Research on the Influence of Teachers' Mental Health on Teaching Quality

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Abstract. With the deepening of quality-oriented education, all walks of life are discussing the all-round development of students, and teachers in various schools naturally attract much attention. As the third form of labor, emotional labor plays an increasingly prominent role in public services. Effective emotional labor is conducive to the interaction between teachers and students and the smooth development of teaching activities. However, the consumption of physical and mental resources caused by emotional labor, if not compensated accordingly, will affect teachers' emotional health. Through exploratory factor analysis, it is determined that the factor structure of teachers' mental health(TMH) quality in the compulsory education stage is composed of four first level dimensions: cognitive quality, emotional quality, behavioral quality, personality quality, and ten second level dimensions: positive guidance, self-improvement, optimism, emotional regulation, dedication, kindness and tolerance, value orientation, understanding others, family harmony, and interpersonal harmony. Whether teachers' teaching can be effectively carried out and TMH are also receiving more and more attention. TMH is inextricably linked with students' all-round development. This article explains the TMH, standards and teaching quality one by one.

Keywords: Mental health; Teaching quality; Influence.

1. Introduction

At present, with the continuous deepening of the reform of basic education in China, and the high attention of society to education, teachers are under more work pressure than ever before. Under the continuous effect of these pressures, many teachers have experienced the symptoms of job burnout and unhealthy psychology [1]. In recent years, the voice of the new curriculum reform has become increasingly strong, and many primary and secondary schools have advanced to the depth. While teachers are undertaking heavy teaching tasks, they are also facing the pressure of reform. The implementation of the reform, on the one hand, means that teachers have more teaching freedom and independent choice, which provides a good platform for them to further improve themselves and display their teaching skills and talents; On the other hand, the instability and uncertainty of the reform also make teachers lose their original safe and comfortable environment, and bear more pressure of stationing and management [2]. Under multiple pressures, it is easy for teachers to have role imbalance and role conflict, bring them complex emotional reactions, and cause a series of emotional problems, which is not conducive to the healthy development of teachers. Whether their body and mind can grow smoothly and whether their psychology is healthy will not only directly affect their teaching attitude, concept and teaching and research behavior, but also have a great impact on the process and effect of talent training and the cultivation and improvement of students' physical and mental quality [3]. However, with the comprehensive reform of China's higher education system, society has put forward higher requirements for middle school teachers, such as the requirements for academic qualifications, the evaluation of professional titles, the appointment of posts, the elimination of the last, year-end assessment, rewards and punishments based on performance, and so on. These psychological problems caused by extraordinary pressure are constantly threatening the physical and mental health (MH) of middle school teachers. Due to their special position, environment, and role and mission, middle school teachers under the age of one-year bear special psychological pressure in the process of social reform and transformation, especially in the process of professional title reform,

wage reform, housing reform, and talent management system reform [4]. Teachers' psychological and emotional health is related to the teaching effect, as well as students' emotions and learning effects. The construction of teachers' team needs to pay attention to the value and influence of special education teachers' emotional labor, and the problem of special education teachers' emotional labor needs to attract the attention of academic circles and organization managers. Many teachers often show anxiety, bad mood and low mood in their work [5].

According to the survey, 40% of teachers are often anxious, and some teachers often feel tired, agitated and anxious, and have symptoms such as insomnia or poor sleep state, allergy, paranoia, depression and listlessness. Many teachers have no sense of security, especially for teachers in private schools [6]. In the research of education and teaching practice, researchers mostly take an evasive attitude towards teachers' emotions, and a few put them forward as negative factors. Only in the related research of teachers' job burnout, emotions are mentioned sporadically. Up to now, the skillful discussion on teachers' emotions is only at the superficial conceptual level, and there is still a long way to go from the systematic theoretical knowledge framework [7]. However, teachers' emotions occupy a pivotal position in the research of education and teaching practice, and the research of teachers' emotions needs to be paid attention to. Therefore, we should understand the basic situation of the MH quality of teachers in the compulsory education stage, find out the existing problems, and provide a theoretical basis and applicable evaluation tools for improving and improving the overall MH quality of teachers in the compulsory education stage, as well as a theoretical basis and measurement means for the selection of teachers.

