to have appropriate subject knowledge and knowledge of education and teaching theories, be able to develop teaching plans and teaching methods, organize and carry out teaching activities, assess and reflect on teaching effectiveness, and guide and help students achieve personal growth and development. The work of high school teachers includes teaching, curriculum development, student management, educational research and social services [22]. High school teachers are important instructors and leaders of students' growth and development, and play an important role in improving students' comprehensive quality and training future talents.

4. Research process and results

This study used a questionnaire to analyze the sources of stress of teachers in a private high school in Jiangsu Province, aiming to alleviate their occupational stress, improve their working environment and enhance their sense of well-being. Finally, the author makes suggestions for the design of a stress reduction course for such teachers. The program is of great significance in promoting the development of education and the building of the teaching force, and is expected to promote the personal development of teachers and the provision of better quality educational services.

This study takes high school teachers of a private school in Jiangsu Province as the research object, with a total of 43 teachers participating in the study. In order to better understand the stress situation of high school teachers in this school, this paper adopts the questionnaire and interview method to investigate the high school teachers in this school. In the process of preparing and determining the questionnaire, the author firstly understood the stressors of some teachers in this school through the interview method, and then referred to the Teacher's Work Environment Stress Scale published by Huang Wenxiong, Tsai Chia-hong, and Chiu Yi-fen in 2007 [23] and the Teacher's Occupational Stress Questionnaire published by Philip Parker and Anthony Martin in 198726 [24], and then adjusted it to the specific conditions of the school, finally determining the questionnaire and the stress of teachers. specifics to make adjustments and finalize the questionnaire. The author divided the content of the questionnaire into two parts, the first part was to investigate the basic information of the participating teachers, and the second part was to investigate the sources of high school teachers' stress, which was mainly based on a five-point Likert scale, with each measurement item containing

"strongly disagree, disagree, average, agree, strongly agree" Each item contains five options, corresponding to 1, 2, 3, 4, and 5 points.

This questionnaire was distributed on July 3, 2023 through Questionnaire Star and collected on July 9, 2023, with a total of 43 questionnaires collected and 43 valid questionnaires. All questionnaires were filled out anonymously, which protects teachers' privacy and also ensures that teachers can answer with a true heart when filling out the questionnaires, which further ensures the authenticity and validity of the research results. Table 1 gives the basic statistical results of the subjects of this study.

Table 1. Statistical results of the survey on the basic conditions of the research subjects

Name	Section	frequency	Percentage (%)	Cumulative percentage (%)
sex	male	9	20.93	20.93
	female	34	79.07	100.00
age	20-35 years	41	95.35	95.35
	35-50 years	2	4.65	100.00
	Over 50 years old	0	0	100.00
post	principals	24	55.81	55.81
	Classroom Teacher	13	30.23	86.05
	Administrator and Teacher	1	2.33	88.37
	Classroom Teacher, Administrator and Teacher	5	11.63	100.00
Current title	Beginner	32	74.42	74.42
	Intermediate	5	11.63	86.05
	Advanced	6	13.95	100.00
Daily working hours	Less than 8 hours	7	16.28	16.28
	8-10 hours	15	34.88	51.16
	10-12 hours	14	32.56	83.72
	More than 12 hours	7	16.28	100.00
	Total	43	100.0	100.0

Based on the results of the interviews and combining the existing literature and the results of the questionnaire survey, the author learned that teachers in a private high school in Jiangsu Province mainly have teaching work pressure, work pressure other than teaching, interpersonal communication pressure, school management pressure and social pressure. The author conducted a descriptive factor analysis of each part of the stress to better understand high school teachers' stress problems and to provide a better design for teachers' stress reduction programs.

High school teachers' teaching work pressure is a common phenomenon. According to the results of the questionnaire survey (see Table 2) and the results of the interviews, it can be seen that the teaching work pressure faced by senior secondary school teachers mainly comes from the aspects of heavy workload, long working hours, and high requirements of subjects.