2. TMH and its influencing factors

2.1 An analysis of the psychological characteristics of middle school teachers

According to the World Health Organization of the United Nations, MH not only means that there is no psychological disease or abnormality, but also that individuals can maintain the highest and best state physically, psychologically and socially. That is, MH not only refers to good adaptation to social life, but also refers to physical health, personality improvement and full play of psychological potential [8]. Both self-development and interpersonal harmony can be taken into account, and balanced development can be achieved between the id, ego and superego, and they can face problems and actively deal with them without relying on negative psychological defense [9]. On the social level, a person with MH can effectively adapt to the social environment and properly handle interpersonal relationships. His behavior conforms to the norms of the culture in the living environment without being weird. His role play conforms to social requirements, can maintain good contact with the environment, and can contribute to the society. Teachers' psychological health is closely related to their psychological quality, and the psychology with teachers' psychological quality must be healthy [10]. Teachers' psychological quality refers to the essential characteristics of teachers' psychological process and individual psychological characteristics, which determine their educational and teaching effects and have a significant impact on students' physical and mental development in educational activities. As a system, teachers' psychological quality is healthy if its structure is complete, and their behaviors, knowledge, abilities, concepts, personalities and other components can operate in harmony in the process of interacting with the environment and others. Relative psychological trait means that MH quality is not easy to change, because it is a psychological trait formed by the influence of genetic factors, environment and education in practice, which is a stable internal neuropsychological structure. The immanence shows that MH quality is the internal "quality" that determines the external performance of psychology and behavior, and the external performance of psychology and behavior is defined by the internal "quality". It can be seen that MH is a "front-stage actor", which is an external, dynamic and psychological experience and behavioral characteristics of individuals in the process of adapting to the environment. At the same time, teachers need to spend more time and energy on various classes and lectures. Teaching pressure is high, and they are faced with naughty students, who are exhausted and prone to anger, frustration, sadness and other bad emotions. As shown in Table 1.

Table 1. Analysis of the differences between teachers' average daily class hours and their classroom emotional state

	Average class hours	Number of people	Average/mean value	Standard value	F	P
Positive emotion	2 knots	14	2.59	0.638	0.576	0.565
	Section 3-5	59	2.69	0.602		
	More than 5 knots	11	2.1	0.625		
Negative emotion	2 knots	14	1.99	0.275	0.461	0.632
	Section 3-5	59	2.03	0.400		
	More than 5 knots	11	2.14	0.418		

It can be seen that the P value of teachers' positive emotional state in different class hours is 0.565, and there is no significant difference. The P value of teachers' negative emotional state is 0.632, with no significant difference and little comparative significance. Because of their age, special position, living environment, special role and mission, middle school teachers in colleges and universities have not only the general characteristics of teachers' psychology, but also their special psychological characteristics. (1) The self-consciousness of middle school teachers has become mature. Their psychological activities point to the inner world and have a certain depth and breadth. They begin to realize their existence from the social aspect, and recognize and evaluate themselves, experience and regulate themselves from the social aspect. (2) The emotions and emotions of middle school teachers tend to be mature and stable, and they have accumulated rich and colorful emotional experiences and social emotions. However, middle school teachers are volatile and impulsive, sometimes excited, sometimes calm, sometimes positive, sometimes negative, and even easy to lose control. (3)。 They can consciously establish their own life goals, understand their motives, goals and consequences more consciously and be good at sizing up the situation, comprehensively analyze problems, distinguish priorities and priorities, and make correct life choices without being affected by environmental incentives on the basis of comprehensive analysis. They can make correct decisions and then implement them without interference. (4) They have already had their own mature ideals, values, world outlook, and higher teaching and scientific research capabilities, as well as their own unique personality and temperament, thus forming their own distinctive personality to a certain extent.

2.2 Main manifestations of psychological problems of primary and secondary school teachers in colleges and universities

The survey data shows that the differences of middle school teachers' somatization are very obvious. Middle school teachers are also a high-risk group of sub-health. Overweight work pressure and psychological pressure often lead to their reactions such as fatigue, irritability, irritability, overexcitation and tension, and even psychological disorders such as inflexible thinking and memory loss, which greatly affect middle school teachers' learning, life and normal teaching work. From the dimension of pleasure of emotions, Neo Confucianism usually divides emotions into two types: positive emotions and negative emotions. Positive emotions are those with open and happy feelings, such as satisfaction, pride, happiness, etc.; negative emotions are those with sadness and depression, such as grief and anger, irritability, anxiety, depression, etc. Persistent negative emotion refers to the emotional experience that an individual can't extricate himself after experiencing negative emotions such as anger, sadness, fear, etc. Until these experiences disappear, and then it lasts for a long time. For example, compulsion is manifested by repeated and lasting ideas, thoughts, and impressions, and it can also be impulsive compulsive behavior, which refers to the repeated meaningless behavior. Patients clearly know that this kind of action is meaningless, but they have to do it. After doing it, they can eliminate the tension for a moment, but after a while they feel uncomfortable and have to do it. A self-rating scale of this survey shows that among the top ten positive items with the highest proportion, four items belong to obsessive-compulsive symptoms, and their proportions rank first,

sixth and tenth respectively, with two items tied together. It can be seen that obsessive-compulsive symptoms are one of the most common psychological problems among middle school teachers. As shown in Table 2.