Table 2. Statistical results of the survey on teaching work stress

Name	Sample size	Minimum	Maximum	Mean	standard deviation	Median
6. In your teaching job, do you feel that you have a heavy workload?	43	1.000	5.000	3.907	1.065	4.000
7. In your teaching job, do you feel that you work long hours?	43	1.000	5.000	4.140	1.104	5.000
8. In your teaching job, do you feel stressed at work?	43	1.000	5.000	3.930	1.033	4.000
9. In your teaching job, do you feel pressured by the need to pursue good teaching results?	43	1.000	5.000	4.093	1.151	4.000
10. Do you feel bored and irritated by long years of work in education?	43	1.000	5.000	3.581	1.096	4.000

Firstly, the workload of senior secondary school teachers is very heavy, and teachers need to prepare lessons, give lectures, correct homework, test papers and essays for each class. Second, senior high school teachers' teaching hours are too long. According to the Labor Law, teachers should not work more than eight hours a day, but according to the survey results, the vast majority of senior high school teachers (83.72%) work more than eight hours, and some senior high school teachers (16.28%) even work more than twelve hours a day. Again, senior secondary school teachers are under pressure to achieve, mainly because the subjects they teach have a significant impact on students' further education, employment and future development, and they need to ensure that their students achieve good results in order to lay the foundation for their future, so teachers need to continue to learn and update their knowledge and teaching methods in order to meet the requirements of their subjects.

High school teachers need to face a lot of non-teaching work pressure in addition to the huge teaching work pressure (see Table III).

Table 3. Statistical results of the survey on non-teaching work stress

Name	Sample size	Minimum	Maximum	Mean	standard deviation	Median
11. Do you think that teachers have too many responsibilities?	43	1.000	5.000	4.488	0.856	5.000
12. In your work, do you often go out of the	43	1.000	5.000	4.395	1.072	5.000
13. Do you feel pressurized by the "Wake Up Early, Stay Up Late Activity"?	43	1.000	5.000	4.535	0.909	5.000
14. In your job, do you often have to complete tasks other than teaching, such as meetings, organizing campus activities, party activities, family visits, etc.?	43	1.000	5.000	4.070	1.163	5.000
15. Do you feel pressurized by any of the above activities outside of teaching?	43	1.000	5.000	4.372	0.900	5.000
16. Do you feel that students' bad behaviors are common? For example, the phenomenon of early love, fighting, students' psychological problems, etc.	43	1.000	5.000	4.279	1.008	5.000
17. Do you feel stressed about student management?	43	1.000	5.000	4.349	0.973	5.000
18. In your job, do you feel pressured by the need for promotions and salary increases?	43	1.000	5.000	4.163	0.974	4.000
19. In your teaching work, do you often encounter communication and exchange problems with parents?	43	1.000	5.000	3.395	1.294	3.000
20. Do you feel that your job is not stable enough?	43	1.000	5.000	3.349	1.289	4.000
21. Do you think that the new teaching technology tools have increased your workload?	43	1.000	5.000	3.744	1.274	4.000
22. Do you feel uncomfortable with the new teaching equipment?	43	1.000	5.000	2.977	1.371	3.000
23. Do you feel uncomfortable with teaching reforms and curriculum reforms?	43	1.000	5.000	3.488	1.222	3.000

First of all, high school teachers need to regularly participate in early morning and late night activities at work, such as morning reading, running exercises, morning and evening study sessions. At the same time, in addition to daily meetings and participation in party activities, in order to sound the overall development of students' morality, intelligence, physicality, aesthetics and aesthetics, the school will regularly hold a variety of extracurricular activities, so teachers also need to cooperate with the school in organizing campus activities, such as Campus Top Ten Singers, Campus Art Festival, Photography Competition, Painting and Calligraphy Competition and so on. In addition, teachers also need to deal with student misbehavior, such as early love, fights, and psychological problems, and need to communicate with parents about student misbehavior. Finally, as a high school teacher in a private school, he/she may not only experience peer pressure and pressure for promotion and salary increase, but may also feel that his/her job is not stable enough. As a result, high school teachers also experience a great deal of non-teaching pressure.