Table 2. The top ten places with the highest positive rate

Serial number	Title number	Topic content	Belonging factor	Proportion
1	9	Forgetting is great	Obsessive symptoms	74%
2	14	Feel your energy drop and your activities slow down.	Depressed	68.5%
3	11	Sometimes do something you don't want to do yourself	Neuropathy	60%
4	62	I feel that I should get things done quickly	Anxious	60%
5	86	lumbago	Somatization	59%
6	45	You must check things over and over again	Obsessive symptoms	54%
7	42	Muscle aches	Somatization	53%
8	2	Nervous, uneasy heart	Anxious	51%
9	1	have a headache	Somatization	50%
10	46	Worried about his untidy clothes and bad manners	Obsessive symptoms	49.5%

Middle school students are in a critical period of human development from childhood to adulthood. The sharp change in physiology conflicts with the imperfection of the village and barbershop, and their development is unbalanced at this stage. Adolescent middle school students are more sensitive to the evaluation of the outside world, and their self-esteem, self-confidence and confidence are obviously enhanced. With their improvement of understanding, they have their own views on the evaluation of teachers. They respect and obey the teachers they like, and even love the subjects taught by teachers. They spend more time and effort to learn. They also clearly show their attitude towards teachers they don't like, and reject the knowledge taught by teachers, Even resistance and confrontation. The teacher-student relationship is a basic and necessary relationship in teaching activities, and it is also a relationship of mutual influence and restraint. Therefore, teachers' emotional state will affect students, classroom atmosphere and students' learning state. At this stage, most of the junior high school students are post-00s, and most of them are only children. Different growth environments and family education methods make them have different rural and theoretical characteristics and behavior. The doting and indulgence of parents and other elders can easily lead them to develop various bad habits, such as arrogance, self-centeredness, lack of independence, barbarism and capriciousness. However, the parents' inherent concept of "looking forward to the success of their children" and "looking forward to the success of their women" will also bring them motivation to learn, confidence and initiative. Inappropriate behaviors, such as students' absence from class, improper learning attitude, and confrontation with teachers, will affect teachers' emotional state, resulting in bad emotions such as anger, anxiety, and tension, which will make teaching work unable to proceed normally and teachers' work inefficient. In general, the social status of teachers is still at a disadvantage, and the low economic income has hit the enthusiasm of teachers' teaching work, which is easy to bring them anxiety, depression, distress and other negative emotions. Under the influence of these bad emotions, teachers' work efficiency is low, which affects the improvement of teaching quality.

3. Strategies for improving teachers' bad mood in class

3.1 Improvement of teachers' own education and teaching level

Teachers' emotions occur in the whole process of classroom teaching, affect the effect of classroom teaching, and are an indispensable factor to determine the success of teaching. Teachers' reasonable and effective emotional management in daily classroom teaching can bring about a harmonious relationship between teachers and students. The classroom atmosphere is active and good teaching results can be obtained; Neglecting and denying the role of emotions in teaching may lead to tension between teachers and students, depressed classroom atmosphere, and little effect in classroom teaching, which is not conducive to the improvement of teaching quality. First of all, teachers should enhance their sensitivity of emotional awareness. In classroom teaching, teachers should not only be sensitive to their own emotions, but also be able to timely feel the emotions of students. Teachers should show their true selves in the classroom, and pay real attention to their own emotions based on the truth. At the same time, teachers should observe and pay attention to the emotional state of students, be aware of bad emotions, and timely analyze the causes of these bad emotions and possible harm. Secondly, on the basis of emotional awareness, encourage themselves and students to express their emotions through language. When communicating between teachers and students, teachers should also listen to the voice of students, and properly use praise and encouragement.