However, according to the results of the questionnaire survey, since most of the teachers in this private school are young teachers, young teachers have been exposed to more new teaching methods and approaches in the era of their education, and therefore they are more likely to adapt and accept new teaching techniques, methods, and pedagogical reforms, etc. [25]. It is also clear from the survey results that most of them (67.44%) feel comfortable with the new teaching equipment. Therefore new teaching techniques, methods, and instructional reforms are not a key source of stress for teachers in this high school.

The work of high school teachers is closely related to that of other teachers because teachers need to cooperate and communicate in schools to jointly promote the quality and effectiveness of education and teaching. According to the results of the questionnaire survey (see Table 4), young and middle-aged teachers in a private school in Jiangsu Province have a more cordial relationship with other teachers, and they have fresher ideas and enthusiasm, so they can learn from and support each other to promote the innovation and development of education and teaching. However, because high school teachers have higher work pressure and longer working hours, it is difficult for them to have enough time to make new friends and expand their social circle, creating pressure to make friends. This situation often leads to a relatively narrow circle of friends for teachers, which also has an impact on their personal life. At the same time, due to the high pressure and long working hours of high school teachers, some married teachers have no time to take care of their families and often neglect their partners and children, which in the long run is not conducive to the stability of personal family life and family happiness.

Table 4. Interpersonal Stress Survey Statistical Results

Name	Sample size	Minimum	Maximum	Mean	standard deviation	Median
24. Do you feel that there is not enough cooperation among your colleagues?	43	1.000	5.000	2.953	1.327	3.000
25. Do you feel that the communication among your colleagues is not smooth enough?	43	1.000	5.000	3.093	1.306	3.000
26. Do you feel that there is a lot of competition among your colleagues?	43	1.000	5.000	3.163	1.308	3.000
27. Do you feel that your work affects your personal family issues?	43	1.000	5.000	3.442	1.181	3.000
28. Do you feel that your work affects your friendships?	43	1.000	5.000	3.581	1.277	4.000

In the modern education system, management, as an important means and way, plays a vital role in the development of schools and the quality of education and teaching. According to the results of the survey this school high school teachers often face pressure in school management at work (as shown in Table 5), such as feeling that the school is not well managed and unfairly managed. This kind of stress may have a negative impact on teachers' motivation and mood, and may even lead to teachers' departure or decreased work efficiency. Thus the quality and effectiveness of school management directly affects the efficiency and productivity of teachers.

Table 5. Statistical results of the school management stress survey

Name	Sample size	Minimum	Maximum	Mean	standard deviation	Median
29. Do you feel that the school is mismanaged?	43	1.000	5.000	3.767	1.130	4.000
30. Do you think that the school management is unfair?	43	1.000	5.000	3.721	1.221	4.000

Teachers are responsible for training qualified socialist successors and cultivating multifaceted talents, while educating students requires the support and effective cooperation of society, relevant departments and parents, who face excessive pressure from their social responsibilities (see Table 6).

The temptation of various kinds of trash culture and games on the society and the Internet also puts immeasurable pressure on teachers. In addition, various laws, regulations and rules protect students, making it difficult to manage students, especially the influence of Internet public opinion, which makes teachers afraid in normal teaching management. And is in the rebellious period of high school students move on the so-called rights, complaints, so that teachers do not dare to control, not good management. All of the above phenomena give teachers great social pressure.

Table 6. Statistical results of the Social Stress Survey

Name	Sample size	Minimum	Maximum	Mean	standard deviation	Median
31. In your teaching work, have you ever abandoned certain teaching methods or management tools for fear of the influence of Internet public opinion?	43	1.000	5.000	4.326	0.969	5.000
32. As a teacher, do you think that the current laws, regulations and rules are too strict for teachers?	43	1.000	5.000	4.256	0.928	4.000

5. Curriculum design

5.1. Course objectives

The specific teaching objectives of this study are referenced to Bloom's classification of teaching objectives - cognitive, behavioral, and affective. In terms of cognitive objectives, high school teachers will learn about the sources and effects of stress faced by teachers, understand the effects of stress on physical and mental health and productivity, and acquire knowledge and skills related to coping with stress and how to seek and receive help. These knowledge and skills will help senior secondary teachers improve their ability to cope with stress. In terms of behavioral objectives, senior secondary teachers will learn effective time and task management skills, acquire effective problem-solving skills, learn self-regulation and relaxation techniques, learn to manage classroom and senior secondary teacher behavior effectively, and seek and receive necessary support and assistance. These skills will help senior secondary teachers to better manage personal and academic stress and to improve their self-management and coping skills. In terms of emotional attitudes, senior secondary teachers will have a positive mindset, recognize and understand their own emotional states, increase emotional intelligence, enhance self-awareness and self-regulation, have social support, and improve self-confidence and self-esteem, so that they can better adapt and cope with challenges.

5.2. Course design

Based on the results of the questionnaire survey to understand the stressors of high school teachers in a private school in Jiangsu Province, and through the interview method to understand the preferred ways of stress relief of high school teachers in this school, based on which, a stress relief course for high school teachers in this school was designed (see Table VII). The course is divided into eleven topics, with different teaching objectives and related course contents for different topics. The course uses discussion, practice, problem solving, cooperative learning, situational teaching, case study, and other teaching methods [26], and the duration of this course is about one month, with participants participating in all or part of the course on their own as needed.

Table 7. Outline of stress reduction courses for senior secondary school teachers

Program Objectives	Course Topics	Course content	Teaching methods	teaching goal
cognitive target	I. What is stress	Teaching high school teachers how to recognize stress	Lecture method Discussion method Case study method	Making high school teachers aware of the causes and effects of stress
	II. How to manage stress	To teach high school teachers to use relaxation and meditation techniques to relieve stress, so that they can understand how to maintain a positive mindset and resilience to stress, and to teach them effective stress management techniques and strategies, such as relaxation training, cognitive reframing, time management, etc.	Lecture method Discussion method Cooperative learning method	Enabling high school teachers to learn how to cope with stress and anxiety in order to reduce teacher stress and anxiety
Behavioral goals	III. Striving to be the master of time management and task management	Teach high school teachers how to prioritize and plan tasks, how to avoid procrastination and stay focused, and how to use tools and technology to improve efficiency	Lecture method Discussion method Situational teaching method	Enabling high school teachers to learn how to manage their time and tasks more effectively to increase productivity and reduce stress
	IV. Communication and collaboration as an art	Teach high school teachers how to build positive relationships with colleagues, parents, and students, how to deal with conflict and difficult situations, and how to utilize communication skills to increase the effectiveness of collaboration	Lecture method Situational teaching method Case study method	For high school teachers to learn how to communicate and collaborate more effectively with colleagues, parents, and students in order to reduce communication stress and conflict
	V. Basic teacher skills: teaching techniques and strategies	Teaching high school teachers how to use diverse teaching strategies and resources, how to stimulate student interest and engagement, and how to assess student learning outcomes and teaching effectiveness	Discussion method the practical method	To enable high school teachers to learn how to teach subjects more effectively in order to improve student learning outcomes and pedagogical satisfaction
	VI. Teacher Career Program	Teach high school teachers professional development skills and strategies such as self-assessment, career planning, professionalism	Discussion method Practical approach problem-solving method	Keeping high school teachers informed of trends in the education profession in order to enhance their professional satisfaction and sense of fulfillment
	VII. Small natural enemies of stress: sports and interests	Teaching high school teachers how to develop exercise programs and hobbies that work for them, and how to improve their quality of life and sense of well-being through exercise and hobbies	Lecture method Discussion method Practical method	To enable high school teachers to use their favorite sports and interests to improve their physical fitness and mental toughness, self-efficacy and self-confidence
	VIII. The socialite is not you	Teaching high school teachers the basic principles and skills of	Hands-on Approach	To enable high school teachers to learn to reduce