Teachers are the leaders of the teaching process, students are the main body of learning activities, and teaching is a process of bilateral communication between teachers and students. Positive emotional experiences of teachers and students will lead to harmonious classroom atmosphere, while negative emotional experiences such as anger, anxiety and nervousness will bring boring classroom, which is not conducive to the healthy development of teachers and students, and also affects the improvement of classroom teaching effect. Therefore, teachers should strengthen the ability of emotion regulation in classroom teaching, discover and effectively regulate their own and students' bad emotions in time, and promote the healthy and effective development of classroom teaching. The new curriculum reform has brought challenges and pressures to teachers. While changing the traditional teaching methods, teachers should strengthen their own inner self-discipline, improve their perfect and rational quality, and cope with the burdens and responsibilities they need to bear in the reform. What's more, junior middle school teachers are now faced with mostly the students after 00. Growing up in a superior family environment, they will also bring negative emotional expressions such as self, lack of independence, and vulnerability into classroom learning. As a professional, teachers should try their best to improve their professional level, update their knowledge structure in time, win the respect and trust of students through superb teaching level, gain due honor and improve their sense of teaching efficiency.

3.2 Implement humanized management for school teachers

It is a long way to go to relieve teachers' teaching burnout, and it needs the whole society to support Secondary School Education education. Establish an effective social support network with society and family as the main part, and give full trust to middle school education. Support and trust greatly affect teachers' work performance. In the positive atmosphere of support and trust, teachers will show a strong sense of trust and drive, and have a sense of self-esteem and being needed, which can make individuals release pressure and relieve burnout, so that they can treat their work positively. In addition, through the construction of specialties and disciplines, comprehensive reform and construction are carried out on the specialties' setting, training objectives, curriculum system, teaching plan, teaching methods, teaching staff, practice and training bases, etc., so that the specialties can meet the needs of the economic development of Duhui, and teaching should be carried out with the goal of cultivating highly skilled professionals. Through its own development and construction, the school has improved the quality of its trained talents by improving its school-running level, and won the praise of employers and society. Schools should be aware of the position of teaching in education. If schools can give cultural teachers and professional teachers the same opportunities and

support in project application, excellent courses and further studies, cultural teachers will feel that their profession is fully respected, thus stimulating their enthusiasm for work, which is conducive to the realization of English teachers' own value. Therefore, on the one hand, schools should strengthen the construction of hardware facilities, increase educational investment, improve educational and teaching equipment, strive to popularize multimedia teaching, improve teachers' office conditions, provide them with a comfortable and necessary working environment, and make them happy physically and mentally, so as to better engage in teaching work. On the other hand, schools should pay more attention to the provision of software environment, strive to create a democratic and equal school atmosphere, and improve teachers' enthusiasm for teaching.

The emotions in classroom teaching are mutually infected between teachers and students. The happy emotional state of teachers will be unconsciously passed on to students. Students will pay attention, listen to the class in a good state, and learn efficiently; The good emotional state of students will also drive teachers' enthusiasm for teaching, improve the effectiveness of classroom teaching, and impart more knowledge to students completely. On the contrary, the bad emotional state of teachers and students will also infect each other, resulting in the low efficiency of teachers' classroom teaching, students' inattention, tension between teachers and students, and other negative effects. First of all, Finally, parents of students should understand and respect teachers, cooperate with teachers' teaching work, carry out good family education for students, cultivate students' good behavior habits and personality traits, and provide strong support for school education. In a word, the society, schools and students' parents should create good resources and favorable conditions for teachers' education and teaching, remove their worries, maintain their good emotional state, and improve the effectiveness of classroom teaching.

4. Conclusions

Middle school teachers are the new force for the sustainable development of colleges and universities. As a special group, their MH is related to the development of universities and the future of education. Through the investigation and analysis of the MH of middle school teachers, we can see that the current MH of middle school teachers is not optimistic. The expectation of society on teachers will also affect teachers' emotional state. If the expectation value is too high, it is easy to cause greater psychological pressure and burden on teachers, resulting in anxiety, irritability, depression and other negative emotions; If the expectation is too low, teachers will feel that they are not valued and lack the motivation to work. Therefore, teachers' expectations should be rationalized, teachers' enthusiasm for teaching should be fully mobilized, and more energy should be put into teaching. The various influences of teachers' psychology on students' psychology play an important role in students' physical and mental development. With the development of quality education in today's society, students' all-round development is the embodiment of school teaching quality. With teachers who are physically and mentally healthy, there will be all-round development of students and the future and hope of the country. Therefore, social countries and schools must pay attention to TMH and promote the great development of their home countries.

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