		interpersonal relationships, how to build positive relationships, how to deal with problems and conflicts in relationships, and how to present themselves in social situations	Cooperative Learning Method Situational Teaching Method	stress, build good relationships, and improve their quality of life and well-being through socialization
	IX. Family Reunion and Happiness	Organize occasional family bonding activities to teach high school teachers family communication skills and emotional management, division of roles and tasks among family members, collaboration and decision-making among family members, and respect and support among family members.	Discussion method the practical method	To enable high school teachers to better understand the importance of family reunion, to improve teamwork and communication skills among family members, and to build more harmonious and stable family relationships, which will bring more happiness and satisfaction.
emotional goal	X. The art of psychological balance	Teach high school teachers skills and strategies for learning about mental health, such as positive thinking, emotional expression, social support	Lecture method Discussion method Practical method	Enabling high school teachers to understand the importance of mental health in order to improve high school teachers' mental resilience and mental health
	XI. Self-care is the beginning of all things	Teach high school teachers to learn how to take better care of themselves, which includes how to develop a healthy lifestyle and diet, and how to establish good sleep and rest habits	Lecture method Discussion method Practical method	To enable high school teachers to take better care of themselves and to improve the physical and mental health and work efficiency of Mrs. Zhang's belt

5.3. Modes of delivery

Unwinding courses for high school teachers can be conducted either online or offline, with online courses being conducted through video conferences, online courses and so on, and offline courses being conducted in schools or other venues. In order to ensure the quality and effectiveness of the courses, both online and offline delivery methods need to be designed and organized by professional psycho-educational institutions or mental health education departments in schools, and professional psychologists or psychological counselors can also be invited to participate in the course design and teaching process to achieve better results.

5.4. Curriculum evaluation

In order to evaluate the effectiveness of the stress reduction program for high school English teachers, a variety of evaluation methods can be used. First of all, learning outcome evaluation is an important evaluation method to assess whether high school teachers are able to cope with various kinds of stress at work by assessing their understanding of the course content and their ability to practise it, and to provide appropriate support and assistance. This evaluation method can help lecturers understand the actual effectiveness of the course and make timely adjustments and improvements to the course content and teaching methods.

Secondly, teacher feedback evaluation is also an important evaluation method. By collecting feedback and suggestions from lecturing teachers, we can understand senior secondary teachers' satisfaction with the courses and their feelings about the reduction of pressure in their own work, so as to improve course design and implementation. This evaluation method can help instructors provide

specific feedback and suggestions so that course designers can better understand the needs and expectations of high school teachers and further improve course content and teaching methods.

Finally, effectiveness evaluation is a comprehensive evaluation method. It assesses the actual effectiveness and contribution of the course to reducing stress among senior secondary teachers by tracking and evaluating the changes in their physical and mental health and work status, etc. after the course. This evaluation method can help institutions gain a more comprehensive understanding of the actual effectiveness of the course so that they can better provide support and assistance to senior secondary school teachers, and it can also provide references and lessons for future course design and implementation.

6. Conclusion

As society attaches more and more importance to education, high school teachers play an increasingly important role in education and teaching [27]. However, high school teachers also face many work pressures and life challenges and need to cope with various difficulties. Therefore, it is particularly important to design stress reduction programs for high school teachers' groups.

The design of stress reduction programs for high school teachers can improve their physical and mental health and work efficiency, reduce their work pressure and psychological burden, help high school teachers better cope with work and life challenges, and improve their physical and mental health and sense of well-being. At the same time, it also helps to create a better teaching environment and atmosphere, and promotes the all-round development of students and the harmonious development of society, which deserves more and more attention and support.

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